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Montrose Area  
Junior/Senior  
High School



Course  
Selection  
Guide <sup>2024</sup>/<sub>2025</sub>

# MONTROSE AREA JR/SR HIGH SCHOOL

## COURSE SELECTION GUIDE 2024-2025 SCHOOL YEAR

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### MESSAGE TO STUDENTS AND PARENTS:

Course selection is something that many students look forward to each year with excitement, but it can be a source of anxiety for others. Society has placed a good deal of pressure on teenagers to quickly and definitively select a career path and to work tirelessly toward that singular goal. While choosing courses is important, and a good deal of thought and energy should go into each student's annual selection of courses, scheduling is just one small piece of the puzzle that impacts a student's academic pathway. The Bureau of Labor and Statistics reports that the average person will change careers 12 times. The Global Challenge Insight Report notes that 65% of students entering elementary school will end up in careers that don't yet exist. Therefore, skills like reading, writing, communicating, problem-solving and applying technology are critical, regardless of a student's career path, and these are skills that are emphasized in virtually every course offered in the Montrose Area School District. Students who challenge themselves to do their best, regardless of the courses they find themselves in, will certainly have more opportunities at their fingertips upon graduating. Taking a variety of courses aligned to individual strengths and interests will not only allow students to add skills to their toolkits, it will open their eyes to interests and opportunities they may not have otherwise been aware of.

This course selection guidebook represents current MAHS course offerings and recommended course sequences. It also includes important information about state graduation requirements, dual enrollment opportunities and more. Students and parents are encouraged to contact the Guidance Department with any scheduling-related questions, as well as utilize tools such as the students' Smart Futures accounts and additional online resources found in the High School's Guidance page.

Scheduling decisions should be made after an examination of past achievement, ability level, career interests and any other relevant information which will assist in making an informed decision. Interviews or teachers' recommendations must accompany Honors, Advanced Placement and other advanced course requests. In other instances, success in a prerequisite course or on a related Keystone Exam will impact how a student tracks through a prescribed sequence. Finally, a students' current teachers will take the lead with assigning core courses. While classes should be scheduled as part of a continuing program rather than as individual courses taken in isolation, students are encouraged to explore options outside of their comfort zones. Every effort will be made to satisfy the scheduling needs of each student, but please be aware that scheduling conflicts will occur, and not all courses listed in this booklet may be offered, depending on student interest and scheduling restraints.

Public education is not a one-size-fits-all pursuit. The Montrose Area School District is committed to providing a challenging, well-rounded and appropriate education for each student. We will continue to revise our course offerings based on the needs of our students as they are readied for an ever-changing world. Don't hesitate to reach out with questions, comments or concerns. Thank you.

Eric C. Powers, MAHS Principal

Montrose Area School District operates as an equal opportunity institution and will not discriminate on the basis of race, national origin, religion, gender, marital or family status, age, or disabling condition in its activities, programs, or employment practices as required in Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1993, and the Americans with Disabilities Act (ADA of 1990). For information about your rights or grievance procedures, contact Greg Adams, Title IX Coordinator, Section 504 Coordinator, at 273 Meteor Way, Montrose, PA 18801 or call (570) 278-3731.

## GUIDANCE SERVICES

The Guidance Department at Montrose Area Junior/Senior High School endeavors to serve you by assisting in the development of your educational and vocational planning. Getting to know yourself (strengths, areas for growth, learning styles, interests, etc.) will help you to plan wisely throughout your academic career. This "self-understanding" is a process which continues into adulthood. Through critical self-analysis, test interpretations, interest inventories, participation in extracurricular activities, vocational and educational information and counseling, the process of self-understanding evolves.

Specific courses are required for graduation. Students are required to take a full load of courses annually (generally 7 full credits plus physical education). There is a wide variety of subjects from which choices may be made. It is important that each student have a purpose in mind as he/she plans his/her high school schedule. The scheduling process used at Montrose Area Junior/Senior High School is designed to aid in that planning.

Students are encouraged to meet with their counselors to discuss future plans and parents are welcomed to participate in that process as well. Call the Guidance Office at (570) 278-6253 to make an appointment or reach out to the appropriate counselor via email.

School Counselors are assigned to students as follows:

Grades 11 & 12	Mary Beth Ohmnacht	570-278-6231	mbohmnacht@masd.info
Grades 9 & 10	Angela Nebzydoski	570-278-6233	anebzydoski@masd.info
Grades 7 & 8	Loriann Matulevich	570-278-6235	lmatulevich@masd.info
College/Career	Landon Morey	570-278-6253	lmorey@masd.info

## TRADITIONAL CURRICULUM PATHWAYS

This overview is designed to help students with their goal setting and career planning in a way that encourages them to make informed decisions about their course selections while placing them on a path forward that is appropriately challenging and leaves them with the most viable options after graduation. These descriptions are not meant to force students into one track or another, but to help point them toward choices that match their academic potential, personal goals and career interests. Students are encouraged to reflect on their career-related coursework, learn about a variety of occupations that align with their interests and abilities, talk to their teachers about careers of interest and their course recommendations, and meet with their Guidance Counselors to plan a course sequence that is challenging and appropriate.

**1. General Workplace Education** – Designed to provide a balanced education where students are encouraged to explore numerous content areas while building basic skills and preparing for work in a variety of entry-level positions. Ideally, students pursue their interests and talents as they progress through core courses and advanced electives, graduating with short and longer-term career goals. Whether joining the workforce or the military, students will be prepared to enter multiple industries with minimal advanced training or certification required. These students may be able to participate in internships or School-to-Work programs (grades 11-12) when available and may pursue industry-recognized credentials or certifications when completing a series of advanced electives within the Business or Applied Arts departments in particular. While taking primarily basic core courses, these students should challenge themselves academically and explore a variety of different courses. Furthering education after high school (at a tech. or trade school or taking courses at a community college) is certainly not out of the question.

**2. Focused Vocational Education** – Generally denoted by participation in a Career and Technical Center program (grades 10-12) or the Cooperative Education Program (grades 11-12), students will also have opportunities for specialization within MAHS by taking advanced electives from the Applied Arts department. Focused Vocational track students should challenge themselves academically and make course selections based on their abilities and career interests; early electives should be selected with career interests in mind and with the understanding that Technical Center courses and Co-op experiences will replace electives within each student’s schedule. Co-op students may have the opportunity to graduate early providing they make adequate academic progress leading up to their senior year. These students will graduate prepared for advanced technical training and certification and may attend a Technical or Trade school, pursue a career in the military, or take college-level classes.

**3. College Preparatory** – Designed as preparation for students who plan to attend a 2 or 4-year institution; students are expected to schedule “C.P.” courses whenever offered and may replace them with a variety of Dual Enrollment, Honors and Advanced Placement courses while also scheduling multiple advanced electives including at least 2 years of a foreign language. College Prep students are expected to progress beyond the minimum graduation requirements for math and/or science. Chemistry and Trigonometry are prerequisites for many four-year colleges or universities, while Physics and Calculus are the norm for students planning on pursuing science or math-intensive careers in particular. Students successfully completing the College Prep program will have many options moving forward, including attending college or a specialty school, joining the military, pursuing officer training, or being accepted into an accelerated training program for the career of their choice.

**4. Advanced** – Designed to prepare college-bound students for a rigorous 4-year degree that will likely lead to an advanced degree or high-level training and specialization. These students progress beyond the minimum graduation requirements for math and science, may take Dual Enrollment courses for college credit, and participate in multiple Honors and Advanced Placement courses alongside their “C.P.” courses. Advanced students generally take 3 or 4 years of a foreign language, Advanced Placement exams and high-level courses across multiple content areas.

## **COURSE DROP/ADD POLICY**

Selecting, dropping and changing courses are important decisions which effect both a student's education and the entire school schedule due to variations in enrollment, class size and availability, etc.

1. Prior to the start of the school year, a limited number of schedule changes are possible, as students’ needs or priorities change. Contact your Guidance Counselor to discuss the possibility of making a change.
2. After the start of the school year, the procedure to drop a course is as follows: Initially, a student must gain permission for a drop of class from the classroom teacher. The teacher will then take that concern to the guidance counselor for approval, who in turn will contact the principal. No changes will take place without prior approval from the teacher, guidance counselor, and principal.
3. **No students may enter a new course after the second week of the course unless approval is obtained from the guidance counselor, principal, and classroom teacher.** This does not apply to transfer students or in instances where a student’s health or special needs necessitate a change or accommodation.

## **GRADE RECOMMENDATIONS**

While a 68% is the lowest passing grade, students who earn a final grade lower than 72% may not be recommended for the next course in a sequence without remediation. This is particularly true as students progress from introductory to advanced electives. In addition, students who fail to earn passing credit for a course may not qualify for credit recovery courses if their averages are lower than 50% (grades 7,8) or 60% (grades 9-12). With a teacher recommendation, students may retake a course they have passed with a low but passing grade to improve their content knowledge and skill level.

## **HONORS COURSES**

Honors courses are available in Earth Science grade 9, English classes grades 9-11 and Social Studies classes grades 9-10. Student selection for Honors courses will be made through teacher recommendation and careful analysis of students' current and past grades, particularly in the same content area. Attendance, standardized test scores and PVAAS projection data, as well as student interest in the content area and overall academic effort will also be analyzed. Prospective Honors students are encouraged to have an attendance percentage of at least 90%, an "A" average in the content area and a competitive GPA and class rank. Class size restrictions may limit the overall number of students able to schedule Honors courses. Honors courses will receive an additional weight of three percent on each student's grade point average.

## **DUAL ENROLLMENT**

MAHS offers a Dual Enrollment program that allows high school Juniors and Seniors to earn college credit on-site by successfully completing specified high school courses with at least a 75% average in the course. Students receive both secondary and postsecondary credit for their coursework. Dual Enrollment courses are designed to help academic students build skills and habits that will help them be successful in college in a financially advantageous way. Dual Enrollment C.P. courses may approach college-level rigor in a supportive and collaborative environment, while covering content and standards approved by the partner college but taught in a high school classroom. A.P. courses eligible for Dual Enrollment credit will be taught at a college level in accordance with the College Board's prescribed curriculum and as approved by the partner college.

Currently, MASD has dual enrollment agreements with Keystone and Lackawanna Colleges. Courses currently available through Lackawanna are: Advanced Accounting, Algebra 3, Psychology, and CP Chemistry/Chem. Lab. Courses available through Keystone are: Advanced Accounting, AP Biology, AP Chemistry, AP European History, AP Government, AP Human Geography, AP Language and Comp, AP Literature and Comp, AP Calculus, AP United States History, Child Development, Digital Photography, Physics, Psychology, Spanish III and IV, Statistics and Probability and Trigonometry/Advanced Math. Course offerings and the participating colleges are subject to change from year to year. A limited number of dual enrollment courses may also be taken on campus. Tuition is currently \$100 per credit, all courses are 3-4 credits each, and funding is likely available year-to-year to cover at least a portion of each student's dual enrollment fees. The list of Dual Enrollment courses available year by year is subject to change

## **ADVANCED PLACEMENT COURSES**

The College Board's Advanced Placement Program enables willing and academically prepared students to pursue college-level studies - with the opportunity to earn college credit, advanced placement or both - while still in high school. A score of 3 or higher on an AP Exam can typically earn students college credit and/or placement into advanced courses in college. AP courses give students access to rigorous college-level work, but with the support of high school teachers and peers. Students build confidence and learn the essential time management and study skills needed for college and career success. Students have the opportunity to dig deeper into subjects that interest them, develop advanced research and communication skills, and learn to tap into their creativity, problem-solving and analytical skills to address course challenges. AP students learn what will be expected of them in college. Eight Advanced Placement Courses are currently offered (Biology, Chemistry, Calculus A/B, European History, U.S. History, U.S. Government, Language & Composition, Literature & Composition). Students with good attendance, strong academic backgrounds and an intrinsic desire to learn make quality AP candidates. AP-level students generally rank in the top quarter of their class, earn "A's" in the specific content area they are pursuing AP coursework in, and have above-average attendance. Advanced Placement courses will receive an additional weight of six percent on each student's course grade.

The enrollment process for Advanced Placement classes is detailed as follows:

- Students will express an interest in scheduling AP courses after being made aware of each course and its content and requirements.
- Students will be interviewed by the AP teacher. During the interview process the teachers will convey the AP philosophy and classroom guidelines and expectations, including workload and attendance requirements.
- The AP teacher will weigh recommendations from other teachers, past and current academic performance, attendance, standardized test scores and other appropriate data to make an objective and informed decision.
- After the interview process, the teachers will determine which AP course(s) will best fit each student.
- Students will be informed whether they were recommended for each course they are interested in. Enrollment may be limited by the number of seats available in each class relative to the number of interested students.
- The AP teacher will share required summer reading or additional course requirements before the end of the school year with identified students.

Early in the fall, the student and AP teacher will discuss whether taking the AP exam in the spring is in the student's best interest, and students will be required to commit to each exam in the fall, per College Board guidelines. Sitting for the exam is encouraged but not required. The cost of last year's AP exam was \$95 or \$53 for students who qualified for the reduced rate. Local "Community Foundation" and/or school district funding may be available to offset all or a portion of this fee; that information will be shared annually when the school district is made aware of its availability or lack thereof. Over the last several school years this supplemental funding has reduced and in some cases eliminated AP exam costs for students.

## **EARLY ADMISSIONS POLICY**

Students of the Montrose Area Junior/Senior High School may enter post high school institutions (either college or continuing education) prior to graduating from the Montrose Area Junior/Senior High School. This may be done on a full time or a part time basis at the expense of the parent/guardian. Contact the high school Principal at 570-278-6259 for further information.

## SCHEDULING / COURSE REQUESTS

Senior high students (grades 9 through 12) MUST fill their schedule with a MINIMUM of seven (7) full course periods per week plus physical education. **This is especially important considering the 25.4-credit requirement for graduation.** Teachers will make core course assignments and recommendations for students based on all available information. If students wish to select a different core course, they must meet with a counselor to request a change.

There are 9 periods in the school day with 1 being used for lunch – leaving 8 periods for scheduling classes. One other period will be reserved for PE. In 9<sup>th</sup> grade, PE will usually be offset with a study hall 4 of 6 days; in 10<sup>th</sup> grade, PE will be offset by Health and Driver Education 4 of 6 days; in 11<sup>th</sup> and 12<sup>th</sup> grade, PE will be offset by a study hall, and possibly by a Chemistry lab or partial-credit course like Anatomy and Physiology or Advanced First Aid. Extra study halls will not be scheduled.

In the 9<sup>th</sup> grade year, all students must take Advanced Computer Applications, Family & Consumer Science, and Personal Finance, each for 60 days. These courses are Graduation Requirement.

In the 10<sup>th</sup> grade year, all students must take Health and Driver Education, paired with Physical Education. These courses are Graduation Requirements.

Juniors in good standing who schedule an academically rigorous course load for their senior year (including multiple weighted or dual enrollment courses), particularly those who are members of National Honor Society and/or interested in careers in education, may request to be assigned to the Guidance Department as tutors and student mentors. These students can earn pass/fail elective credit and there may be other in-house internship opportunities available on occasion. Interested students should meet with Mrs. Ohmnacht as part of the scheduling process.

Montrose Area Junior/Senior High School operates on a 180-day calendar of 30 6-day cycles. The 180-day calendar is also divided into four 45-day marking periods.

Course credit is computed on the following basis:

One full-year course meeting 180 days for 42 minutes per day = 126 hours = 1 credit.

One course meeting for 4 of 6 days for the full year = 84 hours = .6 credit

One course meeting daily for ½ of the year, or 3 of 6 days for the full year = 63 hours = .5 credit

One course meeting for 2 of 6 days for the full year = 42 hours = .3 credit

One course meeting for 1 of 6 days for the full year = 21 hours = .2 credit

Course offerings may change based on teacher availability, student interest, scheduling conflicts, etc.

## S.T.E.A.M. CREDIT REQUIREMENT

All students are required to take a 4<sup>th</sup> year Math OR Science course. However, an approved STEAM course can be substituted. Approved STEAM courses are: A) One credit earned through any program at the SCCTC; B) Any full credit Computer Science Elective; C) Any Accounting Elective; D) Any Technology Education Elective with the exceptions of Introduction to Metal Technology and Introduction to Wood Technology; E) Any Music Elective with the exception of the first Choir or Band credits earned; F) Any Art Elective with the exception of Art 1; G) Environmental Science; H) Any Project Lead the Way-based Elective.

## REQUIREMENTS FOR GRADUATION HIGH SCHOOL CREDIT - GRADES 9 - 12

A minimum of 25.4 credits are required for graduation and they must be earned from 9<sup>th</sup> – 12<sup>th</sup> grade.

<u>Subject Area</u>	<u>Units of Credit</u>
English	4
Mathematics	3 / 4*
Science	3 / 4*
Social Studies	4
Physical Education	1.2
Health	.5
9 <sup>th</sup> grade Rotation (FACS, Personal Finance, Advanced Computer Applications) or equivalent	1
Driver Education	.2
STEAM Elective	1*
Other Elective or SCCTC Credits	<u>7.5</u>
<b>Total credits required for graduation</b>	<b>25.4</b>

\* Please refer to the STEAM requirement explanation on the prior page.

### NCAA-APPROVED COURSES AND THE NCAA ELIGIBILITY PORTAL

Students interested in competing in intercollegiate athletics at the Division I or Division II level are required to meet specific credit requirements for the NCAA as well as register through the NCAA Eligibility Portal (<https://web3.ncaa.org/ecwr3/>) and earn a high school diploma. A minimum of 16 specific credits in the prescribed categories must be earned for NCAA eligibility, with the course-specific GPA's listed below.

MAHS has almost 50 NCAA-approved courses, each labeled in this guidebook. Evidence that a student has met NCAA Division II academic requirements, regardless of participation in high school or collegiate athletics, may help meet Act 158 graduation pathways requirements (with a course-specific GPA of at least 2.0 / 76%). When scheduling high school courses, students are encouraged to take NCAA requirements into consideration. Taking at least two years of a foreign language and/or taking more than the minimum number of math or science credits helps students meet this 16-credit criteria.

#### **NCAA DIVISION I CREDIT REQUIREMENTS (2.3 / 78.5% core course-specific GPA):**

4 credits of English; 3 credits of Math (Algebra 1 or higher); 2 credits of Science (including a Lab science); 1 additional English, Math or Science credit; 2 credits of Social Science; 4 credits of English, Math, Science, Social Science and/or Foreign Language (16 total credits)

A minimum of 10 credits must be completed before the start of the senior year, and all credits must be completed within 4 years of high school (with the exception of Algebra 1 if completed in 8<sup>th</sup> grade).

#### **NCAA DIVISION II CREDIT REQUIREMENTS (2.2 / 77.5% core course-specific GPA):**

3 credits of English; 2 credits of Math (Algebra 1 or higher); 2 credits of Science (including a Lab science); 3 additional English, Math and/or Science credits; 2 credits of Social Science; 4 credits of English, Math, Science, Social Science and/or Foreign Language (16 total credits)



## KEYSTONE EXAM-RELATED GRADUATION REQUIREMENTS

For a student to graduate from public high school, Pennsylvania Department of Education regulations require each student in Pennsylvania to demonstrate proficiency in a variety of skills and content areas by earning the minimum number of approved credits delineated above, as well as demonstrating proficiency on each of three Keystone Exams (Algebra, Biology, Literature).

The Commonwealth of Pennsylvania's Act 158 of 2018 made significant changes to graduation requirements. For students graduating in 2023 and beyond, the following "Pathways to Graduation" options exist to meet this statewide requirement. It is important to note that students should make every effort to complete a pathway as early as possible, and success on the Keystone Exams, with repeated attempts to pass an exam if necessary being the focal point.

**Keystone Proficiency Pathway:** Score Proficient or Advanced on each Keystone Exam (Algebra, Literature, and Biology). Students who score "Advanced" on all three exams will be recognized as seniors for this accomplishment.

**Keystone Composite Pathway:** Earn a Composite (combined) Score of at least 4,452 points on the Algebra, Literature, and Biology Keystone Exams (while achieving at least one Proficient score and no Below Basic scores).

**Alternate Assessment Pathway:** Credit earned (or Proficient or Advanced Keystone Exam score) in Algebra 1 or Algebra 1B, Biology and 10<sup>th</sup> grade English (Keystone "trigger" courses or equivalent) and **one** of the following:

Attain the minimum required score on **one** of the following approved alternate assessments:

- SAT (1010), PSAT (970), ACT (21), ASVAB (31);
- Gold or Platinum level on the ACT WorkKeys Assessments (Applied Math, Graphic Literacy, and Workplace Documents);
- score of 3 or better on an Advanced Placement exam in an academic content area associated with each Keystone Exam on which the student did not achieve a Proficient/Advanced score.

**Or** provide evidence of **one** of the following accomplishments:

- successful completion of a Dual Enrollment course in an academic content area associated with each Keystone Exam in which the student did not achieve a Proficient/Advanced score;
- a letter of nonconditional acceptance in an accredited 4-year nonprofit institution of higher education (acceptance into a specific degree program/major);
- a letter of general admittance to an accredited 4-year nonprofit institution of higher education **and** evidence of a non-remedial college course schedule **or** evidence of the ability to enroll in college-level coursework, as defined by a high school GPA of at least 84% and a high school attendance rate of at least 90%.

**Evidence Based Pathway:** Credit earned (or Proficient or Advanced Keystone Exam score) in Algebra 1 or Algebra 1B, Biology **and** 10<sup>th</sup> grade English (Keystone “trigger” courses or equivalent) and **three** pieces of evidence consistent with the student's goals and career plans.

Evidence must include **at least one of the following:**

- Silver level or higher score on one WorkKeys Assessment (Applied Math, Graphic Literacy, or Workplace Documents), OR score of 3 or higher on an Advanced Placement exam approved to substitute for a specific Keystone Exam;
- A letter of nonconditional acceptance into an accredited **other-than-4-year** non-profit Institution of Higher Education (accepted into a specific degree program or major) **OR** conditional acceptance **AND** the ability to enroll in college-level coursework as defined by 1) a high school GPA of at least 80%, 2) a high school attendance rate of at least 85%, 3) credit earned on a math class following Algebra 1 and 4) credit earned in an 11<sup>th</sup> or 12<sup>th</sup> grade English class;
- attainment of an industry-recognized credential; or
- successful completion of a dual enrollment or postsecondary course.

Along with **two additional pieces of evidence**, including:

- additional evidence from the options listed above, or
- satisfactory completion of a pre-approved service learning project;
- attainment of a score of Proficient or Advanced on a Keystone Exam;
- a letter guaranteeing full-time employment upon graduation from high school or verification of military enlistment;
- a certificate of successful completion of a preapproved internship, externship or cooperative education program; or
- illustrating that NCAA Division II core course requirements have or will be met prior to graduation with a minimum core course GPA of 2.0 / 76%. Students need not participate in athletics to meet the core course requirements.

Please refer to the Guidance Department for forms, lists of requirements or required documentation related to the Evidence Based Pathway.

**CTE Pathway:** Students attending the SCCTC will have the option of meeting the following requirements in the event they don't meet the requirements of another pathway:

- Credit earned (or Proficient or Advanced Keystone Exam score) in Algebra 1 or Algebra 1B, Biology **and** 10<sup>th</sup> grade English (Keystone “trigger” courses or equivalent) **and**
- attain an industry-based competency certification related to the CTE Concentrator's program of study **or**
- demonstrate a **high likelihood of success** on an approved industry-based competency assessment (NOCTI/NIMS) or readiness for continued meaningful engagement in the CTE Concentrator's program of study by meeting at least four of the five following criteria areas as established by SCCTC:
  - Complete 2 courses as described by PDE
  - Course average: at least 85%
  - SCCTC attendance percentage: at least 85%
  - PDE approved Industry Credential earned
  - Complete course-specific task list items cross walked to the NOCTI/NIMS exam with an Advanced or Proficient rating

Students with Individualized Education Plans may, upon the recommendation of the District and in compliance with ESSA guidelines, be exempted from one or more of the Keystone trigger courses or corresponding exams based on the specific details of their learning needs. Those students may, as delineated in their I.E.P.'s, be held to separate graduation standards that align appropriately with their needs and abilities, even outside of Act 158 requirements. Per the Pennsylvania Department of Education, *“any student with a disability who satisfactorily completes a special education program developed by an individualized education program team under the Individuals with Disabilities Education Act and 22 Pa. Code Ch. 14 (relating to special education services and programs) that does not otherwise meet the requirements of Act 158 or Act 6 shall be granted and issued a regular high school diploma by the student’s LEA. Note: Students who graduate in this manner are not considered to have been granted waivers under Act 158.”*

*To accommodate a student in Grade 12 or a student who experiences extenuating circumstances (e.g., serious illness, death in the student’s immediate family, family emergency, frequent school transfers, transfer from out-of-state in grade 12), a chief school administrator [superintendent] may waive the Keystone Exam Proficiency requirements or alternative pathway graduation requirements. Students granted waivers are still required to successfully complete locally established, grade-based requirements for academic content areas associated with each Keystone Exam in order to graduate.”*

*“If it doesn’t challenge you, it doesn’t change you.”*

*— Fred DeVito*

# **CORE COURSE DESCRIPTIONS**

## **ENGLISH LANGUAGE ARTS**

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**All students grades 9-12 must successfully complete course requirements for four core English classes; electives do not satisfy the English credit requirement.**

**ENGLISH - GRADE 7** - Seventh grade English focuses on communication skills ranging from informal to formal writing, active listening and public speaking. Grammar, academic vocabulary, collaboration and self-assessment lessons are integrated into writing and speaking activities. Close reading, annotation and critical-thinking skills are consistently applied throughout the course. Topics focus on life lessons, character development and essential questions from the Pearson myPerspectives resources.

**READING - GRADE 7** - The goal of Seventh Grade Reading is to provide a student-centered learning environment that allows students to analyze text, cite evidence and respond critically to many different genres including multimedia. Students work through units centered around the themes of Turning Points, Facing Adversity, A Starry Home, Generations and People and The Planet. Vocabulary studies and literary techniques are embedded in these units. Students will take ownership of their learning through goal setting, reflection and collaborative activities that allow for whole class, small group and independent learning.

**ENGLISH - GRADE 8** - Eighth grade English focuses on communication skills ranging from informal to formal writing, active listening and speaking. Grammar, academic vocabulary, collaboration and self-assessment lessons are integrated into reading, writing and speaking activities. Building background knowledge, analysis of texts, annotation (talking-to-text) and critical-thinking skills are consistently applied throughout the course. Topics focus on life lessons, character development and essential questions primarily from the Pearson myPerspectives resources.

**READING - GRADE 8** - Eighth grade Reading focuses on developing skills in reading, writing, speaking and listening using a variety of resources including those from the Pearson myPerspectives collection. Students work through units centered around Human Intelligence, The Holocaust and Invention. They learn as a whole class, in small groups and individually to build background knowledge, analyze text and respond critically to a variety of texts including short stories, memoirs, news articles, plays and poetry. Vocabulary lessons are included throughout these units. Assessments include traditional tests and quizzes, writing assignments, presentations and projects.

**ENGLISH - 100 - GRADE 9** - Ninth grade English focuses on continued growth in the reading, writing, speaking, and listening skills using the Pearson myPerspectives program. Students will work through a variety of units that discuss diverse voices in literature, stories of survival, the writing of the Civil Rights era, an introduction to Shakespeare, and the study of post-apocalyptic dystopian writing. Essay and narrative writing will also be completed in addition to the analysis of literature. Vocabulary and grammar lessons are included throughout these units. Assessments include tests, quizzes, writing assignments, presentations, and projects. **NCAA-approved course**

**HONORS ENGLISH - 101 - GRADE 9** - The goal of honors English 9 is to provide an even more challenging instructional environment that allows students with advanced skills to pursue the ninth grade English curriculum in greater depth. Students can expect this class to be fast-paced, reading and writing intensive, and requiring them to use higher-order thinking skills. Honors English 9 will

extensively utilize the Pearson myPerspectives program to work through a variety of units, as well as the study of grammar and vocabulary. Essay and narrative writing will be completed in addition to the analysis of literature. Students will complete assessments such as tests, quizzes, writing assignments, presentations, and projects. Please take note of “Honors Courses” information found on page 3. **NCAA-approved course**

**ENGLISH - 105 - GRADE 10** - The tenth-year English curriculum enlists the four communication skills of reading, writing, listening and speaking. Emphasis will be placed on oral reading, vocabulary, writing, and public speaking skills. Instruction in MLA style will be continued from a 9<sup>th</sup> grade focusing on a basic break down of research skills, including internal citation. Students will take the Keystone Literature Exam at the conclusion of this course. **NCAA-approved course**

**C.P. ENGLISH - 103 - GRADE 10** - The tenth-year English curriculum enlists the four communication skills of reading, writing, listening and speaking. The study of composition is emphasized through the teaching of writing as a step-by-step process. Students will practice research skills and presentation of research according to MLA style. Students will also read a variety of major works, often relating to content and themes being explored in other units or courses of study. Novels to be read include *Frankenstein*, *The Scarlet Letter* and *To Kill a Mockingbird*. Students will take the Keystone Literature Exam at the conclusion of this course. **NCAA-approved course**

**HONORS ENGLISH - 104 - GRADE 10** - This reading and writing intensive course explores the grade 10 English curriculum at a faster pace and in greater depth. It is designed to prepare students for the rigor of Advanced Placement courses. Additional texts and activities are utilized, promoting higher-order thinking and greater emphasis on public speaking, interpersonal communication and more sophisticated writing. Novels to be read include *Frankenstein*, *The Scarlet Letter* and *To Kill a Mockingbird*. Students will take the Keystone Literature Exam at the conclusion of this course. Please take note of “Honors Courses” information found on page 3. **NCAA-approved course**

**ENGLISH - 107 - GRADE 11** - A survey of American literature forms the basis of this year's work. Emphasis is placed on definition and recognition of literary terms, incidental vocabulary, spelling, oral reading, and literary genres. Students will also complete an MLA research paper. **NCAA-approved course**

**C.P. ENGLISH - 106 - GRADE 11** - A survey of American literature forms the basis of this year's work. Detailed attention is focused on comprehension, interpretation, evaluation, and appreciation of what is read. Vocabulary studies, literary techniques, text annotation, and development of critical facilities all open the way to mastery of college preparatory work. Composition skills and a general review of mechanics are covered. Students will also complete an MLA research paper. **NCAA-approved course**

**HONORS ENGLISH - 112 - GRADE 11** - This course covers close readings of novels, excerpts, poems and plays. Literary analysis tests assess progress. Critical thinking skills are developed via in-depth discussion and debate, based on extensive reading and writing assignments. Word studies include vocabulary and specific literary terminology. Honors English is for students who anticipate taking an A.P. English course as a senior. Please take note of “Honors Courses” information found on page 3. This Honors course can be requested as an elective for Juniors who are taking AP Language and Composition and who intend to take AP Literature and Composition as Seniors. **NCAA-approved course**

**ENGLISH - 110 - GRADE 12** - This course includes a survey of English literature. Readings will include but are not limited to: *Beowulf* and *Macbeth* as well as non-fiction selections like *Into the Wild* and *The Story of a Shipwrecked Sailor*. Emphasis is placed on composition skills, including sentence structure, paragraphing, word choice, mechanics, and vocabulary development. **NCAA-approved course**

**C.P. ENGLISH - 109 - GRADE 12** - This course includes a survey of English and World literature beginning in ancient times and continuing to modern times; Readings will include but are not limited to: *Beowulf*, *Macbeth*, *1984*, *The Story of a Shipwrecked Sailor* and *Into the Wild*. Romanticism, Realism, and Naturalism will also be studied. Emphasis is placed literary analysis as well as composition skills, including sentence structure, paragraphing, word choice, mechanics, and vocabulary development. **NCAA-approved course**

**A.P. ENGLISH LANGUAGE AND COMPOSITION - 111 - GRADES 11/12** - This course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. This AP English course is geared toward students who plan to take the AP Examination at the end of the year. Students who seek enrollment will be required to complete a summer assignment. Please take note of "Advanced Placement Courses" information found on page 4. \*Dual Enrollment **NCAA-approved course**

**A.P. ENGLISH LITERATURE AND COMPOSITION - 113 - GRADE 12** - The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. It engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style and themes, as well as the author's use of figurative language imagery, symbolism and tone. Writing assignments may include expository, analytical and argumentative essays that require students to analyze, interpret, compare or contrast literary works. The course is geared toward students who plan to take the AP examination at the end of the year. Students who seek enrollment will be required to complete a summer assignment. Please take note of "Advanced Placement Courses" information found on page 4. \*Dual Enrollment **NCAA-approved course**

**PUBLIC SPEAKING AND DRAMA - 118 - GRADES 9/10/11/12** - This elective course is for students looking to develop their skills in front of an audience. The goal is to prepare students to succeed in the public speaking classes require in some colleges. It is a project-based class, with students developing speeches, presentations, and scenes/monologues both in written form and then shared in front of classmates. While most of the work is independent, there are a few group projects as well. The class will be focused on the qualities of a good speech and its presentation as well as building confidence and on-your-feet/improvisational thinking skills. The course DOES NOT reduce the English course requirement.

**JOURNALISM - 115 - GRADES 9/10/11/12** - This elective course is designed for students who are creative, like to write, are interested in improving their writing skills and who have an interest in promoting their peers and the school district. Specific areas to be emphasized include media law and ethics, researching, interviewing, news and feature writing, sports writing, photography, layout and design, and copyediting. Through the production of the school newspaper, the *Meteor Chronicle*, as

well as *The Meteor Bulletin*, a student-produced blog, students will learn to develop stories, meet deadlines, and manage time. Students will be encouraged to partner with and contribute to other local publications, and web-based content will also be explored. Students will also learn the importance of individual responsibility as well as teamwork. Time after school may be required to meet submission and production deadlines. The course DOES NOT reduce the English course requirement. **NCAA-approved course**

**ADVANCED JOURNALISM - 114 - GRADES 10/11/12** - This course is for students who have successfully completed Journalism. Advanced Journalism builds on the skills learned in Journalism, with a focus on more sophisticated writing, in-depth analysis and peer editing. Students will continue to work on the *Meteor Chronicle*, but advanced students will be expected to develop more challenging stories and some advanced students will also serve in editorial positions on the newspaper staff, thereby developing leadership skills. Students will be encouraged to partner with and contribute to other local publications, and web-based content will also be explored. Time after school will be required to meet submission and production deadlines. The course DOES NOT reduce the English course requirement.

**ESL PROGRAM – (must qualify for program)** The English as a Second Language Program is to develop academic literacy and oral skills through a reading, writing, speaking and listening program. The students read, write and discuss the content of their regular education classes. The students are learning language through content. The goal of the program is to help the students develop critical thinking skills as well as written and oral communication skills.

SEE COURSE SEQUENCE CHART IN THE BACK OF THE COURSE SELECTION GUIDE.

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## MATHEMATICS

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**All students grades 9-12 must successfully complete course requirements in three different math courses. In addition, all students are required to take a 4<sup>th</sup> year Math or Science course. However, an approved STEAM course can be substituted. See page 5 for details.**

**PRE-ALGEBRA - GRADE 7** - This course is reserved for 7th grade students who have met the district-selected criteria, as an opportunity to prepare students to take Algebra I in 8th grade. It will be an accelerated course of both Grade 7 and 8 Mathematics content as described below and will proceed at a rapid pace.

**MATHEMATICS - GRADE 7** - This course presents mathematics as a cumulative, unified subject directly relevant to real world connections. It progressively develops all important mathematics topics, including whole numbers, fractions, decimals, integers, measurement, proportion, percent, number theory, statistics, probability, geometry, logical reasoning and pre-algebra.

**SUPPLEMENTAL MATH - GRADE 7 - Meets 3-4 days out of the 6-day cycle** - This course is designed to assist students in gaining proficiency of the 7<sup>th</sup> grade Pennsylvania Core Standards. All 7<sup>th</sup> grade students will be enrolled in this course, with the exception of students whose individual academic needs call for a different course of action. An emphasis on using web-based resources to promote differentiation and personal growth will be stressed. Topics to be covered include Numbers and Operations, Algebraic Concepts, Geometry, and Data Analysis and Probability.

**MATHEMATICS - GRADE 8** - This course is an introduction to the concepts of Algebra thus acting as a pre-algebra course in nature. Students will understand and apply congruence, similarity, and transformations of geometric figures using various tools. Students will solve linear equations whose solutions require expanding expressions using the distributive property. Course offers operations with numbers expressed in scientific notation. Students will understand and apply the Pythagorean Theorem. Course will apply the concepts of volume of cylinders, cones, and spheres to solve real-world and mathematical problems. Students will apply concepts of radicals and integer exponents to generate equivalent expressions. This course will help students understand the connection between proportional relationships, lines and linear equations with an emphasis on analyzing, graphing, creating, and solving linear equations. Pairs of linear equations will be solved. Students will define, evaluate, model relationship between quantities, and compare functions. Students will review all operations using rational numbers and distinguish rational numbers from irrational numbers using their properties.

**SUPPLEMENTAL MATH - GRADE 8 - Meets 3-4 days out of the 6-day cycle** – - This course is designed to assist students in gaining proficiency of the 8<sup>th</sup> grade Pennsylvania Core Standards. All 8<sup>th</sup> grade students will be enrolled in this course, with the exception of students whose individual academic needs call for a different course of action. An emphasis on using web-based resources to promote differentiation and personal growth will be stressed. Topics to be covered include Numbers and Operations, Algebraic Concepts, Geometry, and Data Analysis and Probability.

**ALGEBRA I - 301** - The course begins with a fast-paced review of real numbers, algebraic notation, and simple linear equations. Algorithms for more complex linear equations are added. The course then develops graphing techniques for those same equations and inequalities in two unknowns. The second half of the course covers functions, systems of equations, exponents, radicals, polynomials, and introduction to factoring. Students will take the Keystone Algebra Exam at the conclusion of this course. **NCAA-approved course**

**ALGEBRA IA - 300** - This is the first of two consecutive courses which each the concepts of the Algebra I course. This course is designed for students who need Algebra I concepts but taught at a slower pace. Topics covered are real numbers, algebraic notation and simple linear equations and inequalities. Algorithms for more complex linear equations are added. The course then develops graphing techniques for those same equations and inequalities in two unknowns. Systems of linear equations will also be covered. **NCAA-approved course ½ credit**

**ALGEBRA IB - 302**- This course will follow Algebra IA and covers the remaining topics from the Algebra I course not covered in Algebra IA. The course begins with a fast-paced review of Algebra IA topics. The course then covers functions, exponents, radicals, statistics and probability, polynomials and an introduction to factoring. Students will take the Keystone Algebra Exam at the conclusion of this course. **NCAA-approved course ½ credit**

**ALGEBRA 2 - 304** - This course will follow Algebra IB or Algebra I and is for the student needing the second course of Algebra at a slower pace. The course begins with a review of equations, inequalities, and absolute value, then extends to linear, polynomials and quadratic relations and functions. Rational expressions as well as systems of linear equations and their applications are also covered. Students completing Algebra 1 who do not score a “Proficient” or “Advanced” on the Keystone Algebra exam may be required to schedule Algebra 2 instead of a Geometry course in order to receive Algebra remediation before retaking the Keystone exam. **NCAA-approved course**



**ALGEBRA II - 305** - This course begins with a review of equations, inequalities, absolute value, systems of linear equations and their applications, then extends to linear, quadratic and polynomial relations and functions, as well as exponential and logarithmic functions. Rational expressions are also covered. **NCAA-approved course**

**ALGEBRA 3 AND BASIC TRIG - 306** - This is the next sequential course after Algebra 2 and begins with the linear equations and inequalities, which leads into quadratic, exponential and logarithmic functions. Trigonometry units follow with functions that involve Right Triangle Trigonometry and graphing Trigonometric Functions. Trigonometric identities and oblique triangle concepts are developed. Continuing development of problem-solving skills and real-world connections are emphasized throughout the course. The conclusion of the course involves Matrices, Analytic Geometry, and as time permits, Probability. \*Dual Enrollment **NCAA-approved course**

~~**KEYSTONE ALGEBRA/APPLIED GEOMETRY - 314 GRADE 11** - A required course for any 11th grade student who did not earn a proficient or advanced score on the Algebra Keystone Exam. The first half of the year will review Algebra I concepts assessed on the Algebra Keystone Exam. The second half of the year will cover basic Geometry concepts and their applications. This course will not be offered in the 2024-2025 school year.~~

**GEOMETRY - 303** - Proofs of theorems and applications of these theorems constitute the main topics covered in geometry. Traditional topics of congruency, similarity, polygons, coordinate geometry, and right triangles are introduced and developed. Areas and volumes are calculated. Constructions of segments, angles and polygons are included along with real world connections. **NCAA-approved course**

**INFORMAL GEOMETRY - 307** - This course is to follow Algebra 2 or Algebra II. This course may also follow Algebra 1B if the student has scored proficient or advanced on the Algebra I Keystone Exam. The geometric concepts developed in this course include lines, quadrilaterals, similarity, circles, and right triangles. The basic trigonometric functions will be defined and developed for right triangles. Areas and volumes of spatial figures will be calculated. Graphs in the coordinate plane complete the course. There is a strong emphasis in this course on developing problem-solving skills and real-world connections.

**TRIGONOMETRY/ADVANCED MATH - 308** - During the first semester, trigonometry is developed in both application and theoretical situations. The Advanced Mathematics topics are a continuation of algebra topics, which include equation theory, matrices, sequences and series, probability, logarithms and exponents, and an introduction to pre-calculus topics. Graphing calculators are provided for use within the classroom. \*Dual Enrollment **NCAA-approved course**

**CALCULUS - 309** - Any student wishing to take Calculus must have teacher recommendation and maintain at least an 84% average in Trigonometry/Advanced Mathematics. After a review of functions and the Cartesian plane, the limit concept is introduced and developed. Derivatives and their application follow, with graphing concepts emphasized. An introduction to integration and its application will complete the course. A graphing calculator will be provided for student use throughout the course. **NCAA-approved course**

**A.P. CALCULUS A/B - 310** - The approved College Board syllabus for the AP Calculus A/B exam will be followed in this course. It allows for the necessary topics to be completed prior to the Advanced Placement exam in May. The pace for the course will be accelerated compared to Calculus. Preparation on test questions comparable to the actual Advanced Placement exam will be part of the course. A graphing calculator will be provided for student use throughout the course.

The course is designed for students intending to take the AP exam at the end of the school year. Students who seek enrollment may be required to complete a summer assignment. Please take note of “Advanced Placement Courses” information found on page 4. **\*Dual Enrollment NCAA-approved course**

**STATISTICS - 311** - This is a highly recommended math elective for college-bound seniors who have progressed at least through Algebra II. The course includes measures of central tendency, probability, frequency, variability and data analysis, including various plots and graphs. Numerous real-world connections will be made. **\*Dual Enrollment NCAA-approved course**

**CONSUMER MATH - 317 - GRADE 12** - In this course, students will explore the many ways in which mathematics impacts their daily lives. It is designed to help students develop and improve the math skills that are most directly related to their futures as wage earners and contributors to their households. Students will develop math skills needed to become intelligent consumers in today’s society. Topics will include the mathematics of personal income, buying a car and related expenses, credit and credit scores, unit pricing, discounts and mark-ups, banking, budgeting, investments, and taxes. This course is reserved for seniors; underclassmen may be allowed to schedule this class in certain circumstances with administrative approval.

SEE COURSE SEQUENCE CHART IN THE BACK OF THE COURSE SELECTION GUIDE.

## SCIENCE

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**All students grades 9-12 must successfully complete requirements in Earth Science, Biology and a third science including Applied or C.P. Chemistry, Physics, or Practical Physical Science. In addition, all students are required to take a 4<sup>th</sup> year Math or Science course. However, an approved STEAM course can be substituted. See page 5 for details.**

**LIFE SCIENCE - GRADE 7** - Seventh grade science covers several units that target performance expectations in the STEELS standards. The units build on knowledge learned in previous units while supporting the development of the three dimensions of the STEELS standards, disciplinary core ideas (DCIs), crosscutting concepts (CCCs), and science and engineering practices (SEPs) coherently. Content covered includes chemical reactions and matter, chemical reactions and energy, metabolic reactions, matter cycling and photosynthesis, ecosystem dynamics, and Earth’s resources and human impact.

**PHYSICAL SCIENCE - GRADE 8** - This course is designed to provide students with a solid foundation regarding the nature of science, physics and chemistry. The topics and laboratory experience provided are geared to the junior high school level.

**EARTH SCIENCE - GRADE 9** - This course covers various topics including astronomy, meteorology, Earth’s cycles, forces within plate tectonics and mountain building, structure of the Earth, energy, geologic history and Earth resources. Projects and activities will engage students in an active classroom environment. **NCAA-approved course**

**HONORS EARTH AND SPACE SCIENCE - 410 - GRADE 9** – This course is designed for students interested in an experience that is faster paced, more challenging, covers topics in greater depth, and includes a greater emphasis on reading and writing skills. This course covers topics relating to the composition of Earth, surface processes on Earth, meteorology, the atmosphere and the oceans, plate tectonics and volcanism, geologic time, resources and the environment, our solar system and universe. Please take note of "Honors Courses" information found on page 3. **NCAA-approved course**

**BIOLOGY - 402 - GRADE 10** - This course covers the same material listed for College Prep Biology, but the curriculum is designed for the student who does not plan on attending a 4-year college. Students will take the Keystone Biology Exam at the conclusion of this course. **NCAA-approved lab course**

**C.P. BIOLOGY - 403 - GRADE 10** - This course is designed to give college-bound students a greater understanding of the biological world. The curriculum is detailed and the student is responsible for daily review of classroom topics. Classroom work will be supplemented with readings and laboratories. Topics taught include: biochemistry, cellular energy, genetics, evolution and ecology. Students will take the Keystone Biology Exam at the conclusion of this course. **NCAA-approved lab course**

**APPLIED CHEMISTRY - 407 - GRADES 11/12** - This course is designed to introduce students to chemical behavior in everyday life. It is designed for students less likely to pursue post-graduate education in a traditional 4-year college setting but lends itself well to post-graduate studies and training in health and human services, agriculture, environmental studies and a variety of industries requiring testing and laboratory support. Applied Chemistry will give students a better understanding of matter and its composition, structure, properties and changes. Concepts covered in this class are similar to those covered in C.P. Chemistry with simplified mathematics and modified lab experiments. Topics include measurement, properties of matter, atomic structure, the periodic table, chemical bonding, chemical reactions, gas laws and nuclear chemistry. **NCAA-approved lab course**

**C.P. CHEMISTRY - 404 - GRADES 11/12** - This course is designed not only to give students a deeper understanding of the physical world around them, but also to help them become better problem solvers. The following areas are studied in depth: structures and bonding, states of matter, chemical reactions and physical changes, types of compounds, and many mathematical relationships. Students view many demonstrations and perform many hands-on experiments throughout the year to supplement practical and technical learning. \*Dual Enrollment **NCAA-approved lab course**

**A.P. CHEMISTRY - 409 - GRADE 12** - This course provides the opportunity for secondary school students to experience and perhaps receive college credits to college level chemistry. This is a course that demands a lot from students. It requires students to have one year of college prep chemistry. Students will be involved in lecture and also in as much laboratory work as possible, as lab is an integral part of college chemistry. AP Chemistry will build on concepts taught in first year chemistry. The students will accumulate facts that enable them to comprehend the development of chemical principals, utilize these principals, and relate to all chemical matters. Students who seek enrollment will be required to complete a summer assignment. Please take note of "Advanced Placement Courses" information found on page 4. \*Dual Enrollment **NCAA-approved lab course**

**PHYSICS - 405 - GRADES 11/12** - This course is a laboratory science with emphasis both on theory and application in mechanics, heat, light, sound, electricity and modern physics. Since Physics is a mathematical science, students are expected to have completed Algebra II prior to taking this course. \*Dual Enrollment **NCAA-approved lab course**

**A.P. BIOLOGY - 406 - GRADES 11/12** - This course is designed to be the equivalent of an introductory biology course at the college level. Topics covered include chemistry of life, cells, cell energetics, heredity, genetics, evolutionary biology, structure and function of plants and animals, and ecology. AP Biology is a rigorous course that places greater expectations on the student and holds the student to a higher standard. A laboratory component of the course will emphasize concepts covered in lecture, readings, and discussion. Students who seek enrollment will be required to complete a summer assignment. Please take note of “Advanced Placement Courses” information found on page 4. **\*Dual Enrollment NCAA-approved lab course**

**PRACTICAL PHYSICAL SCIENCE - 408 - GRADES 11/12** – This hands-on course is primarily designed to benefit students who are interested in attending a technical or trade school, learning a trade, earning an Associate’s degree or joining the military. It includes instruction in the fundamental concepts of physics with applications to daily life along with an emphasis on alternative energy technologies. Physics topics range from measurement, motion, force, torque, rotation, momentum, work, energy, power, machines, thermodynamics, waves, sound, light, electricity and magnetism. Topics in renewable energy technology may include photovoltaic, solar thermal, geothermal, hydroelectric, wind, wave and tidal energies, along with natural gas technology. Much of the content relates very well to in-demand careers in our region and SCCTC training and content. **NCAA-approved lab course**

**ENVIRONMENTAL SCIENCE - 401 - GRADES 11/12** - Environmental Science is an elective course open to Juniors and Seniors. This course is designed to cover various topics including but not limited to forestry, wildlife, aquatic ecology, and soil/land use. Ecology, conservation, management and stewardship, regulations and identification will be emphasized for each unit of study. Practical application includes identification of trees, birds, mammals, reptiles and ecosystems found in Pennsylvania, as well as an emphasis on protected species and ecosystems and understanding soil properties and analysis. Participation in the Envirothon Club will be strongly encouraged. Prerequisite courses are Earth Science and Biology. Environmental Science is considered a STEAM elective but will not replace the requirement to earn credit for a “3<sup>rd</sup>” Science course. **NCAA-approved course**

SEE COURSE SEQUENCE CHART IN THE BACK OF THE COURSE SELECTION GUIDE.

***“Challenge yourself. It’s the only path which leads toward growth.”  
-Morgan Freeman***

## SOCIAL STUDIES

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**All students grades 9-12 must successfully complete course requirements for four core Social Studies classes.**

**WORLD GEOGRAPHY - GRADE 7** - The emphasis of this course is to develop student understanding and appreciation of the relationship between physical and human geography. The primary objective of this class is for students to develop an understanding of the physical development and functions of planet Earth. Additional areas of focus will include how people of various cultures interact with the physical world and how these cultures have evolved because of this relationship.

**CIVICS & EARLY AMERICA - GRADE 8** This course will provide a foundation in the American Revolutionary period and the Constitution Era as a basis for the review of civics and American government. It will examine the U.S. government including the study of the democratic process, powers of government, rights of citizens, federal and state laws. An emphasis will be placed on important documents in American history including the Declaration of Independence, the US Constitution and the Bill of Rights.

**U.S. HISTORY I - 501 - GRADE 9** - This course is a survey of American History from 1800 to 1900, focusing on American social, intellectual, political, economic and diplomatic institutions. Major topics in the course include Jacksonian Democracy, the Civil War, Reconstruction, Immigration, Industrialization, and Imperialism. **NCAA-approved course**

**HONORS U.S. HISTORY I - 502-GRADE 9** - The 9<sup>th</sup> grade Honors course provides a challenging and comprehensive analysis of American heritage from the early 19<sup>th</sup> century through Imperialism. This program differs from the U. S. History I course in that it provides a more rigorous and in-depth examination of each theme, with an increased focus on higher-order thinking skills including a more intensive reading and writing approach to the subject matter. Please take note of the “Honors Courses” information found on page 3. **NCAA-approved course**

**U.S. HISTORY II - 504 - GRADE 10** - This course stresses American history from 1914 through the 21<sup>st</sup> century. Cultural and political themes are emphasized, as well as civil rights and relevant current events through examination of the growth and development of the modern United States. **NCAA-approved course**

**HONORS U.S. HISTORY II - 505 - GRADE 10** - This course is reading and writing intensive and is recommended for students considering taking AP courses. It offers an in-depth exploration of American History from 1914 through the 21<sup>st</sup> Century. Cultural and political themes are emphasized, as well as civil rights and current events relevant to the growth and development of the modern United States. Please take note of the “Honors Courses” information found on page 3. **NCAA-approved course**

**A.P. US HISTORY – 516 – GRADE 10** - This advanced course in U.S. History prepares the student for the A.P. US History exam for college credit. The AP U.S. History course is a study of the cultural, economic, political, and social developments that have shaped the United States from c. 1491 to the present. Students will analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments. This course may be taken in place of Honors US History II. Students who seek enrollment will be required to complete a summer assignment. Please take note of the “Advanced Placement Courses” information found on page 4. \*Dual Enrollment **NCAA-approved course**

**MODERN WORLD HISTORY - 507 - GRADE 11-** This course will be a survey history of the modern world, exclusive of the United States. The time period covered will be from 1750 through the present. Events will be examined through a European perspective but will include global issues. Student awareness of cultural differences and global issues will be emphasized while discussing current events within their historical frameworks. **NCAA-approved course**

**C.P. MODERN WORLD HISTORY - 506 - GRADE 11 -** This course will be a survey history of the modern world, exclusive of the United States. The time period covered will be from 1750 through the present. Events will be examined through a European perspective but will include global issues. The C.P. course will involve more independent work and focus on better preparing students for college acceptance. Coursework will emphasize more challenging reading, include more intensive writing, and will facilitate the development of higher-level critical thinking skills. **NCAA-approved course**

**A.P. EUROPEAN HISTORY - 517 - GRADE 11 –** This is an advanced course in European Cultures taught at a college freshman level to prepare students for the A.P. exam for college credit. In AP European History students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. This course may be taken in place of C.P. Modern World History or potentially as a 12<sup>th</sup> grade elective. Students who seek enrollment will be required to complete a summer assignment. Please take note of the “Advanced Placement Courses” information found on page 4. \*Dual Enrollment **NCAA-approved course**

**AMERICAN GOVERNMENT - 510 - GRADE 12 -** This course in contemporary American culture takes a political approach to analyze current American life and government. The course studies the structure and process of American government and politics, both historically and through relevant contemporary issues and current events. **NCAA-approved course**

**C.P. AMERICAN GOVERNMENT - 509 - GRADE 12 -** This course in contemporary American culture takes a political approach to analyze current American life and government for students on the path to higher education. Emphasis is on analytical, research, and communication skills. Content focuses on the Constitutional structure of American government, and processes of American politics, both historically and through relevant contemporary issues and current events. **NCAA-approved course**

**A.P. U.S. GOVERNMENT AND POLITICS - 518 - GRADE 12 -** This advanced course in U.S. Government prepares the student for the A.P. American Government exam for college credit. The AP U.S. Government and Politics course involves the study of democratic ideals, the balance of power, and tension between the practical and the ideal in national policymaking. Students analyze and discuss the importance of various constitutional principles, rights and procedures, institutions, and political processes that impact us as citizens. This course will be taken in place of the C.P. U.S. Government. Students who seek enrollment will be required to complete a summer assignment. Please take note of the “Advanced Placement Courses” information found on page 4. \*Dual Enrollment **NCAA-approved course**

**PSYCHOLOGY - 515 - GRADE 11/12 -** This course is designed to mirror the college-level Introduction to Psychology courses required in most fields of study. The course enhances the student’s understanding of human development and behavior. Content includes a study of the foundations of the field through historical analysis, application to current events, and examinations of multiple perspectives on a variety of psychological issues and theories. The course DOES NOT reduce the Social Studies requirement. \*Dual Enrollment **NCAA-approved course**

**SOCIOLOGY/CURRENT EVENTS - 519 - GRADE 11/12** - This course will focus on the impact of social, political and economic issues and the role of the U.S. in global issues. Topics will include globalization, international trade, terrorism, political strife, human rights, environmental issues, and the challenges associated with developing policy to address these issues. The course will also cover principles of sociology including social structure and society, inequalities of race, ethnicity, gender, and age, political and economic institutions, population and urbanization, and evolving social changes around the globe. Current events will be incorporated into class to reinforce class content and promote deeper understanding. This course **DOES NOT** reduce the Social Studies requirement. **NCAA-approved course THIS COURSE MAY BE OFFERED EVERY OTHER YEAR. THIS COURSE WILL BE OFFERED FOR THE 2024-2025 SCHOOL YEAR.**

**AP HUMAN GEOGRAPHY – 520 – GRADE 11/12** – This advanced course in human geography prepares the student for the A.P. Human Geography exam for college credit. It is equivalent to an introductory college-level course in human geography. As such, students are expected to read college-level texts and write grammatically correct, complete sentences. The course focuses students on the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012). Students who seek enrollment will be required to complete a summer assignment. Please take note of the “Advanced Placement Courses” information found on page 4. \*Dual Enrollment **NCAA-approved course THIS COURSE MAY BE OFFERED EVERY OTHER YEAR. THIS COURSE MAY BE OFFERED FOR THE 2024-2025 SCHOOL YEAR.**

SEE COURSE SEQUENCE CHART IN THE BACK OF THE COURSE SELECTION GUIDE.

**“Imagination is the spark that ignites the fire of creativity.”**

Richard L. Peterson

# SPECIALTY COURSE DESCRIPTIONS

## ART

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**ART - GRADE 7** - A 45-day course that explores various techniques involved in the production of art in a two or three-dimensional context.

**ART 1 - 850 - GRADES 9/10/11/12** - The first year of the curriculum will consist of work based on the Elements of Art and the Principles of Design. A wide variety of materials will be used including both two- and three-dimensional media. Upon completion of this course, the student will have a general knowledge of art and be prepared to pursue advanced level art courses in the curriculum.

**ART 2 - 851 - GRADES 10/11/12 - (Pre-requisite Art 1)** The second year of the curriculum is designed to look at art and the production of art in a more in-depth way. Both two- and three-dimensional areas will be explored, and a variety of media will be used. Possible choices for class work may include drawing, painting, printing, ceramics, sculpture and mixed media.

**STUDIO ART CONCENTRATION - 852 - GRADES 11/12 - (prerequisite Art 2 or with teacher recommendation).** Formerly ART 3/4. This studio course is for the experienced art student who is self-guided in their practice and looking for time and space to explore ideas and develop their own creative voice. Students will choose a maximum of four distinct areas of art or art mediums to explore on a deeper level, with lessons designed by the instructor to meet specific student interests and goals. Through experimentation and material exploration, students will develop their skills, techniques, and own personal style. The teacher will provide guidance and assist the student in exploring and creating art to their highest potential. Students with an interest in ceramics are encouraged to schedule the Ceramics course, as clay will not be an available medium for this course. This course may be taken more than once with teacher permission.

**WORLD CRAFTS - 855 - GRADES 10/11/12 - (prerequisite Art 1)** Formerly CONTEMPORARY CRAFTS. In this hands-on course, we will travel the globe and investigate traditional and contemporary crafts created by different cultures around the world. Through art making experiences, students will become more aware of the ways in which individual crafts are a reflection of the people and societies who create them. Students will develop an appreciation for craftsmanship by exploring various techniques used in different cultures as they produce art objects that are both functional and decorative. This course provides students with an opportunity to develop skills in a diverse range of art materials including clay, textiles, glass, paper and more while exploring thousands of years of human artistic expression. Class size limited to 16 students.

**CERAMICS - 857 - GRADES 10/11/12 - (Pre-requisite Art 1)** - This is an introductory full-credit studio course for students who wish to explore the ancient craft of working with clay. Our primary focus will be on the hand building techniques of pinch, coil and slab, but students will be introduced to wheel throwing and various other sculptural techniques to create both functional and non-functional forms. Emphasis will be placed on the design elements: line, shape, texture, form and color. Because of the nature of the materials used in this course, all clay work must be done in class. Class size is limited to 12 students.

**PAPER AND BOOK ARTS - 860 - GRADES 10/11/12 - (Pre-requisite Art 1)** Paper will take center stage in this class. Over the course of the school year students will fold, curl, bend, press, cut, sculpt, mold, recycle, decorate, and transform this everyday material into a variety of two- and three-dimensional art forms. Techniques covered may include quilling, origami, paper models, embossed, marbled and handmade paper, as well as altered and handmade books. Emphasis will be placed on



craftsmanship, creativity, growth, and the design concepts involved in producing art. This course must be taken in conjunction with Fiber Arts and is a ½ credit course. **THIS COURSE MAY BE OFFERED EVERY OTHER YEAR. THIS COURSE WILL BE OFFERED FOR THE 2024-2025 SCHOOL YEAR.**

**FIBER ARTS - 859– GRADES 10/11/12 – (prerequisite Art 1)** This course will provide students with an introduction to Fiber Arts and will focus on creating two and three -dimensional pieces using natural and synthetic fibers such as fabric and yarn. Students will experiment with a variety of fiber techniques that may include weaving, crochet, embroidery, felting, knitting, macrame, rug making, quilting, sewing, basketry, fabric collage, experimental surface design, dying, and fabric printing. Many of the techniques can be applicable to wearable art and 3-D forms. Emphasis will be placed on the history of fiber arts, creative design concepts, craftsmanship, and skillful use of materials. This course must be taken in conjunction with Paper and Book Arts and is a ½ credit course. **THIS COURSE MAY BE OFFERED EVERY OTHER YEAR. THIS COURSE WILL BE OFFERED FOR THE 2024-2025 SCHOOL YEAR.**

**INTRODUCTION TO JEWELRY AND METALSMITHING - 856 - GRADES 10/11/12 - (prerequisite Art 1)** - This is a course in three-dimensional design which develops an understanding of the art elements and principles. In this course students will acquire working knowledge of jewelry and fabrication skills through basic and advanced jewelry and metalsmithing techniques. Techniques taught in this course include cold and hot connections, sawing, piercing, soldering, basic stone setting, forming, enameling, fire painting, and casting. This course must be taken in conjunction with Art in Public Spaces and is a ½ credit course. **THIS COURSE MAY BE OFFERED EVERY OTHER YEAR. THIS COURSE WILL BE OFFERED FOR THE 2025-2026 SCHOOL YEAR.**

**ART IN PUBLIC SPACES - 854- GRADES 10/11/12 - (prerequisite Art 1)** - This course will focus on the production of art for public spaces, with an emphasis on murals. From the conceptual design stage to the selection process and creation, students will learn how public art is made and come to appreciate the effects that each piece has on the communities in which they reside. Unlike other art courses where students are predominately working on individual projects to be taken home, the majority of this course will be spent working on collaborative art pieces that are meant to be put on display in a public space. This course must be taken in conjunction with Introduction to Jewelry and Metalsmithing and is a ½ credit course. **THIS COURSE MAY BE OFFERED EVERY OTHER YEAR. THIS COURSE WILL BE OFFERED FOR THE 2025-2026 SCHOOL YEAR.**

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## BUSINESS

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**All students taking Business Courses are encouraged to participate in the Future Business Leaders of America (FBLA) Club. FBLA offers students the opportunity to extend their learning outside the classroom through competition, community service, application of skills, and various professional activities. Any student wishing to join FBLA should listen to announcements in the fall regarding meeting times and the application process.**

**9<sup>th</sup> GRADE PERSONAL FINANCE– 413 - Rotation** – A This course meets for 60 days to provide students with an introduction to financial topics that are key to successful independent living. Topics include saving, budgeting, credit, debt, education, careers, investing, insurance, identity theft, global economics, and consumerism (9th grade Personal Finance is a graduation requirement).

## **ECONOMICS AND PERSONAL FINANCE – 217 – GRADES 10/11/12**

This course replaces Introduction to Business and has four major areas. Part 1 focuses on the basic concepts of economics, including incentives, scarcity, opportunity cost, marginalism, trade, demand, supply, and pricing. Part 2 includes property rights, the competitive process, allocation of capital, monetary stability, low taxes, and international trade. Part 3 examines the role of government, the operation of the political process, and what might be done to improve the process. Part 4 applies the tools of economics to personal finance. Savings, budgeting, debt, consumer awareness, bargain shopping, investments, insurance, choosing a career, taxes and giving are examined. This course will improve students' understanding of key elements of economics and personal finance and help them to make better financial choices leading to a more fulfilling life.

**ACCOUNTING I - 205 - GRADES 9/10/11/12** - This is an entry-level course for vocational record keeping. The course begins with the basics of accounting and covers the total financial period. This includes all steps in the accounting cycle: opening, recording entries, posting and closing. Accounting I will study the needs of service and merchandising businesses.

**ADVANCED ACCOUNTING - 206 - GRADES 10/11/12** - This course is designed to be the equivalent of a first-year college accounting course and provides students with the opportunity to earn college credit in Accounting. The following topics are covered in depth: analyzing transactions, accounting systems, preparing and analyzing financial statements, inventories, cash controls, current liabilities, payroll, long-term liabilities, investments, and cash flows. Students will examine accounting practices for proprietorships, partnerships, and corporations. Prerequisite: Successful completion of Accounting I with a final grade of 85% or higher. \*Dual Enrollment

**MARKETING - 208 - GRADES 10/11/12** - This course exposes students to marketing concepts from the viewpoints of both a consumer and a business person. Students will use the Marketing Mix elements of product, price, place, and promotion to explore the ways businesses profitably develop products and services to meet consumer wants and needs. Students will learn to use and apply different strategies for earned, owned and paid social media marketing for various online platforms. Students may be eligible to earn a digital and social media certification. **THIS COURSE IS OFFERED EVERY OTHER YEAR. THIS COURSE WILL BE OFFERED FOR THE 2025-2026 SCHOOL YEAR.**

**BUSINESS LAW - 215 - GRADES 10/11/12** - This class is designed to introduce the student to the study of law through a brief look at how law developed, the legal system in the United States, the functions of the federal and state court systems, and civil and criminal law. Additional topics typically include computer law, financial crimes, legal careers, international law, and contracts. This course will help students become aware of their rights and responsibilities under the laws so they can function as responsible citizens in their personal and professional lives. **THIS COURSE IS OFFERED EVERY OTHER YEAR. THIS COURSE WILL BE OFFERED FOR THE 2024-2025 SCHOOL YEAR.**

**ENTREPRENEURSHIP - 210 - GRADES 10/11/12** - This class will offer students the information and decision-making skills necessary to develop a business plan, start a small business and make it grow. It also benefits students who do not start or run their own businesses. Students will look at their role as consumers. Additional topics include HR principles & policies, legal aspects of business management, employee relations, and business leadership. **THIS COURSE IS OFFERED EVERY OTHER YEAR. THIS COURSE WILL BE OFFERED FOR THE 2024-2025 SCHOOL YEAR.**

**YEARBOOK JOURNALISM - 116 - GRADES 9/10/11/12** - This course develops skills in finance, interviewing, reporting, writing, layout and design, computers, photography, and more. Participation in this course will require attendance at a variety of school events during and outside of the school day, as well as additional layout and design work after school as required to meet submission and production deadlines. Creativity, attention-to-detail, teamwork, and collaboration will be emphasized as classmates work together in and out of school to produce the ACTA. Successful completion of “Foundations of Digital Photography” is encouraged.

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## COMPUTER SCIENCE

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**7th GRADE COMPUTERS - Rotation** - This course meets for 45 days. This is an introductory course in Web 2.0 Tools. This course is designed to reinforce keyboarding skills and explore different websites for educational use. Students will complete hands-on activities through guided practice (Required for all 7th grade students).

**8th GRADE COMPUTER APPLICATIONS - Rotation** - This course meets for 45 days. This is an introductory course in word processing, spreadsheets, and presentation software. This course is designed to acquaint students with the basic computer concepts and applications, along with online review tools (Required for all 8th grade students).

**9th GRADE ADVANCED COMPUTER APPLICATIONS - 413 - Rotation** - This course meets for 60 days. It is designed for students who have completed the 8th grade Computer Applications class and want to advance in word processing, publishing, spreadsheets, and presentation software. Students will demonstrate an ability to work fluently in an applications environment by completing hands-on projects based on a Business setting (9th grade Advanced Computer Applications is a graduation requirement).

**WEB DESIGN - 414 - GRADES 10/11/12** - This course teaches the fundamental concepts of web design and development as well as web programming. Students will learn to program for the web using HTML, XHTML, and CSS. HTML topics will include formatting tags, table frames, cascading style sheets, forms, and embedding digital media (images and videos). Class exercises will include guided practice as well as student-driven website development.

**COMPUTER PROGRAMMING - 411 - GRADES 9/10/11/12** - This course introduces object-orientated programming (OOP) using Microsoft C++ programming language. The course will emphasize the analysis of problems, the careful selection of an appropriate algorithm, and the implementation of the algorithm C++. Topics covered will include input/output commands, control statements, looping, subroutines, string processing, and arrays. Students should have an aptitude for problem-solving and an interest in and familiarity of computers.

**COMPUTER PROGRAMMING II - 412 - GRADES 10/11/12** - This course is appropriate for students who have excelled in Computer Programming I. The course continues the survey of Computer Science beyond the first level and intensifies the study of computer programming. Students will learn top-down program design and a step-by-step approach to problem-solving. In the class, students will include graphical programming code to develop more advanced programs. Students will be required to solve problems and participate in local college programming contests. Prerequisite: Successful completion of Computer Programming I and instructor approval.

**CYBERSECURITY - 418 - GRADES 10/11/12** - This course emphasizes the fundamentals of cyber security providing opportunities for students to familiarize themselves with cyber issues and topics such as the history of computers and security, networking fundamentals, software security, the basics of cryptography, and digital citizenship. The course will also cover career opportunities in cyber security, an understanding of our nation’s cyber security framework, and the need to protect the various types of information assets. No prior prerequisites are required but successful completion of “Computer Programming” would be helpful for the understanding of some course concepts.

**DIGITAL VIDEO PRODUCTION - 213 - GRADES 10/11/12** - Digital Video Production is designed to give student the opportunity to create presentations using videography- the process of recording sound and visual images on electronic media. Principles of video basics, DV technology, the development and creative process, editing, production, effects and presentation are stressed. Opportunities for creativity, problem solving, individual and group interaction and decision making are incorporated. Successful completion of “Foundations of Digital Photography” is encouraged.

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## **DRIVER EDUCATION**

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**DRIVER EDUCATION - 707 - GRADE 10** - The class is scheduled for tenth grade students as well as upper classmen who have not previously passed the classroom work. Behind the wheel training may be taken after the student has attained the age of 16. The course takes the student through a carefully organized safety program. Upon completion of 30 hours of classroom instruction and 6 hours of behind-the-wheel training, a student may be eligible for reduced auto insurance rates from some companies. Grade 10 Driver Education is a graduation requirement.

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## **FAMILY AND CONSUMER SCIENCES**

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**CAREER EXPLORATION - GRADE 8 *rotation*** - This 45-day course focuses on educational, workforce and career options and pathways, stressing the development of skills necessary to make meaningful decisions about career choices. The *PA Smart Futures* platform will be utilized to pair students’ interests and abilities with relevant career choices, particularly those in high demand. Students will have the latitude to research careers of their choice, as they learn and practice the fundamentals of completing academic research and writing.

**FAMILY AND CONSUMER SCIENCE – 413 - GRADE 9 - *rotation*** - A 60-day introductory course, 9th grade FACS is a “how to” class designed to provide students with basic preparation skills and knowledge needed to prepare a variety of dishes in a lab setting. The course will cover safety and sanitation, kitchen terms, abbreviations, tools/equipment, and preparation techniques. Students will explore the basics of nutrition and how it applies to them personally. This is a fast-paced, hands-on course that will provide practical, day-to-day tips that students can apply to their everyday lives (9th grade Family and Consumer Science is a graduation requirement).

**CHILD DEVELOPMENT - 656 - GRADES - 10/11/12** - Open to all students who have completed the 9<sup>th</sup> grade FACS rotation. This course covers the social, intellectual, emotional and physical development of a child from birth to six years of age. Pregnancy and parenthood are also discussed. This is a great course for those interested in careers in early childhood, elementary education, pediatrics, nursing, special education and parenting. \*Dual Enrollment

**FOODS AND NUTRITION - 651 - GRADES 10/11/12** - This course is for students who are interested in becoming more familiar with food, food preparation, and nutrition. The course emphasizes proper safety and sanitation for food preparation procedures, the relationship nutrition has to health and well-being, meal preparation and management, and optimal use of the food dollar. In addition, this course demonstrates competencies needed for planning, preparing and serving food within a given time schedule through a wide variety of kitchen labs and hands-on activities and projects.

**ADVANCED FOODS AND NUTRITION - 653 - GRADES 11/12** – Advanced Foods and Nutrition is a full year course with a prerequisite of successfully completing Foods and Nutrition with an 84% or greater. This course focuses on the basics of the food service and hospitality industry. Students will review safety and sanitation procedures, learn intricate knife cuts, practice advanced food preparation techniques, and explore careers in the culinary industry. Additional topics include menu planning, *mise en place* and plating techniques, regional and ethnic foods and much more! Labs are incorporated weekly allowing students to apply what they have learned.

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## **FOREIGN LANGUAGES**

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To obtain the most benefit from the study of a foreign language, students should study at least 3 years of the language. Students who are contemplating college study are encouraged to take 2 years of a language. Students must successfully complete each level of a language to proceed to the next. Successful completion is as follows: To advance from level I to level II students must achieve an overall grade of 71 or better in level I. To advance from level II to level III students must achieve an overall grade of 80 or better in level II. To advance from level III to level IV students must be recommended by their level III instructor.

**FRENCH I - 258 - GRADES 9/10/11/12** - French I is a language course designed for the college bound student. This class is a comprehensive study of basic vocabulary and grammar of the language with practice in listening comprehension, speaking and simple reading and writing exercises. Contemporary aspects of French culture and the francophone world are introduced through dialogues and narratives. **NCAA-approved course**

**FRENCH II - 259 - GRADES 10/11/12** - Students must have successfully completed French I to proceed to this course. French II continues with vocabulary and grammar studies with increasing intensity and complexity of listening comprehension, speaking and reading/writing activities. **NCAA-approved course**

**FRENCH III - 260 - GRADES 11/12** - This class is for the serious language student. Again, this is an extension of French II with the lessons becoming more advanced with emphasis on oral work and comprehension. The reading and writing selections stress contemporary aspects of French life. **NCAA-approved course**

**FRENCH IV - 261 - GRADE 12** - This class is for the very able language student and is the culmination of the first three years. The emphasis is on higher level speaking skills, comprehension, practical application and increased independent reading and writing activities. Eligible students will be inducted into French National Honor Society during this year. **NCAA-approved course**

**SPANISH I - 250 - GRADES 9/10/11/12** - Spanish I provides an introduction to the language and

culture of the Spanish-speaking world. Speaking, listening and writing skills are emphasized with a focus on communication in a variety of topics. The Spanish program is based on the belief that the purpose of learning Spanish is to communicate with native speakers and to understand their cultures as well. The goal of each level is to provide students with the content and skills necessary to build toward becoming conversational. **NCAA-approved course**

**SPANISH II - 251 - GRADES 10/11/12** - In Spanish II students continue to learn to communicate about their own lives and how to interact with Hispanic cultures. Reading and writing in Spanish will be included with continuous emphasis on listening to and speaking the Spanish language. This course will begin to explore more with modern Hispanic culture. **NCAA-approved course**

**SPANISH III - 252 - GRADES 11/12** - Spanish III is for the serious language student. In Spanish III students continue to increase their ability to communicate in Spanish in many areas. The emphasis will be to continue to enhance speaking, writing and reading skills. The cultural focus will expand and will concentrate on the modern and post-Colombian Hispanic world. \*Dual Enrollment **NCAA-approved course**

**SPANISH IV - 253 - GRADE 12** - Spanish IV is the completion of the foreign language program offered. Students continue to improve, refine and enhance their ability to communicate in Spanish. More complex grammatical structures are introduced, some reading of Spanish literature is integral. The cultural focus is on the modern, pre and post-Colombian Hispanic world and current events. Summer assignments may be required between III and IV. Students who complete the entire progression through level IV AND meet all of the eligibility requirements for the *Sociedad Honoraria Hispánica*, which is the Spanish Honor Society) will be eligible for induction into the SHH. \*Dual Enrollment **NCAA-approved course**

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## MUSIC

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**MUSIC APPRECIATION - GRADE 7 rotation** - All 7th grade students must take this 45-day course to fulfill their music requirement. Students will be introduced to various musical instruments, rudimentary music theory and music history.

**CHORUS - GRADE 7** - Open to all 7th grade students who are interested in singing and vocal development. The chorus prepares two programs for public performance each year along with intensive eye and ear musical training aimed at developing music reading ability. Full participation in concerts is mandatory as is active participation in rehearsal. There may be opportunities for small-ensemble and/or solo performance as well as participation in other festivals and concerts.

**BAND - GRADE 7** - Open to all 7th grade students with some experience playing a band instrument. Instruction during the year is concerned primarily with instrumental skill development, the ability to read music and with preparation of concert music. Participation in multiple concerts and other events such as graduation is mandatory as is active participation during rehearsal times. Junior High band students will be able to participate in other music-related opportunities throughout the calendar year. Students must have access to an instrument to enroll in this class; please contact the instructor with questions about instrument availability.

**CHORUS - GRADE 8** - Open to all 8th grade students who are interested in singing and vocal development. The chorus prepares two programs for public performance each year along with

intensive eye and ear musical training aimed at developing music reading ability. Emphasis is placed on the developing male voice and multi-part harmony. Full participation in concerts is mandatory as is active participation in rehearsal. There may be opportunities for small-ensemble and/or solo performance as well as participation in other festivals and concerts.

**BAND - GRADE 8** - Open to all 8th grade students with some experience playing a band instrument. Instruction during the year is concerned primarily with instrumental skill development, the ability to read music and with preparation of concert music. Individual growth and development is emphasized as students prepare for the high school music program. Participation in multiple concerts and other events such as graduation is mandatory as is active participation during rehearsal times. Junior High band students will be able to participate in other music-related opportunities throughout the calendar year. Students must have access to an instrument to enroll in this class; please contact the instructor with questions about instrument availability.

**CONCERT CHOIR - 800 - GRADES 9/10/11/12** - This is a select group of mixed voices. Vocal and sight-reading proficiency are necessary. The group sings high caliber choral music from all periods of music history. Several public performances are given each year both in school and in the community. Full participation in concerts is mandatory as is active rehearsal participation.

**SYMPHONIC BAND - 802 - GRADES 9/10/11/12** - This is an elective course for students in grades 9 through 12. Admittance is based upon instrumental proficiency and the requirements of balanced instrumentation. This is the primary group to represent the instrumental music department at school and community functions. All performances are mandatory. Students will be required to take individual playing assessments. Students are required to play for graduation.

**MUSIC LITERATURE - 805 - GRADES 9/10/11/12** - An introduction to the music literature of the various periods of music history, mainly through the medium of the symphony orchestra, with emphasis placed upon formal structure. Students also study the development of American music from 1900 to the present day. **THIS COURSE IS GENERALLY OFFERED EVERY OTHER YEAR. THIS COURSE MAY BE OFFERED IN THE 2024-2025 SCHOOL YEAR.**

**MUSIC THEORY I - 806 - GRADES 9/10/11/12** - An elective open to students with a background in music. Emphasis is on written theory with exposure to keyboard harmony and solfege. The primary thrust is developing melodic, harmonic, and rhythmic skills towards writing counterpoint and four-part harmony. Detailed attention is given to both major and minor keys, interval recognition (including ear training), triads, and seventh chords. Students should have a minimum of one year of successful experience in chorus or band, and instructor approval to schedule the course is recommended. **THIS COURSE IS GENERALLY OFFERED EVERY OTHER YEAR. THIS COURSE WILL BE OFFERED IN THE 2024-2025 SCHOOL YEAR.**

**MUSIC THEORY II - 807 - GRADES 10/11/12** - An elective open to students with a background in music who have successfully completed Music Theory I. This course serves to expand on the musical theory content delivered in the first course, with an emphasis on further refinement of the skills developed during Music Theory I and in-depth exposure to themes a student majoring or minoring in music would find beneficial. **THIS COURSE IS OFFERED WHEN STUDENT INTEREST AND AVAILABILITY ALLOWS. THIS COURSE MAY BE OFFERED IN THE 2025-2026 SCHOOL YEAR.**

**INTRO TO MUSIC TECHNOLOGY - 808 - GRADES 9/10/ 11/12** - This course is a survey of technology and its uses in music. An elective open to students with a background in music and experience in playing an instrument in school or outside of school. Student experiences will include

an overview of electronic music instruments, microphones, sound systems, digital and analog synthesis, effects processing, digital audio, MIDI, and sequencing. Students will also work with Finale and Reason/Record software. The enrollment is limited to 10 students.

**ADVANCED INSTRUMENTAL MUSIC - 813 - GRADES 9/10/11/12** - This course will augment students' existing knowledge of the musical elements: rhythm, melody, harmony, tone color/timbre, genre/style, and form. Students will apply these elements to the music making process. While this elective is NOT limited to students currently participating in band, experience on and ownership of an instrument in good working condition IS REQUIRED for this class. Additionally, students will primarily be working individually in a communal environment and will need to be considerate of their fellow classmates. Participation in an end-of-year performance will be required.

**MUSIC MASH-UP - 814 - GRADES 9/10/11/12** – Music Mash Up is not your typical music appreciation course! This course is largely hands-on and students are encouraged to explore personal areas of interest. Students will be able to experience traditional instruments like the guitar, ukulele and keyboard, but will also be exposed to nontraditional instruments like the cajon and didgeridoo. Music Mash-Up focuses on the universal nature of music and its ability to transcend borders, culture, language and time. Topics ranging from Rock and Roll to Recording, The Beatles to Broadway and much more will be studied. Whether interested in music as entertainment, art, expression, creation, a way to earn a living or simply relax, students will gain valuable insight into something Beethoven said “can change the world.” Students must only possess an open mind and a willingness to challenge themselves musically to be successful in this course.

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## **PHYSICAL EDUCATION AND HEALTH**

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**PHYSICAL EDUCATION – GRADES - 7/8/9/10/11/12** - The mission of the Physical Education Department is to empower all students to sustain lifelong physical activity as a foundation for a healthy and productive lifestyle. The junior high program will introduce 7<sup>th</sup> and 8<sup>th</sup> grade students to the weight room and cardio room, game rules and strategies, the ability to work cooperatively, motor skill development and basic fitness concepts. The 9<sup>th</sup> and 10<sup>th</sup> grade program transitions to emphasize lifetime and leisure activities, higher level cooperative games/sports, weight room, cardio room and personal fitness. Ultimately, with an emphasis on the health and skill-related components of fitness, 11<sup>th</sup> and 12<sup>th</sup> grade students will choose from a variety of fitness, lifetime and leisure or team activities. Four years of High School Physical Education is a graduation requirement.

**ADAPTIVE PHYSICAL EDUCATION - 704 - GRADES 7/8/9/10/11/12** - An individualized program of adaptive Physical Education is offered with proper referral from a medical doctor and/or as part of the IEP process.

**HEALTH - GRADE 8 - rotation** - This 45-day course focuses on the life skills and knowledge necessary to make informed choices regarding physical, mental, emotional, and social health components. Topics covered will include: the functions and structures of various body systems, as well as the care and prevention of disease to these systems, proper nutrition, planning and analyzing meals and nutritional values-Self-esteem, decision-making skills and stress management skills-drug and alcohol awareness-puberty and the adolescent brain-character education and HIV/STD/STI prevention.



**HEALTH - 705 - GRADE 10** - This year-long, half-credit course is designed to enable students to demonstrate knowledge to avoid alcohol and other drugs and to identify healthful practices for dietary selection, physical activity, stress management, risky behaviors, and making smart decisions. Student learning will take place through a variety of different teaching strategies. Grade 10 Health is a graduation requirement.

**ANATOMY AND PHYSIOLOGY - 706 - GRADES 11/12** - Human Anatomy and Physiology is a course designed for students who desire to develop an understanding of the human body. Students will learn structures, functions, and regulation of human body systems through a variety of different learning strategies. **THIS COURSE IS OFFERED EVERY OTHER YEAR. THIS COURSE WILL BE OFFERED IN THE 2025-2026 SCHOOL YEAR.**

**FIRST AID AND SAFETY - 710 - GRADES 11/12** - The purpose of this course is to help participants identify and eliminate potentially hazardous conditions in their environment, recognize emergencies and make appropriate decisions for first aid care. It teaches skills that participants need until more advanced medical care arrives to take over. **THIS COURSE IS OFFERED EVERY OTHER YEAR. THIS COURSE WILL BE OFFERED IN THE 2024-2025 SCHOOL YEAR.**

**ADVANCED FITNESS - 712 – GRADE 12 – Meets 4 days in a 6-day cycle.** This senior elective is designed to replace Physical Education for students who are pursuing college athletics or are interested in careers related to sports science. Students will be guided through the creation and implementation of personalized programs designed to enhance their own fitness and athletic performance, reduce the risk of sports related injury, and model understanding of strength and conditioning concepts. A variety of topics ranging from sports nutrition to kinesiology and sports psychology will be addressed with the goal of promoting a healthy, active and fit lifestyle. **THIS COURSE MAY NOT BE OFFERED EVERY YEAR. THIS COURSE MAY BE OFFERED IN THE 2024-2025 SCHOOL YEAR.**

## **TECHNOLOGY EDUCATION**

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**DESIGN AND MODELING - GRADE 7 - rotation** - This 45-day Project Lead the Way course provides students opportunities to apply the design process to creatively solve problems. Students are introduced to the unit problem in the first activity and are asked to make connections to the problem throughout the lessons in the unit. Students learn and utilize methods for communicating design ideas through sketches, solid models, and mathematical models. Students will understand how models can be simulated to represent an authentic situation and generate data for further analysis and observations. Students work in teams to identify design requirements, research the topic, and engage stakeholders. Teams design a toy or game for a child with cerebral palsy, fabricate and test it, and make necessary modifications to optimize the design solution.

**AUTOMATION AND ROBOTICS - GRADE 8 - rotation** - This 45-day Project Lead the Way course allows students to trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms.

**ADAPTIVE TECHNOLOGY EDUCATION - GRADES 9/10/11/12** – Adaptive Tech. Ed. is a course offered to students through a recommendation and referral process. Students will receive small group instruction and hands-on experience with a variety of technologies, materials and tools, and will develop skills valued in the workplace such as problem-solving, collaboration, creativity and technical literacy.

**ENGINEERING ESSENTIALS - 618 - GRADES 9/10/11/12** - Engineering Essentials is a Project Lead the Way course geared toward high school students interested in pursuing an engineering-related career. It explores a variety of relevant career opportunities as students explore global engineering challenges, sustainability goals and the impact of engineering. Engineering Essentials students will be taught to approach and solve problems in different and creative ways, use a variety of industry tools such as computer-aided design, build an engineering mindset and develop proficiency in key STEM-related career competencies including technical communication, collaboration, computational and systems thinking, project management, and ethical reasoning.

**PRINCIPLES OF ENGINEERING - 619 – GRADES 10/11/12** - Principles of Engineering (POE) is a Project Lead the Way course designed for students interested in pursuing an engineering-related career, which applies and enhances skills in mathematics, science, and technology. It is recommended that students complete Engineering Essentials before taking POE. This course introduces students to some of the major concepts that they would encounter in a postsecondary engineering course of study. Through problems that engage and challenge, students explore a broad range of engineering topics including mechanisms, the strength of materials and structures, automation, and kinematics. By solving rigorous and relevant design problems using engineering and science concepts within a collaborative learning environment, students will hone their interpersonal skills, creative abilities, and problem-solving skills.

**FOUNDATIONS OF DIGITAL PHOTOGRAPHY - 605 - GRADES 9/10/11/12** - This introductory course explores the basics of digital photography. Course content will focus on the technology behind digital single lens reflex cameras as well as photographic composition principles. Students will gain an understanding of how photographers use pictures to communicate ideas along with exploring the history of the media. Topics such as camera controls, lens capabilities, photographic paper, and digital imaging software will be discussed. Students will also gain an understanding of *Adobe Photoshop* fundamentals and basic “digital darkroom” concepts including file management, color correction and image manipulation. \*Dual Enrollment

**GRAPHIC COMMUNICATIONS I - 607 - GRADES 9/10/11/12** - This course provides a broad overview of the visual communications industry. It emphasizes design principles, history of visual communications technologies, and the production of typical products within the industry. Topics of study include printing/reproduction processes, vinyl signage, digital photography, desktop publishing, the advertising industry and computer-based communications systems. Related activities will include applying design principles to create graphic designs, advertising design and layout, bookbinding, product design and production, and screen printing. An average of C or above is required to advance to Graphic Communications II.

**GRAPHIC COMMUNICATIONS II - 608 - GRADES 10/11/12 - PREREQUISITE GRAPHICS I** – This course will provide a series of practical experiences in the design and technical aspects of publishing and production. The class will be responsible for producing graphics projects on a regular basis. All students will be exposed to areas of research, layout, editing, design elements, advertisement/publicity development, digital photography, color registration and various printing processes including offset duplication, vinyl signage, and screen printing.

**ADVANCED GRAPHIC DESIGN AND PRODUCTION - 614 - GRADE 11/12** - Advanced Graphic Design and Production will expand on what students learned in Graphic Communications I and II. Course content will focus on authentic product design and production related to the needs of the school district and community. Independent projects and advanced design instruction will supplement the production component of the course. Creativity, teamwork and communication skills will be emphasized. Potential projects include screen printing, ticket design and production, school event publicity items and programs, vinyl design and production, district-wide photography and photo editing. Students interested in scheduling this course need to have taken two of the three following classes: Graphics I, Graphics II, Foundations of Digital Photography, or one of the courses with teacher recommendation.

**INTRODUCTION TO METAL TECHNOLOGY - 600 - GRADES 9/10/11/12** - Introduction to metal technology is a course with a goal of giving students a basic knowledge in metalworking. Students will work in both hot metal processes (welding, casting, forging, etc.) and machine processes (lathe and milling machine). Students will be learning by producing a variety of projects required by the instructor.

**ADVANCED METAL TECHNOLOGY - 601 - GRADES 10/11/12** - Advanced Metal Tech. is a course for students who would like to continue their education in metalworking. Students will be introduced to different welding processes and more advanced machining processes. Part of the year will be spent designing and completing a production project.

**ADVANCED METAL TECHNOLOGY II - 611 - GRADES 11/12** - This course is designed for students who have passed both Intro and Advanced Metal Technology. The course requires instructor approval and may not be offered every year. The intent of this course is to teach maintenance and repair of various machines and equipment. Part of the year may be dedicated to a large class project.

**MECHANICAL DRAWING / DESIGN - 602 - GRADES 9/10/11/12** - Students will learn drawing techniques used by professionals to model dynamic designs ranging from cars and airplanes to houses and skyscrapers. This course would benefit students interested in architecture, drafting, construction, machine work, mechanics or engineering. Students will also be introduced to AutoCAD (Computer Aided Drawing).

**ADVANCED MECHANICAL DRAWING / CAD - 603 - GRADES 10/11/12** - Students will learn Advanced Drawing techniques using AutoCAD and Inventor. These are two of the most popular drawing programs used in architecture, technical trades and engineering. This course would benefit students interested in architecture, drafting, construction, machine work, mechanics or engineering. Students must have successfully completed Mechanical Drawing / Design prior to taking this course.

**ARCHITECTURAL DRAWING – 606 - GRADES 10/11/12** - Students will learn various architectural styles and techniques to design a home using AutoCAD and Revit software. This course also includes learning about architectural styles, home layout and design, construction and making scale models. Prior to taking this course, students must have successfully completed Mechanical Drawing I.

**INTRODUCTION TO WOOD TECHNOLOGY - 609 - GRADES 9/10/11/12** - In this course students will learn how to properly use hand tools and machines to lay out and process materials to specific dimensions. They will learn safety, lumber processing and grading, project planning, basic joinery, assembly, sanding and finishing techniques. Students will be trained to use a CNC Router to

advance their skills in both wood and computer technology. They will apply these skills to complete required assignments, tests and projects throughout the school year.

**ADVANCED WOOD TECHNOLOGY - 610 - GRADES 10/11/12** - Students must have successfully completed Introduction to Wood Technology prior to taking this course. This course begins by reviewing safety, machine processes and joinery before moving on to advanced woodworking techniques, independent design and construction of multiple progressively complex and independent projects throughout the school year.

## **VOCATIONAL TECHNICAL SCHOOL PROGRAMS SUSQUEHANNA COUNTY CAREER AND TECHNOLOGY CENTER**

The purpose of occupational education is to provide an opportunity for every individual to be trained in a service, skill, or occupation provided he/she has the interest and capability to learn and profit by such training to the extent that it aids him/her in earning a living.

**Mission of SOAR:** The mission of SOAR (Students Occupationally and Academically Ready) is to prepare students for college and careers in a diverse, high-performing workforce. Benefits of S.O.A.R. include Saving Money on College Tuition, Saving Time by Shortening College Attendance, Getting on the Right Career Pathway, Entering the Job Market Ready and Getting a Consistent Education.

**Goal of SOAR:** SOAR is the career and technical Program of Study (POS) educational plan that articulates the secondary career and technical programs to postsecondary degree or diploma or certificate programs. SOAR programs lead students into a career pathway that align the secondary courses to a postsecondary program to complete a degree or certificate.

### **What is SOAR?**

SOAR is built on programs of study which incorporate secondary education and postsecondary education elements and include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content. These career and technical programs of study includes a statewide articulation agreement partnership between secondary schools and postsecondary institutions.

### **SOAR Supports High Demand Careers**

SOAR programs prepare today's student for High Priority Occupations (HPO) which include career categories that are in high demand by employers, have higher skill needs, and are most likely to provide family sustaining wages.

**A.M. SCCTC - 899 - GRADES 11/12 - P.M. SCCTC - 900 - GRADE 10** - The programs taught at the vocational/technical school are trade courses designed to prepare students for careers in skilled occupations. Strong emphasis is placed on teaching business practices, handling tools, and interpreting technical manuals. These courses require good aptitude for mechanics and manual dexterity plus average academic ability. First year students attend in the afternoon. Second and third year students attend in the morning. This serves as your elective credits. After graduation from high school many continue their education in technical colleges. The following courses are available to students:

### **Automotive Technology**

The Automotive Technology Program provides the student with practical instruction in the diagnosis, repair, and adjustment of all phases of the automobile. Instruction will also be given on the use of up-to-date equipment used in areas such as analyzing, fuel injection, ignition, electrical controls, ABS braking systems, computer engine controls, four-wheel alignment, and State Safety Inspection. Upon successful completion of this program, the student will be able to test for a State Inspection Mechanic license, and may seek entry level employment as an automotive technician, automobile salesperson, garage salesperson, service manager, parts salesperson, or service writer.

### **Carpentry/Cabinetmaking**

Students enrolled in the Carpentry and Cabinetmaking Program will study a number of related areas so that he/she will possess adequate entry level skills to work in the area of building construction. The carpentry unit, for example, gives actual experience in layout, cutting and fitting wood members, rafter cuts, roof or platform framing, and selection of general building materials. The students will also hone their skills completing carpentry projects and working at the on-site house construction project. Upon successful completion of this program, the student may seek employment as an apprentice cabinetmaker, materials salesperson, roofer, rough carpenter, Sheetrock installer, framer, or siding installer.

### **Cosmetology/Cosmetologist**

Cosmetology is the art and science of beautifying and improving the skin, nails, hair, and the study of cosmetics and their application. Pennsylvania State Board of Cosmetology is an hour based program of 1,250 hours. The Cosmetology Program prepares individuals to style and cut hair, perform manicures, pedicures, facial treatments, shampooing, chemical applications, esthetics, shop management, sanitation, safety and customer service. Our goal is to prepare each student for practice as a licensed Cosmetologist in a specialized or full service salon.

### **Building Property Maintenance**

In the Electrical, Plumbing & Heating Program students will experience hands-on training as well as classroom theory in Basic Residential Wiring, Plumbing, and Heating. During the first year, the student will practice developing basic skills by installing common electrical circuits, fixtures, and equipment as well as basic carpentry skills. The second year will consist of practice in joining common piping systems, fixtures, and equipment. Advanced plumbing systems will be installed during the third year. The student will also practice basic skills needed to install, maintain, and troubleshoot residential oil fired hydronic systems and forced warm air systems. The student will also practice basic skills in the areas of stick arc welding, oxyacetylene cutting, welding, and brazing.

### **Food Management**

Beginning with the basics, students In Culinary Arts will proceed to intermediate and advanced levels to develop a solid foundation in Culinary Arts. Through lecture and cooking demonstrations, the student will learn the techniques of fine cooking. Classes will cover the basics of cooking and baking and the provisions used to create effective and elegant menus for the most discriminating palate. With instructor supervision, the students will then hone these skills by operating their on-site restaurants, "A Touch of Class" and The Serfass Solarium. The restaurants offer the students the opportunity to culminate all laboratory experiences as they rotate through all positions in management, production, and services perfecting skills and techniques. Upon successful completion of this program, the student may seek employment as a baker, cashier, caterer, chef, host, hostess, line cook, restaurant manager, salad maker, short-order cook, dining room service personnel, or any of the vast number of culinary positions. They may continue their restaurant management education in the hotel restaurant management or culinary arts fields.

### **Health Care Technology**

The Health/Medical Assisting Program is a combination of subject matter and experiences designed to prepare individuals for entry-level employment in a minimum of three related health occupations under the supervision of a licensed health care professional. Instruction consists of core course content with clinical experiences in one or two health related occupations. The core curriculum consists of planned courses for introduction of health careers, basic anatomy and physiology, and medical terminology. Additional content includes: legal and ethical aspects of health care and communications and at least three planned courses for the knowledge and skills for the occupational area such as medical assisting, ward clerk, nursing assisting, pharmacy technician, EKG Technician, etc. Students may also continue their education in a post-secondary/college environment.

### **Criminal Justice/Police Science**

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

### **Vehicle Maintenance and Repair Technology**

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

### **Welding Technology**

The Welding Program prepares individuals to apply technical knowledge and skills in gas, arc, tig, shielded and non-shielded metal arc, brazing, flame cutting, plasms cutting and plastic welding. Hand and semi-automatic welding processes are also included in the instruction. Students will learn safety practices, types of electrodes and welding rods; properties of metals, welding symbols, blueprint reading, use of equipment for testing of welds by destructive and non-destructive methods, use of manuals and specification charts, use of hand and portable power tools, use of metal fabricating equipment, and welding standards established by the American Welding Society, American Society of Mechanical Engineers and the American Petroleum Institute. Students will receive OSHA safety training and have the opportunity to become AWS Certified Welders.

## **COOPERATIVE VOCATIONAL EDUCATION PROGRAM**

### **(Career-oriented Work Release)**

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Are you currently working a minimum of 20 hours per week, or would you like to work at a job related to a specific career objective? Are you interested in graduating early? If so, you can combine your employment with an employment skills class and receive elective credit toward graduation. Students must have reliable transportation and good grades and attendance. Contact the Guidance Office or Mr. Robert Davis, Co-op Coordinator if interested. Students must receive preapproval to participate in this program.

**EMPLOYMENT SKILLS CLASS – 901 – GRADES 11/12** – Students receive one credit for this co-op course, which meets daily. All co-op students take this class their first year in the program. Students will learn practical skills for employment and being successful in life. Topics such as safety, resume writing, interviewing, career exploration, starting your own business and professional development are addressed. Students who successfully complete this course during their Junior year may have the option of completing all senior-year coursework during the first semester of their senior year, allowing for full-time employment the second half of the year.

**EMPLOYMENT SKILLS WORK RELEASE – 902 – GRADES 11/12** – Students receive 2-4 credits for an approved, supervised work experience. This is a school and community partnership, and employers must agree to follow a training plan and allow brief monthly visits by the co-op coordinator. In addition, students must have proper working papers and their employer must carry workman's compensation for them (no working under the table). Quarry work, heavy equipment operating, roofing occupations and other similar professions are not legally permitted until students reach the age of 18. Students attend their academic classes in the morning and are released in the afternoon to attend work. Students are expected to work a minimum of 20 hours per week, including weekends, and must maintain passing grades and regular attendance to continue participation in this program.

**SCHOOL TO WORK - 903 - GRADES 11/12** - Students are selected through a competitive process to work at various sites one or two days per week, and employment options vary from year to year. Placement is generally made in the spring for work in the fall.

**“There is no substitute for hard work.”**

**Thomas A. Edison**

## MATHEMATICS SEQUENCES

The following sequences are the most common math progressions. Sequence #1 is the most challenging. Learning Support math classes are offered in addition to those classes appearing on this chart. Students are required to take three years of math but are encouraged to take four. Be sure to take note of the STEAM credit requirement.

Grade	Sequence #1 “Accelerated”	Sequence #2 “Accelerated”	Sequence #3 “College Prep”	Sequence #4 “Academic/General Workplace/Vocational”	Sequence #5 “General Workplace/Vocational”
8	Algebra I	Math 8	Math 8	Math 8	Math 8
9	Geometry	Algebra I	Algebra I	Algebra I	Algebra 1A
10	Algebra II	Algebra II & Geometry	a) Geometry b) Informal Geometry	Algebra 2***	Algebra 1B
11	Trigonometry	Trigonometry	a) Algebra II b) Algebra 2	a) Geometry b) Informal Geometry ***c) <del>Keystone Algebra / Applied Geometry</del>	a) Informal Geometry ****b) <del>Keystone Algebra / Applied Geometry</del>
12	a) AP Calculus b) Calculus c) Statistics	a) AP Calculus b) Calculus c) Statistics	a) Trigonometry b) Alg 3/Basic Trig c) Statistics	a) Algebra 3/Basic Trig b) Consumer Math	a) Informal Geometry b) Algebra 2 c) Consumer Math

### NOTES:

“a)” options are generally considered more rigorous than “b)” options

\*Only students who have taken Pre-Algebra in 7<sup>th</sup> grade may enter Sequence #1.

\*\*Doubling up with Algebra II and Geometry requires a minimum 92% average in Algebra I and teacher preapproval.

\*\*\*Students completing Algebra I but not scoring Proficient or Advanced on the Algebra Keystone Exam may be placed in Sequence #4.

\*\*\*\*Students who have not scored Proficient or Advanced on the Algebra Keystone Exam prior to their Junior year may be placed in Keystone Algebra/Applied Geometry

## ENGLISH SEQUENCES

The following sequences are the most common English Progressions. Sequence #1 is the most challenging. Learning Support English classes are offered in addition to those classes appearing on this chart.

Grade	Sequence #1	Sequence #2	Sequence #3
9	English 9 or Honors 9	English 9	English 9
10	CP English 10 or Honors 10	CP English 10	English 10
11	AP Lang. and Comp. Honors English 11	C.P. English 11	English 11
12	AP Lit. and Comp. AP Lang. and Comp.	C.P. English 12 AP Lit. and Comp.	English 12

Journalism and Public Speaking are English Department electives available to students in grades 9-12.



## SCIENCE SEQUENCES

The following sequences are the most common Science progressions. Sequence #1 is the most challenging. Students are required to take three years of Science courses but are encouraged to take four. Be sure to take note of the STEAM credit requirement.

Grade	College Bound Science Majors	College Prep Students	General Workplace and Vocational Students
9	Earth Science or Honors Earth Science	Earth Science	Earth Science
10	C.P. Biology	C.P. Biology	Biology
11	Chemistry *AP Biology *Environmental Science	Chemistry OR Physics (Applied Chem. suggested if not Proficient on Keystone Biology exam) *Environmental Science	Applied Chemistry OR Practical Physical Science  *Environmental Science
12	Physics *AP Chemistry *Environmental Science	Chemistry OR Physics *Environmental Science	*Environmental Science

\* AP Chemistry, AP Biology, and Environmental Science are Science Department electives that are available to students in grades 11 and 12, but do not count as required science credits.

## SOCIAL STUDIES SEQUENCES

The following sequences are the most common Social Studies progressions. Sequence #1 is the most challenging. Students are required to take four years of Social Studies.

Grade	Sequence #1	Sequence #2	Sequence #3
9	Honors U.S. History I	U.S. History I	U.S. History I
10	A.P. U.S. History or Honors U.S. History II	U. S. History II	U.S. History II
11	Advanced Placement European History	C P. Modern World History	Modern World History
12	Advanced Placement American Government	C. P. American Government	American Government

Psychology, Sociology/Current Events and AP Human Geography are electives offered to students in grades 11 and 12; they may be offered on a yearly rotation. AP European History can be taken as an elective in 12<sup>th</sup> grade.