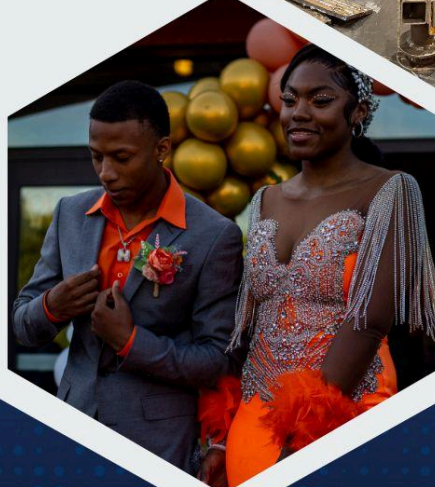
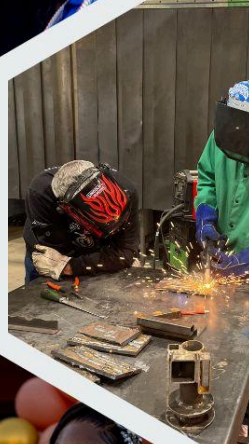




PROPEL BRADDOCK HILLS

High SchoolSM *2024-2025 Course Catalog*



Redefine school. Defy expectations.

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Propel Schools General Information

Vision

To be a premier education destination of choice.

Mission

Propel's mission is to catalyze the transformation of public education so that all children have access to high performing public schools.

Propel High Schools

Propel High Schools are dedicated to achieving post-secondary success for all scholars. Through deeper learning, scholar empowerment, and unique opportunities, scholars are prepared for college and career training. We are committed to the following goals:

- 100% scholar graduation rate
- 100% of scholars graduate with a reviewed and approved postsecondary plan to attend either college or other postsecondary training program

The high school curriculum is designed to best prepare our scholars beyond college and career readiness. Through our high school experience outlined in the program of studies, we offer our scholars varied pathways for success that exceed the state guidelines while at the same time offering opportunities for our students to explore their passions, refine their post high school plans and prepare them for the future. With rigorous programs like College Board Advanced Placement, College in High School, Parkway/Forbes Career and Technical Center and other opportunities help scholars continue their development towards life after high school.

Academics

Overall Approach

- Deeper Learning: Learning in all classrooms emphasizes authentic, real-world learning experiences. Classrooms employ inquiry-based strategies while developing collaboration, critical thinking, communication, and creativity skills.
- Scholar Empowerment: Scholars are leaders of their own learning. Through citizenship, voice, and leadership, Propel High Schools instill confidence and critical engagement for scholars to interact within various communities. Scholars possess the agency to positively impact self and society. Self-reflection and revision of work are concepts valued within our schools and beyond.
- Unique Opportunities: Propel Schools know that closing the achievement gap also includes closing the opportunity gap. Learning experiences extend well beyond the traditional classroom. Scholars gain confidence and transferable knowledge by leaving their comfort zones. Through these opportunities Propel redefines school and our scholars defy expectations.

Requirements for Promotion and Graduation

Propel Graduation Requirements

[Propel High Schools Graduation Requirements Policy](#)

This chart outlines the required credits to meet graduation requirements.

	General Class of 2027 and beyond	General Class of 2026	General Class of 2025
English Language Arts	4	4	4
Social Studies	4	4	4
Mathematics	3	4	4
Science	3	3	3.5
World Languages	2	2	2
Computer Sciences	1	1	1
Health and PE	1	1	1
Electives	5	5	5
Crew	0	0.5	1
Total	23	24.5	25.5

All credits earned or failed previously, either within Propel or outside of Propel, will be mapped to these graduation requirements. Should a scholar or family wish to request an additional review of courses to determine graduation requirements, the scholar or family must next reach out to the principal. Additional recourse includes the Senior Director of Academics.

Service Learning Requirements

The purpose of service learning is to create learning experiences that teach civic responsibility and strengthen communities. Scholars complete a variety of service learning components throughout their high school years with Propel, both within and outside of the school day.

In order to graduate with a Propel diploma, **each scholar must complete 10 hours of service learning/ community service** that is logged and approved by the school. When community service is completed, the site supervisor must complete the Propel Community Service form. There is both a single-use community service form and an ongoing community service form. Signed forms must be turned into the school counselor and College and Career Counselor to track the hours. These hours will be updated and shared at scholar-led conferences to ensure that scholars are making progress toward this graduation requirement.

Pennsylvania Pathways to Graduation

In accordance with the Pennsylvania Department of Education, every scholar will participate in the administration of the Keystone exams upon completion of three courses: Algebra I, Literature, and Biology. Act 158 of 2018 and Act 6 of 2017 provide alternatives to Pennsylvania's statewide requirement of attaining proficiency on these Keystone exams.

Effective with the graduating class of 2023, scholars have the option to demonstrate postsecondary preparedness through one of four additional pathways, beyond proficiency on all three Keystone exams. Scholars will work with their school's college and career counselor to determine their pathway to graduation if they do not score Proficient or Advanced on all three Keystone exams. Additionally, scholars who do not score Proficient or Advanced on the Algebra, Literature, and/or Biology Keystone exams will participate in remediation, which will include targeted support and focused test-taking skill development. If a scholar does not meet graduation requirements through the Keystone Proficiency Pathway, a scholar must meet the requirements through another pathway outlined in the graphic below.

See Appendix A for more information.



PROPEL SCHOOLSSM PATHWAYS TO GRADUATION

Based on Act 158 of 2018

Beginning with the class of 2023, students must meet statewide graduation requirements in one of five pathways.



Pathway 1: Keystone Proficiency

- Proficient or Advanced in Algebra I, Biology, and Literature



Pathway 2: Keystone Composite

- At least 1 Keystone score is Proficient or Advanced and no score is Below Basic
- Composite Keystone Score is at least 4,452



Pathway 4: Alternative Assessment*

1 Piece of Evidence

- Attainment of one alternative assessment score or better:
 - ACT (21)
 - ASVAB AFQT (31)
 - PSAT/NMSQT (970)
 - SAT (1010)
- Attainment of 3 or better on AP Exam(s) related to each Keystone content area in which less than Proficient
- Successful completion of dual enrollment course(s) related to each Keystone content area in which less than Proficient
- Successful completion of a pre-apprenticeship program
- Acceptance into four year Institution of Higher Education (IHE) for college-level coursework



Pathway 3: Career & Technical Education*

1 Piece of Evidence

- Industry-based competency certification
- Likelihood of industry-based competency assessment success
- Readiness for continued engagement in Career and Technical Education (CTE) Concentrator program of study



Pathway 5: Evidence Based*

3 Pieces of Evidence Consistent with Student's Goals

ONE or more of these four bulleted items

- Attainment of 3 or better on any AP Exam
- Successful completion of any dual enrollment or [postsecondary course](#)
- [Industry-recognized credentialization](#)
- Acceptance into an other-than-four year Institution of Higher Education (IHE) for college-level coursework

AND, no more than TWO of the following

- Attainment of Proficient or Advanced on any Keystone Exam
- Successful completion of a [service-learning project](#) Letter guaranteeing full-time employment or military [enlistment](#)
- [Completion of an internship, externship, or cooperative education program](#)
- Compliance with [NCAA Division II](#) academic requirements

Standardized Assessment Timeline



Part of Career and College Readiness is having the ability to demonstrate mastery of skills and standards. The standardized assessment available to scholars at Propel Schools further develop learning and validate the knowledge and reasoning gained throughout a scholar's high school career.


Summary of Assessments

Algebra Keystone Exam	End of Course- Algebra I	Required
Biology Keystone Exam	End of Course- Biology 2	Required
Literature Keystone Exam	End of Course- English 10	Required
Civics Exam	Embedded in Civics and Government	Required
Industry Certification Exams	Embedded in corresponding courses	Required
Advanced Placement (AP) Exams	End of Course- Early May	Required

State Mandated Assessments

Keystone Exams are the statewide assessment that Pennsylvania uses to comply with accountability requirements in the federal Every Student Succeeds Act (ESSA).

Algebra Keystone Exam	End of Course- Algebra I	Required
<p>The Algebra Keystone Exam is an end-of-course state assessment designed to evaluate proficiency in Algebra. As part of the graduation requirements, each scholar must demonstrate proficiency on the Algebra Keystone Exam, or fulfill one of the other pathways provided, to earn a diploma from Propel Schools (see the Pennsylvania Pathways to Graduation that were outlined above for more details). Each scholar is provided the opportunity to take the Keystone Exams in May of the year they are taking a Keystone affiliated course. A scholar who previously completed a Keystone-related course but did not take the Keystone Exam may also participate in testing for graduation purposes. Additionally, any scholar who has taken a Keystone Exam and did not score Proficient may retake the exam.</p> 		
Biology Keystone Exam	End of Course- Biology 2	Required
<p>The Biology Keystone Exam is an end-of-course state assessment designed to evaluate proficiency in Biology. As part of the graduation requirements, each scholar must demonstrate proficiency on the Biology Keystone Exam, or fulfill one of the other pathways provided, to earn a diploma from Propel Schools (see the Pennsylvania Pathways to Graduation that were outlined above for more details). Each scholar is provided the opportunity to take the Keystone Exams in May of the year they are taking a Keystone affiliated course. A scholar who previously completed a Keystone-related course but did not take the Keystone Exam may also participate in testing for graduation purposes. Additionally, any scholar who has taken a Keystone Exam and did not score Proficient may retake the exam.</p> 		

Literature Keystone Exam	End of Course- English 10	Required
<p>The Literature Keystone Exam is an end-of-course state assessment designed to evaluate proficiency in Literature. As part of the graduation requirements, each scholar must demonstrate proficiency on the Literature Keystone Exam, or fulfill one of the other pathways provided, to earn a diploma from Propel Schools (see the Pennsylvania Pathways to Graduation that were outlined above for more details). Each scholar is provided the opportunity to take the Keystone Exams in May of the year they are taking a Keystone affiliated course. A scholar who previously completed a Keystone-related course but did not take the Keystone Exam may also participate in testing for graduation purposes. Additionally, any scholar who has taken a Keystone Exam and did not score Proficient may retake the exam.</p> 		
Civics Exam	Embedded in Civics and Government	Required
<p>The Civics Exam is an end-of-course assessment, required by the state under Act 35, designed to evaluate a scholar's civic knowledge. As part of Propel Schools graduation requirements, every scholar must complete the Civics exam, which is embedded within the Civics and Government curriculum. Most scholars will complete this exam during their freshman year of high school. Any scholars that do not take Civic and Government while attending Propel Schools will be required to complete the Civics Exam prior to being eligible to graduate.</p>		
Industry Certification Exams	Embedded in corresponding courses	Required
<p>Any scholar taking a course in which an industry credential is available is required to complete the corresponding certification exams throughout the course of the school year. These exams, paid for by Propel, provide the scholars with the opportunity to gain Industry Credentials while in high school. The testing dates for each certification exam will be set by the course director.</p>		
Advanced Placement (AP) Exams	End of Course- Early May	Required
<p>Advanced Placement courses are designed to provide scholars with a rigorous college level course experience while still in high school. Scholars participating in AP courses are required to take the corresponding AP exam in May (paid for by Propel). All AP exams are scored on a scale of 1-5. Many colleges and universities accept AP exam scores of 3 or higher for college credit and/or advanced placement into upper-level college courses.</p>		

Grading System and Promotion Requirements

Propel high schools utilize a standards-based grading system. All honors, Advanced Placement (AP), and dual credit courses receive a weighted calculation in the scholar's GPA. Honors, AP, and dual credit courses also receive a 0.5 addition to their GPA when a scholar earns credit in these courses. This bump is not reflected in the grade on the report card or transcript, but rather factored into the scholar's GPA. The 0.5 addition is omitted if the scholar does not earn a passing grade in the course. The scholar must earn a grade of a "C" or higher to gain credit. If a scholar does not earn this grade, whether in an honors or AP course, then the scholar will NOT earn credit for that class. For dual credit courses, Propel Schools will honor the institution of higher education earned credit policy and award Propel credit if the scholar earned IHS credit. Please see the grading scale for both traditional and standards-based grading below:

Letter Scale	Standards Based Grading Scale	Traditional Grading 0-100% Scale	Grade Point Average (GPA) Scale
A+	4	100	4.25 (0.25 addition for mastery)
	3.9	98-99	
	3.8	96-97	
A	3.79	94-95	4.0
	3.6	92-93	
	3.5	90-91	
B+	3.49	88-89	3.5
	3.3	86-87	
B	3.29	84-85	3.0
	3.1	82-83	
	3	80-81	
C+	2.99	78-79	2.5
	2.8	76-77	
C	2.79	74-75	2.0
	2.6	72-73	
	2.5	70-71	
D	2.49	68-69	1.0
	2.3	66-67	
	2.2	64-65	
	2.1	62-63	
	2	60-61	
F	1-1.99	0-59.9	0

Transcripts will still have letter grades, but report cards and progress reports will be on a 4-3-2-1 scale, as listed below. The following scale gives a general description of scores under a standards-based grading system:

- 4- Exceeding Expectations
- 3- Meeting Expectations
- 2- Approaching Expectations
- 1- Little to No Evidence of Scholar Learning

In order for a scholar to be promoted to the next grade, they must have earned enough credits to be on track to graduate within the course of study offered at Propel High Schools during the school day. It is important to understand that these promotion requirements are set based on the scholar passing all of their subsequent coursework with a complete schedule each year. It is also important to note that scholars will not be placed in concurrent classes if one is a prerequisite for the other.

If a course is failed, the course credit will need to be recovered over the summer -- through either Propel's Credit Recovery Program or through a pre-approved 3rd party credit recovery program. Credit recovery must be documented and provided to the principal no later than the final add/drop day each year. If a scholar wishes to double up on a certain subject in order to take advanced coursework, the scholar will need parent, teacher, school counselor/College and Career Counselor, and principal approval. Still, all prerequisites are required.

Grade-Point Averages (GPA) are updated at the point of determination of credit. This will typically occur at the end of the first and second semesters. This only includes grades for the courses that have concluded. Credits recovered over the summer will be updated by the end of the add/drop period the following year.

By earning credit in a course, scholars demonstrate that they have satisfactorily learned the content and skills of that course. There are some courses that cannot be retaken for an additional credit once it has been earned. Courses that cannot be taken for an additional credit include all core English Language Arts, Math, Science, and Social Studies courses. Scholars are discouraged from retaking any course that they have previously passed, but allowances are made for elective courses, including art, business, computer sciences, fitness, and music courses. Please be advised that many post-secondary institutions are reviewing transcripts and want to see a transcript that has challenged the scholar and increased in rigor over time. College admissions, in most cases, will not look favorably at a course appearing twice on a transcript.

Standards-Based Grading

Overview

The report card is designed to stimulate an on-going conversation between teachers, families and scholars about what is expected of scholars in a rigorous academic program.

The purpose of the report card within Propel Schools is to provide a clear and accurate description of each scholar's progress in these areas:

1. Performance in academic courses as measured by mastery on course learning targets that are aligned to the Pennsylvania Core Standards established by the Pennsylvania Department of Education (PDE).
2. Demonstration of the Habits of Scholarship: characteristics of a successful learner.

Your scholar's grade will be broken down as follows:

- 95% Academic
- 5% Habits

Academics: Academics make up 95% so that your scholar's grade communicates how much grade-level material they have mastered. If your scholar has high scores (3's and 4's) in Academics, that means they can do grade-level work!

Habits: Habits make up 5% of a scholar's grade because the 5 Propel Habits represent the skills that scholars need to be successful in their academic work. If your scholar has high scores (3's and 4's) in the Habits, that means they are consistently demonstrating the skills required for life-long success!

Each week, your scholar will receive a score between 1 and 4 that represents their current level of mastery of the Propel Habits:

- 4** = Exceeding Mastery
- 3** = Meeting Mastery
- 2** = Approaching Mastery
- 1** = No Mastery

Standards-Based Report Cards

A standards-based report card emphasizes "learning" over "earning". Each semester provides scholars multiple opportunities to practice, attain, and demonstrate proficiency on the PA Core Standards and the Propel Schools performance benchmarks.

Through the identification of clear benchmarks, a scholar's knowledge and skills are measured on a continual basis, stretching scholars to perform at their highest level of potential. Teachers collect evidence of a scholar's achievement through careful observations, the examination of the scholar's work, discussions, projects, performance tasks, quizzes, and tests. Teachers record information about each scholar's progress on a frequent basis, analyze and compile that information, and finally use the data to evaluate each scholar's progress and provide meaningful

feedback with scholars to encourage growth and achievement.

Scholars are continually required to reflect on their learning and provide evidence of their growth through scholar-led conferences, portfolios, and academic check-ins in classes. This approach not only leads to scholars who reach deeper levels of learning and who are better prepared for college and career, but allows scholars to become leaders of their own learning.

Credit Recovery Overview

If a scholar fails to earn a passing grade during the school year, then scholars are expected to recover the credit by August 15th of the summer following. Credit recovery is offered at all Propel High Schools. Please read below for important information regarding course grades and GPA related to credit recovery:

- The grade of the recovered credit must be a C or higher.
- The final course grade will be replaced by a C once credit is recovered.
- GPA calculations will be updated by the end of the add/drop period the following year.
- All documentation of recovered credits must be submitted to Principals and school counselor/College and Career Counselor, by the end of the add/drop period for a scholar to progress to the next course, according to the course of study above. If a scholar does not provide this documentation by the end of the add/drop period, then the scholar will remain in the previously failed course for the entire length of the course.
- It is the scholar's responsibility to show documentation of recovered credit.

Advanced Placement (AP) Requirements

Each school offers an Advanced Placement Program. Every course is College Board approved and counts for college credit at many colleges and universities should the scholar earn a score of a 3 (and in some cases a 4) or higher on the end-of-course exam or portfolio presentation.

Empowering Scholars

Scholars are leaders of their own learning. Through citizenship, voice, and leadership, Propel High Schools instills confidence and critical engagement for scholars to interact within various communities. Scholars possess the agency to positively impact themselves and society. Self-reflection is a trait valued within our schools and beyond.

Scholar-Led Conferences

High School scholars and parents are required to attend three conferences over the course of the school year, typically in August, November, and March. Please see the school year calendar for the actual dates. Parents are notified a few weeks prior to each conference of time slots and asked to sign up in advance for a conference time. Families are asked to select a time slot in advance of the conference days.

- In August, parents/guardians meet at their scholar's school for initial introductions followed by a review of the Scholar and Family Handbook. Scholars and families commit to uphold the Propel commitments and values by signing the Scholar and Family Handbook agreement.
- In November and March, scholars lead the conference. Scholars share initial assessments, discuss particular strengths and weaknesses, and share their academic and social learning goals for the school year. A short progress report with information about the scholar's habits of work, academic performance, and social skill is also distributed in addition to all other data points such as discipline and attendance reports.
- If needed, a conference will be held in April to discuss academic concerns that may require credit recovery during summer months.

It is required that every high school scholar attend all conferences. Scholars must attend each conference, along with a parent or guardian, or the conference must be rescheduled.

Propel Habits

Propel Habits are a specific set of community values that seek to build the Habits and mindsets that scholars need to be successful in high school and beyond Propel. The 5 Propel Habits are our network-wide expectations for all members in our learning communities. These Habits were intentionally chosen to embody the skills that will help scholars succeed not only in Propel Schools, but in college, their careers, and beyond. Demonstrating, teaching and celebrating the 5 Habits with our scholars is an integral part of our mission at Propel to catalyze the transformation of public education so that all children have access to high-performing public schools.

Own It	Walk Through the Door	Look in the Mirror	Treat Others the Way You Want to be Treated	Do Your Part
Academics	Attitude	Behavior & Pride	Kindness	Teamwork
Work Hard Set Goals Be Responsible	Get Here Be Positive Never Give Up	Be Accountable Be Honest Be Dedicated	Be Courteous Be Engaged Be Empathetic	We Want... We Can... We Will...

Excellence is not an act, but a habit! Your actions become your habits, your habits become your values, your values become your destiny. The direct link between actions, habits, values and destiny is important. The Greek philosopher, Aristotle, said *"We are what we repeatedly do. Excellence, then, is not an act, but a **habit**."*

The information below summarizes some of the indicators that may impact your scholar's grade for each Habit:

Own It: Scholars engage in discussions, focus on tasks and learning during class, and set and monitor goals.

Walk Through the Door: Scholars are on time and prepared for class, and are active participants in their learning.

Look in the Mirror: Scholars hold themselves accountable for completing assignments, responding to teacher feedback and initiating reassessments.

Treat Others the Way You Want to be Treated: Scholars are courteous and use appropriate language, actively listen to others, and follow school rules so that all have the opportunity to safely participate and learn.

Do Your Part: Scholars share ideas with adults and peers, collaborate respectfully, and engage in academic activities with others.

Scholar Opportunities

Scholar Career Pathways and Dual Credit

Propel Schools is committed to ensuring that all high school graduates are prepared for post-secondary success. In this preparation, Propel Schools offers scholars opportunities to attend recognized U.S. Department of Education institutions of higher education (IHE) that eliminate barriers to participation.

At Propel Schools, Scholar Pathways and Dual Credit refers to courses taught to high school scholars for which the scholar receives both high school credit and college credit. This includes coursework offered through College in High School and Early College Programming whether it is in person, online or hybrid. Propel Schools is offering synchronous elective courses during the traditional school day as a possible option for scholars. These courses must be aligned to a scholar's graduation requirements or the career pathway offered by Propel Schools.

SCHOLAR APPLICATION REQUIREMENTS

- Must have and maintain a 3.0 GPA with Propel Schools
- Must be on track to graduate
- Must be in 11th or 12th grade
- Must receive a recommendation submission from principal
- Must complete IHE application process and dual enrollment supplemental form
- Scholars must participate in classroom coaching, guidance and tutoring.

Dual Credit

Scholars who successfully pass a Propel-approved dual credit course will earn one credit toward Propel Schools Graduation Requirements and college credits. Scholars may not earn this credit in any Keystone Exam courses.

1 Propel Credit

+College Credit

[Dual Credit Policy](#)

[PA Dual Credit Guidelines](#)

- Secondary school scholars receive postsecondary credit at or through an IHE approved to operate in Pennsylvania;
- Credits earned by a secondary school scholar are the same credits offered to a postsecondary school scholar enrolled at the IHE and are recorded on the secondary school transcript and the scholar's IHE transcript;
- Courses may be offered in person, online or a combination of in person and online;
- When possible, dual credit courses are aligned to the scholar's graduation requirements or the requirements of a career pathway offered by the scholar's school.

Grades: 11, 12

The goal of the Scholar Career Pathways and Dual Credit programs are to provide Propel high school scholars with a set of fully-mapped out and aligned career options or individual courses that promote better decision-making and prepares scholars for future success in select, high opportunity occupations. High Priority Occupations (HPO's) are identified, approved and recognized by the PA Department of Labor, PA Department of Education, PA Careerlink and Partners4Work (formerly Three Rivers Workforce Investment Board). HPO's are occupations that are in demand by employers, have higher skill needs and provide family sustaining wages.

Each pathway will consist of a variety of experiences both during and outside of the school day that build scholar exposure, knowledge, and career training in the selected fields. Some of the activities that scholars can expect to participate in include job shadowing, summer work experiences (paid/unpaid), internships, mock interviews, resume building job skills training, career days and more.

The following Scholar Career Pathways are available through the Community College of Allegheny County for 2024-2025: Medical, Manufacturing, Business, Accounting and Computer Science.

Scholars also have the opportunity to attend Point Park University, The Community College of Allegheny County and The University of Pittsburgh at Greensburg for individual Dual Credit Courses.

Course Selection Process

Scholars have the opportunity to select certain courses as part of their Propel High School Experience. Propel High Schools have a large number of required courses to ensure that scholars have access to a well-rounded education and are exposed to a variety of content, including a Fully Valued Arts Program. The following is the course selection process that all Propel high schools follow:

Spring

- Review transcripts and graduation map
- Review Summer Credit Recovery Options (if necessary)
- Scholar review of Course Catalog
- College and Career Counselor lesson(s) on advising scholars on required next courses and prerequisites
- Scholars complete course requests through Skyward
- For scholars interested in applying to any Scholar Career Pathway:
 - Application materials for pathways starting in the Summer Semester due April 10
 - Application materials for pathways starting in the Fall Semester due April 10

Summer

- Schools develop personalized schedules for scholars
- Schools adjust scholar schedules based on recovered credits
- All courses are balanced and class size minimized to create optimum learning environments
- Families will be contacted to set up a time for a meeting to review schedules.

Fall

- All scholars follow their given schedule. Scholars should always follow their most recent printed schedule.
- Add/Drop period is for the first 2 weeks of school ONLY. This is an opportunity for parents and scholars to request a course change. Not all requests will be able to be satisfied.
- The last day for add/drop for the 2024-25 school year is Friday, September 6, 2024.

Academic Curriculum and Course of Study Recommendations

The chart outlines the recommended course of study for various content areas, consistent with the graduation requirements previously described. Each course has prerequisites, though some may include co-requisites, as described in each course description.

Four Year Course Planning Guide				
	GRADE 9	GRADE 10	GRADE 11	GRADE 12
1	English 9	English 10	English	English
2	Mathematics	Mathematics	Mathematics	*Elective
3	Science	Science	Science	*Elective
4	Social Studies	Social Studies	Social Studies	Social Studies
5	*Elective	*Elective	*Elective	*Elective
6	*Elective	*Elective	*Elective	Elective <small>if required to complete Propel Graduation Requirements</small>
* Digital Literacy, World Language, Fitness and Wellness are required elective courses.				

* Note that not all elective courses are available at all Propel High Schools. Please review course descriptions for more information.

Exceptions to the Course of Study

1. Scholars who meet a performance level of “Proficient” or “Advanced” on the Algebra I Keystone Exam during their 8th grade year will be placed directly into Geometry in their 9th grade year, and the scholar will be granted 1 earned credit for Algebra I.
2. Scholars may elect to take Geometry and Algebra II in the same year (concurrently).
3. All transcripts will be reviewed by the College and Career Counselor to determine how transferred credits apply.
4. All other exceptions will be reviewed by the administration.

Course Descriptions

Business, Computer, and Information Technology

Animation

1A
0.5 Credit
Course 06008
PIMS 10203

Do you wonder what it would be like to create the next blockbuster animated movie or do you want to make the next big video game? Do you have an eye for drawing, technology, and timing? If so, Animation is the course for you! You will learn how to use animation tools to conceptualize and bring your creations to life. You'll learn the ins and outs of creating 2D and 3D animation, from start to finish. You'll even begin working on our own design portfolio and get hands-on experience with creating your own animation projects. Learning about Animation could lead to a thriving career in the growing world of technology and animation.

1B
0.5 Credit
Course 06009
PIMS 10203

Grades 10 -12 elective (Animation 1A and 1B courses are semester courses)
*This is an asynchronous course. Interested scholars must be organized and strong independent workers.

Business Enterprise

1 Credit

Course 09001

PIMS 12998

The class will develop a business plan and implement that plan including market research, finance, supply chain and sales. Scholars will have the opportunity to hear from various local entrepreneurs to build their networks within the community. Ideally the course will lead to the development of additional business plans that will become scholar enterprises in the future. This course may also introduce skills that develop, test, and launch a business plan, all while gaining skills around communication, collaboration, design practice and problem solving. Scholars will develop an entrepreneurial mindset in a variety of settings that include classroom work, on the job experiences and regional business competitions. Career experiences and exploration of business occupations will be explored as well.

Grades 10-12 elective

Business: Real Estate

0.5 Credit

Course 09004

PIMS 12154

The Real Estate Marketing course focuses on the wide range of factors that influence the flow of goods and services from the producer to the consumer in the real estate industry. Topics may include purchasing, advertising, sales, human relations, management, and entrepreneurship but with particular attention to the real estate industry. Emphasis may be placed on financing, investment, ownership rights, ethics, and other real estate principles.

Grades 9-12 elective

Coding

0.5 Credit

Course 06011

PIMS 10152

In this course, scholars will learn all about the technology they use in their day-to-day life as well as explore how the internet functions. The course includes an introduction to the basics of computer science as students discover how to create and build websites using HTML and CSS. They will also become familiar with programming languages like JavaScript and Python. Scholars will leave the course with a portfolio of work that will showcase their skills.

Grades 9-12 elective

Digital Literacy

0.5 Credit

Course 06001

PIMS 10010

[Required](#)

In this course scholars will be empowered to create, demonstrate and engage the relevance of computer science to the world. Foundational computer science skills will be established in basic programming concepts, general technology skills, internet safety/digital citizenship, software, networking and physical computing. Scholars will deepen their computational thinking experience using use-modify-create-test-analyze and refine model while working with computational artifacts. Scholars will become efficient and effective with computer skills and be prepared to explore career options that apply.

****The course will culminate with scholars taking the IT Fundamentals Pro certification from Test Out, which will count as an *industry recognized credential* toward Act 158 graduation requirements.**

Grade 9 or 10; required for graduation

Drone Aviation

2.0 Credits

Course 06010

PIMS 20053

[Drone Policy](#)

The Drone AOPA-CATT Aviation Program at the Hosanna House will provide guidance to scholars who desire to become commercial drone pilots and/or who want to pursue a career in aviation. This course prepares scholars for The Recreational UAS Safety Certification Test (TRUST) while also giving the scholars an opportunity to obtain their 107 Commercial Drone Pilot Certification.

HOSANNA HOUSE - AOPA-CATT AVIATION PROGRAM (at Hosanna House Location)

*This is a full year afternoon program with required attendance with partial year around outdoor learning.

*Grade 12 BHHS Scholars Only- Limited availability

*Principal recommendation is required.

3D Printing

0.5 Credit

Course 06002

PIMS 11199

In this course scholars will learn about the application of 3D printing, printer setup, maintenance, design and implementation. Using computer-aided software (CAD), scholars will have the opportunity to immerse themselves in the product design process to create marketable products. Scholars will build their critical thinking and problem solving skills as they create a product from start to finish. They will be responsible for monitoring, maintaining, repairing the 3D printer while their product is under production.

Grades 9-12 elective

Family and Consumer Science

0.5 Credit

Course 09003

PIMS 19251

This course will help students develop proficiency in problem solving, interpersonal skills, citizenship, and leadership, while balancing work and family. It will be designed to combine life-skills and general education students to give both the opportunity to engage with one another and develop skills needed for post high-school success. Some skills that we will work on include advocating a healthy lifestyle through teaching skills for coping and stress management; physical fitness and adequate sleep; ensuring food safety and security through food preparation and training in the kitchen; demonstrating personal financial literacy (basic banking skills, budgeting); nurturing and caring for children through simulations and the study of child care theories and practices; resume, cover letter and job interview practice; basic sewing skills; car maintenance (changing a tire, checking oil, switching windshield wiper blades); and first aid skills.

Grades 9-12 elective

Game Design For Chromebooks 1A:

Introduction

0.5 Credit

Course 06006

PIMS 10205

Are you ready to take your passion for game design and turn it into a real-life prototype? In this course, you'll learn the fundamentals of game design including scripting in JavaScript, game mechanics, audio editing, storytelling, and game world development. And the best part? You'll apply these skills to build an arcade-style galactic adventure game using PlayCanvas! Let's get ready to blast off into the world of game design!

Grades 10-12 elective

*This is an asynchronous course. Interested scholars must be organized and strong independent workers.

Game Design For Chromebooks 1B:

From Prototype to Product

0.5 Credit

Course 06007

PIMS 10205

Get ready to add some supercharged rocket fuel to your galactic adventure game prototype because it's time for it to blast into the stratosphere as a full-blown product! In this course, you'll build on your prototype focusing on techniques to add difficulty but also increase the fun. "Fun" may sound like an elusive quality to achieve, but understanding your audience's needs and potential immersive elements as well as the alignment and flow of your game progression will put you well on the way to creating a hit! Get ready to launch your game for all to see and collect the interstellar acclaim that follows!

Grades 10-12 elective

*This is an asynchronous course. Interested scholars must be organized and strong independent workers.

English Language Arts

In English Language Arts Classrooms We Do Our Part

- **We want** our scholars to be able to read and write proficiently to have the capacity to handle the rigors of college and career expectations.
- **We can** provide scholars with opportunities to read complex texts, ground their writing and discussion in evidence, and carry the cognitive load.
- **We will** provide instruction that allows our scholars to meaningfully read, think, talk and write while also providing just in time supports to teach/re-teach reading and writing skills explicitly and systematically.

English 9

1 Credit

Course: 01001

PIMS 01001

Required

English 9 provides ninth grade scholars with a strong foundation to continue their study of English. Each unit begins with a compelling question such as “What does it mean to be American?,” “How can words inspire change?,” or “Do we determine our own destinies?” Through whole-group, small-group, and independent learning opportunities, scholars will read texts from a variety of genres (including multimedia) in order to broaden and deepen their perspectives on each unit topic. At the end of each unit, scholars will pull together the content knowledge, process skills, and academic habits they have acquired and demonstrate their learning through a performance-based assessment. These performance-based assessments include everything from podcast productions to non-fiction narratives to dramatic readings. Throughout the year, scholars are given increasing responsibility for their learning as they set goals, self-assess, and monitor and reflect on their progress.

English 10

1 Credit

Course: 01001

PIMS 01003



Required

English 10 continues building on the core proficiencies of scholars' freshmen year. Each unit begins with a compelling question such as “What is the allure of fear?,” “What is the relationship between power and freedom?,” or “Why do people acquire more than they need?” Through whole-group, small-group, and independent learning opportunities, scholars will read texts from a variety of genres (including multimedia) in order to broaden and deepen their perspectives on each unit topic. At the end of each unit, scholars will pull together the content knowledge, process skills, and learning habits they have acquired and will demonstrate their learning through a performance-based assessment. These performance-based assessments include everything from podcast productions to multimedia presentations to explanatory essays. Throughout the year, scholars are given increasing responsibility for their learning as they set goals, self-assess, and monitor and reflect on their progress.

***Prerequisite: English 9**

Scholars enrolled in this course take the Keystone Literature Exam in the spring.

English 11

1 Credit

Course: 01004

PIMS 01003

Required

In English 11, scholars use the core proficiencies built in their freshman and sophomore years and apply them to historical periods in US history. Each unit begins with a compelling question such as “What role does individualism play in American society?,” “In what ways does the struggle for freedom change with history?,” or “What is the relationship between literature and place?” Through whole-group, small-group, and independent learning opportunities, scholars will read texts from a variety of genres (including multimedia) in order to broaden and deepen their perspectives on the unit topic. At the end of each unit, scholars will pull together the content knowledge, process skills, and learning habits they acquired and will demonstrate their learning through a performance-based assessment. These performance-based assessments include everything from personal narratives to informative essays to panel discussions. Throughout the year, scholars are given increasing responsibility for their learning as they set goals, self-assess, and monitor and reflect on their learning.

***Prerequisite: English 10**

Required if not taking AP English Language and Composition

AP English Language and Composition

1 Credit

Course 01005A

PIMS 01005

Advanced Placement English Language and Composition is a study of the English language in all forms and is designed to improve scholar proficiency in college-level reading and writing. Scholars will engage in close reading and critical analysis, exploring texts through various critical lenses, and will hone writing skills. Scholars will deepen their understanding of fiction, non-fiction, and poetry while focusing on rhetoric and rhetorical analysis, author’s purpose, reader’s expectations, and genre conventions. Close reading of this nature involves interpreting, justifying, and evaluating literature utilizing critical evidence. Scholars should expect an intensive writing experience, honing inquiry, analysis, and interpretation skills. Course writing will include analytical essays, personal essays, comparison essays, synthesis essays, open genre essays, and research papers. Scholars will be required to keep a reading and writing journal throughout the course. This course in particular will greatly assist those scholars preparing for careers in history, law, medicine, engineering, business, and the sciences. This course requires summer assignments. Coursework supports scholar success on the A.P. Language and Composition Exam to be administered in May, as well as in post-secondary academic courses and careers.

***Prerequisite: English 10**

Grade 11; required if not taking English 11

English 12

1 Credit

Course 01006

PIMS 01004

In their capstone ELA course, scholars explore topics and texts related to historical periods in British and World History. Each unit begins with a compelling question such as “What makes a hero?,” “What factors lead people to criticize their society rather than simply accept it?,” or “How do our attitudes toward the past and future shape our actions?” Through whole-group, small-group, and independent learning opportunities, scholars will read texts from a variety of genres (including multimedia) in order to broaden and deepen their perspectives on the unit topic. At the end of each unit, scholars will pull together the content knowledge, process skills, and

Required

learning habits they acquired and will demonstrate their learning through a performance-based assessment. These performance-based assessments include everything from reader's theater productions to reflective narratives to explanatory essays. Throughout the year, scholars are given increasing responsibility for their learning as they set goals, self-assess, and monitor and reflect on their learning.

Grades: 12

AP English Literature and Composition

1 Credit

Course 01007A

PIMS 01006

The AP English Literature and Composition course is designed to engage scholars in the careful reading and critical analysis of imaginative literature by using a critical lens approach, similar to the one used in English 12. Through close reading of selected texts, scholars deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, scholars will consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. Such close reading involves the experience of literature, the interpretation of literature, and the evaluation of literature. Writing to understand a literary work may involve writing response and reaction papers along with annotation, free-writing, and keeping a reading journal. Writing to explain a literary work involves analysis and interpretation, and will include writing brief focused analyses on aspects of language and structure. Writing to evaluate a literary work involves making and explaining judgments about its artistry and exploring its underlying social and cultural values through analysis, interpretation, and argument. All coursework supports success on the AP Literature and Composition Exam in May.

Grades: 12; Prerequisites: English 11 or AP English Language

Creative Writing

0.5 Credit

Course 01012

PIMS 01104

In this class, students will write, write, write, and write some more. The course will cover a variety of genres, including short stories, poems, comics, and more. Most importantly, the class will investigate where ideas come from and how to turn those ideas into compelling and original writing. To be writers, we will learn to think like writers and how to act like writers, whether in class or not.

Grades 9-12

EL 9: English Language Arts for English Language Learners

1 Credit

Course 01008

PIMS E01001

This course is for scholars new to the English Language. The course focuses on the preproduction of language acquisition through early production. The course focuses on building fluency to enable scholars to communicate basic needs.

Grades 9

EL 10: English Language Arts for English Language Learners

1 Credit

Course 01009

PIMS E01002

This course is for scholars who are still relatively new to the English Language, but possess a base level of knowledge. This course focuses on speech emergence to enable scholars to ask and answer questions and produce simple sentences.

Grades 10

Prerequisite: EL 9: English Language Arts for English Language Learners

EL 11: English Language Arts for English Language Learners

1 Credit

Course 01010

PIMS E01003

This course is for scholars new to the English Language. The course focuses on the preproduction of language acquisition through early production. The course focuses on building fluency to enable scholars to communicate basic needs.

Grades 11

Prerequisite: EL 10: English Language Arts for English Language Learners

EL 12: English Language Arts for English Language Learners

1 Credit

Course 01011

PIMS E01004

This course is for scholars new to the English Language. The course focuses on the preproduction of language acquisition through early production. The course focuses on building fluency to enable scholars to communicate basic needs.

Grades 12

Prerequisite: EL 11: English Language Arts for English Language Learners

Mathematics

Propel Schools will provide a conceptual mathematical learning experience that is scholar-centered, real-world applicable, and differentiated to meet the needs of all scholars. In our math classrooms: scholars work collaboratively, scholars think critically, scholars actively communicate.

Algebra I

1 Credit

Course 03001K

PIMS 02052



Required

In Algebra I, scholars learn the concepts and habits of mind necessary to solve algebraic problems. Major topics include Relationships Between Quantities and Reasoning with Equations and Their Graphs, Descriptive Statistics, Linear and Exponential Functions, Polynomial and Quadratic Expressions, Equations, and a Synthesis of Modeling with Equations and Functions. Emphasis is on using algebraic techniques to represent situations and solve problems.

Grades: 9

**Scholars enrolled in this course take the Keystone Algebra Exam in the Spring.

Geometry

1 Credit

Course 03002

PIMS 02072

Required

This course presents content and topics such as Congruence, Proof, and Constructions, Similarity, Proof, and Trigonometry, Extending to Three Dimensions, Connecting Algebra and Geometry Through Coordinates and Circles With and Without Coordinates. All of these topics are built upon a scholar's successful understanding of Algebraic concepts and apply many of these concepts in real-life settings.

Grades: 9/10

Algebra II

1 Credit

Course 03003

PIMS 02056

Required

In this Algebra course, scholars build on and deepen their understanding of Algebra I, learning mathematical habits of mind and skills in the context of more advanced topics. These topics include Polynomial, Rational, and Radical Relationships, Trigonometric Functions, Exponential and Logarithmic Functions and Inferences and Conclusions from Data.

Grades: 10/11

Prerequisites: Algebra I and Geometry (may be taken concurrently with Geometry)

Pre-Calculus

1 Credit

Course 03004

PIMS 02110

This course integrates geometric and algebraic concepts and previews calculus work. Content and topics included throughout the year are Complex Numbers and Transformations, Vectors and Matrices, Rational and Exponential Functions, Trigonometry and Probability and Statistics.

Grades: 11-12

Applied Mathematics

0.5 Credit

Course 03007

PIMS 02058

This course will focus on improving and developing scholar mathematical competencies based on math fluency and the PA Keystone Algebra Anchors and Eligible Content. This course is required for scholars performing below the proficient level on the Keystone Algebra Exam.

This course examines specific topics in Algebra, such as basic numbers and operations, linear equations or rational numbers, rather than providing an overview of Algebra.

Grades: 10-12

*Scholars will retake the Algebra Keystone Exam in the winter or spring in alignment with the semester that they are taking the course.



Music and Performing Arts

In order to include a variety of course offerings in our Performing Arts programming, we follow a 3 year course plan. Please note that the number of sections of each course might vary depending on scholar interest and school-specific resources.

Music		
2024-2025	2025-2026	2026-2027
<ul style="list-style-type: none"> • Band • Choir • Intro to Keyboarding • Music Production and Technology • Intro to Guitar & Ukulele • Percussion Ensemble • PPAA* 	<ul style="list-style-type: none"> • Band • Choir • Keyboarding II * • Guitar II * • Music Production and Technology • PPAA* 	<ul style="list-style-type: none"> • Band • Choir • Mixed Ensemble • Musical Theater • Intro to Guitar & Ukulele • Intro to Keyboarding • PPAA*

Percussion Ensemble

0.5 Credit

Course 08010

PIMS 05106

This course will examine the creation and performance of modern percussion/instrumental music using such models as the HBCU drumline, STOMP, as well as other mainstream performing groups, teaching rhythm and basic composing. The class will allow for the creation of a drumline that will be featured at a variety of school events and concerts throughout the year as an ensemble, and individual percussionists will be chosen from this class to play with the band as needed.

Grades 9-12

Choir

1 Credit

Course 08012

PIMS 05110

This is a year-long course offered to scholars from grades 9-12. Chorus courses develop scholars' vocal skills within the context of a large choral ensemble in which they perform a variety of styles of repertoire. This course is designed to develop students' vocal techniques and their ability to sing parts and include experiences in creating and responding to music.

Grades 9-12

Intro to Guitar and Ukulele

Guitar courses provide scholars an introduction to, and refine the fundamentals of, music and guitar literature and techniques, such as strumming and chords and may offer instruction in more advanced techniques. These courses may include electric bass, ukulele and other plucked string instruments. Formal and informal performances are typically

0.5 Credit	included as well as experiences in creating and responding to music.
Course 08011	Grades 9-12
PIMS 05108	

Intro to Keyboarding

The course will give scholars an introduction to the piano. It will include basic music theory and note reading through relevant, contemporary music pieces. Opportunities to perform formally and informally will be presented throughout the semester.

0.5 Credit	Grades: 9-12
Course 06012	
PIMS 05107	

Music Production and Technology

This course introduces scholars to the basics of using computer-based Digital Audio Workstations (DAWs) to create music as well as how to use music notation software for writing music. Scholars will learn the basics of recording, arranging, mixing and editing music using Soundtrap and different hardware used in music recording. Scholars will complete independent and group projects with a focus on creating their own music.

0.5 Credit	Grades: 9-12
Course 06015	
PIMS 05123	

Propel Performing Arts Academy

The innovative Propel Performing Arts Academy gives our scholars the space to create and express themselves through various art forms. Scholars are accepted into this competitive showcase through an extensive audition process.

Grades: 9-12

1.0 Credit	*This course requires an audition, a year long commitment, and maintained eligibility. Scholars will be required to participate in PPAA during weekly pullout rehearsals and performances <i>in addition to</i> the period that they are scheduled for class.
Course 06020	
PIMS 05052	

*Only **Varsity** scholars will be scheduled into this credit course. If you are interested in auditioning for PPAA, please choose this during Course Selection.

Physical, Health and Safety Education

Fitness

0.5 Credit

Course 07001

PIMS 08001

Required

Physical Education courses provide scholars with knowledge, experience, and an opportunity to develop skills in more than one of the following sports or activities: team sports, individual/dual sports, recreational sports, and fitness/conditioning activities.

Fitness is a graduation requirement for Pennsylvania and Propel Schools. Grades 9-12

Wellness

0.5 Credit

Course 07002

PIMS 08051

Required

Topics covered within Health Education courses may vary widely, but typically include personal health (nutrition, mental health and stress management, drug/alcohol abuse prevention, disease prevention, and first aid) and consumer health issues. The courses may also include brief studies of environmental health, personal development, and/or community resources. Health is a graduation requirement for Pennsylvania and Propel Schools.

Grades 9-12

Science

Propel Schools will provide an inquiry-based learning experience that is scholar-centered, fosters scientific literacy, and is grounded in real-world application and scholar reflection. In our science classrooms; scholars work collaboratively, scholars think critically, scholars actively communicate.

Biology I with Lab

1 Credit

Course 04001

PIMS 03051

Required

Biology I with Lab provides the fundamental concepts of life and life processes. This course includes (but is not restricted to) such topics as cell structure and function, general plant and animal physiology, genetics, and taxonomy.

Laboratory experiments are an integral part of the Biology course.

Grade 9

Biology II with Lab

1 Credit

Course 04002K

PIMS 03052



Required

The Biology II course covers biological systems in more detail. Topics that may be explored include cell organization, function, and reproduction; energy transformation; human anatomy and physiology; and the evolution and adaptation of organisms. Laboratory experiments are an integral part of this course.

Grade 10

Prerequisite: Biology I with Lab

*Scholars enrolled in this course take the Keystone Biology Exam in the Spring.

Chemistry with Lab

1 Credit

Course 04003

PIMS 03101

Required

Biology I with Lab provides the fundamental concepts of life and life processes. This course includes (but is not restricted to) such topics as cell structure and function, general plant and animal physiology, genetics, and taxonomy.

Laboratory experiments are an integral part of the Biology course.

Grade 11

Prerequisite: Biology II with Lab

Anatomy and Physiology

1 Credit

Course 04005

PIMS 03053

In the Anatomy and Physiology course, scholars will be introduced to human biology and the science of medicine. Drawing upon basic biological and chemical concepts, scholars explore the intricate anatomical and physiological mechanisms underlying normal human function. Scholars then investigate homeostatic imbalances that cause diseases. In learning about diabetes, for example, scholars gain an in-depth understanding of the endocrine system, the pancreas, the metabolism of sugar, and the biochemical effects of glucose. Lab work covers techniques in histology, anatomy and physiology (including dissections), and biochemistry. Additionally, scholars learn to read critically and respond to articles in scientific journals and the popular media.

Grades 11-12

Prerequisites: Biology I, Biology II, Chemistry

Physics

1 Credit

Course 04006

PIMS 03151

Physics is an advanced level science class that satisfies the high school graduation requirement of a science class. The physics curriculum includes interactions of matter and energy, velocity, accelerations, force, energy, momentum and charge. This class will be run like a college course and will help prepare scholars for university level science courses.

Grades 11-12

Prerequisites: Biology I, Biology II, Chemistry

Zoology

0.5 Credit

Course 04007

PIMS 03061

Zoology is the study of animal life. The course will be an introduction to zoology, with emphasis on the anatomy & physiology, interrelationships, genetics, habitats, and distributions of both vertebrates and invertebrates. In addition, scholars will extend their knowledge in ethology (animal behavior), evolution, and human ecology. Scholars will survey the nine major phyla of the kingdom Animalia.

Grades 11-12

Prerequisites: Biology I, Biology II

Social Studies

In Social Studies Classrooms We Do Our Part

- **We want** our scholars to be able to read and write proficiently to have the capacity to handle the rigors of college and career expectations.
- **We can** provide scholars with opportunities to read complex texts, ground their writing and discussion in evidence, and carry the cognitive load.
- **We will** provide instruction that allows our scholars to meaningfully read, think, talk and write while also providing just in time supports to teach/re-teach reading and writing skills explicitly and systematically.

Civics and Government

1 Credit

Course 02001

PIMS 04161

Required

The class aims to increase awareness of the conflicts, compromises, interactions, and struggles throughout the establishment of the American Government and its relationship with the governments of the world. The content, instruction and resources that you acquire will increase one's ability to become an active citizen and critically analyze the world. Scholars will be immersed in topics such as ideas of rebellion; fundamental American documents and their application; the electoral process; legal obligations; public policy and political participation; and your legal rights and responsibilities. Scholars will learn how to participate in the legal system, advocate for their values and beliefs and be positive, proactive contributors to society. The course will also delve into the history of Pennsylvania.

*The Civics Exam is an end-of-course assessment, required by the state under Act 35.

US History

1 Credit

Course 02002

PIMS 04101

Required

This course offers scholars an opportunity to examine our nation's usage of power through the lens of race, class, and gender. 19th, 20th and 21st century history is applied to contemporary US issues. With a focus on social justice, scholars will investigate topics related to our nation's founding, race, economics, and war. Much of our nation's history has been told from the position of power. This course will seek to understand what that position of power is and how it affects various groups of people.

Grade 10

*Prerequisite: Civics and Government

**required if not taking AP US History

AP US History

Study the cultural, economic, political, and social developments that have shaped the United States from c. 1491 to the present. You'll analyze texts, visual sources, and other historical evidence and write essays expressing

1 Credit

Course 02004A

PIMS 04104

historical arguments. Skills You'll Learn include the following:

- Evaluating primary and secondary sources
- Analyzing the claims, evidence, and reasoning you find in sources
- Putting historical developments in context and making connections between them
- Coming up with a claim or thesis and explaining and supporting it in writing

Grade 10 required if not taking US History

***Prerequisite: Civics and Government**

This Advanced Placement course takes the place of US History.

Financial Literacy

1 Credit

Course 02005

PIMS 19262

Required

This course is designed to teach scholars about different aspects of personal finance and entrepreneurship. This course will engage scholars in activities relevant to their lives today and in the future. We will begin with a basic foundation of economic reasoning and thinking. The course will teach scholars the basics of saving and investing, building wealth, credit and debt management, financial responsibility and decision making skills, insurance and risk management, characteristics and roles of entrepreneurs in our economy, and the relationship between income and careers.

Grade 11 required

*Prerequisites: Civics and Government, U.S. History

World Cultures

1 Credit

Course 02006

PIMS 04062

Required

Current World Cultures examines how through the study of culture we can come to understand current world challenges. Scholars will gain an understanding of how history has unfolded and learn to respect cultures both similar and different from their own. Scholars will utilize these skills to strengthen their understanding on the rise of humanity through the study of different cultures, belief systems, trade and interaction between various societies and civilizations. The central themes focus on culture and its impact on all aspects of society throughout the course. This allows them to develop a global perspective through which to interact as a citizen of the world. Current World Cultures has an overall interdisciplinary approach which will touch upon: religion, arts, geography, government, philosophy, history, economics, sociology and anthropology.

Grade 12 required

*Prerequisites: Civics and Government, U.S. History

Psychology

0.5 Credit

Course 02007

PIMS 04254

The purpose of the Psychology course is to introduce scholars to the systematic and scientific study of the behavior and mental processes of human beings. Scholars are exposed to the psychological facts, principles, and phenomenon associated with each of the major subfields within psychology. They also learn about the methods psychologists use in their science practice. The following units will be explored: Methods, History, Biology of Behavior, Sensation and Perception, Learning, Motivation and Emotion, Development, and Psychological disorders.

Grades 11-12

Scholars must pass US History with a 2.5+ as a prerequisite.

Visual Arts

In order to include a variety of course offerings in our Arts programming, we follow a 3 year course plan. Please note that the number of sections of each course might vary depending on scholar interest and school-specific resources.

Visual Arts		
2024-2025	2025-2026	2026-2027
<ul style="list-style-type: none"> • Visual Portfolio I • Visual Portfolio II (<i>Prerequisite</i>) • Multimedia Art • 2D Drawing and Design • Ceramics (ASHS,BHHS) • AP Studio Art (<i>Prerequisite - Teacher Recommendation</i>) 	<ul style="list-style-type: none"> • Visual Portfolio I • Visual Portfolio II (<i>Prerequisite</i>) • 2D Drawing and Design • 3D Sculpture and Installation • AP Studio Art (<i>Prerequisite - Teacher Recommendation</i>) 	<ul style="list-style-type: none"> • Visual Portfolio I • Visual Portfolio II (<i>Prerequisite</i>) • 3D Sculpture and Installation • Multimedia Art • Ceramics (ASHS,BHHS) • AP Studio Art(<i>Prerequisite - Teacher Recommendation</i>)

The following courses will be offered during the 2024-25 School Year.

Visual Portfolio I

0.5 Credit

Course 08001

PIMS 05170

Scholars will experiment with two-dimensional (such as pencils, paints, charcoal, printing, and pastels) and three-dimensional mediums (such as cardboard, clay, wire, plastic, fabric, and found objects) to create unique works of art. Scholars will learn about various artists and art movements to inspire and influence their work. They will be expected to keep a sketchbook to compile research, notes, rough sketches, and brainstorming throughout the year. All scholars will complete a visual portfolio with accompaniments involving the artist, the artist's influences, and the work's meanings.

Grades: 9-12

Visual Portfolio 2

0.5 Credit

Course 08002

PIMS 05170

Scholars will continue to explore two-dimensional and three-dimensional mediums to further develop and hone their artistic talent. Similar expectations exist as Visual Portfolio I. This course ends in a presentation of scholar visual portfolios.

Grades: 9-12

***Prerequisite: Visual Portfolio I**

Multimedia Art

0.5 Credit

Course 08008

PIMS 05169

Multimedia Art courses emphasize applying the fundamental processes of artistic expression for the purpose of creating multimedia productions that explore contemporary social, cultural, and political issues. These courses include the history and development of multiple forms of media including a combination of text, audio, still images, animation, video, and interactive content. These courses provide students with the opportunity to develop foundational skills and knowledge while they also become more adept in video, and electronic time-based media. Scholars engage in critique of their multimedia work, that of others, and the multimedia video, digital, and live production work of artists for the purpose of reflecting on and refining work for presentation.

Grades: 9-12

Ceramics

0.5 Credit

Course 08007

PIMS 05159

Scholars will learn about 3D techniques in Ceramics (handbuilding, wheel throwing, glazing, kiln firing). Scholars will be expected to explore different uses and applications of Ceramic exploration, including decoration and functional work. Scholars will learn about various artists, art movements and cultures to inspire and influence their work. They will be expected to keep a sketchbook to compile research, notes, rough sketches, and brainstorming throughout the year. All scholars will complete a visual portfolio with accompaniments involving the artist, the artist's influences, and the work's meanings.

Grades: 9-12

2D Drawing and Design

1 Credit

Course 06006

PIMS 05199

Scholars will refine two-dimensional artistic skills through this course using a variety of media such as graphite, charcoal, acrylic paint, watercolor and pastels. They will learn techniques and processes including drawing, painting, and graphic design. Scholars will reflect and respond to artwork, and learn to present their work for display.

Grades: 9-12

AP Studio Art and Design

1 Credit

Course

2D: 08004A

3D: 08005A

Drawing: 08006A

PIMS

2D: 05174

3D: 05175

Drawing: 05172

In an AP Art and Design course, scholars will develop the skills that artists and designers use and create a portfolio of work they will submit for an AP score. AP Art and Design scholars submit their portfolios digitally through the AP Digital Portfolio. Scholars do not mail physical work to the AP Program.

AP 2-D Art and Design: Develop your 2-D skills through materials and processes such as graphic design, photography, collage, printmaking, and fashion illustration.

AP 3-D Art and Design: Develop 3-D skills in materials and processes such as sculpture, architectural rendering and models, metal work, ceramics, and glass work.

AP Drawing: Develop your drawing skills as you experiment with materials and processes such as analog and digital drawing, painting, printmaking, and mixed media work.

Note: This is an Advanced Placement course that may result in earned college credits. **Requires Teacher Recommendation/Approval**

Grades: 10-12

World Languages

Spanish I

1 Credit

Course 05001

PIMS 24052

Required

Spanish I equips scholars with the basic skills to communicate with Spanish speakers and understand the cultures of the Spanish-speaking world. Scholars will begin by learning basic skills such as greeting others, telling the time, and likes/dislikes. An emphasis will be made on distinguishing parts of speech and comparing them to examples in English. Scholars will build on their Spanish vocabulary by using it as a foundation to formulate dialogues and more complex sentences that include details. Grammatical study will include the present tense including irregular verbs, the informal and formal command forms, and direct object pronouns. Study of pure language skills will be accompanied with area studies of the Spanish-speaking world.

Grades: 9/10/11

Spanish II

1 Credit

Course 05002

PIMS 24053

Required

Spanish II builds on what scholars learned the previous year in Spanish I. Scholars use their ability to create Spanish sentences in order to engage in higher order activities in Spanish such as providing and obtaining information, expressing feeling and emotions, and exchanging opinions. Special emphasis will be placed on the mastery of the preterite and future tense and scholars will receive an introduction to the present subjunctive. Spanish II scholars will further their ability to read and write in Spanish. Further development of reading and writing skills are developed through the context of cultural, historical, and literary studies. Scholars will be asked to read increasingly difficult essays, stories and newspaper articles from and concerning Latin America and Spain.

Grades: 10/11/12

*Prerequisite: Spanish I

Academic Support

Foundations A

1 Credit

Course 10001

PIMS 22254

In this class, students will build, develop and increase their problem solving and literacy foundational skills utilizing all content curriculums. Students will have the opportunity to develop and apply positive academic behavior skills to increase their success in high school and beyond. Students will develop better test taking strategies, note taking skills, self-advocacy skills, organizational skills, self-determination skills and other identified skill areas. Students will engage in weekly goal setting and goal progress monitoring in order to develop a deeper understanding of the connection between their learning and studying habits with their school performance. Throughout the course, students' positive academic strategies and career development activities will assist in becoming college and career ready for a global society.

Grades 9-12

Foundations B

1 Credit

Course 10002

PIMS 22253

In this class, students will build, develop and increase their problem solving and literacy foundational skills utilizing all content curriculums. Students will have the opportunity to develop and apply positive academic behavior skills and social/emotional skills to increase their success in high school and beyond. Students will develop better test taking strategies, note taking skills, self-advocacy skills, organizational skills, self-determination skills and other identified skill areas. Students will engage in weekly goal setting and goal progress monitoring in order to develop a deeper understanding of the connection between their learning and studying habits with their school performance. Throughout the course, students' positive academic strategies and career development activities along with their social/emotional development will assist in becoming college and career ready for a global society.

Additionally, the course will provide support to students in constructing a positive academic and social identity while developing skills to build positive relationships between their peers and adults within the school and their community. Students will build their interpersonal skills in the domains of communication, collaboration and conflict resolution.

Grades 9-12

Transition to Life: Literacy Skills

In this class, students will build, develop and increase their problem solving and literacy foundational skills utilizing all content curriculums. Students will have the opportunity to develop and apply positive academic behavior skills to increase their success in high school and beyond. Students will develop better test taking strategies, note taking skills, self-advocacy skills, organizational skills, self-determination skills and other identified skill areas.

1 Credit	Students will engage in weekly goal setting and goal progress monitoring in order to develop a deeper understanding of the connection between their learning and studying habits with their school performance. Throughout the course, students' positive academic strategies and career development activities will assist in becoming college and career ready for a global society.
Course 10003	
PIMS S01037	
	Grades 9-12
Transition to Life: Social Dynamics	Through community, classroom and social activities, interactions and experiences, students will develop a sense of self and community with a connection to the world around them on a global level. The students will participate in video conferencing with other countries and states and gain powerful knowledge connecting them to students in other cultures around the world. Students will discuss and delve into current events, our heritage, our great City of Pittsburgh, World Cultures, American and World History, geography and more.
1 Credit	
Course 10004	
PIMS S04305	
	Grades 9-12
Transition to Life: Consumer Mathematics	This Mathematics course focuses on functional skills needed to make it in today's consumer rich lifestyle. Students focus on consumer math, shopping, salaries, budgeting, balancing bank accounts, and using ATMs, debit cards, and credit cards. Students will also focus on higher-level math skills necessary for life success.
1 Credit	Grades 9-12
Course 10005	
PIMS S02002	
Transition to Life: Science Interactions	In this course, the students will gain an understanding of the foundational concepts of the four areas of Science: Nature of Science, Biological Science, Physical Science and Earth and Space Science. Students will compare and contrast the four areas of science and identify how they each relate to the world. This course is designed to give the students the basic skills of scientific method, critical thinking, safety and organization in addition to learning science concepts. Additionally, this course will reinforce Reading and Writing in Science and Technology along with exploring careers in Science. Students will be required to journal their scientific observations in and out of the classroom.
1 Credit	
Course 10006	
PIMS S03239	
	Grades 9-12

**Transition to Life:
Career and
Workplace
Readiness**

1 Credit

Course 10007

PIMS S19257

This course combines a coordinated set of classroom instruction and activities with authentic community-based practice of learned skills. Students will complete career and transition assessments in order to identify their strengths and areas of interest. Instruction will support the student's transition into post secondary education and/or training, employment and independent living.

Students will develop self-awareness, self-advocacy, self-determination and soft skills for the workplace by learning and practicing in a classroom setting and then have the opportunity to practice in authentic settings. Students will participate in various hands-on activities, guest speakers, presentations, role-play, and non-paid community based transition experiences.

Grades 9-12

Forbes Road Career and Technical Center

Propel Schools is committed to ensuring that all high school graduates are prepared for post-secondary success. In this preparation, Propel Schools offers scholars opportunities to attend Pennsylvania State recognized Career and Technical Educations (CTE) programs that eliminate barriers to scholar success. Scholars are able to apply to [Forbes Road Career and Technology Center](#) with the support of their College and Career Counselor. **If/when a scholar applies, it does not guarantee acceptance into a course selection or program.**

Career and technical education (CTE) in Pennsylvania offer scholars the opportunity to develop critical skills through a combination of classes and hands-on learning experiences, which allow them to apply learned academics to real-world situations. Scholars enrolled in a CTE program will receive both high school and CTE program certificate credit hours. These courses will be aligned to scholar's graduation requirements offered by Propel Schools.

CTE is offered to Grade 11 and 12 Scholars at Propel Braddock Hills

[Propel Scholar CTE Policy](#)

Special Option

Early School Release Program

Early School Release

No Credit

[Early Release Policy](#)

[Early School Release Form](#)

Senior scholars are eligible for early release based on dual credit and employment. Junior scholars are eligible for early release for dual credit purposes only. The early school release program will only be approved for scholars who are making adequate progress toward graduation requirements and whose class schedule works within the timeframe requested. All early release requests require review and approval by an administrator. Scholars are expected to follow their existing schedule until notified of approval by their College and Career Counselor.

Approval of early release is not guaranteed.

Grade: 12

Grade: 11 for dual credit purposes only

Course Selection Form

2024-25 School Year

Please use this form to draft what you need and would like to take next year. Please be sure to check your graduation requirements and any course prerequisites to ensure you request the right courses. Reference the Propel High School Course Catalog and the Student and Family Handbook for course offerings and graduation requirements. You will submit your requests via Skyward.

Course Content	Current Course 2023-24	Course Request 2024-25	Credits 2024-25
Business, Computer, and Information Technology			
English			
Math			
Science			
Social Studies			
Physical Education and Health			
World Languages			
Elective 1			
Elective 2			
Elective 3			
Elective 4			
Elective 5			
Total Credits			
Credits requested should equal 6 unless fewer are needed for graduation.			

Scholar Signature _____

Parent Signature _____

College Career Counselor Signature _____

Appendix A

Pennsylvania Pathways to Graduation



Pennsylvania Pathways to Graduation

Keystone Proficiency Pathway *Numeric or Non-Numeric Scores*

Algebra I
Proficient or Advanced

Biology
Proficient or Advanced

Literature
Proficient or Advanced

Keystone Composite Pathway *Numeric Scores Only*

At least 1 Keystone Exam scaled score is
1500 or Greater

No Keystone Exam score is
Below Basic

The Keystone Exam 3-score composite is
4452 or Greater
The Keystone Exam 2-score composite is
2939 or Greater
(where eligible under §121.1)

CTE Concentrator

Meet locally established, grade-based requirements for Keystone content in which the student is less than Proficient

CTE Concentrator

1 Artifact from pathway criteria

Alternative Assessment

Meet locally established, grade-based requirements for Keystone content in which the student is less than Proficient

Alternative Assessment

1 Artifact from pathway criteria

Evidence-Based Pathways

Meet locally established, grade-based requirements for Keystone content in which the student is less than Proficient

Evidence-Based

3 Artifacts from pathway criteria

Waiver

A student in 12th grade, or experiencing extenuating circumstances, who meets locally established grade-based requirements for Keystone content area(s) in which the student is less than proficient, and is unable to satisfy the requirements of a graduation pathway may be granted a waiver by the chief school administrator.

Individualized Education Plan

A student with a disability who is unable to satisfy pathway requirements but who satisfactorily completes a special education program is granted a diploma under Title 22 §4.24.

Pathway Criteria

CTE Concentrator	Alternative Assessment	Evidence-Based
1 Artifact	1 Artifact	3 Artifacts consistent w/student goals ONE or more from Section One No more than TWO from Section Two
<p>Industry-based competency certification</p> <hr/> <p>Likelihood of industry-based competency assessment success</p> <hr/> <p>Readiness for continued engagement in CTE Concentrator program of study</p>	<p>Attainment of one alternative assessment score or better: ACT (21), ASVAB AFQT (31), PSAT/NMSQT (970), or SAT (1010)</p> <hr/> <p>Attainment of Gold Level or better on ACT WorkKeys</p> <hr/> <p>Attainment of 3 or better on AP Exam(s) related to each Keystone content area in which less than Proficient</p> <hr/> <p>Attainment of 4 or better on IB Exam(s) related to each Keystone content area in which less than Proficient</p> <hr/> <p>Successful completion of concurrent enrollment course(s) related to each Keystone content area in which less than Proficient</p> <hr/> <p>Successful completion of a pre-apprenticeship program</p> <hr/> <p>Acceptance into accredited, non-profit Institution of Higher Education (IHE) 4yr program for college-level coursework</p>	<p>Section 1</p> <hr/> <p>Attainment of 630 or better on any SAT Subject Test</p> <hr/> <p>Attainment of Silver Level or better on ACT WorkKeys</p> <hr/> <p>Attainment of 3 or better on any AP Exam</p> <hr/> <p>Attainment of 3 or better on any IB Exam</p> <hr/> <p>Successful completion of any concurrent enrollment or postsecondary course</p> <hr/> <p>Industry-recognized credentialization</p> <hr/> <p>Acceptance into accredited, non-profit Institution of Higher Education (IHE) for college-level coursework in an other-than-4yr program</p> <hr/> <p>Section 2</p> <hr/> <p>Attainment of Proficient or Advanced on any Keystone Exam</p> <hr/> <p>Successful completion of a service-learning project</p> <hr/> <p>Letter guaranteeing full-time employment or military enlistment</p> <hr/> <p>Completion of an internship, externship, or cooperative education program</p> <hr/> <p>Compliance with NCAA Division II academic requirements</p>

The following [PDF](#) outlines the above information and can be downloaded for reference. Scholars can meet the [Act 158 statewide graduation](#) requirement through the following pathways:

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

- **Keystone Composite Pathway:** Earning a composite score of 4452 on the Algebra I, Literature, and Biology Keystone Exams (while achieving at least a proficient score on at least one of the three exams and no less than a basic score on the remaining two).
- **CTE Pathway:** For Career and Technical Education (CTE) Concentrators, successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the scholar did not achieve proficiency and attainment of an industry-based competency certification related to the CTE Concentrator's program of study or demonstration of a high likelihood of success on an approved industry-based competency assessment or readiness for continued meaningful engagement in the CTE Concentrator's program of study.
- **Alternate Assessment Pathway:** Successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the scholar did not achieve proficiency and one of the following:
 - Attainment of an established score on an approved alternate assessment (SAT, PSAT, ACT, ASVAB);
 - Gold Level on the ACT WorkKeys Assessment;
 - Attainment of an established score on an Advanced Placement Program or an International Baccalaureate Diploma Program exam in an academic content area associated with each Keystone Exam on which the scholar did not achieve at least a proficient score;
 - Successful completion of a concurrent enrollment course in an academic content area associated with each Keystone Exam in which the scholar did not achieve at least a proficient score;
 - Successful completion of a [pre-apprenticeship program](#); or
 - Acceptance in an accredited 4-year nonprofit institution of higher education and evidence of the ability to enroll in college-level coursework.
- **Evidence Based Pathway:** Successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the scholar did not achieve proficiency and demonstration of three pieces of evidence consistent with the scholar's goals and career plans, including
 - One of the following:
 - Attainment of an established score on the ACT WorkKeys assessment, a SAT subject test, an Advanced Placement Program Exam, or an International Baccalaureate Diploma Program Exam;
 - Acceptance to an accredited nonprofit institution of higher education other than a 4-year institution and evidence of the ability to enroll in college-level coursework;
 - Attainment of an [industry-recognized credential](#); or
 - Successful completion of a concurrent enrollment or postsecondary course; and
 - Two additional pieces of evidence, including one or more of the options listed above, or:
 - Satisfactory completion of a service learning project;
 - Attainment of a score of proficient or advanced on a Keystone Exam;

- A letter guaranteeing full-time employment; a certificate of successful completion of an [internship or cooperative education program](#); or
- Satisfactory compliance with the [NCAA's core courses](#) for college-bound scholar athletes with a minimum grade point average (GPA) of 2.2.

DIVISION II ACADEMIC REQUIREMENTS

To study and compete at a **Division II school**, you must earn 16 NCAA-approved **core-course credits**, earn a minimum 2.2 **core-course GPA** and submit your final transcript with proof of graduation to the Eligibility Center.

CORE-COURSE REQUIREMENTS

Earn 16 NCAA-approved core-course credits in the following areas:

ENGLISH	MATH (Algebra I or higher)	SCIENCE (Including one year of lab, if offered)	ADDITIONAL (English, math or science)	SOCIAL SCIENCE	ADDITIONAL COURSES (Any area listed to the left, world language or non doctrinal religion/philosophy)
3 years	2 years	2 years	3 years	2 years	4 years

QUALIFIER

As a Division II qualifier, you may practice, compete and receive an athletics scholarship during your first year of full-time enrollment at an NCAA Division II school.

- » Earn 16 NCAA-approved core-course credits in the right areas.
- » Earn a minimum 2.2 **core-course GPA**.
- » Submit your final transcript with proof of graduation to the Eligibility Center.

More information can be found on the Pennsylvania Department of Education's website.

Appendix B

Propel High School Athletics

[Propel Schools Athletic Handbook](#)

ALL PROPEL HIGH SCHOOL SPORTS ARE PIAA AFFILIATED. (Grades 9-12) can participate in the following programs:

**Co-op with Imani Christian Academy*

- Volleyball
- Basketball
- Bowling
- Cheerleading
- Track & Field
- Football *

Propel Braddock Hills High School and Propel Montour High School boys basketball teams compete in the WPIAL.

Propel Andrew Street High School boys basketball team, Propel Andrew Street High School and **Propel Braddock Hills High School** and Propel Montour High School girls teams participate in the SWCAC.

Bowling teams participate as members of the WPIBL.

Propel Athletics Football Co-Op

Propel Schools and Imani Christian Academy are in an athletic co-op, a cooperative agreement, where **Propel Braddock Hills High School** scholars participate in competitive football at the WPIAL level.

This exciting partnership supports our mission of setting standards of excellence for our scholars.



Through our co-op, our athletes participate in the WPIAL, and PIAA District 7, compete at the AA level and play a full league schedule.

Appendix C

Propel Performing Arts Academy



[PPAA Scholar Policy](#)

This innovative Academy allows our scholars to have a platform to collaborate across Propel Schools and gives them a space to create and express themselves through various art forms. Scholars are accepted into this competitive program through an extensive audition process. Selected scholar-artists then meet throughout the school year on a consistent basis in preparation for our performances. The program is an excellent opportunity for scholars who desire to pursue the arts as a career. Many others find this to be a transformative expedition into self-discovery and self-empowerment.

Auditions and Eligibility Requirements

If interested, scholars may sign up for PPAA when scheduling, however, entry into the program and continued participation is determined based on a rigorous audition process and meeting eligibility requirements. The credit option is only available for scholars who make Varsity.



Appendix D

Historically Black College and University Tours

At Propel High Schools, we offer a History Black College and University Tour experience for our 11th and 12th grade scholars. HBCUs often offer specialized programs and majors that cater to our scholars' diverse academic interests. Exposure to these opportunities help scholars make informed decisions about their future academic pursuits and careers. HBCUs also offer a wide range of social and extracurricular activities that contribute to a holistic college and university experience. Touring these campuses allows our scholars to explore campus student life ,academics, clubs, organizations, and events, helping Propel Scholars envision their own college or university experience. From prior tour exposure, Propel Scholars leave with college admission and scholarship support.

Each Propel High School Campus will offer application information from College and Career Counselors in the early Fall. If you are interested in attending, please see your College and Career Counselor for more information.



Appendix E



MISSION STATEMENT

Propel Schools, based in Pittsburgh, Pennsylvania, is a not-for-profit federation of charter schools dedicated to the mission of catalyzing the transformation of public education so that all children have access to high-performing public schools.

PRINCIPAL MESSAGE

At Propel Braddock Hills High School, we strive to help scholars reach their potential as whole individuals. We are committed to facilitating a safe, challenging learning community built on honest communication for our scholars, staff, and families to maximize academic achievement. We aim to teach the whole child while embracing mistakes as learning opportunities and strive to prepare scholars for life outside of high school.



Robert F. Sims III

Principal

*rsims@propelschools.org
Ext. 1627*



Brandon Bower

Assistant Principal

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1500 Yost Boulevard
Braddock Hills, PA 15221

propelschools.org

**Phone: 412-271-4929
Fax: 412-271-4905**

Own it! • Walk Through the Door • Look in the Mirror • Treat Others the Way You Want to Be Treated • Do Your Part

ABOUT:

College and Career Exploration

Propel Braddock Hills High School strives to create a community where scholars are prepared to become active and engaged citizens through authentic and compelling learning experiences. College and career exploration, along with character building, are activities our scholars are engaged in daily. We are dedicated to social justice and creating a positive change in the education landscape of Pittsburgh and beyond. Our school values scholar voice and looks to build student leaders through several initiatives that not only reflect the world that our scholars see but expand their perspectives on both academic and social issues.

Athletics

Propel Schools offers all High School scholars the opportunity to participate in interscholastic competition through Propel Athletics. An education-based program, Propel Athletics offers diverse athletic opportunities while focusing on skill development and providing scholars with the opportunity to gain valuable life lessons. All Propel High School sports are PIAA-affiliated. Propel Braddock Hills High School scholars can participate in competitive football at the WPIAL level through an athletic co-op with Imani Christian Academy.

Social Curriculum

The social curriculum begins in CREW, which provides scholars with a foundation for skills needed after high school as well as a chance to explore post-secondary school plans. We encourage families to support the development of these skills and habits in their children by using the same language at home as is used at school.

Doors open: 7:20 a.m.
Breakfast ends: 7:45 a.m.
Scholars are marked tardy at: 7:45 a.m.
Dismissal begins: 2:45 p.m.



IMPORTANT CONTACTS:

Marlynn Wheeler-Love, School Counselor
mlove@propelschools.org, Ext. 1647

Stephanie Tabb, Administrative Assistant
stephanietabb@propelschools.org, Ext. 1007

Mary DeRiso, Nurse
maryjoderiso@propelschools.org, Ext. 1667

Mary Meiman, Enrollment & Family Outreach Manager
marymeiman@propelschools.org, Ext. 120

Bus transportation is determined by the school district in which you live. Generally, transportation is available if a family lives within 10 miles of their Propel school and within a bussing school district.



1500 Yost Boulevard
Braddock Hills, PA 15221

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