

PROGRAM OF STUDIES



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Nonbinding Note

This booklet describes all courses contained in the East Stroudsburg High School-North/South program of studies; however, not all courses may be offered during one school term.

The school district reserves the right to cancel or postpone courses for which insufficient enrollment, lack of physical facilities, or availability of teaching personnel necessitates such action.

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4 Mr. Benjamin Brennaman Director of Athletics and Activities

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6 Mrs. Carolyn Krotowski Assistant Principal

6 Mr. Joseph Lalli Assistant Principal

7 Mrs. Debra Padavano Dean of Students

North High School Guidance Department

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8 Mr. David Falbo Counselor/Co-Chairperson

9 Ms. Jillian Ziegler Counselor

Mr. Jeff Reichl Counselor

10 Ms. Elizabeth Mazzei Counselor

South High School Administrative Team

10 Mr. Michael Catrillo Principal

10 Mrs. Dawn Dailey Assistant Principal

11 Mr. David Evans Assistant Principal

South High School Guidance Department

12 Mr. Joseph Formica Counselor/Co-Chairperson

13 Mr. Jay Kule Counselor/Co-Chairperson

14 Ms. Allison North Counselor

15 Mr. Phillip Kerzner Counselor

16-17 Ms. Carol Huffman Counselor

18-20 Mrs. Faith Nicosia Counselor

Department Chairpersons

20-24 **Art** Mrs. Stephanie McIlvaine South

24 Mrs. Julia Tischler North

Business Education Mrs. Denise Rogers South

25-27 Mrs. Jessica Hopstetter North

English Mrs. Ann Catrillo South

27 Mrs. Jennifer Marmo North

28-29 **Family & Consumer Science** Mrs. Pam Rowe District wide

29-32 Mrs. Regina Brotherton District wide

32-33 **Foreign Language** Mrs. Patricia Cramer South

33-34 Mrs. Carla Mathiesen North

34-37 **Health & Physical Education** Mrs. Aimee Ellison South

Mr. Chuck Dailey North

37-39 **Health Services** Ms. Cindy Dougherty District wide

39-42 **Library** Mrs. Susan Wilson District wide

42-47 **Mathematics** Mrs. Karen Mochan North

Mr. Wayne Carson South

Music-Instrumental Miss. Melodie Shamp District wide

Music-Vocal Mrs. Linda Schaller District wide

Science Mrs. Lori Soskil North

Mrs. Heather Skeldon South

Mrs. Melissa Hughes South

Social Studies Mr. Kevin Nace North

Mr. Adam Coffman South

Mrs. Lois Yarnall South

Technology Education Mr. Philip Lazowski North

Mr. Craig Long South

Graduation Requirements*

Classes of 2013-2014

To graduate from the East Stroudsburg Area School District, a student shall (1) demonstrate mastery of the academic standards enumerated in Chapter 4, Section 4.24, (2) must satisfactorily complete a graduation project and (3) meet proficiency on the PSSA math and reading tests as outlined below.

Class of 2015 and beyond*

To graduate from the East Stroudsburg Area School District, a student shall (1) demonstrate mastery of the academic standards enumerated in Chapter 4, Section 4.24, (2) must satisfactorily complete a graduation project and (3) meet proficiency on the Keystone Exams in Algebra I, Biology, Literature, Civics, and English Composition. Students must pass the Keystone Exam or a state developed Keystone project in order to graduate from the ESASD.

Academic Standards

Students must successfully demonstrate proficiency in knowledge and application of planned courses that adhere to the Chapter 4 regulations. In addition, each student must have attained the required number of credits to graduate.

To qualify for a diploma from East Stroudsburg Area High Schools, all grade 12 students must accumulate a minimum of 28.0 credits. Course requirements are described below. Students must complete the following minimum subject requirements:

- 4.0 English
- 4.0 Mathematics
- 4.0 Science*
- 4.0 Social Studies*
- 1.0 Physical Education
- .75 Health
- .25 Drivers Education
- 2.0 Humanities
- 1.0 Computer Literacy
- .5 Family & Consumer Science approved course
- 6.5 Elective
- 28.0 Total Credits**

**Monroe Career & Technical Institute (MCTI) students involved in select career pathways may be subject to other requirements*

Attention All College Bound Athletes!

Please see NCAA academic requirements to be eligible to participate in college athletics found on page 8 and/or at: eligibilitycenter.org

***Please note: Currently the Graduation Requirements are under review in order to meet the requirements of Chapter 4, Keystone exams and Keystone remediation. Therefore, this may result in the revision of the total number of credits needed to graduate. The school district reserves the right to make the necessary credit adjustments based on the final approval to Chapter 4: Academic Standards and Assessment and district needs.**

Nonbinding Note

This booklet describes all courses contained in the East Stroudsburg High School-North/South program of studies; however, not all courses may be offered during one school term.

The school district reserves the right to cancel or postpone courses for which insufficient enrollment, lack of physical facilities, or availability of teaching personnel necessitates such action.

Academic Proficiency & Graduation Requirements

Students must successfully master the content embedded in the high school (9-12) planned courses which are incorporated from the Chapter 4 academic standards.

Content mastery and performance of the academic standards shall be deemed successful when a student can demonstrate achievement of the academic standards at the 65% level or better. These criteria will be developed as the planned courses are reviewed in conjunction with the established curriculum review cycle.

Satisfactory completion of an IEP shall also constitute mastery of student performance outcomes for special needs students.

The Commonwealth of Pennsylvania and the East Stroudsburg Area School District share responsibility for establishing academic standards, programs, and assessments that provide for each student's academic success. ***Each student is responsible for attaining the knowledge and skills necessary to become a creative and productive citizen.***

The East Stroudsburg Area School District Board of Education requires all students to demonstrate proficiency in the Pennsylvania System of School Assessment (PSSA) tests for mathematics and reading in order to qualify for a high school diploma. **Each student will be accountable** for demonstrating academic proficiency in **one** of the following ways.

- A score of proficient or better on the PSSA Math and Reading Assessments in grade 11.
- A score of proficient or better on the PSSA senior year make-up tests in Math and Reading.
- Demonstrate proficiency on the assessments, which are part of an individual test prep plan. All students who are not proficient on the PSSA Math and Reading tests must participate in a **mandatory** school district test prep program.

One of the following assessment strategies may also be used to demonstrate the proficiency requirement necessary to qualify for a high school diploma:

- Passing grade on the National Occupational Competency Testing Institute (NOCTI) (applicable components of the assessment) or other MCTI approved assessment which demonstrate competency in the vocational-technical student's chosen career pathway.
- Successful completion of academic Individualized Education Program (IEP) goals and objectives by students with disabilities.
- Proficiency demonstrated on other standardized tests or school district assessments comparable with the PSSA assessment) as approved by the superintendent.

Measures of Academic Progress

Measures of Academic Progress (MAP)

Criteria for Student Placement in core classes

The following criteria applies to the current 8th-11th grade students.

MAP scores

- These scores will assist the teachers in determining the level of course placement.

Teacher Recommendation:

- The teacher may move a student up one level of rigor based on course grades, work ethic, and personal attitude. This recommendation must be in writing.
- A teacher may move a student down to an Applied/Basic level if the MAP score supports this change. This recommendation must be in writing.
- A teacher may move a student from Honors/Advanced to CP/Proficient if the course grade is a "D" or "F", accompanied by poor work ethic and/or poor student attitude. This recommendation should be supported by the MAP score.

Verification of recommended core courses will be sent home after all course

selection sessions are finished. At that time parents will have the opportunity to override the recommendation of the teacher for core subject courses **only** by appointment with the counselor and by signing a waiver. The waiver indicates that the course change is made without the recommendation of school personnel.

Students will select their elective classes after careful review of those available for their grade level. Alternative electives must also be selected. The Master Schedule will be generated by student course requests.

For underclassmen no changes will be made for elective courses after the student’s course selection session is completed. For seniors minor changes may be made on a limited basis through a written appeal to the counselor and administrator.

The student will receive his/her actual schedule for the first time in August prior to the beginning of the school year.

Within nine (9) days of the beginning of each semester, a core subject teacher may initiate a level change if it is determined that the course is too difficult or too easy for the student. This level change is initiated by the teacher, approved by the parent and processed through the guidance department. The course change will be made contingent upon course and seat availability.

Graduation Project

Students must successfully complete a student project in a career related area during the junior year of high school. The project shall incorporate the following guidelines:

- The student may choose his/her career related project theme with the approval of the teacher/advisor and shall be guided throughout the effort by a teacher/advisor.
- The student must demonstrate through the project the ability to apply, analyze, synthesize and evaluate information.
- Upon completion of the project, the student will present to an appropriate audience as approved by the teacher/advisor. The presentation shall be interactive in that the audience may ask questions of the student.
- The teacher/advisor shall determine proficiency of the project using a grading rubric

Family & Consumer Science Graduation Requirement

Each graduating senior must meet the Family and Consumer Science competencies taught through the Independent Living (formerly Adult Issues) curriculum or embedded in the following courses:

- Any Family and Consumer Science Course to include:
- Independent Living (formerly Adult Issues)
 - Everyday Living
 - Fashion/Clothing Construction
 - Bon Appetite
 - Child Development I
 - Child Development II
 - Interior Design and Housing
 - Creative Crafts
 - Accounting
 - Career Skills
 - Consumer Math
 - Independent Study (approval required)
 - Introduction to Business
 - Personal Finance
 - Sports Nutrition
 - Professional Development Program (MCTI only)
 - Sports and Entertainment Marketing
 - Sports and Entertainment Management
 - Small Business Management and Entrepreneurship
 - Fashion/Retail Marketing
 - Fashion/Retail Management

Humanities Graduation Requirement

Courses taught by the following departments count toward fulfilling the 2.0 humanities credits required for graduation except as noted. See course description for credit details.

Art Department

All courses

Business Education

- Everyday Law
- Fashion/Retail Marketing
- Fashion/Retail Management
- Introduction to Business
- Personal Finance
- Small Business Management and Entrepreneurship Honors
- Sports and Entertainment Marketing
- Sports and Entertainment Management

Music Department

All courses

Family & Consumer Sciences Department

All courses

Foreign Language Department

All courses

Technology Department

All courses

English Department

Electives

Social Studies Department

Electives

Computer Literacy Graduation Requirement

The following courses are approved to count toward fulfilling the 1.0 Computer Literacy credit required for graduation. See course description for credit details.

Business Education Department

- Career Skills
 - Introduction to Business
 - Keyboarding I
 - Keyboarding II
 - College Notetaking
 - Computer Applications I, II, III
 - Accounting I, II, III, IV
 - Fashion Marketing
 - Fashion Management
 - Interactive Virtual Media, Honors
 - Sports/Entertainment Marketing
 - Sports/Entertainment Management
 - Microsoft Office Suite I, II
 - MS Word
 - MS Access
 - MS Excel
 - MS Power Point
 - MS Desktop Publishing
 - Multimedia
 - Web Design
- ### English Department
- Newspaper
 - Yearbook
 - TV/Video Production I, II
 - Studio Broadcasting
 - Honors Seminar

Math Department
Computer Methods and Programming
Multimedia
Honors Multimedia
Honors Multimedia II
Web Design
Honors Web Design
Technology Department
Introduction to Technology
Architectural Drawing I, II, III, IV
Engineering Drawing I, II
Graphics Technology I, II, III
Electronics I, II, III, IV
TV/Video Production I, II
Wood Technology I, II, III
Intro to CAD
Vocal Music Department
Honors Music Technology & Theory
Other
Classrooms for the Future

Class Rank

Students are ranked on a basis of a 4.0 scale. They receive a 4.0 for an “A”, 3.0 for a “B”, 2.0 for a “C”, 1.0 for a “D”, and 0.0 for an “F”. Courses are weighted with the following multipliers:

Advanced Placement	1.5
Honors	1.375
College Preparatory	1.25
Applied	1.0

Each percentage point earned within the grading scale increases the quality point value awarded.

South
The maximum number of credits calculated into a student’s GPA at ESHS-South may not exceed 8.1 credits during any given year.

Transfer students receive the credits earned at their previous school, but the courses carry no weight. Therefore, their rank and GPA are determined solely by their performance at E.S.H.S.-South. Transfer students are eligible for the awards of valedictorian and salutatorian only after they have earned 12.1 credits at E.S.H.S.-South.

North
The maximum number of credits calculated into a student’s GPA at ESHS-North may not exceed 8.35 credits during any given year.

Transfer students receive the credits earned at their previous school, but the courses carry no weight. Therefore, their rank and GPA are determined solely by their performance at E.S.H.S.-North. Transfer students are eligible for the awards of valedictorian and salutatorian only after they have earned 12.35 credits at E.S.H.S.-North.

Other Academic Policies

COURSE SEQUENCE

No student may enroll in the next grade level of courses unless he/she has passed the current grade level class. The only exceptions to this will be during the fourth year of high school, wherein seniors, with the principal’s approval, may take two (2) different grade levels to meet graduation requirements, or as per a student’s IEP or GIEP.

DROP-ADD POLICY

The dropping and adding of courses occurs on a limited basis. A parent/guardian may request a change in course level in a core subject by making an appointment with the student’s guidance counselor and signing a waiver of responsibility if such a change is not recommended by the school. In this case, the recommended course is “dropped” and the student/parent-requested course is “added” based on seat availability during the first nine (9) days of the semester.

Seniors will be given priority regarding available seats for desired courses when making changes to their schedule. Changes in a schedule shall be accomplished through a written request to the student’s counselor and must receive the approval of the building administrator. Students may not be permitted to drop or add elective classes after scheduling process has been completed.

When a student drops a core course within the first nine (9) days of the semester, that course will not appear on the student’s transcript. After nine (9) days, the student will receive a “W” (if no grades had yet been recorded), a “WP” (if the student had been passing the course at the time of withdrawal), or a “WF” (if the student had been failing the course at the time of withdrawal). After the first progress report has been issued (approximately 23 days into the semester), parent initiated dropping of a class is no longer an option.

All students in grades 9 and 10 are expected to carry a minimum of 7.5 credits in addition to Heath and Physical Education. Students in grades 11 and 12 are advised to carry a minimum of five (5) full credits in addition to Health and Physical Education. Failure to maintain the minimum credit requirement may result in the student being ineligible for academic awards and the Honors Reception.

PROMOTION POLICY

The issuance of a graduation diploma is contingent upon the satisfactory completion of credits as outlined by the Pennsylvania Department of Education and the East Stroudsburg Area School District Board of Education. The promotion from grade to grade is contingent upon the student completing enough credits in each grade to be on target for graduation at the completion of one year in grade 12. The credit totals listed below are to include all those credits earned in all courses. Any required course(s) failed and not made up through summer school must be repeated the following school year before the next grade level of instruction is taken. Note: Students are eligible to attend summer school if they have a 55% or higher for final averages.

The minimum credit requirements listed below are necessary to be considered a member of the class indicated.

Class Credits	
Grade 10	6.0
Grade 11	12.0
Grade 12	20.0

GRADING POLICY

The following information pertains to numerical grading.

1. All courses will use a numerical system of grading.
2. Any grade average below 65.0% will be considered a failing grade.
3. Any student who is absent on the day of a final exam must produce a doctor’s excuse for the absence. Otherwise, a grade of one (“1”) will be recorded for the exam.
4. The final course grade consists of the grade earned by the student and the final exam, with the final exam, if required, being worth 1/9 of the grade.
5. A student may receive a notation of “I” on his/her report card indicating that required work was not submitted. A student has one (1) school day for each day of absence to make up incomplete work, except in extenuating circumstances.
6. Alphabetic and numeric grade equivalents are listed below for grades 9 - 12:

Grading Scale	
90-100	Superior (A)
80-89	Above Average (B)
70-79	Average (C)
65-69	Below Average (D)
<65	Failing (F)
Other	
I=Incomplete	
O=Outstanding	
S=Satisfactory	
U=Unsatisfactory	
W=Withdraw	
WP=Withdraw Passing	
WF=Withdraw Failing	
M=Medical Excuse	

IT=Insufficient Time
CD=Credit Denial
LO=Listening Only

Failed courses in the fall semester are not rescheduled for the spring unless approved by the building principal or his/her designee. However, a student may make up the credit by “doubling up” on required courses the following year or by attending summer school.

HONOR ROLL

- The following criteria shall be used in determining eligibility for the school honor rolls:
1. “High Honors”—A student attains high honors by having a marking period average of 92% or better with no grade lower than 80% in any subject as well as no “U,” “I,” or “WF.”
 2. “Honors”—A student attains honors by having a marking period average of 86% or better with no grade lower than 80% in any subject as well as no “U,” “I,” or “WF.”
 3. Determination of academic honor standing will be made by the guidance department and administration at the end of each marking period. Honor standing will be noted on the student’s report card. All subjects (except Driver’s Training) are calculated in the average for the honorroll determination.
- Averages will be re-calculated once an “I” is made up and a new grade is assigned.

**HONORS RECEPTION/AWARDS BANQUET
GENERAL CRITERIA**

1. Awards will be based on the first three marking periods of this school year. This is a current academic school year class rank, not the cumulative class rank as seen on the student report card.
2. Students must have all three marking period grades earned from approved work done at or through an East Stroudsburg Area School District high school.
3. Department awards will be determined by comparing students from the First Semester with those taking the same course in the Second Semester based on their overall performance (percentages, grades, and other criteria) during the first nine weeks of the semester.
4. Students who attempt to complete two years in one will compete with the graduating class in which they are enrolled.
5. Approved work taken by a student during the summer, for whatever reason and by whatever method, will be counted as being taken in the prior school year.
6. Students must carry a minimum number of 7.5 credits on campus for each of the three marking periods (5.5 for seniors).
7. Homebound instruction, career & technical instruction are counted in the overall average. However, satellite credits and other work taken off campus may not be counted in the overall average.

**NATIONAL HONOR SOCIETY
CRITERIA**

- All members of the National Honor Society (NHS) are selected for membership by the faculty. Seniors are eligible to apply for membership at the end of the first marking period of the school year. Juniors are eligible to apply for membership at the end of the second marking period for the school year. All successful candidates must satisfy the following criteria:
1. Scholarship - A cumulative weighted grade point average of 4.0 or better at the end of the marking period that a student first becomes eligible.
 2. Leadership - Participation in two or more full time in-school and/or out-of-school activities in the prior two school years. A full time activity is defined as one that meets daily during a season or regularly throughout the school year. Out-of-school activities should be consistent with the NHS criteria of service,”----volunteers dependable and well-organized assistance -participates in church groups; scouting; services for the aged, poor, or disadvantaged.”
 3. Character - This is probably the most difficult criterion for membership to define. Generally, the student who possesses worthy character:
 - Takes criticism willingly and accepts recommendations graciously.
 - Exemplifies constantly desirable qualities of personality (cheerfulness, friendliness, poise, stability.)
 - Upholds principles of morality and ethics.
 - Cooperates by complying with school regulations concerning property, programs, office, halls, etc.

- Demonstrates the highest standards of honesty and reliability.
 - Shows courtesy, concern, and respect for others.
 - Observes instructions and rules, punctuality, and faithfulness both inside and outside the classroom.
 - Has powers of concentration and sustained attention as shown by perseverance and application to studies.
 - Manifests truthfulness in acknowledging obedience to rules, avoiding cheating in written work, and showing unwillingness to profit by the mistakes of others.
 - Takes an active role to rid the school of bad influences or environment.
4. Responsibilities - If selected for membership, the NHS student must maintain the same standards of scholarship, leadership, service, and character. NHS members are expected to attend meetings regularly and participate in the NHS Tutoring Program. In addition, each member is expected to participate in an individual or group project that benefits the school or community.
 5. Dismissal - Students may be dismissed from the National Honor Society if they fail to maintain the standards in any of the criteria listed above. Violations of the Code of Conduct, NHS rules of conduct, and the law are inconsistent with membership in the National Society Honor Society and could result in dismissal.

HOMEWORK

In addition to regular class work, outside assignments are an essential ingredient in most courses. All students are hereby notified that homework completion is one of their obligations to meet the minimum requirements for successful completion of a course.

Generally, when a teacher assigns homework, he/she is looking to:

- Promote good study habits;
- Develop a sense of responsibility and independence;
- Help the student master a skill;
- Enhance and stimulate the student’s creativity;
- Encourage the student to learn new concepts;
- Make sure the student understands what has been taught;
- Inform parents/guardians of what their sons/daughters are learning in the classroom;
- Provide practice and reinforcement of skills;
- Broaden areas of interest through enrichment; and/or
- Encourage parent/guardian and child interaction.

To meet these objectives, the student, the parent(s)/guardian(s), and the school must look upon homework as important and necessary. Cooperation and communication between the home and school are essential if homework assignments are to make a significant contribution to your child’s education. The time you share with your child on these assignments will be beneficial to you both.

Upon the day of return from an absence, students are responsible to check with their teachers for work missed.

When a student is absent or expecting to be absent from school for any extended period of time due to illness, parent(s)/guardian(s) should contact the school for homework assignments. At least twenty-four hours’ notice is necessary to process requests. The student/parent/guardian is responsible for making arrangements to pick up the homework at the school’s Main Office. Please see Board Policy No. 130 for more information.

REPORT CARDS/INTERIM PROGRESS REPORTS

Each semester, all students will receive an interim progress report in addition to a report card. Interim progress reports and report cards are usually mailed to parents/guardians approximately seven (7) school days after the close of each report period. Refer to school calendar for specific dates for end of marking period. School closings may have an impact on end of marking period dates.

Type of Report	Close of Report Period
Progress Report	23rd day
Progress Report	67th day
Progress Report	112th day
Progress Report	157th day

If you do not receive a report, please call the Guidance Office. A new report will be mailed to you or you may be asked to pick up the report at the school. The interim reports contain information regarding students who may be failing or in danger of failing, as well as those students who have improved their work or maintained appropriate progress.

INCOMPLETE COURSE REQUIREMENTS

Students whose required work for any marking period is not complete when due may be given an incomplete (“I”) on their report card.

Students receiving grades with the notation of incomplete “I” will be given a specified deadline to complete the work, not to exceed five school days, except in extenuating circumstances. Any extenuating circumstances must be presented to the school principal for approval.

FINAL EXAMS

Students who for any reason have not taken a scheduled final examination shall, upon submitting a doctor’s excuse, receive an exam grade of incomplete “I”. Any other extenuating circumstance must be presented in writing to the school principal for approval. Any student who misses a final exam must make arrangements to take it within five school days from the end of the semester. Students who cannot furnish a doctor’s excuse or do not obtain the principal’s approval shall receive a grade of zero “0”.

STANDARDIZED/NORMED TESTING

Standardized test scores are one source of information used to assess student academic achievement and progress. Teachers, counselors, and administrators use standardized and/or normed test scores and information, as well as a variety of other curriculum-based assessment information, to assess the student’s educational program. Board Policy No. 213, “Assessment of Student Progress”, can be obtained from your child’s school office.

The following standardized/normed tests are administered to students as part of the school district program:

Grades 9

Test: NWEA (Northwest Evaluation Association)

Purpose: To assess student progress in mathematics and reading.

Grades 9, 10, 11

Test: Classroom Diagnostic Tools

Purpose: To assess student progress in mathematics, reading and science.

Various Grades:

Test: Keystone Exam

Purpose: End of course exam

DISSECTION POLICY

The science department has a dissection policy that encourages students to participate in dissection activities. However, for students who do not wish to participate in dissection, alternatives are available upon the written request of the parent/guardian. See the science teacher at the beginning of the course to discuss any concerns.

INDEPENDENT STUDY

Any independent study must be student-initiated, and the approval of the applicable faculty member, the department chairperson, the guidance counselor and the principal must be obtained. The student works under the direction of the faculty member and pursues an approved topic or project through a well-planned outline. The work required for one credit in independent study is equal to or greater than the required one credit in another major academic subject. Independent study may be taken for a maximum of one credit and may be taken with a maximum of five other majors. For more information, please see Board Policy No. 118. The parameters set forth in this section or in Policy No. 118 shall not be applied to on-line courses taken in accordance with Board Policy No. 118.1.

STUDENT TRANSCRIPTS (As Applied to Grades 9 through 12)

The student transcript is the permanent record that documents each student’s grades and credits. It includes selected demographic information, yearly attendance, cumulative grade point average, class rank, extra-curricular activities

participation, and standardized test scores from tests such as the PSSA. Parent/Guardian permission must be secured for the school to release an official transcript to other institutions. An official transcript that is printed on bonded paper with the school seal and the signature of a certified school official must be sent directly from our school to another educational institution.

SENIOR WORK RELEASE (12th GRADE ONLY)

Senior work release is designed to help students develop attitudes and skills necessary for satisfactory adjustment to adult life. This program is not for academic credit and is available only to twelfth grade students with parental permission.

Senior work release is an off campus experience for students who have fulfilled their educational requirements in only a portion of the school day. Students who wish to participate in the senior work release must make an appointment with their counselor during the month of May and must obtain the approval of the school principal.

In order to qualify for work release, students must satisfy one of the following:

1. Be enrolled in a community college, technical school or college course.
2. Be assigned to a career shadowing or internship experience.
3. Be engaged in a school approved work study program.
4. Be employed in a part-time position after school.
5. Be assigned as a volunteer tutor in a school district elementary setting

Special permission for early dismissal/late arrival will be granted **ONLY** under the following conditions for those students in grades 12:

1. The student is employed on a regular basis and this employment is necessary to the economic condition of the family or special needs.
2. All academic and extracurricular requirements for the day or days in question have been fully met. In this regard, students are required to fulfill **ALL** school requirements including attendance at assembly programs which are considered a part of the educational program.
3. The following steps must be taken prior to granting approval:
 - A signed letter from the employer must be submitted to the school which specifies the student is regularly employed and working papers must be completed.
 - A definite statement by the parent that it is understood that the student employee must meet all school requirements prior to the dismissal. This statement must be in writing and dated.
4. Students, parents/guardians, employers, etc., must understand that the privilege of work release waiver will be revoked immediately if there are any violations of the stipulated agreement or if the student fails to maintain satisfactory academic grades or if the student is under disciplinary correction.

Students must sign out or in each day on the provided form in the school office. **ANY STUDENT SIGNING OUT MUST LEAVE THE SCHOOL GROUNDS IMMEDIATELY.**

Any senior work release student who is assigned an internal suspension (ISS) will be required to remain in school the entire day.

SENIOR RELEASE PROGRAM

A senior student is eligible for early release only if he/she has a senior year schedule that will complete all graduation requirements and if the parent/guardian gives permission for the student to be released early from school. Transportation must be provided by the family or student in order for the student to be released from school. Senior release begins only after Block 3. If there is a school delay, the student must remain until Block 3 ends. If it is decided that it is better for the student to remain in school, upon parent request with administrative approval, or with administrative approval, an area will be provided to which the student must report. Seniors are not to remain on school property once they are excused. They must leave the building within five (5) minutes after their last class, unless they have received specific permission to remain from a teacher or administrator. This privilege may be revoked under any of the following circumstances:

1. Failure in any subject on a report card.
2. Chronic tardiness for school and/or class.

- 3. Chronic disciplinary infractions.
- 4. Failure to leave school property within five (5) minutes after the student's last scheduled class without prior administrative approval.
- 5. Infraction of a school rule or regulation.
- 6. Transporting other students from school without prior administrative approval.
- 7. Must have senior proficiency requirements (Math Edge 12, Reading Edge 12 or Study Island) complete.

*** PLEASE NOTE: A STICKER WILL BE PROVIDED TO SENIORS WHO ARE ELIGIBLE FOR EARLY RELEASE AND MUST BE PLACED ON THE STUDENT ID CARD. STUDENTS MUST CARRY THIS CARD WITH THEM AT ALL TIMES AND BE PREPARED TO SHOW IT WHEN ASKED FOR IDENTIFICATION.

NCAA Scheduling Instructions

Students interested in pursuing college athletics MUST follow the procedures detailed on the NCAA web site. Below you will find general guidelines.

Divisions I and II Initial-Eligibility Requirements

Core Courses

- NCAA Division I requires 16 core courses. NCAA Division II currently requires 14 core courses.
 - Division II will require 16 core courses for students enrolling on or after August 1, 2013. See the charts below.
 - NCAA Division I will require 10 core courses to be completed prior to the seventh semester (seven of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements below). These 10 courses become "locked in" at the seventh semester and cannot be retaken for grade improvement.
- Beginning August 1, 2016, it will be possible for a Division I college-bound student-athlete to still receive athletics aid and the ability to practice with the team if he or she fails to meet the 10 course requirement, but would not be able to compete.*

Test Scores

- Division II requires a minimum SAT score of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a sum of the following four sections: English, mathematics, reading and science.
- **When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.**

Grade-Point Average

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

NCAA Eligibility

Students interested in pursuing college athletics are encouraged to see the designated NCAA professional school counselor listed below.

North: Mr. Reichl

South: Mr. Kule

DIVISION I

16 Core Courses

- 4 years of CP or higher English.
- 3 years of mathematics (Algebra I or higher).
- 2 years of CP or higher natural/physical science (1 year of lab if offered by high school).
- 1 year of additional CP or higher English, mathematics or natural/physical science.
- 2 years of CP or higher social science.
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

DIVISION II

16 Core Courses

(2013 and After)

- 3 years of CP or higher English.
- 2 years of mathematics (Algebra I or higher).
- 2 years of CP natural/physical science (1 year of lab if offered by high school).
- 3 years of additional CP English, mathematics or natural/physical science.
- 2 years of CP social science.
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

Scheduling Instructions

Scheduling Instructions

Instructions regarding course selections will be given to all students by counselors in group sessions or via homeroom. Students who need individual help are urged to see their counselors for an appointment. Students are encouraged to select a full academic schedule consisting of eight blocks. (Four blocks in the fall, four block in the spring)

- Each year English, science, mathematics, social studies, and health and physical education courses must be scheduled.
- Students should select an adequate number of electives to complete the academic schedule.
- All students are encouraged to come to the scheduling session having read the Program of Studies and prepared to schedule their courses. Parents and students are urged to give serious consideration to program planning for the following year based on their college and career goals.

Students will be recommended for their core subject classes based on the academic level recommended by their current teacher. Eighth grade teachers will base their recommendations on 8th grade PSSA scores, district assessments, and classroom performance. Recommendations for upperclassmen will be made based on PSSA scores, district assessments, and classroom performance in addition to criteria established for each course in the Program of Studies.

Special Scheduling Instructions Grade 9

South

Required courses in ninth grade consist of Physical Education, Health, General Science, World Civilization, English, and Mathematics.

The student will be recommended by his/her current year teacher to the level of instruction for core classes. Introduction to Business and/or a foreign language must be selected as an elective. An additional 2.5 or 3.5 elective credits must be selected to create a full schedule. Students who have successfully completed the first year of a foreign language in grade eight (C or better) are encouraged to select the second level of that language.

Elective courses available for ninth grade students are listed under the department heading in the course description section of the booklet. Ninth grade students **must** select a full schedule. Students are to consult with their parents regarding their selections, make their choices and bring their selection sheet to their assigned course selection session.

North

Required courses in ninth grade consist of Physical Education, Health, General Science, World Civilization, English, and Mathematics.

The student will be recommended by his/her current year teacher to the level of instruction for core classes. All students will be assigned Introduction to Technology, computer applications, and Fine Arts I. An additional 2.0 or elective credits must be selected to create a full schedule. Students who have successfully completed the first year of a foreign language in grade eight (C or better) are encouraged to select the second level of that language. Elective courses available for ninth grade students are listed under the department heading in the course description section of the booklet. Ninth grade students **must** select a full schedule. Students are to consult with their parents regarding their selections, make their choices and return their selection sheet to their Homeroom teacher.

All Freshmen are required to take a full schedule. Students needing preparation for Keystone testing based on their Keystone test scores may be scheduled into test prep classes, earning credit towards graduation. Keystone test prep class(es) may be scheduled in place of electives.

COURSE PLACEMENT CRITERIA FOR GRADE 9

Honors Level Placement Criteria

Criteria #1:

Grade 8 students recommended for an Honors level course in Grade 9 must currently be assigned to a grade 8 section designated as section one on the team.

Criteria #2:

Grade 8 students must have maintained a cumulative grade average of 85% or higher in the subject area being considered for an Honors level course in grade 9.

Criteria #3:

The student's grade 8 teacher(s) must recommend the assignment of the student to an Honors level course in grade 9.

Criteria #4:

Students must demonstrate a proficient or advanced level of performance on the PSSA Reading and/or Mathematics assessments.

College Preparatory Level Placement Criteria

Criteria #1:

Grade 8 students recommended for a College Preparatory level course in grade 9 must currently be assigned to a grade 8 section composed of students ranked as two/three.

Criteria #2:

Grade 8 students must have maintained a cumulative grade average of 85% or higher in the subject area being considered for a College Preparatory level course in grade 9.

Criteria #3:

The student's grade 8 teacher(s) must recommend the assignment of the student to a College Preparatory level course in grade 9.

Criteria #4:

Students must demonstrate proficiency on the PSSA Reading and/or Mathematics assessments. Students performing in the basic range on the PSSA may be considered for assignment to a College Preparatory level course if all other criteria indicate the potential for the student to be successful in the College Preparatory level course.

Note: A student requesting consideration for placement in a higher level track in the subsequent year must maintain a cumulative average of 90% or higher in the subject area, as well as receive the recommendation of the current teacher.

Special Scheduling Instructions Grade 10

Required courses in tenth grade consist of English, mathematics, Civics, biology, health and physical education. Sophomores **must** select a full schedule. In addition to the core classes listed above, 3.5 credits of elective classes are needed to fill the schedule. Students who are interested in attending the Monroe Career and Technical Institute **must** complete an application form available in the Guidance Office.

Students needing preparation for Keystone testing based on their Keystone test scores may be scheduled into test prep classes, earning credit towards graduation. Keystone test prep class(es) may be scheduled in place of electives.

Special Scheduling Instructions Grade 11

Required courses in eleventh grade include English, mathematics, American History I, science, driver's education, and physical education. Driver training, which is behind the wheel experience, may be scheduled for all juniors who have their driver's permit. All juniors **must** select two electives; however, they may select three.

Students needing preparation for Keystone testing based on their Keystone

test scores may be scheduled into a test prep classes, earning credit towards graduation. Keystone test prep class(es) may be scheduled in place of electives.

Special Scheduling Instructions Grade 12

Required courses in twelfth grade include English, American History II, mathematics, science, and health and physical education. Seniors must carry and maintain passing grades in a minimum of five (5) full credit courses in addition to health and physical education in order to be considered for senior work release and/or any academic awards given by East Stroudsburg Area School District. *The academic awards include, but are not limited to valedictorian, salutatorian, honors reception, any award associated with the Academic Awards Program, class rank awards, and/or individual subject awards.*

Students needing preparation for Keystone testing based on their Keystone test scores may be scheduled into a test prep classes, earning credit towards graduation. Keystone test prep class(es) may be scheduled in place of electives.

Special Scheduling Instructions

Failed Courses

Failed courses in the fall semester are not rescheduled for the spring unless approved by the building principal or his or her designee. However, a student may make up the credit by “doubling up” on required courses the following year, or by attending summer school. Seniors may have the option of credit recovery for core academic courses with the approval of the building principal.

COLLEGE COURSES FOR CREDIT

Any student who wishes to use a college course for credit must receive the prior approval of his/her counselor, department chairperson of the subject under consideration, and the principal. Application forms are available in the Guidance Office.

There are three restrictions concerning college courses for credit:

1. A student may not use a college course to substitute for a required course without prior approval of the administration. Such approval will be granted only in unique and/or extenuating circumstances.
2. A college course is not considered an honors level course.
3. A college course will not count toward class rank, G.P.A. or honor roll

Advanced or Honors Courses

Recommendations for students into AP or honors courses is based on past performance in that subject, objective test measures, teachers' evaluation of students' work in the subject areas, student interest, and the results of standardized examinations. Prerequisites for AP and Honors courses can be found in the course description section of this booklet.

Correspondence Study/Virtual Credit Recovery Program

(Applied to Grades 9 – 12)

Correspondence courses, completed by the student at his/her own expense, may be used, with prior approval of the school principal, to earn graduation credit. The school principal will, after consulting with the student's guidance counselor, determine whether approval of correspondence courses will be granted. The principal will consider the student's individual achievement record, the appropriateness of the course offering, and other relevant circumstances. For more information, see Board Policy No. 118.

Only three credits can be earned via correspondence study and/or virtual credit recovery during a students' high school career.

Homebound Instruction

Homebound instruction is available for students who are unable to attend school due to a certified physical or emotional handicap. Homebound instruction

must be approved by the superintendent or his/her designee. The homebound instruction request form (available in the Guidance Office) must be completed by the parent and submitted prior to the commencement of homebound instruction. This form includes a physician's statement, which provides a diagnosis and description of the disability and a recommendation by the physician for homebound instruction. Upon renewal, if warranted a discussion with the student's counselor is to take place to determine the possible need for further accommodations. Other home instruction situations will be considered based on Policy #117 established by the East Stroudsburg Area School District Board of School Directors.

COURSE AUDIT

Students may choose to enroll in a course on an audit basis under the following conditions:

1. Space is available.
2. The grade for the course will be LO (Listening Only).
3. Audited courses cannot be used for credit toward graduation.
4. Permission of the parent/guardian, teacher, guidance counselor, and principal is required. The teacher will inform the guidance office.
5. Students enrolled for audit are expected to meet all course requirements.
6. Once enrolled as an audit, the course cannot be considered for credit or any grade other than LO or W (Withdrawn).
7. Students may be withdrawn from an audited course at the request of the teacher.

Special Education

Special education programs are available for those students who have been appropriately classified as being exceptional as defined by state and federal regulations and laws. Special education programming is comprised of a continuum of services that includes: supportive intervention in the regular classroom, itinerant program, resource program, part-time program, and full-time programs. Students are placed in a learning support, Life Skills, or an emotional support program depending upon their needs. Classes are operated by both the East Stroudsburg Area School District and the Colonial Intermediate Unit #20.

The special education program is designed to meet the needs of those students who have been appropriately classified by the multi-disciplinary team. The purpose of the program is to maintain, support, and strengthen students' personal, academic and, social abilities. The strengths and weaknesses of each student are diagnosed and an Individualized Education Program (IEP) is designed to meet the student's individual needs. Each student will function on his/her own ability level at his/her rate of learning. Special education programming will follow the required regular school curriculum, and/or the district or I.U. Special education curriculum in all areas of study. Emphasis is placed on learning and reinforcing basic skills. Special education programming may either support and reinforce the regular classroom, or may supplant particular subject areas depending upon the individual student's needs.

Monroe Career & Technical Institute (MCTI)

All students permitted to enroll in the Monroe Career and Technical Institute (MCTI) remain under the express jurisdiction of the East Stroudsburg Area School District and are therefore subject to all policies, rules, regulations and procedures thereof. This includes traveling to and from the MCTI. The means of transportation/vehicle and MCTI property, programs, and activities are considered an extension of the East Stroudsburg Area School District. The total MCTI program is an integral part of the East Stroudsburg Area School District's over all educational program.

SELECTION

The following criteria may be used to select students to attend the MCTI:

1. Academic achievement
2. School attendance
3. Attitude, behavior, and interest
4. Accuracy and neatness of a formal application

Students enrolled in the East Stroudsburg High Schools have the opportunity to attend Monroe Career & Technical Institute. Participation in the all day ninth grade comprehensive program requires a recommendation from the eighth grade Guidance Counselor. Students in grades ten through twelve are eligible to apply to the career or technical program of their choice. Program descriptions can be

found at the back of this Program of Studies.

The application process will usually include:

1. A presentation for all ninth graders by the Monroe Career & Technical Institute
2. A tour of the Monroe Career & Technical Institute for interested students.
3. A completed application returned to the High School Guidance Office with parental signature

NOTE:

Every effort will be made to place a student in their first choice program area, however, placement is not guaranteed and is competitive based on:

1. student grades
2. attendance history
3. the number of program openings which are determined on a program to program basis. Programs may have limited seats available due to a high demand from all attending Monroe County schools.

Students who attend Monroe Career & Technical Institute will select a program in which they spend two and one-half hours per day at the career & technical school for the entire school year. The counselor will schedule this half-day program. The remainder of the school day, a minimum, of two blocks, will be spent in the East Stroudsburg High School-North/South. Successful completion of a career and technical program earns student 4.0 credits per year. Additional courses taken fulfill both the required course and credit requirements necessary for graduation.

MCTI ATTENDANCE DURING SCHOOL DELAYS

In the event of a school delay, morning (AM) MCTI students will be notified by their home school of reporting procedures. These students will eat during the designated lunch period as identified by administration. The afternoon (PM) MCTI students will follow their regularly scheduled time and have lunch at the MCTI.

MCTI REMOVAL

Attending the MCTI is contingent upon a satisfactory academic, attendance, and/or disciplinary record at the home school or the MCTI.

MCTI TRANSPORTATION

All MCTI students are expected to ride the school buses between the East Stroudsburg Area Senior High Schools and the MCTI unless a driving permit is issued by the MCTI and/or East Stroudsburg Area Senior High Schools. Students may not ride as passengers in vehicles with students who have been issued permits without administrative permission. This is granted only when accompanied by a parental note for a legitimate purpose.

In order to enforce this policy, East Stroudsburg Area Senior High Schools administration reserves the right to:

1. Remove students from the MCTI for unauthorized driving or unauthorized carrying of passengers.
2. Remove students from the MCTI for being a passenger in a vehicle regardless if the driver has permission to drive or not.
3. Remove students from the MCTI for disciplinary actions on the bus.

The first offense may result in a one (1) day In-School Suspension. The second offense may result in a three (3) day In-School Suspension with loss of all driving privileges (both East Stroudsburg Area Senior High Schools and MCTI). A third offense may result in removal from the MCTI for the school year and loss of credit.

Students interested in pursuing career and technical education are encouraged to see the MCTI designated professional school counselor listed below.

North: Mrs. Dietz

South: Mrs. Nicosia

Career Clusters

East Stroudsburg Area School District has worked with the Intermediate Unit 20 and their partner school districts which include Monroe and Northampton Counties to create a career awareness model that provides improved educational and career planning tools and opportunities for all students.

The Career Pathways approach to course selection is not new to our school district, but with the addition of the Career Clusters, expands the scope of occupations associated with courses offered at our high schools. Career Clusters encourage students to explore a range of career options by focusing attention on broad areas rather than a specific occupation. Clusters demonstrate to students how skills, knowledge, and ideas can be transferred between occupations.

Career Clusters link what students learn in school with the knowledge and skills they need for success in college and careers.

Career Clusters were developed to relate occupations to broad industries. Within each cluster are several “pathways,” which provide a more focused category within the cluster. Some occupations will occur in more than one cluster or pathway.

In their simplest form, Career Clusters are groupings of occupations/career specialties used as an organizing tool for students to choose their elective courses. Occupations are grouped into the Career Clusters based on the fact that they require a set of common skills and knowledge for career success. This approach enhances the more traditional approach to career and technical education in which instruction may focus on one or two occupations and emphasize only specific occupational skills. Please note that Monroe Career & Technical Institute (MCTI) offers specific Career Pathways for those students who would like to focus their elective courses in order to meet a specific career objective.

ESASD Four Career Clusters:

- **Arts, Audio Visual Technology & Communications**
- **Business, Finance & Information Technology**
- **Health & Social Services**
- **Science, Technology, Engineering & Mathematics (STEM)**

Arts, Audio Visual Technology & Communications Career Cluster

Walk down this path if you love the arts -- whether it's performing or visual and the venue is a stage or a museum. Also check out these pathway focus areas if you enjoy designing web sites or want to develop new computer games, if you want to write for a newspaper or magazine or if you hope to find work as a television broadcaster.

Careers in this cluster involve designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

Are you interested in...	Can you...	Do you enjoy...
News reporting and writing	Sing	Writing
Interviewing and reviewing	Play an instrument	Making videos, drawing, writing stories
Multi-media productions	Act	Working with film props
Acting	Be creative	Seeking creative ideas
TV, Radio, Film, Video	Articulate clearly	Working with sound effects
Performing in a band, or chorus	Write and conduct interviews	Performing in front of a live audience
Communicating ideas	Meet deadlines	Work with computers
Attending concerts	Sell	

If you answered “yes” to most of these questions, you might consider a future in one of the sample occupations listed below.

CAREER CLUSTER FOCUS AREAS

Performing Arts (PA)

Visual Arts (VA)

Publishing Arts (PU)

Entry (OJT)	Technical/Skilled (1-3 years of post second-ary education required)	Professional Bachelors degree or higher
Model (PA) Stage Hand)PA) Stunt Performer (PA) Floral Designer (VA) Florist (VA) Photographer (VA) Projectionist (VA) Sound Technician (VA) Desktop Publisher (PU) Circulation (PU) Copy Person (PU) Newsroom Worker (PU) Announcer (PA) Dancer (PA) TV, Video & Motion Picture Operator (VA)	Actor (PA) Book Illustrator (VA) Choreographer (PA) Dancer (PA) Disc Jockey (PA) Musician (PA) Talent Agent (PA) Animator (VA) Artist (VA) Broadcast Technician (VA) Fashion Designer (VA) Jeweler (VA) Recording Engineer (VA) Video Manager (VA) Computer Graphic Artist (VA, PA) Desktop Publisher (PU) Multi-Media Artist	Art, Music, or Drama Teacher (PA) Art Therapist Cinematographer (PA) Composer (PA) Film Editor (PA) Music Critic (PA) News Broadcaster (PA) Curator (VA) Advertising Creator (VA) Art Director (VA) Industrial Designer (VA) Copy Writer (PU) News Writer (PU) Telecommunications (PU) Writer (PU) Interior Designer (PA) Editor (PA) Fashion Designer (VA) Textile Designer (VA) Urban Landscaper (VA) Medical Illustrator (VA) Language Translator (PA)

Elective courses to consider

Department	Course
Art	Drawing
	Fine Arts I, II, III
	Functional & Wearable Art
	Creative Crafts
	Ceramics
	Photography
	Digital Art & Photography
	Sculpture Studio and Advanced
	Advanced Drawing & Painting
	Advanced Photography
	Fine Arts IV
Business Education	Fashion/Retail Marketing
	Fashion/Retail Management
	MS Publisher, PowerPoint
	Interactive Virtual Media
	Keyboarding I, II, III
	Multimedia I, II
	Sports and Entertainment Marketing
	Web Design
English	Drama I and Drama II
	Journalism
	Public Speaking I, II
	Creative Writing I, II
	Newspaper Production (all levels)
	Yearbook Production (all levels)
	TV/Video Production I, II
	SAT Verbal Prep
	Studio Broadcasting
	Multicultural Diversity in Contemporary American Literature I, II
	Film Studies
	Gender Studies in Literature
	Honors Seminar
Foreign Language	Any Language (all levels)
Family & Consumer Science	Fashion Clothing Construction
	Fashion Technology & Merchandising
	Interior Design & Housing
	Creative Crafts
Vocal Music	Music Fundamental I & II
	Music Technology and Composition
	Concert Choir I & II
Instrumental Music	Jazz Lab
	Conducting & Analysis
	Concert Band I & II
Social Studies	Psychology
	Sociology
Technology	Architectural Drawing I, II, III, IV
	Wood Technology I, II, III
Monroe Career & Technical Institute	Graphic Communications

Business, Finance & Information Technology Career Cluster

Careers in this path are related to the business environment. These include entrepreneur, sales, marketing, computer/information systems, finance, accounting, personnel, economics, and management.

Are you interested in...	Can you...	Do you enjoy
A business environment Management Advertising Marketing & Sales Web Development Presentations to groups Legal issues Accounting Different work sites	Work easily with others Organize your time efficiently Work with statistics Use computers and other technology Pay attention to details Solve problems Work independently Show initiative Work on a team	Meeting with groups Making budgets Organizing a project Planning an event Working with technology Selling products and services Processing numbers & figures Preparing financial reports Following directions Learning new software programs

If you answered “yes” to most of these questions, you might consider a future in one of the sample occupations listed below.

CAREER CLUSTER FOCUS AREAS
Business Management (BM)
Finance (F)
Information Technology (IT)
Marketing & Sales (MS)

Entry (OJT)	Technical/Skilled (1-3 years post secondary education required)	Professional Bachelors degree or higher
Customer Service Representative (MS) Reservation/Travel Agent (MS) Telemarketer (MS) Bookkeeper (F) Cashier (F) Payroll Clerk (F) Title Searcher (F) Computer Operator (IT) Accounts Payable Office Manger (BM) Administrative Assistant (BM) Bank Teller (F) File Clerk (BM) Retail Sales Clerk (BM) School Secretary (BM) Advertising Sales Agent (MS)	Computer Salesperson (MS) Retail Buyer (MS) Tax Preparer (F) Claims Adjuster (F) Software Engineer (F) Computer Programmer (IT) Production Support Analyst (IT) Desktop Publisher (MS) Medical Secretary (BM) Real Estate Agent (BM & MS) Restaurant Manager (BM & MS) Sales Representative (BM & MS) Computer Support Specialist (IT)	Marketing Manager (MS) Certified Public Accountant (F) Economist (F) Financial Manager (F) e-Commerce Analyst (IT) Systems Engineer (IT) Systems Analyst (IT) Hospital Administrator (BM) Chief Executive Officer (BM) Manufacturing Sales Representative (BM & MS) Management Analyst (BM) International Business (BM) Business Education Teacher (BM) Human Resources Statistician (BM) Computer Security (IT)

Elective courses to consider

Department	Course
Business Education	Introduction to Business
	Keyboarding I, II, III
	Fashion/Retail Management
	Accounting I, II, III, IV
	Microsoft Office Suite I, II
	College Notetaking
	Interactive Virtual Media, Honors
	Sports & Entertainment Marketing
	Sports & Entertainment Management
	Fashion Marketing
	Everyday Law
	Microsoft Excel, Word, Access, PowerPoint
	Honors Small Business & Entrepreneurship
	Personal Finance
	Career Skills
English	Multimedia/Honors Multimedia
	Web Design
	Journalism (all levels)
	Public Speaking I, II
	Newspaper Production
	Yearbook Production
	TV/Video Production I, II
	Studio Broadcasting
	Honors Seminar
	SAT Verbal Prep
	All languages, all levels
	Fashion Tech & Merchandising
	Trigonometry
	Statistics
	Pre Calculus with Trig
Foreign Language	Honors Calculus
	AP Calculus AB/BC
	Fundamentals of Math
	Computer Methods & Programming
	Chemistry
	Physics
	AP US History I, II
	Current World Issues
	Sociology
	Graphics Technology I, II, III
	Studio Broadcasting
	Electricity/Electronics I
	Basic Electronics II
	Solid State Electronics III
	Electronics Communication IV
Monroe Career & Technical Institute	Computer Networking & Security
	Computer Programming

Health & Social Services Career Cluster

Walk down this path if you want to save people’s lives. Careers in this pathway deal with keeping people healthy and using technology to diagnose and treat health problems.

Occupations in this career pathway are related to the diagnosis and treatment of diseases, disorders and injuries, laboratory technology and therapy, as well as the promotion of health and treatment of disease. These include medical practice; research; laboratory technology; physical, occupational and speech therapies; disease prevention; biotechnology; alternative medicine; and veterinary science.

Are you interested in...	Can you..	School subjects that I like:
- Working with people - Owning your own business - Child Development - Gerontology - Family & Social Services - Food Preparation - Teaching - Counseling	- Organize - Plan and direct programs - Communicate well - Assume leadership - Work with a team - Use inter-personal skills - Be conscientious and dependable - Plan budgets	- Biological Sciences - Chemistry - Math - Occupational Health - Language Arts - History/Government

If you answered “yes” to most of these questions, you might consider a future in one of the sample occupations listed below.

CAREER CLUSTER FOCUS AREAS

Counseling, Personal Care (CPC)

Education (E)

Law, Public Safety and Government (LPG)

Hospitality and Tourism (HT)

Entry (OJT)	Technical/Skilled (1-3 years post second-ary education required)	Professional Bachelors degree or higher
Child Care Worker (CPC) Cosmetics Rep. (CPC) Dry Cleaning Operator (CPC) Home Health Aide (CPC) Library Assistant (E) Armed Services Career (LPG) Bailiff (LPG) Postal Services Worker (LPG) Security Guard (LPG) Utility Worker (LPG) Aerobics Instructor (HT) Waitress (HT) Teacher’s Assistant (E) Home Care Aide (CPC)	Barber (CPC) Cosmetologist (CPC) Fashion Designer (CPC) Manicurist (CPC) Massage Therapist (CPC) Mortician (CPC) Truck Driver (CPC) Teacher’s Aide (E) Armed Services (LPG) Crime Lab Tech. (LPG) Fire Fighter (HT) Meat Cutter (HT) Personal Trainer (CPC) Postmaster (LPG) Chef (HT) Baker (HT) Police (LPG) EMT (CPC)	Nursing (CPC) Marriage & Family (CPC) Therapist (CPC) Athletic Trainer (CPC) Medical Doctor (CPC) Principal (E) Teacher (E) City Manager LPG) Criminologist (LPG) FBI Agent (LPG) Lawyer (LPG) Parole Officer LPG) Mental Health Counselor (CPC) Park Ranger (LPG) Workforce Director (LPG) Athletic Agent (HT) Executive Chef (HT) Family Planner (HT) Food Services Mngt. Hotel Resort Mngt. Historical Site Guide (E) Museum Guide (E) Historical Journalist (E) Librarian or Archivist (E) Information Manager (E)

Department	Course
Business Education	Everyday Law
	Keyboarding (all levels)
	Fashion/Retail Marketing
English	Public Speaking I, II
	SAT Prep Verbal
	Honors Seminar
	Journalism
	Studio Broadcasting
	Newspaper
	Yearbook
Foreign Language	Spanish (all levels)
	French (all levels)
	German (all levels)
Physical Education & Health	Advanced Strength & Conditioning
Family & Consumer Science	Everyday Living
	Child Development I-III
	Independent Living
	Bon Appetite
Math	Algebra II
	Trigonometry
	Statistics
	Pre-Calculus w/Trigonometry
	Honors Calculus
	AP Calculus AB/BC
	Essential Mathematics
	Fundamentals of Math
	Consumer Math
	SAT Prep for math
	Elementary Cryptology
	Multimedia I, II
	Web Design
Science	Chemistry
	Anatomy & Physiology I & II
	AP Biology
	AP Chemistry
Social Studies	AP US Government
	Current World Issues
	Psychology
	Sociology
Monroe Career & Technical Institute	Cosmetology
	Culinary Arts
	Horticulture-Floriculture & Landscaping
	Hotel, Resort & Tourism Management
	Marketing
	Law Enforcement

Science, Technology, Engineering & Mathematics (STEM) Career Cluster

Walk down this career pathway if you never stop wondering how things work. If you're a detail-oriented person who loves to use technical and mechanical skills. The careers range from a carpenter and electrical engineer to a machinist and automotive service technician.

Careers in this path are related to technologies necessary to design, develop, install, and maintain physical systems. These include engineering, manufacturing, construction, service, and related technologies.

Are you interested in...	Can you...	School subjects that I like:
- Interpreting formulas - Finding the answers to questions - Working in a laboratory - Figuring out how things work and investigate new things - Exploring new technology - Experimenting to find the best way to do something - Interested in the way the universe works? - Learning how things work at a molecular level? - Gathering and interpreting data?	- Apply science and math to the real world - Read and understand directions - Solve problems of a complex nature - Understand directives and read maps - Organize reports - See a task through to completion - Methodical, self motivated, and work well independently? - Pay attention to details?	- Math - Science - Drafting/Computer Aided Design (CAD) - Electronics - Computer Networking - Technical classes Do you enjoy... - Working with your hands - Designing/working with projects, models, and prototypes - Working in a lab setting - Working on a team - Building with your hands - Operating tools and equipment - Paying close attention to detail

If you answered “yes” to most of these questions, you might consider a future in one of the sample occupations listed below.

CAREER CLUSTER FOCUS AREAS

Construction & Architecture (C)

Manufacturing (M)

Engineering & Engineering Technology (ET)

Transportation, Distribution and Logistics (TDL)

Entry (OJT)	Technical/Skilled (1-3 years post secondary education required)	Professional Bachelors degree or higher
Carpet Installer (C) Drywall Worker (C) Roofer (C) Machine Operator (M) Baggage Handler (TDL) Freight Handler (TDL) Laborer (C, M, TDL) Warehouse Worker Industrial Machine Mechanic (M)	Grader & Dozer Operator (C) Electric Technician (M) Metal Engineering Tech (M) Auto Mechanic (TDL) Auto Body Repair (TDL) Air Traffic Controller (TDL) Auto Body Repair (TDL) Bus Driver (TDL) Diesel Mechanic (TDL) Dispatch (TDL) Motorcycle Mechanic (TDL) Taxi Driver (TDL) Truck Driver (TDL) Truck Terminal Manager (TDL) Civil Engineering Tech. (ET) Robotics Technician (ET) CAD/CAM Tech (M & ET) Laser Technician (M & ET) Welder CNC Machine Tech (ET)	Aerospace Engineer (ET) Aircraft Pilot (ET & TDL) Architect (C) Biotechnologist (ET) Cartographer (ET) Chemical Engineer (ET) Civil Engineer (ET) Computer Network (ET) Engineer (ET) Industrial Engineer (ET) Mechanical Engineer (ET) Nanotechnology (ET) Astronaut (ET) Nuclear Engineer (ET) Petroleum Engineer (ET) NASA Scientist (ET) Transportation Engineer (ET & TDL) Purchasing Agent (M)
Apprenticeships		
Brick Mason (C) Carpenter (C) Electrician (C) HVAC /Plumber (C) Machinist (M) Diesel Mechanic (TDL)		

Science, Technology Engineering & Mathematics (STEM) Elective Courses to consider

Department	Course
Business Education	Microsoft Office Suite I, II
	Accounting I, II, III
	Microsoft Excel
	Microsoft Access
English	Public Speaking I, II
	SAT Prep Verbal
	Honors Seminar
Foreign Language	Any Language (all levels)
Physical Education & Health	Advanced Strength & Conditioning
Family & Consumer Science	Interior Design & Housing
Math	Trigonometry
	Statistics
	Pre-Calculus w/Trigonometry
	Honors Calculus
	AP Calculus AB/BC
	Computer Methods & Programing
	SAT Prep for math
Science	Chemistry
	Physics
	AP Chemistry
Social Studies	Current World Issues
Technology	Engineering Drawing I, II, III, IV
	Architectural Drawing I, II, III, IV
	Electricity/Electronics I
	Basic Electronics II
	Solid State Electronics III
	Electronic Communications IV
	Wood Technology I, II, III
	Wood Construction
	Mechanical Drawing
	Intro to CAD
	Basic House Wiring
	Energy, Power, & Transportation
Monroe Career & Technical Institute	Building Trades Maintenance
	Carpentry
	Electrical Technology
	Heating, Ventilation, Air Conditioning (HVAC)
	Masonry
	Plumbing
	Auto Collision Repair (Auto Body)
	Automotive Technology
	Diesel Technology
	Parts & Service Management
	Welding Technology
	Computerized Machine Tool Tech
	Electronics
	Drafting & Design

About our curriculum

Art is a diverse subject equal in importance to all academic subject areas. Students will be expected to complete homework/sketchbook assignments, in-class assignments, take quizzes and tests, participate in class discussions, develop displays and presentations, as well as, create works of art. The Art Department provides the following elective courses to encourage students' commitment to lifelong learning.

Studio Level I

Studio Level I is a comprehensive overview of the Elements of Art and Principles of Design. Students will explore a variety of techniques and concepts that serve as preliminary tools for other art classes. Available to all students in grades 9-12. Studio level I courses do not require additional art course prerequisites.

Drawing**Grades 9, 10, 11, 12****.5 credit**

The art of drawing is an act of uncanny coordination between the hand, the eye, and the mind. Each of these is subject to training and habit. Improvement in drawing simply lies in breaking bad habits, and replacing them with new and useful ones. In Drawing students learn to draw by observing the visual properties of forms and the spaces they occupy. Drawing students will create artwork using a wide variety of drawing mediums, such as graphite, pen and ink, pastels, etc., while exploring a vast array of subject matter. **Drawing students are required to complete a minimum of one homework/sketchbook assignment per week, in addition to any in-class assignments.**

Fine Arts I**Grades 9, 10, 11, 12****North .5 credit****South 1 credit**

Fine Arts I will introduce and expose the students to the Visual Elements of Design, which are the building blocks for all forms of Art. The students will participate in units based on drawing, painting, print making, multimedia and sculpture. Specific attention will be paid to composition and observational assignments. **Fine Arts I students are required to complete a minimum of one homework/sketchbook assignment per week, in addition to any in-class assignments.**

Functional & Wearable Art**Grades 9, 10, 11, 12****1 credit**

Fiber has a long and rich history as a medium for both fine and applied arts. Functional & Wearable Crafts explores the conventional and non-conventional uses of fiber in the past and present. Both two and three dimensional approaches will be explored through the techniques of coiling, fabric dyeing and embellishment, felt making, paper making, and weaving. Students will create usable crafts, such as, bags, baskets, scarves, rugs, etc. **Students are required to complete a minimum of one hour of sketching/research outside of class.**

Interior Design and Housing**.5 credit****Grades 10, 11, 12**

Students of Interior Design and Housing will examine the universal need for housing, including its social and economic factors. Technological and architectural contributions and limits will be researched. Housing choice and the individual nature of interior decorating will be explored interactively through project and cooperative learning. Practical application will be made in comparing the economic factors of housing choice and individual budget limits. Social and legal controls of housing will be introduced. Projects in design presentation and career research allow the student to prepare for informed decision making in the choice of advanced study in this area.

Creative Crafts**.5 Credit****Grades 9, 10, 11, 12**

Creative Crafts gives the student an opportunity to explore and experiment in personal applications of traditional American crafts. Projects will be linked to rendered tasks in clothing and object adornment using art material and machine sewing. This can include but is not limited to textile appliqué, embroidery, stenciling, quilting, and paper crafts. This will be accomplished by consistent application of the elements and principles of design to create original works that reflect the individual style of each student.

Studio Level II

Available to all students grades 10-12. Enrollment in a Studio Level II courses requires successful completion of one Studio Level I course.

Ceramics I**Grades 10, 11, 12****1 credit**

Students are encouraged to take Sculpture prior to Ceramics.

Since the dawn of time, humans have used clay to fulfill their utilitarian needs and satisfy their creative impulses Ceramics introduces students to the basic fundamentals of working with low relief and in-the-round forms, in clay. Students will produce functional and sculptural pieces using slab, pinch and coiling techniques. Students will experiment with a variety of ways to finish their clay pieces, such as glazing and staining.

Fine Arts II**Grades 10, 11, 12****1 credit**

The Fine Arts II course will expand upon the basic fundamentals and experiences with the Visual Elements of Design gained in Fine Art I. The students will begin to balance the mastery of technical skills while developing an individual voice, utilizing the Visual Elements and Principles of Design. An emphasis will be placed on analysis, observation, and organization. The students will further develop their eye-hand coordination and their understanding of the basic traditional concerns, materials, and methods associated with the arts. **Fine Arts II students will be required to complete a minimum of one homework/sketchbook assignments per week, in addition to any in-class assignments.**

Photography I**Grades 10, 11, 12****.5 credit**

This course is for sophomores, juniors and seniors only.

Photography will introduce and expose the students to black and white photography through experience with photographic chemicals, equipment, contact sheets, test strips, and final prints. Photography students are required to complete a minimum of one hour of research outside of class. Students who enroll in this course are encouraged to purchase their own 35mm Single Lens Reflex Camera.

Digital Art and Photography I**Grades 10, 11, 12****.5 credit**

It is highly recommended that students interested in this course take Fine Arts I or Drawing prior to taking Digital Art and Photography.

This course is designed to introduce the students to Black and White Photography, Digital Art manipulation and Digital Photography. The students will have the opportunity to work with manual SLR Cameras, film processing, and black and white print processing utilizing traditional darkroom techniques. The students will also have the opportunity to work with iMac computers and Adobe Photoshop for manipulating their art and photography.

Sculpture Studio-I**Grades 10, 11, 12****1 credit**

Sculpture Studio I is an introductory course focusing on the basic elements: form and space. Students will develop their skills for sculpture through the three main

groups: subtractive, additive and kinetic. A variety of materials will be used to create objective and non-objective works. Utilitarian, in-the-round, and low relief sculpture will also be addressed. Problem solving and time management skills are crucial. The students will work cooperatively and individually.

Studio Level III

Available to students in grades 11 and 12. Enrollment in a Studio Level III courses requires successful completion of one Studio Level I and one Studio Level II course.

Advanced Drawing & Painting-Honors **Grades 11, 12** **1 credit**

Advanced Drawing and Painting is a comprehensive training in the traditional disciplines of drawing and painting. An emphasis will be placed on accepting and lending constructive criticism, further developing critical thinking skills and problem solving strategies, as well as, building and maintaining self discipline, organization and responsibility. Students will experience and explore various drawing and painting media, such as pencil, graphite, charcoal, pastel, pen and ink, acrylics, watercolor, and mixed media. The art work created during this course will help to fulfill portfolio requirements at higher level learning institutions, and it will help the students gain the self-confidence necessary to expand their creativity and become better artists. **Advanced drawing and painting students are required to complete homework/sketchbook assignment on a weekly basis and should be prepared to spend 3 to 4 hours on artwork outside of class.**

Ceramics II-Honors **Grades 11 & 12** **1 credit**

This course is designed to build upon the skills developed in Ceramics I. Students are expected to have an advanced knowledge of hand building and wheel throwing, as well as finishing techniques, and use that knowledge to individually develop projects. The pieces created during this course will fulfill portfolio requirements at higher level learning institutions.

Fine Arts III-Honors **Grades 11, 12** **1 credit**

Fine Arts III is designed for the student who is interested in expanding their knowledge in the following areas: commercial art, crafts, drawing, painting, print making, sculpture and preparation of a portfolio. An emphasis will be placed on further developing critical thinking and problem solving skills. **Fine Arts III students are required to complete homework/sketchbook assignments on a weekly basis and should be prepared to spend 3 to 4 hours on artwork outside of class.**

Advanced Photography II **Grades 11, 12** **1 credit**

This course is for juniors and seniors only. Advanced Photography students will explore photographic practices beyond the image to experience the ways in which processes can vary for developing and presenting a print. Students will learn to control the look of the final print, thereby enabling them to understand how the aesthetic and technical choices they make affect emotional content and make ideas visible. Issues and topics that relate the photographer and their images to other media will be central to this course. Advanced Photography students are required to complete a minimum of one hour of research outside of class. Students who enroll in this course are encouraged to purchase their own 35mm Single Lens Reflex Camera.

Advanced Digital Art and Photography II **Grades 11, 12** **1 credit**

It is highly recommended that students interested in this course take Fine Arts I or Drawing and Digital Art and Photography prior to taking Advanced Digital Art and Photography.

This course is designed to build upon the skills developed in the Digital Art and Photography course. Students can expect to further develop their knowledge about, and use of Manual/Digital SLR Cameras, film/print processing techniques and manual/digital manipulation skills. Students signing up for this course should anticipate a more rigorous workload and deadline schedule, as well as, more outside-of-class assignments and research.

Advanced Sculpture Studio II-Honors **Grades 10, 11, 12** **1 credit**

Advanced Sculpture Studio builds upon the skills and knowledge gained in Sculpture Studio. Students will be assigned problems and then select the most appropriate solution. The project must demonstrate their understanding and level of competency in sculpture. Students will work cooperatively and individually to create works that are expressive, well crafted and meet project criteria. Time management is very beneficial

Studio Level IV

Available to students in grades 11 and 12. Enrollment in a Studio Level III courses requires successful completion of one Studio Level I, one Studio Level II, and one Studio Level III course.

Fine Arts IV-Honors **Grade 11, 12** **1 credit**

Fine Arts IV is designed for those students who possess a sincere focus on pursuing a career in the Arts. It combines and expands upon the concepts and skills developed in prior Fine Arts courses and focuses on the areas of problem solving and graphic design. The artwork created during this course will help to fulfill portfolio requirements at higher level learning institutions. **Fine Arts IV students are required to complete homework/sketchbooks assignments on a weekly basis and should be prepared to spend 3 to 4 hours on artwork outside of class.**

Digital Art and Photography III-Honors **Grades 11 & 12** **1 credit**

This course is designed to build upon the skills developed in Digital Art and Photography I & II. Students are expected to have an advanced knowledge of photoshop, and use that knowledge to individually develop projects. Throughout this semester long course, students will develop a portfolio that showcases their chosen concentration and their incorporation of a variety of art, digital and photography media.

Photography III-Honors **Grades 11 & 12** **1 credit**

This course is designed to build upon the skills developed in Photography I & II. Students are expected to have an advanced knowledge of SLR Cameras and Darkroom Techniques, and use that knowledge to individually develop projects. Throughout this semester long course, students will develop a portfolio that showcases their chosen concentration and their incorporation of a variety of art and photography media.

500 Business Education

Introduction to Business

South

Grades 9, 10

1 Computer literacy credit

North

Grades 10, 11, 12

.5 Computer literacy credit

Explore the world of business, careers, consumerism, credit, banking and entrepreneurship. This course includes a lot of hands-on projects where the students will have the opportunity to utilize a variety of keyboarding techniques and other valuable skills demanded in today's society. Students taking this class should NOT also sign up for Career Skills.

Keyboarding I

Grades 9, 10, 11, 12

.5 Computer literacy credit

Learn to type without looking at your hands. You will learn the touch-type method of keyboarding using word processing software. A variety of personal and business document formats will be learned (letters, memos, reports, tables, etc.) Skills in using correct spelling, capitalization, numbers and punctuation are taught. Neatness, accuracy, and productivity are stressed in this course.

Keyboarding II

Grades 9, 10, 11, 12

.5 Computer literacy credit

Enhance your keyboarding speed and accuracy while preparing attractive business documents such as high-quality business letters, memorandums, creative tables and a variety of reports. Students demonstrate their independence by working in a simulated business environment, which requires them to manage their time and meet deadlines on projects. Accuracy and productivity are stressed in this course. Prerequisite: Keyboarding I, Introduction to Business or Career Skills.

Accounting I

Grades 10, 11, 12

1 Computer literacy credit

Approved Senior Math requirement

Hope to one day own your own business or work in the field of finance? Learn how small business owners keep track of business transactions and analyze their effect upon the financial operations of the business. Computerized accounting is also a component of this course. Accounting I may be used to fulfill one of the credits needed in math for seniors only.

Accounting II Honors

Grades 10, 11, 12

1 Computer literacy credit

Approved Senior Math requirement

Prerequisite: Completion of Accounting I with an 85% or higher
Broaden your horizons in the field of accounting by focusing on the principles and procedures for a merchandising business operating as a partnership or a corporation. This course is designed for students who were able to complete Accounting I with an 85% or higher final grade. Accounting II may be used to fulfill one of the credits needed in math for seniors only.

Accounting III Honors

Grades 11, 12

Approved Senior Math requirement

Prerequisite: Completion of Accounting II with an 85% or higher

Continue your accounting education with a closer study of payroll accounting, depreciation, departmental and accrual accounting. This course is designed for students who were able to complete Accounting II with an 85% or higher final grade. Accounting III may be used to fulfill one of the credits needed in math for seniors only.

Accounting IV Honors

Grades 11, 12

Approved Senior Math requirement

Prerequisite: Completion of Accounting III with an 85% or higher

Corporate, management and manufacturing cost accounting are the areas of focus in this advanced course. This course is for the serious accounting student who is considering majoring in accounting or finance at the college level. It is designed for students who were able to complete Accounting III with an 85% or higher final grade. Accounting IV may be used to fulfill one of the credits needed in math for seniors only.

College Notetaking

Grade 9, 10, 11, 12

.5 Computer literacy credit

Need some help learning to take organized notes quickly? Learn to pick out key points in a lecture and take down useful notes using an alphabetic speed-writing system. Skills taught in this course can be used throughout high school coursework or in college classes. Students will enhance grammar, punctuation and listening skills.

Microsoft Office Suite I

Grades 9, 10, 11, 12

1 Computer literacy credit

Use Microsoft Word, Excel, Access and PowerPoint to improve your productivity in this relevant class for all students. Concepts in word processing, database management, spreadsheets, desktop publishing and multi-media presentations are useful in both the classroom and workforce. Students that have taken any of the 45 minute courses for Excel, Word, Access or PowerPoint should NOT sign up for this class.

North

Computer Applications

Grade 9 Teams

.5 Computer literacy credit

Use Microsoft Word, Excel, Access and PowerPoint to improve your productivity in this relevant class for all students. Concepts in word processing, database management, spreadsheets, desktop publishing and multi-media presentations are useful in both the classroom and workforce. Students that have taken any of the 45 minute courses for Excel, Word, Access or PowerPoint should NOT sign up for this class.

Microsoft Office Suite II Honors

Grades 10, 11, 12

1 Computer literacy credit

Take your computer skills to new heights in this honors-level course. Advanced concepts of Microsoft Word, Excel, Access and PowerPoint will be learned. You will be prepared to tackle the projects in both college and the workforce with the complex capabilities of this powerful software. Students that have taken any of the 45 minute courses for Excel, Word, Access or PowerPoint should NOT sign up for this class.

Sports and Entertainment Marketing

Grades 10, 11, 12

.5 Computer literacy credit

The key to success in business is effective and innovative marketing campaigns. Marketing is an essential part of business, it is how you get and maintain consumers. Clearly, no one will walk into your office/store and ask for your product unless they know that you are there and what you are selling. For example, Nike, the world's largest athletic shoe and clothing maker spend millions in marketing to remind their customers to buy their products. This course will give you the basics of marketing through the scope of the sports and entertainment industry. Gain the competitive edge – learn how to read your audience and sell your ideas to your target audience.

Sports and Entertainment Management

Grades 10, 11, 12

.5 Computer literacy credit

Sports Management provides students with the opportunity to transform their class

into a real life simulated work environment. Students will take on the role of a manager or employee of the company. The class goal is to plan, organize and implement a school event. Past events include, but were not limited to: powder puff games, block parties, fall festivals, South Olympics and dodge ball tournaments. In addition to the hands-on experience of hosting an event, the students will learn management principles and how they relate to the business field.

Fashion/Retail Marketing

Grades 10, 11, 12

.5 Computer literacy credit

Fashion/Retail Marketing is designed to help students develop skills and knowledge about marketing. Focusing on fashion and retail trends, students will develop an understanding of the terminology and concepts used by marketing professionals through a combination of theoretical study, projects, and various simulations. Students will learn how consumer metrics are used to create new trends in fashion and retail around the world.

Fashion/Retail Management

Grades 10, 11, 12

.5 credit

Prerequisite: Fashion/Retail Marketing

In this exciting business course, students will learn fundamental business concepts necessary for managing people and work. This course will expose students to concepts such as leadership, merchandising, human resources, retail operations, financial reporting, and time-management. This course is a great compliment to the other business classes and is a practical course for anyone considering a career in business.

Everyday Law

Grades 10, 11, 12

1 credit

This course is designed to acquaint students with their legal rights and responsibilities as students, minors, citizens, consumers, and future employees. Emphasis is placed on understanding legal principles that directly affect people in the context of their everyday life. Topics include ethical decision-making, sources of our current laws, criminal law, civil law, contract law, and employment laws. Students will be actively involved in class discussion and debates that center on current laws and timely issues. Students will have the opportunity to participate in a mock trial and experience a real trial in person.

Microsoft Office - Excel

Grades 9, 10, 11, 12

.5 Computer literacy credit

Great skills for your resume! Create spreadsheets with embedded charts that utilize formulas, functions and Web queries. Learn how to work with large worksheets, templates, charting and what-if analysis. Advanced concepts covered include financial functions, data tables, amortization schedules and database functions.

Microsoft Office - PowerPoint

Grades 9, 10, 11, 12

.5 Computer literacy credit

Effective presentations are critical in both school and the workplace. Learn how to create and edit effective presentations. Skills learned include adding illustrations, shapes, sounds, buttons and smart art diagrams. Creation of visually appealing and informative presentation will be covered. Students will display their work and practice their presentation skills to an audience.

Microsoft Office - Word

Grades 9, 10, 11, 12

.5 Computer literacy credit

Want to be a more efficient and effective user of the computer? Learn to prepare and edit professional-looking documents. Preparation of research papers, cover letters and resume are just a few of the topics covered. Advanced topics include creating proposals with watermarks, tables, charts, form letters, newsletters and other useful workforce documents.

Microsoft Office - Access

Grades 9, 10, 11, 12

.5 Computer literacy credit

Information is the key to success. Learn how to manage large volumes of information by creating databases, performing queries and maintaining accurate data. Learn how to generate reports and forms, how to write macros and set-up switchboard interfaces. Pivot tables and pivot charts round out the priceless resume skills that you will gain in this course.

Microsoft Publisher

Grades 9, 10, 11, 12

.5 Computer literacy credit

Are you creative and computer oriented? Put publishing at your fingertips by learning how to use this desktop publishing software. Make professional-grade publications for any situation or occasion. Create brochures, cards, business forms, catalogs, newsletters, signs, flyers, posters, letterhead, advertisements and web pages in this personally and professionally relevant course.

Small Business Management and Entrepreneurship-Honors

Grades 10, 11, 12

1 credit

Recommended: At least one Business Education course.

Sooner or later, everyone wishes they had their own business. Students will learn the step-by-step process of starting and running a business. Discover what it takes for a business to survive in today's world, and find out if you have what it takes to be a successful business entrepreneur. Students will learn to develop their very own business plan. The information learned in this class is valuable to everyone, college bound or not.

Personal Finance

South

Grades 10, 11, 12

1 credit

North

Grade 12

.5 credit

Money, money, money! Planning on living independently? Students learn about money management, payroll, job benefits, income tax returns, credit cards, loans, stocks and other personal finance topics. No student should leave high school without this practical course. Learn how to be smart with your money. Everything from buying a car, renting an apartment, buying a home, purchasing insurance and saving for retirement is covered in this necessary course.

Career Skills

Grades 9, 10, 11, 12

South: 1 Computer literacy credit

North: .5 Computer literacy credit

Career Skills is a basic course intended for the student who plans to enter the work force immediately after high school. The course is hands-on, practical, and provides repetitive instruction for the student who requires extra reinforcement of skills and concepts. The following modules will be covered: basic keyboarding skills, cashiering, record keeping, business etiquette, interpersonal skills, business machines, and careers. Students who have taken and passed Introduction to Business are NOT eligible to take this course.

Multimedia

Grades 9, 10, 11, 12

1 Computer Literacy credit

In today's world of technology, it is amazing to see what a computer can accomplish. Individuals can now edit their own photos, create animations, build their own web site and edit movies with the click of a mouse. Unfortunately, this technology is worthless if one does not know how to manipulate it correctly. This course is designed to introduce students to the fun and exciting world of interactive media. The following software applications will be introduced throughout this course: Dreamweaver, Photoshop, Flash, Garageband and iMovie.

Interactive Virtual Media – Honors
Grades 10, 11, 12
1 Computer literacy credit
Prerequisite: Students must have successfully completed one or more levels of Multimedia.
Are you interested in 3-D virtual worlds or computer gaming? Students enrolled in this course will be entering into a new exciting curriculum that takes students out of the traditional classroom and into a globally networked virtual classroom environment. Students will create their own avatar and collaborate with an adjoining high school classroom using a highly powerful building tool to create landmarks, buildings, and other animations in their virtual world. These objects will be scripted to perform the user’s described behaviors. Students will also be able to apply/enrich their core content disciplines by interacting with other students in culture exchanges. Interactive Virtual Media will incorporate software programs learned in Multimedia to communicate with these students within and outside the virtual world.

Web Design
South: Grades 9, 10, 11, 12
North: Grades 10, 11, 12
1 Computer literacy credit
In this hands-on course, students will create web sites using HTML tags and HTML editors (such as Dreamweaver). Students will learn basic principles of design and the web development life cycle while incorporating various elements into a web page including graphics, tables, and navigation. Students will utilize internet resources and other multimedia tools to create web sites. Basic computer knowledge would be helpful in this course.

English Department

		College Prep Suggested Sequence		
	Applied	College Prep	Honors	Advanced Placement
9 th Grade	English 9	College Prep English 9	Honors English 9	Not offered
10 th Grade	English 10	College Prep English 10	Honors English 10	Not offered
11 th Grade	English 11	College Prep English 11	Honors English 11	English 11 AP: Language & Composition
12 th Grade	English 12	College Prep English 12	Honors English 12	English 12 AP Literature & Composition

100 English

About our curriculum
The English program is based on a traditional format of English instruction. The four-year sequential program emphasizes the fullest possible development of the students’ reading, writing, speaking, thinking, study and listening skills which are necessary for effective communication in our society. The writing strand develops the students skills in expository writing by following a sequential development from paragraph to essay culminating in research papers and critical analysis. In addition, the literature program strives to develop in students a critical awareness of quality literature as well as awareness of self and the world around them.

During each course, the students will work with the following materials: a basic grammar/writing text, a vocabulary workbook, a literature anthology, a variety of reading materials, and Keystone prep materials. These materials make up the core of the English program. The English department also

has supplementary units and materials which will help to stimulate students to work to their potential by appealing to a variety of interests and talents.

All students are required to take English in grades nine, ten, eleven, and twelve in order to meet graduation requirements. English courses are offered on three levels with AP levels in grades 11-12.

Ninth Grade Honors English
1 credit
Prerequisite for this course is mastery of eighth grade advanced English.
This ninth grade English course provides the student with an accelerated program. The writing program will focus on the development of the multi-paragraph essay. Thus students selecting this course should exhibit mastery of the paragraph format. The writing process will be utilized for expressive and expository writing. Usage units will also be emphasized in conjunction with the writing program. In addition, oral communication and vocabulary will be an integral part of this course. Finally, literature will include an in-depth study of the short story, and longer fiction and non-fiction with each student developing a personal outside reading program.

Ninth Grade College Prep English
1 credit
Prerequisite for this course is successful completion of eighth grade proficient English.
Ninth grade College Prep English is a course designed to furnish the college bound student with a well-balanced academic program. In this course the emphasis in grammar will be placed on usage units. Writing will focus on the refinement of the paragraph and the introduction of the five-paragraph essay. The writing process will be utilized for expressive and expository writing. In addition, oral communication, vocabulary, and spelling will be an integral part of this course. The process also includes an introduction to the various genres of literature through a thematic study

Ninth Grade English
1 credit
Prerequisite for this class are completion of eighth grade English.
Ninth Grade English is designed for students entering technical or business school, two-year community colleges or entering the work force. Emphasis will be placed on basic writing skills, grammar usage as well as communication skills. This course also includes an introduction to the various genres of literature through a thematic study.

Tenth Grade* Honors English
1 credit
Prerequisite for this course is successful completion of ninth grade Honors English.
Tenth grade Honors English presents the students with an accelerated program. Students selecting this course must already possess a mastery of writing skills which reflect strong sentence structure, critical thinking skills and paragraph development. Refinement of the multi-paragraph essay format is the main objective of the writing program, although emphasis is also placed on thought development as demonstrated in a variety of writing styles. The literature program focuses on a sampling of genres through a thematic study. Students should expect to do oral presentations that will reinforce literature and communication skills. Vocabulary and grammar supplement the overall language experience.
***Students will take the state mandated Keystone Literature exam at the end of this course.**

Tenth Grade* College Prep English
1 credit
Prerequisite for this course is successful completion of ninth grade College Prep English.
Tenth grade College Prep English is designed for the college bound student. It is a challenging program aimed at improving all aspects of language skills development. The writing focus will increase understanding of the multi-paragraph essay along with developing sound writing skills as demonstrated with practice in the various stages of the writing process. The literature program centers on a sampling of genres Through a thematic study. Additionally, grammar and vocabulary study provide reinforcement to aid in the writing process.
***Students will take the state mandated Keystone Literature exam at the end of this course.**

Tenth Grade* English 1 credit

Prerequisite is successful completion of ninth grade English.

Tenth Grade English is designed to meet the needs of students interested in attending a technical or business school, two year college degree programs or directly entering the work place. This course will enhance and develop communication skills needed in today's world. The literature program centers on a sampling of genres through a thematic study. Frequent writing assignments will be coordinated with the study of literature. Vocabulary development will also be an important part of this course.

***Students will take the state mandated Keystone Literature exam at the end of this course.**

English 11 Advanced Placement: Language and Composition 1 credit

Prerequisite: Students in 10th grade Honors English:

1. 92 or better in 10th grade Honors English
2. Successful completion of a critical reading passage
3. Successful completion of a timed writing
4. Completion of three summer reading assignments

Advanced Placement Language and Composition is offered to college-bound juniors seeking a more in-depth approach to reading and writing about a text. This course differs from the 11th grade honors course both in its selections and assignments. This course is designed to be a college level seminar and will require extensive reading and writing assignments outside the classroom. Students choosing AP English Language and Composition should be interested in studying and writing various kinds of analytic or persuasive essays on nonliterary topics. An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. Students taking this course are strongly recommended to take the AP exam in the spring.

Eleventh Grade Honors English 1 credit

Prerequisite for this course is successful completion of tenth grade Honors English.

Eleventh grade Honors English presents the students with an accelerated program for the development of all language skills. Students selecting this course should demonstrate mastery of the essay format. The intensive writing program emphasizes critical thinking skills and focuses on research skills following the MLA style. Research papers and oral presentations will reinforce written and oral communication skills. In addition, the course includes a survey of American literature supplemented with selected American works. The changing face of the American society will be analyzed and discussed in relationship to the works assigned.

Eleventh Grade College Prep English 1 credit

Prerequisite for this course is successful completion of tenth grade College Prep English.

Eleventh grade College Prep English is designed for students serious about attending college. This course will concentrate on increasing the students' understanding of vocabulary, essay writing, and literature. The writing program is designed to refine the students' abilities in essay writing with special focus on thesis and development. The course also includes a survey of American literature from 1600 to the present. The changing face of the American society will be analyzed and discussed in relationship to the works assigned. Selected American works will be incorporated.

Eleventh Grade English 1 credit

Prerequisite for this course is successful completion of tenth grade English.

Eleventh grade English is designed to meet the needs of students interested in attending a two-year community college, a business college, a technical college, or going directly into the work force. This course will concentrate on reading skills using American Literature as well as writing, grammar, usage, mechanics, and vocabulary. The writing program is designed to refine the students' abilities with special focus on the writing process and development of a research style paper. Selected American works will also be incorporated into the curriculum.

English 12 Advanced Placement: Literature and Composition 1 credit

Prerequisite: Students enrolled in 11th grade Honors English or AP English 11

1. 92 or better in Eleventh Grade Honors English or 90 or better in 11AP
2. Successful completion of a critical reading passage
3. Successful completion of a timed writing
4. Completion of three summer reading assignments

Advanced Placement English is offered to college-bound seniors seeking a more in-depth approach to literary studies. The course differs from the senior course in both its selection of literature and its examination of literary genres. The course is designed as a college level seminar and will require extensive reading and writing assignments both in and outside of the classroom. An AP course in English Literature and Composition engages students in active reading and analysis of fiction, poetry, and drama, and in becoming skilled writers in timed and non-timed conditions. The students' literary analysis and writing skills are assessed on the college level. Students taking this course should be ready for the challenge of collegiate studies and the students are strongly recommended to take the AP exam in the spring.

Many colleges and universities grant credit or advanced placement to students who achieve high scores on the AP English examination given in May by the College Board.

Twelfth Grade Honors English 1 credit

Prerequisite for this course is successful completion of eleventh grade Honors English.

Twelfth grade Honors English challenges the refinement of expository written communication skills as well as skills in oral communication. Various essays and specifically designed projects supplement the intensive literature program which represents a comprehensive, study of British Literature. Class discussion will emphasize themes, historical influences, literary analysis, and literature's reflection of society and self.

Twelfth Grade College Prep English 1 credit

Prerequisite for this course is successful completion of eleventh grade College Prep English.

Twelfth grade College Prep English is designed for college-bound students who will be continuing their academic education. This course emphasizes the refinement of the students' skills in both oral and written communication. Frequent assignments will include essays and projects designed for unit assessment which are a part of the survey of British literature ranging from historical influences to literary analysis.

Twelfth Grade English 1 credit

Prerequisite for this course is successful completion of eleventh grade English.

The twelfth grade English course is designed for students interested in attending a two year community college, a business college, a technical college, or entering the Armed Forces, or entering the work force. Students will study a variety of communication skills and practice for the PSSA test retakes. Writings will consist of functional writing in the real world as well as refining the students' academic writing skills. The students will also read literature, especially selected British works designed to reinforce basic ethics and social values on a universal level.

Keystone Test Preparation

Literature Keystone Remediation Grade 10, 11 .5 credit

Students who qualify for this course will apply effective test taking strategies and develop and apply literacy skills to prepare for the retaking of the Literature Keystone exam. This course will count for graduation credit, but will not count towards the required English credits

Reading Edge 12 Grade 12 .5 credit

This course is for seniors only. Students who qualify for this course will complete an individualized tutorial program in order to satisfy the state and district proficiency requirements in Literature/Reading. Reading Edge 12 will count towards graduation credit if needed, but will not count toward the required English credits.

English Electives

Drama Overview

The Drama course series takes a look at numerous areas in the field of presentational arts. Students begin at an introductory stage and move to the advanced level. Class time is devoted to theatre history and literature, performing arts methods, acting, script analysis and technical theatre concepts.

Drama I Grades 10, 11, 12 1 credit

This course offers students a practical approach to the fundamental skills of performing arts. Students receive training in theatrical tools including interpretation and scene development. Class activities include learning basic skills necessary for theatrical productions, reading and analyzing plays, and evaluating performances. Students will also explore dramatic literature from the past to the present and learn the steps involved in writing dramatic literature through experience. This allows students to experiment with numerous styles of theatrical writing and to test out situational scenes that they compose. Grading is relative to the student's daily involvement.

Drama II Honors Grade 11, 12 1 credit

Prerequisite: Successful completion of Drama I or previous drama experience as determined by the Drama teacher

This course allows students to continue to explore dramatic literature from the past to the present and learn the steps involved to writing dramatic literature through experience. Drama II allows students to elaborate on their performing arts skills and play analysis through dramatic literature and composition. This course encompasses all areas of production. Students will work on the physical and conceptual aspects of play production. Completion of the course can include a performance, performed and directed by students as exhibition pieces. Students can take this course for a total of two semesters.

Public Speaking I Grades 9, 10, 11, 12 1 credit

Prerequisite: The student should be enrolled in college prep or honors English and possess sound speaking skills. This course is designed for the student who wants to improve his/her public speaking skills. It will be devoted to building self-esteem and developing fundamental speaking skills for the purpose of making oral presentations.

Public Speaking II Honors Grades 10, 11, 12 1 credit

Prerequisite: Public Speaking II is only available to those students who have successfully completed Public Speaking I with an 85% or better average. Advanced speaking skills in the area of persuasive and debate topics will be the focus of the course.

Creative Writing I Grades 9, 10, 11, 12 1 credit

Prerequisite:

- This class requires that students be willing to write every day.
- A basic knowledge of writing skills is imperative to succeeding in this class.
- Students should have a B or higher in their current English class and be able to work individually.

This elective is designed to improve students' creative writing ability through the use of figurative language. The course focuses on producing writing samples of various types of poetry, short stories, and the components that make up completed short stories such as setting, dialog, and characterization. Students will be required to present their written pieces orally and maintain and produce a portfolio that showcases their writing competency in various creative forms. This class will also contribute to the school's literary magazine, Stylus.

Creative Writing I Honors Grades 9, 10, 11, 12 1 credit

Do you like writing in your free time? Are you an avid reader who has learned to appreciate good writing? If so, come join us in Creative Writing I Honors and be ready and willing to write every day!

This class is designed for the self-motivated student that is also able and willing to work collaboratively.

This elective is designed to improve students' creative writing ability through the use of figurative language. The course focuses on producing writing samples of various types of poetry, narrative anecdotes, short stories, and the components that make up completed short stories such as setting, dialog, characterization, and a genre study. Students will be required to present their written pieces orally and maintain and produce a portfolio that showcases their writing competency in various creative forms.

This class is responsible for producing and publishing the school's literary magazine, Stylus.

Creative Writing II Honors Grades 10, 11, 12 1 credit

Prerequisite:

- Students who have successfully completed Creative Writing I with 87% or higher
- Recommendation of Creative Writing I teacher
- College-bound students who meet the department criteria for enrollment in Honors courses.

Students who register for Creative Writing II will further enhance their writing skills in an accelerated, challenging classroom atmosphere. Students will be required to demonstrate application of learned skills and can assist in the production and publication of the literary magazine.

Science Fiction Studies Grades 9, 10, 11, 12 .5 credit

This elective course is designed to expose students to the literary genre of science fiction. This course will focus on the history and popularity of all areas of science fiction. Students will explore the genre using a multi-media approach. Areas covered will include drama, film, and written pieces ranging from short stories to complete novels.

SAT Verbal Prep Class Grades 10, 11 .5 credit

This 45-minute elective is designed to instruct sophomores and juniors in skills and techniques to improve their strategies for and scores on the verbal sections of the Critical Reading and Writing sections of the PSAT and SAT. The course is intensive in its study of vocabulary, both through word lists and through practice with prefixes, suffixes, root words, and word origins as useful to sentence completion questions. The students will also develop critical reading and timed essay skills. Additionally, the course will examine and review grammatical concepts as covered on the writing section.

SAT Verbal Prep-Honors Grades 10, 11 .5 credit

Students opting to take SAT Verbal for Honors credit will supplement course material with more rigorous tests, enrichment projects, and higher expectations on standard coursework.

English as a Second Language (ESL) Grades 9, 10, 11, 12

English as a Second Language is a mandatory course for English learners, designed to facilitate the acquisition of the English language. This program focuses upon listening, speaking, reading and writing skills, fundamental to English language proficiency in a social and academic context. The academic instruction is made accessible to the students at their levels of English language proficiency. **Credits will be awarded based on classroom hours obtained.**

Beginner Level: Students must schedule for one block during the Fall semester as well as one block during the Spring semester. 1 credit

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Intermediate Level: Students must schedule for one block during the Fall semester as well as one block during the Spring semester. 1 credit

Advanced Level: Students must schedule for one period during the fall semester. .5 credit

Advanced Level: Students must schedule for one period during the Spring semester unless exited from the ESL program. 5 credit. The .5 Advanced credit classes are available to allow students to fulfill the required hours as they demonstrate proficiency before exiting from the ESL program.

Journalism Honors
Grades 9, 10, 11, 12
.5 credit

Prerequisite is completion of Honors English/Advanced 8th Grade English with an 85% average or higher.

Taking the Journalism class for Honors credit will allow students the opportunity to examine and explore the same topics as the Journalism class as described below, though with greater sophistication and complexity. Students enrolling in the Journalism class for Honors credit will enhance their research and presentation skills by serving as facilitators for classroom instruction and discussion.

Journalism
Grades 9, 10, 11, 12
.5 credit

This is an elective course open to students in grades 9–12 who have demonstrated mastery (80%) in their previous year’s English class. This course provides an overview of the history, technique and theory of journalism. Students will gain experience writing a variety of stories, including news, features, sports, and reviews. Students will explore various forms of print media including newspapers and magazines. Students will also learn how to practice sound journalism ethics, brainstorm, conduct interviews, shoot photos, and accurately construct, edit, and produce newspaper writing. Advertising and its critical role in the media will be examined as well. This class is highly recommended for:

- Students looking to pursue a career in communications and/or publishing
- Students who wish to be on the high school yearbook or newspaper staff
- Students who would like to further develop and enhance their writing skills

Newspaper Production
Grades 10, 11, 12
.5 credit OR
1 credit

Prerequisite:

- Successful completion of Journalism with an 85% or better and
- College bound students who meet the department criteria for enrollment in Honors courses

The Newspaper Production class will call on students to expand their knowledge of journalistic writing and media technology and expand their use of the English language for journalism purposes. The course will emphasize the development of writing skills, technology skills, design skills, leadership skills, and time and conflict management skills to produce a quality school newspaper for the student body.

Newspaper Production will be offered at a variety of experience levels.

Newspaper Production I	Journalism / no experience
Newspaper Production II	Honors-experience necessary

(student may take this class more than once)

Current Newspaper staff is encouraged to schedule this class. Documentation of experience should be provided from the current newspaper advisor to present to your Guidance Counselor when scheduling.

Yearbook Production
Grades 10, 11, 12
.5 credit OR
1 credit

Yearbook Production is designed for students in grades 10–12 wishing to expand their knowledge of journalistic writing and media technology and expand their use of the English language for communication purposes. This course emphasizes the development of writing skills, communication skills, design skills, technology skills, photography skills, interviewing skills and time and conflict management skills to ensure the production of a quality yearbook.

Yearbook Production will be offered at two experience levels.

Yearbook Production I	Journalism / no experience
Yearbook Production II	Honors, experience necessary

(student may take this class more than once)

Current Yearbook staff is encouraged to schedule this class. Documentation of years of experience should be provided from the current yearbook advisor to present to your Guidance Counselor when scheduling.

Studio Broadcasting Honors
Grade 9-12
1 Computer Literacy credit

Prerequisite: *Good Morning JTL* staff member, Public Speaking, TV / Video Production and /or teacher approval.

Studio Broadcasting is a team approach course which is designed to produce *South Side Live*, the morning broadcast. This course will enable students to acquire the writing and speaking skills as well as to learn the technology skills needed for on-air productions. Students who elect this course do so with a firm understanding that they are models for the student body and thus will closely follow the class code of ethics as well as school and district policies. Disciplinary records will be reviewed.

Multicultural Diversity in Contemporary American Literature I
Grades 9, 10, 11
.5 credit

This course will offer students the opportunity to read, analyze, and discuss various writing from a variety of cultures in the United States, including Native American, African-American, Asian-American, Hispanic-American, and other cultural groups. This course will focus on contemporary literature that explores our personal, cultural, and national identities, and how these are presented and reproduced in popular culture. Students will explore their own identities and the ways they internalize or reject cultural classifications. Specific concerns of stereotyping and bias will be discussed. This discussion based course culminates in a class project designed to improve cultural awareness and tolerance in our school.

Multicultural Diversity in Contemporary American Literature II, Honors
Grades 10, 11, 12
.5 credit

Prerequisite: successful completion of Multicultural Diversity in Contemporary American Literature I, or permission of the instructor.

This class is a continuation of Multicultural Diversity in Contemporary American Literature I. The focus is on non-fiction text-essays, articles, periodicals, and research-based texts. Students will increase their understanding, not only of diversity and culture, but also the dynamic cultural identity and conflict. Students are expected to create an action research project that uses technology to increase cross-cultural understanding and appreciation and offers ideas and resources to address cultural conflict. Members of this class will participate in a classwide project that focuses on culture and diversity that will help to improve the school and larger area community.

Film Study
Grades 10, 11, 12
.5 credit/semester

In the film studies elective, students will explore how films express meaning and how the viewer understands and interprets those meanings. Cinema will be examined as an art form, and the history of film will be studied, beginning with an exploration of the silent film and progressing to contemporary film.

Students will view selections from the different genres of film: drama, comedy, horror, western, romance, animated, super-hero, action/suspense, and science fiction. Students will identify themes in the different films and will compare and contrast films within the same genre, as well as across different genres.

Film Study Honors
Grades 10, 11, 12
.5 credit/semester

Students opting to take *Film Study* for Honors credit will supplement the course content with field experiences, enrichment activities and research-based projects.

Media Literacy
Grades 9, 10, 11, 12
.5 credit

Media messages surround us, influencing our behavior in all aspects of life-personal, financial, political, social, educational, and recreational. Media literacy is the ability to read, analyze and evaluate communications in written text, moving images, still images and sound. This class will

focus on understanding, interpreting, and critiquing media produced by others. This may include, but is not limited to television, magazines, radio, the Internet, movies, advertising and music. Students will employ critical thinking skills to enable them to deconstruct and interpret messages in the media and to develop independent judgements about media content.

Gender Studies in Literature
(Formerly Women and Literature)
Grades 10, 11, 12
1 credit
.5 credit

We all grew up reading and learning about great scholars and leaders; most, if not all of whom were white, affluent men. Socially, women writers have adopted pen names, cross-dressed, and even locked themselves away in order to express their artistic gifts. In the Gender Studies in Literature Course, students will evaluate novels, study activist movements, compose both formal and informal writing pieces, create dynamic presentations, teach their peers, raise awareness regarding issues faced by women and minorities, debate, analyze film, and entertain guest speakers. Gender Studies in Literature is about putting theory into practice; we study the literature and political/social ideas in order to create change and believe that change is possible in our world. Please join us in a grass-roots class that will open your eyes to inequity and set you on a path of greater confidence and social awareness.

Honors Gender Studies in Literature
(Formerly Honors Women and Literature)
Grades 10, 11, 12
1 credit
.5 credit

Students opting to take Gender Studies in Literature for Honors credit will supplement the course content with field experiences, enrichment activities and research-based projects.

Academic Literacy
Grade 9
.5 credit

The primary focus of this course will be on the development of content-area reading skills. Basic non-fiction reading strategies utilizing higher-level thinking skills will be taught. The goal of this course is to increase student's non-fiction reading and response skills and to provide strategies students can independently apply to other content-area courses experienced during high school. Academic Literacy will count towards graduation credit but will not count towards the required English credits.

Study Strategies
Grades 9-12
.5 credit

Do you often study for tests and not do well? Do you avoid studying because you don't know how? Do you read and reread and still not get it? This elective course is intended to prepare students for self-managing their own learning during high school and college. This course is designed to assist students with developing and using effective and efficient study skills on a consistent basis. This course will focus on student examination of their academic goals and learning how and when to use various study strategies to achieve those goals. Topics include strategies for goal-setting, learning styles, test-taking, note-taking, time management, and critical reading for academic success. Students will be required to demonstrate hands-on use of the study strategies to help them succeed in their other academic classes. Active participation in class discussions and projects is expected.

Study Skills/Transitional Strategies
Grade 9
.5 credit

Is the thought of going from middle school to high school a little overwhelming? A new place, new teachers, new expectations...This elective course is designed to assist students with transitioning to the new expectations of high school life, including developing organizational skills, time management, and accessing the academic and extra-curricular resources available at the high school. Topics will include getting and staying organized, goal-setting, test-taking, note-taking, time management, and review of basic reading and math skills.

Enhanced Study Skills/Transitional Strategies
Grades 10, 11, 12
.5 credit

Is your idea of organization putting all of your paperwork in one bag? Was the last time you consistently completed homework in elementary school? Having trouble passing classes because you are disorganized? Have no idea what you are going to do after high school? This elective course is designed to assist upperclassmen in getting organized and earning the necessary credits toward graduation with minimum hassle. Topics will include getting and staying organized, goal-setting, test-taking, note-taking, time management, review of basic reading and math skills, and career exploration. This course is also available based on a teacher recommendation.

Honors Seminar

The East Stroudsburg High School Gifted and Talented Education (GATE) program is based on Dr. Joseph Renzulli's the Triad Model of Gifted Education, Dr. Paul's Critical Thinking Model, and Dr. Van Tassel-Baska's the Intergrated Curriculum Model. The GATE program is designed to respond to gifted learner's characteristics of precocity, intensity, and complexity through its three dimensions of advanced content, higher level processes and product development, and interdisciplinary concepts, issues, and themes.

The East Stroudsburg High School program consist of 4 components:

1. Honors Seminar
2. Freshman Gifted Seminar
3. Reinventing the Fairy Tale
4. Today's Economics

Honors Seminar

Honors Seminar is open to all identified gifted and self-motivated students. Honors Seminar is a component of East Stroudsburg High School Gifted and Talented Education (GATE) program and is based on the Renzulli Triad Model of Gifted Education. As part of the Honors Seminar, the gifted curriculum from William and Mary is integrated into the program, which deals with the concept of change in nature, knowledge, history, and human life. Various topics are introduced and change from semester to semester.

The four student goals are:

1. Creating a course of independent study
2. Learning transitioning strategies – high school to college, career opportunities
3. Examining recent gifted research in order to promote self-understanding and increase cognitive and affective development
4. Networking with other gifted and high achieving students

Credit earned must be part of the 8.2 maximum credits allowed per year.

A student may take Honors Seminar more than once, as each independent study is unique. In addition, a well-developed project may run over several course lengths, giving the student the opportunity to delve into a topic thoroughly and build upon previous knowledge.

Freshman Gifted Seminar

Because the transition from middle school to high school is a critical period, the interdisciplinary Freshman Gifted Seminar was developed. This course will be STEM (Science, Technology, Engineering and Mathematics) based that incorporates the integration of other disciplinary knowledge into a new whole. Technology helps communicate; Math is the language; Science and Engineering are the processes for thinking. All this leads to innovation. This course is mandatory for all identified Gifted Freshman.

The 21st Century skills and traits that will be developed:

- Self-Reliant: able to take risks, make informed decisions, develop self-confidence and work within specific time frames while setting their own agendas.
- Logical Thinkers: able to use the logic and make connections to influence perspectives of natural phenomena.
- Problem-Solvers: able to frame and apply understanding and learning in novel situations.
- Innovators: able to carry out independent and original investigation using the design and scientific processes.
- Technologically Literate: able to understand the nature of technology and apply its use appropriately.
- Communicators: able to understand and use the STEM pedagogy that supports the bridge between school, workplace, government, and everyday life.
- Socially and Culturally Literate: able to relate to their own culture and history and apply their understanding of the past to the future.

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Reinventing the Fairy Tale

The course Reinventing the Fairy Tale is an interdisciplinary course that examines the various fairy tales such as: The Arabian Nights, Beauty and the Beast, and The Pied Piper of Hamelin. Students will look at a number of different reinventions of those tales in the form of short stories, novels, poems, picture books, songs and films. Each variation that will be studied will be contextualized in its historic moment, and through class discussions, students will map the major developments of each tale. Each set of fairy tales will be paired with concepts addressing different critical frameworks: gender theory, post-colonial and race theory, and theories relating to the development of national identity. Reinventing the Fairy Tale is open to all identified gifted students and high-achieving students.

Today's Economics

Today's Economics is a course that will explore issues that face the Pocono Community: land preservation, economic development, and alternative fuel: the fine balance between economics and environment. This course is an interactive, interdisciplinary, and high interest curriculum. It is designed to promote an understanding and increased awareness of the interaction of economics/ business and the environment, which includes the economics of alternative energy. This course will enable students to better understand the issues surrounding the energy debate in the United States and the Pocono Community from an economic perspective. Students will also examine and explore land preservation through historical, geographical and demographical information while they learn and apply both fundamental and current economic tools and analysis.

The course integrates solid research problems, mathematical and statistical analysis, comparison and contrast evaluation, and Internet exploration. Basic economic fundamentals such as scarcity, opportunity cost, benefits and costs, supply and demand, marginalism, the influence of economic systems, and the efficient use of productive resources are integrated into the course. This course will explore the more sophisticated and complex environmental economic concepts such as use and nonuse values, consumer motivation for environmental resources, and the measurement of non-market benefits.

Today's Economics is open to all identified gifted students and high-achieving students.

Foreign Language Department

One credit course descriptions unless otherwise noted

About our Curriculum

The Foreign Language Department offers a sequential language program in three languages: French, German, and Spanish. The program emphasizes the fullest possible development of the students' speaking, listening, reading, and writing skills which are necessary for effective communication in a global society.

Students who continue their studies of a foreign language tend to score higher on standardized tests conducted in English. Universities and potential employers look favorably upon those students who have completed three or more years of a foreign language. Studies have shown that knowledge of a foreign language gives applicants a competitive advantage over those without foreign language background. The study of a foreign language develops a life-long ability to communicate with people from other countries and backgrounds and provides a diverse global perspective.

Students are encouraged to continue their language studies throughout their high school careers. Students may study more than one language in a semester, but no more than one level per language within the same semester. Independent study will be considered on an individual basis during the junior or senior year only. Prior departmental approval, in addition to the approval of the teacher responsible for the course, is also needed before consideration will be granted.

Native/heritage or near-native speakers may be tested to determine appropriate placement prior to the scheduling process. Please speak to a foreign language teacher.

700 French Courses

French I
Grades 9, 10, 11, 12
1 credit

Pack your bags! You're about to begin an exciting adventure into the French-speaking world and its culture! Level I begins as an in-depth study of French with major emphasis on basic conversational patterns, grammar patterns and development of reading and writing skills, as found in the basic text.

French II
Grades 9, 10, 11, 12
1 credit

Prerequisite: French II is available to those students who have successfully completed French I at an accredited high school or middle school. We're on our way, so "Laissez les bons temps rouler"! French II further develops the beginning writing, reading and oral skills learned on the first level and introduces simple literature and cultural readings. Students become familiar with the people, as well as the places, which make up the French -speaking world through DVD's, cassettes, videos and the Internet.

French III Honors
Grades 9, 10, 11, 12
1 credit

Prerequisite: French III is available to those students who have successfully completed French II at an accredited high school. You've got the tools, maintenant parlons français! French III consists of a much more intensive study of the structure of the language. French culture will come to life with DVD's, music, CD's and the Internet

French IV Honors
Grades 10, 11, 12
1 credit

Prerequisite: French IV is available to students who have successfully completed French III at an accredited high school. Traversons la France! Students are introduced to issues, culture, history, and traditions within France. They experience life in France through music, CD's, DVD's and the Internet. Emphasis is on fine tuning grammatical concepts and enhancing speaking ability.

***Students pursuing upper levels of studies in French may not schedule French V and French VI in the same school year.**

AP French V Language & Culture
Grades 10, 11, 12
1 credit

Prerequisite: French V AP is available to students who have successfully completed French IV at an accredited high school. Students continue their study of current issues, culture and traditions of various provinces and francophone countries. They travel throughout the francophone world via DVD's, CD's and the Internet. The study of advanced grammar is continued, as is the study of various genres of French literature. One day every three weeks is devoted to oral conversation on pre-determined subjects. The target language is used exclusively in the classroom. Intensive preparation for the AP exam is handled on an individual basis.

AP French VI Language & Culture
Grade 11, 12
1 credit

Prerequisite: French VI AP is available to students who have successfully completed French V at an accredited high school. Students continue their study of current issues, culture and traditions of various francophone countries. The study of advanced grammar is continued, as is the study of various genres of French literature. Those concepts not covered in French V are pursued in French VI. The target language is used exclusively in the classroom. Intensive preparation for the AP exam is handled on an individual basis.

AP French VII Language & Culture
Grade 12
1 credit

Prerequisite: French VII is available to students who have successfully completed French VI at an accredited high school. Admission by teacher approval only.

This course is an independent study program designed as a "bridge" into university for those students who wish to take advantage of "doubling up" on their French courses throughout high school. Students will have the opportunity to pursue a curriculum designed to their needs. This may include preparation for the AP exam, if they so choose.

700 German Courses

German I
Grades 9, 10, 11, 12
1 credit

Getting a start in one of the world's most widely spoken languages, Level 1 is an introduction to an in-depth study of German with the major emphasis on basic conversational patterns and grammar structures, as well as the development of basic reading and writing skills. Short dialogues provide the primary focus of learning. The culture of modern Germany, and the German speaking countries is also taught through use of both Satellite TV and the Internet. News broadcasts, culturally related programs, and on-line German speaking newspaper articles provide an equal balance of current

events, culture, and grammar.

German II
Grades 9, 10, 11, 12
1 credit

Prerequisite: German II is available to students who have successfully completed German I at an accredited middle school or high school. German II further develops the writing, reading and conversational skills learned in German I. Emphasis remains on both pronunciation and reading of works primarily consisting of textbook dialogues. The respective units of the text provide a focal point of culture with regard to life in major metropolitan areas, as well as life in large German cities. Satellite TV again provides an opportunity to reflect on contemporary cultural issues. Students are progressively challenged to increase their reading, writing, and thinking skills. The internet is used extensively as a tool for cultural understanding of the current events affecting modern Germany and the German-speaking world. On-line newspaper articles and web sites keep students up to date with these aspects.

German III Honors
Grades 10, 11, 12
1 credit

Prerequisite: German III is available to students who have successfully completed German II at an accredited high school.

German III is an in-depth study of the language of German-speaking Europe. The language structures, which the students learned in German II are reviewed with the aim of greatly expanding the student's oral and written command of German. The literature consists of textbook related short stories and selected poems. Contemporary events in Germany are studied as they occur. The target language is used as much as possible.

German IV Honors
Grades 10, 11, 12
1 credit

Prerequisite: German IV is available to students who have successfully completed German III at an accredited high school.

German IV is designed to enhance the language competencies of the student. Writing techniques are expanded through essay construction. Daily conversation is conducted in German. A primary reader as well as short magazine articles, and short novels are read to develop comprehension. Austria is the German speaking country of primary focus in the program.

AP German V Language & Culture
Grades 10, 11, 12
1 credit

Prerequisite: German V is available to students who have successfully completed German IV at an accredited high school.

The students will continue to develop their foreign language competencies in the areas of understanding, speaking reading, and writing. Complex grammatical structures are analyzed and incorporated into "practical" usage. The target language is used almost exclusively. The course will cover aspects of the AP exam. Intensive preparation for the AP exam will be handled on an individual basis.

AP German Language & Culture
Grade 11, 12
1 credit

Prerequisite: This course is available to students upon the successful completion of German V at an accredited high school.

The curriculum consists of reading more complex literary works such as the *Diary of Anne Frank* and Durrenmatt's *Der Richter und sein Henker*. Current issues and culture as they relate to German speaking countries are also explored through extensive use of the Internet. More advanced grammatical structures are covered through the use of sample AP exam excerpts and advanced grammar textbooks in an effort to help students prepare for the rigors of the AP exam for those students choosing to do so. Essay composition and oral conversations are also major components of the course where the target language is used exclusively.

German VII/AP
Grades 12
1 credit

Prerequisite: German VII is available to students who have successfully completed German VI at an accredited high school.

Exclusively taught as an independent study course. Admission is on teacher approval only. German

VII/AP continues studies in literature, research, and writing, as well as daily verbal language practice.

700 Spanish Courses

Spanish I
Grades 9, 10, 11, 12
1 credit

Spanish I begins as an in-depth study of Spanish with major emphasis on conversational and grammatical patterns, and development of reading, writing and listening skills. This course is intended for students who have no prior experience with Spanish. It is not recommended for Heritage/native Spanish speaking students. Native or near-native speakers must be tested to determine appropriate placement if needed. Please discuss with a Spanish teacher prior to scheduling.

Spanish II
Grades 9, 10, 11, 12
1 credit

Prerequisite: Spanish II is available to students who have successfully completed Spanish I at an accredited middle school or high school.

Spanish II emphasizes expansion of vocabulary and a more intense study of grammatical structures. Conversations are based on real life situations. Spanish and Hispanic cultures are explored through DVD's, music and other media sources.

Spanish III Honors
Grades 9, 10, 11, 12
1 credit

Prerequisite: Spanish III is available to those students who have successfully completed Spanish II at an accredited high school.

Oral communication is stressed in Spanish III Honors. Writing assignments and reading selections emphasize a wide range of vocabulary and usage of advanced grammatical concepts. Ample practice is given to promote oral and written proficiency. The cultures of the Spanish-speaking world are discussed through readings and advanced technological resources. Spanish is used extensively in class.

Spanish IV Honors
Grades 10, 11, 12
1 credit

Prerequisite: Spanish IV is available to all students who have successfully completed Spanish III Honors at an accredited high school.

Level IV is a more concentrated study of the language patterns and involves extensive use of the target language in the classroom. Through authentic literature from the Spanish-speaking world, students continue the development of reading, writing, and conversational skills while gaining a deeper understanding of the life and customs of the people of Spain and Central and South America. The students' view of the Spanish-speaking world is enriched through music, the visual arts and multiple media sources.

AP Spanish V Language
Grades 10, 11, 12
1 credit

Prerequisite: Spanish V AP is designed for students who have successfully completed Spanish IV Honors at an accredited high school.

The course is conducted at the university level and the target language is used exclusively in the classroom. Through authentic prose, poetry, and drama from the Spanish and Hispanic worlds, students strengthen reading, writing, critical thinking, and conversational skills. Reading selections highlight contemporary issues and provide cross-cultural awareness. Intensive preparation for the AP exam will be handled on an individual basis.

Spanish VI AP Language
Grades 11, 12
1 credit

Prerequisite: Spanish VI is available to those students that completed Spanish V at an accredited high school.

Spanish VI AP involves more intensive study and opportunity to achieve oral fluency. Greater student responsibility is expected for completion of assignments. Intensive preparation for the AP exam will be handled on an individual basis.

**AP Spanish VII Language
Grades 11, 12
1 credit**

Prerequisite: Spanish VII is available to those students that completed Spanish VI at an accredited high school. Admission by teacher approval only.

Spanish VII AP is an independent study course with greater emphasis on literature. Students will have the opportunity to pursue a curriculum designed to their needs. This may include preparation for the AP exam.

Health and Physical Education

About our curriculum

Health and physical education classes are offered in grades nine through twelve. Health course content at these grade levels includes knowledge concerning the structure and function of the body, the dangers of unsafe behavior (including, but not limited to smoking, alcohol and other drugs), diseases (communicable, degenerative, and sexually transmitted), human sexuality and reproduction, circulatory and respiratory systems, and CPR/AED training, physical fitness, cancer and lifetime health care.

The physical education activities include tennis, soccer, football, aerobic fitness, basketball, badminton, racquetball, floor hockey, track and field, wiffleball, volleyball, speedball, aerobic/creative dance, weight training and circuit training, lacrosse, golf, ultimate Frisbee, and cageball, stick hockey, cooperative games, handball, physical best test and conditioning, pickleball, buka ball, Tae Bo, pilates, yoga, martial arts, cycling, team handball, double dutch/jump roping, station work, and modified rugby.

The primary focus is placed upon the ability of the student to achieve increase heart rate for fat burning/ cardiovascular conditioning while teaching and refining skills in individual and team activities.

Injuries: Anytime an injury occurs in class, it is the student's responsibility to report it as soon as possible to the teacher in charge.

Participation of Athletes in Physical Education Class: All athletes are required to change clothing for physical education classes. On the day of a varsity athletic competition, it is up to the discretion of the teacher to determine the level of involvement at which the student will participate.

Satisfactory completion of Health & Physical education in grades 9 – 12 is a graduation requirement.

Modified Physical Education

This course is designed to modify and/or supplement the regular physical education course by individualizing instruction based on a student's immediate need concerning injury and rehabilitative processes, or a program of physical education that promotes a life-long activity due to the nature of one's individual needs.

**Driver Training
Grade 11
.1 Credit**

Each student electing the driver-training course will be given the opportunity to practice the fundamentals taught in the classroom. The class meets for one quarter.

The student will spend a minimum of six (6) hours behind the wheel. The following is a sample of driving skills to which each student will be exposed: pre-driving skills, tracking, backing, steering, signaling, turning movements, in-town driving skills, rural driving skills, and highway or interstate driving skills.

In addition to the above skills, emphasis is placed on proper eye movement patterns, driving under adverse conditions, proper decision-making skills, space judgment, off-road recovery and general safe attitude concerning driving.

**Driver Education
Grade 11
.2 Credit**

Driver Education is a classroom based course consisting of 30 hours of theory in sound driving practices. Driver Education is considered the 11th Grade Health class.

**Sports Nutrition
Grades 9, 10, 11, 12
.5 Credit**

This course will study current information to the specific topic of nutrition and sports performance. Students explore and are able to discuss scientific approaches for obtaining top athletic performance and will gain an understanding of how the body processes food for fuel during activity and how it affects performance outcomes. Students will also examine myths and fallacies regarding food and performance enhancements while analyzing their own food habits to determine what nutrients and food groups are deficient and to see how certain food components make a difference in their physical, mental, emotional, and social capabilities.

This course will include, but not limited to, projects and activities that include: diet examinations, food/body composition labs, food taste tests, reading nutritional labels, workout programs, food journals, eating disorders, and sport specific training.

**Advanced Sports Nutrition (North)
Grades 10, 11, 12
1 Credit**

Recommended: Successful completion of Sports Nutrition with a 75% or better.

The advanced Sports Nutrition course will provide today's health-conscious student and student athlete with the knowledge and means to assess themselves in their dietary intake as well as help them plan nutritional information that will be beneficial to their improvement in sport competition, training and daily activity. The class will utilize individual palm pilots for data recording, nutritional information, data planning and nutritional breakdown of dietary intake. Each student will be responsible for a palm pilot to use throughout the semester for data collecting in and out of school. Each palm pilot will be uploaded with dietary assessment sheets, caloric value sheets, exercise and fitness information, Microsoft Word, excel and checklist strategies. The implementation of the palm pilots will help the students to recover, store and track data for the entire semester. The class will focus on how our bodies use food for energy when we are engaged in athletic competition and training. Overall, the class will find and analyze diets in order to become cognizant of their own personal habits and help to benefit in reaching their own individual athletic performance goals or personal health fitness goals.

**Strength and Conditioning I
Grades 10, 11, 12
1 Credit**

Students may take this course two (2) times only and it will count as a Physical Education credit during the years a student participates. Prerequisite: A 90% or above average in physical education the previous year. This course will incorporate weight training and conditioning techniques that implement various training principles and theories of exercise science. Students will become cognizant of the scientific aspect as well as "use" progressive resistance exercise, flexibility training, plyometric techniques, and aerobic conditioning. Participation in this class will aid student performance in lifelong activities and athletics while encouraging physical fitness throughout the year. Students will be evaluated through testing in strength and fitness, journal logs, completion of required assignments and knowledge of principles being studied. The student must keep in mind that they will be re-evaluated by the teacher each year in order to be considered for continuation of this class.

Due to the physical requirements of this class. It is strongly recommended that student athletes taking this course enroll for the class in their off-season.

Strength & Conditioning II

Prerequisite: Successful completion of Strength and Conditioning I, with at least an 80%. Each student must have a signed recommendation letter from their Strength and Conditioning teacher before enrolling in this class.

This course will be a continuation of the Strength and Conditioning I class with the addition of projects, both school and community related. A closer look at weight room facility design, how effective the community is, in offering programs to teens/adults, and a look at the athletes in society as role models/heros and their impact on today's youth. Students will also be required to have a daily journal log, a notebook and weightlifting gloves to ensure the safety of the participants.

Family & Consumer Science

One credit course descriptions unless otherwise noted **Everyday Living** **Grades 9, 10** **1 credit**

This one credit course covers several areas of FCS education. The course focuses on the development of skills needed to select, prepare, and serve food that meets nutritional needs of individuals and families. Emphasis in this course is given to the development of competencies related to nutrition, weight control, the food consumer, the effect of technology on food and nutrition, kitchen organization and equipment, safety and sanitation, menu planning, serving and eating food, food preparation, eating away from home, and jobs and career opportunities in the field of food and nutrition. Upon completion of this course, students should be able to apply sound nutritional practices which will have a positive effect on their health. The course also covers sewing techniques, fabric and pattern layout, fit, as well explore some fashion issues and trends. Students will complete a minimum of one construction project during the semester. It is necessary for students to provide their own patterns, fabric, and notions for the construction project which is selected from an affordable kit option. All FCS courses cover essential consumerism skills including money management, career choices, and personal responsibilities.

Fashion/Clothing Construction **Grades 10, 11, 12** **1 credit**

Recommended: Successful completion of Everyday Living

Fashion/Clothing construction is designed to increase interest in a student's overall appearance. Units to be covered include figure analysis, hair and make-up to enhance appearance, selecting and evaluating ready-to-wear clothing to suit one's image, color analysis, and wardrobe building. The sewing projects selected should be suitable for the student's figure type and coloring, and designed to increase overall sewing knowledge. A large portion of the semester will be devoted to sewing the projects and learning how to use new technology advances, as well as community involvement activities. Students will study history of fashion, fashion designers, and complete a culminating project for fashion/clothing construction. **The student must provide project materials.**

Fashion & Clothing Construction II-Honors **Grades 11-12** **1 credit**

Prerequisite: Fashion & Clothing Construction I must be taken prior to Fashion & Clothing Construction II. This course will run simultaneously with Fashion & Clothing Construction I; Spring Semester 2011)

Fashion & Clothing Construction II is a course in which students continue to improve and develop skills emphasizing machine sewing and creative design related to clothing design, production, acquisition, and distribution in the textiles and fashion arenas as well as continued community service.

Topics include: exploration of textiles and fashion industries; elements of science and design in textiles and apparel; textiles principles and applications; social, psychological, cultural, and environmental aspects of clothing and textiles selection; clothing and textile products for people with special needs; critical thinking applied to consumer options for fashion, textiles, and related equipment, and tools; care and maintenance of textile products, equipment and tools; impacts of technology construction and alteration skills; contemporary issues, including global applications. Work-based, entrepreneurial, experimental, laboratory, and / or service learning are to be included. Portfolio activities are required as well as 3-5 garments completed with proficiency within the semester. **The students must provide project materials.**

North **Fashion Merchandising** **Grades 10, 11, and 12** **.5 credit**

Recommended: Successful completion of Fashion/ Clothing Construction I

Students of Fashion Merchandising will explore merchandising topics including, but not limited to, fashion design principals, market niche identification, tiers of clothing manufacturing, adaptation of design trends, manufacturing and retail placement, and textile selection for specific uses.

Focusing on current elements of fashion, students will explore the international scope of the fashion industry, economic paradigms, merchandising strategy, and product positioning. Practical application will be made in the prediction of trends, the use of economic strategies in the market place, and current fashion merchandising alternatives as they are effected by fluctuating markets.

Bon Appetite **Grades 10, 11, 12** **1 credit**

Recommended: Successful completion of Everyday Living

This is a semester course for students interested in nutrition and food preparation with emphasis on international cuisine. In Bon Appetite students will study nutritional needs, kitchen skills, eating habits/MyPyramid, menu planning, recipe use, weights and measures, conversions, budgeting, safety and sanitation, and organizing efficiency and lab procedures. The course then explores a variety of foreign countries. Students will learn how geographic location, culture, climate, population, and customs all reflect the food choices of these countries. Food preparation is a portion of the coursework and will include complete meals as well as specialty dishes from each country. Emphasis in this course is given to the development of basic competencies related to the culinary arts profession, life skills, and consumerism. Students will be introduced to skills needed for employability, customer relations, and meal management. All FCS courses cover essential consumerism skills including money management, career choices, and personal responsibilities.

Child Development I **Grades 10, 11, 12** **1 credit**

CHILD DEVELOPMENT I addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is utilized in order to integrate suggested topics into the study of child development and parenting. The focus is on research-based nurturing and parenting practices and skills, including brain development research, that support positive development of children. Topics include consideration of the roles, responsibilities and challenges of parenthood; human sexuality; adolescent pregnancy; prenatal development; preparation for birth; the birth process; meeting the physical, social, emotional, intellectual, moral, and cultural growth and developmental needs of infants and children; impacts of heredity, environment, and family and societal crisis on development of the child; meeting children's needs for food, clothing, shelter, and care giving; caring for children with special needs; parental resources, services, and agencies; and career awareness. Applications through authentic settings such as volunteer experiences, internships, and service learning are encouraged. This course is recommended for all students regardless of their career cluster or pathway to build basic parenting skills and is especially appropriate for students with interest in human services and education-related careers.

Child Development II **Grades 11, 12** **1 credit**

Prerequisite: Child Development I

CHILD DEVELOPMENT II is a sequential course that addresses more complex issues of child development and early childhood education with emphasis on guiding physical, social, emotional, intellectual, moral, and cultural development throughout childhood, including school age children. Topics include positive parenting and nurturing across ages and stages; practices that promote long-term well-being of children and their families; developmentally appropriate guidance and intervention strategies with individuals and groups of children. Students will access, evaluate, and utilize information, including brain/learning research and other research results to meet needs of children, including children with a variety of disadvantaging conditions. Students will explore "all aspects of the industry" for selected child-related careers. Authentic applications are implemented through field-based or school-based experiences with children in locations such as observation/interaction settings, preschools, elementary schools, or daycare settings. Service learning experiences are highly recommended. A thoroughly documented student portfolio is required. This course is recommended for any student for enrichment and as a foundation for students with interests in any child-related career or profession.

Child Development III (Internship) **Grade 12**

Child Development III is a one credit course that gives the student the opportunity to use the skills and knowledge they gained in the Child Care Career Pathway in a professional childcare facility. Students will work through the School-to-Career Coordinator to secure either an unpaid internship or paid Career Field Experience at a local day-care facility. A childcare professional will be assigned to the student to act as mentor and to direct daily work activities and monitor the students' progress. Due to the individualized nature of each internship, Honors credits will not be awarded.

Independent Living (formerly: Adult Issues)
Grades 11, 12
.5 credit

This course was designed for students that have not taken a Family and Consumer Science course. Topics covered will include nutrition, childcare, finances and balancing work, family and community responsibilities. Independent Living meets the Pennsylvania Family and Consumer Science standards for graduation. Appropriate for Juniors and Seniors.

Interior Design and Housing
Grades 10, 11, 12
South: .5 credit
North: 1 credit

Students of Interior Design and Housing will examine the universal need for housing, including its social and economic factors. Technological and architectural contributions and limits will be researched. Housing choice and the individual nature of interior decorating will be explored interactively through project and cooperative learning. Practical application will be made in comparing the economic factors of housing choice and individual budget limits. Social and legal controls of housing will be introduced. Projects in design presentation and career research allow the student to prepare for informed decision making in the choice of advanced study in this area.

Creative Crafts
.5 Credit
Grades 9, 10, 11, 12

Creative Crafts gives the student an opportunity to explore and experiment in personal applications of traditional American crafts. Projects will be linked to rendered tasks in clothing and object adornment using art material and machine sewing. This can include but is not limited to textile appliqué, embroidery, stenciling, quilting, and paper crafts. This will be accomplished by consistent application of the elements and principles of design to create original works that reflect the individual style of each student.

Mathematics Department

One credit course descriptions unless otherwise noted

	Applied*	College Prep	Honors
8 th Grade	Pre-Algebra	Pre-Algebra	Honors Algebra I
9 th Grade	Algebra I	CP Algebra I	Honors Algebra II
10 th Grade	Algebra II	CP Algebra II	Honors Geometry
11 th Grade	Geometry	CP Geometry	Honors Pre-Calculus w/ Trigonometry
12 th Grade	Fundamentals of Math Consumer Math Essential Mathematics CP Statistics* CP Trigonometry*	CP Statistics CP Trigonometry	AP Calculus AB Honors Calculus I or AP Calculus BC or Hon. Statistics

- All students must take Algebra I, Algebra II, and Geometry. It is recommended that students complete these courses by the end of 11th grade.
- All 9th, 10th, and 11th grade students must take a core math course. It is recommended that 12th grade students take a core math course, but enrollment in a math elective or approved senior math elective is required.
- All students will demonstrate problem-solving skills
- All students will demonstrate the ability to communicate
- All students will utilize technology
- All students will appraise career opportunities

*If a student receives an 85% or higher in Algebra II and has a teacher recommendation, he/she may take CP Statistics or CP Trigonometry senior year.

All mathematics courses will encourage students to reason mathematically, to communicate mathematical ideas and concepts, to become creative problem-solvers and to connect mathematics to every-day-life and various other disciplines.

Throughout all of the mathematics courses, students will use technology to further their understanding of mathematics. Calculators: standard four function, scientific and graphing will be used when appropriate. Computers will be used to practice skills and explore mathematical concepts. Courses include instruction on the proper use of technology.

The mathematics department recommends any student who is planning post high school course work take four years of College Prep and/or Honors mathematics.

Core Math Courses

Honors Mathematics

In planning mathematics course sequencing, students must schedule Algebra I before Geometry.

Honors Algebra I
Grade 9
1 credit

Honors Algebra I is designed for those students who have successfully completed Pre-Algebra with an 85% or higher and are recommended by their teacher. Students taking this course should have the desire and will to complete four years of study in the honors mathematics curriculum. Topics to be studied are properties and basic operation of the real number system, open sentences with one and two variables, polynomials and rational expressions, factoring, functions and their graphs, irrational numbers and the quadratic equation and systems of equations in three variables.

Student will take the state mandated Keystone Algebra exam at the end of this course.

Honors Algebra II
Grades 9, 10, 11
1 credit

This honors course is for students who have successfully completed Honors Algebra I with an 85% or higher. Topics studied in depth are: linear functions and relations, systems of linear equations and inequalities, graphs in space, determinants, polynomials and rational expressions, sequences and series, radicals, complex numbers, and problem solving techniques.

Honors Geometry
Grades 9, 10
1 credit

This course is designed for those students who have successfully completed Honors Algebra I with an 85% or higher or those who achieve a grade of 95% or better in a college prep section of Algebra I. Topics studied are: basic elements of geometry; inductive and deductive reasoning; formal proof; angles, perpendiculars and parallels; congruency and similarity; basic trigonometric functions; circles; and areas and volumes. Theory and understanding of abstract concepts will be stressed.

Honors Statistics
Grades 11, 12
1 credit

This is a full credit honors course for the student who has successfully completed Honors Algebra II with an 85% or better. In this course, students will learn to interpret survey results, graphs, averages, and other forms of statistical data. Students will learn applications of statistics and probability that are used in everyday life and in various careers including measuring of central tendency and variation, permutations, combinations and binomial distribution.

Honors Pre-Calculus with Trigonometry
Grades 10, 11, 12
1 credit

Honors Pre-Calculus with Trigonometry is a one-credit honors course for the student who has completed Algebra I, Algebra II and Geometry. Students taking this course are most likely to succeed with an 85% or above in Honors Algebra II or 95% or above in College Prep Algebra II and are planning to major in mathematics or science in college. Topics to be studied are: trigonometric functions and applications, logarithms, exponents, complex numbers, higher degree equations, inequalities, analytic geometry and an introduction to polynomial calculus. Students are expected to complete daily written work and prepare for periodic exams. Students will use graphing calculators extensively.

Honors Calculus I
Grades 11, 12
1 credit

This course is a one credit elective course for students who have successfully completed Honors Pre-Calculus with Trig with a 75% or higher. Honors Calculus topics include: a review of advanced math concepts, derivatives and integrals of algebraic and transcendental functions and the applications of differentiation and integration. Use of the graphing calculator and computer will enhance understanding of the concepts of calculus. The course will provide a solid foundation for a college calculus course.

AP Calculus AB
Grades 11, 12
1 credit

Prerequisite: Students who are considering taking this course are required to have an average of 85% or higher in Honors Pre-Calculus w/Trig, teacher recommendation, and completion of summer work.

AP Calculus is a one credit advanced placement elective course which is equivalent to a full academic year of work in calculus and related topics, comparable to courses in colleges and universities. Students must have a thorough knowledge of college preparatory mathematics including algebra, axiomatic geometry, trigonometry, and analytic geometry. Students will be encouraged to take the Advanced Placement Calculus AB examination offered by Educational Testing Service (ETS) of the College Board. The College Board determines the topics included in this course annually. Conceptual understanding of the essential concepts of calculus is emphasized in theory and practice. Professional mathematics organizations have strongly endorsed the use of graphing calculators in mathematics instruction and consequently these calculators are also used throughout the course and required for a portion of the AP exam. Due to the rigorous nature of this course, students who are considering taking AP Calculus should seek the advice of their current mathematics teacher.

AP Calculus BC
Grades 11, 12
1 credit

Prerequisite: Students who are considering taking this course are required to have an average of 85% or higher in Honors Pre-Calculus w/Trig, teacher recommendation, and completion of summer work.

AP Calculus BC is a two credit, year-long advanced placement elective course which is comparable to the first two calculus courses offered at colleges and universities. Students must have a thorough knowledge of college preparatory mathematics including algebra, axiomatic geometry, trigonometry, and analytic geometry. Students will be encouraged to take the Advanced Placement Calculus BC examination offered by Educational Testing Service (ETS) of the College Board. The College Board determines the topics included in this course annually. Conceptual understanding of the essential concepts of calculus is emphasized in theory and practice. AP Calculus BC is AP Calculus AB with added topics including: hyperbolic functions, Taylor's Theorem, L'Hospital's Rule, improper integrals, sequences series, power series, Taylor series, parametric curves, arc length, surface area and polar coordinates. The focus of the course is neither manipulation nor memorization of an extensive taxonomy of functions, curves, theorems, or problem types. Thus, although facility with manipulation and computational competence are important outcomes, they are not the core of these courses. Professional mathematics organizations have strongly endorsed the use of graphing calculators in mathematics instruction and consequently these calculators are also used throughout the course and required for a portion of the AP exam. Due to the rigorous nature of this course, students who are considering taking AP Calculus should seek the advice of their current mathematics teacher and the current AP Calculus teacher.

AP Multivariable Calculus
Grades 11, 12
1 credit

This course will continue the study of calculus following AP Calculus BC by investigating the calculus of multivariable functions. This includes an introduction to functions of multiple variables, and graphs in two, three, and more dimensions. Vector valued functions and the calculus of these functions will be explored. Concepts such as limits, derivatives and integrals in the context of multivariable functions will be studied. Vectors, vector valued functions, partial derivatives and multiple integrals are included. The course includes applications by looking at the Fundamental Theorem for line integrals, Green's Theorem, Stokes Theorem and the Divergence Theorem.

COLLEGE PREP MATHEMATICS

Students should be aware, regardless of the field of study, post high school education requires mathematics course work. In planning the sequence of mathematics courses, Algebra I **must** precede Algebra II and Geometry.

CP Algebra I
Grades 9, 10, 11, 12
1 credit

Algebra I is a course designed for students who have successfully completed Pre-Algebra with a 75% or higher. Topics to be studied are symbols and sets, variables and open sentences, solving equations, inequalities and word problems, integers, the real numbers, functions and variables, quadratic equations and inequalities graphing and solving systems of equations in two variables. Through the course, problem solving, mathematical reasoning, communicating and connecting mathematics to the real world are stressed. And, where appropriate, the course also includes the use of calculators and the computer.

Student will take the state mandated Keystone Algebra exam at the end of this course.

CP Algebra II
Grades 9, 10, 11, 12
1 credit

Prerequisite: completion of CP Algebra I with a 75% or higher

This is the second subject in the sequence of the academic mathematics program. Topics studied include: linear and quadratic equations and inequalities, functions and relations, systems of linear equations, polynomials and factoring, radicals, complex numbers and problem solving techniques.

CP Geometry
Grades 9, 10, 11, 12
1 credit

In order to enroll in the course, a student must have successfully completed CP Algebra I or CP Algebra II with a 75% or higher. Topics studied include: basic elements of Geometry, inductive and deductive reasoning; formal proof; angles; perpendiculars and parallels, congruency and similarity, basic trigonometric functions, circles and areas and volumes.

CP Trigonometry
Grades 11, 12
1 credit

This semester course is for the student who has completed CP Algebra I, CP Algebra II and CP Geometry with a 75% or higher. Persons taking this course should have enjoyed mathematics previously and possibly planning a career related to mathematics. Topics to be covered include a review of basic algebra, trigonometry and application of logarithmic and exponential functions. It is the aim of this course to help students prepare for basic college mathematics requirements or technical schoolwork in related areas. Students are expected to complete daily written work and prepare for periodic exams. Students are reminded that some colleges require at least one-half year of study of trigonometry as a condition for acceptance.

CP Statistics
Grades 11, 12
1 credit

Discover! Learn to interpret the abundance of poll results, surveys and averages that are thrown at you everyday! In this one semester course, students can learn to understand and solve problems dealing with various survey results.

The methods will be taught, but the computer and/or graphing calculator will be used to do the time-consuming calculations in a fraction of a second. This statistics course will especially benefit the student who is interested in business, applied sciences or mathematics as a career. Completion of CP Algebra II with a 75% or higher is needed for this introductory course into the exciting field of statistics.

APPLIED MATHEMATICS

These classes are designed for those students going into a skilled career that does not necessarily require a four-year baccalaureate degree. Students choosing these courses might be planning to pursue a post-secondary training program designed to prepare them for a variety of entry level positions. The topics studied in these courses will prepare students to apply math to "real life" situations and careers, especially those using increasing amounts of technology.

Algebra I
Grades 9, 10, 11, 12
1 credit

Students will study various Algebra I topics including integers, factoring, solving and graphing equations and inequalities, and connecting mathematics to real-world situations. The course also includes the use of calculators where appropriate.

Student will take the state mandated Keystone Algebra exam at the end of this course.

Algebra II
Grades 10, 11, 12
1 credit

Prerequisite: completion of Algebra I

This course is a continuation of Algebra I topics. Areas covered include linear and quadratic equations and inequalities, solving systems of equations, and functions. Scientific calculators are recommended for this course.

Geometry
Grades 10, 11, 12
1 credit

Prerequisite: completion of Algebra I

This technical approach to Geometry covers topics including lines, angles, measurement, constructions, triangles, polygons, surface area, and volume. Calculators are used where appropriate.

Essential Mathematics
Grades 11, 12
1 credit

Prerequisite: Successful completion of the equivalent of Algebra I.

Do you enjoy solving problems in different ways? Can you think outside the box? If you answered yes, then essential math is the course for you. This class offers new and different ways to solve problems. Learn strategies for taking standardized tests, college entrance exams, and real-life situations. Some topics covered include Venn Diagrams, matrix logic, and systematic lists.

Fundamentals of Mathematics
Grade 12
1 credit

This course is for students who have successfully completed Algebra I, Geometry, and Algebra II.

There is a focus on a wide variety of applications that link math concepts to real life situations. Some topics covered include solving equations, calculating area and volume, determining probability, and solving right triangles using trigonometry.

Consumer Math
Grades 12
1 credit

Do you know how to balance a checkbook, create a budget or calculate a tip? If you answered no, then consumer math is the course for you. Learn how to control your finances, calculate discounts and interest rates, determine your take-home pay, and many other real world skills. No matter what career you plan to pursue in the future, this course will prepare you for situations that everyone faces including home improvement, buying and owning a vehicle and planning a vacation.

Keystone Exam Preparation

Algebra I Keystone Prep
Grade 9, 10, 11
.5 Credit

Students will review the eligible content assessed on the Algebra I Keystone Exam. Students will learn a variety of problem-solving strategies, test-taking skills, and proper calculator use. This course will count toward graduation credits, but not replace the student's core math class.

Math Edge 12
Grade 12
.5 Credit

This course is designed to review key concepts of Pre-Algebra, Algebra, and Geometry. Students will learn a variety of test-taking skills, problem-solving strategies, and calculator use. Students that did not score proficient on their Algebra I Keystone Exam will be scheduled for this course in addition to their required math class. This course will count toward graduation credits, but will not replace the yearly required math class.

Elective Math Courses*

***Math electives do not replace core requirements outlined in the scope and sequence at the beginning of the Math section.**

SAT Prep for Math-Honors
Grade 11
.5 Elective credit

Prerequisite: successful completion of CP /Honors Algebra I, CP/Honors Geometry and completion or currently enrolled in CP Algebra II.

Honors SAT Prep for Math is a 45 minute, one semester course for students planning to take the SAT's (for the first time or to repeat the test) and wanting to earn honors credit by handling leadership roles in class and doing additional enrichment problem solving in addition to the work done in the regular SAT Prep for Math course. Students should take this class, in addition to, not instead of traditional courses for honors math students. (Algebra I, Geometry, Algebra II, Pre Calculus w/Trig., and Calculus). This course will include test-taking strategies, shortcuts, and "tricks" to help increase scores, calculator use for the new versions of the test, sample tests that include the "new SAT" questions with item analysis, and review of math topics included on the SAT. This course will include written assignments in addition to work done in class. Students taking this class should be planning to attend a four year college.

SAT Prep for Math
Grades 10, 11
.5 Elective credit

Prerequisite: Students enrolling in this class should have successfully completed CP Algebra I, CP Geometry and completion or currently enrolled in CP Algebra II.

S.A.T. Prep for Math is a 45-minute, one semester, half credit course for those students planning to take the S.A.T's (for the first time or to repeat the test) and wanting to prepare and achieve the best possible score on the mathematics portion of the test. Students should take this course in addition to, not instead of, the traditional courses for college prep students (Algebra I, Geometry, Algebra II, Pre Calculus with Trig or Trigonometry and Calculus.) The course will include test-taking strategies, calculator use for the new versions of the test, and sample tests with analysis of items missed. This course will include written assignments in addition to work done in class. Students taking this course should be planning to attend a four year college.

Math Elective Computer Literacy Courses*

***Math electives do not replace core requirements outlined in the scope and sequence at the beginning of the Math section.**

Computer Methods & Programming I **Grades 11, 12** **1 Computer Literacy Credit**

This course is for students who are interested in perusing a career in computers. Students will learn to program a virtual robot, program in a 3D Graphical user interface, build a robot, and learn the fundamentals of computer and game programming.

Prerequisites for this course are successful completion of Algebra I, experience using various computer applications, and a desire to explore and invent computer software.

This course will be useful for students interested in the following fields and career paths; game programming, graphic design, computer security, training simulations, robotics, mathematics, bioengineering, electrical engineering, computer networking, and other related fields.

Computer Methods & Programming I-Honors **Grades 11, 12** **1 Computer Literacy Credit**

The Honors Computer Methods & Programming course is a good choice for students in any discipline because it provides a solid foundation for computer related careers: such as computer programming, mathematics, engineering, business, and the natural sciences. This course should be essential for all students interested in all fields of engineering, computer science, computer information systems, web design, mathematics, physics, and natural sciences.

This course is an introductory course in computer science. The goal of the Computer Methods & Programming course is to impart valuable problem-solving skills; for the most part, this is supported by constructs within the programming language itself. Students use these skills to write real solutions to problems used as a context for introducing other important concepts in computer science.

Prerequisite: Student must complete Honors Algebra II with an 85% or higher

AP Computer Methods and Programming II **Grades 11, 12** **1 Computer Literacy Credit**

This course is a natural continuation of Honors Computer Methods I, and hence requires successful completion of Computer Methods I as a pre-requisite. Again, the aim of this class is the development of useful computer programs. Program modules are used as a context for introducing other important concepts in computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, and the study of standard algorithms and typical applications. Topics which will be covered will be Invariants, Big-Oh notation, Worst case/average case time and space analysis, Operations on dynamic data structures, Traversals, Allocation of memory, and searching and sorting routines. Students taking this class are preparing for the AP Computer Science A or AB Test.

Multimedia **Grades 9, 10, 11, 12** **1 Computer Literacy credit**

Are you interested in computer animation and digital video? Students create computer animations and digital videos using the latest software. Students create presentations using various forms of media including graphics, music, movie clips, and animations. The Internet, scanners, digital cameras, and digital video cameras will be utilized in projects. Photo editing and manipulation will also be explored.

Multimedia-Honors **Grades 9, 10, 11, 12** **1 Computer Literacy Credit**

Recommended: Enrollment in honors level math and English courses

Students use Adobe Photoshop to create and edit graphics, and to create animations. Students use Adobe Flash to create animations and interactive games. Digital video cameras and iMovie are used to create various videos. Students use Garage Band to create music for their projects.

Game Design **Grades 9, 10, 11, 12** **1 Computer Literacy credit**

Are you interested in computer gaming? Students create a variety of computer games using Adobe Flash. Students design and create all elements of the Flash game including the introduction, storyline, characters, animation, music and sound effects, and programming using Flash ActionScript.

Game Design-Honors **Grades 9, 10, 11, 12** **1 Computer Literacy credit**

Recommended: Enrollment in honors level math and English courses

Students create a variety of computer games using Adobe Flash. Students create maze-style games, side-scrolling games, and first-person interactive games. Students design and create all elements of the Flash game including the introduction, storyline, characters, animation, music and sound effects, and programming using Flash ActionScript.

Game Design 2-Honors **Grades 10, 11, 12** **1 Computer Literacy credit**

Recommended: Successful completion of Game Design and teacher recommendation.

This course is for students who successfully completed Game Design and are interested in creating additional Flash games involving more complex ActionScript. Students will also have the opportunity to design 3D models and animations, and create 3D computer games.

Web Design **Grades 9, 10, 11, 12** **1 Computer Literacy credit**

Are you interested in creating web sites? Students create web sites using HTML tags and HTML editors. Students learn to effectively use different elements of a web page. Various forms of media will be created and inserted into the web pages including banners, music, animations, and movies. Students will utilize the Internet, scanners, digital cameras, and digital video cameras while making their web sites. Basic design principles will also be covered.

Web Design-Honors **Grades 9, 10, 11, 12** **1 Computer Literacy Credit**

Recommended: Enrollment in honors level math and English courses

Students use HTML code, Adobe Dreamweaver, and Adobe Flash to create comprehensive web sites. Students use Adobe Photoshop to create web banners, animations, and other graphic elements for their web pages. Students create videos for their web sites using digital video cameras and iMovie. Students create music for their web pages using Garage Band.

800 Vocal Music Department

One credit course descriptions unless otherwise noted

Piano Class **Grades 9, 10, 11, 12** **.5 Credit**

Piano Class is open to all students. Prior musical experience is helpful but not necessarily required. This class will offer any student the opportunity to study and play the piano at beginning, intermediate or advanced levels. Performance-based assessment will be made on an individual basis. Students will have the option to take piano class either semester, or both. Each piano class successfully completed will be worth .5 credits. It is possible to take piano class and jazz lab in the same block. This course is a **must** for anyone who does not study private piano, but is considering a musical career.

Music Fundamentals I **Grades 9, 10, 11, 12** **1 credit**

This course will concentrate on written music theory, covering melody, harmonic structure and rhythm, mostly within the framework of traditional, classical four-part vocal writing. This course is a **“must”** for any student who is considering a career in music. It is also recommended for any interested and motivated students who want to improve their basic musicianship. This course may be extremely challenging to a student who has little or no prior experience such as

band, choir or piano. This course is only offered first semester.

Music Fundamentals II

Grades 9, 10, 11, 12

1 credit

This course is available only to those students who have successfully completed Music Fundamentals I. It offers the same course content as Music Fundamentals I, but at a more advanced level. It is useful for those interested in furthering their basic musicianship and composition and arranging skills. Highly recommended for any student who is considering a career in music. This course is only offered second semester.

Music Technology and Composition-Honors

Grades 10, 11, 12

1 credit

This Honors course is available only to those students who have successfully completed Music Fundamentals I and II, and is highly recommended for any student who is considering a career in music. It is a continuation of the study of music, focusing primarily on aspects of music technology. The computer notation program “Finale” is studied and used in depth. Sequencing and computer assisted ear training programs are utilized as well. This course is only offered second semester. *(This course fulfills the computer literacy requirement needed for graduation.)*

Concert Choir

Grades 9, 10, 11, 12

1 credit

Concert Choir membership is open to all students in grades 9-12. Prior choral experience is helpful, but not necessarily required. A broad range of music will be studied, rehearsed and performed. This large ensemble chorus will perform throughout the course of the school year and attendance at performances is required as a part of membership. Membership in the Concert Choir is also necessary for auditions and participation in the Choraliers, Chorale, and District Chorus. **This is a full year course. Students must register for both Fall & Spring semesters.**

North/South Concert Choir

Grades 9-12

Concert Choir-Honors

Grades 9-12

North 840 Womens’ Concert Choir

Grades 9-12

840H Womens’ Concert Choir-Honors

Grades 9-12

Concert Choir – Honors

Grades 9, 10, 11, 12

Concert Choir for honors credit is open to any member of the senior high school choir. In addition to meeting all regular Concert Choir course requirements, students will be required to perform in a jury/recital. Musical selections to be performed must be serious in nature and must represent the student’s current level of ability. The instructor and student will meet at the beginning of each semester to discuss musical selections to be performed, which are to consist of 15-20 minutes total performance time. Applied study with a private voice teacher is highly recommended for students enrolled in this course. Concert Choir Honors meets at the same time as Concert Choir. **This is a full year course. Students must register for both fall and spring semesters.**

Vocal Technique and Styling

Grades 9, 10, 11, 12

.5 Credit

This class is open to all students, and particularly recommended to chorus and band students who are interested in improving their skills as both an ensemble and solo singer. A broad range of ensemble and solo literature will be studied, rehearsed, and performed, and the primary emphasis will be on solo performance. Performance-based assessment will be made on an individual basis. Posture, tone quality, breath control, vocal range, intonation, dynamics, diction, phrasing and overall technique will be stressed as well as stylistic considerations for various types of music, such as art song, Broadway, jazz, etc. Scat singing will also be introduced and employed. This class may be taken one time only.

800 Instrumental Music

Concert Band

Grades 9, 10, 11, 12

1 credit

Concert Band I is for all freshman and any other student who will be taking Concert Band for the first time during their high school career. Concert Band is open to all students who play a band instrument. Students are expected to have reached at least an intermediate level of performance on a band instrument and must possess minimum music reading skills commensurate with the level of music studied in ensemble settings. Students enrolled in Concert Band I do so with the understanding that a portion of the grade for the course is derived from participation in performances and rehearsals, which take place outside of the school day. Students are also expected to make a positive contribution to rehearsals and attend regular lessons scheduled during the day. In addition to playing techniques and musical rudiments, the course covers a vast range of styles and genres, such as Broadway transcriptions to the more serious and advanced music representing the core of the wind band literature. Members of the Concert Band I are also eligible for various enrichment opportunities such as chamber ensembles, solo festivals and auditioning for district, all-state and national honor bands. *This is a full year course.*

Symphonic Concert Band

Grades 10, 11, 12

1 credit

Concert Band is open to all students who play a band instrument. Students are expected to have reached at least an intermediate level of performance on a band instrument and must possess minimum music reading skills commensurate with the level of music studied in ensemble settings. Students enrolled in Concert Band II do so with the understanding that a portion of the grade for the course is derived from participation in performances and rehearsals, which take place outside of the school day. Students are also expected to make a positive contribution to rehearsals and attend regular lessons scheduled during the day. In addition to playing techniques and musical rudiments, the course covers a vast range of styles and genres, such as Broadway transcriptions to the more serious and advanced music representing the core of the wind band literature. Members of the Concert Band II are also eligible for various enrichment opportunities such as chamber ensembles, solo festivals and auditioning for district, all-state and national honor bands. *This is a full year course.*

Concert Band – Honors

Grades 9, 10, 11, 12

1 credit

Concert Band honors is open to any member of the high school band. This course option is designed for the advanced instrumentalist desiring a more intense program of study. The grade for this course is weighted when figured into class rank, therefore, the honors credit should be opted for in lieu of auditing. Students must take a proficiency audition prior to enrolling for honors credit. In addition to meeting all regular Concert Band course requirements, students will be required to prepare and perform two jury recitals, once at the end of each semester. The jury recital will consist of a 15-20 minute performance of solo literature. The music must be serious in nature and representative of the student’s ability level. The honors portion of the grade during the first and third marking period is based on progress toward the jury, whereas the grade in the second and fourth marking period is based on the jury performance. Applied study with a private teacher on the student’s instrument is highly recommended for any student enrolled in this course.

Jazz Lab

Grades 9, 10, 11, 12

.5 Credit

The basis of this course is the study of American jazz music through performance and analysis. The emphasis will be upon developing ensemble, jazz theory and basic improvisational skills. Classes will be structured around a rehearsal situation but will also include listening and theory practice. Students enroll in this course with the understanding that a portion of the grade is derived from

successful participation in performances, which take place outside of the school day. This one semester course is open to all members of the high school band program.

**Jazz Lab – Honors
Grades 9, 10, 11, 12
.5 Credit**

In addition to meeting all regular Jazz Lab course requirements, students will be required to perform in a jury recital setting at the end of the semester. Students must pass a proficiency audition at the beginning of the school year. Music to be performed will consist of standard jazz tunes, improvised solos and transcribed solos representing the student's current ability level. A portion of the jury may consist of projects such as analysis and/or original composition and arrangements. The instructor and student will meet at the beginning of the class to discuss the content of the music to be performed, which must consist of 15-20 minutes total performance time. The honor’s portion of the grade during the first half of the marking period will be based on progress toward the jury performance, whereas grading for the second half of the course will be based primarily on the jury performance itself.

**Conducting and Analysis
Grades 9, 10, 11, 12
.5 credit**

This class is open to any band or choral student who has prior experience at the high school or intermediate school level in a large performing ensemble. The class will cover the art of conducting through study of basic conducting patterns and gestures, as well as detailed analytical studies of band, choral and orchestral scores and recordings. Students will also focus on higher-level musical concepts, such as transposition and arranging, which will apply towards individual and ensemble musicianship. Students will also have the opportunity to conduct a varied array of musical ensembles. Please note: Prerequisites to the class include band or chorus. Due to the higher musical demands of the class, it is recommended that students either have applied study on their instrument outside of school, or have taken Music Fundamentals I.

Science Department Planned Course Scope and Sequence			
		College Prep Suggested Sequence	
	Applied	College Prep	Honors
9 th Grade	Gen. Science	CP Gen. Science	Honors Gen. Science
10 th Grade	Biology I	CP Biology I	Hon. Biology I
11 th Grade	Human Biology Gen. Science II Environ. Science Biology II	CP Chemistry CP Environ. Science CP Biology II CP Ana. & Physiology CP Physics	Hon. Chemistry Honors Physics I Hon. Anatomy & Physiology Hon. Biology II
12 th Grade	General Science II Biology II Human Bio Environ. Sci.	CP Physics CP Intro to Forensics CP Environ. Science CP Biology II CP Ana. & Physiology CP Chemistry	Hon Chemistry II AP Chemistry AP Biology Hon. Anatomy & Physiology II Hon. Intro to Forensics Honors Physics Hon. Anatomy & Physiology Honors Biology II

300 Science

**Honors General Science
Grade 9
1 credit**

Successful completion of 8th grade science and proficiency in mathematics (MAP test) are requirements for enrolling in Honors General Science. Honors General Science follows the same format as College Prep General Science except the honors classes have greater emphasis on mathematical concepts. Students are also required to complete a project showing mastery of the scientific method. The project will include a paper and a formal presentation.

**College Prep General Science
Grade 9
1 credit**

College Prep General Science’s purpose is designed for a student who is proficient in mathematics (MAP test) and will provide students with a beginning knowledge of the physical sciences and to offer some insight into the means by which scientific knowledge is acquired. The course is designed to serve as a solid foundation for those students taking later courses in biology, chemistry, physics and courses at the career & technical school. To this end the student will take a broad survey of the entire field. These topics range from the metric system, properties of matter, chemical reactions, velocity, acceleration, force, work, and simple machines. Through experimentation, guided reasoning and the inquiry approach, the student will attain the proper understanding of the course. College Prep General Science is a performance-based course.

General Science
Grade 9
1 credit

This course is designed to provide a solid foundation of scientific knowledge. Additionally students will be introduced to physical science concepts that include basic understanding of Physics and Chemistry. Students will then apply these concepts in continued studies in other science courses and in career & technical schools. This is an activity/lab based course.

Honors Biology I*
Grades 10, 11 , 12
1 credit

Prerequisite: Completion of Honors General Science.

Honors Biology is a formal college preparatory course designed to expose students to the study of life. Students will conduct in depth investigations into major biological concepts including genetics, cells, reproduction and macromolecules. Strong emphasis on laboratory work will further reinforce these themes.

*Students will take the state mandated Keystone Biology exam at the end of this course.

College Prep Biology I*
Grades 10, 11, 12
1 credit

Prerequisite: Completion of College Preparatory General Science.

College Prep Biology I is a college preparatory course designed to expose students to the basic concepts of life. This course is designed to give the student a good biological background that will serve as a basis for further scientific study, while also becoming acquainted with the living world around them. Students will conduct in depth investigations into major biological concepts including genetics, cells, reproduction and macromolecules. Students conduct labs to foster conceptual understanding.

*Students will take the state mandated Keystone Biology exam at the end of this course.

Biology I*
Grades 10, 11, 12
1 credit

Prerequisite: Completion of General Science.

Biology I is a course that combines the skills of reading comprehension and laboratory practices to develop understanding of several basic biological principles. This is an activity-centered course that promotes student learning and the relationship between students and other living things. The course focuses on content that will appear on the Keystone exam, which includes biochemistry, structure and function of the cell and its organelles, genetics and protein synthesis, evolution, ecology, and various applications of biotechnology

*Students will take the state mandated Keystone Biology exam at the end of this course.

Honors Biology II
Grades 11, 12
1 credit

Prerequisite: Successful completion of Honors Biology I or an 85% or better in CP Biology I.

Honors Biology II is a course designed for students who most likely will pursue the sciences at the collegian level. Students will analyze the origins of life, study and apply complex principles of evolution, and thoroughly explore the 6 kingdoms of life. The course also focuses on the ecological relationships between species and species diversity. Students also will analyze and evaluate the evolution of simple microorganisms to complex vertebrates.

CP Biology II
Grades 11, 12
1 credit

Prerequisite: Successful completion of College Prep Biology I.

College Prep Biology II is a college preparatory course designed for the student who wishes to continue studies in areas of science. The basic concept of this course is to give the student a more detailed understanding of the origins of life,

principles of evolution and the diversity of life forms. This will further students' understanding of his/her relationship with other living things. Another focus of the course is the evolution of simple microorganisms to complex vertebrates. The course is designed to prepare the student for college courses in the biological sciences.

Biology II
Grades 11, 12
1 credit

Prerequisite: Successful completion of Biology I.

Biology II is a basic overview of the main ideas of evolution, taxonomy, as well as the diversity of life on earth. The course is centered around connecting course content with everyday student life.

Honors Chemistry I
Grades 10, 11, 12
1 credit

This course provides preparation for college bound students who intend to pursue majors in the sciences, medicine, engineering, mathematics, etc. A minimum of 80% proficiency in Honors Algebra I, Honors Geometry and Honors Algebra II are necessary. A student with a grade below 80% should choose College Prep Chemistry rather than Honors Chemistry I. Completion of Honors Algebra II is recommended prior to enrollment in Honors Chemistry I and concurrent enrollment in Honors Pre Calculus with Trigonometry is encouraged. The topics covered include: density, solubility, measurement, atomic structure, naming compounds, molar mass, balancing equations, stoichiometry, solution stoichiometry, precipitation reactions, acid base reactions, redox reactions, gas laws, gas stoichiometry, thermodynamics, heat, enthalpy, electronic configurations, atomic properties, bonding, bonding properties, Lewis Structures, VSEPR theory, polarity, and solid and liquid properties.

College Prep Chemistry
Grades 11, 12
1 credit

College Prep Chemistry is a course for college bound students who are planning to study liberal arts. It is a laboratory science that requires a great deal of mathematical calculations. A minimum of 80% proficiency in College Prep Algebra I and College Prep Geometry is required prior to enrollment in College Prep Chemistry. **Completion of or concurrent enrollment in College Prep Algebra II is also required.** College Prep Chemistry is recommended for students in the top 50% of their class. A grade of 80% or better in College Prep General Science is a good indicator of success in College Prep Chemistry. **It is not recommended for students who are not in the college prep or honors track.** The topics covered include: density, solubility, measurement, atomic structure, naming compounds, molar mass, balancing equations, stoichiometry, predicting reaction products, elemental properties, gas laws, heat, electronic configurations, atomic properties, bonding, bonding properties, Lewis Structures, VSEPR theory, polarity, and solid and liquid properties.

College Prep Environmental Science
Grades 11 and 12
1 credit

This science course is designed to meet the third or fourth year science requirement for students who are college bound. Students will investigate and analyze a variety of topics and issues designed to increase an individual's awareness of the environment. Topics to be covered include water quality, natural resource management, environmental health, agriculture, integrated pest management, ecosystems and their interactions, alternative energy, and environmental laws and regulations.

Honors Physics I
Grade 11,12
1 credit

Prerequisite: Completion or currently enrolled in Honors Pre-Calculus with Trig or CP Trigonometry with an 80% or better.

This course is designed for students who are planning a science or engineering

major in college. The topics of mechanics and dynamics are the focus of the course. This includes projectile and linear motion, forces, energy, momentum, circular motion, electricity, circuits, and magnetism.

College Prep Physics
Grade 12
1 credit

This course examines physics from a conceptual, application, and real-world approach. Algebra is used throughout the course, but it is not the foundation as it is in the Honors Physics course. The semester examines motion, forces, momentum, energy, circular motion, sound, waves, light, optics, electrostatics, circuits, and magnetism.

Honors Anatomy & Physiology I
Grades 11 & 12
1 credit

Prerequisites for this course are Honors Biology I, and Honors Chemistry I with an 80% or better in each course. This course is designed for the student interested in a career in the medical profession. The course discusses anatomical terminology, physiological mechanisms, biochemistry and introduces several body systems with a focus on dissection.

College Prep Anatomy & Physiology
Grades 11, 12
1 credit

Recommended for this course is College Prep Biology I and concurrent enrollment in CP Chemistry is encouraged. This course is designed for college preparatory students who plan to attend college and pursue course work in the biological sciences. Students will begin by identifying basic human anatomical structure. Human systems covered would include the integument system, skeletal/muscular systems, nervous system, cardiovascular system and respiratory system.

Honors Anatomy & Physiology II
Grades 11 & 12
1 credit

Prerequisite: Completion of Anatomy and Physiology I with an 80% or better. This course is a continuation of Anatomy and Physiology I with an emphasis on completion of the remaining body systems and their physiological mechanisms. Topics will be explored through dissection.

General Science II
Grade 11, 12
1 credit

Prerequisites: General Science I and Biology I. This course is designed for those students in need of additional reading support and will fulfill graduation requirements. This course explores the processes of the earth and the impacts of its dynamics on human populations (ex: natural disasters). Other topics for consideration may include but are not limited to oceanography, meteorology, astronomy.

Environmental Science
Grades 11, 12
1 credit

This science course is designed to meet the third or fourth year science requirement for students who intend to enter the workforce after graduation and are in need of additional reading support. Students will investigate and analyze a variety of topics and issues designed to increase an individual's awareness of the environment. Topics to be covered include water quality, natural resource management, environmental health, agriculture, integrated pest management, ecosystems and their interactions, alternative energy, and environmental laws and regulations.

Human Biology
Grade 11, 12
1 credit

Prerequisite: Successful completion of Biology I. This course will explore the anatomical and physiological aspects of humans at a surface level. Students in need of additional reading support should select this course to fulfill graduation

requirements. All major body systems and their parts will be discussed and studied through dissection. The course is excellent for those students considering a future in a health related field as support personnel.

Advanced Placement Biology
Grade 12
Full year course (2 science credits)

Prerequisites: Honors Biology I with an 85% or better, Honors Chemistry I with an 80% or better and Honors Mathematics through Algebra II. Completion of Honors Pre-Calculus with Trigonometry is recommended but not required.

AP Biology is designed as a full-year course. Many colleges and universities give credit to students who achieve high scores on the Advanced Placement Biology exam given in May by the College Board. Students who enroll in this course are encouraged but are not required to take the exam. AP is designed to give the college bound student the experience of a college level course. General topics to be covered include molecules and cells, heredity and evolution and organisms and populations. **Enrollment in AP Biology requires teacher recommendation.**

Advanced Placement Chemistry
Grade 12
Full year course (2 science credits)

Prerequisites: Honors Biology I with an 85% minimum grade, Honors Chemistry with an 85% minimum grade and honors mathematics through advanced math

This course is designed to be similar to freshman college chemistry and is intended to prepare students for the AP exam if they desire to pursue this challenge. Laboratory work is an integral component of this course. Students will gain a wide knowledge base of chemical principles. Students should choose AP Chemistry if their intended college major is mathematics, engineering, chemistry, biology, physics or medicine. Successful completion of this course with a completed laboratory notebook and the AP exam with a grade of 3 or higher may provide the student with college credits. **Enrollment in AP Chemistry requires teacher recommendation.**

Honors Introduction To Forensic Science:
CSI Eastburg
Grade 12
1 credit

Prerequisites: Completion of CP or Honors Biology I, CP or Honors Chemistry I (each at an 80% minimum achievement), CP or Honors Algebra I and II, CP or Honors Geometry. Concurrent enrollment in physics recommended.

Forensic science is an interdisciplinary course designed to integrate biological, chemical and physical concepts as each applies to a real world situation. Students will be expected to collect evidence at a crime scene and analyze the evidence collected. Forensic science techniques will be introduced as each piece of evidence is analyzed

College Prep Introduction to Forensic Science:
CSI Eastburg
Grade 12
1 credit

Prerequisites: Completion of CP or Honors Biology I, CP or Honors Chemistry I (each at an 80% minimum achievement), CP or Honors Algebra I and II, CP or Honors Geometry. Concurrent enrollment in physics recommended.

Forensic science is an interdisciplinary course designed to integrate biological, chemical and physical concepts as each applies to a real world situation. Students will be expected to collect evidence at a crime scene and analyze the evidence collected. Forensic science techniques will be introduced as each piece of evidence is analyzed.

Keystone Exam Preparation

Biology Keystone Remediation
Grade 10, 11
.5 credit

This course is required for all students, regardless of academic level, that do not meet academic proficiency on the Keystone Biology Examination as determined by administration. Students will complete a program designed to prepare them for retaking the Biology Keystone in order to satisfy the state and district proficiency requirements in Biology.

Social Studies Department

	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Applied	World Civilization	Civics	American History	American Studies
College Prep	College Prep World Civilization	College Prep Civics	College Prep American History	College Prep American Studies
Honors	Honors World Civilization	Honors Civics	Honors American History or AP U.S. History	Honors American Studies or AP US History II

200 Social Studies

ABOUT OUR CURRICULUM

All students are required to successfully complete World Civilization, Civics, American History, and American Studies. All 4 courses are offered on 3 academic levels with Advanced Placement United States History and Advanced Placement United States History II a fourth option in grades 11 and 12. All electives are open to juniors, seniors. All courses are for 90 minutes per day for 90 days.

World Civilization-Honors
Grade 9
1 credit

World Civilization-Honors is intended for the college bound student who wishes to pursue a rigorous investigation of the curriculum. Students who register for World Civilization-Honors must have an average of at least 88% in their previous social studies course and the approval of their social studies teacher.

World Civilization is a comprehensive social studies course where students will develop the ability to understand the historical, political, cultural, social, and economic activities in select regions of the world from 1450 to the present. Student will identify, evaluate, and analyze how cultural interactions and geographic influences let tot he formation of the modern world and global interdependence. This course will help students to better understand America's global connections.

World Civilization-College Prep
Grade 9
1 credit

World Civilization-College Prep is intended for the college bound student who does not meet the criteria for the honors level course. Students who register for College Prep World Civilization are strongly urged to seek the advice of their current social studies teacher about appropriate placement.

World Civilization is a comprehensive social studies course where students will develop the ability to understand the historical, political, cultural, social, and economic activities in select regions of the world from 1450 to the present. Student will identify, evaluate, and analyze how cultural interactions and geographic influences let tot he formation of the modern world and global

interdependence. This course will help students to better understand America's global connections.

**World Civilization
Grade 9
1 credit**

World Civilization is intended for the student who may not be college bound or unable to complete the requirements of College Prep. Students who register for World Civilization are strongly urged to seek the advice of their current social studies teacher about appropriate placement.

World Civilization is a comprehensive social studies course where students will develop the ability to understand the historical, political, cultural, social, and economic activities in select regions of the world from 1450 to the present. Student will identify, evaluate, and analyze how cultural interactions and geographic influences let tot he formation of the modern world and global interdependence. This course will help students to better understand America's global connections.

Civics-Honors
Grade 10
1 credit

Civics Honors is intended for the college bound student who wishes to pursue a rigorous investigation of the curriculum. Students who register for Civics-Honors must have an average of at least 88% in their previous social studies course and the approval of their social studies teacher.

Students will acquire the skills to participate, thrive, and succeed in Pennsylvania, United States and a growing global community as productive members of our democratic society through scholarship in civics, government, and economics. Students will understand the importance of their individual identities as part of a greater United States society. Students will be actively encouraged to embrace civic participation as citizens of the United States and the interconnected Global Community.

Civics-College Prep
Grade 10
1 credit

Civics-College Prep is intended for the college bound student who does not meet the criteria for the honors level course. Students who register for College Prep Civics are strongly urged to seek the advice of their current social studies teacher about appropriate placement.

Students will acquire the skills to participate, thrive, and succeed in Pennsylvania, United States and a growing global community as productive members of our democratic society through scholarship in civics, government, and economics. Students will understand the importance of their individual identities as part of a greater United States society. Students will be actively encouraged to embrace civic participation as citizens of the United States and the interconnected Global Community.

**Civics
Grade 10
1 credit**

Civics is intended for the student who may not be college bound or unable to complete the requirements of College Prep. Students who register for Civics are strongly urged to seek the advice of their current social studies teacher about appropriate placement.

Students will acquire the skills to participate, thrive, and succeed in Pennsylvania, United States and a growing global community as productive members of our democratic society through scholarship in civics, government, and economics. Students will understand the importance of their individual identities as part of a greater United States society. Students will be actively encouraged to embrace civic participation as citizens of the United States and the interconnected Global

Advanced Placement United States History I
Grade 11
1 credit
North High School
Grade 11
1 credit
Fall

Students who are considering taking this course must get approval from their current social studies teacher as well as have an average above 88%. They will also have to participate in a summer reading program.

Advanced Placement United States History is a two-year program starting with junior year and carrying over to senior year. These courses will satisfy graduation requirements in place of the American Studies courses. Many colleges and universities give credits to students who achieve high scores on the Advanced Placement US History exam given in May by the College Board. Students who take this course are encouraged but not required to take the exam. There are significant differences between AP and other levels being offered. AP is designed to give the college bound student the experience of a college level course. The volume of material is much greater and studied far more in depth. The students will be required to do reading and writing assignments outside of the classroom.

American History Honors
Grade 11
1 credit

Students in the honors course will study each area more intensively, and they will be expected to do independent work.

Through the progression of the course students will understand political, social, and economic developments in the United States 1850-1950. Students will identify, evaluate, and analyze social and cultural relations, economic developments, geographic influences, and political and governmental actions in the growth of the American Republic from 1850-1950.

This course will prepare students to be life-long learners and productive citizens in a demographic society. They will be able to apply their knowledge and skills to make effective personal and public decisions.

American History College Prep
Grade 11
1 credit

American History College Prep is designed for the college bound student who does not meet the requirements for AP United States History I or Honors American Studies.

Through the progression of the course students will understand political, social, and economic developments in the United States 1850-1950. Students will identify, evaluate, and analyze social and cultural relations, economic developments, geographic influences, and political and governmental actions in the growth of the American Republic from 1850-1950.

American History
Grade 11
1 credit

American History is designed for the student who may not be college bound or does not meet the criteria for college prep American History.

Through the progression of the course students will understand political, social, and economic developments in the United States 1850-1950. Students will identify, evaluate, and analyze social and cultural relations, economic developments, geographic influences, and political and governmental actions in the growth of the American Republic from 1850-1950.

Advanced Placement United States History II
Grade 12
1 credit
North High School
Grade 11
1 credit
Spring

Students who are considering taking this course must get approval from their current social studies teacher as well as have an average above 88%. They will also have to participate in a summer reading program.

Advanced Placement United States History II is the second year of the two-year AP US History program. These courses will satisfy graduation requirements in place of the American Studies courses. Many colleges and universities give credits to students who achieve high scores on the Advanced Placement US History exam given in May by the College Board. Students who take this course are encouraged but not required to take the exam. There are significant differences between AP and other levels being offered. AP is designed to give the college bound student the experience of a college level course. The volume of material is much greater and studied far more in depth. The students will be required to do reading and writing assignments outside of the classroom.

American Studies II-Honors
Grade 12
1 credit

American Studies II-Honors is a survey course of 20th Century United States History designed for the college bound student as an alternative to Advanced Placement United States History. Students who register for Honors American studies II must have an average of 87% or better in their previous social studies class and the approval of their social studies teacher.

The political, social, economic and geographic factors that led to the emergence of the United States as a world power and the ongoing role of the US in the world today will be explored. Students will also examine issues that arise in a culturally diverse society and how the country has responded to those challenges. Students in the honors course will study each area more intensively, and they will be expected to do independent work.

American Studies II-College Prep
Grade 12
1 credit

American Studies II-College Prep is a survey course of 20th Century United States History designed for the college bound student who does not meet the requirements for AP United States History II or Honors American Studies II.

The political, social, economic and geographic factors that led to the emergence of the United States as a world power and the ongoing role of the US in the world today will be explored. Students will also examine issues that arise in a culturally diverse society and how the country has responded to those challenges.

American Studies II
Grade 12
1 credit

American Studies II is a survey course of 20th Century United States History designed for the student who may not be college bound or does not meet the criteria for college prep American Studies.

The political, social, economic and geographic factors that led to the emergence of the United States as a world power and the ongoing role of the US in the world today will be explored. Students will also examine issues that arise in a culturally diverse society and how the country has responded to those challenges.

Social Studies Department Electives

Advanced Placement United States Government
Grade 11, 12
1 credit

Advanced Placement United States Government is a one-semester course devoted to the study of the government of the United States. The course will examine the constitutional foundation of government, political beliefs and behaviors, political parties and interest groups, institution and policy processes and civil rights and civil liberties of American Government.

The course is intended to provide students with a college level experience. The students will be expected to do significant work outside of the classroom. A student who signs up for the class should have had a successful experience in an honors level social studies class and/or the recommendation of a social studies teacher. Many colleges and universities give credits to students who achieve high scores on the Advanced Placement US Government exam given in May by the College Board. Students who take this course are encouraged but not required to take the exam.

Psychology
Grades 11, 12
1 credit

Psychology is the science of human development and behavior. This course is designed for college bound students who are interested in receiving an introduction and overview of the field of psychology. Using a variety of methods and educational approaches this course will explore several topics such as: scientific methods of psychology, growth and development, influences of heredity and environment, understanding personality, measuring intellectual ability, physiology of the senses, learning, remembering and forgetting, motivation and emotion. The objectives of the course are to give the student a better understanding of himself/herself, of his/her relationships to others and of this world.

Course requirement: students shall be responsible for submitting one of the following: project such

as a book report, a portfolio based exhibition, research paper or psychological experiment which has been approved by the instructor.

Honors Psychology
Grades 11, 12
1 credit

Psychology-Honors is designed for the college bound student who meets the criteria for enrollment in honors courses. Honors psychology is a college level course that stresses critical thinking, research and writing skills. Students will take a deeper look at all the objectives in the psychology class while gaining a better understanding of human intellectual, emotional and behavioral development. Finally students will gain a deeper appreciation of community supports and services for people with disabilities.

Course requirement: students shall be responsible for submitting a minimum of one book report, research paper or psychological experiment which has been approved by the instructor per marking period.

Current World Issues-Honors
South: Grades 11, 12
North: Grades 10, 11, 12
1 credit

Current World Issues-Honors enables a student to examine, research and discuss eight current global topics decided by the American Foreign Policy Association through their Great Decisions Program. This course will prepare students for a better understanding of the interdependency of the world as well as a comprehension of the complexity of the global community. This course will also provide an excellent opportunity for students to increase their research and reference skills. The students will be required to write numerous short essays and a major research project. Because the topics of this course change every Spring semester, students can take this course up to three times during their high school career.

Current World Issues
South: Grades 11, 12
North: Grades 10, 11, 12
1 credit

Current World Issues enables a student to examine, research and discuss eight current global topics decided by the American Foreign Policy Association through their Great Decisions Program. This course will prepare students for a better understanding of the interdependency of the world as well as a comprehension of the complexity of the global community. This course will also provide an excellent opportunity for students to increase their research and reference skills. The students will be required to write numerous short essays. Because the topics of this course change every Spring semester, students can take this course up to three times during their high school career.

Sociology-Honors
Grades 11, 12
1 credit

Sociology-Honors is designed for the college bound student who meets the criteria for enrollment in honors courses. This course is designed to help students acquire a better understanding of human behavior and social interaction. They will determine whether or not this behavior is as quantifiable and predictable as those in this field believe it is. Students will become familiar with the scientific method and apply it in their attempts to define, interpret and solve contemporary social issues and problems. A research project will be required with an emphasis towards controversial political and social issues and how they have become manifest through particular phenomena in US culture in the 20th century.

Sociology
Grades 11, 12
1 credit

Sociology is designed for college bound students and will help them acquire a better understanding of human behavior and social interaction. They will determine whether or not this behavior is as quantifiable and predictable as those in this field believe it is. Students will become familiar with the scientific method, and apply it in their attempts to define, interpret and solve contemporary social issues and problems.

600 Technology Education

One credit course description unless otherwise noted
Technology Education Honors criteria

Advanced level technology education courses (those beyond level II) may be taken for honors credit. The goal of honors credit is to stress those academic and technical skills necessary for success in a competitive collegiate/technical atmosphere. In addition to meeting all regular course requirements, students will be required to complete an additional assignment including but not limited to:

- Research / Term Paper
- Oral Presentation
- Independent Research and Development Project
- Outside Reading / Lab Assignments

Students must declare themselves as honors credit candidates at the beginning of the semester. A meeting between the student and instructor will be scheduled to determine exact course requirements to receive honors credit.

The following courses are electives and will be scheduled on a seats available basis.

Graphics Technology I
Grades 9, 10, 11, 12
1 Computer Literacy Credit

This is a project-oriented class that offers exploratory hands-on experience in the basic processes of printing and graphic computer applications. The course content will focus on, but will not be limited to, manual printing processes: raised and recessed printing, screen-printing and offset printing. The class will also explore digital imaging, and desktop publishing. The graphic computer programs used throughout this course include Adobe Creative Suite, with an emphasis on Adobe Photoshop.

Graphics Technology II
Grades 9, 10, 11, 12
1 Computer Literacy Credit

Prerequisite: Graphics Technology I with a grade of 80% or better. This is a project-oriented class that will foster progressive advancement of the learning processes of graphic applications. Computer applications, desktop publishing, multi-page publications will be emphasized. This is an advanced class in which students will complete multi-task operations to reach a desired outcome.

Graphics Technology III-Honors
Grades 10, 11, 12
1 Computer Literacy Credit

Prerequisite: Graphics Technology I & II with a grade of 80% or better. This is a process and production oriented class that will focus on the advanced operation of a graphic arts studio. The core of the class will revolve around real time “jobs” and production runs that would simulate a graphics studio. Students will be expected to work with the public. Much emphasis will be focused on computer-aided design of graphic products and production. This is an advanced class that will draw heavily of the experiences and processes learned in Graphic Art I & II.

TV / Video Production I
North: Grades 10, 11, 12
South: Grades 9, 10, 11, 12
1 Computer Literacy Credit

Throughout this course students will be given the opportunity to actively engage in the fundamental aspects of television and video production. They will discuss and practice all the attributes of pre-production (script writing, story board design, casting), production (using the camera, lighting, sound and methodology), and post production (editing and the use and care of equipment). Students will have the opportunity to expand and enhance their learning experience by producing their own television programs, commercials and more. Graphics Technology I or Introduction to Art and Public Speaking are recommended before taking this course to benefit the student.

TV / Video Production II
North Grades 11, 12
South: Grades 10, 11, 12
1 Computer Literacy Credit

Prerequisite: TV / Video Production I with a grade of 80% or higher. This course will utilize and expand upon the knowledge acquired in TV 1. TV 2 will allow individuals to hone their skills in all the stages of production. Students will be responsible for independently writing screenplays, directing and producing, videotaping and editing short films

from a variety of genres. In addition to the creation of independent films, students will also analyze classic films for a better understanding of the importance of cinematic techniques.

**South
Studio Broadcasting Honors
Grade 9-12
1 Computer Literacy credit**

Prerequisite: Public Speaking, TV / Video Production and /or Teacher Approval
Studio Broadcasting is a team approach course which is designed to produce South Side Live, the morning broadcast. This course will enable students to acquire the writing and speaking skills as well as to learn the technology skills needed for on-air productions. Students who elect this course do so with a firm understanding that they are models for the student body and thus will closely follow the class code of ethics as well as school and district policies. Disciplinary records will be reviewed.

**North
TV Studio Broadcasting
Grades 11, 12
1 credit**

Prerequisite:TV/Video Production I with a grade of 85% or higher
TV Studio Broadcasting is designed to prepare students for Post Secondary educational opportunities as a Broadcasting Communications major. Students will learn how to control all aspects of the studio; such as lighting, audio, and environment. Students will have in-depth lessons on the operation and set-up of lighting, the function and use of different microphones and audio systems, and the design and set-up of a studio environment. Students will learn basic terminology that is used in the TV production world. Students will learn how to operate studio equipment such as a soundboard, video mixer, and a light board. Students will also use iMovie to create small edited videos used during a studio broadcast.

**Engineering Drawing I
Grades 9, 10, 11, 12
1 Computer Literacy Credit**

Engineering Drawing I presents theories and principles of orthographic projection. Students will study multi-view, pictorial drawings and sketches, geometric construction, sectioning, lettering, tolerances, dimensioning and auxiliary projections. Students will investigate structural engineering principles as they apply to tower and bridge design. Student's follow the design processes as they sketch, draw to scale, build, and test their own model towers and bridges. Course includes instruction in Computer-Aided Drafting. This course is recommended to all students who will be majoring in engineering, interior design or art in college.

**Engineering Drawing II-Honors
Grades 9, 10, 11, 12
1 Computer Literacy Credit**

Prerequisite: Engineering Drawing I with a grade of 75% or better
This course deals with advanced drawing experiences in principles and practices of technical drawing. Students will continue to investigate structural engineering principles as they apply to structural designs. Students will research, design, construct, and test scaled geodesic domes to further knowledge of engineered structural designs. Course includes advanced instruction in Computer-Aided Drafting.

**Architectural Drawing I
Grades 9, 10, 11, 12
1 Computer Literacy Credit**

This course is an introduction to architectural design and drawing, featuring the design of a one story residence with basement and attached garage. Using basic principles and practices of technical drawing and international conventions the student designs and draws the necessary drawings.

**Architectural Drawing II
Grades 9, 10, 11, 12
1 Computer Literacy Credit**

Prerequisite: Architectural Drawing I with a grade of 75% or better
This course deals with advanced architectural drawing, design and light construction. Use of CAD (Computer Aided Drafting) will be used in this course.

**Architectural Drawing III-Honors
Grades 10, 11, 12
1 Computer Literacy Credit**

Prerequisite: Architectural Drawing II with a grade of 90% or better
This course gives the student additional experiences in CAD (Computer Aided Drafting). The drawing experience will be a commercial building. Students will be required to complete an additional assignment including, but not limited to: research/term paper, oral presentation, independent research and development project, outside reading/lab assignments.

**Architectural Drawing IV-Honors
Grades 10, 11, 12
1 Computer Literacy Credit**

Prerequisite: Architectural III with a grade of 90% or better
Independent study course is designed for the exemplary technology education students who have demonstrated the ability and desire to pursue an in-depth study of a specific area in which they have proven themselves to be proficient. A conference should be held with the instructor to determine course content, requirements and eligibility. Students will be required to complete an additional assignment including, but not limited to: research/term paper, oral presentation, independent research and development project, outside reading/lab assignments.

**Electricity / Electronics Level I
Grades 9, 10, 11, 12
1 Computer Literacy Credit**

This introductory course provides any student, regardless of future plans and goals, with an exceptional opportunity to develop skills for a productive life in our electronically controlled world. Students will not only learn the fundamentals of electricity and electronics but will also spend a large portion of class time developing hands-on skills with tools, machines, electrical test equipment and electronic components. During the course, each student will construct a class assigned electronic project. Computers will be used to reinforce theory, design and application of the project. This project construction will serve as an introduction to component identification, schematic diagram reading, printed circuit board fabrication, soldering and wiring. Basic house wiring, power transmission and Ohm's Law will also be discussed.

**Basic Electronics Level II
Grades 9, 10, 11, 12
1 Computer Literacy Credit**

Prerequisite: Electricity/Electronics Level I with a grade of 75% or better
The purpose of this course is to provide a successful introductory experience in electronics that can serve as a foundation for further study if desired. As in Electricity/ Electronics, students will spend a large portion of class time developing hands-on skills with tools, machines, electrical test equipment and electronic components. Basic trouble-shooting techniques will be introduced as well as introductory circuit analysis. During the course, students will construct several electronic projects of his/her choice. Computers will be used for printed circuit board design, theory and some circuit simulation.

**Solid State Electronics Level III-Honors
Grades 10, 11, 12
1 Computer Literacy Credit**

Prerequisite: Basic Electronics Level II with a grade of 90% or better
Any student who hopes to pursue a career in electronics or any related field such as engineering or science should benefit from this course. A large portion of class time will be devoted to developing hands-on skills with tools, machines and electronic test equipment including digital multimeters and oscilloscopes. Topics to be studied include more advanced circuit analysis, digital circuitry and solid-state devices such as diodes transistors, SCR's, voltage regulators and integrated circuits. Student-built projects, experiments and the use of personal computers for computer-aided design of printed circuit boards and circuit simulation will help reinforce the skills that are developed. Students will be required to complete an additional assignment, including but not limited to: research/term paper, oral presentation, independent research, advanced project and outside reading/lab assignments.

**Electronic Communications Level IV-Honors
Grades 10, 11, 12
1 Computer Literacy Credit**

Prerequisite: Solid State Electronics Level III with a grade of 90% or better
This course provides an excellent opportunity for the serious student of electronics to further develop his/her skills in electronics. Topics of this course will focus on applications of electronic circuits used for communication systems and information processing. These will include the

processing, storage and reproduction of sound, video and digital information. Microphones, tape recorders, VCR's, equalizers, signal processors, amplifiers, speakers and computers will be examined. The fundamentals of radio, television, satellite and fiber optic communications will also be discussed. Student-built projects, experiments and computer-aided design will provide opportunity to reinforce the concepts of the course as well as to improve individual skills. Students will be required to complete an additional assignment, including, but not limited to: research/term paper, oral presentation, independent research, advanced project and outside reading/lab assignments.

Wood Technology I
Grades 9, 10, 11, 12
1 Computer Literacy credit

Students will be exposed to basic woodworking techniques to build furniture for daily life. Safe use of tools and machinery will be stressed, as well as measuring, print reading and project design and planning. Safe and proper usage of the following will be taught: hand tools, radial arm and table saws, jointer, planner, routers, and various other power tools and machinery. Students will safely construct several pieces of furniture utilizing the processes taught. Students will also have the opportunity to create pieces using the CNC (Computer Numeric Control) router utilizing the programming language and design tools accompanying this industry standard software and equipment.

Wood Technology II
Grades 9, 10, 11, 12
1 Computer Literacy credit

Prerequisite: Wood Technology I with a grade of 75% or better

Students will make further exploration of cabinetmaking and furniture making. Advanced techniques in design and planning, joinery, construction and finishing will be covered. Students will work independently on furniture projects of a high degree of difficulty to meet the course requirements.

Students will also have the opportunity to create pieces using the CNC (Computer Numeric Control) router utilizing the programming language and design tools accompanying this industry standard software and equipment.

Wood Technology III-Honors
Grades 10, 11, 12
1 Computer Literacy credit

Prerequisite: Wood Technology II with a grade of 80% or better This course is designed for students who want to pursue further interests in woodworking. An in-depth examination of engineering and design, planning, machinery utilization, construction techniques and finishing methods will be provided. Students will investigate an area of woodworking above and beyond their achievements in Wood Technology II. Students will also have the opportunity to create pieces using the CNC (Computer Numeric Control) router utilizing the programming language and design tools accompanying this industry standard software and equipment.

Wood Construction
Grades 9, 10, 11, 12
1 credit

This course gives an overview of today's light construction industry with an emphasis on home construction techniques. Students will be taught how to interpret framing plans, use proper framing techniques and do roofing. The safe use and operation of power hand tools will be stressed. Classes will build a small frame structure.

Wood Manufacturing
Grades 9, 10, 11, 12
1 credit

This course is designed to give students an overview of today's wood manufacturing industries. Students will set up a manufacturing enterprise consisting of: designing of products, product prototyping, set up for mass production, product production, quality control and marketing and distribution of their product. Students will be exposed to basic woodworking techniques and safe operation of common woodworking tools and machines.

Mechanical Drawing
Grades 9, 10, 11, 12
.5 Credit

An introductory class that will expose students to the basic drawing tools and techniques, and designs of the trade. Students will be given the opportunity to make orthographic projections, 3-D drawings, perspectives and exploded views.

Intro to CAD (Computer Aided Drafting)
Grades 9, 10, 11, 12
.5 Computer Literacy Credit

This course will introduce students to the basic operation of the industry standard program, Auto-CAD. The class will show basic techniques and commands used in the engineering and architectural fields.

South
Basic House Wiring
Grades 9, 10, 11, 12
.5 Credit

This class will give students the opportunity to learn the basics of house wiring. Skills needed by the average homeowner will be taught. The course will involve hands-on wiring techniques such as safety practices, running receptacles, lighting circuits and various switch configurations.

Multimedia
Grades 9, 10, 11, 12
1 Computer Literacy credit

Are you interested in computer animation and digital video? Students create computer animations and digital videos using the latest software. Students create presentations using various forms of media including graphics, music, movie clips, and animations. The Internet, scanners, digital cameras, and digital video cameras will be utilized in projects. Photo editing and manipulation will also be explored.

Honors Multimedia II
Grades 10, 11, 12
1 Computer Literacy credit

Prerequisite: Successful completion of Multimedia and teacher recommendation

This course is for students that are you interested in Flash gaming and 3-D animation. Students create first-person interactive games and collision-movement games using Flash. Students design and create all elements of the Flash game including the introduction, storyline, characters, animation, music, and programming using Flash ActionScript. Students also explore 3-D modeling and animation.

South
Energy, Power, and Transportation
Grades 9, 10, 11, 12
1 credit

Energy, Power, and Transportation is a project based course that will allow students to encounter all the forces that drive our world. Starting from basic power that is created by wind up to alternative fuels that are being created to save on fossil fuels. Students will have a hands on experience with small combustible engines and discover the inner workings that create the energy needed to power such things as vehicles and machinery. Students will design and create a solid fuel rocket that will give them a better understanding of the energy that is needed to lift large objects off the ground; such as the NASA space shuttle. Students will also research and design a boat hull that will help them demonstrate the positive and negative relationship between wind and water. Students will design and create a CO2 powered race car that will be tested for the best aerodynamics. Robotics is taught in a step-by-step fashion, which assumes no prior knowledge of robotics by the student. Basic robotic concepts are introduced and each concept is immediately followed by an activity or project to reinforce the materials introduced. The final outcome will be that students will build basic robots and program them using C- programming.

North
Energy, Power, and Transportation
Grades 9, 10, 11, 12
.5 credit

Energy, Power, and Transportation is a project based, Engineering Design course that will allow students to encounter all the forces that drive our world. Starting from basic power that is created by wind up to alternative fuels that are being created to save on fossil fuels. Students will have hands on experience with small combustible engines and discover the inner workings that create the energy needed to power such things as vehicles and machinery. Students will design and create a solid fuel rocket that will give them a better understanding of the energy that is needed to lift large objects off the ground; such as the NASA space shuttle. Students will also research and design a boat hull that will help them demonstrate the positive and negative relationship between wind and water. Students will design and create a CO2 powered race car that will be tested for the best aerodynamics. Students will learn the basics of residential wiring to gain an understanding

of how electricity works and the skills needed by the average homeowner to wire circuits with receptacles, lights, and switches.

Fundamental Home Repair
Grades 9, 10, 11, 12
1 credit

This course will provide all the basic information needed to repair and maintain a residential structure. During this course, students will learn general skills and techniques used in – but not limited to – carpentry, masonry, plumbing, electricity and other building trades. Students will be given information and apply repair techniques to topics such as repair of roofs, windows, cabinets, water and waste systems, electrical wiring systems, heating and cooling systems, and the benefits of insulation.

This course will also provide a hands-on experience as well as a practical understanding of home maintenance. Students will leave this course with a basic understanding of general maintenance problems that occur in a residential home frequently. Students will learn to analyze these problems and be able to make an informed decision about repair or maintenance.

Upon completion of this course, students will possess the understanding that a professional (who may charge up to \$100 per hour) may not be needed in order to perform basic repair and to maintain an existing residential structure. This will educate the students regarding the value of saving money in a real life application. This education paralleled with a limited exposure to the four areas of construction will also help the students to make a decision about a possible career choice. Most importantly, students will develop a hands-on repair skill that they will be able to rely on for the rest of their lives.

North
Introduction to Technology
Grade 9
.5 credit

This class is designed to give students exposure to the class offerings in the Technology Education Department. The Introduction to Technology course will expose students to various areas of the technological world. Students will design and develop their own consumer product using raw materials to produce a finished marketable item. Students will draft, and then apply those plans to create their product idea in real life. Students will learn how to apply green energy practices when creating an LED based project in the electronics portion of this course. When the student has completed all construction of their design they will also market their product through graphic designs and video productions.

Programs used throughout this course include: Adobe Creative Suite, with an emphasis on Adobe Photoshop, A+ CAD (CAD Academy), Tracksmaker (Electronic Printed Circuit Board Creator), Windows Movie Maker, and Master CAM (CNC Router)

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Automotive Collision

The Auto Collision Repair Program is an instructional program that prepares individuals to apply technical knowledge and skills to repair damaged automotive vehicles such as automobiles and light trucks. Students learn to examine damaged vehicles and estimate cost of repairs; remove, repair and replace upholstery, accessories, electrical and hydraulic window and seat operating equipment and trim to gain access to vehicle body and fenders; remove and replace glass; repair dented areas; replace excessively damaged fenders, panels and grills; straighten bent frames or unibody structures using hydraulic jacks and pulling devices; and file, grind and sand repaired surfaces using power tools and hand tools. Students refinish repaired surfaces by painting with primer and finish coat.

Specialized Equipment	Related Occupations/ Employment Opportunities	Personal Qualities
Chief Easy Liner Collision Repair System Gas and MIG Welders Paint Mixing System Spray Booth	Automobile Body and Related Repairers Helpers-Installation, Maintenance and Repair Workers Automotive Specialty Technicians Painters, Transportation Equipment	Mechanical Aptitude Ability to Work Independently and in a Team Communication Skills Trouble Shooting Skills

Automotive Technology

Students enrolled in the Automotive Technology Program are prepared to apply technical knowledge and skills to engage in the servicing and maintenance of all types of automobiles and light trucks. This Program includes instruction in the diagnosis and testing, including computer analysis, of malfunctions in and repair of engines, fuel, electrical, cooling and brake systems and drive train and suspension systems. Instruction is also given in the adjustment and repair of individual components and systems such as cooling systems, drive trains, fuel system components and air conditioning and includes the use of technical repair information and the state inspection procedures.

This Program is certified by the National Automotive Technicians Education Foundation (NATEF) and is designed for students who would like to work in the automotive service industry. Automotive technicians need knowledge of electronics, emission control, electricity, mechanics, and hydraulics.

The need for skilled technicians is rapidly increasing. Expanded use of electronics, new government requirements on safety and pollution control, and more extensive warranties on new vehicles require the work of highly skilled technicians and diagnosticians.

Specialized Equipment	Related Occupations/ Employment Opportunities	Personal Qualities
Computer-based Service Information Database Engine Analyzers Lab Scopes Scan Tools Road Force Balancer Machine/Computer Precision Measuring Instrument Pressure Gauges Digital Image – Alignment Machine On Vehicle Brake Lathe	Automotive Service Technician and Mechanic Automotive Specialty Technician Tire Repairer and Changer *Administrative Service Manager	Trouble Shooting Skills Mechanical Aptitude Ability to Work Independently Ability to work with team Analytical Skills

Building Trades Maintenance

The Building Trades Maintenance Program is an instructional program that prepares individuals to apply technical knowledge and skills to keep a building functioning, and to serve a variety of structures including commercial and industrial buildings and mobile homes. Instruction includes the basics of carpentry, millwork, plumbing, painting, glazing, electricity, plastering, welding, minor sheet metal, concreting, bricklaying, tile setting, hardware usage, heating, ventilation, waterproofing, roofing and record keeping. This Program is certified by the National Center for Construction Education and Research.

Specialized Equipment	<i>Related Occupations/ Employment Opportunities</i>	<i>Personal Qualities</i>
Hand and Power Tools Testing Equipment Refrigeration and Heating Electric Meters Vacuum Pumps Refrigeration Charging Welding Oxyacetylene Torches Soldering Torches Masonry Tools	Air Conditioning Repair Technician Industrial Maintenance Plumber Installation, Maintenance and Repair Workers Electric Motor Repairer Electrical Trouble Shooter	Mechanical Aptitude Problem Solving Skills Troubleshooting Skills Communication Skills Ability to Work Independently and on a Team

Carpentry

The Carpentry Program is an instructional program that prepares individuals to apply technical knowledge and skills to lay out, fabricate, erect, install and repair structures and fixtures using hand and power tools. This program includes instruction in common systems of framing, construction materials, estimating, blueprint reading and finish carpentry techniques. The program is designed to provide students with a combination of classroom theory and hands-on building experience in residential, commercial, and industrial construction trades.

Specialized Equipment	<i>Related Occupations/ Employment Opportunities</i>	<i>Personal Qualities</i>
Band and Table Saws Bench Shapers Drum and Disk Sanders Jig and Trim Saws Molder/Planer Planers and Jointers Nailers Radial Arm Saws Routers with Attachments Specialized Power Hand Tools Woodworking Lathes	Construction Carpenter Rough Carpenter Carpenter Helper Cabinet and Bench Carpenters	Patience Endurance Ability to Work Independently and in a Team Mechanical Aptitude Communication Skills

Computer Networking and Security

The Computer Networking and Security Program is an instructional program that focuses on the design, implementation and management of linked systems of computers, peripherals and associated software and prepares individuals with the technical skills required to support networks and network users. This program includes instruction in network technologies and standards: system design, architecture, operating systems, security, communications 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.

The core content of this course is focused on nationally recognized certifications. Computer Networking and Security is a college prep program. Upon completion of the program, students may be eligible to obtain up to 30 credits advanced standing at a post-secondary institution based on their career track.

Specialized Equipment	<i>Related Occupations/ Employment Opportunities</i>	<i>Personal Qualities</i>
Scanners Digital Cameras Data Projectors Servers Routers Firewalls Network Sniffers	*Network & Computer Systems Administrator *Computer Security Specialist Computer Support Specialist Computer Security	Problem Solving/Trouble Shooting Skills Manual Dexterity Analytical Skills Communication Skills Mechanical Aptitude

Computerized Machine Tool Technology

The Computerized Machine Technology Program is an instructional program designed to give individuals technical knowledge and skills in all aspects of shaping metal parts. Instruction involves making computations relating to work dimensions, tooling and feeds and speeds of machining. Emphasis is placed upon bench work and the operation of lathes, power saws, milling machines, grinders, drill presses, and computer operated equipment (CNC and CIM). Instruction also includes the use of precision measuring instruments such as layout tools, micrometers and gauges; methods of machining and heat treatment of various metals; blueprint reading; and the layout of machine parts. Instruction prepares students to operate all types of hand and computer controlled machines.

The Program provides both practical skills and related theory in machine tool operation, mechanical drafting, along with the technical mathematics, science, and communication skills essential to a career in manufacturing. The Program is certified by the National Institute for Metalworking Skills, Inc.(NIMS) and students can receive credentials from NIMS.

Specialized Equipment	<i>Related Occupations/ Employment Opportunities</i>	<i>Personal Qualities</i>
CNC Lathe CNC Milling Machine Drill Press Horizontal and Vertical BandSaw Vertical/Horizontal Milling Machines Surface Grinders Computers with Mastercam Cad/ Cam Software Lathes	Machine Tool Setter Machinist Machine Tool Operator *Tool and Die Maker *Mechanical Engineer Mechanical Inspector	Mechanical Aptitude Manual Dexterity Ability to Work Independently and in a Team Communication Skills

Cosmetology

The Cosmetology Program is an instructional program that prepares individuals to apply technical knowledge and skills related to experiences in a variety of beauty treatments including the care and beautification of the hair, complexion and hands. Instruction includes training in giving shampoos, rinses and scalp treatments; hair styling, setting, cutting, dyeing, tinting and bleaching; permanent waving; facials; manicuring; and hand and arm massaging. Bacteriology, anatomy, hygiene, sanitation, salon management including record keeping and customer relations are also emphasized. Instruction is designed to qualify pupils for the licensing examination upon successfully completing 1,250 hours of instruction

Specialized Equipment	<i>Related Occupations/ Employment Opportunities</i>	<i>Personal Qualities</i>
For participation in the program, students are required to purchase a kit with the items mandated by the State Board of Cosmetology and MCTI. Students are also required to purchase a uniform selected by MCTI.	Manicurist Hairdresser Hairstylist Manager Skin Care Specialist	Ability to Work Independently and in a Team Problem Solving Analytical Skills Creativity Patience Endurance

Culinary Arts

The Culinary Arts Program is an instructional program that prepares students for employment related to institutional, commercial or self-owned food establishments or other food industry occupations. Instruction and specialized learning experiences include theory, laboratory and work experience related to planning, selecting, preparing and serving of quantity food and food products; nutritive values; use and care of commercial equipment; safety; and sanitation precautions. Instruction of skills are provided to individuals desiring to become employed in all areas of the food service industry at entry level. The Program is certified by the American Culinary Federation.

Specialized Equipment	Related Occupations/ Employment Opportunities	Personal Qualities
Fully Gas-operated Kitchen Brazier and Pressure Steamer Conventional and Convection Ovens Slicer Broiler Deep-fryer	Waiter/Waitress Food Prep Worker *Food Service Manager Cook/Short Order Cook Baker *Chef/Head Cook	Ability to Work Independently and in a Team Adapt to Situations Work within Time Constraints Endurance

Diesel Technology

The Diesel Technology Program is designed to prepare individuals to apply technical knowledge and skills to the specialized maintenance and repair of trucks, buses, and other commercial and industrial vehicles. This Program includes instruction in diesel engine mechanics, suspension and steering, brake systems, electrical and electronic systems, preventive maintenance inspections, drive trains, HVAC systems, and auxiliary equipment installation and repair.

The Diesel Technology Program includes safety, theory, and general practice. Diesel technicians must like to work with machines and be able to use both hand and power tools. This Program is certified by the National Automotive Technicians Education Foundation (NATEF).

Specialized Equipment	Related Occupations/ Employment Opportunities	Personal Qualities
Diesel Over-the-road Trucks Diesel Engines Transmissions Braking Systems Drive axles	Bus and Truck Mechanic *Diesel Engine Specialist Industrial Machinery Mechanic *Automotive Master Mechanic Helpers-Installation Farm Equipment Mechanic	Mechanical and Electronic Abilities Physical Stamina Commercial Driver's License Problem Solving/Trouble Shooting Skills Ability to Work Independently and in a Team

Drafting & Design

Drafting and Design is an instructional program that generally prepares individuals to apply technical knowledge and skills as each relates to gathering and translating of data or specifications including basic aspects of planning, preparing and interpreting mechanical, architectural, chemical, structural, civil, pneumatic, marine, electrical/electronic, topographical and other drawings and sketches used in various engineering fields. Instruction is designed to provide experiences in drawing and CAD; the use of reproduction materials, equipment and processes; the preparation of reports and data sheets for writing specifications; the development of plan and process charts indicating dimensions, tolerances, fasteners, joint requirements and other engineering data; the development of models; and drafting multiple view assembly and sub-assembly drawings as required for manufacture, construction and repair of mechanisms.

Students who successfully complete the program will have the opportunity to work as entry level CAD-Technicians with mechanical, architectural, and civil drafting professionals. Students may also work in many related careers such as surveying, construction estimating, and specification writing.

Specialized Equipment	Related Occupations/ Employment Opportunities	Personal Qualities
Parallel Sliders Triangles and Scales Auto-Cad Architectural Desktop Mechanical Desktop	*Mechanical Drafter *Architectural Drafter *Civil Drafter *Interior Designer *Engineering	Problem Solving Manual Dexterity Analytical Skills Communication Skills Mechanical Aptitude

Electrical Technology

The Electrical Technology Program is an instructional program that prepares individuals to apply technical knowledge and skills necessary to install, operate, maintain and repair electrically-energized residential, commercial and industrial systems, and DC and AC motors, controls and electrical distribution panels. Instruction emphasizes practical application of mathematics, science, circuit diagrams and use of electrical codes and includes blueprint reading, sketching and other subjects essential for employment in the electrical occupations. Reading and interpretation of commercial and residential construction wiring codes and specifications, installation and maintenance of wiring, service and distribution networks within large construction complexes are also critical components of the program.

Students are also given the opportunity to pursue advanced training in motor control circuits and power technology applications. Students are also afforded the opportunity to become certified in Smart Home Technology (home automation). Students receive practical experience by completing many projects. The Program is certified by the National Center for Construction Education and Research.

Specialized Equipment	Related Occupations/ Employment Opportunities	Personal Qualities
Basic and Advanced Electrical Trainers Conduit Bending Equipment Power Wire Pullers Smart House Technology Trainers Analog and Digital Testing Equipment Motor Control Trainers PLC Trainers	Electrician Helper *Electrician, Apprentice *First Line Supervisor and Manager *Electric Motor and Switch Assembler and Repairer	Mechanical Aptitude Problem Solving Skills/Troubleshooting Skills Analytic Skills Ability to Work Independently and in a Team Communication Skills

Electronics

Electronics Technology is an instructional program that prepares individuals to apply basic electronic principles and technical skills to the production, calibration, estimation, testing, assembling, installation and maintenance of electronic equipment. Emphasis is on passive components and solid-state devices; digital circuits; optoelectronic devices; operational amplifiers; audio and RF amplifiers; oscillators; power supplies; and AM, FM and PCM modulators. Knowledge is acquired through theoretical instruction, experimentation and hands-on activities. Instruction will develop basic levels of knowledge, understanding and associated skills essential for entry-level employment in communications, industrial electronics, digital processing, robotics, avionics, biomedical technology and other electronics occupations. Through collaborative curriculum planning with colleges and trade schools, students who participate in this program are eligible to obtain up to 12 credits advanced standing in a post-secondary program. This Program is certified by Electronics Technicians Association, International.

Specialized Equipment	Related Occupations/ Employment Opportunities	Personal Qualities
Oscilloscope Function Generator Power Supplies Logic Probes	Production Repairer Electronic Assembler Electronic Technician Communication Technician *Electronic Engineer	Communication Skills Analytical Skills Manual Dexterity Trouble Shooting Skills

Graphic Communications

Graphic Communications is an instructional program that generally prepares individuals to apply technical knowledge and skills to plan, prepare and execute commercial and industrial visual image and print products using mechanical, electronic and digital graphic and printing equipment. Students learn desktop publishing, layout, composition, presswork and bindery as well as photography, flexography, lithography, photoengraving and other graphic arts techniques. Emphasis is on typographical layout and design using computer graphics, photo typesetting, camera and plate making, offset preparation and operation, paper cutting, ink and color preparation and dynamics and airbrush and screen printing production.

Specialized Equipment	<i>Related Occupations/ Employment Opportunities</i>	<i>Personal Qualities</i>
PC Computers Cano Scan 8800f Xante Laser Printers (B&W) XeroxDocuColor252 Copier/Printer Amer Graph Exposure System Screen printing 4 head/color Vinyl Cutters 24" DigiCut 205 Digital Paper cut Fletcher Board Trimmer Epson Stylur Pro 7800 PhotoTex, 36" Color Plotter Plate Maker 5 prepress system Renze Binding (coil, GBC, Wire'O) Morano Major air feed folder GBC Titan 1244, 42" Mounting & laminating unit Padding Station Illumina 502 Digital Press	Graphic Designer Desktop Publisher Commercial Printing Plants Magazine Publishers Advertising Agencies Self-Employment Sign Company/Vinyl Applications Screen Printer Finishing/Production Worker Off-Set Press Operator Art Director Project Management Specialty Shops	Artistic Ability/Creativity Communication Skills Creative Drive with a Vision Goal Oriented Patience Enjoys Hands-on Work Problem Solving/Troubleshooting Skills Professional Mannerism Works Well in Groups

Health Professions

The Health Professions Program is designed to prepare individuals to apply knowledge and skills in the health occupations. Instruction is provided in the basic skills in a variety of areas associated with health occupations such as health and medical services, pharmaceutical and medical instruments and supplies. Instruction includes, but is not limited to, foundations of health (medical terminology); anatomy and physiology; legal, ethical and economic aspects of health care; clinical laboratory procedures; basic health occupational skills; aseptic techniques; OSHA regulations; and infection control. Clinical education is an integral part of the program. Science and math taught by certificated science and math teachers will be coordinated and deemed essential for students to successfully reach their career objectives.

Leadership is an integral part of the entire program through participation in HOSA (Health Science Technology Student Organization). A mandatory clinical assignment is integrated into the curriculum. Seniors are given the option to take either the Nurse Aide course of Medical Assistant/Health Unit Coordinator course.

Specialized Equipment	<i>Related Occupations/ Employment Opportunities</i>	<i>Personal Qualities</i>
Datascope Pulse Oximeter Computer and Software Dental Operatory Operational Patient Units Stretcher Rehabilitation Equipment Mechanical Lifts CPR Mannequins Wheelchairs	Nursing Aide Dental Assistant Home Health Aide Pharmacy Technician *Nurse *Physical Therapist *Medical Physician	Dependable Problem Solving Skills Excellent Communication Skills Able to Work Independently and in a Team Critical Thinking Skills

Heating, Ventilation & Air Conditioning

The Heating, Ventilation & Air Conditioning (HVAC) Program is an instructional program that combines classroom and practical learning experiences. This Program prepares individuals to apply technical knowledge and skills to install, repair and maintain commercial and domestic heating, air conditioning and refrigeration systems. Instruction includes theory and application of basic principles involved in conditioning of air (cooling and heating); filtering and controlling humidity; operating characteristics of various units and parts; blueprint reading; use of technical reference manuals; the diagnosis of malfunctions; overhaul, repair and adjustment of units and parts such as pumps, compressors, valves, springs and connections; and repair of electric/electronic and pneumatic control systems. This Program is certified by the National Center for Construction Education and Research.

Specialized Equipment	<i>Related Occupations/ Employment Opportunities</i>	<i>Personal Qualities</i>
Electric Pipe Threader Acetylene and Propane Gas Torches Bacharach Tester Arc Welders Reclaim and Recovery Unit Refrigerant High Pressure Indicators Electrical Meters Thermal Testers Compressor Testers	Helpers- Installation, Maintenance, and Repair Workers Refrigeration Mechanic Air Conditioning and Heating Mechanics First Line Supervisors of Production and Operating Workers *Stationary Engineer	Mechanical Aptitude Ability to Work Independently and in a Team Problem Solving/Troubleshooting Skills Communication Skills

Horticulture (Floriculture & Landscaping)

The Floriculture/Landscaping Program is an instructional program having a combination of organized subject matter and practical experiences that generally prepares individuals to produce, process, and market plants, shrubs and trees used principally for ornamental, recreational, and aesthetic purposes and to establish, maintain and manage horticultural enterprises. Instruction emphasizes knowledge, understanding and application important to establishing, maintaining and managing horticultural enterprises such as arboriculture, floriculture, greenhouse operation and management landscaping, nursery operation and management and turf management.

Students will develop skills in managing a floriculture or landscape business which will include the drawing of landscape plans and installing and maintaining the landscape. Students will gain practical experience in our school's greenhouse, floral and landscape design room, horticulture shop, and school gardens.

Specialized Equipment	<i>Related Occupations/ Employment Opportunities</i>	<i>Personal Qualities</i>
Rider Mowers Backhoe Tractor String Trimmer Computer Cad-system	*Landscape Architect Landscaping and Grounds Keeping *Agricultural Worker Nursery and Greenhouse Workers	Ability to Work Independently and in a Team Problem Solving Artistic Ability Analytical Skills Communication Skills

Hotel, Resort & Tourism Management

The Hotel, Resort, and Tourism Management Program is an instructional program that prepares individuals to perform marketing and management functions in operational responsibilities associated with the service of hotels and motels. Students will be instructed in the areas of personal development, communications, customer service, sales, front desk operations, reservations, convention planning, housekeeping, food and beverage service and other occupational preparation activities that will develop the student in the necessary competencies for employment in the hotel/motel industry.

The Hotel, Resort, & Tourism Management Program at MCTI is a challenging, fast-paced program for students seeking a college-preparatory program in the lodging, tourism, and hospitality industries. The curriculum matches the national standards established by the American Hotel & Lodging Association (AHLA), and is recognized across the country as the Pennsylvania Tourism and Lodging Association (PTLA).

Students are introduced to the lodging industry and taught the management principles that will enable them to achieve success in a hospitality leadership role. They are exposed to both study and practice in marketing/sales functions, housekeeping and safety, front desk/guest relations, and food and beverage service/banquet operations of the hotel.

Specialized Equipment	Related Occupations/ Employment Opportunities	Personal Qualities
Computers	Lodging Manager *Sales Manager *Food and Beverage Manager Housekeeping Supervisor *Marketing Manager Guest Services Clerk Sales Representative	Excellent Communication Skills Decision Making Skills Problem Solving Skills Pleasant Personality Ability to Work Independently and in a Team

Marketing

The Marketing Program is an instructional program that provides instruction in the fields of sales, distribution and marketing operations and focuses on the process and techniques of direct wholesale and retail buying and selling operations. This Program is concerned with marketing, sales, distribution, merchandising and management including ownership and management of enterprises engaged in marketing. Marketing education programs prepare individuals to perform one or more marketing functions such as selling, pricing, promotion, product/service management, distribution, financing and marketing information management. In addition, instructional programs include varying emphasis on technical knowledge of products and/or services marketed; related communication, economic, technological and computation skills; and abilities and attitudes associated with human relations. The Program may also include management functions associated with owning and operating a business. Sales, distribution and marketing operations prepares individuals for occupations in such businesses as retail and wholesale trade, finance, insurance, real estate, entertainment, hospitality, food service, communications, storage and distribution.

This program does not include warehousing/logistics functions.

Specialized Equipment	Related Occupations/ Employment Opportunities	Personal Qualities
Computers	General and Operations Manager *Marketing Manager *Sales Manager *Advertising and Promotions Manager Supervisor/Manager – Retail Sales Worker Customer Service Representative	Excellent Communication Skills Decision Making Skills Problem Solving Skills Pleasant Personality Ability to Work Independently and in a Team

Masonry

The Masonry Program is an instructional program that prepares individuals to apply technical knowledge and skills in the laying and/or setting of brick, concrete block, glass block, ceramic tile, and related materials using trowels, levels, hammers, chisels and other hand tools. The masonry curriculum combines classroom and practical learning experience including hands-on projects.

Specialized Equipment	Related Occupations/ Employment Opportunities	Personal Qualities
Trowels Levels Hammers and Chisels Jointers Diamond Blade Saws Spacing Rulers Mortar Mixers Hydraulic Cutters Bull Floats	Brickmasons and Blockmasons Tile and Marble Setters Segmental Pavers Cement Mason and Concrete Finishers *First-line Supervisors and Managers/Supervisors-Construction Trade Workers	Ability to Work Independently and in a Team Creativity Patience Communication Skills

Power Sports & Small Engine Technologies

An instructional program that prepares individuals to apply technical knowledge and skills to repair, service, maintain and diagnose problems on a variety of small internal-combustion gasoline engines and related systems used on portable power equipment such as lawn and garden equipment, chain saws, outboard motors, rototillers, snowmobiles, lawn mowers, motorcycles, personal watercraft and pumps and generators. This Program includes instruction in the principles of the internal-combustion engine and all systems related to the powered unit. Instruction also includes the use of technical and service manuals, state inspection code, care and use of tools and test equipment, engine tune-up/maintenance, engine overhaul, troubleshooting and diagnostic techniques, drive lines and propulsion systems, electrical and electronic systems, suspension and steering systems and service operations and parts management.

Specialized Equipment	Related Occupations/ Employment Opportunities	Personal Qualities
Drill Press Band Saw Jaw Table Vise Bench Grinders Mower Blade Balancer/Sharpener Hydraulic Press Grinding Machine	Engine Repairer Service Gas-Engine Repairer Power-Saw Mechanic Small-Engine Mechanic	Handling and Moving Objects Making Decisions and Solving problems Standing Analytical Thinking Self Control

Plumbing

Plumbing is an instructional program that prepares individuals to practice as licensed plumbers by applying technical knowledge, safety and skills to lay out, assemble, install and maintain plumbing fixtures and systems for steam, natural gas, oil, hot water, heating, cooling, drainage, lubricating, sprinkling and industrial processing systems in home and business environments. The Program includes instruction in source determination, water distribution, waste removal, pressure adjustment, basic physics, technical mathematics, blueprint reading, pipe installation, pumps, brazing and soldering, plumbing inspection and applicable codes and standards.

The Program combines classroom and practical learning experiences. Students also become involved with many community service projects related to their program of study. This Program is certified by the National Center for Construction Education and Research.

Specialized Equipment	<i>Related Occupations/ Employment Opportunities</i>	<i>Personal Qualities</i>
Electric Pipe Threader Acetylene and Propane Gas Torches Burner Test Bench Bacharach Tester Gas Welders	Pipefitter and Steamfitter Plumbers Plumber Heating and Air Conditioning Mechanics First Line Supervisor Managers and Mechanics, Installers and Repairers	Mechanical Aptitude Ability to Work Independently and in a team Problem Solving/Troubleshooting Skills Communication Skills

Law Enforcement

The Law Enforcement Program is an instructional program that prepares individuals to apply technical knowledge and skills that relate to performing entry-level duties as a patrolman, corrections officer, juvenile officer, security officer and probation officer. The course stresses patrol and related duties such as traffic and crowd control, the American legal system, techniques used in the police laboratory and training in emergency and disaster situations. Also stressed is physical development with a strong emphasis on self-defense and the building of self-confidence. Investigatory techniques such as interviewing and evidence gathering, report writing, a study of juvenile law and procedure, the techniques of crime prevention, the criminal process from arrest through conviction and procedural matters affecting law enforcement such as arrest, search and seizure and legal principles developed in information lessons are utilized in supervised simulated situations.

Specialized Equipment	<i>Related Occupations/ Employment Opportunities</i>	<i>Personal Qualities</i>
Personal Protective Equipment CPR Mannequin Handcuffs Chemical aerosols Law Enforcement Gear Belts	*Police Patrol Officer Security Officer Correctional Officer Police, Fire and Ambulance Dispatchers	Physical Stamina and Strength Heavy Lifting Walking Good Hand and Eye Coordination Problem Solving Skills Ability to Work Independently and in a Team Patience Endurance Good Communication Skills

Welding Technology

The Welding Technology Program is an instructional program that prepares individuals to apply technical knowledge and skills in gas, arc, shielded and non-shielded metal arc, brazing, flame cutting. Hand, semi-automatic and automatic welding processes are also included in the instruction. Students learn safety practices and types and uses of electrodes and welding rods; properties of metals; blueprint reading; electrical principles; welding symbols and mechanical drawing; use of equipment for testing welds by destruction and hardness testing; use of manuals and specification charts; use of portable grinders; positioning and clamping; and welding standards established by the American Welding Society (AWS), American Society of Mechanical Engineers and American Bureau of Ships. The Program is certified by the American Welding Society.

Specialized Equipment	<i>Related Occupations/ Employment Opportunities</i>	<i>Personal Qualities</i>
MIG Welding Equipment Plasma Cutting Equipment TIG Welding Equipment All of the above equipment is used with steel, stainless steel, and aluminum	Production Laborer *Engineering Technician Welder and Cutter	Mechanical Aptitude Manual Dexterity Patience Able to Work Independently Balance and Agility

COOPERATIVE EDUCATION (Co-op)

Cooperative education (Co-op) is a method of instruction that effectively brings about what is best for students. The use of the work environment is a plan of education that enables the students of Monroe Career & Technical Institute to gain practical experience in their chosen career track. Students are accredited for becoming employed, typically a half day, within their trade area.

Pennsylvania continues to be a leader in this effort through cooperative education. Cooperative education has been a part of both the secondary and post-secondary school programs in Pennsylvania for more than 50 years, having its genesis around the turn of the century.

DIVERSIFIED OCCUPATIONS

The Diversified Occupations Program (DO) is an instructional program that operates as an integral part of vocational education to provide a cooperative arrangement between the school and employers whereby the student receives general education instruction in the school and on-the-job training through part-time employment in business/industry. The area of training may be in any vocational education area where there are needs for trained persons and must relate to the student's career objective.

The DO Program is a partnership between MCTI, the sending district, the student and the student's parents, and the employer. This training program is designed to help the student to transition from school to the world of work while gaining valuable life and work experience. Students are responsible for finding part-time employment with a local employer which is directly related to the career field they wish to pursue after graduating from high school. This Program is conducted at the student's district high school campus.

Nonbinding Note

This booklet describes all courses contained in the East Stroudsburg High School-North/South program of studies; however, not all courses may be offered during one school term.

The school district reserves the right to cancel or postpone courses for which insufficient enrollment, lack of physical facilities, or availability of teaching personnel necessitates such action.

East Stroudsburg Area School District
High School Planner

Student Name: _____ Student ID# _____ Grade: _____

Career Pathways

☐ Arts, Audio Visual Technology & Communications (See page12) My career goal is: _____	☐ Business, Finance & Information Technology (See page 13) My career goal is: _____
☐ Health & Social Services (See page 14) My career goal is: _____	☐ Science, Technology, Engineering & Mathematics (STEM) (See page 15) My career goal is: _____

Student’s signature: _____ Date Signed: _____

Subject	Grade 9	Grade 10	Grade 11	Grade 12	Post Secondary	Post Secondary
English						
Math						
Science						
Social Studies						
Physical Education & Health						
Family & Consumer Science .5 credit						
Computer Literacy 1 credit						
Humanities 2credits						
Electives 6.5 credits						