

PARKERSBURG  
CATHOLIC  
HIGH SCHOOL  
COURSE  
DESCRIPTION  
MANUAL

**Updated 3/10**

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Note: Every course, every semester requires every student to write an assigned topic essay to be scored for the Writing Across the Curriculum Project.

## **GRADUATION REQUIREMENTS (Professional Pathway)**

<b>RELIGION</b>	<b>4 Credits</b>
<b>ENGLISH</b>	<b>4 Credits</b>
<b>MATH</b>	<b>4 Credits</b>
<b>SCIENCE</b>	<b>4 Credits</b>
<b>SOCIAL STUDIES</b>	<b>4 Credits</b>
<b>PHYSICAL EDUCATION</b>	<b>1 Credit</b>
<b>HEALTH</b>	<b>1 Credit</b>
<b>THE ARTS</b>	<b>1 Credit</b>
<b>**FOREIGN LANGUAGE</b>	<b>2 Credits</b>
<b>ELECTIVES</b>	<b>3 Credits</b>

**TOTAL** **28 Credits**

**\*\*Required starting with the Class of 2008  
For students on a professional pathway**

## **COLLEGE CLASSES (EARLY ADMISSIONS)**

West Virginia University of Parkersburg offers eight different courses on the PCHS campus three days per week. Each college class provides the student with three (3) semester hours of college credit and one-half credit for high school. The cost for each of these classes is tuition plus books and materials paid directly to West Virginia University at Parkersburg (WVU-P).

Prerequisite for all college classes is a 2.86 overall grade point average (GPA) and junior or senior rank.

Fall 2010	Elementary Japanese 101
Fall 2010	Psychology 101 (Introduction to Psychology)
Spring 2011	Elementary Japanese 102
Spring 2011	Sociology 101 (Introduction to Sociology)
Fall 2011	Elementary Latin 101
Fall 2011	US History 152 (US History through the Civil War)
Spring 2012	Elementary Latin 102
Spring 2012	US History 153 (US History from Reconstruction to the Present)

### **Elementary Japanese (101) Meets T-W-TH; 7:25 to 8:10 a.m.**

This course is conversational Japanese with an equal emphasis on speaking, listening, reading, writing, and culture.

### **Elementary Japanese (102) Meets T-W-TH; 7:25 to 8:10 a.m.**

This is a continuation of Japanese 101 which is conversational Japanese with an emphasis on speaking, listening, reading, writing, and culture. (Prerequisite: Japanese 101 or equivalent)

### **Elementary Latin (101) Meets T-W-TH; 7:25 to 8:10 a.m.**

Students study elementary classical and Medieval Latin. Emphasis is given to reading, writing, pronunciation, and grammar as well as the study of ancient Roman culture.

### **Elementary Latin (102) Meets T-W-TH; 7:25 to 8:10 a.m.**

This is a continuation of Latin 101 which is further study of elementary classic and Medieval Latin. Emphasis is given to reading, writing, pronunciation, and grammar as well as the study of ancient Roman culture. (Prerequisite: Latin 101)

### **Introduction to Psychology (101) Meets M-W-TH; 2:06 to 2:57 p.m.**

This general survey course introduces the core areas of psychology as a behavioral science. The focus includes an eclectic study of heredity, environment, and learning. Other topics surveyed include memory, perception, motivation, emotion, human development, personality, abnormal psychology, and psychotherapies. A general overview of specific theories in psychology is also included.

**Introduction to Sociology (101) Meets M-W-TH; 2:06 to 2:57 p.m.**

This course covers the fundamental concepts and methods of the scientific study of human society and social behavior. It focuses on institutional foundations of group life; social roles and interpersonal relations; values and social processes in context of technological change, ethnicity, race, age, gender, and socio-economic classes. Students gain insight into the social behavior of people in other cultures and adopt an attitude of cultural relativism.

**U.S. History through the Civil War (152) Meets M-W-TH; 2:06 to 2:57 p.m.**

This analytical survey of the major events in United States history from 1492 through 1865 focuses on the intimate relationship between events occurring in the United States and those occurring elsewhere in the world. The parallels between past and present events are utilized wherever appropriate. This is a lecture and/or discussion course.

**U.S. History from Reconstruction to the Present (153) Meets M-W-TH; 2:06 to 2:57 p.m.**

This analytical survey of the major events in United States history from 1865 to present focuses on the intimate relationship between events occurring in the United States and those occurring elsewhere in the world. The parallels between past and present events are utilized wherever appropriate. This is a lecture and/or discussion course.

## **THE ARTS**

### **STUDY OF FINE ARTS – INDEPENDENT STUDY**

This course is designed to allow students to explore many types of fine arts. No textbook is used. Each week, students are given a list of local events and activities that qualify as fine arts events. They are to attend, on their own time, a variety of events. Students write reports with objective and subjective elements after each activity, and these are graded on a descending scale (ten events per semester = A, nine events = B, etc.). The goal is for students to be exposed to a wide variety of cultural styles and performances.

One Semester (may be taken for a second semester)

Elective

One Half Credit Per Semester

No Prerequisite

### **THE MUSIC OF PINK FLOYD**

Utilizing specially created web pages and CD's for listening, students explore the creative process of one of the 20<sup>th</sup> Century's most innovative and influential musical groups. This self-paced on-line course allows students to investigate the philosophy, technology, instrumentation, and the personalities of the artists who developed a unique style. By using a well-recognized and still popular group for their study, the inquiry into the structure, value, and quality of modern music maintains its relevance in several ways. Students construct a notebook that contains personal reflections on the music and lyrics, insights on the meanings, and applicable creations of their own.

One Semester

Elective

One Half Credit

No Prerequisite

### **ART 1, 2, 3, 4**

Students are challenged to study the works of the great masters through creating their own works of art in a variety of medium. There are in depth studies of the works of various cultures in history ranging from the most ancient or record through contemporary time. Information is made available about various art schools and careers, and students are encouraged to do art activities to share with classmates, their families, and their communities.

Each Course is Two Semesters

Elective

1 Credit Each

Prerequisite: Art 1 for Art 2

Art 2 for Art 3

Art 3 for Art 4

## **CREATIVE ENHANCEMENT – Independent Study - Cyclical**

Creativity is the lifeblood of all original, vital, personal work. Students learn to apply a wide variety of techniques to improve the use of their creative talents in multiple media. The course is “cyclical”, meaning that it will meet when and as often as it needs to meet in order for students to complete their assignments, and it is “renewable”, meaning that students may take multiple cycles for additional credit. All types of creative expression, including writing, music, photography, drama, painting and drawing, computer graphics, and dance are explored. The theory and techniques of a particular medium are studied before the project begins then students apply what they have learned. Professionals will assist with instruction and possibly with construction. Students will anticipate being highly skilled in some areas and quite limited in others. Projects will be of a constructive, instructive, and positive nature. Students may be required to purchase a small amount of supplies, depending on the media used in any given cycle.

One Half Credit  
Elective  
No Prerequisite

### **CHOIR**

This course is designed to allow students, through learning to sing in a choir, to develop skills in reading and notating music, understanding and appreciating music in relation to history and culture, performing with others, evaluating performances, and providing service to the school and community through performances. At least one concert is performed each semester.

One Credit  
Two Semesters  
Elective  
No Prerequisite

### **HANDBELLS**

This course is designed to allow students, through learning to play in a handbell choir, to develop skills in reading and notating music, understanding and appreciating music in relation to history and culture, performing on instruments with others, evaluating performances, and providing service to the school and community through performances. At least one concert is performed each semester.

4 Octaves of Handbells, 3 Octaves of Choirchimes

One Credit  
Two Semesters  
Elective  
No Prerequisite

## **FOREIGN LANGUAGE**

### **SPANISH I**

Spanish I is designed for beginners who have no previous knowledge of Spanish. The goal is to enable students to acquire a basic mastery of the four language skills: listening, reading, speaking, and writing. Emphasis is the application of growing knowledge of Spanish as it relates to real life situations and not just learning about the language. Most written practice of grammar is completed outside class. From the school homework page, students access the class web page that provides online practice exercises and cultural links. In class, students practice vocabulary and grammar which permits them to express themselves in Spanish. Much of what is done in class focuses on activities during which students communicate with classmates and the instructor.

Text: *i Buen viaje!*, Level 1, Conrad J. Schmitt, Glencoe/McGraw-Hill, 2003.

*i Buen viaje!*, Conrad Schmitt, 2003.

*i Buen viaje!*, Workbook

Two Semesters

Elective

One Credit

No Prerequisite

### **SPANISH II**

This course moves students from advanced beginner to intermediate level enabling students to acquire a basic mastery for the four language skills: listening, reading, speaking, and writing. Emphasis is on the application of growing knowledge of Spanish to real life situations and not just learning about the language. Most written practice of grammar is completed outside class. From the school homework page, students access the class web page that provides online practice exercises and cultural links. In class, students practice vocabulary and grammar that permits students to express themselves in Spanish. Much of what is done in class focuses on activities during which students communicate with classmates and the instructor.

Text: *i Buen viaje!*, Level 2, Conrad J. Schmitt, Glencoe/McGraw-Hill, 2003.

Two Semesters

Elective

One Credit

Prerequisite: Spanish I

### **SPANISH III**

This course moves students from beginning intermediate to advanced intermediate level. The goal is to enable students to acquire a basic mastery of the four language skills: listening, reading, speaking, and writing. Emphasis is the application of growing knowledge of Spanish to real life situations and not just learning about the language. Most written practice of grammar is completed outside class. From the school homework page, students access the class web page that provides online practice exercises and cultural links. In class, students practice vocabulary and grammar that permits students to express themselves in Spanish. Class work

focuses on activities during which students communicate with classmates and the instructor.

Text: *i Buen viaje!*, Level 3, Conrad J. Schmitt, Glencoe/McGraw-Hill, 2003.

Two Semesters

Elective

One Credit

Prerequisite: Spanish 2

### **SPANISH IV**

This course moves to an advanced level. The goal is to enable students to acquire basic mastery of the four language skills: listening, reading, speaking, and writing. Emphasis is on the application of growing knowledge of Spanish to real life situations and not just learning about the language. Most written practice of grammar is completed outside class. In class, students practice vocabulary and grammar that permits them to express themselves in Spanish. Much of what is done in class focuses on communicating with classmates and the instructor.

Text: *Leyendas latinoamericanas*, Genevieve Barlow, Glencoe/McGraw-Hill

Two Semesters

Elective

One Credit

Prerequisite: Spanish 3

## **HEALTH**

### **HEALTH 9**

This course Covers information on stress, reproduction, and pregnancy, nutrition, and fitness, infectious and non-infectious diseases, and first aid. Normally, students are enrolled in this course for one semester during their freshman year.

Text: *Health Skills for Wellness*, Prentiss Hall, 2001

One Semester

Required

One Half Credit

No Prerequisite

### **HEALTH 10**

This course gives information on mental health issues, sexually transmitted diseases STD's, healthy choices, preventing violence, adulthood aging and death, healthcare, healthy relationships, and public health. Normally, students are enrolled in this course for one semester during their sophomore year.

Text: *Health Skills for Wellness*, Prentiss Hall, 2001

One Semester

Required

One Half Credit

No Prerequisite

## **LANGUAGE ARTS**

### **ENGLISH 9**

This course focuses on classic and contemporary literature. Students are exposed to a variety of writing including the short story, essays, drama, the novel, and poetry. Writing is stressed throughout the course with emphasis on short story writing and different forms of essays. Students are introduced to the life and times of Shakespeare through *Romeo and Juliet* and to the life and times of Charles Dickens in *Great Expectations*. Students are prepared for ACT and SAT examinations through vocabulary study and grammar instruction.

Texts: *Timeless Voices, Timeless Themes: Gold Level*. Prentice Hall, 2002.

*The Odyssey, Homer.*

*O. Henry The Gift of the Magi and Other Short Stories*, Dover Thrift Editions 1992.

*Great Expectations*, Charles Dickens, Dover Thrift Editions 2001.

*Vocabulary Workshop, Enhanced Edition, Level D*, Sadlier-Oxford.

Supplemental Material:

*Great Expectations*. Mobil Masterpiece Theatre, 1999.

*William Shakespeare: A Life of Drama*. Biography A&E, 1996.

*Romeo and Juliet*, Zeffirelli. (film version)

Two Semesters

One Credit

Required

No Prerequisite

### **ENGLISH 10**

Students are exposed to a reading anthology covering America's major authors and classics such as *The Scarlet Letter*. Writing is stressed throughout the course with emphasis given to essays and creative writing. Students are also given preparation for ACT and SAT examinations, particularly through the acquisition of vocabulary. Skill in writing a research paper in MLA format is also included.

Texts: *Timeless Voices, Timeless Themes: The American Experience*, Prentice Hall, 1999

*Elements of Writing, Fourth Course*, Holt Rinehart Winston, 1993

*Vocabulary Workshop, Enhanced Edition, Level E*, Sadlier-Oxford

Supplemental Material:

*Three Sovereigns for Sarah*

*Unchained Memories: Reading from the Slave Narratives*

Two Semesters

One Credit

Required

No Prerequisite

### **HONORS ENGLISH 11 AND ENGLISH 11**

Honors English 11 is a survey course of British literature from the Anglo-Saxon Period to the Modern Period. First semester covers *Beowulf* through *Macbeth* and *Hamlet*. Writing is content based with emphasis on reading abstract material and writing about it. Vocabulary study is used as an added preparation for standardized testing. Grammar exercises are

used to improve the quality of writing. Honors students have different tests and assignments from the English 11 class although both cover the same material.  
Texts: *Vocabulary Workshop, Enhanced Edition, Level F*, Sadlier-Oxford.

Two Semesters  
One Credit  
Required  
No Prerequisite

### **AP ENGLISH 12**

AP English emphasizes writing for college and an in-depth study of the various genres of literature. Essays are both creative and content based. The ultimate goal is to pass the Advanced Placement English Exam in May and to be ready for college English.

Texts: *Write for College* (Sebranek, Kemper, Meyer)  
*Literature: An Introduction to Fiction, Drama, and Poetry* (Kennedy, Gioia)  
*English Grammar and Composition* (Warriner).

Two Semesters  
One Credit  
Required  
No Prerequisite

### **ENGLISH 12**

Students work toward an expansion and appreciation of language and world literature in spoken and written form. They explore a wide variety of literature and strive to communicate effectively for different purposes in both writing and speaking. Research papers incorporating technology are required. Emphasis is on developing writing skills.

Texts: *Literature (Platinum)*, Prentice Hall, 1989  
*Writers INC.*, Great Source Education Group, 2001  
*Elements of Writing*, Holt, Rinehart and Winston, Inc., 1993  
Supplemental Material: Various novels

Two Semesters  
One Credit  
Required  
No Prerequisite

### **JOURNALISM 1, 2, and 3**

Fundamentals of good journalism are stressed. Basics include principles of layout, design, and journalistic criticism. Basic skills are taught with emphasis on utilizing these skills in the production of the school newspaper, *The Crusader Chronicle*. Emphasis is given to writing for the news media. Students learn how to write a column, news story, and feature article with the lead, headlines, and captions. Students are also given the option to develop their photo skills by illustrating their writing with quality photographs. Graphic arts and technology are also utilized.

Two Semesters  
One Credit  
Elective  
Prerequisite: Students must be of sophomore status or older

## **PUBLIC RELATIONS**

The purpose of this course is to present what public relations is (and is not), how it works, and how it can benefit a company or organization through creative thinking and brainstorming and setting up contacts in the business region. Particular emphasis is placed on setting up contact files, preparing newsletters, and writing press releases. Each student maintains a portfolio of his/her work as well as assisting with maintenance of PCHS current students, alumni scrapbooks, and bulletin boards.

One Semester (May be taken for additional semesters.)

One Half Credit

Elective

No Prerequisite

## **SPEECH**

This course emphasizes developing effective and appropriate communication skills in various situations. Course content standards as found in the West Virginia State Schools Content Standards are followed with major objectives including communication codes, oral message evaluations, basic speech communication skills, interviewing, conflict resolution, and building personal relationships.

Text: *Speech*, McGraw-Hill Companies 2005.

One Semester (may be taken for a second semester = one half credit)

One Half Credit

Elective

No Prerequisite

## **YEARBOOK I, II, III**

This course stresses the principles of layout and design used in the production of a school yearbook. Students learn advertising, copy writing, print styles, graphics, and photography. The yearbook is produced entirely on computer, and students are instructed in the use and capabilities of Adobe In Design and Adobe Photo Shop software. The yearbook is a business and self-supporting; therefore, the students learn the responsibility of fundraising, salesmanship, and working to deadlines. During the year, various guest speakers are arranged to broaden the students' understanding of publishing, interviewing, article writing, and photography. Students also participate in state journalism competitions and workshops.

Texts: *Your Curriculum: A Guide to Yearbook Journalism*. Herff Jones Yearbooks 2003.

*In Print: The Text for Yearbook Journalism*. Kansas City, MO: Wadsworth Publishing Company, 1991.

*Writing Yearbook Copy*. Herff Jones.

Two Semesters

One Credit

Elective

Prerequisite: Students must be of sophomore status or older

## **YEARBOOK II**

This course continues the students' involvement with producing the school's yearbook. Students take on more responsibility and may fill staff officer positions.

Two Semesters

One Credit

Elective

Prerequisite: Yearbook I

## **YEARBOOK III**

This course continues the students' involvement with producing the school's yearbook. Students take on more responsibility and may fill staff officer positions.

Two Semesters

One Credit

Elective

Prerequisite: Yearbook II

# MATHEMATICS

## **ALGEBRA 1**

This course is a gateway to higher-level mathematics courses. This course is a transition from the concrete to the abstract with emphasis on conceptual development, drawing generalization from patterns, reasoning skills, problem solving, inequalities, linear, and quadratic equations, technology, and calculator use.

Text: *Algebra 1*: Bellman, et al; Prentice Hall, 2004

Two Semesters

One Credit

Required

Prerequisite: Algebra Prognosis Test, Teacher Recommendation, and Standardized Test Scores

## **ALGEBRA 2 (Algebra 2, Advanced Algebra 2)**

This course begins with a brief review of basic algebra skills. More advanced topics are then taught by solving and graphing equations and inequalities in one variable followed by solving and graphing systems of equations and inequalities in two variables, and continues to solving systems in three or more variables. Matrices and determinants are taught as students begin to use capabilities of the graphing calculator. Operations with polynomials, rational expressions, radicals, and exponential numbers are covered. Function terminology and notations are adopted while studying linear, quadratic, polynomial, logarithmic, and exponential functions. Graphing and writing equations for conic sections and the study of sequences, series, and the binomial expansion complete the year.

Text: *Algebra 2*, Prentice Hall (2004) Bellman, et al

Two Semesters

One Credit

Required

Prerequisite: Teacher recommendation, Algebra I and Geometry

Advanced Algebra 2 - Teacher recommendation with A's and B's in Algebra 1

## **GEOMETRY**

Geometry objectives are based on the successful completion of Algebra I. This course uses basic terms and definitions to develop a mathematics system of inductive reasoning, analysis, conjecture, formal and informal proofs, relationships to other branches of mathematics, other disciplines, and to workplace applications. This course includes activities in communication and reasoning skills, technology, and calculator use.

Text: *Geometry*, Prentice Hall, 2004.

Two Semesters

One Credit

Required

Prerequisite: Algebra 1

## **TRIGONOMETRY**

Trigonometry is the circular system which allows for the definition of trigonometric functions of real numbers- not just acute angles. There is extended work on trigonometric identities and the solutions of trigonometric equations; the solutions of right and oblique triangles; and graphing the six trigonometric functions. Trigonometry may be taken concurrently with the second semester of Algebra 2 or concurrently with the first semester of pre-calculus.

Text: *Trigonometry 5th edition*, Houghton Mifflin, 2001.

One Semester

One Half Credit

Required

Prerequisite: Algebra 1, Algebra 2, and Geometry

## **CONCEPTUAL MATHEMATICS**

Conceptual Mathematics includes major topics from Algebra and Geometry and extends these ideas to practical usage. Basic ideas of probability and statistics and the mathematics of finance are included. This course is designed for those students who require a fourth year of math, but do not intend on continuing their education at a four-year college or university upon graduation.

Text: *Algebra 2, Prentice Hall Bellman, 2004*

*Geometry, Prentice Hall Bass, 2004*

*Prentice Hall Elementary Statistics 3<sup>rd</sup> Edition Picturing the World, 2006.*

*NEFE High School Financial Planning Program*

Two Semesters

One Credit

Required for non-college students as 4<sup>th</sup> year math

Prerequisite: Algebra 1, Geometry

## **ALGEBRA 3**

This elective is designed for students who have taken Algebra 2 but do not possess a solid understanding of algebra. These students may not be proceeding to pre-calculus or upper level math courses. Students gain the ability to work with real data and learn to relate algebra to the real world.

Text: *College Algebra 3rd edition Concepts and Models*, Houghton Mifflin, 2000.

One Semester or Two Semesters

One Half Credit or One Credit

Required if 4<sup>th</sup> math credit is needed

Prerequisite: Algebra 1 and Algebra 2

## **STATISTICS**

Statistics is one of the most important branches of mathematical sciences. Knowledge of this topic is critical to decision making and to the analysis of data. Using concepts of probability and statistics, individuals are able to predict the likelihood of an event occurring, organize and evaluate data, and identify the significance of statements.

Concepts and tools for collecting, analyzing, and drawing conclusions from data are emphasized.

Text: *Elementary Statistics 3rd edition Picturing the World Edition*, 2006.

One Semester

One Half Credit

Elective

Prerequisite: Algebra 2 and Trigonometry

### **PRE-CALCULUS**

This course uses a balance of the traditional analytical approach and the technological approach to explore and investigate data through algebraic calculations and graphing. After studying the algebraic approach to many types of functions, pre-calculus uses a graphing calculator to find curves for quadratic, power, cubic, exponential, logarithmic, logistic, and trigonometric functions.

Text: *Pre-Calculus: Graphing, Data, and Analysis*, Sullivan and Sullivan, 2004.

Two Semesters

One Credit

Elective

Prerequisite: Algebra 2 and Trigonometry or concurrent with Trigonometry in the first semester

### **AP CALCULUS AB**

Advanced Placement Calculus is equivalent to the first semester of college calculus. The first semester is a study of differential calculus with its applications, while the second semester has an emphasis on integral calculus. Technology through the use of a graphing calculator is integrated throughout the course as students investigate problems algebraically, numerically, graphically, verbally, and with written methods. The AP test is given to determine college credit.

Text: *Calculus – Graphical, Numerical, Algebraic*, Finney/Demana/Waits/Kennedy, 2003.

Two Semesters

One Credit

Elective

Prerequisite: Pre-Calculus and Teacher Recommendation

### **AP CALCULUS BC**

AP Calculus BC is a college-level course equivalent to the 2<sup>nd</sup> semester of calculus at most universities. Students begin studying concepts of differentiation and integration through methods that involve graphical, algebraic, numerical, and verbal analysis. The students will take the AP exam during the last term to determine college credit.

Textbook: *Calculus, Early Transcendentals Single Variable*, 5<sup>th</sup> Edition by James Stewart, 1999.

Two Semesters

One Credit

Elective

Prerequisite: AP Calculus AB, Teacher recommendation

## **PHYSICAL EDUCATION**

### **PHYSICAL EDUCATION (9 & 10)**

Basic physical skills are emphasized in this program in an effort to prepare the individual for an extra-curricular activity of an athletic nature, further physical fitness, and proper body development through individual and team activities. Major emphasis is given to sports such as basketball, volleyball, badminton, softball, football, and kickball. Athletic clothing including shoes is required for participation.

One Semester  
One Half Credit  
Required  
No Prerequisite

### **FITNESS/LIFETIME SPORTS (Grades 10-12)**

Basic skills are emphasized in this program in an effort to prepare the individual for a lifetime involvement in extra-curricular activity of an athletic nature, further physical fitness and proper body development through individual and team activities. The students participate in cardiovascular and muscle strengthening workouts three times a week. Minor emphasis is given to sports activities such as basketball, volleyball, badminton, football, and kickball. Athletic clothing including shoes is required for participation.

One Semester  
One Half Credit  
Elective

## **RELIGION**

### **RELIGION 9**

This class is an overview of scripture covering major themes and events from the Old Testament, major events and teachings of Jesus from the New Testament, and an overview of Paul's missionary journeys and epistles. Emphasis is on a contextual reading of scripture. Community service of twenty hours is required; another requirement is the study of various saints, especially more recent individuals whose lives can be more meaningful to today's youth. The film *Entertaining Angels*, about the life of Dorothy Day, is shown, as well as one of the films about Damien the Leper. Students also care for Baby-Think-It-Over for a weekend. Students must complete 25 service hours for religion class per year.

Text: *The Catholic Youth Bible*, St. Mary's Press, 2000.

Two Semesters

One Credit

Required

No Prerequisite

### **RELIGION 10 (First Semester)**

This semester will look at the Church that Jesus established from the perspectives of Mystery and Sacrament. Emphasis will be placed on the Church as a community with students doing both individual and group work as they study these two images. Students must complete 25 service hours for religion class per year.

### **RELIGION 10 (Second Semester)**

The work this semester will continue to look at the Church that Jesus established. The students will study Jesus continued mission in the world through the images of People of God, Teacher, Servant, and Communion of Saints. Students will be approaching this through individual and group work. Students must complete 25 service hours for religion class per year.

Two Semesters

One Credit

Required

No Prerequisite

### **RELIGION 11**

First semester focuses on the sacraments. Class covers not only the seven sacraments of initiation, healing, and vocations, but also Jesus as the sacrament of God and the Church as the sacrament of Jesus. Developing an awareness of sacramental moments in our lives is also emphasized. Prayer and continued scripture study are also included. A twenty-five hour community service commitment is another component of this class. Second semester focuses on vocational choices, single life, vowed religious life, and married life. Practical skills such as managing credit and responsible communication are included as well as research into religious orders. Students participate in a simulation marriage involving many issues such as communication skills, choices of scripture for weddings, and the care of a "fragile baby." A saints' unit is also included. The film *Romero* is shown in the first

semester to illustrate the roles of a bishop and to raise student consciousness about social issues; *Dead Man Walking* is shown during the second semester during a study of the death penalty. Students must complete 25 service hours for religion class per year.

Text: *Marriage and Life Choices: The Catholic Experience*. Benzinger.  
*Celebrating Sacraments*, Stoutzenberger. St. Mary's Press, 2000.

Two Semesters  
One Credit  
No Prerequisite

## **RELIGION 12**

The first semester students will look at the issue of Morality by looking at the Life of Jesus. The emphasis will be on the individual's growth in the life of Jesus. The students will look at themselves through a variety of inventories that look at their learning styles, hemisphere of use, and personality type. The student will also look at themselves as moral followers of Jesus by studying the lessons of Thomas Merton.

The second semester will continue the look of the student as a social follower of Jesus with a social response ability. They will continue to study Thomas Merton and his understanding of social justice. The student will apply Merton's ideas to a social issue that they feel strongly about. The semester will end with the students summarizing their senior religion experience by reading *Fully Human, Fully Alive* by Father John Powell. Students must complete 25 service hours for religion class per year.

Text: *Fully Human, Fully Alive*, Father John Powell

Two Semesters  
One Credit  
Required  
No Prerequisite

## **SCIENCE**

### **PHYSICAL SCIENCE 9**

Physical Science is a yearlong course required for all students before graduation. The course content, goals, and objectives are based on the West Virginia Board of Education/West Virginia Department of Education's Policy 2520.35: Ninth Grade Physical Science Content Standards and Objectives (effective 1 July 2009). The overall goal is for students to demonstrate scientific literacy in chemistry, physics, earth science, and astronomy, while using 21<sup>st</sup> Century skills across these major fields. Students also explore occupational opportunities in chemistry, engineering, earth science, and technology; and students evaluate what academic preparations are needed to major in these areas. Safety instruction is integrated in all activities. Among the major concepts covered are energy interactions, chemical changes, and earth processes.

**Text:** *Physical Science: Concepts in Action* (Pearson Prentice Hall 2006).

Two Semesters

One Credit

Required

No Prerequisite

### **BIOLOGY**

Biology is a yearlong elective course designed for students desiring a broad, in-depth study of the content found in many biological fields of endeavor. Biology is designed to build upon and extend the biological concepts, skills, and knowledge gained in previous courses. Biology receives one credit. The course's content, goals, and objectives are based on the West Virginia Board of Education/West Virginia Department of Education's Policy 2520.35: Biology (effective 1 July 2009). The overall goal is for students interested in health and science-related careers to build upon and expand their laboratory skills and experiences in biology. The subject matter for the course centers on cells and cellular processes, energy flow, classical and molecular genetics, and ecology. Safety instruction is integrated in all activities.

**Text:** *Biology* (Pearson Benjamin Cummings 2002).

Two Semesters

One Credit

Elective

Prerequisite: Physical Science 9

Junior or Senior Status

Sophomores with teacher recommendation and parent approval

### **ADVANCED BIOLOGY**

Honors Biology is a yearlong elective course designed for eleventh or twelfth grade students desiring a broad, in-depth study of the content found in many biological fields of endeavor. (Tenth grade students may take this course with permission of the instructor and parents.) Honors Biology is designed to build upon and extend the biological concepts, skills, and knowledge gained in previous courses. The course's content, goals, and objectives are based on the West Virginia Board of Education/West Virginia Department of Education's Policy 2520.35: Biology and Biology II (effective 1 July 2009). The overall goal is for students interested in health and science-related careers to build upon and expand their laboratory skills and experiences in biology. The subject matter for the course centers on cells and

cellular processes, energy flow, classical and molecular genetics, systematics, botany, embryology, ethology, and ecology. Safety instruction is integrated in all activities.

Text: *Biology* (Pearson Benjamin Cummings 2002).

Two Semesters

One Credit

Elective

Prerequisite: Physical Science 9

Junior or Senior Status

Sophomores with teacher recommendation and parent approval

### **CHEMISTRY 1**

This course is a survey of the study of matter. This involves the study of atoms, the composition of matter, and the energy associated with changes in matter. Students acquire basic skills for scientific study of matter and a working knowledge of the Periodic Table. Chemistry is the central science in understanding God's world and how it works. Laboratory work and maintaining a proper laboratory notebook is emphasized. Critical thinking and mathematical skills are developed.

Text: *Introductory Chemistry* by Zumdahl and Zumdahl

Two Semesters

One Credit

Elective

Prerequisite: Physical Science and Algebra 1

### **CHEMISTRY 2 AP**

This course is a college-level study of chemistry with a national standardized test in May which, if passed with a sufficient grade, can result in college credit. It is similar to Chemistry 1 but larger in scope and more comprehensive, as befits a college course. It should only be attempted after successful completion of Chemistry 1.

Text: *Chemistry (AP)* by Zumdahl and Zumdahl.

Two Semesters

One Credit

Elective

Prerequisite: Chemistry 1

### **EARTH SCIENCE**

This course is a survey of the sciences of geology, oceanography, meteorology, and astronomy. This is a largely non-mathematical science course that looks at many aspects of the world around us. The areas of study that make up earth science are many of the oldest areas of scientific study in the world. An appreciation of the wonders of creation is built into the course.

Two Semesters

One Credit

Elective

Prerequisite: Physical Science 9

### **ANATOMY AND PHYSIOLOGY**

Human Anatomy & Physiology (HAP) is a year-long elective course designed

for tenth, eleventh, or twelfth grade students wanting a deeper understanding of the structure and function of the human body. HAP's course content, goals, and objectives are based on the West Virginia Board of Education/West Virginia Department of Education's Policy 2520.35: Human Anatomy & Physiology Content Standards and Objectives (effective 1 July 2009). The overall goal is for students to come to view the body as a whole on both micro and macro levels. Students review cellular functions, biochemical processes, tissue interactions, organ systems, and their interactions in humans. The subject matter for the course centers on the following systems: integumentary, skeletal, muscular, respiratory, circulatory, digestive, excretory, reproductive, immunological, nervous, and endocrine. Major projects include a yearlong dissection of the cat as well as the brain, eye, kidney, and heart of the sheep. Safety instruction is integrated in all activities.

Text: *The Human Body in Health and Disease* (Mosby 1997)

Two Semesters

One Credit

Elective

Prerequisite: Physical Science 9 or instructor's permission

### **PHYSICS**

This course is a survey of the science of physical matter and how things work. Problem solving and laboratory experience is emphasized. Students use mathematical skills and develop investigative skills and cooperative learning as they investigate God's world and the fundamental laws that govern it. Students study motion, heat and energy, wave motion, sound, electricity, and optics. A bridge building project as a capstone to the motion and materials section is often regarded as the most memorable part of the course.

Text: *College Physics* by Wilson and Buffa.

Two Semesters

One Credit

Elective

Prerequisite: Algebra II

### **PHYSICS 2 AP**

This course is a physics course on level with basic college physics. An exam at the end of the year is taken to attempt college credit. The course is similar in content to Physics 1, but with a more accelerated pace and greater emphasis on problem solving.

Text: *College Physics* by Serway and Faughn.

Two Semesters

One Credit

Elective

Prerequisite: Physics 1

## **SOCIAL STUDIES**

### **US HISTORY TO 1900**

This study of the United States begins with the Pre-Columbian civilizations and follows the evolution of society in North America through 1900. Emphasis is placed on the development of the Constitution, settlement of expansive and widely differing environments, diverse populations, and the U.S. transformation to a dominant political and economic influence in the world. Special projects include time lines, Declaration of Independence and Constitution studies, Civil War projects, and technology integration through the use of power point presentations.

Text: *The Americans*, McDougal Littell

Two Semesters

One Credit

Required

No Prerequisite

### **WORLD CULTURES TO 1900 (AP)**

While covering civilizations, cultures, and events in the world from creation to 1900, students explore the variety of governments, religions, and artifacts created by people to solve their primary obstacles to survival and growth. With emphasis on the cradles of civilization, Greece, Rome, Medieval Europe, and the era of Renaissance, Reformation, and Exploration, the Enlightenment, and the ascension of America, students have a rich historical tableau from which to draw a variety of approaches to man's essential concerns. Students build their own textbook from notes, original source documents, and graphic organizers as well as reference to published text. Students process information through class participation and in journals and produce projects that demonstrate their unique understanding of the subject matter. Course goals include mastery of relevant information, a demonstration of personal insight, the development of writing skills, and the advancement of critical thinking skills and personal development.

Text: *The Human Experience*: Farah, Karls, & Kortepeter

Two Semesters

One Credit

Required

No Prerequisite

### **AMERICAN HISTORY 20<sup>th</sup>/21<sup>st</sup> CENTURY STUDIES (AP)**

Using historical development since 1896 as a framework, students explore the key events, personalities, and concepts that shaped the time period. With emphasis on the foundation of the 20<sup>th</sup> Century, World War I, the Roaring 20's, World War II, the Cold War, the 60's and 70's, and events from students' lives, students explore a variety of factors that have shaped the world today. Students build their own textbook from notes, original source documents, and graphic organizers as well as reference to published text. Students process information through class participation and in journals and produce projects each quarter that demonstrate their unique understanding of the subject matter. Course goals include mastery of relevant information, a demonstration of personal insight, the development of writing skills, and the advancement of critical thinking skills and personal development.

Text: *America: Pathways to the Present*, Prentice Hall

Two Semesters

One Credit

Required

Prerequisite: US History to 1900

World Cultures

### **ECONOMICS/CIVICS**

Combining a variety of subjects relevant to the development of successful young adults, students explore and review important concepts for those who are about to exit high school and compete in the world. One semester is an investigation into economic theories and applications in which students discover the principles on which our economy is based and ways in which the students can make sound personal economic decisions. The other semester includes civics as well as reviews of previously learned material (geography, political science, etc.) along with a personal exploration of college readiness and individual philosophy. Students build their own textbook from notes, original source documents, and graphic organizers, and refer to published texts. They process information through class participation and in journals and produce projects that demonstrate their unique understanding of the subject matter. Course goals include mastery of relevant information, a demonstration of personal insight, the development of writing skills, the advancement of critical thinking skills, and personal development.

Text: *Economics*, McDougal/Little and Magruder's

*American Government* by William McClenaghan

Two Semesters

One Credit

Required

Prerequisite: US History to 1900

World Cultures

20<sup>th</sup>/21<sup>st</sup> Century Studies

### **SPORTS PSYCHOLOGY – Independent Study -Cyclical**

Students today are fully aware of the level of psychological stress brought on by participation, competition, and endeavor for excellence in athletics. To help students understand the effects of these stresses, this course contains both theoretical units and practical applications for the techniques explored. Goals, fears, motivations, insights, and techniques common to both successful athletes and those who fail are explored. Students complete web-based unit study exercises, keep a notebook of their work and personal journals, and participate in irregularly scheduled group discussions. The course is “cyclical”, meaning that it meets when and as often as is needed in order for students to complete their assignments. It is “renewable”, meaning that students may take multiple cycles for additional credit.

One Half Credit

Elective

No Prerequisite (Students must be in an extracurricular sport to take the course more than once.)

# **TECHNOLOGY EDUCATION**

## **COMPUTER APPLICATIONS**

The course equips the students with the skill to operate a computer, an understanding of the machines and their operation, and the power and pronounced effect of computers on society. The greater part of this course is spent teaching students to become intelligent “users” of computers. The course covers simple word processing, computer management, spreadsheets, Desktop Publishing, Power Point, and briefly educational games and software. The students also learn to apply their knowledge to everyday situations. This course is offered in conjunction with the Multi-Media course.

One Semester  
One Half Credit  
Elective  
No Prerequisite

## **MULTI-MEDIA**

The course equips the students with the skill and knowledge to create multi-media projects on a computer. The greater part of this course is spent teaching students to use a wide variety of multi-media equipment, ranging from digital cameras and video cameras to scanners and LCD projectors. The main project the class finishes is the senior slide show in Adobe Premiere for graduation. This course is offered in conjunction with the Computer Applications course.

Text: *Adobe Premiere Classroom in a Book*

One Semester  
One Half Credit  
Elective  
No Prerequisite

## **KEYBOARDING**

This course equips students with skills necessary to effectively operate a word-processing program, an understanding of the machine and its operation, and the importance of typing in both personal and professional atmospheres. Emphasis is given to proper hand position and posture.

Text: *Century 21 Keyboarding, Formatting, and Document Processing*

One Semester  
One Half Credit  
Elective  
No Prerequisite

## **WEBSITE CONSTRUCTION 1 & 2**

Students learn the structure and elements of Internet site pages with the primary objective being to create and expand the PCHS website (<http://www.pchs1.com>). Beginning with the most basic elements and using Netscape Composer to create pages, students can advance as they learn more complex concepts. Advanced students explore the use of HTML source code, targets, and photo editing to make more complex pages and may choose to work on CGI scripts and Java applets as their skills progress. Credit is based on the results of their work in terms of actual pages constructed.

One Semester  
One Half Credit  
Elective  
No Prerequisite  
Independent Study Format

## **ADDITIONAL OFFERINGS**

### **DRIVER EDUCATION**

Driver Education offers students an opportunity to develop safe driving habits and skills through classroom instruction and driving experience in a dual control automobile/van. The importance of a safe driving attitude and good decision-making are emphasized.

Text: *Drive Right 9<sup>th</sup> Edition*, Scott Foresman

One Semester  
One Half Credit  
Elective  
No Prerequisite

### **STUDENT COUNCIL**

Student Council is an extra-curricular activity that meets most Tuesday's at lunchtime. Students are elected by the student body and perform many tasks throughout the year. Some activities include Homecoming and Spirit Week, Big Buddies Program, Clash of the Classes, thuses, and Catholic Schools Week. Students are expected to participate in various community service efforts.

Two Semesters  
One Half Credit  
Prerequisite: Student Body Elections

### **SERVICE LEARNING**

Students are encouraged to get involved with volunteerism in order to learn about community service, career interests, and job skills. Journals based on experiences and completion of two projects each nine-weeks are required. Students are responsible for transportation to and from assigned locations.

One Semester (may be repeated for a second semester)  
One Half Credit  
Elective  
No Prerequisite

### **CONSUMER ECONOMICS**

This course is designed to help students appreciate and manage personal finances. Students learn to identify and manage their resources. The students learn how to make wise decisions about career choices, banking, housing, credit, savings, investments, and insurance.

Text: *Economic Education for Consumers*, Miller/Stafford, 2006.  
*Credit and Credit Cards*, United Learning.  
*Personal Finance: Saving Strategies*, Cerebellum Corp., 2002.

One Semester  
One Half Credit  
Elective  
No Prerequisite

## **ADVANCED CONSUMER ECONOMICS – Independent Study**

This course is designed for responsible, older students who can work on their own. The course covers various topics: budgeting; living arrangements (renting, owning, leasing); buying a home; credit; credit cards; buying a car; saving and investing; consumer privacy. A portion of the course is on-line based. Students learn how to identify and manage their resources.

One Semester

One Half Credit

Elective

Prerequisite: Permission

## **GRADE 7**

All seventh grade students take the following courses:

Religion 7

English 7

Math 7

Science 7

Social Studies 7 (Geography)

PE: one semester

Study Skills: one semester

Music 7: one semester

Art 7: one semester

### **RELIGION 7**

This course deepens students' understanding of Jesus Christ, true God and true man. Students become more aware that Jesus as the Son of God saves us through His life, death, and resurrection. Emphasis is placed on prayer, trust, and the ways in which teens see the relationship between their lives as adolescents and the development of their Catholic Christian faith. Special projects include "Color in the Bible" – students compose prayers, study Gospel illustrations, and complete projects on the saints. Students must complete 25 service hours for religion class per year.

Two Semesters

Required

No Prerequisite

### **ENGLISH 7**

The class provides instruction making use of assignments which are adapted to the many different learning styles of each and every student and is based on research into multiple intelligences. Practice improving vocabulary skills takes place every day. Students study classic and contemporary literature and they read short stories, drama, poetry, and one novel together. Creativity is encouraged through writing essays, as in the study of grammar, usage and mechanics.

Text: *Elements of Literature*, First Course, Holt, Rinehart, and Winston, 2000.

*Prentice Hall Literature Bronze*, Prentice Hall, Inc., 1989.

*English Communication Skills in the New Millennium*, Barrett Kendall Publishing, 2001.

*Vocabulary Workshop*, Level B, Sadlier-Oxford, 2002.

Two Semesters

Required

No Prerequisite

### **MATH 7 (PRE-ALGEBRA with GEOMETRY)**

The seventh grade year introduces skills and concepts related to algebra, geometry, and probability, and statistics. Although basic skills are reviewed, the major emphasis is on preparing the student for Algebra I in eighth grade. Use of technology is encouraged in the classroom through the use of relevant mathematical computer games to reinforce concepts. Calculator use is discouraged and instruction emphasizes pencil/paper computations. Students are encouraged to do daily board work, problems worked must include a basic verbal explanation which promotes communication skills and use of mathematical vocabulary. In addition to verbal explanations, students are periodically asked to provide a written paragraph on how to solve a particular problem. Communication skills are further

enhanced by the use of cooperative learning and mathematical arguments. Instructional objectives include number theory, number sense, patterns, functions, algebra, probability and statistics, and geometry with measurement.

Text: *Algebra 1* (Glenco 1998)

Materials: protractor, metric ruler, and compass.

Two Semesters

Required

No Prerequisite

### **SCIENCE 7** - Coordinated and Thematic Science (CATS 7)

The goal of the course content and objectives is for students to demonstrate scientific literacy in biology, chemistry, physics, earth science, and space science. Students will engage in active inquiries, investigations, and hands on activities for a minimum of 50% of the instructional time to develop conceptual understanding and research laboratory skills. Safety instruction is integrated in all activities. Through active investigation, students will explore the types of simple machines, create a functioning machine, and calculate mechanical advantage; interpret and create a functioning machine, and calculate mechanical advantage; interpret and create topographic maps; explore the ocean floor through the use of bathymetric maps; develop an understanding of rock cycle, types of rocks, and relative dating principles. Students will also Earth's major plant and water biomes and discover how man's every day activities impact both. Additionally, parts of both food chains and food webs, how man's activities may negatively impact Earth's major food sources. Students will also make parallel and series circuits and through the use of Ohm's Law, calculate voltage, resistance, and current. Students will also develop and understanding of the properties of matter. Students will discover how the movement of tectonic plates is responsible for the creation and destruction of the Earth's crust, plus, students, will explore, through the use of media, how plate movement may impact human life. Furthermore, students will engage in activities that involve the sequencing of steps in the life and death of small, medium, and massive stars.

Text: *CPO Science*, 2003

*Science Explorer From Bacteria to Plants*, Prentiss Hall, 2006.

Two Semesters

Required

No Prerequisite

### **SOCIAL STUDIES 7**

The five themes of world geography - location, movement, region, place, and human environment interaction are utilized throughout this program of study. Through children's literature, youth novels, textbook, and media (film and newspaper), students are introduced to various cultures around the world. Units of study include the effect of the environment on native cultures, identity of social conditions that have influenced or altered the movement of people throughout the world, and development of an appreciation for religious and secular celebrations observed around the world. Countries encountered are Australia, Africa, North Korea, China, Hong Kong, Taiwan, Mongolia, Northern Ireland, Antarctica, etc. Maps, compasses, atlases, almanacs, and the Internet are also used to facilitate learning. Fine motor skills are also developed through art activities emphasizing relevant cultural art. Examples are Aborigine rock art and the action period to the x-ray period which shows the progression of art over time.

Text: *People, Places, and Change An Introduction to World Studies*, 2003.

Two Semesters

Required  
No Prerequisite

### **ART 7**

Students participate in various hands on activities designed to introduce art concepts, styles, art history, and artists' biographies. Although students enter the class functioning at different developmental levels in art, there are opportunities for each student to grow in skill while experiencing success.

One Semester  
Required  
No Prerequisite

### **MUSIC 7**

This course introduces students to the basic skills of music. Students learn to speak the language of music by singing, playing and listening to music from a number of cultures from around the world. Students learn to identify basic music notation and terms, to recognize various genres and styles of music and to give distinguishing characteristics of each. Students will be made aware of the many influences that have led to American music. Some time is spent on the music of the Catholic and Protestant churches and the historical components of each.

Text: *Music! Role and Importance in Our Lives*, McGraw Hill, 2006.

Resources: Various albums and videos are used to demonstrate musical styles.

One Semester  
Required  
No Prerequisite

### **PHYSICAL EDUCATION 7**

This course emphasizes physical activity, team cooperation, and individual stamina through daily exercise.

Athletic clothing including shoes is required for participation.

One Semester  
Required  
No Prerequisite

### **STUDY AND LIBRARY SKILLS**

This course designed to help 7<sup>th</sup> grade students develop study skills, basic library skills, and keyboarding skills that they can carry with them throughout their academic life. Students are introduced to the library, ethics, use of the Internet, plagiarism, netiquette, web site evaluation, and the Dewey Decimal System. Students are taught test taking skills, listening skills, study habits, note taking skills, and report writing. Another purpose of this course is to teach basic keyboarding and application skills, letter writing, tables, etc.

Texts: *Learning and Study Skills*. Lanham, MD: Scarecrow Press. 2001.

*Effective Study Skills*. Video.

*How to Study*, World Book videotapes. Video. World Book.

One Semester  
Required  
No Prerequisite

## **GRADE 8**

All eighth grade students take the following courses:

Religion 8

English 8

Math 8\*

Science 8

Social Studies 8 (WV History/Civics)

PE 8: one semester

Health 8: one semester

Art 8: one semester

Music 8: one semester

\*Or Algebra 1 which is one credit toward high school graduation

### **RELIGION 8**

The theme is: Who am I as a Catholic/Christian as I discover myself as a person and a child of God? Throughout the year, students do a number of units and activities. Students do a cursory study of Church history and complimentary topics. The first semester places emphasis on written assignments; while the second semester places emphasis on group work. Students study the Sunday readings in preparation for the Lord's Day. Finally, students do a number of activities such as during Advent working on spiritual projects and an "O" Antiphon. Later in the year, students write the first of two discovery papers on a saint. Students must complete 25 service hours for religion class per year.

Textbook: *This is our Faith*

Two Semesters

Required

No Prerequisite

### **ENGLISH 8**

English 8 includes the study of correct grammar, spelling/vocabulary, and the reading of regional, national, and international works along with the integration of technology. Students study poetry, short stories, and drama. Coursework consists of two weeks of grammar, then two weeks of literature on a rotating basis, with twenty vocabulary units integrated over the two semesters. Special projects include four book reports (one each nine weeks—two oral and two written), an Anne Frank project, a career project, and a Jack London project.

Textbook: *Elements of Literature – 2<sup>nd</sup> Course* (Holt)

*Vocabulary Workshop, Enhanced Edition, Level C*, Sadlier-Oxford.

*Call of the Wild*, Jack London

*The Pearl*, John Steinbeck

Two Semesters

Required

No Prerequisite

### **MATH 8: PRE-GEOMETRY WITH ALGEBRA**

This course is required for students not taking accelerated mathematics courses. This course builds on concepts and skills from Math 7, extends them to a higher level, and emphasizes real numbers, their operations, linear equations, and proportional reasoning.

Text: *Middle Grades Methods for Success*, Course 3, Prentiss Hall, 2001

Two Semesters  
Required  
No Prerequisite

### **SCIENCE 8**

This course focuses on physical science, chemistry, and life science. After a review of plate tectonics, earth science topics studied include water quality and earthquakes. Throughout the school year, students cooperate and collaborate to ask questions, find answers, solve problems, and conduct experiments; use a variety of materials and instruments to conduct exploration, investigations, and experiments of the natural world. Students also utilize experimentation to demonstrate scientific processes and thinking skills (e.g., formulating questions, predicting, forming hypothesis, documenting observations; both quantitative and qualitative in nature, identifying independent and dependent variables and establishing control groups). Students also gather, graph, interpret, analyze, and explain data.

Text: *CPO Science Physical Science with Earth and Space Science*, 2003

Supplementals – *Flush*, Carl Hiaasen, 2005

*Cell and Heredity*, Prentiss Hall, 2005

Two Semesters  
Required  
No Prerequisite

### **WEST VIRGINIA HISTORY**

The program of study emphasizes the interdependence of geographic, cultural, political, environmental, and economic factors involved in the history of the state of West Virginia. Lessons include the study of tourist attractions. Students develop a travel itinerary for a family of four spending a week in West Virginia. Students also explore early modes of transportation through a construction project. Students are also encouraged to explore job opportunities within our state. The many types of industry, and their economic rise and decline are also explored. Students take several educational fieldtrips. One example is a trip to Fort New Salem where students learn about the settling of our area and pioneer life. Students also learn about counties, the significance of the state seal, French and English explorers, Native American conflicts, slavery, the Civil War, the impact of president's Washington and Lincoln on our area and the development of West Virginia as a state.

Text: *West Virginia The History of an American State with Supplements*, 1998

One Semester  
Required  
No Prerequisite

### **CIVICS**

Students become familiar with the major responsibilities and powers of the United States, West Virginia, and local governments. They discover the responsibilities of the judicial, executive, and legislative branches of the United States and West Virginia State governments and how the system of checks and balances limits those powers. Students are exposed to various types of elections in West Virginia and participate in a mock election. Components of the lawmaking and civil/criminal court systems are discussed and relevant case studies are reviewed.

Students also review the Bill of Rights and discuss its importance to daily liberties.

Political cartoons, magazines, newspapers, and the Internet are utilized throughout this course.

Text: *Civics: Responsibilities and Citizenship*, McGraw Hill.

One Semester  
Required  
No Prerequisite

### **ART 8**

Students continue to build skills in art and study the art of various cultures. More complicated assignments are provided in the study of perspective and color. Students learn about the importance of art in the community.

One Semester  
Required  
No Prerequisite

### **HEALTH 8**

This course is designed to inform the student of the benefits of living an active and healthy life by making the right choices when it comes to exercise and nutrition. They are also given the information on how to avoid peer pressure and drugs and alcohol. This course is offered as an introduction to Health 9 and Health 10 which the students take in high school. Normally, students are enrolled in this course for ½ semester during their eighth grade year.

No textbook is used; however supplemental material is available.

One Semester  
Required  
No Prerequisite

### **MUSIC 8**

This course explores styles and characteristics of Western Art Music – music originating in Europe dating back to the Medieval Era. Students learn through listening, playing, singing, reading and writing the various styles of music throughout history. Students learn to identify general structures of music and to connect these forms to the popular music of today. Students also explore the music of America including music festivals, music in the media and careers in music. A unit on the science of music also connects the arts to mathematics and science.

Text: *Music! It's Role and Importance in Our Lives*, McGraw Hill, 2006.

Resources: Various albums and videos are used to demonstrate musical styles.

One Semester  
Required  
No Prerequisite

### **PHYSICAL EDUCATION 8**

This course emphasizes physical activity, team cooperation, and individual stamina through daily exercise.

Athletic clothing including shoes is required for participation.

One Semester  
Required  
No Prerequisite