Saucon Valley School District

Academic and Personnel Committee

January 26, 2022 – 5 pm

District Office Conference Room

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Welcome to the meeting of the Academic and Personnel Committee. Our objective is to serve the students, parents, and residents of our community. You are an important part of this meeting and we look forward to your questions and comments.

We are all here for the same reason. All opinions are welcomed and equally valuable. Our only request is that we address each other with civility and respect. Our courtesy toward each other is the best way to show our students how much we respect them as well.

Committee Members - Susan Baxter, Cedric Dettmar, Tracy Magnotta, Shamim Pakzad

Committee Agenda

I. Call to the Order – *Tracy Magnotta, Committee Chair*

II. Pledge of Allegiance

III. Recording of Attendance – *Tracy Magnotta, Committee Chair*

IV. Motion to Approve Agenda

V. Approval of Minutes – December 20, 2021

VI. Courtesy of the Floor to Visitors – Agenda Items Only – *Visitors should state their name and address*

VII. Discussion and Action

1. Elementary iPad Usage/Technology Update
2. Program of Studies
3. Career Presentation

VIII. New Business

IX. Old Business

X. Citizens' Inquiries and Comments – *Visitors should state their name and address.*

XI. Announcements

Future Meetings ~

Wednesday, February 23, 2021 – 6:00PM

XII. Motion to Adjourn Meeting

The Saucon Valley School District does not discriminate on the basis of race, color, national origin, age, sex, or handicap.

Saucon Valley School District
Academic and Personnel Committee
Minutes of December 20, 2021

Present were Academic and Personnel Committee Board Members: Dr. Pakzad, Cedric Dettmar, Susan Baxter. Committee Member Tracy Magnotta was absent. Also present were: Acting Superintendent Jaime Vlasaty, Board Members Shawn Welch and John Conte. Board Member Michael Karabin arrived at 6:00

Meeting began at 5:10pm

Approve agenda motion by Pakzad, second by Baxter
Approve November minutes motion by Pakzad, second by Baxter

Courtesy of the floor- No visitors

Discussion:
The Spanish Immersion Policy was presented and with corrections as a carryover from a previous meeting. The enrollment was changed from 29 to 26. Mr. Dettmar asked the timeline as to when this needed to be approved. The policy included Orientation Requirements was discussed and it was decided that the addition of the classroom visit or 2 recorded Spanish immersion lessons would be added as well as the reading of the policy once it has been adopted.

The elementary technology update will be provided in January given the absence of Dr. Nikolov.

New Business- None
Old Business- None

Citizen Inquiries and Comments: No visitors

Meeting adjourned at 6:13

Announcement of future meetings:
January 26, 2022

Elementary School Update

Academic & Personnel Committee Meeting

January 26, 2022

Agenda

- Reported iPad Usage
- Preliminary PSSA Results by Learning Mode

Reported iPad Usage by Grade Level

Grade Level	Total Time Spent on iPad in a Typical Day
Kindergarten	10-30 minutes
First Grade	30-40 minutes
Second Grade	20-30 minutes
Third Grade	45-60 minutes
Fourth Grade	45-60 minutes

Reported iPad Usage by Grade Level

Grade Level	Purpose of iPad Usage in Math
Kindergarten	SeeSaw during independent practice for either reinforcement of skills or extension opportunities.
First-Second Grades	First in Math during independent practice aligned to current skill level while teacher provides feedback/reteaching/extension one:one or small group.
Third Grade	Nearpod for whole-group instruction and First in Math during independent practice aligned to current skill level while teacher provides feedback/reteaching/extension one:one or small group.
Fourth Grade	Notability in whole-group instruction and Xtra Math during independent practice aligned to current skill level while teacher provides feedback/reteaching/extension one:one or small group.

Reported iPad Usage by Grade Level

Grade Level	Purpose of iPad Usage in ELA
Kindergarten-Second Grades	Epic! or Superkids during independent practice aligned to current reading level while teacher provides feedback/reteaching.
Third Grade	Schoology, Epic! or Seesaw during independent practice aligned to current skill level while teacher provides feedback/reteaching/extension one:one or small group. Google Docs to publish writing pieces.
Fourth Grade	Notability in whole-group instruction and Schoology during independent practice aligned to current skill level while teacher provides feedback/reteaching/extension one:one or small group.

Reported iPad Usage by Encore Subject

Grade Level	iPad Usage in Music	iPad Usage in Library	iPad Usage in Art	iPad Usage in Health
Kindergarten-Second Grades	5-10 minutes during IP for application of skills.	5-10 minutes during IP for reinforcement of skills.	5-10 minutes during IP using SeeSaw for practice activities, photo reference.	0-20 minutes during whole-group instruction using Nearpod for student engagement. SeeSaw during IP for application of content.
Third-Fourth Grades	10-15 minutes during IP for application of skills.	5-10 minutes during IP for application of skills.	5-10 minutes during IP using Safari or YouTube for practice activities, photo reference.	15-30 minutes during whole-group instruction using Nearpod for student engagement. Schoology during IP for application of content.

Preliminary PSSA Results by Learning Mode

2021 3rd Grade ELA PSSA - Overall				
	Below Basic	Basic	Proficient	Advanced
Total	8	26	48	27
Percentage	7.3%	23.9%	44.0%	24.8%

2021 3rd Grade ELA PSSA - In-Person				
	Below Basic	Basic	Proficient	Advanced
Total	8	19	41	24
Percentage	8.7%	20.7%	44.6%	26.1%

2021 3rd Grade ELA PSSA - Virtual*				
	Below Basic	Basic	Proficient	Advanced
Total	0	7	7	3
Percentage	0.0%	41.2%	41.2%	17.6%

2021 3rd Grade Math PSSA - Overall				
	Below Basic	Basic	Proficient	Advanced
Total	24	15	40	32
Percentage	21.6%	13.5%	36.0%	28.8%

2021 3rd Grade Math PSSA - In-Person				
	Below Basic	Basic	Proficient	Advanced
Total	18	13	31	30
Percentage	19.6%	14.1%	33.7%	32.6%

2021 3rd Grade Math PSSA - Virtual*				
	Below Basic	Basic	Proficient	Advanced
Total	6	2	9	2
Percentage	31.6%	10.5%	47.4%	10.5%

Preliminary PSSA Results by Learning Mode

2021 4th Grade ELA PSSA - Overall				
	Below Basic	Basic	Proficient	Advanced
Total	8	44	41	55
Percentage	5.4%	29.7%	27.7%	37.2%

2021 4th Grade ELA PSSA - In-Person				
	Below Basic	Basic	Proficient	Advanced
Total	7	34	36	50
Percentage	5.5%	26.8%	28.3%	39.4%

2021 4th Grade ELA PSSA - Virtual*				
	Below Basic	Basic	Proficient	Advanced
Total	1	10	5	5
Percentage	4.8%	47.6%	23.8%	23.8%

2021 4th Grade Math PSSA - Overall				
	Below Basic	Basic	Proficient	Advanced
Total	40	41	35	33
Percentage	26.8%	27.5%	23.5%	22.1%

2021 4th Grade Math PSSA - In-Person				
	Below Basic	Basic	Proficient	Advanced
Total	31	36	30	31
Percentage	24.2%	28.1%	23.4%	24.2%

2021 4th Grade Math PSSA - Virtual*				
	Below Basic	Basic	Proficient	Advanced
Total	9	5	5	2
Percentage	42.9%	23.8%	23.8%	9.5%

Saucon Valley High School

Program of Studies

2022-2023 School Year

SAUCON VALLEY SCHOOL DISTRICT
2100 Polk Valley Road, Hellertown, PA 18055
Phone: 610-838-5594

BOARD OF SCHOOL DIRECTORS
Dr. Shamim Pakzad, President
Susan Baxter, Vice President
Edward Andres
John Conte
Cedric Dettmar
Bryan Eichfeld
Michael Karabin
Tracy Magnotta
Retired Colonel Shawn Welch

SAUCON VALLEY SCHOOL DISTRICT ADMINISTRATION
Jaime Vlasaty, Acting Superintendent
David Bonenberger, Business Manager
Michael Hanssen, Director of Information Technology
Lynn Cheddar, Supervisor of Instruction and Professional Development

SAUCON VALLEY HIGH SCHOOL ADMINISTRATION
Tamara Gary, Principal
Amy Braxmeier, Assistant Principal

ATHLETIC DIRECTOR
Robert Frey, CAA, CIAA

SAUCON VALLEY HIGH SCHOOL GUIDANCE COUNSELORS
Katie Fisher- Collegiate and Career Counselor
Rachel Alderfer (Last named A-L)
Joanna Suriel (Last names M-Z)

POLICY ON EQUAL RIGHTS OPPORTUNITY

The Saucon Valley School District, an equal opportunity employer, will not discriminate in employment, educational programs or activities, based on race, sex, handicap, or because a person is a disabled veteran. This policy of nondiscrimination extends to all other classifications as may be required by law. Publication of this policy is in accordance with State and Federal laws including the Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and Title VI and VII of the Civil Rights Act of 1964. We further affirm that all curriculum offerings and student enrollment practices will be handled without discrimination based on sex, race, religion, national origin, or non-job related handicaps or disabilities.

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Saucon Valley High School Program of Studies 2022-2023

The Program of Studies is a School Board approved document that represents the policies and procedures involved in scheduling students at Saucon Valley High School. The ultimate goal of the Saucon Valley High School curriculum is to provide challenging educational opportunities for all students as they prepare for a future in college and the workplace. While different career aspirations will result in different course pathways during the high school years, SVHS remains steadfast in its commitment to educate a future workforce capable of successfully competing in the global economy for the 21st century. Student enrollment in courses will be based upon the appropriateness of the coursework to future career goals, whether those goals include post-secondary education at a two or four year college or technical school, entrance into the military service, or gainful employment in a vocational setting. Additionally, this Program of Studies contains a complete listing of skill development areas offered by the Bethlehem Area Vocational Technical School.

GRADUATION REQUIREMENTS

Students must complete the following requirements to graduate from Saucon Valley High School:

1. A student must complete a minimum of 26 credits, including the identified required courses.
2. A student must complete one of the five Keystone Pathways to Graduation.
3. A student must meet the Career Indicator requirements, including the Industry-based learning requirement.

1. COURSE REQUIREMENTS (School Board Policy 217)

Students must complete a minimum of 26 credits to qualify for a diploma from Saucon Valley School District. Graduation credits are those earned by completing courses while enrolled in SVHS.

English	Minimum 4.0 credits
Social Studies	Minimum 4.0 credits
Math	Minimum 3.0 credits
Science	Minimum 4.0 credits
Health / Physical Education	Minimum 1.5 credits*
Career Exploration	Minimum 0.5 credits
Electives	Minimum 9.0 credits
TOTAL CREDITS	**26.0 credits minimum**

Course Advancement (School Board Policy 215.1)

1. *Qualification:*
   - A student must maintain an average of 85% (B) in all prior courses of the academic discipline in which the challenged course resides; if no prior courses exist, this criterion is waived
   - In the case of physical education, a history of participation in a particular sport at an appropriate level is required, as is the completion of the season before an exemption can be awarded
   - A student attains a score of at least an 85% (B) on the final examination for the challenged course; the final exam will be constructed on the content standards deemed appropriate for the course.

2. *SV Middle School Courses for High School Credit:*
   - Planned courses taken at SVMS may be considered for graduation credit if equivalent to the SVHS course requirements. Courses for consideration are: Algebra 1, Algebra 2, and World Languages 1.
   - The credit granted for a middle school course completion would count as an elective credit at the high school level and not subject credit.
   - A request made by a parent/guardian must be requested at least 30 days prior to the effective change.
   - High school credits earned at the middle school level may be included on an official high school transcript upon request and may be calculated into the student's GPA.
   - Requests for change to a transcript shall be made 30 days prior to the effective date of the change.

3. *Subject Credit and Advancement Guidelines:*
    - Students must earn subject credit for each course required for graduation.
    - Subject credit may also be earned by successfully completing an exam.
    - Subject credit earned by exam will not yield graduation credit but will fulfill the specific course requirement.
    - Graduation credits to replace those that would normally be earned by taking the required course will be completed by any other different course worth the same number of graduation credits.
    - If a student successfully advances, no credit will be assigned for the eliminated course nor will the eliminated course be used for ranking purposes; the student simply advances to the next level of the course; if no course exists, the principal will assign an independent study except in the case of physical education where the student will be required to choose any available elective. The advanced course will then be counted towards graduation credit.
    - Students who wish to opt out of a course must take the examination 20 days prior to the beginning of the semester in which the challenged course is offered. The principal must be notified 20 school days prior to the scheduling of the examination.
    - The student may opt out of only 1 course per semester.
    - Courses with a laboratory, shop, or performance component cannot be challenged unless a similar component is included in the examination.

Credit Recovery (School Board Policy 215.1)

- When a student is at least one semester behind their peers in credits obtained for graduation, they may request permission to take courses outside of the institution in order to recover credits to qualify for graduation.
- Approval of the credit recovery courses shall be within the District guidelines at approved institutions and at the expense of the parent and/or student.
- Approval of credit recovery will occur on a case by case basis in specific circumstances. Permission must be granted before a student may take a course for credit recovery.

Students Repeating a Course (School Board Policy 217)

If a student fails a course, the course can be repeated. If a student passes a course, the course cannot be taken again without an appeal to the principal. Credit will only be given once for a course. If a course is repeated, the student may, upon request in a letter to the principal, have the original grade excluded in the calculation of the GPA. However, both courses will be recorded on the transcript.

Independent Study (School Board Policy 118)

Through Independent Study students may expand their knowledge of a particular subject of personal interest beyond the scope of the regular curriculum. The student's self-directed inquiry, investigation and/or production will enable them to support or refute whatever hypotheses they have developed with the help and advice of a faculty mentor.

- Students who wish to undertake Independent Study should first contact their Guidance Counselor at least one quarter before the proposed project would take place.
- The Independent Study cannot replace a required course and must be beyond the scope and sequence of the regular curriculum.
- The student is responsible for engaging a faculty member as their sponsor and creating a proposal that includes: credit value, methods of assessment, timelines and milestones, and a department chairperson review.
- The Guidance Counselor will provide the student with specific details and feedback. All proposals must be approved by the Building Principal, Superintendent and School Board.

Dual Enrollment (School Board Policy 217)

College courses taken while a student is in SVHS will count for credit but will not be calculated in the GPA

Requests to graduate early (School Board Policy 217)

- The fourth year of high school shall not be required for graduation if the student has completed all other requirements for graduation
- A student may qualify for graduation by attending a district school part-time when officially enrolled part-time in a postsecondary institution or when lawfully employed part-time, provided that all graduation requirements have been met

Early College Admission (School Board Policy 241)

- Each student who wishes to be selected for the privilege must be considered on an individual basis and must show evidence and social maturity as well as fulfill all obligations determined by the high school.
- May be considered for all of senior year on a full-time basis
- Student must complete 21.8 credits at end of junior year
- Student must have an overall "A" average
- The request will be reviewed by a screening committee, with a statement, proposed course of study, letter from parents
- The principal will make the final decision regarding the student request

Grading System (School Board Policy 217)

Grade Point Average (GPA) will be calculated at the end of each marking period and will be printed on the official transcript. Some post-secondary institutions often use the combination of the student's GPA and score on the SAT or ACT along with other selection criteria unique to the institution in making admissions decisions.

Students who receive a letter grade of "A", "B", or "C" in a weighted course will be awarded additional grade points. The table below represents the weighted and non-weighted point values for full credit courses.

Dual Enrollment courses do not count towards GPA or class rank, but do count towards credits.

GRADE	NUMERIC RANGE	STANDARD GRADE POINTS	HONORS GRADE POINTS	AP GRADE POINTS
A+	97-100	4.33	4.83	5.33
A	93-96	4.00	4.50	5.00
A-	90-92	3.67	4.17	4.67
B+	87-89	3.33	3.83	4.33
B	83-86	3.00	3.50	4.00
B-	80-82	2.67	3.17	3.67
C+	77-79	2.33	2.83	3.33
C	73-76	2.00	2.50	3.00
C-	70-72	1.67	2.17	2.67
F	55-69	0.00	0.00	0.00
F-	54 or less	Not eligible to attend Summer Learning Academy		

2. KEYSTONE PATHWAYS TO GRADUATION

***PDE GRADUATION REQUIREMENT BEGINNING WITH CLASS OF 2023*

In addition to the above listed Graduation Requirements, students must demonstrate mastery of the PA Core Standards. Keystone Exams are taken as an end of course exam when the student is enrolled in Algebra 1, Literature, and Biology. If a student does not receive an "Advanced" or "Proficient" on an Exam, the student is permitted to re-test during designated windows established by PDE until the end of their Junior year of school.

	Below Basic	Basic	Proficient	Advanced
Algebra 1	1200-1438	1439-1499	1500-1545	1546-1800
Biology	1200-1459	1460- 1499	1500-1548	1549-1800
Literature	1200-1443	1444-1499	1500-1583	1584-1800

Senate Bill 1095, which was signed into law by Governor Tom Wolf in 2018, shifts Pennsylvania's reliance on high stakes testing as a graduation requirement to provide alternatives for high school students to demonstrate readiness for postsecondary success. Students will follow the progression of the five Keystone Pathways to Graduation until they successfully meet the criteria identified.

Keystone Pathways to Graduation

1. **Pathway 1- Keystone Proficiency Pathway**
   Scoring Proficient or Advanced on each Keystone Exam- Algebra 1, Literature, and Biology
2. **Pathway 2- Keystone Composite Pathway**
   Students must score a minimum combined score on all three exams of a 4452, with at least one score of Proficient and no scores of Below Basic
3. **Pathway 3- Career and Technical Pathway**
   Students must earn a passing grade on the courses associated with each Keystone Exam, and pass the National Occupational Competency Testing Institute (NOCTI) or the National Institute of Metalworking Skills (NIMS) assessment in an approved Career and Technical Education concentration.
4. **Pathway 4- Alternate Assessment Pathway**
   Students must earn a passing grade on the courses associated with each Keystone Exam, and satisfactorily complete one of the following alternative assessments: SAT, PSAT, ACT, ASVAB, Gold Level ACT WorkKeys; advanced coursework in AP or concurrent enrollment courses; or acceptance in a 4 year nonprofit institution of higher education for college-level coursework.
5. **Pathway 5- Evidence Based Pathway**
   Students must earn a passing grade on the courses associated with each Keystone Exam, and demonstrate readiness for postsecondary engagement through three pieces of evidence from the student's career portfolio aligned to the student goals and career plans. Examples of evidence will include ACT WorkKeys, SAT subject tests, AP and concurrent coursework, higher education acceptance, community learning project, completion of an internship, externship or co-op or full-time employment.

To keep students on-track to meeting the statewide graduation requirements, Administration and the Guidance Counselors will follow this timeline for student progress:

1. **11th Grade:**

a. Administration will review Keystone Exam student scores to determine which students have met requirements for Keystone Proficiency Pathway and Keystone Composite Pathway
b. Students who have not met requirements for Pathways 1 and 2 will be offered Optional Supplemental Instruction to retake Keystone Exams
c. Guidance Counselors will meet students who do not opt to retest to determine which Pathway 3, 4 or 5 will be met for graduation requirement
d. Student, parent and Guidance Counselor meet to review requirements and set a timeline.

2. **Fall 12th Grade:**
   Guidance Counselors will review data and determine if students are on track to meet graduation requirements. If not, student and parent will meet with Administration to determine steps needed to be completed. *Graduation Requirements must be met no later than October.*

3. CAREER READINESS REQUIREMENT

***GRADUATION REQUIREMENT BEGINNING WITH CLASS OF 2023*

To help ensure that all students in Pennsylvania are on track for meaningful postsecondary engagement and success, the Pennsylvania Department of Education has included a measure of students' career exploration, preparation, and readiness as part of Pennsylvania's state and federal accountability system through the Future Ready PA Index and under the Every Student Succeeds Act (ESSA). The Career Readiness Indicator recognizes efforts to ensure that all students have access to career exploration and preparation activities that are standards-aligned and evidence-based, including the development of career plans and portfolios that help students identify pathways and opportunities for postsecondary success.

By the end of 11th grade, the student will have a career portfolio containing both the K-5 and 6- 8 grade band evidence, and a minimum of eight pieces of evidence, or at least two pieces of evidence each year, collected in the 9-11 grade band that validates all four strands of the CEW standards have been meaningfully addressed. At least two of these pieces of evidence for the 9-11 grade band must demonstrate implementation of the student's individualized career plan. By the end of their senior year, students should have completed personalized experiences that are connected to local, regional, and state workforce needs. These efforts should also be

informed by an analysis of regional and statewide workforce data, including current and future projected openings and skills needs.

Beginning with the Class of 2023, students will meet the College and Career Readiness Graduation Requirement by:

1. Completion of College and Career Indicators as identified and assigned in coursework.

2. Yearly completion of the College and Career Portfolio activities.

3. Completion of the Industry Based Work Indicators: All Industry-Based Work experiences will be coordinated and reviewed through the Guidance Department prior to students beginning the process. Students will be responsible for completing all paperwork and experience requirements.

In order to navigate the career indicators required in each grade level, students will be enrolled in the **College and Career Ready course** on Schoology each year. The required course will be Pass/Fail. Each student will be responsible to complete the components of each course no later than the last day of classes in the school year. It is the responsibility of the student to upload all evidence through Schoology to their portfolio. If the work is not completed by the last day of classes, the student will be required to attend work sessions during final exams.

College and Career Ready Course- Grade 9- will be completed in conjunction with the Careers course
College and Career Ready Course- Grade 10- will be completed in conjunction with English course
College and Career Ready course- Grade 11- will be completed through check in meetings with Counselors
College and Career Ready course- Grade 12- will focus on required elements of Senior Project

Future Ready PA Index Requirements for College and Career Readiness

The Future Ready PA Index is a collection of school progress measures related to school and student success. The Index includes a range of assessment, on-track, and readiness indicators, to more accurately report student learning, growth, and success in the classroom and beyond. In addition to assessment scores, students are now scored on completion of College and Career Readiness Indicators including:

- Career Readiness Standards
- Rigorous Course of Studies- including: AP courses and Dual Enrollment
- Industry-Based Learning- including:
- Industry Standards-Based Competency Assessment (NOCTI/NIMS)
- Industry Recognized Credential
- Work-based Learning Experience
  Job Shadowing, Internship, Cooperative Education, Career Mentoring, Community-based Work Programs, and Service Learning

Education and Career Plan (ECP)

An education and career plan (ECP) is a document that a student will use to map and track their journey toward college and career readiness. It integrates college and career planning and preparation into a single document. The process of becoming both college and career ready can be complex; students will work with their teachers and guidance counselors to identify future steps and document their progress. The ECP:

- Identifies a student's career interests and goals and incorporates the qualifications, education, and training requirements for the identified careers.

- Connects a student's career goals with the specific qualifications, education, and training required for entry into those careers.

- Outlines a student's four-year course plan for high school that aligns with graduation requirements as well as the student's postsecondary education and career goals.

- Provides an integrated record of progress in college and career planning that shows activities and accomplishments in both areas.

The ECP is a living document that is updated at the end of each year before completing scheduling. Students will revise their goals, interests, and courses as they explore potential careers in greater depth. Students will complete a reflection each year to focus on their journey in achieving their post-secondary goals.

Career Pathways and Clusters

Career Pathways provide students with a direction for making informed career decisions. Each pathway is a flexible career grouping that focuses students on elective courses that prepare them for specific career goals and career exploration. Utilizing Naviance, students identify career pathways based upon their interests, experiences, and abilities. Pathways are divided into a number of focus areas, which allow students to investigate career options within specific industries. Each pathway provides students and parents with information regarding specific careers within a focus area and the level of training or education needed to attain those careers.

Career clusters are a way of grouping careers with common features and skills. Careers grouped into the same cluster typically require similar education and training. Exploring clusters can be a useful way for students to find a good career match, especially if they have general areas of interest but are not sure what specific careers match those interests. Career clusters can also help them better understand how their coursework in school can prepare them for certain types of careers.

HOW TO USE CAREER PATHWAYS

The following Career Pathways pages outline the four Career Pathways at Saucon Valley High School. Recommended electives for each pathway are included so that students and parents can make informed decisions regarding courses that may begin to prepare students for their identified career field. To ensure graduation requirements are met, students should refer to the program of studies to determine required core and elective courses for grades 9-12. This document should be used as a general guide when scheduling courses, but consultation with teachers and counselors is highly recommended. Students do not need to follow one pathway but rather these pathways provide some guidance when choosing courses for future courses of study.

Career Pathways Overview The four pathways are described below. Once you have found a pathway that interests you, review for suggested courses, and career opportunities.

Health & Social Services	**Science, Technology, Engineering, & Math**	**Arts, Humanities & Communications**	**Business, Finance & Law**
This is a pathway that includes a large and diverse group of careers. **Human services** involves careers that help people and families meet their needs, including education, social services, and mental health needs. The **health and medicine** career pathway includes careers that promote health, wellness, and diagnosis as well as treat injuries and diseases. Some of the careers involve working directly with people, while others involve research into diseases or collecting and formatting data and information. Work locations are varied and may be in hospitals, medical or dental offices or laboratories, cruise ships, medevac units, sports arenas, space centers, or within the community.	**Engineers and technicians** design and build things. They are critical in all kinds of manufacturing, especially at the earliest stages when products and processes are being created and refined. A career in **science** is exciting, challenging, and ever-changing. Learners who pursue one of these career fields will be involved in planning, managing, and providing scientific research and professional and technical services including laboratory and testing services, and research and development services. The **agriculture** pathway prepares learners for careers in the planning, implementation, production, management, processing, and/or marketing of agricultural commodities and services.	Careers in the **Performing Arts, Visual Arts** or certain aspects of **Journalism, Broadcasting and Film** are careers that tap students' creative talents. **Audio-Video Communications Technology, Telecommunications or Printing Technology** require strong backgrounds in computer and electronic-based technology and a solid foundation in math and science. All pathways require the ability to communicate effectively in both oral and written form. **Information technology** careers involve the design, development, support and management of hardware, software, multimedia and systems integration services. The IT industry is a dynamic and entrepreneurial working environment that has a revolutionary impact on the economy and society	The Business, Finance, and Law pathway includes careers in planning, organizing, directing and evaluating **business functions** essential to efficient and productive business operations. The **finance** portion of this pathway involves careers in financial and investment planning, banking, insurance and business financial management. The legal system impacts us in many ways, from buying a home to safely driving a car. Careers in **law** keep the legal system running smoothly and include **public services**, jobs that serve and protect people, including law enforcement, firefighting, legal services, and the military.

Example Career Opportunities for Specific Career Pathways:

	Health & Social Services	Science, Technology, Engineering, & Math	Arts, Humanities & Communications	Business, Finance & Law
Advanced Coursework	• Physician • Pharmacist • Dentist • Physical / Occupational Therapist or Counselor	• Engineer • Architect • Security Analyst • Computer Scientist • Research Scientist • Research Professor	• Post-Secondary Professors • Political Scientist • Systems Engineer	• Financial Analyst • Auditor • Certified Public Accountants • Chief Executives • International Businessperson • Lawyer
College Course Work	• Registered Nurse • Physician's Assistant • Medical Lab Tech • Social Worker • Medical Assistant • Teacher	• Construction Manager • Statistician • Meteorologist • Chemist • Teacher	• Teacher • Musician • Journalist / Editor • Technical Writer • Information Technology Specialist	• Actuary • Insurance • Underwriter • Financial Advisor • Teacher
College and / or Career Course Work	• Dental Assistant • Licensed Practical Nurse • Medical Records • Technician • Emergency Medical Technician • Dental Hygienist • Vet Technician • Nurses Aide	• Drafter • Engineering Technician • Master Electrician • Automotive Technician • Cost Estimator • Lab Technician • Welder • Precision Machinist • Armed Services	• Preschool Teacher • Fashion Design • Web Designer • Cosmetologist • Horticulturist • Commercial Artist • Photographer • A/V Tech • IT Support	• Loan Officer • Paralegal • Real Estate Agent • Billing Clerk • Administrative Assistant • Bank Teller • Bookkeeper • Police Officer • Firefighter
Career Course Work	• Home Health Aide • Nursing Aide • Pharmacy Technician	• Carpenter • Mason • Electrician • Manufacturer • Plumber • HVAC Tech	• Cook • Receptionist • Advertising Sales • Agent	• Claims Adjuster • Retail Sales Clerk • Office Clerk • Janitor & Cleaner • Secretary

Possible Electives for Specific Career Pathways: Courses will vary with interest of students. The courses listed below are suggestions for discussion between the student, parent, teacher and counselor.

Health & Social Services	Science, Technology, Engineering, & Math	Arts, Humanities & Communications	Business, Finance & Law
Business Communication	Accounting I & II	Accounting I & II	Accounting I & II
Business Law	Coding	Business Application	Business Application
Entrepreneurship	Web Design	Business Communication	Business Communication
Principles of 21st Century Business	Public Speaking	Business Law	Business Law
Journalism 1 & 2	French – All Levels	Coding	Coding
Public Speaking	Spanish – All Levels	Financial Management	Financial Management
Yearbook Publications & Technology	AP Calculus AB & BC	Introduction to Adobe Photoshop	Introduction to Adobe Photoshop
Independent Living	AP Statistics	Investing	Investing

Nutrition	Honors Pre-Calculus w/ Trig	Entrepreneurship	Entrepreneurship
Young Child I & II	Probability & Statistics	Principles of 21st Century Business	Principles of 21st Century Business
French – All Levels	AP Biology	Sports Entertainment Marketing	Sports Entertainment Marketing
Spanish – All Levels	AP Computer Science Principles	Web Design	Web Design
AP Calculus AB & BC	AP Physics C	Journalism 1 & 2	Journalism 1 & 2
AP Statistics	Astrophysics	Public Speaking	Public Speaking
Honors Precalculus w/ Trig	Bioethics	Yearbook Publications Technology I, II, III, IV	Yearbook Publications & Technology
Probability & Statistics	Ecology	French – All Levels	French – All Levels
AP Biology	AP Chemistry	Spanish – All Levels	Spanish – All Levels
AP Physics C	Human Anatomy	AP Calculus AB & BC	AP Calculus AB & BC
Fundamentals of Human Performance	Intro to Microbiology	Honors Pre-Calculus	Honors Pre-Calculus
AP Chemistry	CADD I & II	Math Problem Solving	Math Problem Solving
Human Anatomy	Home Maintenance & Material Technology	Probability & Statistics	Probability & Statistics
Intro to Microbiology	PLTW Foundation Courses	AP Statistics	AP Statistics
AP US History I & II	PLTW Specialization Courses	AP Computer Science Principles	AP Computer Science Principles
AP World History	PLTW Capstone Course	Contemporary World Issues	Contemporary World Issues
Contemporary World Issues	Video Production	Psychology	Psychology
AP Psychology	Computer Science Principles or A	AP Psychology Sociology	AP Psychology Sociology
Intro to Anthropology	Automotive Technician	Home Maintenance	Home Maintenance
Intro to Psychology	Cabinetmaking		
Intro to Sociology	Carpentry		
Law & Justice	Electrical Construction		
Academy for Medical Science	Electronic Technology		
Protective Services	Graphic Communication		
Athletic Health & Fitness	HVAC		
Baking	Masonry		
Cosmetology /Esthetics	Plumbing		
Culinary Arts	Precision Machining		
Health Careers	Welding		
Medical & Health Sciences			

SVHS Career Related Courses and Programs:

BETHLEHEM AREA VOCATIONAL TECHNICAL SCHOOL

BAVTS has the goal **t**o enhance curricular choices for all students, Saucon Valley High School proudly partners with Bethlehem Area Vocational Technical School (BAVTS) to offer hands-on experience and application based specialized skills in a variety of career clusters. First year students attend AM and second and third year students attend PM.

Career Exploration Credit – 0.5

Career planning is a lifelong process. To master rapidly changing employment conditions and achieve a satisfying career, students must make the connection between what they do in the classroom and what they will do when they graduate. Career Exploration is a course that will help students meet the challenge of the twenty-first century by providing them with areas of focus along with flexibility and a variety of ideas in their career-decision making process. Students will partner with local businesses and professionals to become aware of the demands of the workplace and how to implement effective career enhancing strategies.
***NOTE: Required course*.**

Functional Transitions Credit – 1.0

This course is designed for students with individualized plans of studies. It will provide students the opportunity to learn how to problem solve in the context of the real-world environment. This class will focus on citizenship, community and the daily issues that affect the individual. Classroom activities will focus on real world applications, vocational skills, personal care skills and functional academics that will allow students to reach their maximum independence. This class will allow for exploration of employment options such as volunteerism, independent and / or support work settings. ***PREREQUISITE:*** *Approval of School Counselor*

PROJECT LEAD THE WAY

PLtW is the nation's leading provider of rigorous and innovative Science, Technology, Engineering and Mathematics (STEM) curricula for schools. PLtW's hands-on, Activities-, Project-, Problem-Based (APPB) comprehensive curriculum is aligned with relevant national standards and is collaboratively developed and updated by subject matter experts including teachers, university educators, engineering and biomedical professionals and school administrators. PLtW's programs emphasize critical thinking, creativity, innovation and real-world problem solving. The hands-on learning engages students on multiple levels, exposes them to areas of study that they may not otherwise pursue and provides them with a foundation and proven path to post secondary training and career success in STEM-related fields.

The START: Students Taking Advantage to be Ready for Technology

A partnership between SVHS and Northampton Community College to create a pathway for students to careers in Technology. By taking a combination of courses between SVHS and Dual Enrollment courses at NCC, a student can be on their way to completing an Associates Degree at NCC or transfer credits to Bachelor of Science degree in Computer Science program at Kutztown University and East Stroudsburg University.

GENERAL ACADEMIC INFORMATION

CURRICULUM

Saucon Valley High School offers a variety of levels of coursework to meet the diverse needs of our students. Placement into course levels is based on a combination of test score histories, prerequisite grades, and teacher recommendations. All students are strongly encouraged to work at their appropriate academic levels. *Taking a "lower" level course for "ease" of schedule is not allowed.*

CONCEPTUAL: Conceptual courses follow the same curriculum as the Academic courses with rigor, depth, and pace but provide smaller classes sizes and additional support in instruction to meet the content standards and assessments. Teachers use a variety of instructional methods to engage students and monitor their progress towards demonstrating proficiency. Conceptual courses focus on building knowledge of content and application of skills to prepare students for continuing their education for admission to a college or technical school or for entering the workforce or military at advanced levels. **Students receive an unweighted grade in a Conceptual class.**

ACADEMIC: Academic courses are for students planning to attend college or advanced training for careers. Curriculum is based on the standards and the content is organized to stimulate learning and develop skills in the areas of study. Students are expected to complete work with self-direction. The pacing of Academic courses is maintained at a level to prepare students to succeed at a college or university. All assessments are designed to guide instruction and measure student learning. **Students receive an unweighted grade in an Academic class.**

HONORS: Honors courses are accelerated versions of Academic courses. These courses are organized to challenge the advanced students by means of a faster pace and more complex curriculum. Students should demonstrate an active willingness and self-directedness to participate in course discussions, activities, and production. Background information and skills must be fairly advanced and candidates for these courses must meet the prerequisites required for the courses. The pacing of the honors courses is rigorous. All assessments are designed to guide instruction and to measure student learning. **Students receive a weighted grade in an Honors course.**

ADVANCED PLACEMENT*:* Advanced Placement courses are designed for the highly motivated students and are organized in accordance with the guidelines published by the College Board. These courses are designed to replicate the work characteristics of an introductory college course. Advanced Placement courses challenge a student in the breadth and depth of the curriculum, accelerated pacing, and the need to be an independent learner. Much of the work required is outside of the classroom, often beginning with summer assignments prior to the start of class. Student knowledge in background information and intellectual skills must be strong.

Students enrolled in Advanced Placement classes are strongly encouraged to sit for the corresponding Advanced Placement exam. The cost of the exam is the responsibility of the student/family. The teachers will explain the new pricing policy at the beginning of the course. Students are responsible for registration and all fees incurred with the registration process. Satisfactory performance on the exam may result in favored admission, advanced credit, or advanced standing at participating colleges and universities. Students are encouraged to explore individual college or university policies in accordance with scores and credits. **Students receive a weighted grade in Advanced Placement courses.**

Although students are encouraged to take a rigorous course load, students should carefully consider the workload and expectations of taking multiple Advanced Placement courses. These courses are rigorous and demanding. Students who take multiple Advanced Placement courses are expected to meet all of the course requirements, including summer assignments.

SCHEDULING

Course Availability Statement

This booklet describes all of the courses currently offered at Saucon Valley Senior High School. The school reserves the right to cancel or postpone courses due to insufficient enrollment, lack of physical facilities, or unavailability of teaching personnel. After the computer generates a schedule for each student the counselors check it for accuracy. On occasion a student's request will not be fulfilled because the class is full, it does not fit into his/her schedule, or it is not running. When this happens, the counselor will give the student a course that is available at that time.

It is imperative that students thoughtfully consider their course selections at the time of course registration so that their original selections are the courses to which they will be committed in the next school year. The administration and counselors must have accurate counts in course sections prior to the start of the year because it is the number of students signing up for each course during the registration process that will determine how many sections of the course are placed into the master schedule. The number of course sections directly determine teacher instructional assignments at the high school for the coming school year.

Curriculum Review for Parent (School Board Policy 105.1)

Curriculum materials and courses of study are available to all parents or guardians during normal school hours and/or teachers/parent conferences. Such curriculum materials, where practical, shall be made available by the school district for home instruction used by the parents or guardians of any student excused from a district program of instruction.

Exemption from Instruction (School Board Policy 105.2)

The Saucon Valley School District will excuse students from specific instructional units or lessons when this instruction conflicts with religious beliefs and/or moral principles of the parent(s), guardian(s), and/or the pupil.

-All requests must be made in writing and detail the specific instruction from which the student is to be excused
-The written excuse must be sent to the building principal
-It is the responsibility of the student to request permission to leave class when the specific instruction objected to is presented
-The parent/guardian may request suggested replacement educational activities but must be consistent with the goals of the class and achieve the academic standards necessary for graduation

Program Planning for an Academic Pathway

Planning for one's four-year High School course sequence is an exciting and serious undertaking. Within this document, students will find many selections designed to challenge thinking and develop interests.

Course selection decisions are a partnership between home and school. The Counseling Staff of Saucon Valley High School is eager and able to provide students and their parents with detailed information regarding academic programs, graduation requirements, college admissions, technical programs and scheduling options. Teachers can also help students decide whether a particular course is suited to his/her needs and abilities and will recommend specific programs for consideration. Parents can provide guidance regarding college and career plans and they must approve the final course request.

Counselors and administrators work during the summer to provide schedules that accommodate the needs of all students. The Counseling Department will do its best to schedule students into requested courses. If course selection conflicts arise during the scheduling process, alternate course requests will be used. Once a student's schedule has been established, it may be difficult to honor a change request as class sections have been set and teachers have been assigned.

Schedule Change Process

There will be fewer options available to the student if changes are requested once the master schedule is set. Not all change requests can or will be honored due to lack of course availability, student/class ratios, teacher assignments or if the request is not being made for a sound educational reason. However, if circumstances change after the time of course selection, students must contact his/her counselor to request a change. The school counselor will discuss the availability of classes and decisions will be made in the best interest of the student.

- Once the school year begins, the expectation is that students will honor their schedules.
- Only changes that are educationally based will be considered.
- Students should discuss any schedule change with their teacher BEFORE contacting their Counselor.
- A schedule change request will be evaluated based on the appropriateness of the change.
- If approved, students may withdraw from a course and add an alternate credit course **during the first eight days of a semester-long or year-long course.**
- **Students may withdraw from a 0.5 credit course** with approval during the first five days of the course.
- A 0.5 credit course may not be dropped after the fifth meeting of the course.
- Students in a year-long course need to meet with their teacher, parent, and Counselor to discuss any change in schedule due to the length of the course and impact on credits.

SVHS offers 2 options for students who request to withdraw from a course after it is underway past the eighth day of the course. The student must schedule an alternate course available in that same time slot; and the change must have the approval. No credit will be awarded for a changed class.

- A "WP" (withdrawal/passing) will be recorded on the student's transcript if the student is permitted to drop the course per the decision of the schedule change committee (including the teacher's input). The student's average at the time of withdrawal is passing and no greater than a 75% after completing multiple tutoring sessions with the teacher. No credit is awarded for a WP.

- A "WF" (withdrawal/failing) will be recorded on the student's transcript if the student is permitted to drop a course per the decision of the schedule change committee (including teacher's input) with a failing average at the time of withdrawal after completing all assignments and attending multiple tutoring sessions. No credit is awarded for a WF.

Placement into the appropriate level of a course is very important. Our faculty has found that students who meet the published prerequisites are most likely to be successful in the course. Students are expected to be challenged yet not frustrated. If a student does not meet a prerequisite the student and parent are asked to explain in a letter to the principal the desire to have the prerequisite waived. Having the prerequisite waived will be based upon the principal's review of previous classroom performance, test scores and other standardized data.

SPECIAL PROGRAMS AND SCHEDULING OPPORTUNITIES

Dual Enrollment (Concurrent Enrollment)

Dual Enrollment is defined as the participation of high school students in college-level courses whereupon the completion of the course earns the student college credit while simultaneously earning high school credit towards graduation. Students are responsible for completing applications, payment of all tuition, books, and fees, and for providing their own transportation to and from the college. Courses are not included in GPA or class rank.

Saucon Valley High School offers two opportunities for students to earn high school and college credits at the same time, **Dual Enrollment** at Northampton Community College, DeSales University and Penn State Lehigh Valley, and the **High School Scholars Program** with Lehigh University, Moravian College, and DeSales University. Students who are interested in participating in any of these programs should meet with their Guidance Counselor to review program qualifications, timelines, and to plan credits.

The Pennsylvania Transfer and Articulation Center (PA TRAC) is an interactive website that helps students plan their postsecondary education. As a high school student, PA TRAC can help you:

*Learn about ways you to earn college credit while enrolled in high school
*Find out how college courses you've taken – or plan to take – transfer to PA TRAC college
*Explore your postsecondary options

English as a Second Language (School Board Policy 138)

SVSD shall provide an appropriate planned instructional program for identified students whose dominant language is not English. THe purpose of the program is to increase the English language proficiency of eligible students so that they can attain the academic standards adopted by the Board and achieve academic success.

Gifted Education (School Board Policy 114)
The purpose of gifted programming in Saucon Valley School District is to support the academic and social-emotional needs of gifted and advanced students by providing learning opportunities, which are more in-depth and may be presented at a faster pace. In keeping with the Pennsylvania Department of Education Chapter 16 regulations, a Gifted Individual Education Plan (GIEP) will be developed annually for students who are identified mentally gifted. A student is identified as mentally gifted if they have a full-scale IQ of 130 or above, or if multiple criteria strongly indicate gifted ability. Specifically Designed Instruction for students with a GIEP primarily takes place in the regular education classrooms. There are a variety of rigorous courses designed to provide an academic challenge and depth of learning appropriate for many gifted students.

Special Education (School Board Policy 113)
Each student with a disability who is a resident of the district shall be provided quality education programs and services that meet the student's needs for educational instructional, transitional and related services. The special education program is designed to integrate the programs of special education with the regular instructional program of the school, consistent with the interests of the student with the disability. Students with disabilities shall be identified, evaluated, and provided with appropriate educational services, in accordance with federal and state laws and regulations.

Academic Coaching and Intervention (Credit – 0.5)
This course is designed for students with individualized plans of studies. The purpose of this course is to continue to improve reading, writing, mathematics, and executive functioning skills based on the student's needs. Instruction will be provided in a small group setting in the Learning Support classroom. Students are then given the opportunity to apply these intervention strategies and executive skills to their core academic courses. Students can earn up to 1 credit per school year in Academic Coaching and Intervention class.
PREREQUISITE: *Approval of School Counselor and case manager*

Saucon Valley Global Scholars Program
The Saucon Valley Global Scholars Program is inclusive for all high school students and provides the opportunity to:

- Meaningfully select interdisciplinary studies and activities
- Develop global awareness/competency
- Prepare themselves for personal and professional success in an increasingly global society

During grades 9-12, the following 4 components, each of which has a global focus, must be achieved and approved:

1. Academic courses - successful completion of the following (average grade of B or better):
    - 4 credits (or equivalent) of the same world language and
    - 4 additional credits toward graduation that are already part of the school's course of study and for which a primary component is global in nature
2. Active participation in extracurricular activities (minimum of 4)
3. Service hours (minimum of 20 hours)
4. Literature/media reviews (minimum of 8, at least 4 of which are books)

After completing all of the criteria, students qualify for a:

- Global Scholars Certificate
- Global Scholars Honor Cord to wear at graduation

The SV Global Scholars Program will enhance a student's:

- College application profile to a university or other post-secondary program
- Professional and personal experiences in the global community and marketplace
- Employment prospects

Summer Learning Academy (School Board Policy 124)
Students who fail an English, Social Studies, Science or Mathematics course should make up the credit during Summer Learning Academy. This is particularly important for students who attend Bethlehem Area Vocational-Technical School as there is insufficient room to repeat courses in a vocational-technical schedule. Some elective courses may be available for Summer Learning Academy based on enrollment. A student must have earned a 55% to be eligible for Summer Learning Academy. Summer Learning Academy is currently offered as a cyber-school option only; please see the Counseling Office for more details.
NOTE*: A fee is charged for each course taken during the Summer Learning Academy session.*

ONLINE LEARNING

VIRTUAL HIGH SCHOOL LEARNING (VHS)

Virtual High School (VHS, Inc.) is a non-profit organization providing supplemental online classes and blended learning opportunities to high school students. Saucon Valley has an established partnership with VHS to work with parents and students who want to enroll in individual classes. Through VHS' unique network of schools and educators, students gain access to student-centered online education within a high quality, collaborative learning environment.

Qualifying students may choose a class from a wide selection of courses that are not part of the regular SVHS curriculum and will not count towards the core credit requirement. Students must have the approval of their School Counselor for all VHS courses. Once classes begin, students will not be allowed to drop a VHS course. VHS instructors run all courses and assign all grades. The course will count towards the student's grade point average. Interested students and their parents are urged to investigate the program further by logging on to the website: www.vhslearning.org. To determine eligibility for participating in this online learning option, please see the counseling office for further details.

E BRIDGE ACADEMY

eBridge Academy is Saucon Valley's online educational option for qualifying students. eBridge is not a cyber charter school. In partnership with the school, students' classes are selected based on fulfilling the Saucon Valley graduation requirements.

For qualifying students, the administration and counseling department use the graduation requirements to assist students with the selection of courses within the eBridge framework. Licensed through the Pennsylvania Department of Education, all eBridge courses are developed and instructed by Pennsylvania certified teachers following the PA Academic and Core Standards. The home district administers the Keystone Exams. Students enrolled in eBridge Academy participate in their schooling at home and graduate from their home schools.

To determine eligibility for participating in this online learning option, please see the counseling office for further details.

NCAA ELIGIBILITY

ONE OPPORTUNITY.
LIMITLESS POSSIBILITIES.

If you want to play sports at an NCAA Division I or II school, start by registering for a Certification Account with the NCAA Eligibility Center at **eligibilitycenter.org**. If you want to play Division III sports or you aren't sure where you want to compete, start by creating a Profile Page at **eligibilitycenter.org**.

ACADEMIC REQUIREMENTS

To play sports at a Division I or II school, you must graduate from high school, complete 16 NCAA-approved core-courses, earn a minimum GPA and earn an ACT or SAT score that matches your core-course GPA.

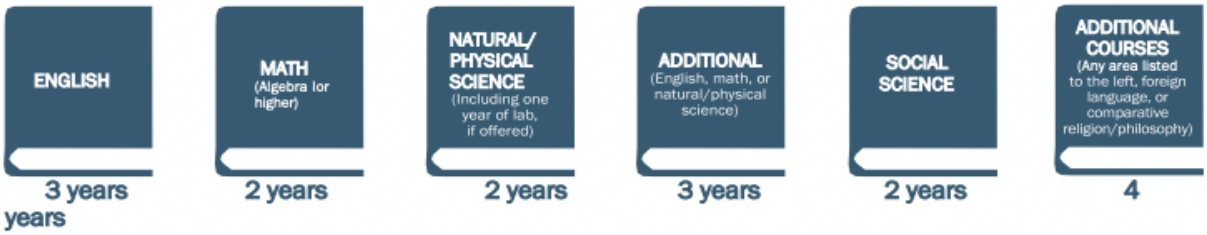
CORE COURSES

Only courses that appear on your high school's list of NCAA core-courses will count toward the 16 core-course requirements visit: **eligibilitycenter.org/courselist** for a full list of your high school's approved core-courses. Complete 16 core-courses in the following areas:

Division I

Complete 10 NCAA core-courses, including seven in English, math, or natural/physical science, before your seventh semester.

Division II



GRADE-POINT AVERAGE

The NCAA Eligibility Center calculates your grade-point average based only on the grades you earn in NCAA-approved core-courses.

- DI requires a minimum 2.3 GPA.
- DII requires a minimum 2.2 GPA.

SLIDING SCALE

Divisions I and II use sliding scales to match test scores and GPAs to determine eligibility. The sliding scale balances your test score with your GPA. If you have a low-test score, you need a higher GPA to be eligible. Find more information about test scores at **ncaa.org/test-scores**.

TEST SCORES

You may take the SAT or ACT an unlimited number of times before you enroll full time in college. Every time you register for the SAT or ACT, use the NCAA Eligibility Center code 9999 to send your scores directly to us from the testing agency. We accept official scores only from the ACT or SAT and will not use scores shown on your high school transcript. If you take either test more than once, the best sub score from different tests is used to give you the best possible score.

NCAA HIGH SCHOOLTIMELINE

9TH GRADE

PLAN

Start planning now! Take the right courses and earn the best grades possible.

- Find your high school's list of NCAA-approved core-courses at **eligibilitycenter.org/courselist**
- Sign up for a free Profile Page at **eligibilitycenter.org** for information on NCAA requirements.

10TH GRADE

REGISTER

If you fall behind academically, ask your counselor for help finding approved courses you can take.

- Register for a Profile Page or Certification Account with the NCAA Eligibility Center at **eligibilitycenter.org**
- Monitor your Eligibility Center account for next steps.
- At the end of the year, ask your counselor at each high school or program you attended to upload your official transcript to your NCAA Eligibility Center account.

11TH GRADE

STUDY

Check with your counselor to make sure you are on track to complete the required number of NCAA-approved courses and graduate on time with your class.

- Take the ACT or SAT and submit your scores to the NCAA Eligibility Center using code 9999.
- Ensure your sports participation information is correct in your Eligibility Center account.
- At the end of the year, ask your counselor at each high school or program you attended to upload your official transcript to your NCAA Eligibility Center account.

12TH GRADE

GRADUATE

- Complete your final NCAA approved core courses as you prepare for graduation.

- Take the ACT or SAT again, if necessary, and submit your scores to the NCAA Eligibility Center using code 9999.
- Request your final amateurism certification beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your NCAA Eligibility Center account at **eligibilitycenter.org**.
- After you graduate, ask your counselor to upload your final official transcript with proof of graduation to your NCAA Eligibility Center account.
- *Reminder:* Only students on an NCAA Division I or II school's institutional request list will receive a certification.

How to plan your high school courses to meet the 16 core-course requirements: 4 x 4 = 16

9th Grade
(1) English
(1) Math
(1) Science
(1) Social Science and/or additional
4 core courses

10th Grade
(1) English
(1) Math
(1) Science
(1) Social Science and/or additional
4 core courses

11th Grade
(1) English
(1) Math
(1) Science
(1) Social Science and/or additional
4 core courses

12th Grade
(1) English
(1) Math
(1) Science
(1) Social Science and/or additional
4 core courses

For more information: ncaa.org/playcollegesports | eligibilitycenter.org
Search Frequently Asked Questions: ncaa.org/studentfaq

Follow us: @NCAAEC @playcollegesports @ncaaec

NCAA

BEING TEST-READY FOR COLLEGE

ACT- The ACT measures a student's ability in the subject areas of English, Mathematics, Reading, Science Reasoning, and an optional Writing section. ACT scores are reported on a standard scale that ranges from 1 to 36. The arithmetic average of the scores on the first four tests is the ACT composite score, which is often used as a measure of overall academic ability. High School seniors who take the ACT for admission purposes should take the test early in their senior year. Juniors are encouraged to take the test. Students who choose to take the ACT must register online and assume the related costs. Registration materials are available at www.act.org.

Test Date	Deadline	Late Deadline	Online Score Release*
September 10, 2022	August 5, 2022	August 19, 2022	September 20; October 4, 2022
October 22, 2022	September 26, 2022	September 30, 2022	November 1; November 15, 2022
December 10, 2022	November 4, 2022	November 18, 2022	December 20, 2022; January 3, 2023
February 11, 2023	January 6, 2023	January 20, 2023	February 21; March 7, 2023
April 1, 2023	February 24, 2023	March 10, 2023	April 11; April 25, 2023
June 10, 2023	May 5, 2023	May 19, 2023	June 20; July 4, 2023
July 15, 2023**	June 16, 2023	June 23, 2023	July 25; August 8, 2023

Advanced Placement- see the description on page 5. All Advanced Placement courses have end of course exams composed of free responses that require essay writing and multiple choice questions. **AP exams are given every year during the first two weeks of May**. Every exam receives an overall grade on a five point scale: 5 (extremely well qualified), 4 (well qualified), 3 (qualified), 2 (possibly qualified), 1 (no recommendation). Upon student request, grade reports are sent in early July to each student's home address, school, and college. Students who choose to take the AP exam must register in school with their Guidance Counselor, and assume the related costs.

ASVAB CEP- Armed Services Vocational Aptitude Battery- Career Education Program
The ASVAB CEP is a complete career planning program. Students are given the opportunity to take the ASVAB at no cost and no commitment to military service. It provides an interest assessment and planning tools to help students explore career field entry requirements and various career paths, both military and civilian. High school students in grades 10, 11 and 12 participate Students in 11th grade and beyond receive valid scores for enlistment. Test results are sent to schools so students can explore career options with counselors. Participants receive three composite scores in verbal, math and science/technical skills used for career exploration, and the AFQT score is also reported. The test is usually given in October or November during the school day.

Keystone Exams- see the description on page 4. Keystone Exams are given at the end of the course for Algebra 1, Literature, and Biology. Students may also retake an exam if they did not score a proficient score of 1500. Supplementary instruction is not required to retake an exam. Exams are taken during the school day. Dates for Keystone Exams are **January 4-18, 2023** for first semester classes and **May 15-26, 2023** for full year courses.

PSAT- The Preliminary SAT/National Merit Scholarship Qualifying Test is a standardized test administered by the College Board and cosponsored by the National Merit Scholarship Corporation in the United States. Its benefits include free, personalized practice; college application fee waivers; scholarship opportunities; increased access to AP courses. Students in 9th, 10th and 11th grade will take the PSAT during school on **Wednesday, October 12, 2022**. There is no fee to take the test. Scores are released to the students through their self-created College Board accounts.

SAT- the SAT is an exam used by most colleges and universities as part of an entrance requirement. The SAT includes four parts: Reading, Writing and Language, and Math. The exam is scored on a scale from 400-1600. It is typically taken by juniors in the spring and seniors in the fall. Students who choose to take the exam must register online at www.collegeboard.com and assume the related costs.

SAT Date	Registration Deadline	Late Registration Deadline
March 12, 2022	February 11, 2022	March 1, 2022
May 7, 2022	April 8, 2022	April 26, 2022
June 4, 2022	May 5, 2022	May 25, 2022
Please refer to the SAT website for more specific information regarding the testing dates and locations.		

2022-2023 <u>Anticipated</u> SAT Administration Dates:

August 27, 2022; October 1, 2022; November 5, 2022: December 3, 2022; March 11, 2023; May 6, 2023; June 3, 2023.

COURSE DESCRIPTIONS BY DEPARTMENT

BUSINESS DEPARTMENT

The Business Department offers a wide variety of courses, which provide valuable life skills in an ever-changing global marketplace. Each student is required to complete the Career Explorations course to meet the graduation requirement. In addition to the required course it is highly recommended that students increase their knowledge and skills in electives offered in Accounting, Technology and General Business.

CAREER EXPLORATION

Credit – 0.5

Career planning is a lifelong process. To master rapidly changing employment conditions and achieve a satisfying career, students must make the connection between what they do in the classroom and what they will do when they graduate. Career Exploration is a course that will help students meet the challenge of the twenty-first century by providing them with areas of focus along with flexibility and a variety of ideas in their career-decision making process. Students will partner with local businesses and professionals to become aware of the demands of the workplace and how to implement effective career enhancing strategies.
***NOTE: Required course for students*.**

ACCOUNTING I

Credit - 1.0

Accounting I will enable students to acquire an understanding of basic accounting principles and procedures for a sole proprietorship and partnership. Simulated office experiences will be provided to help the student understand the accounting cycle using special journals. Students will complete an accounting cycle simulation during the final weeks of the course. This simulation will serve as the course's final exam.
NOTE: *This course is not recommended for 9th grade students.*

ACCOUNTING II

Credit - 1.0

Accounting II will refine/expand the skills and knowledge students learned in Accounting I. Both manual and computerized procedures are presented for a partnership and corporation. Simulated office experiences are provided through practice sets and the computer.
PREREQUISITE: *Accounting I.*

BUSINESS APPLICATIONS

Credit – 0.5

This course will teach students how to use technology as a tool to solve problems. Using Google Docs and Microsoft office, the focus will be on word processing, spreadsheets, databases and presentations. Various practical problems will be used to illustrate personal and business applications to make fact-based decisions.

BUSINESS COMMUNICATIONS

Credit - 0.5

This course will teach students the practical skills necessary for effective on-the-job communication. Activities focused on resume and letter writing, interview techniques, listening skills and organizational skills will prepare students to enter the job market and communicate effectively with customers, co-workers, clients, patients and others. These activities will be supplemented by such topics as time management, stress management and making successful presentations. In addition to becoming proficient communicators, students will gain confidence in speaking and an awareness of their own communication strengths and needs.
NOTE: *This course is not recommended for 9th grade students.*

BUSINESS LAW  Credit - 0.5

As consumers, all students can benefit from taking this course which is designed to make them informed consumers. Their rights and responsibilities will be explored by examining governmental regulation of business and applications of the Uniform Commercial Code. Students will acquire the ability to solve problems by applying legal theories and concepts to actual case problems and court decisions.
NOTE: *This course is not recommended for 9th grade students.*

CODING  Credit - 0.5

Coding will teach the foundations of computer science and basic programming in JavaScript, with an emphasis on helping students develop logical thinking and problem solving skills. This course will prepare students for AP Computer Science Principles. Students will gain skills in building web pages and writing software. Students will begin with JavaScript and increase in knowledge and experience throughout the course.
NOTE: **This course may be used as a Math or Science Graduation requirement for students who have completed Algebra 1 and Geometry.*

ENTREPRENEURSHIP  Credit – 0.5

This course will introduce students to the basic principles of business, with a specific focus on owning and managing one's own business. Students will examine the major steps involved in starting a new business, including the marketing, financing, budgeting, managing, purchasing, staffing and legal aspects. Students will be provided with real-world examples of entrepreneurs who have changed the business world. In addition, students will extend their understanding of concepts through a comprehensive computer simulation in which he/she will be responsible for operating a convenience store.

FINANCIAL MANAGEMENT  Credit – 0.5

This course is a life skills and financial planning course designed to alert, inform and educate high school students in the financial skills needed for today's world. Concepts covered include: Time Management and Health, Finding a Job, Budgeting and Saving, Finding an Apartment, Buying a Car, Shopping, Choosing and Balancing a Checking Account, Getting a Credits Card, Fixing Your Credits, Education and Advancement, Using Online Banking, Paying Your Taxes, Intro to Investing, Buying a Home, Insurance. Current articles, vocabulary, lecture, discussions and a comprehensive computer simulation will be the instructional tools.
RECOMMENDATION: *This course is most appropriate for Juniors and Seniors.*

INTRODUCTION TO ADOBE PHOTOSHOP  Credit – 0.5

Adobe Photoshop is the premier photo editing software tool available. Whether the student is working on a webpage, PowerPoint presentation, or a document to be printed, Photoshop can be used to enhance his/her images. Students will learn about image file types, cropping images, compositing (putting several images together), ghosting images (for use as web page backgrounds), using layers, creating masks, applying filters and formatting text with bevels and other effects.

INVESTING  Credit - 0.5

This course will review various investment choices with a focus on financial markets and real estate. Leverage, OPM, Risk vs Return, Diversification, Investing for Retirement, short term goals and long term goals will be some of the topics discussed when looking at an investment. The course will consist of researching for opportunities, evaluating those opportunities, creating a plan, monitoring the plan and a final determination of the investment.
RECOMMENDATION: *This course is most appropriate for Juniors and Seniors.*

PRINCIPLES OF 21ST CENTURY BUSINESS Credit - 0.5

This course provides the basic knowledge and skills needed to succeed in today's global marketplace. Students will be exposed to many aspects of business and its environment as well as the role of planning and management. Concepts covered include: Characteristics of Business, Social & Ethical Environment, Economic Environment, International Environment, Decision Making & Management Functions, The Manager as a Leader, Planning & Organizing And Implementing & Controlling. The textbook, lecture, as well as, current articles, vocabulary, discussions and guest speakers will be used to enhance this curriculum.

SPORTS/ENTERTAINMENT MARKETING Credit – 0.5

This course will take the student on a step-by-step journey through the exciting work of sports and entertainment marketing. Students will learn about the key functions of marketing and how those functions are applied to the sports and entertainment industry. Guest speakers, case studies and online activities will broaden the classroom learning experience.
NOTE: *This course is not recommended for 9th grade students*

WEB DESIGN Credit – 0.5

The purpose of this course is to teach basic web page design skills using XHTML and Dreamweaver.
Students will learn how to create effective, informative personal and business web pages while investigating the use of the Internet in business.

ADVANCED WEB DESIGN Credit – 0.5

Advanced Web Page Design will expand the skills students' learned in Web Page Design. Students will learn advanced web page design using HTML, DHTML, and JavaScript. Students will apply the knowledge and skills acquired in this course to create web pages for the district web site and possibly local business/community members.
PREREQUISITE: *Successful completion of Web Page Design.*

COMPUTER SCIENCE PATHWAY

As one of the fastest growing sectors in Pennsylvania's economy, there are 18,000+ unfilled computer science jobs with an average salary of $80,000 and a projected growth of up to 26% annually. To help meet this career demand and fill the gap, Pennsylvania is working to create and offer opportunities for every learner in computer science.

The **START** (Students Taking Advantage to be Ready for Technology) is a partnership between SVHS and Northampton Community College to create a pathway for students to careers in Technology. By taking a combination of courses between SVHS and Dual Enrollment courses at NCC, a student can be on their way to completing an Associates Degree at NCC or transfer credits to Bachelor of Science degree in Computer Science program at Kutztown University and East Stroudsburg University.

Computer Science courses offered at SVHS:
Introductory level courses: Web Design, Advanced Web Design, Coding, Robotics, Bit by Bit
Advanced Placement: (with identified score, these courses count for credit at NCC)
AP Computer Science Principles , AP Computer Science A

NCC Computer Science Degree Aligned with Kutztown University Computer Science Degree:

Semester 1	**NCC Course**	**AP Equivalency Course**	**Kutztown University Course**
	COLS101- College Success		Does not transfer
	ENGL101- English 1	AP Language (3)	CMP 100: Effective Communication
	MATH180- Calculus 1	AP Calculus AB (4)	MAT 181: Calculus 1
	CISC115- Computer Science 1	AP Comp Sci A (4)	CSC 135:Computer Science 1
	SIT Elective: Example HIST 113 Am History	AP US History (3)	HIS 25: US Formative Years and the Federal Republic
Semester 2			
	CISC125-Computer Science 2	AP Comp Sci A (4)	CSC136: Computer Science II
	CMTH102- Intro to Communication		COM10: Fundamentals of Oral Communication
	ENG151(L)- English 2 Literature	AP Literature (3)	ENG10: Introduction to Literature
	MATH181- Calculus 2	AP Calculus BC (3)	MAT182: Calculus II
	SSHB General Education Elective: Ex. PSYC103- Intro to Psychology	AP Psychology (3)	PSY11: General Psychology
Semester 3			
	CISC230- Data Structure		CSC237: Data Structures
	Science Elective- Ex. PHYS103: Physics 1	AP Physics (3)	PHY40: General Physics 1
	Elective: Ex. PHIL202		PHI40: Intro to Ethics
	MATH202 Discrete Mathematics		MAT224: Foundations of Higher Mathematics
Semester 4			
	CISC225- Computer Organization		CSC235:Computer Organization and Assembly Language
	AH General Elective		General Education Elective
	Elective		General Education Elective

NCC Computer Science Degree Aligned with East Stroudsburg University Computer Science Degree:

Semester 1	NCC Course	AP Equivalency Course	East Stroudsburg University Course
	COLS101- College Success		DAEL: First Year Experience
	ENGL101- English 1	AP Language (3)	ENGL 103: English Composition
	MATH180- Calculus 1	AP Calculus AB (4)	MATH 140: GN: Calculus 1
	CISC115- Computer Science 1	AP Comp Sci A (4)	PSC 130: GN: Intro to Computer Programming
	SIT Elective: Example HIST 113 Am History	AP US History (3)	HIST 141: GN: US History to 1877
Semester 2			
	CISC125-Computer Science 2	AP Comp Sci A (4)	CPSC 230: Programming Principles and Practice (counts as a required elective)
	CMTH102- Intro to Communication		CMST 111: GN: Introduction to Communication
	ENG151(L)- English 2 Literature	AP Literature (3)	ENGL 199: GE: General Elective Elective
	MATH181- Calculus 2	AP Calculus BC (3)	MATH 141: GN: Calculus 2
	SSHB General Education Elective: Ex. PSYC103- Intro to Psychology	AP Psychology (3)	PSY 100 GN: General Psychology
Semester 3			
	CISC230- Data Structure		CPSC 299: Department Elective Lower Level
	Science Elective- Ex. PHYS103: Physics 1	AP Physics (3)	PHYS 131 GN: Fundamental Physics
	Elective: CISC150- Object Oriented Programming		CPSC 131: Introduction to Computer Programming II
	MATH202 Discrete Mathematics		MATH 220: Discrete Mathematical Structures
Semester 4			
	CISC225- Computer Organization		CPSC 232: Intro Assembler Program
	AH General Elective		General Elective
	Elective		General Elective
	Elective		General Elective

Students interested in pursuing a degree in Computer Science may plan their high school coursework to complete the required courses as advanced placement courses or as electives in dual enrollment courses. By planning ahead, students are able to save money by paying for the AP Exam or NCC course payment at the Dual Enrollment rate instead of paying full tuition course cost. Another benefit would be to complete courses that will transfer to a four-year program and allow the student to complete their college work early.

Students who are interested in participating in the program should meet with their Guidance Counselor to discuss and plan their courses. Students are responsible for all costs and for completing the application and all paperwork for registration.

NCC Majors in Technology Related Fields:
Besides an Associates Degree in Computer Science, NCC offers many majors in technology-related fields. When you click the major, you will be redirected to the NCC website which offers specific academic information.

Automotive Technology
Biotechnology
Cardiac Invasive Technology
Cardiac Sonography
Communication Design
Computer Administration
Computer Aided Design (CADD)
Computer Forensic Analyst
Computer Information Technology
Computer Information Systems
Computer Networking
Computer Security
Computer Science
Diagnostic Medical Sonography
Electrical Technology
Electronics Technology
Emergency Services Technology
Graphic Design
Healthcare Office Programs
Heating, Ventilation & Air Conditioning
Instrumentation Technician
Interior Design
Journalism, Media, & Professional Writing
Library Technical Assistant
Machine Repair
Marketing
Medical Laboratory Technical
Media Production
Multimedia
Nanofabrication Manufacturing Technology
Publishing for Writers
Radio/TV
Radiography
Web Development
Website Design

To enroll in Dual Enrollment courses at NCC, students must meet academic qualifications. For students who do not meet the requirements for English and Math, there are remedial courses available for students to take at SVHS:

COLLEGE MATHEMATICS (NCC) #1 *Elementary Algebra*

COLLEGE MATHEMATICS (NCC) #2 *Intermediate Algebra*

COLLEGE REMEDIAL ENGLISH (NCC)

ENGLISH DEPARTMENT

ENGLISH			
Grade Level	***Pathway 1***	***Pathway 2***	***Pathway 3***
9	Bridges to Literature and Composition	Academic English 9	Honors English 9
	Academic English 9		
10	Conceptual English Literature	Academic English Literature	Honors English Literature
11	Conceptual Essential Literature	Academic Essential Literature	Honors Analytical Writing OR
			AP Language and Composition
12	Tragedy to Sitcom	Tragedy to Sitcom	Honors American Literature OR
	Evolution of a Hero	Evolution of a Hero	AP Literature and Composition
Electives include Creative Writing, Public Speaking, Journalism 1 & 2, Yearbook: Publications and Technology 1, 2, 3			

Four credits of English are required for graduation. ***Courses listed below are in order by grade level.***

ENGLISH A, B, C, D Credit - 1.0

English A, English B, English C, and English D courses are designed specifically for English learners who do not have the English proficiency levels to be in the mainstream English courses. Each course is a semester in length, so that an English learner can have the flexibility to be mainstreamed into the English courses. The courses are run on a cycle. Differentiation is practiced according to the student's English proficiency levels. The four domains of language (reading, writing, listening, and speaking) are the core of instruction utilizing the English Language Proficiency Standards and the PA Core Standards. Students read a variety of genres of literature with a focus on key vocabulary and literary concepts. Students will also explore writing for a variety of purposes. There is an emphasis on breaking down the elements of our English language system, as well as practice of oral literacy skills in a small group setting.

ENGLISH / STRATEGIC LITERACY LEVEL 1 & 2 Credit - 1.0

This course will provide targeted, systematic instruction of reading strategies and skills for developing reading independence. Targeted literacy skills including phonemic awareness, decoding, comprehension and vocabulary will be addressed through the use of technology and/or direct instruction. A variety of instructional strategies including multisensory explicit instruction techniques will provide the opportunity to develop independent readers. Students in Strategic Literacy Level 1 and Level 2 may be combined in the same classroom since the program will be differentiated to meet the varied needs of learners.
PREREQUISITE: *Needs based as identified by the Academic Service Team.*

FUNCTIONAL SKILLS OF ENGLISH Credit - 1.0

This course is designed for students with an individualized plan of study. Students with identified needs in English are placed in this required course for academic support to connect learning to real world applications.
PREREQUISITE: *Approval of School Counselor.*

ENGLISH 9 Credit - 1.0

This course is for students with an individualized plan of studies. Emphasis will be placed in vocabulary building, spelling, grammar, and punctuation. Students will study the many genres of verbal communication; short stories, newspapers, drama and non-fiction.

PREREQUISITE: Approval of School Counselor

BRIDGES TO LITERATURE AND COMPOSITION Credit – 1.0

Bridges to Literature and Composition is a foundational semester-long course. This course guides ninth grade students through learning experiences designed to enhance their understanding of complex text and writing. Emphasis on literal comprehension, inferential thinking and the role prior knowledge plays in understanding texts. Students will be immersed in content area vocabulary and high interest reading materials. Students will be encouraged to view reading as a means to develop higher level thinking skills. Emphasis is also on writing in various styles for a variety of purposes. Learning will include use of standard English grammar, increased vocabulary and practical research methods. Students will be encouraged to view writing as a practical and necessary skill for any future profession and also as a personal skill that can help them discover themselves.

ACADEMIC ENGLISH 9
Credit – 1.0

Academic English 9 is a required semester-long course for all students entering high school. In this course, students will develop writing skills and utilize the writing process to produce narrative, informative, and argumentative pieces. In addition, students will read a variety of fiction and nonfiction to develop their analytical reading skills and use this analysis to strengthen their writing. Additionally, vocabulary and grammar lessons will be integrated throughout the semester to improve student literacy.

HONORS ENGLISH 9 Credit - 1.0

Honors English 9 is a semester-long course for students who have successfully completed High Achievement English 8 or have a teacher recommendation and have finished the Honors English 9 prerequisite assignment. In this course, students will be challenged to integrate higher-level thinking into their written expression to produce narrative, informative, and argumentative pieces. In addition, students will read a variety of fiction and nonfiction texts to develop their analytical reading skills and use this analysis to strengthen their writing in preparation for the AP English pathway. Additionally, vocabulary and grammar lessons will be integrated throughout the semester to improve student literacy.
PREREQUISITE: *The successful completion of High Achievement English 8 or teacher recommendation and the completion of the assigned Prerequisite Summer Assignment for Honors English 9.*

ENGLISH 10 Credit - 1.0

For students with an individualized plan of studies, this course will continue to emphasize the skills learned in English 9 by working on their individual reading levels, building everyday vocabulary, spelling, grammar and punctuation. Reading short stories, newspapers, dramas, nonfiction and a novel will help build verbal communication and career readiness.
PREREQUISITE: *Approval of School Counselor.*

CONCEPTUAL ENGLISH LITERATURE Credit - 1.0

English Literature is the second required course in the SVHS Program of Studies. After the successful completion of Bridges to Literature and Composition and Academic English 9, students will enroll in Conceptual English Literature. This year-long course examines both fiction and nonfiction in order to develop, practice, and demonstrate mastery of skills in reading, writing, speaking and listening skills as outlined in the PA Core Standards for grades 9-10. To complete this, students will examine both fiction and nonfiction through a variety of short stories, novels, drama, and both current and historic nonfictional documents. Additionally, students will utilize various skills to compose original writing where they are required to both form and defend arguments surrounding given topics. At the duration of the course, students are required to take the Literature Keystone Examination, a state mandated assessment.
PREREQUISITE: *Successful completion of Bridges to Literature and Composition and Academic English 9.*

ACADEMIC ENGLISH LITERATURE Credit - 1.0

English Literature is the second required course in the SVHS Program of Studies. After the successful completion of Academic English 9, students will enroll in English Literature. This year-long course examines both fiction and nonfiction in order to develop, practice, and demonstrate mastery of skills in reading, writing, speaking and listening skills as outlined in the PA Core Standards for grades 9-10. To complete this, students will examine both fiction and nonfiction through a variety of short stories, novels, drama, and both current and historic nonfictional documents. Additionally, students will utilize various skills to compose original writing where they are required to both form and defend arguments surrounding given topics. At the duration of the course, students are required to take the Literature Keystone Examination, a state mandated assessment.
PREREQUISITE: *Successful completion of Academic English 9.*

HONORS ENGLISH LITERATURE Credit - 1.0

This year-long course is designed for students who have exceptional reading and writing skills and plan to pursue the Honors Pathway culminating in AP Literature and Composition. This course will examine both fiction and literary nonfiction, but the complexity of the texts and the writing will challenge and enable students to enhance their critical thinking, reading and writing skills. Students will write responses to literature, using vocabulary skills and rhetorical devices to practice and build the foundation for AP writing. The Literature Keystone exam will be administered at the conclusion of this course.
NOTE: *Students must see their English teacher for a prerequisite reading assignment to be completed before the start of the course.*
PREREQUISITE: *Successful completion of Honors English 9 with 83% or better or 93% or better in Academic English 9 or score above 1145 on Literature CDT*

ENGLISH 11 Credit – 1.0

Building upon the skills learned in previous English classes, students with individualized education plans will focus on improving their reading levels, practical vocabulary, grammar and punctuation. Sentence and essay writing will be emphasized, as well as a variety of reading experiences designed to expand student verbal communication skills: short stories, newspapers, magazine articles, drama, nonfiction and novels.
PREREQUISITE: *Approval of School Counselor.*

CONCEPTUAL ENGLISH 11 Credit - 1.0

Conceptual Essential Literature is a course that students will take as juniors or seniors in order to meet their required English graduation credits. In this course, students will study American, British, world, and nonfiction literature, which will allow them to make connections across cultures and time periods. Students will participate in a wide range of learning experiences including literary analysis, an introduction to literary theory, research projects, oral presentations, and group work.

ACADEMIC ESSENTIAL LITERATURE
Credit - 1.0

Essential Literature is a course that students will take as juniors or seniors in order to meet their required English graduation credits. In this course, students will study American, British, world, and nonfiction literature, which will allow them to make connections across cultures and time periods. Students will participate in a wide range of learning experiences including literary analysis, an introduction to literary theory, research projects, oral presentations, and group work.

HONORS ANALYTICAL WRITING Credit – 1.0

This course is a semester-long study designed as the foundation for AP Literature and Composition during senior year. Students will build the writing skills necessary for success on the AP Literature and Composition test. Honors Analytical Writing focuses on composition as a response to literature. Students will practice using college-level, analytical writing skills to develop strong expository and persuasive compositions as a response to major works of literature in the Western tradition. Students will have the opportunity to practice both timed essays and longer, more extensive responses using multi-level, college essay questions. AP rubrics, models and "target papers" will be used to guide the development of these academic writing skills. Because of the rigorous and challenging nature of the reading and writing, this course is intended only for those students who plan to take AP Literature and Composition.
PREREQUISITE: *Successful completion of Honors English Literature and teacher recommendation.*

ADVANCED PLACEMENT LANGUAGE AND COMPOSITION Credits – 2.0

This is a year-long course that cultivates the reading and writing skills that students need for college success and for intellectually responsible social engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts, and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course will deepen and expand their understanding of how written language functions rhetorically; to communicate writers' intentions and elicit readers' responses in particular situations. The course cultivates the rhetorical understanding and use of the written language by directing the students' study of professional non-fiction examples with the goal of applying to their own writing the features and strategies studied in class. At the conclusion of the course, students are prepared to take the AP Language and Composition exam.
PREREQUISITE: Successful completion of Honors English Literature AND teacher recommendation.

ENGLISH 12 Credit – 1.0

For students with an individualized plan of studies, this course will further refine the skills learned in previous Foundations classes by focusing on improving reading proficiency, practical vocabulary, grammar and punctuation usage. A variety of reading and writing experiences will continue to build their verbal communication skills: short stories, newspapers, magazine articles, drama, nonfiction and novels.
PREREQUISITE: *Approval of School Counselor.*

TRAGEDY TO SITCOM Credit - 1.0

Lights! Camera! Action! This semester course for Juniors and Seniors encompasses the evolution of plays through time. Students will analyze scripts created by diverse writers including ancient Greek tragedians, Elizabethan bards, 19th Century Eastern Europeans, modern Americans, and contemporary comedians. The exploration of dramatic structures, characters, plots, and themes in works ranging from classical to contemporary will produce media-based presentations and creative writing components that reveal an understanding of how art reflects zeitgeist and influences society.

EVOLUTION OF THE HERO Credit - 1.0

This semester course for Juniors and Seniors, explores the world of literary and real-life heroes and their conflicts. Our study traces the definition, development, and evolution of the role of hero throughout history as a reflection of culture and society. Students will examine epic, tragic, Byronic, and antiheroes through the study of epic poems, Greek tragedies, Shakespearean plays, short stories, novels, articles, and films. A close analysis of these works will help students to understand the evolution of society's definition of "hero" and to cultivate a personal definition of their own.

HONORS AMERICAN LITERATURE

Credit - 1.0

This semester-long course will provide Honors students with a challenging examination of American literature. The focus will trace American thought from the early settlements through the 20th century, reflecting challenging and complex American works of literature. Active reading strategies, process writing, and critical thinking skills will be utilized to establish and evaluate abstract thinking. Students will examine the historical, cultural, and literary development as reflected in the changing American landscape. Works to be read may include: *The Scarlet Letter* by Nathaniel Hawthorne, *The Crucible* by Arthur Miller, *Daisy Miller* by Henry James, *Their Eyes Were Watching God* by Zora Neale Hurston, *The Great Gatsby* by F. Scott Fitzgerald and various short stories, poems, and nonfiction pieces**.**

PREREQUISITE: *Successful completion of Honors Honors Analytical Writing or AP Language and Composition, both with a grade of 83% or above.*

NOTE: *Students must see their English teacher for the required summer assignment which is to be completed before the class begins.*

ADVANCED PLACEMENT LITERATURE AND COMPOSITION

Credits – 2.0

This is a year-long course designed to prepare students for the AP English Literature and Composition Exam, which can lead to exemption from freshman English in college. Although the course stresses the close reading of sophisticated British literature, other classic pieces are also analyzed. In addition, the course stresses analytic writing as a response to literature in numerous short responses (timed writings) and research-based critical essays. Throughout the course, AP practice questions (both Multiple Choice and Essay) are consistently used during instruction to assess students' progress. At the conclusion of the course, students are prepared to take the AP Literature and Composition Exam in May.

PREREQUISITE: *Successful completion of Honors Analytical Writing OR AP Language AND teacher recommendation.*

ENGLISH DEPARTMENT ELECTIVES

CREATIVE WRITING

Credit - 1.0

Creative Writing offers student writers in grades 10-12 an opportunity to expand their skills in the areas of poetry, fictional and nonfictional prose, and playwriting in a reader-response workshop environment. Students will examine a variety of genres and create original works in those genres. In addition, students will share their work with each other and the class to help enhance the editing process. A culminating reflection will analyze progress to reveal growth.

JOURNALISM I

Credit - 1.0

This course will help students to develop the necessary skills for journalistic writing. Students will learn to identify and apply fundamental concepts and skills of journalism, including interviewing skills and effective oral communication, editorial and feature writing. Students will assist in the production of the school newspaper as part of their studies. This semester-long course will be offered once per year. Upon successful completion of this course, students are encouraged to enroll in Journalism II, which focuses on production of the Saucon Valley High School-newspaper: *The Panther Press*.

JOURNALISM II

Credit - 1.0

Students enrolled in Journalism II will be on the front lines of news reporting, writing, editing and production of Saucon Valley High School newspaper: *The Panther Press*. Using Adobe software, students will manipulate graphics and make decisions regarding layouts, lead stories, publication schedules and distribution of the school newspaper. Journalism II is a semester-long course, which runs concurrently with Journalism I.

PREREQUISITE: *Journalism*

PUBLIC SPEAKING  Credit – 1.0

Public speaking, a course for students in grades 10-12, helps students acquire the skills needed to develop and present effective speeches. Students begin by analyzing notable speeches for successful techniques to model. Throughout the process, students work independently as well as collaboratively to practice researching, organizing, writing, speaking, listening, analyzing, and critiquing in an encouraging environment. Learning to select complementary visual aids helps students with their content and delivery. Relaxation techniques encourage students to develop confidence and to refine skills.

SAT VERBAL PREP COURSE  Credit – 0.5

Students will review the basic verbal skills assessed on the SAT test, and learn test-taking strategies specific to the exam. They will take practice tests with complete multiple-choice assessments, essay prompts, and study resources. Instruction, followed by collaborative, guided, and independent practice, will provide the foundation for the course.

YEARBOOK: PUBLICATIONS AND TECHNOLOGY I, II, III, IV  EACH Credit - 1.0

Yearbook: Publications & Technology: Levels I, II, III and IV is an elective offered for students who desire an in-depth learning experience in the publication field. Although the course uses yearbook production as a setting, the skills attained through this curriculum also benefit those who are interested in the school newspaper or in publication as a possible future career. Through the creation of page layouts online, and the utilization of a wealth of tools provided by a national publishing company, students learn the power of technology in written media. Students study and apply elements of design, page production, text writing, photography, and marketing. The class is run as a business where students apply for positions and have specific tasks correlating with their positions; the business-like atmosphere enables students to develop, manufacture, and market a product ever mindful of their roles in the successful outcome of the publication.
NOTE: *This course is available to all grade levels.*

COLLEGE REMEDIAL ENGLISH (NCC)  Credit – 1.0

This integrated and accelerated reading and writing course is for seniors and requires a counselor recommendation. The course provides intensive practice with critical thinking, reading, and writing in a supportive, collaborative environment. It helps students develop the reading and writing and thinking skills necessary to succeed in English I at NCC and other college level courses. Students will engage in the reading and writing processes. They will learn and apply strategies and develop the skills needed to understand challenging academic reading and to write academic essays. This course is designed for students who would like to attend NCC but do not meet the academic requirements needed for admission. Success on the final will meet the requirement in order to begin English 1.

FAMILY AND CONSUMER SCIENCES DEPARTMENT

CREATIVE CONSTRUCTIONS Grade 9-12 Credit – 0.5

This course is designed for students who have an interest in recycling, repurposing, sewing, embellishing and hand crafting techniques. Units of study include an in-depth look at the *Rise of the Throw-away Society*; a general assessment of quality between older/vintage items and items produced today; The Art of Recycling and where to find the most interesting "Treasures"; Real-World Examples of Repurposing; Hand Construction Skills; Up cycling of Clothing; and turning Shabby to Chic.
NOTE: *Students will be required to purchase supplies for this course.*

FASHION I Grade 9-12 Credit – 0.5

This course is designed for the student that has interests in either a hobby or a career in textiles, fashion and the garment Industry. Units of study include students learning about a variety of textiles and their typical uses; a variety of fasteners and their best uses; the theory of basic garment construction; basic hand-sewing techniques; basic machine-sewing techniques; the evolution of various fashion styles; the differences between classic design and trends and the recent history of textile manufacturing.
NOTE: *Students will be required to purchase supplies for this course.*

FUNDAMENTALS OF COOKING Grade 9-12 Credit – 0.5

This introductory course is designed for the culinary enthusiast who wishes to gain confidence in the kitchen and develop basic food preparation and cooking skills. Throughout the course, students will learn the fundamentals and essentials that intuitive home cooks rely upon without cracking open a cookbook. Objectives will center on identifying, using and caring for kitchen equipment; safety and sanitation practices; selecting, reading and preparing recipes; selection and storage of foods; functions of ingredients; methods of preparation and techniques; food science; and basic nutrition. Lab experiences are aligned with course content to strengthen students' comprehension of concepts and standards.

INDEPENDENT LIVING Recommended for Juniors & Seniors Credit – 1.0

This course is designed for all students who are preparing for a life of independence. This course will provide students with a unique opportunity to understand some of the challenges and opportunities that coincide with living on one's own in an ever-changing society. The course provides information that will allow students to make informed and more intelligent decisions with regard to life's choices. Units of study include an overall analysis of what it means to live independently; how to find an apartment; how to find your first real job; how to assess and address the need for transportation; budgeting strategies; common stressors of independent living and coping strategies; consumerism and how to understand and protect oneself against the marketing strategies that companies use to promote their products.
NOTE: *Students will be required to purchase supplies for this course.*

NUTRITION Grade 9-12 Credit – 0.5

This course is designed for the student that has interests in health and nutrition. Units of study include an introduction to Basic Nutrition; Sustainability and how it applies to each individual; an introduction to Community Support of resources such as local farmers and farmers' markets; supermarket food selection and how to see through the empty promises of marketed products; dieting and lifestyle trends; differences in nutritional strategies between America and the world; shopping options for food and groceries; meal preparations and cooking at home vs. eating out.
NOTE: *Nutrition looks at Macromolecules (carbs, lipids, proteins) in food and digestion. Recommended for sophomores or students taking Bio Keystones.*

YOUNG CHILD I: "THE EARLY YEARS" Grade 10-12 Credit – 1.0

This course is designed for all students in grades 10 through 12 who have an interest in current understandings of child development. Units of study include parenting skills, career opportunities in the field of early childhood, prenatal care and pregnancy, birth defects, theories of child development and brain development, family diversity issues and physical, intellectual, social and emotional development of the infant and toddler. A variety of learning situations are incorporated including an experience with an infant simulator, guest speakers, field trips and opportunities to interact with infants and toddlers. For those students who choose to enter the field of Early Childhood and/or Education or who wish to gain employment in the ChildCare Field, the required portfolio will serve as a valuable tool for colleges and employers to assess professional preparation. Students who successfully complete Young Child will benefit in that they will become cognizant of appropriate and inappropriate parenting styles, the importance of proper prenatal care and an appreciation for providing stimulating circumstances for fostering all areas of child growth and development. This course is only open to students in grades 10, 11 and 12.

YOUNG CHILD II: "THE SCHOOL YEARS" Grade 11-12 Credit – 1.0

Students who are interested in a child health-related field or a career in education working with young children will benefit from enrolling in Young Child II. Recently, the state of PA has changed the elementary certification to Early Childhood Education – Pre-k to grade 4. The focus of this class is to prepare students for entry level positions in childcare, a CDA (Child Development Associate Credential) program, an associate's degree from a community college or a bachelor's degree from a four-year college. Units of study include physical, intellectual, social and emotional development of the toddler, preschool and school-age child, types of observations, the preschool classroom, the special needs child, lesson planning and the childcare professional. Many assignments will be enhanced with field trips to various types of childcare facilities. This course is only open to students in grades 11 and 12.

PREREQUISITE: *Young Child I or teacher approval.*

FINE ARTS DEPARTMENT

BAND Credits – 2.0

BAND Credit – 1.0

This course is designed to profile students with the technical skills needed for competent ensemble performance. Through an interdisciplinary approach, students will study and perform music from the realm of western wind literature, as well as music from various historical periods in music history. The course is designed to heighten musical, cultural and historical awareness through an analytical approach. The growth and development of this ensemble will be highlighted through public performance during the enrolled semesters.
***PREREQUISITE*:** *Students must have prior enrollment in the Middle School Band program or speak with the course instructor.*

CHORUS Credits – 2.0

CHORUS Credit - 1.0

Mixed choir is the culmination of vocal technique and aural skills. Beyond producing sound, the choir emphasizes the act of listening and blending with all of the vibrations being created within and around the student as the singer. The essence of this ensemble is to turn many into one. All individual characteristics are set aside to create moments of unity. Students will study various choral selections that will develop technique. This group will present their hard work in the form of three concerts scheduled throughout the year. This class is open to all who want to sing.

GUITAR CLASS I and II
Credit – 0.5

Guitar class is designed for all students who are interested in learning or growing their skill-level on the instrument. This class will focus on reading music, reading tablature, understanding the instrument and its variations, history and chordal theory. The guitar will be used as both an accompanying instrument and a solo instrument. This class will feature a great deal of independent practice as students develop skills within varying genres of interest. It will be a mix of classical, blues, rock, pop and jazz dependent upon a student's interest in the instrument. Theory will be taught to support the growing knowledge of the layer. A student taking this class is required to have a guitar available to him/her at home for practice. Classical, steel-string, or electric are all acceptable instruments.

MUSIC THEORY I Credit – 0.5

This course is designed to begin with the fundamentals of music theory leading to four-part harmonization. The purpose of music theory is to provide the student with a deeper understanding of the mathematical and functional principles of music. Music theory places students in the mind of great composers. Not only will students learn to hear the complexities of music, but they will also be able to write and analyze their own compositions using the same fundamental principles that have guided Western music for the past 400 years.

ADVANCED PLACEMENT MUSIC THEORY Credits – 2.0

AP Music Theory is an advanced-level course designed to engage students in learning activities that will help them to achieve the outcomes assessed by the College Board's Advanced Placement Music Theory Examination. This year-long AP Music Theory course is designed to develop a student's ability to recognize, understand and describe the basic materials and processes of music that are heard or presented in a score. These abilities will be developed through various aural, written, performance, creative and analytical exercises. Although this course

focuses on music of the Common Practice Period (1600-1900), materials and processes found in other styles and genres are also studied.
PREREQUISITE: *Music Theory I*

PIANO CLASS I and II
Credit – 0.5

Piano class is built around two central concepts: performance and theory. Performance will be developed by daily, hands-on practice with appropriate repertoire designed to focus on varying aspects of technique. Theory will be taught to provide each student with the fundamentals of music reading necessary to facilitate quality and independent practice sessions. As a student's skill develops, concepts such as harmonization, lead sheets, finger dexterity and more will be explored. Each student will also be given the opportunity to experience performances at his or her current level of proficiency. A student taking this class is required to have a keyboard/piano at home for practice.

VOICE CLASS Credit - 0.5

Voice Class is designed to enhance students' natural voice and musicianship through selected studies, exercises and repertoire. He or she will study technique within his or her own music selections and learn from peer interaction both when performing and listening. This class serves as a platform for solo and choral performance opportunities. Each student will serve an active role not only as a developing singer, but also as a developing listener and analyzer of vocal and choral music throughout varying genres. Sight singing and fundamental theory concepts are also part of this class.

MATH DEPARTMENT

<table>
<tr><th colspan="5">MATH</th></tr>
<tr><th>Grade</th><th>Pathway 1</th><th>Pathway 2</th><th>Pathway 3</th><th>Pathway 4</th></tr>
<tr><td rowspan="2">9</td><td>Conceptual Algebra 1</td><td rowspan="2">Academic Algebra 1</td><td rowspan="2">(8th grade Algebra 1)
Honors Algebra 2</td><td rowspan="2">(7th-Algebra 1, 8th- Algebra 2)
Honors Geometry</td></tr>
<tr><td>Conceptual Algebra 1
Math Lab</td></tr>
<tr><td>10</td><td>Conceptual Algebra 2</td><td>Academic Algebra 2</td><td>Honors Geometry</td><td>Honors Precalculus with Trigonometry</td></tr>
<tr><td rowspan="2">11</td><td rowspan="2">Conceptual Geometry</td><td rowspan="2">Academic Geometry</td><td rowspan="2">Honors Precalculus with Trigonometry</td><td>Honors Calculus OR</td></tr>
<tr><td>AP Calculus AB</td></tr>
<tr><td rowspan="2">12</td><td rowspan="2">Math Elective</td><td>Academic Algebra 3 OR</td><td>Honors Calculus OR</td><td>AP Calculus BC OR</td></tr>
<tr><td>NCC Math 1 and 2</td><td>AP Statistics</td><td>AP Statistics</td></tr>
<tr><td colspan="5">Electives include Probability and Statistics, Math Problem Solving, NCC Math 1 and 2. Students meeting prerequisite requirements may take more than one math class in a given year to allow for enrollment in AP courses.</td></tr>
</table>

The courses offered by the Mathematics Department are designed to develop mathematical competencies along with the ability to think logically. These courses were developed to meet the needs of students as they prepare for a variety of careers. Courses should be selected wisely since mathematics is a progressive and often sequential discipline. Mathematics teachers are available to advise students as to which course is needed for each career pathway.

Students should follow the sequence of courses: Algebra I, Algebra 2 and Geometry (Algebra II and Geometry may be taken concurrently) at the Honors level, the Academic level, or Conceptual level depending on their mathematical aptitude and skills. Following the successful completion of these courses, the student may select from several elective options designed to meet their academic goals and needs.

Be sure to note the prerequisites, recommendations and notes following some of the course descriptions to ensure enrollment in the most appropriate course. Three credits of mathematics are required for graduation.

FUNCTIONAL SKILLS OF MATH Credit - 1.0

This course is designed for students with an individualized plan of studies. Students with identified needs in math are placed in this required course for academic support in order to obtain real world application experiences and achieve individualized goals.
PREREQUISITE: *Approval of School Counselor.*

MATH 9 Credit - 1.0

Intended only for students with an individualized plan of studies, this course is the introductory course of a four-year continuum. Students with identified needs in math are placed in this required course for academic support in order to reach grade level benchmarks and achieve individualized goals. The courses in this continuum focus on the following mathematical concepts and skills: number and operations, pre-algebra, algebra, geometry, measurement, data analysis and probability, problem solving and reasoning and proof. Mathematical concepts introduced are applied to real world situations and extend student understanding of the learned mathematical skills and strategies.

PREREQUISITE: *Approval of School Counselor.*

MATH 10 Credit - 1.0

Intended only for students with an individualized plan of studies, this course is the 2nd level course of a four-year continuum. Students with identified needs in math are placed in this required course for academic support in order to reach grade level benchmarks and achieve individualized goals. The courses in this continuum focus on the following mathematical concepts and skills: number and operations, pre-algebra, algebra, geometry, measurement, data analysis and probability, problem solving and reasoning and proof. Mathematical concepts introduced are applied to real world situations and extend student understanding of the learned mathematical skills and strategies.
PREREQUISITE: *Approval of School Counselor.*

MATH 11 Credit - 1.0

Intended only for students with an individualized plan of studies, this course is the 3rd level course of a four-year continuum. Students with identified needs in math are placed in this required course for academic support in order to reach grade level benchmarks and achieve individualized goals. The courses in this continuum focus on the following mathematical concepts and skills: number and operations, pre-algebra, algebra, geometry, measurement, data analysis and probability, problem solving and reasoning and proof. Mathematical concepts introduced are applied to real world situations and extend student understanding of the learned mathematical skills and strategies.
PREREQUISITE: *Approval of School Counselor.*

MATH 12 Credit - 1.0

Intended only for students with an individualized plan of studies, this is the final course of a four-year continuum. Students with identified needs in math are placed in this required course for academic support in order to reach grade level benchmarks and achieve individualized goals. The courses in this continuum focus on the following mathematical concepts and skills: number and operations, pre-algebra, algebra, geometry, measurement, data analysis and probability, problem solving and reasoning and proof. Mathematical concepts introduced are applied to real world situations and extend student understanding of the learned mathematical skills and strategies.
PREREQUISITE: *Approval of School Counselor.*

CONCEPTUAL ALGEBRA 1 Credit - 1.0

Conceptual Algebra 1 is a course for the ninth grade students who need greater individual support to acquire Algebraic skills, procedural skills and conceptual understanding. Conceptual Algebra 1 will follow the same curriculum as the traditional year-long Academic Algebra 1 course, but differentiated instruction is designed to enhance algebraic skills to guide each student to proficiency on the essential content of standardized tests. The topics covered in Conceptual Algebra 1 will be foundations of Algebra, solving equations, solving inequalities, linear functions and systems of equations, inequalities, exponents, polynomials, factoring, quadratic functions and equations, radical expressions and equations, rational expressions and functions and data analysis. The Algebra 1 Keystone exam will be administered at the conclusion of this course. Students in this course will also be enrolled in course HS4092 Conceptual Algebra 1 Math Lab will run concurrently during the spring semester.

CONCEPTUAL ALGEBRA 1-MATH LAB
Credit -0.5

This course is established to provide additional support and practice for students in Conceptual Algebra 1 for students to meet grade level standards. The goal is to strengthen students' algebraic skills for standardized test administration. This class is taken in the spring concurrently with course HS4091 Conceptual Algebra 1. The

course is diagnostic and prescriptive in nature to prepare the student for standardized testing. Individualized remediation may be planned for each student to optimize retention and performance on standardized tests.
PREREQUISITE: *Students demonstrating lack of proficiency on grade level assessments will be assigned.*

ACADEMIC ALGEBRA I Credit - 1.0

Students will learn to think logically as they study number systems and properties, signed numbers, variables and expressions, open sentences, solving linear equations/inequalities with one variable, absolute value, exponents, scientific notation, how to construct graphs using a number line and the coordinate plane. Students will also apply critical thinking skills as they learn to solve a variety of application problems. The Algebra 1 Keystone exam will be administered at the conclusion of this course. This is a year-long class.

CONCEPTUAL ALGEBRA II Credit - 1.0

This course reinforces and extends concepts and ideas presented in Algebra I. The areas of study include relations and functions, exponents and radicals, systems of linear equations and inequalities, rational expressions, radical and quadratic equations. Critical thinking skills are extended through the use of a variety of application problems.
PREREQUISITE: *Successful completion of Conceptual Algebra I.*

ACADEMIC ALGEBRA II Credit - 1.0

This course reinforces and extends concepts and ideas presented in Algebra I. The areas of study include relations and functions, exponents and radicals, systems of linear equations and inequalities, rational expressions, radical and quadratic equations. Critical thinking skills are extended through the use of a variety of application problems.
PREREQUISITE: *Successful completion of Academic Algebra I or Conceptual Algebra I.*

HONORS ALGEBRA II Credit – 1.0

This course reinforces and extends the ideas presented in Algebra I and develops detailed approaches to problem solving situations and mathematical structure. The areas of study include relations and functions, exponents and radicals, systems of linear equations and inequalities, rational expressions, radical and quadratic equations. Critical thinking skills are extended through the use of a variety of application problems, matrices, complex numbers, higher degree polynomials and rational exponents are presented.
PREREQUISITE: *B (83%) or better in 8th grade Algebra I OR A (93%) or better in Academic Algebra I AND Proficiency on Algebra I Keystone Exam. A graphing calculator is required for this course.*

CONCEPTUAL GEOMETRY Credit -1.0

This course is intended for students who have completed Conceptual Algebra 1. It uses a formal approach to the structure of geometry as it explores the concepts of proofs and problem solving. Problem solving strategies will frequently use algebraic rather than numerical methods. Students will be encouraged to explore the relationships among geometry, algebra and probability as they learn about points and lines, parallelism, similarity, congruence, polygons, special right triangles and circles.
PREREQUISITE: *Successful completion of Conceptual Algebra II.*

ACADEMIC GEOMETRY Credit – 1.0

This course is intended for students who have completed Conceptual or Academic Algebra 1. It uses a formal approach to the structure of geometry as it explores the concepts of proofs and problem solving. Problem solving strategies will frequently use algebraic rather than numerical methods. Students will be encouraged to explore the relationships among geometry, algebra and probability as they learn about points and lines, parallelism, similarity, congruence, polygons, special right triangles and circles.
PREREQUISITE: *Successful completion of Academic Algebra II or Conceptual Algebra II.*

HONORS GEOMETRY Credit – 1.0

The Honors Geometry course is intended for the student who has the mathematical ability to assimilate and apply new material at a faster pace than the average college preparatory student. Students will apply deductive and inductive reasoning to the development of proofs and the solving of problems. Basic geometric concepts such as points and lines, parallelism, similarity, congruency, polygons, right triangles, basic trigonometric concepts, coordinate geometry, an introduction to solid geometry and circles will be studied in depth and applied to problem-solving situations.
PREREQUISITE: *B (83%) or better in Honors Algebra II OR A (93%) or better in Academic Algebra II AND Proficiency on Algebra I Keystone Exam.*

ACADEMIC ALGEBRA III W/ TRIGONOMETRY Credit – 1.0

This course reinforces and extends the ideas presented in CP Algebra II. Additional areas of study include a study of polynomial and algebraic functions, exponential and logarithmic expressions and equations, conic sections, complex numbers, graphing techniques and trigonometry.
PREREQUISITE: *Successful completion of Academic Algebra II, Conceptual Algebra II or teacher recommendation.*

MATH PROBLEM-SOLVING Credit – 1.0

This course combines the ideas mastered in Algebra and Geometry and then integrates new concepts of Probability and Statistics, to solve financial applications that occur in everyday life. Real-world problems in investing, credit, banking, auto insurance, mortgages, employment, income taxes, budgeting and planning for retirement are solved by applying the relevant mathematics. Extensive use of project based applications will be explored to utilize critical thinking skills required in everyday life to help the student to become a financially responsible adult.
PREREQUISITE: *Successful completion of Conceptual Algebra I or Academic Algebra I, Conceptual Algebra II or Academic Algebra II and Conceptual Geometry or Academic Geometry*

HONORS PRECALCULUS WITH TRIGONOMETRY Credit – 1.0

This course is designed to prepare students for the study of Calculus, and serves any student looking for a mature investigation of sophisticated algebraic techniques and trigonometric facility for use in Calculus. This course reinforces and extends the concepts and ideas presented in Honors Algebra II. The student is encouraged and expected to apply and generalize previously learned concepts. This course covers the topics of algebra of functions, a study of the nature of graphs, characteristics of polynomial and rational functions, conic sections, trigonometric functions, graphs and inverses of trigonometric functions, trigonometric identities and equations, exponential and logarithmic functions, and (optional if time permits) parametric equations, and polar curves. The essential study of Pre-calculus links the learner to the enduring mathematics applied to real life problem solving. Graphing calculator use is required for this course.
PREREQUISITE: *B (83%) or better in Honors Geometry OR A (93%) or better in Academic Geometry.*

HONORS CALCULUS Credit – 1.0

This course is designed for the student who intends to take advanced mathematics work in college or Advanced Placement AB or BC while in high school. This course includes review topics in Pre-calculus including analytical geometry as it relates to Calculus, and a conceptual look at differential and integral calculus taught using a functional model approach.
PREREQUISITE: *Academic Algebra III or Honors Pre-calculus; a placement test will be given to help students determine their readiness if they would like to register for AP Calculus without taking Honors Calculus.*

PROBABILITY AND STATISTICS Credit – 1.0

This course is designed for students who will be continuing their education after high school. It will focus on the concepts of descriptive statistics. These concepts include Data Collection and Classification, Frequency Distributions; Measures of Central Tendency, Measures of Variation, Probability, Probability Distributions, Normal Distributions and The Standard Normal Distribution. Students will also be introduced to the concepts of inferential statistics through hypothesis testing, confidence intervals and correlation and regression. Technology will be incorporated into each unit through the use of the TI-83/84 graphing calculator. Case Studies will also be examined within each unit to pull together the concepts and apply them to real life situations.
PREREQUISITE: *Successful completion of Conceptual or Academic Algebra II.*

ADVANCED PLACEMENT STATISTICS Credits – 2.0

AP Statistics is an introductory course to statistics meant to prepare students for the Advanced Placement Statistics exam. The AP Statistics year-long course will cover the two branches of statistics: Descriptive and Inferential. In the first half of the course Descriptive topics covered will include Data Collection and Classification, Frequency Distributions; Measures of Central Tendency, Measures of Variation, Probability, Probability Distributions, Normal Distributions and The Standard Normal Distribution. The second half of the course will focus on the inferential branch of statistics. Students will be generalizing from samples to populations, Hypothesis Testing, determining relationships among variables and making predictions, through the use of Confidence Intervals, T-tests, Z-tests, Correlation and Regression and Chi-square tests.
A graphing calculator will be required for use in this course.
PREREQUISITE: *B (83%) or better in Honors Algebra II OR A (93%) or better in Academic Algebra II.*

ADVANCED PLACEMENT CALCULUS A/B Credits – 2.0

This course, for the accelerated pathway, gives high school students an opportunity to experience the expectations and requirements of a college level mathematics course. Areas of study include limits, differentiation and integration of polynomial, rational, algebraic, exponential, logarithmic and trigonometric functions, an introduction to integration, area, volumes of rotation, separable differential equations, slope fields and the Fundamental Theorem of Calculus. Applications use Algebra, Geometry, Trigonometry and some principles of Physics and Economics. A scientific calculator is needed for this course. Students enrolled in this course are encouraged to take the AP Calculus (AB) exam.
PREREQUISITE: *An A (93%) or better in Honors Pre-Calculus OR B (83%) or better in Honors Calculus. A graphing calculator will be required for use in this course. A placement test will be administered and a summer assignment will be required.*

***ADVANCED PLACEMENT CALCULUS B/C** Credits – 2.0

This course, for the enriched pathway, reinforces and extends the combined topics from AP Calculus AB and AP Calculus BC. The areas of study include limits, differentiation and integration of polynomial, rational, algebraic, exponential, logarithmic and trigonometric functions, an introduction to integration, area, volumes of rotation, separable differential equations, slope fields and the Fundamental Theorem of Calculus. The additional "BC" areas of study include integration methods of integrating, infinite series, hyperbolic trigonometric functions, differentiation and integration of inverse trigonometric functions, indeterminate expressions, improper integrals and Taylor polynomials. Applications include area, volume, arc length of curves, growth and decay situations and principles of physics. A scientific calculator is needed for this course. Students enrolled in this course will be encouraged to take the AP Calculus (BC) exam.
PREREQUISITE: *B (83%) or better in AP Calculus A/B.* A graphing calculator will be required for use in this course.

COLLEGE MATHEMATICS (NCC) #1 *Elementary Algebra* Credit – 1.0

This course reviews basic algebra topics. These topics include operations and properties of real numbers, solving linear equations, and inequalities, modeling and graphing linear functions, slope, systems of equations and operations on polynomials. The College Success Class is a component of the course and co-taught by a NCC professor.
PREREQUISITE: The enrolled student is a senior and has successfully completed required high school mathematics courses. Successful completion of this course and a score of 73% on the final exam will grant the student 1 credit for the College Success course at Northampton Area Community College (NCC). This course will be offered in the Fall semester. This is not a Dual Enrollment course and does not count for NCC credit but as a prerequisite for admissions into College Algebra.

COLLEGE MATHEMATICS (NCC) #2 *Intermediate Algebra* Credit – 1.0

This course extends algebraic properties and processes to linear, quadratic, rational, and radical expressions and equations and applies them to real world problems. The student will be expected to represent quadratic and polynomial expressions in multiple ways and make connections among these representations. If this student has successfully completed this course and earned a score of 73% on the final exam, they may matriculate to College Algebra at Northampton Community College after graduation.
PREREQUISITE: College Mathematics #1 Elementary Algebra with a C or better

SAT MATH PREP COURSE Credit – 0.5

Students will review the basic math skills assessed on the SAT test and learn test-taking strategies specific to the exam. They will take practice tests with complete multiple-choice assessments, essay prompts, and study resources. Instruction, followed by collaborative, guided, and independent practice, will provide the foundation for the course. Grades issued for this course will be Mastered (M), Progressing (P) or Not Progressing (NP).

PHYSICAL EDUCATION DEPARTMENT

The Health and Physical education program is designed to have the students understand the interaction between mental, physical, emotional and social health. A complete knowledge of total wellness will be emphasized.

The Physical Education curriculum emphasizes the continued development of fundamental sport skills in both individual and team sports. In addition, major emphasis will be placed on developing lifetime sport skills and activities. Every year the students will be instructed in aerobic conditioning activities, swimming and weight training programs.

Students are required to take 1.5 credits of Health/Physical Education for graduation. Health is required for all 9th grade students; General Physical Education is a required course and must follow Health and Wellness and be taken before any other PE class. Students should choose one of the remaining courses to satisfy their remaining .5 credit. Additional Physical Education classes can be taken as an elective credit.

HEALTH / WELLNESS   Credit - 0.5

The 9th grade Health / Wellness program is a required course that consists of lectures, discussions, hands-on activities, reports and projects that deal with health issues affecting the youth of today. Through this course, the topics that are taught include: wellness, human sexuality, drug and alcohol education, relationships, diseases and first aid / CPR education. The course will provide the students with the knowledge and skills necessary to make healthy life choices.
NOTE: *Required Course for 9th Grade Students.*

GENERAL PHYSICAL EDUCATION  Credit - 0.5

The General Physical Education program is designed to promote health and overall fitness. The students will discover personal strengths and weaknesses through cognitive knowledge, skill execution and active participation in a variety of games and activities. Through nine weeks of activity, the students will be introduced to multiple levels of exercise, classroom assessments, skill evaluations and small group competitions. The history of sports, individual and team sport strategies and fitness terminology will be discussed. A major emphasis will be placed on the development of a personal fitness program to promote positive behaviors for lifelong wellness. The students should expect to be active, develop and improve their level of fitness and promote positive, cooperative and fair competition. Everyone should learn that being active is fun.
NOTE: *Required Course after successful completion of Health / Wellness.*

TEAM SPORTS  Grade 11-12 Credit - 0.5

This course is an elective designed for students who wish to participate in an advanced physical education experience that emphasizes competition, challenge, leadership skills and alternative physical education type activities. Students will also receive instruction in basic anatomy and physiology and learn how to apply this knowledge to their performance in physical activities, as well as developing fitness programs and coaching techniques. Activities will include lifetime, team, individual, conditioning and other fitness related activities. Aquatic activities will also be included.
PREREQUISITE: *Successful completion of General PE.*

TEAM SPORTS 2  Grade 11-12 Credit - 0.5

Team Sports II is offered to students as an elective course if they have taken Team Sports I as a prerequisite and fulfilled their graduation requirement in Physical Education. Team Sports II will focus on Sport Education, which is a cross-curricular model in which students learn to lead, communicate with their peers, apply fitness and skill

components, and evaluate team data while becoming further educated in sport business and administration. Students will build teams in which each student has a particular role in their group throughout the semester. As sport activities and games progress, students will research the nation they are representing, promote their teams through video and other media, collect statistical data on each player and team, and publish news releases and game updates. Students will learn the sport business in depth while exploring career options and opportunities in some of the biggest businesses in the country.
PREREQUISITE: *Successful completion of Team Sports.*

FITNESS AND LIFETIME ACTIVITIES Grade 11-12 Credit - 0.5

This is a physically active course to improve the personal level of wellness with concentration on the 5 components of fitness and health. The students will graph and chart their personal goals, engage in physical activity and develop skills in the three areas of complete wellness. The students will demonstrate ways to maintain their health and wellness and plan for a physically active life as young adults. The program will include various aerobic activities, weight training and lifetime activities. The course is designed to promote a comprehensive active workout each day, so that the student can smile and sweat at the same time.
PREREQUISITE: *Successful completion of General PE.*

FITNESS AND LIFETIME ACTIVITIES 2 Grade 11-12 Credit - 0.5

Fitness and Lifetime Activities II will focus on expanding the fitness principles and human performance, which is a cross-curricular connection to the Human Performance course offered in the Science Department. Students will review the anatomy and physiology of exercise and nutrition, learn new concepts in kinesiology, set goals, create plans, and perform exercises that aim to reach their goals. Students will create exercise routines and informational media to be able to expand their knowledge and understanding of these skills to help others with various needs. Students will also learn about the fitness industry and business in depth while exploring career options and opportunities in some of the biggest businesses in the country.
PREREQUISITE: *Successful completion of Fitness and Lifetime Activities.*

LIFEGUARDING Grade 10-12 Credit - 0.5

The primary purpose of the lifeguarding course is to learn the knowledge and skills needed to prevent and respond to aquatic emergencies. Students will complete the American Red Cross lifeguarding course and will test to become a certified Lifeguard at the end of the course. Students must be 16 years old to participate in this class and will be responsible to pay the American Red Cross Administration fee for their certificate.
PREREQUISITE: *Successful completion of Health / Wellness.*

COMPREHENSIVE PHYSICAL EDUCATION Grade 10-12 Credit - 1.0

The Comprehensive Physical Education course covers essential components of sports activities. The class is designed to promote health and fitness through both documentation of intense physical activity and the understanding of the critical components of healthy living. The students will learn about personal strengths and weaknesses through participation in a school sponsored sport. Topics such as the history of sports, individual and team sport strategies and fitness terminology, fundamentals of a personal fitness program, positive behavior for lifelong wellness, and cooperative and fair competition are among the topics discussed.
NOTE: *Successful completion of this course and Health and Wellness will satisfy the minimum HPE requirements for graduation.*

SCIENCE DEPARTMENT

SCIENCE			
Grade	***Pathway 1***	***Pathway 2***	***Pathway 3***
9	Conceptual Environmental Science	Academic Environmental Science	Honors Environmental Science
	Conceptual Physics 1st	Academic Physics 1st	Honors Physics 1st
10	Conceptual Biology	Academic Biology	Honors Biology
11	Conceptual Chemistry	Academic Chemistry	Honors Chemistry
12	Science Elective	Science Elective	Science Elective
Electives include AP Physics C, Astrophysics, Fundamentals of Human Performance, Human Anatomy and Physiology, Ecology, Bioethics, Intro to Microbiology, AP Computer Science Principles, AP Chemistry. Students meeting prerequisite requirements may take more than one science class in a given year to allow for enrollment in AP courses.			

The science department's courses are designed to develop conceptual understandings of scientific laws, theories and principles in order for students to be knowledgeable about the natural world. There are four required science courses needed for graduation. The courses included in the department fall into one of the three basic scientific disciplines: Physics, Chemistry or Biology. The sequence of required courses begins with Environmental Science followed by, or concurrently with Physics FIrst, followed by Biology, and finally Chemistry. Upon completion of the required courses, students will find a multitude of diverse and challenging courses to prepare them for further education beyond high school. The upper level courses selected could potentially prepare students for careers in healthcare, engineering, ecology and chemistry. Please note that many of the upper level courses have course prerequisites. Unless otherwise noted, all one credit Science courses will run for a period for one semester.

FUNCTIONAL SKILLS OF SCIENCE Credit – 1.0

This course is designed for students with an individualized plan of studies. Students with identified needs are placed in this required course for academic support in order to obtain real world applications and achieve individualized goals.
RECOMMENDATION: *Approval of School Counselor.*

ENVIRONMENTAL/ EARTH SPACE SCIENCE Credit – 1.0

Environmental Science is designed for students with an individualized education plan of studies. This class will explore the biotic and abiotic factors that help to create the environment. It will first develop basic themes such as nutrient cycling, water and soil characteristics as well as populations and ecosystems before covering the more complex issues of management of these resources.
RECOMMENDATION: *Approval of Case manager.*

CONCEPTUAL ENVIRONMENTAL / EARTH SPACE SCIENCE Credit – 1.0

This class will explore the biotic and abiotic factors that help to create the environment. It will first develop basic themes such as nutrient cycling, water and soil characteristics as well as populations and ecosystems before covering the more complex issues of management of these resources. The curriculum of this course is the same as the Academic class but more support is provided for students.
NOTE: *This course is required for ninth grade students.*

ACADEMIC ENVIRONMENTAL / EARTH SPACE SCIENCE Credit – 1.0

This class will explore the biotic and abiotic factors that help to create the environment. It will first develop basic themes such as nutrient cycling, water and soil characteristics as well as populations and ecosystems before covering the more complex issues of management of these resources.

NOTE: *This course is required for ninth grade students.*

HONORS ENVIRONMENTAL / EARTH SPACE SCIENCE Credit – 1.0

This course is meant to explore the complex interactions between geologic landforms and life, abiotic factors and their effects on biotic factors, nutrient cycles in the environment, interactions between living things, integrated pest management and the use and management of our natural resources.
PREREQUISITE*: This course is the alternative to the required CP Environmental Science and successful completion of High Achievement Science or teacher recommendation.*

PHYSICS FIRST Credit – 1.0

This course is designed for students with an individualized education plan of studies. This course will focus on the concepts of physics and their everyday applications. Students will learn the nature of science while exploring the physical concepts of motion and forces, energy, and electricity, using a combination of laboratory work, traditional instruction and problem solving.
RECOMMENDATION: *Approval of Case manager.*

CONCEPTUAL PHYSICS FIRST Credit – 1.0

This course can be taken concurrently with Algebra 1 and provides greater development in math expectations. This course will focus on the concepts of physics and their everyday applications. Students will learn the nature of science while exploring the physical concepts of motion and forces, energy, and electricity and magnetism, using a combination of laboratory work, traditional instruction and problem solving. Projects will develop independent thinking, research, engineering and communication skills.
RECOMMENDATION**:** *This course is to be taken in 9th or 10th grade with Environmental Science or Biology.*

ACADEMIC PHYSICS FIRST Credit – 1.0

This course is intended for college-bound students who have completed Algebra 1 or are taking the math course concurrently. The course will help develop mathematical problem-solving skills. Students will learn the nature of science while exploring the physical concepts of motion and forces, energy, and electricity and magnetism, using a combination of laboratory work, traditional instruction and problem solving.
RECOMMENDATION**:** *This course is to be taken in 9th or 10th grade with Environmental Science or Biology and Conceptual or Academic Algebra I.*

HONORS PHYSICS FIRST Credit – 1.0

All physics concepts will be taught in greater depth and with significantly more rigorous problem solving than in CP. Students will learn the nature of science while exploring the physical concepts of motion and forces, energy, and electricity and magnetism, using a combination of laboratory work, traditional instruction and problem solving. Projects will develop independent thinking, research, engineering and communication skills.
RECOMMENDATION**:** *This course is to be taken in 9th or 10th grade with Environmental Science or Biology.*
PREREQUISITE: *This course is intended for the highest achieving math and science students who have successfully completed Honors Algebra II and are taking Honors Geometry and/or Algebra II concurrently*

BIOLOGY Credit – 1.0

This course is designed for students with an individualized education plan of studies. This course will focus on principles of macromolecules, cell biology, genetics, and ecology, which will be the major topics in the students' investigation of concepts in this course. The Biology Keystone exam will be administered at the conclusion of this course.
RECOMMENDATIONS: *Approval of Case manager.*

CONCEPTUAL BIOLOGY Credit - 1.0

During this year-long course, the student will progress through the fundamental concepts of biology to modern concepts in biological theory. Principles of Cell Biology, Genetics, Evolution, and Ecology will be major topics in the students' investigation of concepts in this course. The course aligns with the PA Keystone Biology standards. The Biology Keystone exam will be administered at the conclusion of this course. The curriculum of this course is the same as the Academic class but more support is provided for students.

PREREQUISITE: *Successful completion of Conceptual Environmental Science.*

ACADEMIC BIOLOGY Credit – 1.0

During this year-long course, the student will progress through the fundamental concepts of biology to modern concepts in biological theory. Principles of Cell Biology, Genetics, Evolution, and Ecology will be major topics in the students' investigation of concepts in this course. The course aligns with the PA Keystone Biology standards. The Biology Keystone exam will be administered at the conclusion of this course.

PREREQUISITE: *Successful completion of Conceptual or Academic Environmental Science.*

HONORS BIOLOGY Credit – 1.0

Honors Biology is an in-depth approach to the study of structure and function of living organisms at the molecular and cellular level. Key concepts in biology are explored and integrated into a challenging, year-long course designed for students who anticipate a science-based career, desire an accelerated, comprehensive program and intend to take advanced courses in science. The course aligns with the Pennsylvania Keystone Standards in Biology. The Biology Keystone exam will be administered at the conclusion of this course.

PREREQUISITE: *Successful completion of Honors Environmental Science or teacher recommendation.*

CHEMISTRY Credit – 1.0

This course is designed for students with an individualized education plan of studies. This introductory course will expose students to the fundamentals of chemistry. Concepts covered include atomic theory, states and properties of matter, chemical reaction and gas laws. This chemistry course focuses more on the practical use and development of hands-on laboratory skills.

RECOMMENDATION: *Approval of Case manager.*

CONCEPTUAL CHEMISTRY Credit – 1.0

This introductory course will expose students to the fundamentals of chemistry. Concepts covered include atomic theory, states and properties of matter, chemical reactions and gas laws. This chemistry course focuses on the development of hands-on laboratory skills and less with mathematical theory.

PREREQUISITE: *Successful completion of Conceptual Physics or Academic Physics First Biology and Algebra I.*

ACADEMIC CHEMISTRY Credit – 1.0

This college-preparatory level course will introduce interested students to the fundamentals of chemistry. The topics studied include atomic and structural theory, equations and chemical calculations, states of matter, chemical reactions, nomenclature and chemical bonding, basic stoichiometry. Emphasis is placed on the development of correct laboratory procedures as the student progresses through this study of chemistry. Students will need a calculator.

PREREQUISITE: *Successful completion of Academic or Honors Physics First, Algebra I and Biology.*

HONORS CHEMISTRY Credits – 1.0

Honors Chemistry is an in-depth approach to the study of basic chemistry. Key concepts in chemistry are explored by fully integrating reading, technology and inquiry based labs and activities that emphasize independent research and analysis. This is a challenging course designed for students who anticipate a science-based career, desire an accelerated, comprehensive program and intend to take advanced courses in science. Students will need a calculator.

PREREQUISITE: *Successful completion of Honors Physics First, Honors Biology and Algebra 1*

ADVANCED PLACEMENT BIOLOGY Credits - 2.0

The Advanced Placement Biology course seeks to meet the objectives of a biology course at the college freshman level. The aim of the year-long course is to achieve the knowledge of the facts, principles and processes of biology with the understanding that science is a human endeavor with social consequences. The course is organized to conform to the Advanced Placement suggested syllabus. It includes research papers, experiments and independent study projects. Students are encouraged to take the Advanced Placement Examination in May.

PREREQUISITE: *Successful completion of Honors Biology.*

ADVANCED PLACEMENT CHEMISTRY Credits – 2.0

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. Created by the AP Chemistry Development Committee, the course curriculum is compatible with many Chemistry courses in colleges and universities. At the conclusion of the course, students are encouraged to sit for the AP Chemistry exam. There will be required summer work in this course and students must keep a formal lab report notebook.

PREREQUISITE: Students must have earned a B or better in Honors Chemistry and have successfully completed Algebra 2.

ADVANCED PLACEMENT PHYSICS C MECHANICS Credits – 2.0

This course ordinarily forms the first part of the college sequence that serves as the foundation in physics for students majoring in the physical sciences or engineering. The sequence is parallel to or preceded by mathematics courses that include calculus. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problems. Strong emphasis is placed on solving a variety of challenging problems, some requiring calculus. The subject matter of the C course Part 1 is classical mechanics. This course prepares the student for a second Physics course at the college level, typically a calculus based study including some combination of Electricity and Magnetism, Light and Waves or Thermodynamics. Each student is encouraged to participate in the Advanced Placement Physics C Part 1 Examination.

PREREQUISITE: *Successful completion of or concurrent enrollment in AP Calculus A/B.*

SCIENCE ELECTIVES

ASTROPHYSICS Credit – 1.0

This course is a science elective, which introduces physical phenomena outside of the Earth. Two main themes are presented: Structures in the Universe and Space Exploration. Through Structures of the Universe, students explore the planets and moons of our solar system and galaxies. The segment on stars includes our sun, solar systems, the lifecycle of stars and associated structures and the classification of star types. The Space Exploration theme encompasses human achievements, cosmology and current projects. Cosmology covers the big bang theory and other possible beginnings of the universe, the present state of the universe and possible ends to the universe.

FUNDAMENTALS OF HUMAN PERFORMANCE Credit - 1.0

The course Fundamentals of Human Performance bridges the gap between high-level research in the physical activity science and its application to programs and practice. Students will learn the basics of body systems structure & function and apply that knowledge to the development of safe & effective physical fitness activities. Lab work and lectures will prepare students for college study or jobs in the fitness, exercise physiology and biomechanics field. Students will develop competency in the following areas: the fundamentals of fitness, exercise physiology, biomechanics, kinesiology, development of safe fitness programs, injury prevention and rehabilitation.
PREREQUISITE: *Human Anatomy (passing grade).*

HUMAN ANATOMY AND PHYSIOLOGY Credit – 1.0

This course provides a basic understanding of the structure and function of the human body. Emphasis is placed upon homeostasis, energy use in organisms, physiology of cell processes and medical applications of anatomy and physiology. Laboratories include biochemistry, cellular processes, dissection and physiology of various systems. Students will complete several projects, including a formal research paper.
PREREQUISITE: *Successful completion of Biology.*

ECOLOGY Credit – 1.0

Ecology will offer an advanced investigation of living organisms and their relationships to one another and to the environment. An emphasis will be placed on field observations and research, exposing the student to the basic principles of ecology through direct contact with a variety of terrestrial and aquatic ecosystems and the life forms found within them. This course uses a college level text and some AP level content.
PREREQUISITE: *Successful completion of Environmental Science and Biology.*

BIOETHICS Credit – 1.0

This course will examine several biological and environmental concerns facing society today. By using known facts and relevant research data, students will gain an understanding of current issues and develop the ability to make logical, conscientious decisions concerning those issues.

INTRO TO MICROBIOLOGY Credit – 1.0

Introduction to Microbiology focuses on the study of viruses and bacteria. Basic structure and physiology will be discussed. The role of microbes in human disease will also be studied both in terms of mechanisms of disease and epidemiology. Laboratory work will stress sterile technique, culturing and staining methods.
PREREQUISITE: *Successful completion of Biology.*

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES Credits – 2.0

AP Computer Science Principles introduces the student to the central ideas of computer science, instilling the ideas and practices of computational thinking and inviting the student to understand how computing has changed the world. A rigorous course, computational content and skills are developed under the framework of creativity. The year-long course focuses on using technology and programming to solve computational problems and create relevant artifacts. In addition, the course addresses the role of computing in society and the ethical implications of new computing technologies. Students are encouraged to take the AP Exam in Computer Science Principles in May.
PREREQUISITE: *Completion of Algebra I*
NOTE: **This course may be used as a Math or Science credit for students who have completed Algebra 1 and Geometry.*

AP COMPUTER SCIENCE A  Credits – 2.0

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. College Course Equivalent AP Computer Science A is equivalent to a first-semester, college-level course in computer science.

PREREQUISITE: *Successful completion of Algebra I, successful completion of AP CSP*

NOTE: **This course may be used as a Math or Science credit for students who have completed Algebra 1 and Geometry.*

ROBOTICS  Credit – 1.0

STEM (Science, Technology, Engineering, and Math) education is an integrated, interdisciplinary, and student-centered approach to learning that encourages curiosity, creativity, artistic expression, collaboration, computational thinking, communication, problem-solving, critical thinking, and design thinking. In this course, the student will design and create physical devices, then integrate microcontrollers or microcomputers, utilize sensor input to feed parameter values in student created code determining the appropriate response of the device. Units of instruction include: Inquiry, Research and Design; Force and Motion; Light and Sound; Programming; Mechanical, Structural, and Electrical Engineering; and a culminating project.

PREREQUISITE: *Successful completion of Algebra I*

SOCIAL STUDIES DEPARTMENT

SOCIAL STUDIES			
Grade	***Pathway 1***	***Pathway 2***	***Pathway 3***
9	Conceptual United States History II	Academic United States History II	Honors United States History II
10	Conceptual World Cultures	Academic World Cultures	Honors World Cultures OR AP World History
11	Conceptual 20th Century Studies	Academic 20th Century Studies	Honors 20th Century Studies
12	Conceptual American Government and Economics	Academic American Government and Economics	Honors American Government and Economics
Electives include AP Psychology, Psychology, AP US History, History in FIlm, Law and Justice, Introduction to Sociology, Contemporary World Issues, Anthropology			

The Social Studies Department of Saucon Valley High School offers a number of diversified courses in addition to courses that are required for graduation at each of the four grade levels. *Four credits* of social studies are required for graduation, which should be the following *required courses* taken in sequence at grade level.
Besides taking the required social studies courses, students are encouraged to take a selection of elective courses. The diverse nature of the electives will appeal to a variety of student interests. The elective courses in the Social Studies Department do not satisfy the four required credits needed for graduation (as listed above). Unless otherwise noted, all Social Studies courses will run for a period for one semester except identified AP courses.

FUNCTIONAL SKILLS OF SOCIAL STUDIES Credit – 1.0

This course is designed for students with an individualized plan of study. Students with identified needs are placed in this required course for academic support in order to obtain real world applications and achieve individualized goals.
RECOMMENDATION: *Approval of School Counselor.*

UNITED STATES HISTORY II Credit – 1.0

Intended only for students with an individualized plan of studies, this course is the study of topics in American history from the election of Abraham Lincoln in the 1860s through the Great Depression and The New Deal. Instructional methods in the United States HIstory II course are flexible and individualized to meet the educational needs of students enrolled in the class.
RECOMMENDATION: *Approval of School Counselor.*

CONCEPTUAL UNITED STATES HISTORY II Credit – 1.0

United States History II provides a survey of the major political, social and economic issues in American history from the election of Abraham Lincoln in 1860 through the Great Depression and the New Deal. Topics of study include a discussion of the Civil War and Reconstruction era, the rise of industrialization, settlement of the West, labor and immigration, the progressive reform movement, the emergence of America as a global power during World War I, the prosperity of the 1920s and subsequent economic collapse. Equipped with this historical background, students are then able to observe modern issues such as race relations, the economy, current legislation and the changing role of women in their proper context. Instructional methods in the United States History II course are flexible and varied in order to meet the educational needs of students of all abilities. The curriculum of this course is the same as the Academic class but more support is provided for students.

ACADEMIC UNITED STATES HISTORY II Credit – 1.0

United States History II provides a survey of the major political, social and economic issues in American history from the election of Abraham Lincoln in 1860 through the Great Depression and the New Deal. Topics of study include a discussion of the Civil War and Reconstruction era, the rise of industrialization, settlement of the West, labor and immigration, the progressive reform movement, the emergence of America as a global power during World War I, the prosperity of the 1920s and subsequent economic collapse. Equipped with this historical background, students are then able to observe modern issues such as race relations, the economy, current legislation and the changing role of women in their proper context. Instructional methods in the United States History II course are flexible and varied in order to meet the educational needs of students of all abilities.

HONORS UNITED STATES HISTORY II Credit – 1.0

This intensive study of American history is designed for those high achieving students who have demonstrated disciplined work habits and strong writing skills in their 8th grade Honors U.S. History I class. The course will emphasize analytical thinking in order to evaluate the political, social and cultural trends existent in the United States between the Civil War and the Great Depression. An introduction to the historical essay will be provided, comprising thesis writing, development through supporting evidence and primary source analysis. Significant out of class inquiries will be required, including simulation preparation, DBQ essays and a summer reading assignment. Honors U.S. History II is intended for the intellectually curious and hard-working student who seeks an in-depth examination of the forces that shaped modern America. This is an alternative to the required course for freshmen.
PREREQUISITE: *Successful completion of Honors U.S. History I or teacher recommendation.*

WORLD CULTURES Credit – 1.0

Intended only for students with an individualized plan of studies, this course is designed to inform students about the many diverse and unique cultures that differ from, yet interact with, the more familiar Western traditions. Instructional methods in the World Cultures courses are flexible and individualized to meet the educational needs of students enrolled in the class.
RECOMMENDATION: *Approval of School Counselor.*

CONCEPTUAL WORLD CULTURES Credit – 1.0

Academic World Cultures is a course designed to inform the student about the many diverse and unique cultures that differ from, yet interact with, the more familiar American traditions. Elements of anthropology, history, geography, political science and economics will be combined to provide the student with knowledge of the world's major cultural areas. The central theme of World Cultures will be the exploration of each major cultural area emphasizing language, societal structure, the humanities, traditions and customs of Africa, Southwest and Central Asia, Europe, East Asia, South Asia, Southeast Asia, Australia, Oceania and Latin America. Projects will be developed to show the uniqueness of individuals and events as forces for human progress. The curriculum of this course is the same as the Academic class but more support is provided for students.

ACADEMIC WORLD CULTURES Credit – 1.0

Academic World Cultures is a course designed to inform the student about the many diverse and unique cultures that differ from, yet interact with, the more familiar American traditions. Elements of anthropology, history, geography, political science and economics will be combined to provide the student with knowledge of the world's major cultural areas. The central theme of World Cultures will be the exploration of each major cultural area emphasizing language, societal structure, the humanities, traditions and customs of Africa, Southwest and Central Asia, Europe, East Asia, South Asia, Southeast Asia, Australia, Oceania and Latin America. Projects will be developed to show the uniqueness of individuals and events as forces for human progress.

HONORS WORLD CULTURES Credit – 1.0

Honors World Cultures is a reading and writing intensive course for students who have demonstrated disciplined work habits and strong writing skills in their 9th grade Honors U.S. History II class or U.S. History II class. This course is designed to inform the student about the many diverse and unique cultures that differ from, and interact with, the more familiar American traditions. Elements of anthropology, history, geography, political science, and economics will be combined to provide students with knowledge of the world's major cultural regions. Analysis of primary source documents will be utilized to examine the peoples and cultures of the world. Students will spend time out of class preparing for simulations, seminars, collaborative projects, and a summer reading assignment. Honors World Cultures is designed for inquisitive and diligent students interested in discovering the forces shaping global society. *This is an alternative to the required class for sophomores*.
PREREQUISITE: *Successful completion of Honors U.S. History or teacher recommendation. B (83%) or better in the Honors prerequisite course OR A (93%) or better in the Academic prerequisite course.*
NOTE: *There is a summer reading and writing assignment.*

20TH CENTURY STUDIES Credit – 1.0

Intended only for students with an individualized plan of studies, this course continues from the point where the Foundations of United States History II concludes, exposing students to the rapidly changing currents of the last seven decades of the 20th century. Instructional methods in the Foundations of History 3 course are flexible and individualized to meet the educational needs of students enrolled in the class.
RECOMMENDATION: *Approval of School Counselor.*

CONCEPTUAL 20TH CENTURY STUDIES Credit – 1.0

This course continues from the point where United States History II concludes, exposing students to the rapidly changing currents of the last seven decades of the 20th century. Major themes of the 20th Century of which students will be required to write knowledgeably include genocidal events, U.S. involvement in war and conflicts, changes in social issues and policy and the evolution of American foreign policy. These themes will be explored through the study of topics comprising the rise of totalitarian regimes, World War II, the Cold War and 1950s, the Civil Rights Movement and the 1960s and the Vietnam War. In addition, students will receive exposure to the Watergate scandal, the energy crises of the 1970s, the rising Conservative tide of the 1980s, the collapse of communism in the Soviet Union and Eastern Europe and recent geographical and political changes in Europe, as well as U.S. involvement in the Middle East and regional hot spots, U.S. reaction to genocidal events of the second half of the 20th century and reaction to the increased use of domestic and international terrorism. Through their exploration, students will develop the ability to organize information around central historical, political, cultural, civic, technological and social concepts in order to better understand, critically think and empathize with an ever-changing society and will have the necessary skills and historical knowledge to be valuable citizens. The curriculum of this course is the same as the Academic class but more support is provided for students.

ACADEMIC 20TH CENTURY STUDIES Credit – 1.0

This course continues from the point where United States History II concludes, exposing students to the rapidly changing currents of the last seven decades of the 20th century. Major themes of the 20th Century of which students will be required to write knowledgeably include genocidal events, U.S. involvement in war and conflicts, changes in social issues and policy and the evolution of American foreign policy. These themes will be explored through the study of topics comprising the rise of totalitarian regimes, World War II, the Cold War and 1950s, the Civil Rights Movement and the 1960s and the Vietnam War. In addition, students will receive exposure to the Watergate scandal, the energy crises of the 1970s, the rising Conservative tide of the 1980s, the collapse of communism in the Soviet Union and Eastern Europe and recent geographical and political changes in Europe, as well as U.S. involvement in the Middle East and regional hot spots, U.S. reaction to genocidal events of the second half of the 20th century and reaction to the increased use of domestic and international terrorism. Through their exploration, students will develop the ability to organize information around central historical, political, cultural, civic, technological and social concepts in order to better understand, critically think and empathize with an ever-changing society and will have the necessary skills and historical knowledge to be valuable citizens.

HONORS 20TH CENTURY STUDIES Credit – 1.0

This course continues from the point where ninth grade United States History II concludes, exposing students to the rapidly changing currents of the last seven decades of the 20th century. A global perspective is utilized, with emphasis placed on the role of America in world events. Major themes of the 20th Century of which students will be required to write knowledgeably include genocidal events, U.S. involvement in war and conflicts, changes in social issues and policy and the evolution of American foreign policy. These themes will be explored through the study of topics comprising the rise of totalitarian regimes, World War II, the Cold War and 1950s, the Civil Rights Movement and the 1960s and the Vietnam War. In addition, students will receive exposure to the Watergate scandal, the energy crises of the 1970s, the rising Conservative tide of the 1980s, the collapse of communism in the Soviet Union and Eastern Europe and recent geographical and political changes in Europe, as well as U.S. involvement in the Middle East and regional hot spots, U.S. reaction to genocidal events of the second half of the 20th century and reaction to the increased use of domestic and international terrorism. Through their exploration, students will develop the ability to organize information around central historical, political, cultural, civic, technological and social concepts in order to better understand, critically think and empathize with an ever-changing society and will have the necessary skills and historical knowledge to be valuable citizens.
NOTE: *In addition to demonstrating disciplined work habits and strong writing, reading and note-taking skills in their 9th and 10th grade honors or academic history courses, students will need to possess an awareness of current world events to be able to apply to the topics being discussed. The goal of the course is to help students place their experiences, their interests and other history courses in context. Students will have summer reading assignments. This is an alternative to the required history course for juniors.*
PREREQUISITE: *Successful completion of Honors World Cultures or teacher recommendation. B (83%) or better in the Honors prerequisite course OR A (93%) or better in the Academic prerequisite course.*

AMERICAN GOVERNMENT AND ECONOMICS Credit – 1.0

Intended only for students with an individualized plan of studies, this course studies the basics of American government and economics, which includes an understanding of the Constitution, and federal and state governments. Instructional methods in the Foundations of History 4 course are flexible and individualized to meet the educational needs of students enrolled in the class
RECOMMENDATION: *Approval of School Counselor.*

CONCEPTUAL GOVERNMENT AND ECONOMICS Credit- 1.0

Conceptual American Government and Economics offers a survey course on the basics of American government and economics. It is a semester course, which involves equal time devoted to each topic. Through the study of American government students will develop an understanding of the Constitution, federal and state governments and political theory and behavior. Economics will provide the student with a foundation of economic concepts, institutions and policies and their impact on our global society. The curriculum of this course is the same as the Academic class but more support is provided for students.

ACADEMIC AMERICAN GOVERNMENT AND ECONOMICS Credit – 1.0

Academic American Government and Economics offers a survey course on the basics of American government and economics. It is a semester course, which involves equal time devoted to each topic. Through the study of American government students will develop an understanding of the Constitution, federal and state governments and political theory and behavior. Economics will provide the student with a foundation of economic concepts, institutions and policies and their impact on our global society.

HONORS AMERICAN GOVERNMENT AND ECONOMICS Credit – 1.0

Honors American Government and Economics is a reading and writing intensive course for students who have demonstrated excellent academic work in their 11th grade Honors 20th Century Studies class or Academic 20th Century Studies class. This course comprises an in-depth analysis of theoretical and practical application of the American-style democracy and capitalist system. Students will not only explore the foundations of our democratic and free market system, but they will analyze the impact of globalization on American political and economic policies. Extensive, independent reading and research will allow students to expand their understanding of the challenges that face the global economy in the 21st Century. Honors American Government and Economics is designed for inquisitive and diligent students. Included in the requirements for this course will be individual and group research projects, including an individual MLA research paper. Students will have summer reading assignments. *This is an alternative to the required class for seniors.*
NOTE: *Students will be required to complete a summer reading and research assignment.*

SOCIAL STUDIES ELECTIVES

ADVANCED PLACEMENT PSYCHOLOGY Credit – 2.0

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas. Students will be encouraged to take the AP Psychology exam in the Spring.
PREREQUISITE: *Overall GPA of 3.25 or above and teacher recommendation. Recommended for juniors and seniors.*
NOTE: *There is a summer reading and writing assignment.*

ADVANCED PLACEMENT UNITED STATES HISTORY Credits – 2.0

As an elective course, this in-depth, year-long study of United States history involves an intensive and critical investigation of historical events and concepts. This will be accomplished by means of independent research, written and oral presentations and seminars. The course is also intended to provide a transition from a high school to a college approach to thinking and learning. Students are encouraged to take the Advanced Placement Exam in United States History.
PREREQUISITE: *Successful completion of Honors U.S. History II and Honors World Cultures or teacher recommendation. Recommended for juniors and seniors.*
NOTE: *There is a summer reading and writing assignment.*

ADVANCED PLACEMENT WORLD HISTORY Credits - 2.0

In Advanced Placement World History, a year-long course, students will investigate significant events, individuals, developments and processes from approximately 1200 CE to the present. Students will employ historical methodology to develop analytical skills including chronological reasoning and argumentation in this college-level course. Through independent research, seminars, oral presentations, simulations and debate, students will make connections among historical developments in different times and places. Prior to the beginning of the course, students will complete summer reading and pre-requisite assignments. Students will be encouraged to take the Advanced Placement test in the spring. This course can be an alternative to World Cultures or an elective.
PREREQUISITE: *Successful completion of Honors U.S. History II and teacher recommendation.*
NOTE: *There is a summer reading and writing assignment.*

HISTORY IN FILM Credit – 1.0

As an elective course, this class will study several historical films from a menu that covers various historical topics from different eras and geographic regions. Students will research a movie's topic to gain appropriate background information, view the movie to critique the content and later reflect with a critical essay the historical value of the film. This course will require formal researching and writing skills and emphasize critical thinking and analysis of the film media.

LAW AND JUSTICE Credit – 1.0

This elective course is designed to illustrate the many different aspects of law and justice in America's unique society. The goal of this course is to further the student's knowledge of the organization, and problems of the American legal system and to explore the pursuit of justice in a democratic society. From the Supreme Court to plea bargains, from the FBI to the community police officer, from the Mafia to street gangs and from civil law to lawsuit abuse, elements of sociology, political science and history will be combined to study the legal system through case studies, problem solving and group presentations. Students will develop a research project.
PREREQUISITE: *Successful completion of United States History II.*

INTRODUCTION TO PSYCHOLOGY Credit – 1.0

This elective course includes a description of psychology as a social science and an analysis of the use of the scientific method of inquiry. Various instructional methods and participatory activities will be used to develop student understanding of personality, motivation and emotion, learning and memory, abnormal psychology and psychological treatment methods.

INTRODUCTION TO SOCIOLOGY Credit – 1.0

Sociology, as an elective, will examine the issues and problems that transcend societal dynamics everywhere. Focus will be on the realities of life in the age of technology and emphasis will be placed on community life styles and problems. Students will discover the meaning behind group behavior and its impact on individual behavior. Discrimination, poverty, crime, aging, alienation and human ecology are some of the issues and problems in which real-life studies will be made and research presented. Periodical reviews, community issues and problem solving will be stressed.

CONTEMPORARY WORLD ISSUES Credit - 1.0

As an elective course, this class will examine contemporary issues of national and international significance. Students will systematically investigate historical, geo-political and socio-economic context and contemporary perspectives on the issues under examination. Through civil discourse and reflective writing, students will identify their own position on each issue. In this course, students will practice a wide range of skills including reading, writing, research, analysis, critical thinking and civil discourse. Students will complete a culminating project in lieu of a final exam.

INTRODUCTION TO ANTHROPOLOGY Credit – 1.0

Anthropology can broadly be defined as the study of humans through space and time. Introduction to anthropology will serve as a survey course to introduce students to three of the four sub-disciplines within anthropology: biological/physical anthropology, cultural anthropology and archaeology. The course will explore the origins of humanity, evolutionary theory, biological and genetic variations of human development, primatology, past civilizations and a study of current societies and cultures. In lieu of a final exam, students will participate in a culminating project.

TECHNOLOGY EDUCATION DEPARTMENT

All courses that involve technology are now listed together in the Technology Department. The chart below represents the courses that were traditionally taught in the department. Please scroll below to see a new listing of all the courses that are taught by teachers in the Business, Math, Related Arts, and Science Departments.

Suggested Year of Enrollment	9th	10th	11th	12th
Graphic Communications	X	X	X	X
Video Production	X	X	X	X
Home Maintenance and Material Technology	X	X	X	X
CADD I	X	X		
CADD II		X	X	X
Intro to Engineering Design (IED)	X	X		
Honors Principles of Engineering (POE)		X	X	X
Honors Digital Electronics (DE)		X	X	X
Honors Civil Engineering and Architecture		X	X	X
Honors Engineering Design and Development				X

CADD I Grade 9-12 Credit – 1.0

This is an introductory course designed to familiarize students with basic drafting and CADD concepts. Students will learn the foundation content for drafting including object visualization, dimension standards and multi-view projection. Most of the focus of the course will be on learning and applying CAD software to solve technological problems. Students will have access to industry standard Autodesk drafting software in order to complete their assignments. CADD concepts covered will include 2D sketching and 3D modeling, generating working drawings and creating simple assemblies. Throughout the semester, students will have the opportunity to apply the design process to various projects as they develop custom solutions to given problems.

CADD II Grade 10-12 Credit – 1.0

This class will be a continuation and extension of the CADD 1 course. The introductory concepts taught in CADD 1 will be utilized to solve more advanced drafting problems as well as create more complex CAD drawings. Students will use knowledge of the design process from level 1 and apply their skills to develop solutions to more difficult problems. Content areas discussed will include section views, auxiliary views, advanced assemblies and utilization of a 3D printer to test CAD modeled solutions. Students will also have the opportunity to reverse-engineer objects and recreate them in CADD using precision measuring instruments.
PREREQUISITE COURSE: *CADD 1*

HOME MAINTENANCE AND MATERIAL TECHNOLOGY Grade 9-12 Credit – 1.0

This course will focus on the use of various materials for woodworking and construction projects. The importance of project planning, interpreting engineering CAD schematics to assist builds and the application of the design process will be incorporated on all major assignments. Students will complete projects individually and in small groups in the areas of structural creation, utility installation, heat transfer in residential structures and interior finish. Emphasis will be placed on safe laboratory work practices in terms of tool and machine usage.

PROJECT LEAD THE WAY

PLtW is the nation's leading provider of rigorous and innovative Science, Technology, Engineering and Mathematics (STEM) curricula for schools. PLtW's hands-on, Activities-, Project-, Problem-Based (APPB) comprehensive curriculum is aligned with relevant national standards and is collaboratively developed and updated by subject matter experts including teachers, university educators, engineering and biomedical professionals and school administrators. PLtW's programs emphasize critical thinking, creativity, innovation and real-world problem solving. The hands-on learning engages students on multiple levels, exposes them to areas of study that they may not otherwise pursue and provides them with a foundation and proven path to post secondary training and career success in STEM-related fields.

PATHWAY TO ENGINEERING (PTE)

Intended for grades nine through twelve, this course explores the design process and links STEM principles to relevant problem-solving activities. PTE courses complement traditional mathematics and science courses and can serve as the foundation for STEM-centered or specialized academies. PTE is designed to prepare students to pursue a post-secondary education and careers in STEM-related fields. The following courses are part of the PTE Program.

INTRODUCTION TO ENGINEERING DESIGN (IED) Grade 9-12 Credit – 1.0

Designed as a beginning course in the PTE program, the major focus of the PTE program is the design process and its application. Through hands-on projects, students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer's notebook and communicate solutions to peers and members of the professional community.

HONORS PRINCIPLES OF ENGINEERING (POE) Grade 10-12 Credits – 1.0

This survey course exposes students to major concepts they will encounter in a postsecondary engineering course of study. Topics include mechanisms, energy, statics, materials and kinematics. Students develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, document their work and communicate solutions. This course is weighted as an Honors course.
PREREQUISITE: *Successful completion of Introduction to Engineering Design.*

PLtW SPECIALIZATION COURSES

HONORS DIGITAL ELECTRONICS (DE) Grade 10-12 Credits – 1.0

Digital electronics is the foundation of all modern electronic devices such as mobile phones, MP3 players, laptop computers, digital cameras and high-definition televisions. Students are introduced to the process of combinational and sequential logic design, engineering standards and technical documentation. This course is weighted as an Honors course.
PREREQUISITE: *Successful completion of Introduction to Engineering Design.*

HONORS CIVIL ENGINEERING AND ARCHITECTURE (CEA) Grade 10-12 Credits – 1.0

Students learn about various aspects of civil engineering and architecture and apply their knowledge to the design and development of residential and commercial properties and structures. In addition, students use 3D design software to design and document solutions for major course projects. Students communicate and present solutions to their peers and members of a professional community of engineers and architects. This course is weighted as an Honors course.
PREREQUISITE: *Successful completion of Introduction to Engineering Design.*

PLtW CAPSTONE COURSE

HONORS ENGINEERING DESIGN AND DEVELOPMENT (EDD) Grade 12 Credits – 1.0

In this capstone course, students work in teams to design and develop an original solution to a valid open-ended technical problem by applying the engineering design process. Students perform research to choose, validate and justify a technical problem. After carefully defining the problem, teams design, build and test their solutions while working closely with industry professionals who provide mentoring opportunities. Finally, student teams present and defend their original solution to an outside panel.
PREREQUISITE: *Successful completion of Introduction to Engineering Design and one other PLtW course.*

TECHNOLOGY COURSES ACROSS THE CURRICULUM AREAS

BIT BY BIT Grade 9-12 Credits - 1.0

This introductory technology course prepares students for their college and career future by creating a foundation of Digital Citizenship, Media Literacy, and Computational Thinking. Students will acquire knowledge by engaging in a variety of technology tools including computer programming, 3D printing, Raspberry Pi, little bits, and VEX robots. Students will be exposed to experiential learning with real-world applications and have the opportunity to grow in problem-solving and creativity.

CODING Grade 9-12 Credit - 0.5

Coding will teach the foundations of computer science and basic programming in JavaScript, with an emphasis on helping students develop logical thinking and problem solving skills. This course will prepare students for AP Computer Science Principles. Students will gain skills in building web pages and writing software. Students will begin with JavaScript and increase in knowledge and experience throughout the course.
NOTE: **This course may be used as a Math or Science Graduation requirement for students who have completed Algebra 1 and Geometry.*

BUSINESS APPLICATIONS Grade 9-12 Credit – 0.5

This course will teach students how to use technology as a tool to solve problems. Using Google Docs and

Microsoft office, the focus will be on word processing, spreadsheets, databases and presentations. Various practical problems will be used to illustrate personal and business applications to make fact-based decisions.

INTRODUCTION TO ADOBE PHOTOSHOP Grade 9-12 Credit – 0.5

Adobe Photoshop is the premier photo editing software tool available. Whether the student is working on a webpage, PowerPoint presentation, or a document to be printed, Photoshop can be used to enhance his/her images. Students will learn about image file types, cropping images, compositing (putting several images together), ghosting images (for use as web page backgrounds), using layers, creating masks, applying filters and formatting text with bevels and other effects.

GRAPHIC COMMUNICATIONS Grade 9-12 Credit – 1.0

The ability to create effective advertisements using digital media is a big part of every business. Promoting your product through a variety of digital formats is key to successful sales and marketing. In this course, students will learn the basics of composing a visually appealing graphic layout by mixing colors, fonts, and the elements of design. These principles will be applied on several creative digital projects that use industry standard graphics software from the Adobe Creative Suite. Students will learn Adobe Photoshop for image editing and modification, Adobe InDesign for graphic layout, and Adobe Illustrator for vector graphics and image creation. Student projects will include image touch up, image combination, vector artwork, digital comics, logo creation, and a screen printed T-shirt.

ROBOTICS Credit – 1.0

STEM (Science, Technology, Engineering, and Math) education is an integrated, interdisciplinary, and student-centered approach to learning that encourages curiosity, creativity, artistic expression, collaboration, computational thinking, communication, problem-solving, critical thinking, and design thinking. In this course, the student will design and create physical devices, then integrate microcontrollers or microcomputers, utilize sensor input to feed parameter values in student created code determining the appropriate response of the device. Units of instruction include: Inquiry, Research and Design; Force and Motion; Light and Sound; Programming; Mechanical, Structural, and Electrical Engineering; and a culminating project.
PREREQUISITE: *Successful completion of Algebra I*

VIDEO PRODUCTION Grade 9-12 Credit - 1.0

Digital Media is the most prevalent form of communication and advertisement in society today. In this course students will explore video production, which includes: video planning, filming and video editing. To complete these tasks, students will have professional tools at their disposal including HD digital video cameras and accessories, green screen, as well as the industry standard software in Adobe Premiere Pro to edit their videos. Students will apply problem-solving strategies individually and in small groups to create projects such as radio shows, silent movies, commercials, movie trailers and music videos.

WEB DESIGN Grade 9-12 Credit – 0.5

The purpose of this course is to teach basic web page design skills using XHTML and Dreamweaver.
Students will learn how to create effective, informative personal and business web pages while investigating the use of the Internet in business.

ADVANCED WEB DESIGN  Credit – 0.5

Advanced Web Page Design will expand the skills students' learned in Web Page Design. Students will learn advanced web page design using HTML, DHTML, and JavaScript. Students will apply the knowledge and skills acquired in this course to create web pages for the district web site and possibly local business/community members.
PREREQUISITE: *Successful completion of Web Page Design.*

COMPUTER SCIENCE PATHWAY

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES  Credits – 2.0

AP Computer Science Principles introduces the student to the central ideas of computer science, instilling the ideas and practices of computational thinking and inviting the student to understand how computing has changed the world. A rigorous course, computational content and skills are developed under the framework of creativity. The year-long course focuses on using technology and programming to solve computational problems and create relevant artifacts. In addition, the course addresses the role of computing in society and the ethical implications of new computing technologies. Students are encouraged to take the AP Exam in Computer Science Principles in May.
PREREQUISITE: *Completion of Algebra I*
NOTE: **This course may be used as a Math or Science credit for students who have completed Algebra 1 and Geometry.*

AP COMPUTER SCIENCE A  Credits – 2.0

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. College Course Equivalent AP Computer Science A is equivalent to a first-semester, college-level course in computer science.
PREREQUISITE: *Successful completion of Algebra I, successful completion of AP CSP*
NOTE: **This course may be used as a Math or Science credit for students who have completed Algebra 1 and Geometry.*

WORLD LANGUAGE DEPARTMENT

FRENCH I

Credit – 1.0

French I is an introduction to the French speaking world. French speaking countries are explored, the fundamentals of grammar are introduced and listening, speaking, reading & writing skills are focused upon. A total immersion approach is taken in order to exemplify an authentic accent and fluency. Audiovisual materials are used to hone speaking and listening skills and all these aspects are fused throughout the course so that a true understanding may be attained.

FRENCH II

Credit – 1.0

French II is a continuation of the first-year program. Listening, speaking, reading and writing skills are further developed. The cultural emphasis is on the geography of France. The total immersion approach is continued. Audio-visual materials are used throughout the course.
PREREQUISITE: Successful completion of French I or teacher recommendation.

FRENCH III

Credit – 1.0

French III builds upon previously studied skills (listening, speaking, reading and writing). The cultural focus is on French holidays and celebrations. French speaking countries of Africa are also explored. The total immersion approach is continued. Audio-visual materials are used to supplement the course.
PREREQUISITE: Successful completion of French II or teacher recommendation.

HONORS FRENCH IV

Credit - 1.0

In French IV, reinforcement and refining of the skills (listening, speaking, reading and writing) from the previous levels occurs. The cultural focus is on French art. A visit to an art museum to see some of the works studied will take place, if possible. Audio-visual materials are used throughout the course.
PREREQUISITE: Successful completion of French III or teacher recommendation.

ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE

Credits - 2.0

The AP French Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies and cultural awareness. The AP French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French. The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes and assumptions). This is a yearlong course.
PREREQUISITE: *Successful completion of Honors French IV or teacher recommendation*.

SPANISH I

Credit – 1.0

Spanish 1 is an introduction to the language and culture of the Spanish speaking world. The fundamentals of grammar are introduced at this level. The four skills of reading, writing, listening and speaking are also introduced. A total immersion approach is taken so that an authentic accent and greater comprehension of the spoken language may be attained. Technology will be incorporated as a tool to access authentic materials.

SPANISH II Credit – 1.0

Spanish II is a continuation of the first-year program. Listening, speaking, reading and writing skills are further developed. The cultural emphasis is on the geography of Spain. The total immersion approach is continued with a focus on student communication in the language.
PREREQUISITE: Successful completion of Spanish I or teacher recommendation.

SPANISH III Credit – 1.0

Spanish III refines and further develops the four skills of listening, speaking, reading and writing. The total immersion approach with emphasis on proficiency is continued with special attention given to speaking and reading skills. The cultural emphasis is on Latin American geography and culture
PREREQUISITE: Successful completion of Spanish II or teacher recommendation.

HONORS SPANISH IV Credit– 1.0

Spanish IV is designed to focus on linguistic and cultural knowledge with an emphasis on the components of language. The total immersion approach is continued with special attention given to speaking and listening skills. Students use the language both within and beyond the school setting.
***PREREQUISITE*:** *Successful completion of Spanish III or teacher recommendation.*

ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE Credits - 2.0

AP Spanish is intended for students to demonstrate an understanding of the Spanish culture, incorporate interdisciplinary topics, make comparisons between English and Spanish and between cultures and use Spanish in real life settings. The following themes will be integrated: global challenges, science and technology, contemporary life, personal and public identities, families and communities, beauty and aesthetics. This year-long course prepares students for the AP Exam in May.
***PREREQUISITE*:** *Successful completion of Honors Spanish IV or teacher recommendation.*

VISUAL ARTS DEPARTMENT

The Visual Arts department offers a variety of courses designed to meet the needs and interests of the students at Saucon Valley High School. Each course is available to students at Level I (first enrollment in that course), Level II (second enrollment in that course, with advancing skills and concepts) and Level III (independent study). Level III (independent study) may be available to the advanced student, based upon enrollment in a specific course and mutual agreement of student and instructor.

Fees are based upon the cost of materials, which become the exclusive property of students in a particular course, or experiences that are offered to students in a particular course as distinct from the general student population. Although each art student is provided with basic materials, some specific materials are necessary for each course and are covered by these fees.

ART CONCEPTS I Credit – 0.5

This is a foundation course each semester. In it, students will experiment with a variety of materials and processes. Students learn basic visual arts concepts and vocabulary in both two and three-dimensional design. Students will draw, paint, sculpt and work with printmaking. They will work with the elements and principles of design that constitute a language common to all the visual arts. In this course, homework is assigned on a continuing basis. This includes weekly sketches and project specific readings. The course is open to all students. (No prerequisite required)

ART CONCEPTS II Credit – 1.0

Building on the Art Concepts I foundation, Concepts II will provide a greater range of personal expression, with opportunities for more in-depth art experiences using a range of two and three-dimensional media. The course emphasizes the learning of strong drawing skills using observation, perspective and spatial illusion. Art experiences include observational drawing, imaginative problem solving, aesthetic understanding and creativity. In all their work, students will implement the sequential steps for project development. Homework is assigned on a more intense basis.

PREREQUISITE: *Successful completion of Art Concepts I*

DRAWING I Credit - 0.5

The student will be instructed in a variety of drawing techniques and drawing media (pencil, pen and ink, charcoal, pastel, scratchboard, etc.). Drawing techniques will explore line, value, proportion, texture, depth and perspective, as well as such subjects as portraiture, figure drawing and various historical and contemporary styles.

DRAWING II Credit – 1.0

This is a continuation of Drawing 1 and Portfolio Building.

DRAWING III Credit – 1.0

Individual focus for the advanced student in drawing and Portfolio Building.

PAINTING I Credit – 0.5

Students will be instructed in the proper use and techniques of painting in the following media: tempera, acrylics, oils and mixed media. Students will experiment with various techniques and styles and will be introduced to various subject matters (landscape, still life, portrait, figure, etc.) in historical and contemporary artworks.

PAINTING II Credit – 1.0

This is a continuation of Painting 1. Emphasis will be placed on historical painting styles, further development of skills and personal style, and Portfolio Building.

PAINTING III Credit – 1.0

Individual focus for the college-bound student in painting and Portfolio Building.

BETHLEHEM AREA VOCATIONAL TECHNICAL SCHOOL

BAVTS has the goal to enhance curricular choices for all students, Saucon Valley High School proudly partners with Bethlehem Area Vocational Technical School (BAVTS) to offer hands-on experience and application based specialized skills in a variety of career clusters. First year students attend AM and second and third year students attend PM.

BETHLEHEM AREA VOCATIONAL-TECHNICAL SCHOOL COURSE DESCRIPTIONS

ACADEMY CLUSTER (Seniors Only)

ACADEMY FOR HONORS APPLIED ENGINEERING

Grade 12 — 2 Credits per year

Students will learn about various areas of the engineering industry including, but not limited to Mechanical, Electrical, Civil and Chemical. The program is an academic course for college bound SENIORS with learning components involving lecture, discussion and research. Lab activities consist of individual and group projects designed to reinforce the theory components, permitting the students to participate in actual engineering projects involving design, construction and prototype testing. The program has a major group project which will be analyzed and judged by professors from Lafayette College. The program offers the opportunity to earn 4 credits from Lafayette College for their Introduction to Engineering course where students participate in labs and lectures at the college. *This will be the last year for this program to be offered at BAVTS.*

THE ACADEMY FOR HONORS MEDICAL SCIENCES

Grade 12 — 2 Credits per year

Students will learn Medical Terminology, Legal Responsibility, Ethics, Human Development, Basic Life Support and Safety in the Healthcare Environment. The course is an academic course for college bound SENIORS with learning components involving lecture and discussion, research and lab activities consisting of individual and group projects designed to reinforce the theory components. A major part of the course includes clinical observations through St Luke's University Hospital and Lehigh Valley Health Network for students who meet the course prerequisites. Students can also earn their Basic Life Support certification. The program has an articulation agreement with NCC.

CONSTRUCTION CLUSTER

BUILDING TRADES

Grades 10, 11, 12 — Available for 3 years — 4 Credits per year

Students learn multiple areas of construction disciplines including, but not limited to carpentry, electrical and masonry. Level one students work in a hands-on learning environment, developing skills and tool usage of a variety of hand and power tools applicable to the trade on a full-scale house project in the shop. Advanced level students will be increasing their skill set by working on the BAVTS House Project and other community projects. Students have the opportunity to earn an OSHA Certification.

CARPENTRY

Grades 10, 11, 12 — Available for 3 years — 4 Credits per year

Students will learn the fundamental skills using a variety of materials and numerous tools of the trade to create projects ranging from simple to complex, to complete layout and construction of residential properties. Level one students work in a hands-on learning environment, developing skills using a variety of hand and power tools, measuring and blueprint reading. Advanced level students will increase their skill set by working on the BAVTS House Project and other community projects. Students have the opportunity to earn OSHA and NAHB Certifications.

ELECTRICAL CONSTRUCTION

Grades 10, 11, 12 | Available for 3 years | 4 Credits per year

Students will learn to assemble, install and test wiring, fixtures and devices used in commercial, industrial and residential applications. Level one students work in a hands-on learning environment, developing skills and tool usage as well as learning theory; the study includes calculating amperage, voltage, current and power in electrical circuits. They will learn to read blueprints and schematics for motor control and programmable logic controllers. Advanced level students will increase their skill set by working on real-world project such as the BAVTS House and projects around the school. The student's skill set and job readiness will be measured based on the National Electrical Code standards. Students have the opportunity to earn an OSHA Certification.

PLUMBING

Grades 10, 11, 12 | Available for 3 years | 4 Credits per year

Students will learn to assemble, install, alter and repair pipe systems which carry water, steam or other materials for sanitation, residential or industrial uses as well as install plumbing fixtures, appliances and hydronic systems. Level one students work in a hands-on learning environment, using acetylene torches and a variety of hand and power tools, reading blueprints and learning pipe fitting formulas. Advanced level students will increase their skill set by working on the BAVTS House Project. The student's skill set and job readiness will be measured based on the International Plumbing Code standards. Students have the opportunity to earn track pipe and gastite certifications.

MASONRY

Grades 10, 11, 12 | Available for 3 years | 4 Credits per year

Students will learn the fundamental skills of a mason using concrete, brick, stone and block to create a series of projects that progress from jobs as simple as a brick pyramid to as complex as a residential fireplace. Level one students work in a hands-on learning environment, developing skills while using the hand tools of the trade, which include scaffolding, masonry rules, mortar mixers and other basic tools as well as reading blueprints. Advanced level students will be increasing their skill set by working on the BAVTS House Project. Students have the opportunity to earn an OSHA Certification.

HEATING, VENTILATION & AIR CONDITIONING

Grades 10, 11, 12 | Available for 3 years | 4 Credits per year

Students will learn the core skills for both residential and commercial applications of heating, ventilation and air conditioning. Level one students work in a hands-on learning environment, developing skills while learning blueprint reading, piping and tubing applications, sheet metal and electrical, using the hand tools of the trade. Advanced level students will be increasing their skill set by working on the BAVTS House Project. Students receive training in EPA Section 608 and flexible gas pipe, leading to National Certifications. Students have the opportunity to earn OSHA Certification

CREATIVE CLUSTER

COMMERCIAL ART (Advertising Design)

Grades 10, 11, 12 | Available for 3 years | 4 Credits per year

Students will learn the principles of graphic design, typography, basic illustration, use of color, page layout, advertising and digital photography. Working with the latest graphics software and technology, students create brochures, posters, magazine covers, layouts, signs, logos and more. Students will learn how to apply their artistic talents to today's market, beyond pencil and pen, to the computer and using the internet. Advanced level students will be increasing their skill set by compiling a portfolio and using their design skills for school and community projects. The program has an articulation agreement with NCC for 4 credits in Computer Graphics.

GRAPHIC COMMUNICATIONS (Print Technology)
Grades 10, 11, 12 Available for 3 years 4 Credits per year

Students will learn how to create marketing products to promote businesses and events using a variety of printing techniques, including digital printing, screen printing and large format printing. Level one students will be in a hands-on learning environment, developing skills working with the latest graphics software and technology learning the principles of design, typography, use of color, layout, print production and finishing and bindery. Advanced level students will be increasing their skill set by compiling a portfolio and using their design and print skills for school and community projects. The program is PrintED accredited and the students can earn industry certifications in 6 areas. The program has an articulation agreement with NCC for 4 credits in Computer Graphics.

VIDEO & MEDIA ARTS
Grades 10, 11, 12 Available for 3 years 4 Credits per year

Students will learn to create the images and sounds that come from TV programs and the Internet by combining sound, video and computer graphics to make entertaining and eye-catching programs. This 3-year program consists of Audio and Television production in the first year where you'll learn to run a mixer, camera or video switcher. Year two is concentrated on Video production where students write scripts, conduct interviews, produce and direct those scripts with the use of our professional HD camcorders and edit them on our Final Cut editing stations. Third year students concentrate on Effects production using LightWave 3D, a 3D modeling and animation software program. Instruction in unmanned aerial vehicles (UAV's) for aerial videography using DJI's Phantom 2 Quadcopters is also included. The program has a 3 credit articulation agreement with NCC.

WEB DESIGN & DEVELOPMENT
Grades 10, 11, 12 Available for 3 years 4 Credits per year

Students will learn how to design and develop websites using a combination of creativity and computer science. Level one students will be in a hands-on environment, learning the core design principles using various programs such as Photoshop and Illustrator to create website layouts and other visual elements. While still implementing design skills, advanced level students will work heavily on website development. Students will use HTML, CSS, JavaScript, PHP and other programming languages to bring life to their designs. With a 20% employment growth projection by 2022, Web Design & Development students will have an abundance of future career opportunities. The program has an articulation agreement with NCC for 4 credits in Computer Graphics.

CULINARY ARTS CLUSTER

BAKING
Grades 10, 11, 12 Available for 3 years 4 Credits per year

Students will work in a professional kitchen, learning how ingredients are weighed and measured for commercial sized batches of dough and batter. They will operate large mixing machines and other commercial baking related equipment. Students will learn the various mixing methods to create sweet and savory treats and participate in the production of many different varieties of bread, rolls, doughnuts, sweet rolls, Danish pastry, cookies and many other pastry varieties. Students will learn how to decorate cakes, starting with layer cakes and sheet cakes, advancing to large multi-tiered wedding cakes. Students will learn the advantages and disadvantages of different production options such as the use of prepared bakery mixes and frozen pre-formed products. Students have the opportunity to earn their National Restaurant Association ServSafe certification.

CULINARY ARTS
Grades 10, 11, 12 Available for 3 years 4 Credits per year

Students will learn fundamental core competencies in safety, sanitation, measurements, equipment, hand tools, basic food preparation and customer service while rotating through three kitchen settings. Advanced students will develop employability skills as they practice hands-on skills in basic baking, food safety, health and nutrition, cross utilization, sustainability, organization and cost control. Students have the opportunity to earn their National Restaurant Association ServSafe certification.

HEALTH CLUSTER

INTRO TO SPORTS MEDICINE CAREERS
Grades 10, 11, 12 Available for 3 years 4 Credits per year

Students will learn about sports medicine, health fitness and kinesiology (the study of the mechanics of body movements). Level one students will be in a hands-on learning environment, developing fundamentals in theories of injury prevention and recognition, emergency care, creating exercise and rehabilitation programs along with overall mental and physical health and wellness. Advanced level students will be increasing their skill set by learning medical terminology, safety procedures, nutritional facts, basic anatomy and kinesiology. Students have the opportunity to earn their First Aid, CPR, AED and BloodBorne Pathogens certifications.

HEALTH CAREERS
Grades 10, 11, 12 Available for 3 years 4 Credits per year

Students will explore various occupations in the healthcare industry. Core curriculum focuses on anatomy and physiology, medical terminology, medical math, medical professionalism and fundamentals of patient care. The academic content is focused on the student who is considering post-secondary education in various fields such as, but not limited to, pre-med, nursing, physical therapy, medical assistant, occupational therapy, radiology, ultrasound technician, massage therapy and many more. Additionally, students learn basic patient care skills such as taking vital signs, activities of daily living and first aid skills. Students will practice these skills on their peers as well as on simulation mannequins. Advanced level students will be increasing their skill set by being taken into the community for various observations at local healthcare facilities. Students have the opportunity to earn their CPR, Basic Life Support, First Aid, Residential Licensing and BloodBorne Pathogens certification. The program has an articulation agreement with NCC.

TRANSPORTATION CLUSTER

AUTO COLLISION REPAIR
Grades 10, 11, 12 Available for 3 years 4 Credits per year

Students will learn the fundamental skills needed to be employed in local body shops or insurance claim adjuster. Level one students will be in a hands-on learning environment, developing skills which include repairing and replacing panels, working with sophisticated automotive finishes, special alloy steels and plastics as well as the safe use of hand and power tools. Advanced level students will be increasing their skill set progressing through all phases of repair; including the use of frame straightening equipment and the latest in repair and refinishing techniques, using industry standard equipment. Hands-on training on customer-owned vehicles gives students the opportunity for real-world experiences.

AUTOMOTIVE TECHNOLOGY
Grades 10, 11, 12 Available for 3 years 4 Credits per year

The Automotive program is credentialed by the National Automotive Technician Education Foundation (NATEF) under the approved Maintenance & Light Repair (MLR) requirements. The curriculum follows the Automotive Service Excellence (ASE) framework and is designed to prepare students for entry level service positions at local dealerships, the military and/or post-secondary education in the high-priority Automotive Service field. Teachers hold ASE Master level certification status in; A1-A8, L1 Emissions, G1 General Automotive Repair, C1 Service Consultant, Safety Inspection, Emissions and NC3 Electronics/Electrical. Students are engaged in high-level STEM integration as they research and apply repair information and technical skills in the servicing and maintenance of all types of automobiles and light trucks. Learners apply Physics, varied practical Mathematical applications including Geometry, literacy and communication skills that are all applicable to the automotive workplace. Students may complete an optional coursework in order to obtain certifications as a PA State Inspection technician, Emissions Inspector and ASE 609 Refrigerant Recovery and Recycling technician for a fee of approximately $100.

MANUFACTURING CLUSTER

AUTOMATED MANUFACTURING TECHNOLOGY
Grades 10, 11, 12 Available for 3 years 4 Credits per year
This is an instructional program that prepares individuals to apply basic engineering principles and technical skills in both the mechanical and electrical engineering fields. Instruction is planned to provide preparation in the design, development and testing of electromechanical devices and systems such as automatic control systems, servomechanisms, vending machines, elevator controls, missile controls, tape control machines and auxiliary computer equipment. Instruction also included feasibility testing of engineering concepts, systems analysis including design, selection, testing, and application of engineering data; and, the preparation of written reports and test results in support of mechanical and electrical engineers.

ELECTRONIC TECHNOLOGY
Grades 10, 11, 12 Available for 3 years 4 Credits per year

Students will learn the fundamental skills related to the electronics industry. Level one students will be in a hands-on learning environment, developing skills in AC/DC Circuits, Digital Electronics, Solid State Devices and Computer Applications. Advanced level students will be increasing their skill set by designing and manufacturing electronic assemblies. Students have the opportunity to earn certifications for IPC-610-Electronic Assemblies and J-STP-001

INDUSTRIAL DESIGN/ADVANCED MANUFACTURING
Grades 10, 11, 12 Available for 3 years 4 Credits per year

Students will learn the fundamental skills for machining metal and other materials. Level one students will be in a hands-on learning environment, developing skills which include blueprint reading and precise measurements as well as tool usage on lathes, milling machines, surface grinders, saws, drill presses and a variety of hand tools. Advanced level students will be increasing their skill set using the computer lab to set up, operate and program CNC (Computer Numerical Control) machines as well as exposure to the Electrical Discharge Machining process. Students have the opportunity to earn national certification in 9 areas through successful completion of the National Institute for Metalworking Skills (NIMS). The program has an articulation agreement with Penn Tech.

WELDING
Grades 10, 11, 12 Available for 3 years 4 Credits per year

Students will learn the fundamental skills for welding carbon steel and other metals. Level one students will be in a hands-on learning environment, developing skills which include basic welds to various configurations and

positions, use of a variety of hand tools, operation of the saw, drill press, hand and pedestal grinders, brake press used for the fabrication preparation. Advanced level students will be increasing their skill set, progressing to more complex joints, cutting and various metal removal methods and reading and visualizing shapes from blueprints. The student's skill set and job readiness will be measured based on the American Welding Society standards. Students have the opportunity to earn an OSHA Certification. The program has articulation agreements with NCC and Penn Tech.

SERVICE CLUSTER

COMPUTER NETWORKING
Grades 10, 11, 12 Available for 3 years 4 Credits per year

This instructional program focuses on design, implementation and management of linked systems of computers, peripherals and associated software, preparing students with technical skills required to support networks and network users. This program includes instruction in network technologies and standards; system design, architecture, operating systems, security, communication protocols, client support, messaging services, network management, troubleshooting and server optimization. THose completing the program may be employed as a network administrator, network specialist, network technician, webmaster, client services analyst (end user) or network operator.

COSMETOLOGY
Grades 10, 11, 12 Available for 3 years 4 Credits per year

Students will learn the fundamental skills needed to sit for the Pennsylvania State Board of Cosmetology Licensing Exam. Level one students will be in a hands-on learning environment, developing skills using mannequins to learn permanent waving, shampooing and styling, manicuring, haircutting, facials, scalp treatments and color. Each student works independently and advances from one skill to another throughout the training process. Advanced level students increase their skill set by working on clients in the school's salon.

ESTHETICS
Grades 10, 11, 12 Available for 3 years 4 credits per year

Students will learn the fundamental skills needed to sit for the Pennsylvania State Board of Estheticians Licensing Exam. This 300 hour course which can be completed in one year (2 blocks per day). Students will be in a hands-on learning environment, developing skills in skin diseases and disorders, facial hair removal, facial massages and treatments, make-up application, anatomy of the skin and electrotherapy. Students will be increasing their skill set by working with clients in the school's salon.

PROTECTIVE SERVICES
Grades 10, 11, 12 Available for 3 years 4 Credits per year

Students will learn the technical knowledge and skills required for entry-level duties as a police officer, firefighter, paramedic, military service and other safety services. Level one students will be in a hands-on learning environment, learning the techniques, methods and procedures particular to the areas of criminal justice, military protocol and fire protection, especially in emergency and disaster situations. Physical development, discipline and self-confidence skills are emphasized due to the nature of the specific occupations. Advanced level students will be increasing their skill set by receiving training in social and psychological skills, map reading, vehicle and equipment operations, the judicial system, prehospital emergency medical care, appropriate emergency assessment, treatment and communication. Students have the opportunity to earn their CPR, First Aid, AED, NIMS (National Incident Management System), PATH (Practical and Tactical Handcuffing), PPBT (Personal Protection Baton Tactics, OCAT (Oleoresin Capsicum Aerosol Training and Personal Protection Control and Defense certifications.

SPECIAL PROGRAMS

COOPERATIVE EDUCATION

This is a half day, supervised, work-based experience in the student's occupational area, assisting in the transition from school to the workplace. This program is reserved for those individuals recommended by their instructors to be the most likely to succeed on the job. Students are representing the school and establishing reputations and records that will follow them beyond graduation. Considering the responsibility of representing your instructor, school and yourself in a business, there are qualifications to ensure that only conscientious and proficient students participate in the program.

INTEGRATED INSTRUCTION

In conjunction with the shop class, BAVTS offers integrated instruction in English, Mathematics and Technology to make sure our students have the basic skills needed to enter the workforce upon graduation.

STUDENT ORGANIZATIONS

National Technical Honor Society (NTHS)

NTHS is an elite organization offered to students who have maintained an "A" average in their BAVTS class and a "B" average at their home school. Students must complete an application for acceptance.

SkillsUSA

SkillsUSA is a national student organization partnering with business and industry, which offers trade related competitions and leadership opportunities. SkillsUSA gives the motivated students the opportunity to highlight their skills on the district, state and national levels.

Health Occupational Student Association (HOSA)

HOSA is a national student organization for students in health related programs, that offers both leadership opportunities as well as trade related competitions. HOSA gives the motivated students the opportunity to highlight their skills on the state and national levels.

Career Readiness Graduation Requirements

Saucon Valley High School

Career Education & Work Standards (CEW)

Four Strands:

- Career Awareness & Preparation
- Career Acquisition
- Career Retention and Advancement
- Entrepreneurship

Career Evidence

Pennsylvania requires that school districts collect evidence to demonstrate that all 4 strands of the CEW standards have been addressed

- Minimum of 6 pieces of evidence in grades K-3, 4 and 5
- Minimum of 6 pieces of evidence in grades 6-8
  - One piece must be students individualized career plan (Education Career Plan)
- Minimum of 8 pieces of evidence in grades 9-11
  - At least 2 pieces of evidence demonstrate the implementation of students' individualized career plan (ECP)

Tracking Evidence

- All students will be assigned to a Career Readiness Schoology course
- This course will house each piece of evidence
- Evidence from Schoology course will export to a Google folder so that each student has a folder of career evidence that can be available in the event of a state audit
- Graduation Progress tracker is being added to PowerSchool so students and parents can see what has been completed each year

9th Grade Evidence

All 9th grade students are enrolled in Career Explorations where they complete activities in Smart Futures

- Smart Futures Activity Journal (multiple pieces of evidence)
- Smart Futures Reflection
- Education Career Plan (ECP)
- ECP Reflection

10th Grade Evidence

- Resume (English)
- Job Application (English)
- Interviewing Workshop/Evidence (Lehigh Valley CareerLink)
- Strengths Explorer Activity (Naviance)
- Industry Based Work Experience
- ECP Update
- ECP Reflection

11th Grade Evidence

- Career Cluster Finder (Naviance)
- Interest Profiler (Naviance)
- ECP
- ECP Reflection
- Industry Based Work Experience
- Financial Plan

12th Grade Evidence

- Entrepreneurship (American Government & Economics)
- ECP
- ECP Reflection
- Culminating Graduation Project
  - Presentation
  - Reflection on Industry Based Work Experiences
  - Reflection on High School/Career Journey

Industry Based-Work Experience

- Job Shadow (3 experiences, 3 hours each)
- Internship (minimum 6 weeks or 60 hours)
- Career Mentorship (minimum of 6 hours)
- Cooperative Education Programs
- Community-based Work Programs
- Service Learning (minimum 6 weeks of 60 hours)
- Apprenticeship

Actions Completed

- Surveyed students about career interests
- Sent form to parents asking for volunteers to host job shadow, career mentor, etc.
- Spoke about needs at Advisory Council Meeting
- Began networking with potential community partners
  - NAC, CareerLink of Lehigh Valley, Greater Lehigh Valley Chamber of Commerce, St. Lukes, Lehigh Valley Economic Development Corporation, LaunchBox
- Created 4 year plan for career evidence
- Created processes for back end reporting to state
- Template for Career Ready Schoology course

Actions in Progress

- Continued networking/recruiting of community partners
- Creation of plan, paperwork, and documentation for industry-based work experiences
- Finalize Schoology course
- Create framework for senior culminating project