

**PLEASANT VALLEY SCHOOL DISTRICT**

Brodheadsville, Pennsylvania

**Pleasant Valley Bears Academy**



Keeping you connected to the PV Family!

**Pleasant Valley Bears Academy**

**Information**

**and**

**Offered Classes**

**2023 – 2024 School Year**

**Excellence in Education: A Community Commitment**

**PLEASANT VALLEY SCHOOL DISTRICT  
BRODHEADSVILLE, PA 18322**

**(570) 402-1000**

**DISTRICT ADMINISTRATIVE STAFF**

Dr. James Konrad, Superintendent  
Dr. Rae Lin Howard, Assistant Superintendent  
Ms. Julie Harris, Director of Special Education

**PLEASANT VALLEY BEARS ACADEMY  
STAFF**

**(570) 402-1000 ext. 4040**

Mr. Jason Van Voorhis, Principal  
Mr. Brian W. Morgan, BA School Counselor, 6-12  
Mr. Michael Birnbaum, Learning Support  
Mr. Trevor Kresge, BA Teacher, K-5

**EQUAL RIGHTS AND OPPORTUNITIES POLICY**

Pleasant Valley School District is an equal opportunity education institution and will not discriminate on the basis of race, color, national origin/ethnicity, gender, age, disability, sexual orientation or religion in its admissions, educational programs, activities, or employment policies. Publication of this policy is in accordance with state and federal laws including the Americans with Disabilities Act, Title VI, Title IX of the Education Amendments Act of 1972 and Section 504 of the Rehabilitation Act of 1973. Requests for information regarding services, activities and facilities that are accessible to and usable by persons with disabilities, in addition to all other inquiries should be directed to the Director of Human Resources. This individual serves as Title IX Coordinator and is located in the Pleasant Valley District Administration Building, Route 115, Brodheadsville, Pennsylvania, 18322; (570) 402-1000, ext. 1202.

|  |           |
|--|-----------|
| <b>COUNSELOR’S MESSAGE</b> .....   | <b>9</b>  |
| <b>Parent/Student Information &amp; Expectations for a Successful Experience</b> ..... | <b>10</b> |
| <b>Is Cyber Learning a Good Fit for My Child?:</b> .....                               | <b>10</b> |
| <b>General Information</b> .....   | <b>12</b> |
| Welcome Letter.....  | 13        |
| Before You Begin.....  | 13        |
| Student Orientation.....   | 13        |
| Attendance.....  | 13        |
| Special Education in Cyber.....  | 15        |
| Parent Information.....  | 15        |
| Communication.....   | 15        |
| Student Communication.....   | 16        |
| Bears Academy Counselor/Teacher.....   | 16        |
| Parent/Guardian Responsibility.....  | 17        |
| Socialization.....   | 17        |
| BA Meetings.....   | 17        |
| Announcements.....   | 17        |
| Units.....   | 18        |
| Use of Inappropriate Language.....   | 18        |
| Honor Code.....  | 18        |
| Getting Help with Coursework.....  | 19        |
| Technical Support.....   | 19        |
| Grades.....  | 20        |
| Keystone Exams / PSSA Exams.....   | 20        |
| Career Portfolio.....  | 20        |
| Returning of Equipment.....  | 20        |
| <b>GRADUATION REQUIREMENTS</b> .....   | <b>21</b> |
| <b>PVHS PROMOTION/RETENTION POLICY</b> .....   | <b>21</b> |
| <b>PVMS PROMOTION/RETENTION POLICY</b> .....   | <b>22</b> |
| <b>PVI PROMOTION/RETENTION POLICY</b> .....  | <b>22</b> |
| <b>PVE PROMOTION/RETENTION POLICY</b> .....  | <b>22</b> |
| <b>Statewide High School Graduation Requirement Guidance</b> .....                     | <b>22</b> |
| <b>Act 158 Pathway Graphic</b> .....   | <b>23</b> |
| Requirements.....  | 23        |
| Keystone Proficiency Pathway.....  | 23        |
| Keystone Composite Pathway.....  | 23        |
| Alternate Assessment Pathway.....  | 23        |
| Evidence Based Pathway.....  | 24        |
| CTE Pathway.....   | 24        |
| <b>BEARS ACADEMY GRADING POLICY (PVHS/PVMS)</b> .....                                  | <b>25</b> |
| <b>BEARS ACADEMY GRADING POLICY (PVIS/PVES)</b> .....                                  | <b>25</b> |
| <b>NCAA ATHLETIC ELIGIBILITY (PVHS/PVMS)</b> .....                                     | <b>26</b> |
| <b>HONORS COURSES (PVHS/PVMS)</b> .....  | <b>26</b> |
| <b>ADVANCED PLACEMENT (AP) COURSE (PVHS)</b> .....                                     | <b>27</b> |

|   |           |
|---|-----------|
| <b>DROP/ADD PROCEDURE.....</b>                            | <b>27</b> |
| <b>HONOR ROLL (PVHS/PVMS/PVIS/PVE).....</b>               | <b>27</b> |
| <b>DUAL ENROLLMENT.....</b>                               | <b>27</b> |
| <b>CONCURRENT ENROLLMENT.....</b>                         | <b>28</b> |
| <b>INDEPENDENT STUDY.....</b>                             | <b>28</b> |
| <b>PVSD CAREER PATHWAYS.....</b>                          | <b>28</b> |
| <b>Career Path---Career Cluster---Career Pathway.....</b> | <b>29</b> |
| <b>PLEASANT VALLEY BEAR ACADEMY COURSES.....</b>          | <b>30</b> |
| <b>Pleasant Valley High School.....</b>                   | <b>30</b> |
| <b>ENGLISH.....</b>                                       | <b>31</b> |
| 1209V ENGLISH 9.....                                      | 31        |
| 1109V ENGLISH 9 – HONORS.....                             | 31        |
| 1210V ENGLISH 10.....                                     | 31        |
| 1110V ENGLISH 10 – HONORS.....                            | 32        |
| 1211V ENGLISH 11.....                                     | 32        |
| 1113V ENGLISH 11 – AP/HONORS.....                         | 32        |
| 1212V ENGLISH 12.....                                     | 33        |
| 1114V ENGLISH 12 – AP/HONORS.....                         | 33        |
| Grade 12 – Year – 1.0 credit.....                         | 33        |
| 1812V INTRODUCTION TO COLLEGE ENGLISH.....                | 34        |
| Grade 12 – Year – 1.0 credit.....                         | 34        |
| <b>ENGLISH ELECTIVES.....</b>                             | <b>34</b> |
| 1613V CREATIVE WRITING.....                               | 34        |
| Grade 10, 11, 12 - 45 days - .50 credit.....              | 34        |
| 1513V PUBLIC SPEAKING.....                                | 34        |
| Grade 9, 10, 11, 12– 45 days - .50 credit.....            | 34        |
| 0000V STUDY SKILLS.....                                   | 34        |
| Grade 9, 10, 11, 12 – Year – .50 credit.....              | 34        |
| 1512-YEARBOOK PRODUCTION.....                             | 35        |
| Grade 10, 11, 12 – Year – 1.0 credit.....                 | 35        |
| 1612 - JOURNALISM PUBLICATION.....                        | 35        |
| Grade 10, 11, 12 - Year – 1.0 credit.....                 | 35        |
| <b>SOCIAL STUDIES.....</b>                                | <b>35</b> |
| 2209V AMERICAN STUDIES.....                               | 35        |
| Grade 9 - Year - 1.0 credit.....                          | 35        |
| 2210V WORLD STUDIES.....                                  | 36        |
| 2110V WORLD HISTORY AP/HONORS.....                        | 36        |
| 2211V AMERICAN GOVERNMENT.....                            | 37        |
| 2111V US GOVERNMENT & POLITICS AP/HONORS.....             | 37        |
| 2212V ECONOMICS.....                                      | 37        |
| <b>SOCIAL STUDIES ELECTIVES.....</b>                      | <b>38</b> |
| 2414V CRIMINAL JUSTICE.....                               | 38        |
| 2115V HUMAN GEOGRAPHY AP/HONORS.....                      | 38        |
| 2314V MODERN US & WORLD HISTORY.....                      | 39        |

|   |           |
|---|-----------|
| 2413V PSYCHOLOGY.....                               | 39        |
| 2412V SOCIOLOGY.....                                | 39        |
| 2116V PSYCHOLOGY AP/HONORS.....                     | 39        |
| 2513V CURRENT ISSUES.....                           | 40        |
| <b>MATHEMATICS.....</b>                             | <b>40</b> |
| 3415V ALGEBRA FOUNDATIONS.....                      | 40        |
| 3209V ALGEBRA I.....                                | 40        |
| 3309V ALGEBRA IA.....                               | 40        |
| 3310V ALGEBRA IB.....                               | 41        |
| 3210V ALGEBRA II.....                               | 41        |
| 3110V ALGEBRA II HONORS.....                        | 41        |
| 3312V ALGEBRA III.....                              | 41        |
| 3211V GEOMETRY.....                                 | 42        |
| 3111V GEOMETRY HONORS.....                          | 42        |
| 3214V INTRODUCTION TO STATISTICS.....               | 42        |
| 3213V PROBABILITY AND STATISTICS.....               | 42        |
| 3113V STATISTICS AP/HONORS.....                     | 42        |
| 3212V TRIGONOMETRY.....                             | 43        |
| 3112V TRIGONOMETRY/PRE-CALCULUS HONORS.....         | 43        |
| 3313V CALCULUS (AB) – AP/HONORS.....                | 43        |
| 3415RV KEYSTONE ALGEBRA REMEDIATION.....            | 43        |
| 32001V BUSINESS MATH.....                           | 44        |
| <b>SCIENCE.....</b>                                 | <b>44</b> |
| 4210V BIOLOGY.....                                  | 44        |
| 4100V BIOLOGY HONORS.....                           | 44        |
| 4110V BIOLOGY AP.....                               | 44        |
| 4211V CHEMISTRY.....                                | 45        |
| 4116V HONORS CHEMISTRY.....                         | 45        |
| <b>SCIENCE ELECTIVES.....</b>                       | <b>45</b> |
| 4421V AGRICULTURE AND ORGANIC FARMING.....          | 45        |
| 4113V ANATOMY – PHYSIOLOGY HONORS.....              | 46        |
| 4214V ECOLOGY.....                                  | 46        |
| 4213V ENVIRONMENTAL SCIENCE.....                    | 46        |
| 4114V ENVIRONMENTAL SCIENCE AP/HONORS.....          | 47        |
| 4422V FORENSIC SCIENCE.....                         | 47        |
| 4212V PHYSICS.....                                  | 47        |
| 4115V PHYSICS 1: ALGEBRA BASED HONORS.....          | 48        |
| 4418V Physical Science.....                         | 48        |
| <b>BUSINESS EDUCATION and COMPUTER SCIENCE.....</b> | <b>48</b> |
| 6414V ENTREPRENEURSHIP.....                         | 48        |
| 6409V INTRODUCTION to BUSINESS.....                 | 48        |
| 6511V PERSONAL FINANCES.....                        | 49        |
| 6112V GOOGLE APPLICATIONS.....                      | 49        |
| 6114V GRAPHIC DESIGN.....                           | 49        |

|   |           |
|---|-----------|
| 7114.5 V Intro to Computer Science.....             | 49        |
| 6614V Marketing In Today's Society.....             | 49        |
| 6510V CAREER EXPLORATIONS.....                      | 50        |
| 6521V CAREER PORTFOLIO.....                         | 50        |
| <b>PHYSICAL EDUCATION and HEALTH.....</b>           | <b>50</b> |
| 0109V, 0110V, 0111V, 0112V PHYSICAL EDUCATION.....  | 50        |
| 0209V HEALTH I.....                                 | 50        |
| 0220V HEALTH II.....                                | 51        |
| 0213V Responding to Emergencies.....                | 51        |
| <b>DRIVER EDUCATION.....</b>                        | <b>51</b> |
| 0210 DRIVER EDUCATION THEORY.....                   | 51        |
| <b>WORLD LANGUAGES.....</b>                         | <b>51</b> |
| 5209V GERMAN I.....                                 | 52        |
| 5210V GERMAN II.....                                | 52        |
| 5211V GERMAN III.....                               | 52        |
| 5109V SPANISH I.....                                | 52        |
| 5110V SPANISH II.....                               | 53        |
| 5111V SPANISH III.....                              | 53        |
| 5112V SPANISH IV.....                               | 53        |
| 5113V Spanish - Language and Culture AP.....        | 53        |
| <b>VISUAL ARTS.....</b>                             | <b>54</b> |
| 7116V FOUNDATIONS IN ART.....                       | 54        |
| <b>MUSIC.....</b>                                   | <b>54</b> |
| 7520 BAND.....                                      | 54        |
| 7620 CONCERT CHORUS.....                            | 55        |
| <b>FAMILY and CONSUMER SCIENCE.....</b>             | <b>55</b> |
| 5511V FOODS AND NUTRITION.....                      | 55        |
| 5513V CHILD DEVELOPMENT.....                        | 55        |
| 5520V CONSUMER RESOURCE MANAGEMENT.....             | 55        |
| 5621V FAMILY LIVING.....                            | 55        |
| <b>INDUSTRIAL TECHNOLOGY EDUCATION.....</b>         | <b>56</b> |
| 8116V INVENTIONS AND INNOVATIONS.....               | 56        |
| <b>SAT PREP COURSES.....</b>                        | <b>56</b> |
| 1413V CRITICAL READING/WRITING SAT PREP.....        | 56        |
| 3413V Math SAT Prep.....                            | 57        |
| <b>SPECIAL EDUCATION SERVICES AND PROGRAMS.....</b> | <b>57</b> |
| 9509 GIFTED SUPPORT.....                            | 58        |
| <b>SCHOOL-TO-WORK PROGRAM.....</b>                  | <b>59</b> |
| 8813 or 8814 DIVERSIFIED OCCUPATIONS.....           | 59        |
| <b>MCTI.....</b>                                    | <b>60</b> |
| <b>Pleasant Valley Middle School.....</b>           | <b>61</b> |
| <b>Grade 8 Classes.....</b>                         | <b>62</b> |
| 8th Grade English/Language Arts (ELA).....          | 62        |
| 8th Grade Mathematics.....                          | 62        |

|  |           |
|--|-----------|
| Algebra I - 8.....                         | 62        |
| 8th Grade Science.....                     | 62        |
| 8th Grade American History II.....         | 62        |
| 8th Grade Electives.....                   | 63        |
| Gifted Support 8.....                      | 63        |
| Learning Support 8.....                    | 63        |
| Exploring Technology 8.....                | 63        |
| Family and Consumer Sciences 8.....        | 63        |
| Health 8.....                              | 63        |
| Physical Education 8.....                  | 64        |
| Information Processing 8.....              | 64        |
| Band 8.....                                | 64        |
| Chorus 8.....                              | 64        |
| Visual Arts 8.....                         | 65        |
| Digital Marketing 8.....                   | 65        |
| Exploratory Spanish 8.....                 | 65        |
| German I.....                              | 65        |
| Spanish I.....                             | 65        |
| <b>Grade 7 Classes.....</b>                | <b>66</b> |
| 7th Grade English/Language Arts (ELA)..... | 66        |
| 7th Grade Science.....                     | 66        |
| 7th Grade Mathematics.....                 | 66        |
| 7th Grade American History I.....          | 66        |
| 7th Grade Electives.....                   | 66        |
| Computer Technology 7.....                 | 66        |
| Gifted Support 7.....                      | 67        |
| Learning Support 7.....                    | 67        |
| Exploring Technology Education 7.....      | 67        |
| Family and Consumer Sciences 7.....        | 68        |
| Health 7.....                              | 68        |
| Physical Education 7.....                  | 68        |
| Band 7.....                                | 68        |
| Chorus 7.....                              | 69        |
| Visual Arts 7.....                         | 69        |
| Exploratory Spanish 7.....                 | 69        |
| Coding 7.....                              | 69        |
| <b>Grade 6 Classes.....</b>                | <b>69</b> |
| 6th Grade Reading/Language Arts.....       | 69        |
| 6th Grade Science.....                     | 70        |
| 6th Grade Mathematics.....                 | 70        |
| 6th Grade Social Studies.....              | 70        |
| 6th Grade Specials.....                    | 71        |
| Art 6.....                                 | 71        |
| Library 6.....                             | 71        |

|   |           |
|---|-----------|
| Music 6.....  | 71        |
| Physical Education 6.....                                   | 71        |
| Band 6.....   | 71        |
| Chorus 6.....   | 71        |
| Computer Technology 6.....                                  | 72        |
| Exploring Technology 6.....                                 | 72        |
| Family Consumer Science.....                                | 72        |
| Global Connections I.....                                   | 72        |
| Health 6.....   | 72        |
| World Crafts 6.....   | 72        |
| Gifted Support 6.....                                       | 73        |
| Learning Support 6.....                                     | 73        |
| <b>Pleasant Valley Intermediate School.....</b>             | <b>74</b> |
| <b>Grade 5 Classes.....</b>                                 | <b>75</b> |
| 5th Grade Reading/Language Arts.....                        | 75        |
| 5th Grade Science.....                                      | 75        |
| 5th Grade Mathematics.....                                  | 76        |
| 5th Grade Social Studies.....                               | 76        |
| 5th Grade Electives.....                                    | 76        |
| Art 5.....  | 76        |
| Library 5.....  | 76        |
| Music 5.....  | 76        |
| Physical Education 5.....                                   | 76        |
| Band 5.....   | 76        |
| Chorus 5.....   | 77        |
| Computer Technology 5.....                                  | 77        |
| Learning Support.....                                       | 77        |
| <b>3rd and 4th Grades.....</b>                              | <b>78</b> |
| Core Classes    Specials.....                               | 78        |
| Students will be given packets for all online specials..... | 78        |
| Learning Support.....                                       | 78        |
| <b>Pleasant Valley Elementary School.....</b>               | <b>79</b> |
| <b>K through 2nd Grades.....</b>                            | <b>80</b> |
| Core Classes                      Specials.....             | 80        |
| Students will be given packets for all online specials..... | 80        |



# BEARS ACADEMY (BA)

## COUNSELOR'S MESSAGE

**Welcome to the Bears Academy!**

**We are excited to have you join us for the 2023-2024 school year!**

Our Bears Academy (BA) TEAM aims to ensure your access to a quality educational program that is flexible enough to meet your needs as a learner. BA teaches, through the Edgenuity platform (in consortium with Seneca Valley School District), online educational programs for Pleasant Valley students. Pleasant Valley School District is pleased to provide students the opportunity to participate in the *PVSD 1:1 Chromebook Initiative*. As a Bears Academy student, you are afforded the privilege of utilizing a school district-provided Chromebook that is the sole property of PVSD to engage in your studies.

As our program grows, we continue planning ways to meet our students' needs. The Bears Academy BEARS DEN is an innovative space at Pleasant Valley High School that allows students to complete work on select days in the afternoon. Elementary students will have access to our Bears Academy Teacher, Mr. Kresge. Mr. Kresge has some wonderful plans for our K-5th grade students. Mr. Michael Birnbaum will be joining us as the Bear Academy's Learning Support teacher. Mr. Birnbaum will be coordinating student's IEP goals within the Edgenuity platform. He will be meeting with our Special Ed students on a regular basis, through Google Meets. There will be more information provided in the future.

Students will have the opportunity to attend Band and Chorus classes in their respective buildings if able to be dropped off and picked up by a parent/guardian for designated meeting times. Special Education and students identified as Gifted will be able to attend their case-managers' support period or gifted instruction in their respective building if able to be dropped off and picked up by a parent/guardian at designated times. We would also encourage BA students to be involved in the district's extra curricular activities including clubs, sports, intramurals, and sponsored organizations to promote a bond between our district and our students. Our aim is for students to attain their academic goals and be involved in school activities so they can have a great learning experience at Bears Academy. We want each student to thrive academically and socially while being part of the PV Family.

*Mr. Brian Morgan*  
*BA School Counselor*

# Parent/Student Information & Expectations for a Successful Experience

1. Weekly deadlines are Saturdays at 11:59 PM. Please plan ahead and keep a consistent schedule.
2. Absences not in accordance with active hours logged in and poor academic progress will be marked Unexcused. See more in the “**Attendance**” section.
3. Mr. Brian Morgan is the BA Counselor. Please read more in the “**Bears Academy Counselor**” section.
4. Mr. Trevor Kresge is our teacher and contact point for our elementary students Kindergarten through 5th grades.

## Is Cyber Learning a Good Fit for My Child?:

The criteria below may help you determine if a virtual program is appropriate for your son/daughter. Please note that your child’s School Counselor will use or has used this criteria to discuss with you any concerns regarding your child’s success in a virtual program.

| Criteria Score    | 5  | 3   | 1  |
|-------------------|--|---|--|
| <b>Attendance</b> | Student has a medical issue or social issue that is causing poor attendance. This medical or social issue will not keep the student from logging on to complete work successfully at home. | Student has poor attendance, but due to no extenuating circumstances. Administration, School Counselor, and virtual staff have reservations about the attendance problems persisting and/or getting worse in a cyber setting. | Administration, guidance, parent or student believes that attendance in cyber will not be to a level where the student can be successful in their necessary credits. |
| Criteria Score    | 5  | 3   | 1  |

|  |   |  |   |
|--|---|--|---|
| <p><b>Motivation / Potential for Success</b></p> | <p>A successful virtual student is a self-advocate and has good time management skills. A successful virtual parent is supportive, encouraging and helps to foster the communication between the student and counselor.</p> | <p>Either student or parent desires virtual for an option, but self-discipline or motivation on the part of the student is questionable.</p> <p>If a student has an IEP, the student and parent realize that now adaptations and modifications are limited, and the amount of individualized attention and support will be decreased due to the asynchronous learning style.</p> | <p>Student just “doesn’t like school” and thinks virtual school will solve this problem.</p> <p>Both student and parent must be informed that the cyber curriculum is typically much more rigorous and often more difficult than the corresponding face to face class. Any student with an IEP will have it altered and the level of accommodation will be significantly decreased.</p> |
| <p><b>Academic Success</b></p>                   | <p>Both student and parent are prepared for more challenging material in a virtual course. If the student is very intelligent and motivated, they should be able to succeed in the courses.</p>                             | <p>The student realizes this may be more difficult than their traditional classes. He/she needs to be able to ask for help options through the virtual counselor.</p>  | <p>Student grades are very high in traditional classes and it is believed that switching to virtual classes will actually cause a drop in academic performance.</p> <p><b>OR</b></p> <p>Student grades are so low in traditional school that there are very strong concerns that the virtual course grades will be even lower.</p>  |

\*The higher the score, the more likely the student will be to succeed in a virtual program.

# General Information

1. Bears Academy (BA) is an alternative to the brick and mortar setting. You must complete your hours and academic progress to keep this as an option.
2. BA is an asynchronous way of learning. Weekly units are clear and easy to understand. There is support through email with your course teacher, Mr. Morgan, the BA Counselor and Mr. Kresge the elementary BA teacher. See more in the “**Bears Academy Counselor**” section.
3. BA students receive the same academic award opportunities as students in the brick-and-mortar school.
4. BA students may participate in all extracurricular activities. Eligibility for extra-curricular activities is reported to the Athletics/Activities office weekly. Students must stay up to date with their cyber assignments and maintain eligibility requirements. Questions regarding eligibility may be directed to the Athletics office at 570.402.1000 x4100.
5. Students in the brick and mortar building who would like to attend BA may do so by contacting the Bear Academy at 570-402-1000 x4040 or by stopping in the Bears Academy office. The Bears Academy is located in the JCM wing, room JCM-116 “Operations” to speak with Mr. Morgan. If Mr. Morgan, student, and parent/guardian feel this move is beneficial for the student using the chart above as a guideline; students may transfer to BA for the start of the next marking period. **Please note that no student will be transferred to BA for the 4th Marking Period.**
6. Any student who is transitioning from the traditional classroom to the Bears Academy, he/she must return all textbooks and library books from the physical building **before** starting BA. Textbook and Library obligations will continue to accrue and obligation forms will be submitted.
7. Bears Academy is certainly a different way of learning. All BA students are required to maintain academic progress and active login hours.
8. Students must be vigilant in monitoring their academic progress in each class, (Green = Student Ahead, Red = Student Behind, Blue = Student on track, Yellow = Target completion) and work ahead when possible.
9. When help is needed students need to communicate with their teacher(s), BA Counselor, and or the BA elementary teacher. Students may request a meeting to discuss concerns, questions, etc. Please read more in the “**Bears Academy Counselor**” section.
10. Students must adhere to the weekly deadlines. Please plan accordingly and work ahead when possible.
11. BA students are part of the Pleasant Valley School District. Any time a student is in a Pleasant Valley School District building, he/she **must** wear their PVSD ID badge.

## Welcome Letter

Each student will receive a Welcome Letter. This document contains pertinent information for both students and parents, including: how to contact technical support, schedule an appointment to talk to the BA Counselor, contact the BA teacher for elementary, account information for the student to access the portal and complete schoolwork, as well as other important information students and parents need to know to be informed. Please keep the **Welcome Letter** handy as it will be referenced often.

## Before You Begin

In order to be successful in BA, you must maintain a solid schedule, have a consistent daily routine, and ask questions when they arise. You must monitor your academic progress and be actively logged in daily. The chart below will help you determine the recommended minimum number of hours per week required by BA.

- 1 Cyber Class = 2.5 hours per week
- 2 Cyber Classes = 5 hours per week
- 3 Cyber Classes = 7.5 hours per week
- 4 Cyber Classes = 10 hours per week
- 5 Cyber Classes = 12.5 hours per week
- 6 Cyber Classes = 15 hours per week
- 7 Cyber Classes = 17.5 hours per week

Time on task is crucial to your success. Students in BA should expect to spend approximately 2.5 hours working online per course each week. At minimum students are required to spend 45 minutes per school day on each cyber class or 2.5 hours per week on each course in which they are enrolled. Students may also complete and submit coursework on weekends.

Please double-check your schedule to ensure it matches the one discussed with your School Counselor. If discrepancies exist, please contact your cyber counselor at 570.402.1000 x4046 or the BA office at 570.402.1000 x4040. Also, if you have not had a conversation with your School Counselor lately, please check in with the BA counselor. This will ensure everything is in line for a successful year and graduation.

## Student Orientation

Prior to starting the coursework, all students **must** complete the online Orientation program to learn how to navigate the learning management system and to understand how BA works.

## Attendance

The Pennsylvania Information Management System, part of the Pennsylvania Department of Education, now requires schools to report daily attendance and this includes our cyber academy. **Attendance is mandatory, not optional.**

Regular attendance is necessary to ensure your best performance in school and is also required by state law. Each student's attendance record at school is very important.

Combined logged in hours and academic progress will determine attendance for every student.

Please understand that even if you are actively signed in everyday, if there is minimal academic progress and low grades, you may be asked to return to the physical building.

If you accrue 3 Unexcused absences you will be sent a letter. Should you incur another unexcused absence, the parent/guardian and the student will be required to attend an SAIP (Student Attendance Improvement Plan) Meeting (for students under the age of 17). If another unexcused absence is incurred a citation will be filed with the district magistrate's office and a truancy hearing will be scheduled.

Please note that attendance from the building will carry over to Bears Academy, as it will also carry from BA to the building.

For students 18 years old and over, missing ten (10) consecutive days may result in credit denial and/or being withdrawn from the Pleasant Valley School District.

Students in the Bears Academy should expect to spend approximately 2.5 hours working online per course each week. At minimum students are required to spend 45 minutes per school day on each cyber class or 2.5 hours per week on each course in which they are enrolled. Instances of truancy (habitual non-attendance) will be handled according to the Pleasant Valley School District Policy.

**If a student is not meeting the expectations for the number of classes and hours on their cyber courses, from the chart above, they may accrue absences. Please use the chart below as a reference for the number of days the student may be marked absent:**

Less than 2.5 hours per week - 5 days out  
Less than 5 hours per week - 4 days out  
Less than 7.5 hours per week- 3 days out  
Less than 10 hours per week - 2 days out  
Less than 12.5 hours per week- 1 day out

- ❖ The BA Administrator/Counselor/Teacher may email and/or make a phone call to inform the parent/guardian.
- ❖ The BA Administrator/Counselor/Teacher may initiate contact with the social worker to take the appropriate measures.
- ❖ If the student is not passing the majority of their scheduled courses anytime after the first 2 weeks of joining the cyber program, a meeting may be scheduled with the Parent/Guardian(s), and BA staff to discuss their progress.
- ❖ After three (3) unlawful absences, the parent/guardian will be notified by mail. On the 4th unlawful absence, a Student Attendance Improvement Plan meeting may be scheduled with the student and the parent.

- ❖ After two (2) consecutive weeks of working below the required 2.5 hours per week per class, or after ten (10) days of inactivity, the parent/student may be cited to the magistrate and recommended to return to the physical building or an alternative education placement if deemed necessary. Alternative education placement if deemed necessary.

**Students who repeatedly login and submit no work may be required to return to the physical building and be removed from BA.**

## Special Education in Cyber

Pleasant Valley Bears Academy will provide additional support to any student who currently has an IEP. Upon registration to BA, the certified BA special education teacher will become the new case manager to ensure the best individual support possible within the virtual setting while updating the IEP to reflect the change of support (SDI) as well as document the change of educational placement.

- ❖ Parents and Guardians must be available to sign off on changes to the IEP
- ❖ Students must be willing to attend **synchronous** learning support sessions as deemed necessary by the IEP team
- ❖ If at any point the IEP team determines virtual learning is not an appropriate option for the student, a meeting will be scheduled to discuss recommendation for the student to return to traditional schooling in the physical building.

## Parent Information

The more parents are involved, the better the students perform academically. There are multiple ways for parents to understand the program as well. First, parents, along with their cyber learner, can attend Bear Academy Meetings to socialize with other students and families, have any questions addressed, offer suggestions or concerns you may have about the cyber program. **Your feedback is very important to us and will help us grow and become a better program for our students.**

## Communication

Our main form of communication is email and our website and our website. During the registration process you were required to provide a working email address. BA will send announcements by email in our weekly newsletter. Those who do not supply a valid email address **WILL NOT** receive updates or important announcements. The parent/guardian and student are responsible to frequently check the email updates and act accordingly.

Announcements on the physical building's website should be checked frequently by the students and parents. Announcements will also be put on the Edgenuity Announcements page. A Google classroom code will be provided in the weekly newsletter for high school students. High school students should be checking the Google classroom announcements daily. It is the student's responsibility to check the announcements.

**Please ensure your voicemail is set up and functioning properly.** All too often voicemail messages cannot be submitted because the system is not activated or the mailbox is full. Please double-check that your system can receive voicemails.

**Please update your information on the PowerSchool website. Also, please contact the Cyber office with any changes to your phone or email address immediately.** This will ensure communication flows properly and that you are informed about announcements that may concern your child. For example, school pictures, activities at the school your child may want to participate in, prom, cap and gowns, graduation, etc. In a cyber environment, having accurate contact information is crucial to keeping you informed.

The Pleasant Valley School District calendar is located on the PV Bears website. This calendar contains information that you may find helpful.

## **Student Communication**

Students in grades 9-12 are required to check their PVBears.org email at least once a day. Students are also required daily to check their academic progress. You will check your progress under the Progress Report tab. Students must be vigilant in monitoring their academic progress in each class, (Green = Student Ahead, Red = Student Behind, Blue = Student on track, Yellow = Target completion) and work ahead when possible.

Students need to ask for help as soon as they can. Students may email their teacher, contact the Bears Academy counselor (6-12th grades) or the Bears Academy teacher (Kindergarten - 5th grade) to help with those questions and concerns you may have.

## **Bears Academy Counselor/Teacher**

Mr. Brian Morgan is the Counselor for Bears Academy 6th - 12th grades. Mr. Kresge is the Bears Academy teacher for Kindergarten - 5th grades. Students are encouraged to reach out to them for concerns, questions regarding tutoring, questions, or concerns relating to their classes. To schedule an appointment with Mr. Morgan, students should use the link below.

### **[Request an Appointment with Mr. Morgan](#)**

This link will take you to a Google form to schedule an appointment with Mr. Morgan. You will fill out the form, giving a brief description of the nature of the meeting, and request a call, email, or Google Meet, and select the time best to reach you. If you select a Google Meet, Mr. Morgan will send an email with a link for the date and time to sign on for the meeting. If you select a phone call Mr. Morgan will send an email with the date and time of the phone call so you are prepared. Please remember to check your PVBEARS.org email often so you don't miss your appointment.

Kindergarten - 5th grade parents and students may contact Mr. Kresge at 570.402.111 x 6001 or [Kresge.Trevor@pvbears.org](mailto:Kresge.Trevor@pvbears.org) .



## Parent/Guardian Responsibility

A parent or guardian plays a pivotal role in whether the student will be successful in cyber school. The parent/guardian must check to see if the cyber learner is logging in each school day, completing and submitting schoolwork on time, demonstrating progress and completing quality work, and communicate with the BA office when necessary. One of our goals is to provide a positive learning experience and we cannot do this without the help of the parent/guardian.

## Socialization

Students are encouraged to participate in afterschool activities, clubs, and sports. Students can connect with others during Bears Academy meetings when offered throughout the school year. There are many opportunities available, please take advantage of them.

Students that participate in extracurricular activities may increase their sense of school engagement or attachment. This in turn may increase their grades, attendance, self-esteem, and sense of belonging.

The link below will take you to a study which explains the top 8 benefits of participating in extracurricular activities.

<https://www.crimsoneducation.org/us/blog/extracurriculars/benefits-of-extracurricular-activities/>

Below is a link to a list of some of the activities that PVH offers.

<https://www.pvbears.org/site/handlers/filedownload.ashx?moduleinstanceid=7832&dataid=10594&FileName=2021-22%20Clubs-High%20School%20-%20Sheet1.pdf>

PVM offers extracurricular activities also. Click the link below to see what PVM has to offer.

<https://www.pvbears.org/domain/1151>

For a list of activities at PVI or PVE, please contact your child's school counselor.

## BA Meetings

BA meetings are offered to BA parents and students and you are strongly encouraged to attend. The purpose is to interact with other students and families within the program, share ideas, and provide feedback regarding the program. Your feedback is important to us and will help us grow and become a better program for our students.

## Announcements

The Announcement tab will provide important announcements from BA and Pleasant Valley School District, as necessary. 9th - 12th grade students along with all parents of BA students will be expected to read the weekly newsletter that will be sent to your email at the end of the week. Parents and students should also be regularly checking the

PVBears.org building website for announcements. Students should be checking their email at least once a day. Parent/guardian emails will be sent to the email address(es) provided on the Registration Contract. Any email or phone number changes should be made in Power School and please notify the BA office 570.402.1000 x4040, as soon as possible so you don't miss any information.

Any questions about attendance, course schedules, due dates, course assignments, program glitches, grades, and specific subject matter issues should be directed to the cyber office 570.402.1000 x 4040 or 4346 for grades 6-12, and 570.402.1000 x 6001 for grades K-5.

## Units

Each course on your schedule consists of a weekly unit. Each unit consists of lessons, activities, reading, quizzes, tests, videos, etc. Regardless of the type of course that you are enrolled in, 9, 18, or 36 weeks, you must complete the tasks in the current unit in each course every week by following and completing the daily calendar for each class. The option is always there to work ahead. Work may be done 24 hours a day, seven days a week. However, outside of school hours there will be no teacher or technical support.

You must spend a minimum of 45 minutes a day, or 2.5 hours a week completing coursework in each course on your schedule, Monday thru Friday. If you put this effort into your daily coursework, you will be successful in BA.

## Use of Inappropriate Language

When completing course assignments, **do not** use inappropriate text (language). If inappropriate language is used, the assignment will result in a zero grade.

### Plagiarism/Cheating:

**Cheating and plagiarism are violations against Pleasant Valley school districts honor code.** Any student who cheats or plagiarizes material will receive a zero for that assignment. Please be careful, especially if working with other cyber students on the same subject. Also, please do not use an online translator when completing work for a world language course as this will also result in a zero grade.

## Honor Code

It is the belief in the Pleasant Valley School District that the honest pursuit of academic excellence will lead to self-satisfaction, awareness, image and integrity. The belief in self-actualization through the learning process stems from the student responsibility to pursue knowledge. This honor code represents the belief that all students are capable of the honest pursuit of academic knowledge through research, homework, class work, testing, and all other methods used by the faculty to assist and assess student progress. Unfortunately, some students feel the pressure and need to circumvent the learning process by doing such things as communicating answers with another, the unauthorized

use or acquisition of material, and/or using the work of others and submitting this work as their own. In this regard, learning has not taken place, and in fact, a serious deterioration of the learning environment, student assessment, and the student's own principles have been violated.

## Getting Help with Coursework

Receiving assistance when help is needed is essential for any student. A student in grades 6-12 may contact the BA Counselor, either by calling 570.402.1000 x4346 or requesting an appointment by using this link:

[Request an Appointment with Mr. Morgan](#)

Seneca Valley teachers in their Opening Day email packets will provide students with Zoom times to work with students regarding any academic needs.

Students in Kindergarten through 5th grade may contact the BA Teacher, either by calling 570.402.1000 x6001 or [Kresge.Trevor@pvbears.org](mailto:Kresge.Trevor@pvbears.org).

As a virtual student, it is your **RESPONSIBILITY** to ask for help if needed, because your teachers will not know you are struggling unless you reach out to them. By doing so early, you will eliminate unwanted surprises when report cards are available. **The longer you wait to get help, the harder it will be to recover, especially if the material is used to build on a concept that will be taught in the future.**

## Technical Support

Utilizing technology is an integral part of cyber schooling, which means you may experience a loss of power, loss of Internet connectivity, corrupt files, software incompatibility, or hardware failure at some point during the school year. If this happens, you must contact technical support **IMMEDIATELY** at [PVsupport@pvbears.org](mailto:PVsupport@pvbears.org) or **570.402.100 x4925** so the issue can be documented and quickly rectified. Failure to do so may result in a failing grade, especially if report cards are due.

Technical support is available from 7:00 am to 4:00 pm, 5 days a week Monday through Friday. When calling, if you reach a voice mailbox, please leave a message (including your name, phone number, a brief description of the issue and what device you are having issues with) and a support representative will return your call asap. Technical support can be contacted by calling **570-402-1000 X4925**. Alternatively, you can also email [PVSupport@pvbears.org](mailto:PVSupport@pvbears.org). If sending an email please type "Technical Support" in the subject field so it can be processed accordingly. **Every support issue is logged**, so it is very easy to determine patterns of poor behavior. Dishonesty may result in a failing grade.

**\*\*Do not attempt to return any of your equipment to the High School unless you are told to do so by the Technical Support Team and/or receive a call from the BA office. The BA office may not take them**

**back until informed by the Tech Department that the student will be returning it.**

## **Grades**

Once your assignment/assessment has been completed and submitted, please expect a turn-around time of 72 hours before a score is logged in the gradebook. If you have questions regarding the assignment or grade, the BA Counselor, at [Morgan.Brian@pvbears.org](mailto:Morgan.Brian@pvbears.org) or the BA Teacher, at 570.402.1000 x6503 or [Kresge.Trevor@pvbears.org](mailto:Kresge.Trevor@pvbears.org) to discuss your questions and or concerns. **Please do not expect to have your material graded in a timely manner if it is handed in late or not labeled properly.**

## **Keystone Exams / PSSA Exams**

All Bears Academy students who are scheduled to take either the PSSA or Keystone Exam **MUST TAKE THE ASSESSMENT** when scheduled, these exams are mandatory. Failure to take the exams may result in a withdrawal from BA. Please mark your calendar accordingly.

**All Seniors are required to take the Civics Exam. Dates will be posted on the Edgenuity Announcements, the Bears Academy website, and by email. Failure to complete the Civics Exam WILL result in the student not graduating from Pleasant Valley High School.**

## **Career Portfolio**

If you are a senior, whether you transition into BA during the year or start the year as a BA student, you are responsible for the completion of the Career Portfolio. All seniors will have the Career Portfolio class during the 1st marking period. More information can be found on the high school website – [www.pvbears.org](http://www.pvbears.org). The Bears Academy counselor, who will be your project advisor, will contact you via email (at your @pvbears.org email account) with your Career Portfolio packet. **ALL PACKET WORK, INCLUDING XELLO, PRESENTATION, COMMUNITY SERVICE HOURS, AND JOB SHADOWING HOURS MUST BE COMPLETED BY THE END OF THE FIRST MARKING PERIOD.** The Career Portfolio is required by the PA Department of Education, not the Pleasant Valley School District. You cannot receive a diploma without successfully completing this project. **If you don't hear from your advisor, please take the initiative to contact him or her.**

**Failure to complete the Career Portfolio with a passing grade will result in the student being required to remediate this class during the summer and therefore not being eligible to walk at graduation.**

## **Returning of Equipment**

All equipment must be returned if you are withdrawing from the Pleasant Valley School District. If equipment is not returned in the condition it was in when it was given to you, or if all components are not returned, you may be sent a bill for replacement and or repair.

Failure to pay the bill may result in the student not graduating or not returning to BA until the situation is rectified.

## **GRADUATION REQUIREMENTS**

### ***PLEASANT VALLEY HIGH SCHOOL***

*Listed below are the graduation requirements for all students graduating in 2023 and beyond to be eligible for a Pleasant Valley High School diploma:*

#### **PVHS GRADUATION POLICY**

|  |           |
|--|-----------|
| ENGLISH  | 4         |
| MATH   | 3         |
| SCIENCE  | 3         |
| SOCIAL STUDIES   | 3         |
| 1-additional credit from Science, Social Studies or Math | 1         |
| PHYSICAL EDUCATION                                       | 1         |
| HEALTH   | .50       |
| CAREER EXPLORATIONS                                      | .25       |
| CAREER PORTFOLIO   | .25       |
| ELECTIVES  | 8         |
|  |           |
| <b>TOTAL CREDITS REQUIRED</b>                            | <b>24</b> |

\*Elective courses include all of the following: Art, Music, Industrial Technologies, Family and Consumer Science, Foreign Languages, Social Studies (other than required Social Studies courses), MCTI, PLTW, & Keystone Courses (required if the student is not proficient in PSSA & Keystone exam scores).

\*\*Students enrolled in an MCTI career pathway may have an alternate credit replacement toward graduation. This will be determined by the principal (or their designee) in consultation with the school counselor and MCTI.

#### **PVHS PROMOTION/RETENTION POLICY**

|           |                                  |
|-----------|----------------------------------|
| Sophomore | Need to have earned 3.0 credits  |
| Junior    | Need to have earned 10.0 credits |
| Senior    | Need to have earned 17.0 credits |

## PVMS PROMOTION/RETENTION POLICY

### Full Promotion

Full promotion requires a student to satisfactorily complete four (4) courses in the following major academic courses of study: ELA, MATHEMATICS, SCIENCE, AND SOCIAL STUDIES.

### Retention Policy

If your student fails two or more classes, he or she will be retained in his/her current grade.

## PVI PROMOTION/RETENTION POLICY

In all cases of retention, the parents/guardians shall be fully involved and informed throughout the process. Parents/Guardians and students shall be informed of the possibility of retention and their academic status well in advance to the end of the school year.

Academic achievement, attitude, effort, work habits, behavior, attendance and other factors related to learning shall be evaluated regularly and communicated to students and parents/guardians.

The district shall utilize multiple measures of academic performance as determinants in promotion and retention decisions.

## PVE PROMOTION/RETENTION POLICY

A team approach including building administration, school counselor, teachers and parents/guardians will determine if a student has demonstrated appropriate yearly academic progress to be promoted to the next grade level. **Only in extreme circumstances would retaining a student be considered.**

## Statewide High School Graduation Requirement Guidance

### **Act 158 of 2018**

Act 158 of 2018 (Act 158), which was signed into law by Governor Tom Wolf on October 24, 2018, shifts Pennsylvania's reliance on high stakes testing as a graduation requirement to provide alternatives for high school students to demonstrate readiness for postsecondary success. Formerly, Pennsylvania's statewide graduation requirement was more restrictive, requiring most students to pass the Keystone Exams — end of course exams in Algebra I, Literature, and Biology — in order to graduate. Act 158, in conjunction with Act 6 of 2017 (Act 6), expands the options for students to demonstrate postsecondary

readiness through four additional pathways that more fully illustrate college, career, and community readiness. The statewide graduation requirement outlined in Act 6 and Act 158 takes effect for the graduating class of 2023.

## **Act 158 Pathway Graphic**

(accessible on the PVHS [website](#) home page)

### **Requirements**

For students graduating in 2023 and beyond, the following options exist to meet the statewide graduation Pathway requirements:

#### **Keystone Proficiency Pathway**

Scoring proficient or advanced on each Keystone Exam - Algebra I, Literature, and Biology.

#### **Keystone Composite Pathway**

Earning a satisfactory composite score of 4452 on the Algebra I, Literature, and Biology Keystone Exams (while achieving at least a proficient score on at least one of the three exams and no less than a basic score on the remaining two).

#### **Alternate Assessment Pathway**

Successful completion of locally established grade based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and one of the following:

- Attainment of an established score on an approved alternate assessment (SAT, PSAT, ACT, ASVAB)
- Gold Level on the ACT WorkKeys Assessment
- Attainment of an established score on an Advanced Placement Program or an International Baccalaureate Diploma Program exam in an academic content area associated with each Keystone Exam on which the student did not achieve at least a proficient score
- Successful completion of a concurrent enrollment course in an academic content area associated with each Keystone Exam in which the student did not achieve at least a proficient score
- Successful completion of a pre-apprenticeship program
- Acceptance in an accredited 4-year nonprofit institution of higher education and evidence of the ability to enroll in college-level coursework

\* The established score will be recommended by the Secretary of Education and approved by the State Board

of Education. These scores have not been determined yet.

## Evidence Based Pathway

Successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and demonstration of three pieces of evidence consistent with the student's goals and career plans, including:

One of the following:

- Attainment of an established score on the ACT WorkKeys assessment, a SAT subject test, an Advanced Placement Program Exam, or an International Baccalaureate Diploma Program Exam
- Acceptance to an accredited nonprofit institution of higher education other than a 4-year institution and evidence of the ability to enroll in college level coursework
- Attainment of an industry-recognized credential
- Successful completion of a concurrent enrollment or postsecondary course and two additional pieces of evidence, including one or more of the options listed above, or: satisfactory completion of a service learning project; attainment of a score of proficient or advanced on a Keystone Exam; a letter guaranteeing full time employment; a certificate of successful completion of an internship or cooperative education program; or satisfactory compliance with the NCAA's core courses for college-bound student athletes with a minimum grade point average (GPA) of 2.0.

## CTE Pathway

For Career and Technical Education (CTE) Concentrators, successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and attainment of an industry-based competency certification related to the CTE Concentrator's program of study or demonstration of a high likelihood of success on an approved industry-based competency assessment or readiness for continued meaningful engagement in the CTE Concentrator's program of study.

As of July 18, 2022, the Pennsylvania Department of Education has made two significant changes to the statewide high school graduation requirements.

- Two Score Keystone Composite  
Act 55 of 2022 amends the PA School Code to further assist students in meeting statewide high school graduation requirements. Effective immediately, any student may graduate via the Keystone Composite Pathway provided the student:
  - Earned a non-numeric Proficient in a Keystone Exam pursuant to [Act 136 of 2020](#);
  - Successfully completes locally established, grade-based requirements for academic content associated with each Keystone Exam in which the student does not have a numeric or non-numeric score of Proficient/Advanced;and
  - Achieves a Keystone Composite score of 2939 or greater for two of the three Keystone



Exams (calculated using the highest numerical scores attained by the student, neither of which may be Below Basic and at least one of which must be Proficient or better).

### Extension of the Pandemic as an Extenuating Circumstance

On September 9, 2021, the Pennsylvania State Board of Education approved the addition of the COVID-19 pandemic to the list of extenuating circumstances for which pathway-specific graduation requirements may be **waived** by a chief school administrator for students in the graduating classes of 2023, 2024, and 2025. Each student granted a waiver must complete locally established,

grade-based requirements for academic content **associated** with each Keystone Exam in which the student does not have a numeric or non-numeric Proficient/Advanced.

### BEARS ACADEMY GRADING POLICY (PVHS/PVMS)

| Alpha Equivalent | Numeric Grades | Definition    |
|------------------|----------------|---------------|
| A                | 92-100         | Excellent     |
| B                | 83-91          | Above Average |
| C                | 74-82          | Average       |
| D                | 65-73          | Below Average |
| F                | 0-64           | Failure       |
| Pass             |                | Pass          |
| Fail             |                | Fail          |
| Incomplete       |                | Incomplete    |

### BEARS ACADEMY GRADING POLICY (PVIS/PVES)

| K – 5 Progress toward end of year school district expectations |   | Grading Policy |        |
|--|---|----------------|--------|
| 4  | Exceeds Expectations                          | A              | 92-100 |
| 3  | Meets expectations                            | B              | 83-91  |
| 2  | Making adequate progress towards expectations | C              | 74-82  |
| 1  | Insufficient progress toward expectations     | D              | 65-73  |

|      |                |   |            |
|------|----------------|---|------------|
| NA/O | Not Applicable | F | 0-64       |
|      |                | I | Incomplete |

### **NCAA ATHLETIC ELIGIBILITY (PVHS/PVMS)**

Pleasant Valley School District makes course recommendations based on the most appropriate academic placement. All students whose future plans include enrolling in college and participating in Division I or Division II athletics must be certified by the NCAA Initial-Eligibility Clearinghouse. It is the responsibility of the student to obtain the most recent evaluation of Pleasant Valley High School's approved course list from the District Web Site, his/her counselor or the NCAA web site at <http://web.ncaa.org/eligibility/cent/common/index.html>. Course modifications and new courses are submitted to the NCAA yearly. Therefore, it is very important to review yearly for any changes in course approvals and eligibility requirements.

Applications for registering with the NCAA Clearinghouse are available on the district website and are recommended to be completed by the sophomore year. The appropriate time to file this application is during the fall of the sophomore year. An official transcript from the School District must accompany the request for evaluation. If this process is not followed, the student will not be permitted to participate in college athletics during their freshman year.

To students applying for NCAA Division I and II sports:

Any credits taken outside of Pleasant Valley School District for either remediation or original credit may not be approved by the NCAA. It is the responsibility of the student to contact the educational institution to verify whether the course falls under the approved course list for the NCAA. It is also the student's responsibility to obtain a transcript from the educational institution indicating the course, grade, and credit to include in his/her application for NCAA eligibility.

See page 58 for NCAA Athletic Eligibility Information, or go to the Pleasant Valley School District Website under Athletics, or go to the Guidance Office to request a College Bound Student-Athlete Eligibility Guide.

### **HONORS COURSES (PVHS/PVMS)**

Honors courses are designed to offer a greater depth of instruction at an accelerated pace. Placement into honors courses is based on exceptional performance or achievement in previous course work. Note that teacher recommendation, course entrance requirements and standardized test scores also serve as key indicators of potential to meet success in courses maintaining high scholarship standards. Finally, it is also important to recognize that honors courses place higher demands on a student's time. An ability to work with a heavier than average academic workload is essential. Honors courses will carry a weighted grade.

## **ADVANCED PLACEMENT (AP) COURSE (PVHS)**

Advanced Placement (AP) courses are offered in various subject areas. Advanced Placement courses are college-level courses that use the College Board's approved curriculum to prepare students for the course-ending AP exams. Students must understand that success in any AP course will require extra study time and effort on their part. Advanced Placement courses are considered Honors courses. Most Honors and AP courses have a summer assignment that students must complete by the first day of school.

Students are expected to be able to read and understand a college-level textbook. Weekly reading assignments are 30 – 50 pages or more focusing on critical thinking and application of content. The College Board clearly identifies the concepts for mastery of the AP tests. The AP class is essentially on a college level of study as the standards reflect the curriculum taught in many colleges and universities. These objectives, and other information about AP courses, may be found at [www.collegeboard.com](http://www.collegeboard.com).

Any student wishing to drop an Advanced Placement class will need approval of the high school administration to do so.

## **DROP/ADD PROCEDURE**

**Any student that wishes to drop a course must do so by the following deadlines:**

- **Quarter Credit Course: Ten school days.**
- **Half Credit Course: Fifteen school days.**
- **Full Credit Course: Twenty school days.**

## **HONOR ROLL (PVHS/PVMS/PVIS/PVE)**

The following criteria shall be used to determine eligibility for the Honor Roll:

1. An Honor Roll student will be one whose marking period average of all grades is 87% or higher and who has not attained a grade lower than 80% in any one subject.
2. A Distinguished Honor Roll student will be one whose marking period average of all recorded grades is 92% or higher and who has not attained a grade lower than 85% in any one subject.

## **DUAL ENROLLMENT**

Dual Enrollment allows students to take a credited class at an accredited institution of higher learning during their Junior and Senior year. Seniors with an 84% average, and with enough credits to qualify, may take a class for credit at an accredited institution of their choice during the High School hours of 7:00 AM to 2:30 PM. Juniors with a cumulative average of 84% qualify to take a class for credit at an accredited institution of their choice outside of the High School hours of 7:00 AM to 2:30 PM. The

student will be responsible for getting themselves to and from the accredited institution, and these classes will not count towards the students' High School credits or cumulative average.

Pleasant Valley School District partners with Northampton Community College and East Stroudsburg University. For further information regarding dual enrollment, please contact Mr. Morgan at the Bears Academy office.

## **CONCURRENT ENROLLMENT**

A student who wishes to attend a credited class at an accredited institution of higher learning concurrent with their enrollment in the district must obtain prior approval from their parent or legal guardian, the principal, and the Superintendent.

Students who receive the necessary prior approval shall have the opportunity to apply qualifying college credits earned towards high school graduation requirements. Approval will normally be limited to advanced students who have completed the regular high school sequence for the subject area in which they wish to enroll. A student must pass an approved class with at least a 2.0 grade point average to earn credit towards their high school graduation. Please note that college credit grades accepted for graduation requirements will not be calculated into cumulative averages. Please see PVSD School Board Policy 241 for additional information.

## **INDEPENDENT STUDY**

An independent study is a course identified by a student in which they wish to explore an area of particular interest, while extending the classroom learning experience. This course needs to have established objectives, a description of the method of study and research to be undertaken, and a manner in which the project will be evaluated. A student interested in pursuing an independent study needs to speak to their school counselor in order to get the process started. In order to be approved for an independent study a student must show academic proficiency, maturity or judgment, strong motivation to learn and self-reliance. All independent studies must be approved by the principal, district Superintendent, and the PVSD School Board. An independent study will be graded as a pass/fail course, and will not be calculated as part of a student's grade point average. Please see PVSD School Board Policy 118 and included Administrative Regulation for additional information.

## **PVSD CAREER PATHWAYS**

Planning for one's four-year high school course sequence is an exciting and serious undertaking. Within this document, students will find many selections designed to challenge thinking, develop interests, and plan for the future. Therefore, Pleasant Valley High School is proud to offer five Career Paths designed to meet the college and career readiness needs of its diverse student population:

- Arts and Communication
- Business, Finance and Information Technology
- Engineering and Industrial Technology
- Human Services

- Science and Health

Within each Career Path, students will find Career Clusters. A Career Cluster is a group of jobs and industries that are related by skills or products. Within each Cluster are Cluster “Pathways” that can be related to a collection of courses and training opportunities to prepare students for a given career.

### Career Path---Career Cluster---Career Pathway

The goal of the Career Path approach to learning is to provide a more relevant education for Pleasant Valley students through real world experiences, in various fields and occupations, without giving up all the activities and events that give students a true high school experience.

Raising Career Path awareness begins well before high school. Our students are introduced to Career Paths beginning in elementary school where they focus on career awareness. At the intermediate and middle levels, students explore various career opportunities and begin to complete interest inventories to identify fields of focus. Therefore, when students reach Pleasant Valley High School, they will have a better understanding of their strengths and areas of interest. When students enter the high school, they will be better prepared to choose a Career Path, as well as have the opportunity to change their minds and pursue different paths without the risk of losing credits or the foundational knowledge and skills needed for graduation.

The following Foundational Knowledge and Skills identified within the district Profile of a Graduate will permeate all five Career Paths:

- Resiliency
- Critical Thinking
- Problem Solving
- Collaboration
- Communication
- Citizenship and Personal Creativity
- Ethics and Responsibility
- Academic and Technical Knowledge

Using their developed career goal, students shall prepare their academic plan with parents and high school counselors. Students may consult the attached planning guide for course alignment and positioning during the four years of their high school career.

For further information on Career Pathways, please refer to the Career Pathways Guide located in the Pleasant Valley High School Guidance Office or you can view it on our website at [www.pvbears.org](http://www.pvbears.org)

# **PLEASANT VALLEY BEAR ACADEMY COURSES**

## **Pleasant Valley High School**

### **HIGH SCHOOL ADMINISTRATION**

(570) 402-1000 x 4001

Fax (570) 992-0839

[www.pvbears.org](http://www.pvbears.org)

Principal

Mr. Jonathan Ayre, Principal

Mr. Brian Boylan, Principal

Ms. Jamie Rockwell, Assistant Principal

Ms. Daisy Genovese, Dean of Students

### **HIGH SCHOOL GUIDANCE DEPARTMENT**

**570.402.1000 Extension 4011**

#### **Bridgid Rosendale**

Student Last Names MCTI, A-Bordne

[Rosendale.Brigid@pvbears.org](mailto:Rosendale.Brigid@pvbears.org)

#### **Kristen Stachina**

Student Last Names Borger-Heeter

[Stachina.Kristen@pvbears.org](mailto:Stachina.Kristen@pvbears.org)

#### **Erin Steiner**

Student Last Names Henry-Pinkerton

[Steiner.Erin@pvbears.org](mailto:Steiner.Erin@pvbears.org)

#### **Payton Gregory**

Student Last Names Pinterbone-Z

[Gregory.Payton@pvbears.org](mailto:Gregory.Payton@pvbears.org)

## ENGLISH

### 1209V ENGLISH 9 CONTEMPORARY LITERATURE/COMPOSITION

#### Grade 9 - Year – 1.0 credit

Students are introduced to works by American, British, and World authors through the analytical, critical, and independent reading of short stories, non-fiction, poetry, novels, and drama. Students will participate in various research activities, in the Modern Language Association (MLA) format, emphasizing the selection, location, and organization of a variety of resource materials. A minimum of four novels, plays, or major works will be analyzed and discussed throughout the year.

### 1109V ENGLISH 9 – HONORS CONTEMPORARY LITERATURE/COMPOSITION

#### Grade 9 - Year – 1.0 credit

Students interested in taking English 9 Honors must meet all of the following criteria: 1) average of 92 or above in Grade 8 English for the final grade, 2) English teacher recommendation, and 3) successful completion of an entrance examination and essay. Completion of summer work is required for this course and will be graded and included in the 1st marking period overall grade. Students who do not complete the summer work by the due dates will receive a grade of a 0 on these assignments to begin the year. The course focuses on an introduction to American, British, and World Literature, with particular emphasis upon short stories. It is designed to prepare students to discuss, analyze, and evaluate all genres encountered during the course of study. Heavy emphasis will be placed on thinking, writing, speaking, and listening skills. Further development of quality writing will occur through narrative, informative, and argumentative/persuasive writing assignments. Additionally, students will complete various MLA-based research projects, develop and present their own oral presentations, work on vocabulary development and independent assignments, and will analyze and discuss a minimum of eight novels, plays, or major works throughout the year.

### 1210V ENGLISH 10 WORLD LITERATURE/COMPOSITION

#### Grade 10 – Year – 1.0 credit

This course is designed to provide students with instruction in building knowledge through content-rich fiction and non-fiction. Students are expected to demonstrate a thorough understanding as they read, write, and discuss both literary and informational text and use strong and thorough textual evidence to support the analysis. Students will continue the process of developing problem-solving strategies for comprehension of key ideas and details, craft and structure, and integration of knowledge. Students will develop their research skills by completing a variety of assignments in the Modern Language Association (MLA) format, using an assortment of appropriate media sources and strategies. **\*Note: All students enrolled in this course are required to take the Keystone Exam.**

1110V ENGLISH 10 – HONORS  
WORLD LITERATURE/COMPOSITION

Grade 10 – Year – 1.0 credit

This course is designed for students from the 9th grade honors English class and those who have successfully met all the requirements to gain entrance into the honors program. Completion of summer work is required for this course and will be graded and included in the 1st marking period overall grade. Students who do not complete the summer work by the first day of school will receive a grade of a 0 on these assignments to begin the year. The course is designed to provide students with instruction in building knowledge through content-rich fiction and non-fiction. Students are expected to demonstrate a thorough understanding as they read, write, and discuss both literary and informational text and use strong and thorough textual evidence to support the analysis. Students will continue the process of developing problem-solving strategies for comprehension of key ideas and details, craft and structure, and integration of knowledge. Student-led academic discussions will enhance students' learning in preparation for upcoming college courses. Students will develop their research skills by completing a variety of assignments in the Modern Language Association (MLA) format, using an assortment of appropriate media sources and strategies. **\*Note: All students enrolled in this course are required to take the Keystone Exam.**

1211V ENGLISH 11  
AMERICAN LITERATURE/COMPOSITION

Grade 11 – Year – 1.0 credit

This course is designed to focus on the literature that resulted from the struggles of the men and women who developed our country. The literature will be presented from a historical point of view and will incorporate units of study that will include all genres of American literature: essays, narrative, poetry, short stories, novels, plays, and non-fiction, as well as relevant musical and artistic works. In this course, emphasis will be placed on the development of reading, writing, research, and speaking and listening skills. Students are expected to read and analyze/interpret text with attention given to forms, styles, and ideas in selected literary works. Students will continue the process of developing problem-solving strategies for comprehension of texts. Student-led discussions will enhance students' learning in preparation for upcoming college courses. Students are required to complete two major research papers and a number of smaller, more focused research projects in the Modern Language Association (MLA) format, using an assortment of appropriate media sources and strategies.

1113V ENGLISH 11 – AP/HONORS  
ENGLISH LANGUAGE AND COMPOSITION - ADVANCED PLACEMENT

Grade 11 – Year – 1.0 credit

The AP English Language and Composition course, offered to 11th grade students, engages students in becoming skilled readers of both fiction and non-fiction written in a variety of genres, time periods, disciplines, and rhetorical contexts and in developing writing skills for composition in a variety of modes. The course focuses on reading critically, analyzing, and evaluating the rhetorical strategies used by writers and the purposes for the rhetorical choices they make. The readings will also serve



as models for student writing. Students use research and library skills in the preparation of a formal synthesis paper that follows the documentation format appropriate to the paper's discipline. Students will also analyze and respond to visual texts such as artwork, advertising, and film as both supplements for written texts and as texts themselves. Reading selections are theme-based, and major works of fiction are American novels for juniors and are British novels for seniors. While long fiction is read, discussed, and assessed in differentiated groups, core texts of each themed unit are common to both grade levels. Reading addresses a number of topics from politics to philosophy to memoir, and was chosen based on the list of suggested authors in the AP English Course Description from The College Board. Admission to the AP/Honors program is based on successful completion of an entrance examination. Students who take the AP Language and Composition course are eligible for and encouraged to take the AP examination for college credit in May.

1212V ENGLISH 12  
BRITISH AND WORLD LITERATURE/COMPOSITION

**Grade 12 – Year – 1.0 credit**

This course is designed to develop college and career readiness. Students will fine tune their skills as effective readers, writers, speakers, and listeners using literary fiction and nonfiction as the primary vehicle. Students will comprehend, interpret, analyze, evaluate, and synthesize texts. They will critically evaluate text and other media and produce writing that addresses a task, a purpose, a perspective, and intended audience using the Modern Language Association (MLA) format, using an assortment of appropriate media sources and strategies. Students will also listen actively in order to engage in a variety of academic discussions. The primary focus of writing will be on argumentative pieces with a focus on the development of style and sophistication in regard to diction, syntax, and audience.

1114V ENGLISH 12 – AP/HONORS  
ENGLISH LITERATURE - ADVANCED PLACEMENT

**Grade 12 – Year – 1.0 credit**

AP English, Literature and Composition course guides students through careful reading, analysis and evaluation of a combination of World, American and English literature encompassing prose, poetry, nonfiction and drama from both pre and post 20th century writers. Through close reading, students deepen their understanding and appreciation of how writers use language to provide meaning and pleasure to their works. The literature studied becomes the basis for developing critical and analytical reading, writing and evaluative skills. As they read, students consider a work's structure, style and themes as well as smaller-scale elements such as the use of figurative language, tone and symbolism. The material included on the AP test will also stand as a frame for the content of the class. Students will write short, analytical essays weekly and formal critical pieces bi-weekly. Students will use research and library skills to compose a formal critical paper following Modern Language Association guidelines criticizing two works from a Nobel Laureate author by the end of the course. Admission to the AP/honors program is based on the following: teacher recommendation, a grade of 92% or above in previous English course work, and successful completion of an entrance examination and essay. Students who take the AP Literature and Composition course are eligible for and encouraged to take the AP examination for college credit in May.

## 1812V INTRODUCTION TO COLLEGE ENGLISH

### Grade 12 – Year – 1.0 credit

Prerequisite: Students will be selected by PSAT verbal scores, Keystone Literature Exam scores, and counselor/teacher recommendation. This course is designed to prepare almost proficient students for college English by specifically identifying and addressing the prerequisites of Northampton Community College's English 101 Course. Students will engage in critical thinking, reading, and writing in a supportive, collaborative environment. These writing skills include research, reaction/analysis, argumentative, theme-related, and comparison/contrast. Students will learn and apply the strategies and develop the skills needed to understand challenging academic reading and to write academic essays. The students will strengthen their literature skills, vocabulary, grammar, and sentence structure in context with the reading selections and writing. The students are required to complete a research based project and/or oral presentation.

## ENGLISH ELECTIVES

### 1613V CREATIVE WRITING

#### Grade 10, 11, 12 - 45 days - .50 credit

This course, with an emphasis on developing and honing writing skills, is designed as a workshop to provide students with instruction and practice using pre-writing, editing, re-writing, peer reviewing, and publishing activities. Students will read, analyze, and evaluate a variety of professional writing including: poetry, fiction, nonfiction, biography, music, memoirs, and short fiction, in an effort to better understand the writing process. Students will keep a writers' notebook and create authentic narrative and persuasive essays. Additionally, students will review the work of their peers in a positive way and apply editing skills. Each student will be responsible to keep a portfolio and submit it as their final grade.

### 1513V PUBLIC SPEAKING

#### Grade 9, 10, 11, 12– 45 days - .50 credit

This course is designed to improve verbal and non-verbal communication skills. Students will experience and use techniques involved in both formal and informal speaking situations. They will be introduced to the various purposes of speaking to an audience: to inform, to persuade, to entertain, and to demonstrate. Methods of presentation will include prepared and extemporaneous, speeches as well as debates and panel discussions.

### 0000V STUDY SKILLS

#### Grade 9, 10, 11, 12 – Year – .50 credit

Study Skills is a one-semester comprehensive skills and strategies course designed for high school

students who want to explore varying strategies for success. The course covers important study skills topics such as time management, note-taking, test preparation, benefits of visual aids, types of motivation, and strategies for remembering key information. Within the course, students complete real-world activities to further enhance reading techniques and general learning.

## 1512-YEARBOOK PRODUCTION

### Grade 10, 11, 12 – Year – 1.0 credit

This elective is a year-long course in which students design, create, publish and distribute the school's yearbook. Students will study/review the background of yearbook production, content, coverage, layout, design, typography, copy editing, photography, advertising and meeting deadlines. They will learn techniques of selling ads, and then sell ads in the business community; they will create layouts and complete pages of the yearbook, producing an attractive and journalistically sound yearbook. All students will be expected to attend evening sessions when needed. Students must sign a contract stipulating they will act appropriately and commit their time to the creation of the yearbook. First-year students must have an average of 85 or above in Introduction to Journalism or approval from the yearbook adviser. Second and third year students must satisfactorily complete all requirements from the previous yearbook class year. **\* BEARS ACADEMY students have the option of selecting this class as one of their electives. It is the responsibility of the family to provide transportation to and from the school. Please contact the PVH School Counselor about the class' availability.**

## 1612 - JOURNALISM PUBLICATION

### Grade 10, 11, 12 - Year – 1.0 credit

This is an advanced course that concentrates on writing in a variety of modes for different purposes and audiences, such as in-depth news, features and editorials. The course will teach students to observe, to interview, to research and to organize with a strong emphasis on critical thinking and reading. Students will also master the computer program In Design and design each issue of The Bear Facts. All students will be expected to attend an after school session once a week when needed. Successful completion of Journalism I with an 83% average or higher is required for admission into this course. **\* BEARS ACADEMY students have the option of selecting this class as one of their electives. It is the responsibility of the family to provide transportation to and from the school. Please contact the PVH School Counselor about the class' availability.**

## SOCIAL STUDIES

### 2209V AMERICAN STUDIES

### Grade 9 - Year - 1.0 credit

The American Studies course will provide a comprehensive analysis of United States history from the 1880s to the present day. The course will begin with an inquiry into the causal relationship between the Gilded Age and the Progressive Era and its impact on the scope and power of the federal

government. The course will then investigate the ascendance of the United States as a world economic and military power at the turn of the century and into World War I. Students will examine the rise and fall of the US and world economy during the 1920s and 1930s, and the subsequent emergence of FDR's New Deal. After an in-depth study of the causes and consequences of World War II, the focus will then shift to the development of the Cold War in the decades that followed. The final section of the course will consider more recent history including the Civil Rights Movement, the Vietnam War, and the Conservative resurgence of the 1980s. This course will feature a special emphasis on domestic events and will approach international affairs from the American perspective.

### 2109V United States History AP

Study the cultural, economic, political, and social developments that have shaped the United States from c. 1491 to the present. You'll analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments. This is a rigorous course requiring outside readings, essay writing and class participation. Students should receive a recommendation from their present social studies teacher. Admission to the AP program is based on the following criteria: teacher recommendation, a grade of 92% or above in previous Social Studies coursework, successful completion of an entrance examination and essay. All accepted students must complete summer reading, writing assignments, and projects to remain in the course. Students will be eligible and are encouraged to take the advanced placement examination in May. \*Completion of summer work is required for all AP/Honors courses and will be graded and included in the 1st marking period overall grade.

### 2210V WORLD STUDIES

#### **Grade 10 – Year– 1.0 credit**

The World Studies course will introduce students to the main economic, social, political, and cultural forces that shaped world realities during the period ranging from Prehistoric man to the French Revolution. The course will begin with the origins of man and be followed by the Cradles of Civilization, Classical Civilization, The Middle Ages and the Renaissance, the Reformation, the global age, absolutism, The Enlightenment and the American Revolution, and finally the French Revolution and the rise of Napoleon. Special attention will be given to the ways in which scientific and technological revolutions created new economic conditions that in turn produced social and political changes. Noteworthy people and events from these periods will be emphasized for their strong connections to contemporary issues.

### 2110V WORLD HISTORY AP/HONORS

#### **Grade 10 – Year – 1.0 credit**

The AP World History course is designed to view human society in a global perspective. The themes of this course match those of the College Board Advanced Placement World History examination. Course content will include current trends in historical approach and recent articles in world history research. The purpose of the course is to give students a global perspective on human history with an emphasis on the skill development of critical thinking and writing. This is a rigorous course requiring outside readings, essay writing and class participation. Students should receive a recommendation

from their present social studies teacher. Admission to the AP program is based on the following criteria: teacher recommendation, a grade of 92% or above in previous Social Studies coursework, successful completion of an entrance examination and essay. All accepted students must complete summer reading, writing assignments, and projects to remain in the course. Students will be eligible and are encouraged to take the advanced placement examination in May.\*Completion of summer work is required for all AP/Honors courses and will be graded and included in the 1st marking period overall grade. Students that do not complete the summer work by the first day of school will receive a grade of 0 on these assignments to begin the year.

## 2211V AMERICAN GOVERNMENT

### **Grade 11, 12 –90 days - .50 credit**

The American Government course is designed to explore the rationale for government as well as American political thought and its impact on the structure and functions of the United States government. Students will examine concepts such as the state and its origins, the purpose served by government, forms of government, basic political principles of democracy and the Constitution, the formal organizational structure of our government and the role of politics in government. The law component will examine basic civil liberties and corresponding responsibilities.

## 2111V US GOVERNMENT & POLITICS AP/HONORS

### **Grade 11, 12 – Year – 1.0 credit**

The AP US Government and Politics course will examine the rationale for government, the function of government, forms of government and the ideological and philosophical foundations of the American political system. The concepts of constitutionalism and federalism will be emphasized. Course focus will be on legislative and executive operations and decision making. The law component will combine a traditional study of jurisprudence with an examination of civil liberties. Both first-amendment and due process issues will be examined. This is a rigorous course requiring outside readings, essay writing and class participation. Admission to the AP program is based on the following criteria: teacher recommendation, a grade of 92% or above in previous Social Studies coursework, successful completion of an entrance exam and essay. All accepted students must complete summer reading, writing assignments, and projects to remain in the course. Students will be eligible and are encouraged to take the advanced placement exam in May.\*Completion of summer work is required for all AP/Honors courses and will be graded and included in the 1st marking period overall grade. Students that do not complete the summer work by the first day of school will receive a grade of 0 on these assignments to begin the year.

## 2212V ECONOMICS

### **Grade 11, 12 – 90 days - .50 credit**

The Economics course is designed to introduce students to the basic terms, concepts, and principles of macro and micro economics such as scarcity, opportunity cost, specialization, and the law of supply and demand. The macro segment of the course will compare and contrast the economic systems of capitalism and socialism, discussing the extent of each in both U.S. and world economies.

The course will explore the efficacy of government regulations, international interdependence, and will describe the nature of business and its role in the market system. Students will examine the money cycle and the role of credit, debt, and taxation as it relates to individuals and businesses. Finally, the micro segment of the course will discuss various aspects of personal finance, banking, and consumer choices. Students will be expected to interpret and construct graphs, charts, and tables and to analyze statistical information to formulate a conclusion.

## **SOCIAL STUDIES ELECTIVES**

### 2414V CRIMINAL JUSTICE

#### **Grade 11, 12 - 45 days - .50 credit**

The Criminal Justice course is designed to teach students the foundations and processes of the American criminal justice system. In a law saturated society this course will focus on providing the student with a practical understanding of their legal rights and corresponding responsibilities. Topics covered in this course will include elements of crime, policing, criminal trials, landmark Supreme Court cases and the rights of the accused, the corrections and juvenile justice system. At the conclusion of this course, students will be able to interpret and apply the law to their daily lives as well as analyze and evaluate legal disputes. A course in criminal justice would be both appealing and interesting to students but most importantly it would prepare students to deal with the “everyday law” as it relates to our behavioral, economic and social contact by covering constitutional and criminal law.

### 2115V HUMAN GEOGRAPHY AP/HONORS

#### **Grade 9, 10, 11, 12 – Year – 1.0 Credit**

Human Geography will be a course designed to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. Students will be eligible and are encouraged to take the advanced placement examination in May. Admission to the AP program is based on the following criteria: teacher recommendation, a grade of 92% or above in previous Social Studies coursework, successful completion of an entrance exam and essay. All accepted students must complete summer reading, writing assignments, and projects to remain in the course. To remain in the Social Studies AP/Honors program, the student must maintain an overall average of 90% or above or petition for admission into the program. Students will be eligible and are encouraged to take the advanced placement examination in May. **\*Completion of summer work is required for all AP/Honors courses and will be graded and included in the 1 st marking period overall grade. Students that do not complete the summer work by the first day of school will receive a grade of 0 on these assignments to begin the year.**

## 2314V MODERN US & WORLD HISTORY

### **Grade 11, 12 - 90 days - .50 credit**

The Modern US & World history course is an in-depth investigation of recent United States and world history from 1960 to the present. The course will trace the social, political, and economic progression of the United States as a global power. Special emphasis will be placed on the events of the Cold War, the foreign and domestic policies of presidential administrations ranging from Kennedy to the current President, and the evolution of American culture and society. The course will culminate with a socio-economic analysis of America's standing in the world today.

## 2413V PSYCHOLOGY

### **Grade 12 – 45 days - .50 credit**

The Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings. Beginning with the study of the human brain, its function and composition and concluding with an exploration of therapies associated with the treatment methods used in psychology. Included in this study will be a focus on subfields in psychology including mental function and behavior. This course will study treatment for disorders and discuss therapies utilized by psychologists in handling abnormal behavior. Students will learn about ethics and methods associated with the practice of psychology.

## 2412V SOCIOLOGY

### **Grade 11, 12 – 45 days - .50 credit**

The Sociology course is designed to provide the students with a basic understanding of the terminology, theories, history and experiments used in the study of human group behavior. Students will develop an awareness of the social forces, which impact on all individuals in society. Emphasis will be placed on the use of scientific methodology in investigating patterns in social relationships. Attention will be given to areas such as culture, family, religion, socialization, social organization, and social changes.

## 2116V PSYCHOLOGY AP/HONORS

### **Grade 11, 12 – Year - 1.0 credit**

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas. Students will be eligible and are encouraged to take the AP Psychology examination in May. Students will be eligible and are

encouraged to take the advanced placement exam in May.

## 2513V CURRENT ISSUES

### **Grade 12 – 90 days – .5 credit**

Current Issues is the study of current social, economic and political topics. This course is designed to provide the student with knowledge of contemporary issues that impact the United States and the world. Due to the dynamic nature of the subject matter, this course is characterized by a flexible set of learning outcomes.

## **MATHEMATICS**

### 3415V ALGEBRA FOUNDATIONS

#### **Grade 10, 11, 12 - 90 days - .50 credit**

Students are placed in this course by considering multiple data points. The aim of the course is to prepare students to be more successful on the SAT, PSAT & Keystone Exams. In addition, it will assist students with academic success. Students in this course will take the Keystone Exam for accountability purposes.

### 3209V ALGEBRA I

#### **Grade 9, 10, 11 – Year – 1.0 credit**

Algebra I consists of a study of the real number system, sets, variables, open sentences, axioms, negative numbers, equations, sentences in two variables, factoring, rational and irrational numbers and problem-solving using variables. The emphasis is on the structure of real numbers, algebraic concepts, deductive reasoning, and precision of language. **\*Note: All students enrolled in this course are required to take the Keystone Exam.**

### 3309V ALGEBRA IA

#### **Grade 9 – Year – 1.0 credit**

The course will begin with a review of basic mathematical operations with Real numbers and a review of certain Pre-Algebra topics. The course will then move to the study of patterns in Algebra, operations in Algebra, writing and solving equations, inequalities, and absolute value functions, proportional reasoning, and linear functions, Applications of real-world problems will be emphasized. (Course requirements include: tests, quizzes, projects, presentations, notebook, daily homework, and usage of calculators.) It is highly recommended that each student have a calculator. The pacing of this course will provide time to review and cement fundamental skills and spiral the algebraic concepts learned.



## 3310V ALGEBRA IB

### **Grade 9 – Year – 1.0 credit**

The course will begin with a basic review of Algebra 1A with topics such as writing and solving equations and inequalities. Applications of real-world problems will be emphasized. The course will then move to the study of graphing linear equations, factoring, systems of equations, and data analysis. (Course requirements include: tests, quizzes, projects, presentations, notebook, daily homework, and usage of calculators.) It is highly recommended that each student have a calculator. The pacing of this course will provide time to review and cement fundamental skills and spiral the algebraic concepts learned. **\*Note: All students enrolled in this course are required to take the Keystone Exam.**

## 3210V ALGEBRA II

### **Grade 10, 11 – Year – 1.0 credit**

Algebra II is primarily an extension of Algebra I. However, a more rigorous approach is taken in the study of the real number system. The first part of the course involves real number concepts and skills, the solution of linear equations and inequalities, solving verbal problems, properties of polynomials, and rational expressions. The second part of the course deals with relations and functions, irrational numbers and quadratic relations. Students must have successfully completed Algebra I or Algebra IB.

## 3110V ALGEBRA II HONORS

### **Grade 9, 10 – Year – 1.0 credit**

The Honors Algebra II course is both accelerated and enriched. In addition to the topics delineated in Algebra II 3210, the students will be challenged by higher-order thinking problems, equations and graphs, conic sections and logarithms. Students must have successfully completed Algebra I and have a teacher recommendation.

## 3312V ALGEBRA III

### **Grade 11, 12 - Year - 1.0 credit**

This course is designed to introduce students to the higher level algebra concepts that will support opportunities for success in college or the workplace. Course topics will include linear equations and inequalities, quadratics and polynomials, rational functions, conic sections, exponential and logarithmic functions, probability, right triangle trigonometry, and sequence and series. Students will build strong thinking and reasoning skills necessary for survival in college mathematics and in many careers. Looking at how these concepts may be used in the world outside the classroom will allow students to gain a greater appreciation of and rationale for mathematical learning. This course is designed for 12th grade students as an option for a fourth math credit.

## 3211V GEOMETRY

### **Grade 11, 12 – Year – 1.0 credit**

Geometry is a course that emphasizes logical reasoning, spatial visualization skills, and their application to problem solving. Students are expected to write two column deductive formal proofs, and use algebraic skills to set up and solve problems based on geometric representation. Additionally, students will solve problems related to plane, solid and coordinate geometry. Students must have successfully completed Algebra I.

## 3111V GEOMETRY HONORS

### **Grade 9, 10, 11 – Year – 1.0 credit**

The Honors Geometry class accelerates the pace and enhances the depth of the regular Geometry curriculum. Geometry is a course that emphasizes logical reasoning, spatial visualization skills, and their application to problem solving. Students are expected to write two column deductive formal proofs, and use algebraic skills to set up and solve problems based on geometric representation. Additionally, students will solve problems related to plane, solid and coordinate geometry. Students must have successfully completed Algebra I and have teacher recommendations.

## 3214V INTRODUCTION TO STATISTICS

### **Grade 11, 12 – Year – 1.0 credit**

This course is a one semester course designed for students who desire an option to Pre-calculus as a fourth year mathematics course. Students will learn the fundamentals of probability, methods of describing and displaying numerical and categorical data, and investigation of random variables and their distributions. Students will also learn how to perform statistical calculations on the TI83 calculator.

## 3213V PROBABILITY AND STATISTICS

### **Grade 11, 12 – 90 days – .50 credit**

This course poses a challenge to the analytic mind. Such topics as the fundamentals of counting, conditional probability, elementary statistics and statistical testing are studied. Problems dealing with the normal distribution will also be covered. Students should have adequate reading comprehension skills.

## 3113V STATISTICS AP/HONORS

### **Grade 11, 12 – Year – 1.0 credit**

The purpose of this college level course is to introduce students to the major concepts and tools for collecting, analyzing, and writing extensive conclusions from various, real world, word problems. Students are exposed to four broad conceptual themes: Exploring Data: Describing patterns and a departure from patterns; Sampling and Experimentation: Planning and conducting a study; Anticipating Patterns: Exploring random phenomena using probability and simulation; Statistical

Inference: Estimating population parameters and testing hypotheses. Admission to the AP Statistics – Honors program is based on the following: enrollment in or completion of Trigonometry/Pre-Calculus Honors and teacher recommendation/approval. Students will be eligible and are encouraged to take the Advanced Placement Examination in May.

### 3212V TRIGONOMETRY

#### **Grade 11, 12 – 90 days – .50 credit**

This course includes such topics as fundamental identities, trigonometric equations, solution of triangles, and transcendental functions. The student of Trigonometry must have successfully completed Algebra II and Geometry.

### 3112V TRIGONOMETRY/PRE-CALCULUS HONORS

#### **Grade 11, 12 – Year – 1.0 credit**

Pre-Calculus introduces and reinforces many of the ideas basic to success in calculus. Some of the topics studied are equation solving, functions and graphing, trigonometry, logarithms, sequence and series, and limits. The student of Trigonometry/Pre-Calculus Honors must have successfully completed Algebra 2 and have a teacher recommendation. **\*Completion of summer work is required for this course and will be graded and included in the 1st marking period overall grade. Students that do not complete the summer work by the assignment due date(s) will receive a grade of 0 on these assignments to begin the year.**

### 3313V CALCULUS (AB) – AP/HONORS

#### **Grade 11, 12 – Year 1.0 credit**

This course is intended to be on a level with a typical college calculus class. The topics covered are those typically found in the first semester and some of the second semester of a college level calculus course. This includes functions, graphs, limits, rate of change, differentiation, applications of the derivative, integration, applications of integration, and transcendental functions. A calculator from the TI-84 family of calculators is recommended for this course. Students are expected to have a strong background (minimum grade of a “B”) in Honors Algebra 2, Honors Geometry, and Honors Trig/Pre-Calculus. This course consists of a full academic year of work in calculus and topics covered in courses at the college level. Students will be eligible for and are encouraged to take the advanced placement examination in May.

### 3415RV KEYSTONE ALGEBRA REMEDIATION

**Grade 10, 11,12 – 45 days - .25 credit** This course is a requirement for those students who have scored basic or below basic on the Keystone Algebra Assessment. It must be taken prior to the students retaking the assessment. The course is designed to reinforce and enhance students’ Algebra skills in preparation for the Keystone Algebra retake. This course is a Pass or Fail grading. This course may also be taken by students as an elective for reinforcing and enhancing students’ Algebra skills.

## 32001V BUSINESS MATH

### **Grade 9,10,11,12 – Year – 1.0 credit**

Business Math is a practical, thorough guide that empowers you to manage your personal and business finances. Based on the premise that everyone needs to understand how to manage money, it offers a rare deep dive into topics not always taught in a classroom setting. Its conversational tone, real-world examples and abundant case studies keep complicated topics understandable and engaging. A wealth of learning aids like How To, Stop and Check, Tip, Did You Know? and many more help you master and retain concepts.

## **SCIENCE**

### 4210V BIOLOGY

#### **Grade 10 – Year – 1.0 credit**

Biology is a required science course for high school graduation. It will focus on basic biological concepts. The course will explore the nature of science, biochemistry, bioenergetics, cellular transport, cell biology, and genetics. The course will also reinforce topics covered from ninth grade Earth and the Environment – specifically, ecological principles, and evolution. This course aligns with the recommended biology curriculum standards outlined through the PA Department of Education, as well as the outlined standards for the Biology Keystone Exam. Successful completion of this course ensures students are prepared to take the Keystone Assessment in Biology. **\*All students enrolled in this course are required to take the Keystone Exam.**

### 4100V BIOLOGY HONORS

#### **Grade 11, 12 – Year – 1.0 credit**

This course is offered to highly motivated academic students who are college bound. Students are assessed primarily through the required laboratory work and examinations. The primary emphasis of Honors Biology is focused on developing a deep understanding of biological concepts, understanding and application of the scientific process, integration of the major themes of biology, and critical thinking about environmental and societal issues. Admission to the Honors program is determined by ALL of the following criteria: Biology teacher recommendation, a grade of 92% or above in previous science course work, and successful completion of an entrance examination. **All accepted students must complete summer assignments.** Failure to complete summer work, results in a zero for those assignments. Students may not drop or transfer into another course due to failing to complete the summer work.

### 4110V BIOLOGY AP

#### **Grade 11, 12 – Year 1.0 credit**

AP Biology is offered to highly motivated academic students who are college bound. Students are assessed primarily through the required laboratory work and examinations similar to the College

Board AP Exam. The primary emphasis of AP Biology is focused on developing a deep understanding of biological concepts, understanding and application of the scientific process, integration of the major themes of biology, and critical thinking about environmental and societal issues. Candidates for the course should have successfully completed both Biology and Chemistry. All accepted students must complete summer assignments. Failure to complete summer work, results in a zero for those assignments. Students may not drop or transfer into another course due to failing to complete the summer work. Students will be eligible and are encouraged to take the Advanced Placement examination in May.

#### 4211V CHEMISTRY

##### **Grade 11, 12 – Year – 1.0 credit**

This is a college preparatory course designed to prepare students to meet the challenges of college-level Chemistry successfully. Students planning to major in science in college should choose Honors Chemistry. Candidates for this course should have completed Algebra I and Biology. Topics such as classification of matter, atomic structure, nomenclature, stoichiometry, bonding, kinetics, and equilibrium will be explored in the course.

#### 4116V HONORS CHEMISTRY

##### **Grade 11, 12 – Year – 1.0 Credit**

This is an elective course designed to meet the needs of the academically superior student who intends to pursue a science or math related degree in college as well as prepare students for AP Chemistry. Much emphasis is placed on the quantitative aspects of chemistry and the ongoing development of the ability to think critically and logically. This course is rapid-paced and demands that the student has well developed independent study skills. Students are expected to spend a minimum of five hours per week in individual study outside of the classroom. Students are required to produce computer generated lab reports and writing assignments throughout the duration of the course. Topics such as quantum theory, chemical formulas, equations, and reactions, stoichiometry, gasses, and bonding are explored. Candidates for Chemistry Honors should have completed all previous math and science courses with an average of 92% or greater. \*Completion of summer work is required for this course and will be graded and included in the 1 st marking period overall grade. Students that do not complete the summer work by the assignment due date(s) will receive a grade of 0 on these assignments to begin the year.

### **SCIENCE ELECTIVES**

#### 4421V AGRICULTURE AND ORGANIC FARMING

**Grade 11, 12 – 90 days – .50 credit** This course is designed to introduce students to the world of agricultural science and the foods we eat. Students will learn the principles of farming and how increasing world population influences the production of food. There will be an emphasis on topics such as; the growing organic food movement, genetically modified organisms, hydro-culture and

aquaculture. Other biological principles will include the history and effects of pesticides and herbicides, the structure and function of plants and animals, genetics, physiology, ecological relationships, and animal behavior. A large portion of the course will be spent performing hands-on laboratories, projects and growing and utilizing plants in the high school greenhouse. Prerequisite: Successful completion of Biology.

#### 4113V ANATOMY – PHYSIOLOGY HONORS

##### **Grade 11, 12 – Year – 1.0 credit**

This course is organized around the basic structure and function of the human body. The course will cover an introduction to human anatomy and physiology, an overview of tissues, and an in-depth study of the eleven systems of the body. Laboratories and dissections will illustrate the concepts presented during lectures. During the course, students will complete projects. Laboratory reports and writing/analysis assignments. Admission to the honors program is based on the following: completion of biology or chemistry with an average of 88% or above. **\*Completion of summer work is required for this course and will be graded and included in the 1 st marking period overall grade.** Students that do not complete the summer work by the assignment due date(s) will receive a grade of 0 on these assignments to begin the year. Students are required to take a test on this summer material on the first day of school. This test will count as a first marking period test grade. Students may not drop or transfer to a different course due to failing to complete summer work.

#### 4214V ECOLOGY

##### **Grade 12 – Year –90 days- 1 credit**

This course is designed for students interested in learning more about their local environment. The material will focus primarily on the flora and fauna of Pennsylvania's diverse ecosystems. Topics covered throughout the semester include ecological relationships, ecosystem structure and function, the ecology of natural systems, and issues. Four major units will be discussed: forestry, raptors, mammals, and aquatics.

#### 4213V ENVIRONMENTAL SCIENCE

##### **Grade 11, 12 – Year - 1 credit**

This is a college preparatory course designed for students intending to pursue a college career. The course will cover topics relevant to students pursuing a wide variety of college majors, including: the sciences, engineering, law, politics, economics, writing, and business. This course will focus on topics covered in the PA State standards for environment and ecology, and will include sustainability, water management and pollution, atmosphere management and pollution, renewable and nonrenewable energy resources, environmental health, agriculture and society, ecosystems and their interactions, biodiversity, humans and the environment, and environmental laws and regulations.

## 4114V ENVIRONMENTAL SCIENCE AP/HONORS

### **Grade 11, 12 – Year – 1.0 credit**

This class is a college level introductory environmental science course. This course uses an interdisciplinary approach and information from the natural sciences (geology, biology, chemistry, geography, meteorology, ecology and environmental science, etc.) the social sciences (civics, political science, economics, ethics, etc.) and the humanities (literature) to study the Earth's systems and the role humans have in those systems. Topics of study include: sustainability, biodiversity, conservation, population management, natural resources (food, soil, water, atmosphere, geological, energy), environmental quality (species stability, human health, water and atmosphere pollution waste). This is a laboratory science class where students can expect to become proficient in various field techniques, data analysis, and lab report writing skills. Students will be eligible and are encouraged to take the advanced placement exam in May. Prerequisites: Students should have already completed Earth & the Environment and Biology credits and be highly motivated to work both inside and outside of class. **\*Completion of the summer work is REQUIRED for the course.** Failure to complete summer work results in a zero for that assignment. Students may not drop or transfer into another course due to failing to complete the summer work.

## 4422V FORENSIC SCIENCE

### **Grade 11, 12 – 90 days - .50 credit**

This course is an introduction to the methods and principles guiding crime scene investigation and forensic analysis. It will focus on the collection, identification and laboratory techniques of crime scene evidence. Emphasis will be placed on the methods that link the suspect, victim, and crime scene. Laboratory exercises and topics will include: fingerprint and handwriting analysis, firearms and ballistics, blood typing, glass analysis, hair and fiber examination, and DNA analysis. Other topics will include: current events, entomology, anthropology, the history of forensic science and case studies involving the psychology of serial murderers. When available, the Pennsylvania State Police Forensics Department will visit and collaborate with students. Students with career interests in Law Enforcement, Criminology or Criminal Justice are recommended to take this course. **Prerequisite: Successful completion of Biology.**

## 4212V PHYSICS

### **Grade 11, 12 - Year – 1.0 Credit**

The physics elective is a college preparatory course consisting of introductory consideration of mechanics, properties of matter, waves, and electricity/magnetism. Due to the emphasis on quantitative study, students should have successfully completed or be concurrently enrolled in trigonometry to elect this course.

## 4115V PHYSICS 1: ALGEBRA BASED HONORS

### **Grade 11, 12 - Year – 1.0 Credit**

This course is designed for college-bound students. It provides the foundation for an understanding of the laws that govern the concepts of motion and energy. This course relies on the rigorous use of mathematics, including Algebra II and Trigonometry, to represent and illustrate different phenomena. Students must have a strong mathematical background to be successful. The Honors Physics course surveys a wider variety of content than the Physics course. Additional content includes circular motion, gravitation, atomic physics, interference and diffraction. **PREREQUISITE(S): 85% or better in both: Algebra 2 and Geometry COREQUISITE(S): Pre-calculus with Trigonometry.**

4418V Physical Science

### **Grade 9,10,11,12 - 1.0 Credit**

This course will integrate chemistry and physical science as well as explore biological and ecological concepts. Emphasis will be placed on problem solving and critical thinking skills. This course will concentrate on making real world connections.

## **BUSINESS EDUCATION and COMPUTER SCIENCE**

6414V ENTREPRENEURSHIP

### **Grade 9, 10, 11, 12 – 45 days – .50 credit**

Have you ever wanted to have your own business or run a business for someone else? This course will take a student step-by step through the process of starting and running a business. Students will learn what it takes for a business to survive in today's world through simulations, mentor guest speakers, and current trends in the business market. Leadership styles of successful entrepreneurs will be discussed and analyzed. The course will conclude with each student - 34 - creating a business plan and "Shark Tank" competition. The course will utilize an on-line simulation to enhance the Entrepreneurship experience.

6409V INTRODUCTION to BUSINESS

### **Grade 9, 10, 11, 12 – 90 days - .50 credit**

Looking for a practical course that will help you regardless of your future plans? A basic knowledge of business is essential in today's society. Regardless of future plans, students need to know how to manage money, be a smart consumer, write out checks and balance a checkbook, and understand the basics of concepts such as credit, insurance, and the stock market. Students will explore the role of business in our everyday lives, and even create a basic business plan. The importance of career planning is discussed. Introduction to business emphasizes practical information vital to the future of any student. While useful for any student in Grades 9-12, this course is strongly recommended to be taken as a 9th or 10th grader to allow time for further courses before graduating.



## 6511V PERSONAL FINANCES

### **Grade 9, 10, 11, 12 - 90 days - .50 credit**

Do you know how to make smart decisions with money? This VITAL course is designed to address issues dealing with money which affect everyone, regardless of their future plans. Students will discuss such ESSENTIAL issues as credit, banking, budgeting, insurance, savings investments, taxes, and renting or buying a place to live. Students will learn practical money skills enabling them to better handle their future finances and avoid common mistakes. It is strongly recommended that students take a Personal Finance course before graduating, preferably in 11th or 12th grade. This course will include an online virtual simulation to enhance their skills in finance.

## 6112V GOOGLE APPLICATIONS

### **Grades 9, 10, 11, 12 – 45 days - .50 credit**

This course will focus on students using the Google applications to complete student projects.

## 6114V GRAPHIC DESIGN

### **Grade 9, 10, 11, 12 – 90 days – .50 credit**

Students will be taught the basic concepts behind advertising and print documents. Students will use photo editing software to create media used in marketing products. Students will learn basic concepts needed to create a well-balanced document. Students will create flyers, brochures, invitations, posters, calendars, logos, announcements, and much more. Students will learn how to create effects that will catch the eye of the consumer to create an effective advertisement. Students will have a chance to use the digital camera in order to create digital media that they will then manipulate for the purpose of advertisement and print documents.

## 7114.5 V Intro to Computer Science

### **Grade 9, 10, 11, 12 – 90 days – .50 credit**

This course introduces students to the basics of Computer Science through a series of projects that allow for creativity and experimentation. Students will create a diverse portfolio of projects using Python, an open-source programming language used by professional programmers worldwide, as they learn about commands and functions, values and variables, GUIs, modular and object-oriented programming, and events and event-driven processes. The student must be able to read and follow detailed on-screen instructions and be able to save and open network computer files independently.

## 6614V Marketing In Today's Society

### **Grade 9, 10, 11, 12 - 90 days - .5 credit**

Marketing is an essential part of business! It is all around us and ever changing. This course is designed to show the students the essentials of marketing in today's society including social media. This course is introducing the students to how marketing plays a role in today's society

including the marketing mix, promotional concepts and displays. This will be introduced through hands-on activities in a variety of subject areas such as sports and entertainment as well as a business format.

#### 6510V CAREER EXPLORATIONS

##### **Grade 9 – 45 days – .25 credit**

This course provides the opportunity to evaluate one's interests, abilities and goals as they relate to career exploration. Students will obtain skills for developing a career plan and explore career options and develop job search strategies. An emphasis is placed on communication skills, resume writing, the application process, interviewing techniques, and personal presentation as they relate to educational and career planning. The career portfolio process, which will be the graduation project for seniors, will begin using the XELLO program.

#### 6521V CAREER PORTFOLIO

##### **Grade 12 – 45 days - .25 credit**

Students will complete the required XELLO career activities and portfolio. Career portfolio presentations and exit interviews will be conducted throughout this course. **\*Passing this course along with the Career Explorations is a graduation requirement.**

### **PHYSICAL EDUCATION and HEALTH**

#### 0109V, 0110V, 0111V, 0112V PHYSICAL EDUCATION

##### **Grade 9, 10, 11, 12 – 45 days - .25 credit**

The main objective of the physical education program is to motivate students to engage in physical activity in a manner that promotes health and physical well-being over one's lifetime. Individual student performances are evaluated in the five fitness components, personal goals are set, and responsible decision-making is encouraged. Activity selections include individual and team sports, personal fitness and leisure activities. Students who are physically capable to participate in regular and adapted programs are required to successfully complete the four year program.

#### 0209V HEALTH I

##### **Grades 9, 10 - 45 days – .25 credit**

This course is designed, through a conceptual approach, to provide a wide scope of health related issues to be examined, analyzed, and evaluated through concepts of health: impact of growth and development during adulthood, impact of body systems and applying protective/prevention strategies, adult nutritional choices, issues relating to use/non-use of drugs, factors that influence the prevention and control of health problems.

## 0220V HEALTH II

### **Grades 10, 11 - 45 days - .25 credit**

This course is designed, through a conceptual approach, to provide a wide scope of health related issues to be examined, analyzed, and evaluated through the aspects of healthy living and safety and injury prevention: health care products and services, adult health consumer choices, media's effects on adult personal health and safety, decision making process for short and long term health goals, interrelationship between environmental factors and community health, personal and legal consequences of unsafe practices in home, school and community, injury management, violence on the victim and surrounding community, benefits, risks and safety factors associated with self-selected life-long physical activities.

## 0213V Responding to Emergencies

### **Grades 11, 12 – 45 days - .25 credit**

This is an American Red Cross comprehensive First Aid/CPR/AED program that is designed to help students recognize and respond appropriately to cardiac, breathing and first aid emergencies. This course will teach students the knowledge and skills needed to give immediate care to an injured or ill person and to decide whether advanced medical care is needed. Students will become certified in First Aid, AED, and CPR for infants, children, and adults. Included in the framework of the course will be classroom and practical experiences. Students are responsible for the cost of the certification card, related reference materials they keep and course supplies.

## **DRIVER EDUCATION**

## 0210 DRIVER EDUCATION THEORY

### **Grade 10,11,12 – 45 days – .25 credit**

This standards based course is designed to acquaint students with the basic knowledge of vehicle operation and the elements of safe driving. Major units of study are: Pennsylvania laws and regulations, knowledge of vehicle operations, perceptual skills development, decision-making/risk reduction, driving conditions, and influences on driver performance. The course stresses that with the privilege of driving comes enormous responsibilities. It is critical that students understand these responsibilities and form the safe habits that are integral to the skill of driving. **\*Pleasant Valley School District has teamed up with The Shield Driving School to provide our students with an on-line state certified Driver Education class. Students must complete 30 on-line hours and pass a final test with a score of 75% or higher to receive a completion certificate. Driver Ed is a Graduation Requirement.**

## **WORLD LANGUAGES**

The skills of listening, speaking, reading and writing foreign language, and the appreciation of various cultures are developed in the following world language courses. A minimum of a two-year sequence

of the same world language is recommended for all students planning to continue with post-secondary education. It is also strongly recommended that a student completes each level of a foreign language with a grade of 80% or higher before advancing to the next level of foreign language study. Also, before beginning or continuing with foreign language study, it is recommended that the student is reading at or above grade level in English.

#### 5209V GERMAN I

##### **Grade 9, 10, 11, 12 – Year – 1.0 credit**

German I is designed to provide a foundation in the study of the German language and its culture. Students will learn vocabulary and various grammatical concepts as the year progresses, as well as German culture. The four goals emphasized in this course are listening, reading, speaking, and writing. German Exploratory is highly recommended prior to enrollment in this course.

#### 5210V GERMAN II

##### **Grade 9, 10, 11, 12 – Year – 1.0 credit**

This course continues the study of the German language. A review of German I vocabulary, grammar, and cultural concepts will be addressed. The four goals of listening, reading, writing, and speaking will continue to be emphasized. German I is a prerequisite for this course, and it is strongly recommended that the student complete German I with an 80% or higher before enrolling in German II.

#### 5211V GERMAN III

##### **Grade 10, 11, 12 – Year– 1.0 credit**

German III is an elective course designed to provide a basis in language proficiency and cultural awareness. It is strongly suggested for higher learning/college preparatory students and wholeheartedly recommended for career-comprehensive students for their personal enrichment as well as for practical preparation for various vocational fields. German II is a prerequisite for this course, and it is strongly recommended that the student complete German II with an 80% or higher before enrolling in German III. The course emphasizes vocabulary relating to everyday life situations, timely pronunciation via the study of phonetics, the various grammatical components needed to build a complete and correct sentence, and the cultural entities involved in the countries where the target language is spoken. Daily lessons will encompass the aspects of listening, speaking, reading, and writing the language.

#### 5109V SPANISH I

##### **Grade 9, 10, 11, 12 – Year – 1.0 credit**

Spanish I is designed to provide a basis in language proficiency and cultural enrichment by completing the first half of the textbook, Paso a Paso. Basic vocabulary from the Spanish Exploratory class will be reviewed. As the course progresses, students will learn grammar structures (such as

verb tenses) in addition to gaining new vocabulary to achieve a basic understanding of the Spanish Language and Culture. The class emphasizes everyday life vocabulary, pronunciation via the study of phonetics, and various grammatical and cultural components. An enhanced linguistic fluency and appreciation for diverse cultures will prepare students well beyond their high school years. Spanish Exploratory is highly recommended prior to enrollment in this course.

#### 5110V SPANISH II

##### **Grade 9, 10, 11, 12 – Year – 1.0 credit**

This course will further the study of the Spanish language by completing the second half of the Paso a Paso I textbook. Initially, Spanish I concepts such as present tense and thematic vocabulary will be reviewed. As the course progresses, the student will learn more complex grammar structures (such as preterit and imperfect tenses) in addition to gaining new vocabulary related to each chapter. Spanish I is a prerequisite for this course, and it is strongly recommended that the student complete Spanish I with an 80% or higher before enrolling in Spanish II.

#### 5111V SPANISH III

##### **Grade 10, 11, 12 – Year – 1.0 credit**

This course is an intermediate level language class which will further the study of the Spanish language by expanding vocabulary and cultural knowledge. Basic vocabulary will be reviewed as well as significant grammar structures from Spanish I and II. As the course progresses, the student will learn more complex grammar structures (such as present subjunctive mood, imperative, preterit tense, imperfect tense, future tense and conditional tense), as well as add new vocabulary. Spanish II is a prerequisite for this course, and it is strongly recommended that the student complete Spanish II with an 80% or higher before enrolling in Spanish III.

#### 5112V SPANISH IV

##### **Grade 11, 12 – Year – 1.0 credit**

This course includes the review and practice of language skills from the preceding level while also introducing new and more complex linguistic structures. The focus is increasingly on assisting students to communicate more naturally in the target language. A conversational approach to language learning is stressed, with additional emphasis now placed upon reading and writing. Cultural connections are examined through meaningful classroom discussions on a variety of AP-oriented themes and topics (Global Challenges, Science and Technology, Beauty and Aesthetics, Personal and Public Identities, Families and Communities, and Contemporary Life). Preparing students for success in the AP level course to come is a fundamental goal of this course.

#### 5113V Spanish - Language and Culture AP

##### **Grade 12 – Year – 1.0 credit**

The Advanced Placement Program in Spanish Language is intended for those motivated students

who have chosen to develop and master their proficiency in all four language skills (listening, speaking, reading, and writing) in an intensive course, equivalent to that of a third-year college course in Advanced Spanish. Students who enroll should already have a well-developed knowledge of the language and culture of Spanish-speaking peoples and should have attained a reasonable proficiency in listening comprehension, speaking, reading, and writing. The course is taught almost exclusively in Spanish and the students are expected to speak entirely in Spanish as well. An approved professional must proctor the unit and cumulative exams on campus or off-site. The proctor agreement must be completed prior to beginning the course.

## **VISUAL ARTS**

### 7116V FOUNDATIONS IN ART

#### **Grade 9, 10, 11, 12 – 45 days - .50 credits**

Students interested in any art-related career should schedule the Foundations in Art courses early, so that they have ample time to schedule the Advanced Arts, and the Advanced Placement Studio Art Honors courses. Students need to develop a quality portfolio for most college admissions evaluations. The other art courses are complementary to this art track and can be taken at any grade level.

### 7115V ART HISTORY

#### **Grade 9, 10, 11, 12 – 45 days - .50 credit**

Introducing art within historical, social, geographical, political, and religious contexts for understanding art and architecture through the ages. This course offers high school students an in-depth overview of art throughout history, with lessons organized by chronological and historical order and world regions. Students enrolled in this course cover topics including early medieval and Romanesque art, art in the twelfth, thirteenth, and fourteenth centuries; fifteenth-century art in Europe; sixteenth-century art in Italy; the master artists; High Renaissance and baroque art; world art, which includes the art of Asia, Africa, the Americas, and the Pacific cultures; eighteenth-and nineteenth-century art in Europe and the Americas; and modern art in Europe and the Americas.

## **MUSIC**

### 7520 BAND

#### **Grade 9, 10, 11, 12 - Year – 1.0 credit**

The high school concert band is composed of students from the 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades who have had previous instrumental training at the elementary or middle school level, and are musically and emotionally prepared for intermediate and advanced musical training and development. The expectation of this class is to have everyone participate in a culminating successful evening performance at both the winter and spring concerts. Band students receive approximately one weekly 45-minute lesson on a rotating basis. \* BEARS ACADEMY students have the option of selecting this

class as one of their electives. It is the responsibility of the family to provide transportation to and from the school. Please contact your PVH School Counselor about this class' availability.

#### 7620 CONCERT CHORUS

##### **Grade 9, 10, 11, 12 – Year – 1.0 credit**

The student enrolled in Chorus will learn to interpret music notation, signs and symbols, perform choral music of various styles and periods of music, and perform in public concerts. Students will also learn how to develop good vocal tone through choral exercises. No audition is required, just a desire to sing. \* BEARS ACADEMY students have the option of selecting this class as one of their electives. It is the responsibility of the family to provide transportation to and from the school. Please contact your PVH School Counselor about this class' availability.

### **FAMILY and CONSUMER SCIENCE**

#### 5511V FOODS AND NUTRITION

##### **Grade 11, 12 – 90 days – .50 credit**

This course is designed to introduce the student to the world of food. Many areas of foods are studied such as fruits, vegetables, meats, and poultry. Students select recipes to prepare from each of these types of foods. Food safety, nutrition, proper measuring techniques, and mixing methods are also addressed. Students will gain experience in planning and preparing by identifying the necessary ingredients and proper equipment needed to prepare a dish.

#### 5513V CHILD DEVELOPMENT

##### **Grade 11, 12 – 90 days – .50 credit**

The Child Development course intends to help students evaluate their attitudes toward children and understand the responsibilities of becoming a parent and/or caregivers of children. The course includes the study of pregnancy through childbirth. Students will also study the emotional, social, intellectual, and physical development stages of children from infancy through the preschool years. The course will help students develop career awareness relating to early childhood education.

#### 5520V CONSUMER RESOURCE MANAGEMENT

##### **Grade 9, 10, 11, 12 – 90 days – .50 credit**

Consumer Resource Management prepares individuals to understand the values, needs, wants, goals, and resources that enable youths and adults to make rational decisions that contribute to family stability and quality of life. It includes instruction in budgeting and spending plans, use or credit, savings, investment, taxes, consumer buying, and consumer rights and responsibilities.

#### 5621V FAMILY LIVING

##### **Grade 10, 11, 12 – 90 days – .50 credit**

This course provides students the opportunity to discuss topics such as the role of families in society, cultural similarities and differences, values and goals, dating and relationships. Students will learn how to improve communication skills, resolve conflicts, cope with stress, adapt to change and handle crisis situations.

## **INDUSTRIAL TECHNOLOGY EDUCATION**

8116V INVENTIONS AND INNOVATIONS

**Grade 9, 10, 11, 12 – 90 days - .50 credit**

The purpose of this course is to get a guided tour of invention and innovation through history and historical time periods. Topics of discussion will include what the greatest invention may be, which invention impacted society the most, what technology has changed the world the most, and who was/is the greatest inventor of all time. The class will delve into historical aspects of time periods from the Stone Age all the way through Modern World History. Various historical events will be highlighted along with the inventions and innovations that have been created and designed because of them. The students will be able to critically and analytically think while creating solutions to problems throughout history. Through detailed Design Briefs, engineering and the Engineering/Problem/Design Process will be emphasized and used in the students' daily class application. The world's most pressing issues need smart solutions, but that doesn't necessarily mean high-tech. While various cutting-edge innovations are improving the lives of people across the globe, there are also a number of equally impactful inventions with little-to-no electronics. The students will be working hands on constructing physical projects as well as generating various presentations to highlight their new invention or innovation.

## **SAT PREP COURSES**

1413V CRITICAL READING/WRITING SAT PREP

**Grade 10, 11, 12 - 45 days - .25 credit**

This course is for college-bound students preparing to take the SAT and/or ACT during their junior or senior year. The course will focus on analyzing the specific test question areas and applying effective test taking strategies. To help students prepare for verbal and written elements, the class will focus on evidence-based reading and writing, reading comprehension, sentence fluency and grammatical accuracy, and understanding vocabulary words in context. Students will read from authentic documents, historical, and literary texts to make text-supported inferences and conclusions, to acquire vocabulary acumen, and to analyze grammatical structures. Practice exams and online platforms will be used to help students obtain an understanding of what to expect from the actual SAT/ACT.



## 3413V Math SAT Prep

### **Grade 10, 11, 12 - 45 days - .25 credit**

This course is for the college bound student preparing to take the SAT and/or ACT during their junior or senior year. The course will focus on analyzing each of the test question areas and give special consideration to test taking strategies. Students will review algebraic concepts, geometric concepts, data analysis, and probability.

## **SPECIAL EDUCATION SERVICES AND PROGRAMS**

In the Commonwealth of Pennsylvania, special education regulations are found in Chapter 14 & Chapter 16 of the State School Code, as well as within the federal law, Individuals with Disabilities Education Act (IDEA). A student who meets the eligibility requirements for special education services has the right to participate in the general education curriculum in the regular education classroom in the Least Restrictive Environment (LRE) to the maximum extent possible.

The program of support and services is described in a student's Individualized Education Plan (IEP) and/or Gifted Individualized Education Plan (GIEP). Providing a Free and Appropriate Public Education (FAPE) for a student with a disability begins with the consideration of services in the LRE. The organization and delivery of special education services are planned as a student centered team in a flexible and responsive manner to accommodate the student's special needs of eligibility without removing the student, unnecessarily, from the general education curriculum in the regular education classroom. Supplementary aids and services received by the student are dependent on his/her individual needs and identified within their IEP or GIEP. The Pleasant Valley School District supports and seeks to provide inclusive opportunities for all students following state and federal guidelines.

Students shall participate in the general education curriculum in the regular education classroom to the maximum extent appropriate. Instruction may be accommodated, adapted, or modified. To this end, the Pleasant Valley School District provides a full continuum of services and programs. Eligible students may be provided instruction through supplemental curricula and services. Service/program options may be considered when the program of study must be intensified in order to meet the student's overall needs.

As students look to the future, Transition planning for students holding an IEP begins at age 14. The IEP team will decide what courses will best prepare the student for life after high school through the transition planning process. The IEP team, including the student and parent will plan transition activities to prepare the student for post-high school experiences. Discussions during transition planning may include: college or post-high school planning; employment exploration; and independent living, including recreation or leisure activities. The transition planning includes consideration of types of courses the student will take during high school. Early planning encourages a coordinated effort between present and future goals of the student. Students are encouraged to

prepare for a post-high school education, whether it is college or a trade/technical school. Students who are considering college are encouraged to take both the PSAT and SAT assessments, with or without accommodations. Some students may elect a vocational curriculum and attend the Monroe Career & Technical Institute (MCTI) which offers a wide range of programs and industry based certifications.

All students receiving special education services are guaranteed the right for the opportunity to earn a high school diploma. The IEP and/or GIEP Team determines how a student will be awarded a diploma. Most pointedly, the eligible student must successfully complete all required courses and credits, as well as meet performance standards on curriculum based assessments or through the IEP transition goals.

#### 9509 GIFTED SUPPORT

##### **Grade 9, 10, 11, 12 – 45 days – .25 credit**

Gifted support will be scheduled by the school counselor upon completion of student schedules. Courses are specifically designed for those that have been evaluated by the district's Multidisciplinary Team (MDT) identified as mentally gifted and in need of specially designed instruction. Each student must have a Gifted Individualized Educational Plan (GIEP) with a consented, signed and dated Notice of Recommended Assignment (NORA) prior to enrollment. **\*BEARS ACADEMY students have the option of selecting this class as one of their electives. It is the responsibility of the family to provide transportation to and from the school. Please contact your PVH School Counselor about this class' availability.**

#### 9409 LEARNING SUPPORT

**Grade 9, 10, 11, 12 - 45 days - Year – .25 to 1.0 credit** Learning support will be scheduled by the school counselor upon completion of student schedules. Courses are specifically designed for those that have been evaluated by the district's Multidisciplinary Team (MDT), identified with an exceptionality and in need of specially designed instruction. Each student must have an Individualized Educational Plan (IEP) with a consented, signed and dated Notice of Recommended Education Placement (NOREP) prior to enrollment. At times, a student may require that instruction be delivered through different materials or levels than their chronological peers. Some of our students with disabilities may even participate in regular education environments with different goals than their peers. These environments can provide opportunities for communication and socialization which may be designated in the student's IEP. Because we strive to develop programs and plans to meet the individual needs of students, there are some students whose goals have a life skills focus. The special education teacher is responsible for the delivery of the services as they work collaboratively with general education staff to provide programs for students within our school community. **\* BEARS ACADEMY students with IEPs MUST schedule this class as one of their electives. It is the responsibility of the family to provide transportation to and from the school if deemed necessary.**

**\*All BA students with IEPs must log in for synchronous learning support daily or as deemed necessary by the IEP team.**

## SCHOOL-TO-WORK PROGRAM

8813 or 8814 DIVERSIFIED OCCUPATIONS

**8813** – Grade 12 – Year – 3 credits/**8814** – Grade 12 – 90 days - 1.50 credits

The Diversified Occupations (DO) program is a direct relationship/partnership between a local business/industry and the school. Career competency and manipulative aspects of a skill are developed at the job training station site. Diversified Occupations serves heterogeneous groups of 12<sup>th</sup> grade students from more than one vocational education area of instruction and/or those students having a vocational objective that cannot be met by any of the existing in-school vocational programs. Enrollment is limited to seniors who have not previously attended MCTI. Prior to the start of the school year, all enrolled students must have an approved work site to continue enrollment in the program. **\*Bears Academy students participating in Diversified Occupations MUST come to the building Thursdays and Fridays for Period 6.**



# MCTI

## Monroe Career & Technical Institute

*Quality Career & Technical Education*

MCTI is an extension of the four school districts of Monroe County and provides tuition-free career and technical education for high school students. Students in grades 10 – 12 attend a half-day at MCTI and a half-day at their sending high school.

MCTI also offers a full-day program for 9th grade students. An MCTI education provides students with more opportunities to learn practical skills using state-of-the-art equipment, develop leadership skills, obtain industry credentials, and earn college credits all while gaining real-world experiences

## PROGRAMS

MCTI offers students 23 Pennsylvania Department of Education (PDE) approved programs that articulate a secondary career and technical education to a postsecondary degree, diploma, or certificate programs. These programs align the secondary courses to a postsecondary program to complete a degree or certificate. Our programs are divided into the following five Career Clusters:

### **TRANSPORTATION**

Automotive Collision Repair  
Automotive Technology  
Diesel Technology  
Outdoor Power Equipment Technology  
Plumbing

### **ENGINEERING TECHNOLOGY**

Drafting & Design Technology  
Electronics Technology  
Precision Machining  
Welding Technology

### **SERVICE**

Business and Hospitality Management  
Cosmetology  
Criminal Justice  
Culinary Arts  
Health Professions  
Horticulture  
Diversified Occupations

### **CONSTRUCTION**

Carpentry  
Electrical Technology  
HVAC Technology  
Masonry

### **COMMUNICATIONS**

Computer Information Science  
Computer Networking & Security  
Graphic Communications

For further information/descriptions regarding MCTI programs, please visit our website at [www.pvbears.org](http://www.pvbears.org) to find the MCTI program of studies. Physical hard copies are also available in the Pleasant Valley Guidance Office.

# **Pleasant Valley Middle School**

## **Middle School Administration**

(570) 402-1000 ext. 2001

Fax: (570) 992-3932

[www.pvbears.org](http://www.pvbears.org)

Ms. Kendal Askins, Principal

Mrs. Josephine N. Fields, Assistant Principal

Mr. Richard Rimple, Dean of Students

## **Middle School Guidance Department**

(570) 402-1000 ext. 2011

Ms. Sarah Rodvelt - 6th Grade

[Rodvelt.Sarah@pvbears.org](mailto:Rodvelt.Sarah@pvbears.org)

Ms. Sheri Fallon - 7th Grade

[Fallon.Sheri@pvbears.org](mailto:Fallon.Sheri@pvbears.org)

Mrs. Susan L. Scully - 8th Grade

[Scully.Susan@pvbears.org](mailto:Scully.Susan@pvbears.org)

Ms. Erica L. Muto, School Psychologist

[Muto.Erica@pvbears.org](mailto:Muto.Erica@pvbears.org)

## Grade 8 Classes

### 8th Grade English/Language Arts (ELA)

This course, in full compliance with the Pennsylvania Core State Standards (PCSS), will follow the Writing Units of Studies by Lucy Calkins. This program will focus on building proficiency in all genres and structures of writing while maintaining the rigor of grammar, vocabulary, tone, and syntax expectations within the writing units.

### 8th Grade Mathematics

Students in this course will study higher-level complex equations, linear equations, statistical and geometric applications by utilizing discovery and cooperative learning techniques. Problem-solving in real-life situations is utilized. In this course, students will build a solid foundation for future studies in Algebra.

### Algebra I - 8

Algebra I involves studying the real number system, sets, variables, open sentences, axioms, negative numbers, equations, sentences in two variables, factoring, rational and irrational numbers, and problem-solving using variables. The emphasis is on the structure of real numbers, algebraic concepts, deductive reasoning, and precision of language. Student selection criteria:

- score of “at grade level” or “above grade level” on the most recent iReady benchmark
- 92% or higher average in math for each marking period
- a passing score on the Algebra I placement exam  
OR
- successful completion of the 7/8 Mathematics course

**Note: All students taking this course for graduation credit are required to take the Keystone Exam to support PVSD graduation requirements.**

**No high school credit or GPA will carry over and the grade WILL NOT affect the student’s high school GPA or class rank.**

### 8th Grade Science

The major goal of the 8th-grade curriculum is to provide basic knowledge of Chemistry and Physics, Life Science, and Earth & Space Science following the Pennsylvania Integrated and the Next Generation Science Standards (NGSS). Students will discover and interpret scientific knowledge by completing projects, reports, demonstrations, and lab activities. An additional goal of the course is to apply basic math principles to science concepts.

### 8th Grade American History II

This course intends to survey American History from the Jacksonian Era of the 1820s to the 1870s and the changing climate of the west. This course is designed to increase student awareness of the development of the American character, civic responsibilities, and vision. Students will be exposed to the pageant of American history through various teaching-learning methods and activities. The course will feature a special emphasis on the Civil War's causes, execution, and results and impact on American life today.

## 8th Grade Electives

### Gifted Support 8

Gifted Support is specifically designed for those who have been evaluated by the District's Multidisciplinary Team and identified by the Individual Education Program Team as exceptional and in need of specially designed instruction. Each student must have a Gifted Individualized Educational Program (G.I.E.P.) written prior to enrollment. **\* BEARS ACADEMY students have the option of selecting this class as one of their electives. It is the responsibility of the family to provide transportation to and from the school. Please contact your PVM School Counselor about this class' availability.**

### Learning Support 8

Learning support will be scheduled by the school counselor upon completion of student schedules. Courses are specifically designed for those that have been evaluated by the district's Multidisciplinary Team (MDT), identified with an exceptionality and in need of specially designed instruction. Each student must have an Individualized Educational Plan (IEP) with a consented, signed and dated Notice of Recommended Education Placement (NOREP) prior to enrollment. At times, a student may require that instruction be delivered through different materials or levels than their chronological peers. Some of our students with disabilities may even participate in regular education environments with different goals than their peers. These environments can provide opportunities for communication and socialization which may be designated in the student's IEP. Because we strive to develop programs and plans to meet the individual needs of students, there are some students whose goals have a life skills focus. The special education teacher is responsible for the delivery of the services as they work collaboratively with general education staff to provide programs for students within our school community. **\* BEARS ACADEMY students with IEPs MUST schedule this class as one of their electives. It is the responsibility of the family to provide transportation to and from the school if deemed necessary.**

**\*All BA students with IEPs must log in for synchronous learning support daily or as deemed necessary by the IEP team.**

### Exploring Technology 8

Students will gain a fundamental and practical knowledge base while studying woodworking and drafting. In addition to working in both areas, students will have opportunities to understand various types of technology, including safety skills, the design process, robotics, use of power tools, production, manufacturing, and communication.

### Family and Consumer Sciences 8

The 8th-grade Family and Consumer Sciences course further develop students' knowledge and skills in areas inherent in a Family and Consumer Sciences curriculum. Course work will expand students' knowledge in foods and sewing and introduce consumer skills such as commerce and personal finance. Students will complete a drawstring backpack.

### Health 8

Students will experience a health education program designed to provide students with the knowledge and skills that will enable them to achieve and maintain a physically active and healthful life. This course helps students recognize healthy living and achieve the skills needed for optimal health. Students will experience instructional activities designed to develop health

knowledge, healthy living, safety, and injury prevention. 8th-grade units of study include mental/emotional health, body systems, introduction to first aid, relationships and reproductive health, tobacco, alcohol, other drugs, and sports nutrition. **Please note: All 8th-grade students will be required to take this class as one of their electives.**

### Physical Education 8

By performing various instructional activities, students will experience a physical education program that is designed to develop and demonstrate physical activity involvement, safety and injury prevention, and concepts, principles, and strategies of movement. Opportunities will be provided for students to enhance safety skills, self-discipline, self-control, and positive attitudes towards fitness and social skills through participation in various standards-based effective fitness and sports activities. 8th-grade units include cooperative games, soccer, football, ultimate frisbee, badminton, weight room, basketball, and lacrosse. **Please note: All 8th-grade students will be required to take this class as one of their electives.**

### Information Processing 8

This course is designed to familiarize students with computer functions, capabilities, and roles in society. Students will have a more comprehensive introduction to digital citizenship, including internet safety, cyber ethics, and social media. Students will use Google Apps (Docs, Slides, Sheets, Forms, and Drawings) to complete various activities in this class. Students will continue career exploration with the use of technology. Through a hands-on approach, students will work with Windows and the MS Office Suite and/or Google Applications to complete assignments aligned with career exploration. Skills to be covered are as follows: word processing, spreadsheets using formulas, functions, formatting data and graphs, desktop publishing, and presentations in PowerPoint or Google Slides. An emphasis is placed on developing skills to enable the student to become an independent learner and computer user. **Please note: All 8th-grade students will be required to take this class as one of their electives.**

### Band 8

The 8th-grade Band comprises students who have had previous instrumental training and performance experience at the elementary/intermediate level. Participants receive instruction at weekly lessons in the areas of overall general musicianship and technique development specific to their chosen instrument. Lessons follow a rotational schedule. All members are required to perform at all scheduled concerts and special events. Band students are required to prepare for performance through regular “at-home” practice and at lessons and scheduled rehearsals. There are no “lessons only” membership options. The band will perform at least two after-school performances. **Students interested in beginning to play an instrument should direct questions to the band director. \* BEARS ACADEMY students have the option of selecting this class as one of their electives. It is the responsibility of the family to provide transportation to and from the school. Please contact your PVM School Counselor about this class' availability.**

### Chorus 8

No audition required. 8th-grade Chorus will perform at least two after-school performances. This chorus is for anyone with interest in singing. Rudimentary music reading and harmony will be introduced through the singing of various styles of music, including but not limited to Broadway, Patriotic, American Popular, Folk, and Multicultural music. This course is recommended for students interested in advanced choral work in 9th-grade and beyond. **\* BEARS ACADEMY students have the option of selecting this class as one of their electives. It is the responsibility of the family to**



provide transportation to and from the school. Please contact your PVM School Counselor about this class' availability.

### Visual Arts 8

This course provides students with the opportunity to enhance their drawing, sculpture, and painting abilities. The four components of art are emphasized, including art production, art history, criticism, and aesthetics. Students will work with various art mediums to create works of art, including aluminum wire, clay, e-z cut blocks, chalk pastels, and acrylic/watercolor paint.

### Digital Marketing 8

The Digital Marketing class will introduce students to the foundational concepts of business and online marketing. Through the use of technology, student learning will include but not be limited to the philosophies of supply and demand, target audiences, and entrepreneurship.

### Exploratory Spanish 8

Exploratory Spanish 8 will build on the knowledge and lessons learned in Exploratory Spanish 7. Students are introduced to an abundance of Spanish vocabulary and some basic conversational Spanish. Upon successful completion of this course, students should take Spanish I in high school although they may choose to take another foreign language.

### German I

The skills of listening, speaking, writing, and an appreciation of various cultures are developed in German I. The length of this course at the Middle School is four marking periods and is offered to 8th-grade only. Eligible students must attain a grade of 92% or higher in their 7th-grade Reading and Language Arts classes. Students must also score Advanced or Proficient in Reading on the 7th-grade PSSA Test to be eligible for German I. A comprehensive final exam counts as 20% of their grade. Students may take this course for high school credit or as an audit. If a student audits the course, they may repeat German I in 9th-grade and not be eligible to take German II in 9th grade. This decision is made mid-year. Students enrolled in German I in 8th-grade for high school credit will have the option of enrolling in German AP during their senior year. Please note: A minimum of a two-year sequence of at least one modern language study is strongly recommended for all students planning to continue with post-secondary education.

### Spanish I

The skills of listening, speaking, writing, and an appreciation of various cultures are developed in Spanish I. The length of this course at the Middle School is four marking periods and is offered to 8th-grade only. Eligible students must attain a grade of 92% or higher in their 7th-grade Reading and Language Arts classes. Students must also score Advanced or Proficient in Reading on the 7th-grade PSSA Test to be eligible for Spanish I. A comprehensive final exam counts as 20% of their grade. If students earn 92% or better in all four marking periods, they may be exempt from the final exam. Students may take this course for one full high school credit or audit. If a student audits the course, they may repeat Spanish I in 9th-grade and will not be eligible to take Spanish II in 9th-grade. This decision is made mid-year. Students enrolled in Spanish I in 8th-grade for high school credit will have the option of enrolling in Spanish AP during their senior year. Please note: A minimum of a two-year sequence of at least one modern language study is strongly recommended for all students planning to continue with post-secondary education.

## **Grade 7 Classes**

### 7th Grade English/Language Arts (ELA)

This course, in full compliance with the Pennsylvania Core State Standards 7th-grade, will incorporate the Writing Units of Studies by Lucy Calkins. This program will focus on building proficiency in all genres and structures of writing while maintaining the rigor of grammar, vocabulary, tone, and syntax expectations within the writing units.

### 7th Grade Science

The 7th-grade Science curriculum incorporates Life, Physical, and Earth & Space Sciences following the Pennsylvania Integrated and the Next Generation Science Standards (NGSS). The 7th-grade Science curriculum will teach students to see the similarities and differences between living things. Major emphasis is placed on how living things interact with each other and human beings. The course includes, but is not limited to, units on the scientific method and the characteristics of living things and a survey of the major kingdoms of organisms. Students will also have the opportunity to learn about the Earth and the forces surrounding us. Students will actively be involved with projects, reports, and lab activities that deal with these scientific concepts.

### 7th Grade Mathematics

In this course, students will utilize discovery and cooperative learning techniques to investigate integers, rational numbers, and real numbers and how they operate within equations, inequalities, and functions and the terminology used in Algebra. Real-world applications will model more abstract algebraic concepts and help the students become better problem solvers. Students will begin to build a solid foundation for future studies in 8th-grade mathematics and Algebra in this course.

### 7th Grade American History I

In the 7th-grade, a major goal of the social studies curriculum is to awaken students to their American heritage and civic responsibilities and have them envision themselves as an integral part of “history” being made today. Students will examine the Age of Exploration, the Colonization of the New World and rivalry for New World Supremacy, the emergence of the United States, the Constitution and System of Government, and the administrations of the first five presidents.

## **7th Grade Electives**

### Computer Technology 7

Computer Technology has been designed to provide instruction for learning to use a computer to create various documents focusing on career exploration and digital citizenship with continuous practice of keyboarding and an introduction to coding. Students will learn the basic features of Microsoft Office and/or Google applications, including word processing, spreadsheets, and presentations, while exploring careers. Students will maintain a digital career portfolio utilizing a

school-licensed internet-based website: Xello. Students explore a unit on digital citizenship, which will include: cyber literacy, cyberbullying, and computer threats. The activities in this unit will be completed using Google Apps (Docs, Slides, Sheets, Forms, and Drawings).

Please note all 7th-grade students will be required to take this class as one of their electives.

### Gifted Support 7

Gifted Support is specifically designed for those who have been evaluated by the District's Multidisciplinary Team and identified by the Individual Education Program Team in need of specially designed instruction. Each student must have a Gifted Individualized Educational Program (G.I.E.P.) written prior to enrollment. **\* BEARS ACADEMY students have the option of selecting this class as one of their electives. It is the responsibility of the family to provide transportation to and from the school. Please contact your PVM School Counselor about this class' availability.**

### Learning Support 7

Learning support will be scheduled by the school counselor upon completion of student schedules. Courses are specifically designed for those that have been evaluated by the district's Multidisciplinary Team (MDT), identified with an exceptionality and in need of specially designed instruction. Each student must have an Individualized Educational Plan (IEP) with a consented, signed and dated Notice of Recommended Education Placement (NOREP) prior to enrollment. At times, a student may require that instruction be delivered through different materials or levels than their chronological peers. Some of our students with disabilities may even participate in regular education environments with different goals than their peers. These environments can provide opportunities for communication and socialization which may be designated in the student's IEP. Because we strive to develop programs and plans to meet the individual needs of students, there are some students whose goals have a life skills focus. The special education teacher is responsible for the delivery of the services as they work collaboratively with general education staff to provide programs for students within our school community. **\* BEARS ACADEMY students with IEPs MUST schedule this class as one of their electives. It is the responsibility of the family to provide transportation to and from the school if deemed necessary.**

**\*All BA students with IEPs must log in for synchronous learning support daily or as deemed necessary by the IEP team.**

### Exploring Technology Education 7

The 7th-grade Exploring Technology Education course is a hands-on, technical course. The course is divided into two sections. Students will learn measurement, paper layout, scale, drafting and design, and multi-view drawing to build a catapult during their first section. Students will learn basic woodworking skills while safely completing various projects in their second section. Woodworking skills include project planning, measurement, safety knowledge, hand tools, power tools, and finishing techniques.

## Family and Consumer Sciences 7

The 7th grade Family and Consumer Sciences course introduces various areas inherent in a Family and Consumer Sciences curriculum. Basic knowledge and life skills are acquired in food preparation, etiquette, child care, sewing, and fabric care. Students will practice and demonstrate how to use a recipe through food lab experiences. Students then will be introduced to hand and machine sewing concepts by completing a felt project and a simple pillow project.

## Health 7

Students will experience a health education program designed to provide students with the knowledge and skills that will enable them to achieve and maintain a physically active and healthful life. This course helps students become involved in decision-making activities to apply health-related knowledge to real-life situations by choosing healthful behaviors. Students will experience instructional activities designed to develop health knowledge, healthy living, safety, and injury prevention. 7th-grade units of study include decision making, mental health, health care system, communication and dating, tobacco, alcohol, other drugs, and healthy eating habits. **Please note all 7th-grade students will be required to take this class as one of their electives.**

## Physical Education 7

By performing various instructional activities, students will experience a physical education program designed to develop and demonstrate physical activity involvement, safety and injury prevention, and concepts, principles, and movement strategies. Opportunities will be provided for students to enhance safety skills, self-discipline, self-control, and positive attitudes towards fitness and social skills through participation in various standards-based, effective fitness and sports activities. 7th-grade units of study include cooperative games, pickleball, tennis, disc golf, hockey, weight room, soccer, basketball, and handball. **Please note all 7th-grade students will be required to take this class as one of their electives.**

## Band 7

The 7th-grade band comprises students who have had previous instrumental training and performance experience at the elementary/intermediate level. Participants receive instruction at weekly lessons in overall general musicianship and technique development specific to their chosen instrument. Lessons follow a rotational schedule. All members are required to perform at all scheduled concerts and special events. Band students are required to prepare for performance through regular “at-home” practice, lessons, and scheduled rehearsals. There are no “lessons only” membership options. The band will perform at least two after-school performances. **Students interested in beginning to play an instrument should direct questions to the band director. \* BEARS ACADEMY students have the option of selecting this class as one of their electives. It is the responsibility of the family to provide transportation to and from the school. Please contact your PVM School Counselor about this class’ availability.**

## Chorus 7

No audition required. The 7th-grade chorus will perform at least two after-school performances.

This chorus is for anyone with interest in singing. Rudimentary music reading and harmony will be introduced through the singing of various styles of music, including but not limited to Broadway, patriotic, American Popular, folk, and multicultural music. This course is recommended for students interested in advanced choral work in 8th-grade and beyond.

**\* BEARS ACADEMY students have the option of selecting this class as one of their electives. It is the responsibility of the family to provide transportation to and from the school. Please contact your PVM School Counselor about this class' availability.**

## Visual Arts 7

This course provides students with the opportunity to enhance their drawing, sculpture, and painting abilities. In addition, it will focus on the four components of art, including art production, art history, criticism, and aesthetics. Students will work with various art mediums to create works of art such as colored pencils, scratch paper, oil pastels, plaster craft, and acrylic Paint.

## Exploratory Spanish 7

An Exploratory Spanish class in middle school is a fun and engaging introduction to the Spanish language and culture. This type of class gives students a chance to learn the basics of Spanish, such as pronunciation, grammar, vocabulary, and simple dialogues. In addition to the basics, students can dive into the history, culture, and customs of Latin American countries.

## Coding 7

Coding is designed to give students the fundamental knowledge of coding and to introduce this 21st century skill to students in order to help them better understand the technology around them and to provide awareness to potential future endeavors. Students will be exposed to various components of coding including but not limited to, looping, exploring animation, storytelling with sound, and slide shows to name a few topics covered.

## **Grade 6 Classes**

### 6th Grade Reading/Language Arts

**Reading / Language Arts** It is the goal of the Pleasant Valley School District to provide students with rigorous instructional opportunities aligned with the Pennsylvania Academic Standards. The first component of our Language Arts Program is reading instruction. Our reading instruction is delivered using the workshop model. This model provides the ideal opportunity for students to be matched with books on their appropriate reading level, while also being given the authority to choose books based on their interest. The Reading Workshop Model offers a simple and predictable framework for teaching strategies and for giving students feedback while they are in the midst of their ever-changing, complex reading work.

The second component of our Language Arts program is writing instruction. Writing instruction is delivered using a writing workshop model. This model is composed of a mini-lesson, student writing, conferences and share time during which students share their writing. The writing component also

includes vocabulary and grammar instruction.

Within the Language Arts Program, our highly differentiated instruction targets specific student needs based on diagnostic assessment data and classroom performance. Every student is given a benchmark screening assessment three times per school year. This is designed to be used in conjunction with classroom performance and ongoing assessment to help teachers and school administrators identify students in need of additional support.

### 6th Grade Science

Science instruction at Pleasant Valley Intermediate reflects the Next Generation Science Standards and the Pennsylvania Department of Education Framework in the study of Life, Physical, Earth and Space Sciences as well as Technology. During their studies, students will engage in practices to deepen not only content knowledge but also the application of the learning in an inquiry and experiential based learning environment using the following Eight Practices of Science and Engineering:

Asking questions (for science) and defining problems (for engineering)

- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

### 6th Grade Mathematics

The Pleasant Valley Intermediate school implements the Ready Classroom series by Curriculum Associates. This instruction is designed to meet the needs of all students while aligning with the Pennsylvania Academic Standards.

Within the Math Program, our highly differentiated instruction targets specific student needs based on diagnostic assessment data and classroom performance. Through iReady, every student is given a benchmark assessment three times per school year. This is designed to be used in conjunction with classroom performance and ongoing assessment to help teachers and school administrators identify students in need of additional support.

### 6th Grade Social Studies

Social Studies The overall goal of the Social Studies program is for students to achieve a greater understanding of themselves and others in the global society we live in. This instruction occurs through the content and process delivered in Social Studies class and through reading and writing in the core Reading/Language Arts program. All social studies instruction aligns with the “Big Ideas” identified in Pennsylvania Academic Standards.

## 6th Grade Specials

- Students will log hours based on elective classes they select. Students must select 2 Specials from the list below for each marking period. For a total of 8 Specials per year. You may not repeat a class.
- Students will be provided an educational LOG by Edgenuity.
- Students are expected to complete a minimum requirement of 5 hours per quarter on each of their two selected specials per marking period.

### Art 6

**\* Students will keep track of their hours regarding their time spent on Art which may include but not be limited to their Artwork, drawings, sketches, explorations, and excursions using an educational log provided by Edgenuity.**

### Library 6

**\* Students will keep track of their hours regarding their time spent and activities at local libraries by completing an educational log provided by Edgenuity.**

### Music 6

**\* Students will keep track of their hours regarding their time spent on Music which may include but not limited to learning to play an instrument, receiving lessons, listening to various genres using an educational log provided by Edgenuity.**

### Physical Education 6

**\* Students will keep track of their hours regarding their time spent on Physical Education which may include but not limited to learning to play a game, participating in games, family walks, and individual exercise using an educational log provided by Edgenuity.**

### Band 6

The 6th-grade band comprises students who have had previous instrumental training and performance experience at the elementary/intermediate level. Participants receive instruction at weekly lessons in overall general musicianship and technique development specific to their chosen instrument. Lessons follow a rotational schedule. All members are required to perform at all scheduled concerts and special events. Band students are required to prepare for performance through regular “at-home” practice, lessons, and scheduled rehearsals. There are no “lessons only” membership options. The band will perform at least two after-school performances. **Students interested in beginning to play an instrument should direct questions to the band director. \* BEARS ACADEMY students have the option of selecting this class as one of their electives. It is the responsibility of the family to provide transportation to and from the school. Please contact your PVM School Counselor about this class' availability.**

### Chorus 6

No audition required. The 6th-grade chorus will perform at least two after-school performances. This chorus is for anyone with interest in singing. Rudimentary music reading and harmony will be introduced through the singing of various styles of music, including but not limited to Broadway, patriotic, American Popular, folk, and multicultural music. This course is

recommended for students interested in advanced choral work in 8th-grade and beyond. \* BEARS ACADEMY students have the option of selecting this class as one of their electives. It is the responsibility of the family to provide transportation to and from the school. Please contact your PVM School Counselor about this class' availability.

#### Computer Technology 6

\* Students will keep track of their hours regarding their time spent on Computer Technology which may include but not limited to learning to use a computer to create various documents focusing on career exploration and digital citizenship with continuous practice of keyboarding and an introduction to coding. Students may wish to explore basic features of Microsoft Office and/or Google applications, including word processing, spreadsheets, and presentations, while exploring careers. Students will maintain a digital career portfolio utilizing a school-licensed internet-based website: Xello.

#### Exploring Technology 6

\* Students will keep track of their hours regarding their time spent on Exploring Technology which may include but not limited to learning about measurement, drafting and design and safety knowledge. Students may wish to explore Hand Tools along with filing and sanding techniques. A student selected culminating project will be required.( Students will create a basic/simplistic project to meet this requirement)

#### Family Consumer Science

\* Students will keep track of their hours regarding their time spent on Family Consumer Science which may include but not limited to ingredient and food measurement, Food & Kitchen Safety, Nutrition, Sewing, and Money Skills. A student selected culminating project will be required. (use a recipe of their choice to make an appetizer, entree, or dessert for the family)

#### Global Connections I

\* Students will keep track of their hours regarding their time spent on Global Connections which may include but not limited to the exploration of different countries & cultures. The student guided learning will allow students the opportunity to make connections socially, politically, and economically to the countries they explore.

#### Health 6

\* Students will keep track of their hours regarding their time spent on Health which may include but not limited to the study of decision making, mental health, disease prevention, first aid, body systems, nutrition, and growth and development. Students are intended to explore and attain the knowledge and skills that will enable them to achieve and maintain a physically active and healthful life.

#### World Crafts 6

Students will keep track of their hours regarding their time spent on Health which may include but not limited to the study and exploration of Art from around the world. Students can explore and learn about a series of cultures to promote an understanding of themes,



**purposes, symbolism, and traditional characteristics of art. A culminating world craft activity will be student centered and highlight their knowledge gained through the learning and insight of their cultural exploration.**

### Gifted Support 6

Gifted Support is specifically designed for those who have been evaluated by the District's Multidisciplinary Team and identified by the Individual Education Program Team in need of specially designed instruction. Each student must have a Gifted Individualized Educational Program (G.I.E.P.) written prior to enrollment. **\* BEARS ACADEMY students have the option of selecting this class as one of their electives. It is the responsibility of the family to provide transportation to and from the school. Please contact your PVM School Counselor about this class' availability.**

### Learning Support 6

Learning support will be scheduled by the school counselor upon completion of student schedules. Courses are specifically designed for those that have been evaluated by the district's Multidisciplinary Team (MDT), identified with an exceptionality and in need of specially designed instruction. Each student must have an Individualized Educational Plan (IEP) with a consented, signed and dated Notice of Recommended Education Placement (NOREP) prior to enrollment. At times, a student may require that instruction be delivered through different materials or levels than their chronological peers. Some of our students with disabilities may even participate in regular education environments with different goals than their peers. These environments can provide opportunities for communication and socialization which may be designated in the student's IEP. Because we strive to develop programs and plans to meet the individual needs of students, there are some students whose goals have a life skills focus. The special education teacher is responsible for the delivery of the services as they work collaboratively with general education staff to provide programs for students within our school community. **\* BEARS ACADEMY students with IEPs MUST schedule this class as one of their electives. It is the responsibility of the family to provide transportation to and from the school if deemed necessary.**

**\*All BA students with IEPs must log in for synchronous learning support daily or as deemed necessary by the IEP team.**

# **Pleasant Valley Intermediate School**

## **Intermediate School Administration**

(570) 402-1000 ext. 3001

[www.pvbears.org](http://www.pvbears.org)

Ms. Sabrina Albright, Principal

Mr. Timothy McCutchen, Assistant Principal

## **Intermediate School Guidance Department**

(570) 402-1000 ext. 3011

Mrs. Julie Romanisko - 3rd Grade

[Romanisko.Julie@pvbears.org](mailto:Romanisko.Julie@pvbears.org)

Mrs. Rachel Below - 4th Grade

[Below.Rachel@pvbears.org](mailto:Below.Rachel@pvbears.org)

Mrs. Nicole Moore - 5th Grade

[Moore.Nicole@pvbears.org](mailto:Moore.Nicole@pvbears.org)

## Grade 5 Classes

### 5th Grade Reading/Language Arts

Reading / Language Arts It is the goal of the Pleasant Valley School District to provide students with rigorous instructional opportunities aligned with the Pennsylvania Academic Standards. The first component of our Language Arts Program is reading instruction. Our reading instruction is delivered using the workshop model. This model provides the ideal opportunity for students to be matched with books on their appropriate reading level, while also being given the authority to choose books based on their interest. The Reading Workshop Model offers a simple and predictable framework for teaching strategies and for giving students feedback while they are in the midst of their ever-changing, complex reading work.

The second component of our Language Arts program is writing instruction. Writing instruction is delivered using a writing workshop model. This model is composed of a mini-lesson, student writing, conferences and shared time during which students share their writing. The writing component also includes vocabulary and grammar instruction.

Within the Language Arts Program, our highly differentiated instruction targets specific student needs based on diagnostic assessment data and classroom performance. Every student is given a benchmark screening assessment three times per school year. This is designed to be used in conjunction with classroom performance and ongoing assessment to help teachers and school administrators identify students in need of additional support.

### 5th Grade Science

Science instruction at Pleasant Valley Intermediate reflects the Next Generation Science Standards and the Pennsylvania Department of Education Framework in the study of Life, Physical, Earth and Space Sciences as well as Technology. During their studies, students will engage in practices to deepen not only content knowledge but also the application of the learning in an inquiry and experiential based learning environment using the following Eight Practices of Science and Engineering:

Asking questions (for science) and defining problems (for engineering)

- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

## 5th Grade Mathematics

The Pleasant Valley Intermediate school implements the Ready Classroom series by Curriculum Associates. This instruction is designed to meet the needs of all students while aligning with the Pennsylvania Academic Standards.

Within the Math Program, our highly differentiated instruction targets specific student needs based on diagnostic assessment data and classroom performance. Through iReady, every student is given a benchmark assessment three times per school year. This is designed to be used in conjunction with classroom performance and ongoing assessment to help teachers and school administrators identify students in need of additional support.

## 5th Grade Social Studies

Social Studies The overall goal of the Social Studies program is for students to achieve a greater understanding of themselves and others in the global society we live in. This instruction occurs through the content and process delivered in Social Studies class and through reading and writing in the core Reading/Language Arts program. All social studies instruction aligns with the “Big Ideas” identified in Pennsylvania Academic Standards.

## **5th Grade Electives**

### Art 5

Students will keep track of their hours regarding their time spent on Art which may include but not be limited to their Artwork, drawings, sketches, explorations, and excursions using an educational log provided by Edgenuity.

### Library 5

Students will keep track of their hours regarding their time spent and activities at local libraries by completing an educational log provided by Edgenuity.

### Music 5

Students will keep track of their hours regarding their time spent on Music which may include but not limited to learning to play an instrument, receiving lessons, listening to various genres using an educational log provided by Edgenuity.

### Physical Education 5

Students will keep track of their hours regarding their time spent on Physical Education which may include but not limited to learning to play a game, participating in games, family walks, and individual exercise using an educational log provided by Edgenuity.

### Band 5

The 5th-grade band comprises students who have had previous instrumental training and performance experience at the elementary/intermediate level. Participants receive instruction at weekly lessons in overall general musicianship and technique development specific to their chosen instrument. Lessons follow a rotational schedule. All members are required to perform at all scheduled concerts and special events. Band students are required to prepare for performance

through regular “at-home” practice, lessons, and scheduled rehearsals. There are no “lessons only” membership options. The band will perform at least two after-school performances. Students interested in beginning to play an instrument should direct questions to the band director. **\* BEARS ACADEMY students have the option of selecting this class as one of their electives. It is the responsibility of the family to provide transportation to and from the school. Please contact your PVI School Counselor about this class’ availability.**

### Chorus 5

No audition required. The 5th-grade chorus will perform at least two after-school performances. This chorus is for anyone with interest in singing. Rudimentary music reading and harmony will be introduced through the singing of various styles of music, including but not limited to Broadway, patriotic, American Popular, folk, and multicultural music. This course is recommended for students interested in advanced choral work in 8th-grade and beyond. **\* BEARS ACADEMY students have the option of selecting this class as one of their electives. It is the responsibility of the family to provide transportation to and from the school. Please contact your PVI School Counselor about this class’ availability.**

### Computer Technology 5

**\* Students will keep track of their hours regarding their time spent on Computer Technology which may include but not limited to learning to use a computer to create various documents focusing on career exploration and digital citizenship with continuous practice of keyboarding and an introduction to coding. Students may wish to explore basic features of Microsoft Office and/or Google applications, including word processing, spreadsheets, and presentations, while exploring careers. Students will maintain a digital career portfolio utilizing a school-licensed internet-based website: Xello.**

### Learning Support

Learning support will be scheduled by the school counselor upon completion of student schedules. Courses are specifically designed for those that have been evaluated by the district’s Multidisciplinary Team (MDT), identified with an exceptionality and in need of specially designed instruction. Each student must have an Individualized Educational Plan (IEP) with a consented, signed and dated Notice of Recommended Education Placement (NOREP) prior to enrollment. At times, a student may require that instruction be delivered through different materials or levels than their chronological peers. Some of our students with disabilities may even participate in regular education environments with different goals than their peers. These environments can provide opportunities for communication and socialization which may be designated in the student’s IEP. Because we strive to develop programs and plans to meet the individual needs of students, there are some students whose goals have a life skills focus. The special education teacher is responsible for the delivery of the services as they work collaboratively with general education staff to provide programs for students within our school community. **\* BEARS ACADEMY students with IEPs MUST schedule this class as one of their electives. It is the responsibility of the family to provide transportation to and from the school if deemed necessary.**

**\*All BA students with IEPs must log in for synchronous learning support daily or as deemed necessary by the IEP team.**

## 3rd and 4th Grades

3rd through 4th Grade have the same Core Classes and Specials. For your information the classes and specials are all listed below. If there are any questions on this, please contact Mr. Trevor Kresge, Bears Academy Teacher. You may reach him at 570.402.1000 x6503 or [Kresge.Trevor@pvbears.org](mailto:Kresge.Trevor@pvbears.org).

### Core Classes

Language Arts/Reading

Mathematics

Science

Social Studies

### Specials

Students will be given packets for all online specials

Library

Art

Physical Education

Music

Band (4th Grade)

Chorus

Computer Technology

### Learning Support

Learning support will be scheduled by the school counselor upon completion of student schedules. Courses are specifically designed for those that have been evaluated by the district's Multidisciplinary Team (MDT), identified with an exceptionality and in need of specially designed instruction. Each student must have an Individualized Educational Plan (IEP) with a consented, signed and dated Notice of Recommended Education Placement (NOREP) prior to enrollment. At times, a student may require that instruction be delivered through different materials or levels than their chronological peers. Some of our students with disabilities may even participate in regular education environments with different goals than their peers. These environments can provide opportunities for communication and socialization which may be designated in the student's IEP. Because we strive to develop programs and plans to meet the individual needs of students, there are some students whose goals have a life skills focus. The special education teacher is responsible for the delivery of the services as they work collaboratively with general education staff to provide programs for students within our school community. **\* BEARS ACADEMY students with IEPs MUST schedule this class as one of their electives. It is the responsibility of the family to provide transportation to and from the school if deemed necessary.**

**\*All BA students with IEPs must log in for synchronous learning support daily or as deemed necessary by the IEP team.**

# **Pleasant Valley Elementary School**

## **Elementary School Administration**

(570) 402-1000 ext. 6001

[www.pvbears.org](http://www.pvbears.org)

Mr. Roger Pomposello, Principal

Ms. Sarah Adams, Assistant Principal

## **Elementary School Guidance Department**

(570) 402-1000 ext. 6011

Ms. Murphy - Kindergarten

[Murphy.Emily@pvbears.org](mailto:Murphy.Emily@pvbears.org)

Ms. Hansen - 1st Grade

[Hansen.Jillian@pvbears.org](mailto:Hansen.Jillian@pvbears.org)

Ms. Carley Hartzell - 2nd Grade

[Hartzell.Carley@pvbears.org](mailto:Hartzell.Carley@pvbears.org)

## K through 2nd Grades

Kindergarten through 2nd Grade have the same Core Classes and Specials. For your information the classes and specials are all listed below. If there are any questions on this, please contact Mr. Trevor Kresge, Bears Academy Teacher. You may reach him at 570.402.1000 x6001 or [Kresge.Trevor@pvbears.org](mailto:Kresge.Trevor@pvbears.org) .

### Core Classes

Language Arts/Reading

Mathematics

Science

Social Studies

### Specials

Students will be given packets for all online specials

Library

Art

Physical Education

Music

Computer Technology

Learning support will be scheduled by the school counselor upon completion of student schedules. Courses are specifically designed for those that have been evaluated by the district's Multidisciplinary Team (MDT), identified with an exceptionality and in need of specially designed instruction. Each student must have an Individualized Educational Plan (IEP) with a consented, signed and dated Notice of Recommended Education Placement (NOREP) prior to enrollment. At times, a student may require that instruction be delivered through different materials or levels than their chronological peers. Some of our students with disabilities may even participate in regular education environments with different goals than their peers. These environments can provide opportunities for communication and socialization which may be designated in the student's IEP. Because we strive to develop programs and plans to meet the individual needs of students, there are some students whose goals have a life skills focus. The special education teacher is responsible for the delivery of the services as they work collaboratively with general education staff to provide programs for students within our school community. **\* BEARS ACADEMY students with IEPs MUST schedule this class as one of their electives. It is the responsibility of the family to provide transportation to and from the school if deemed necessary.**

**\*All BA students with IEPs must log in for synchronous learning support daily or as deemed necessary by the IEP team.**