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MESSAGE FROM THE PRINCIPAL

Dear Students and Parent/Guardian:

The Program of Studies contains all of the information needed for students to plan their academic schedule for the school year. It includes an overview of the courses provided by each department area, as well as individual course descriptions that will be helpful in determining the most effective and rewarding learning path for the coming year. In addition, it clearly defines promotion and graduation requirements. Although we have designed the Program of Studies to be comprehensive, remember students can always talk with teachers, school counselors, and principals if they have questions or would like greater detail.

During considerations regarding the scheduling process, students are encouraged to think about options that: will provide academic challenge, deepen skills and increase knowledge in a specific area of interest, try a course that will increase curiosity, or enroll in a course that will develop new skills or strengthen less familiar skills. Meeting such challenges will provide you with the skills to meet the expectations of a global and constantly changing workforce.

Making these decisions can be exciting, but it can also be overwhelming. No matter how “sure” you may feel, it is important to involve your parents and school counselor in the decision-making process. Our experienced and professional staff will provide you with the support, encouragement, and challenges that you need to become a successful individual in school and in life.

As a parent, I encourage you to actively participate in the course selection process with your student. Their decisions will have an impact on their future goals and aspirations, and your involvement is critical to ensuring that your child enrolls in the appropriate courses. If you have questions, please do not hesitate to contact your student’s school counselor or building administrator.

Very truly yours,

Dr. Gregory M. Saraceni

Dr. Gregory M. Saraceni
Principal, Ringgold High School

LEGAL NOTICE

It is the policy of the Ringgold School District not to discriminate on the basis of race, sex, religion, color, national origin, age, handicap or limited English proficiency in its educational programs, services, facilities, activities or employment policies as required by Title IX of the 1972 Educational Amendments, Title VI and VII of the Civil Rights Act of 1964 as amended, Section 504 Regulations of the Rehabilitation of 1973, the Age Discrimination Act of 1975, Section 204 Regulations of the 1984 Carl D. Perkins Act or any applicable federal statute. Questions should be directed to the Title IX compliance officer, Ringgold School District (724) 258-9329.

ADMINISTRATION

District Office

400 Main Street
New Eagle, PA 15067
724-258-9329

Ringgold High School

1 Ram Drive
Monongahela, PA 15063
724-258-2200

Mr. Randall Skrinjorich
Superintendent

TBD
Principal

Dr. Gregory M. Saraceni
Assistant Superintendent

Mrs. Mary Grace Stutzman
Assistant Principal

Mrs. Shannon Crombie
Director of Curriculum, Instruction, and Innovation

Mrs. Heather Roman
Assistant Principal

Mrs. Kimberley Moore
Director of Finance

Mr. Scott Stephenson
Athletic Director

Mr. Ed Broadwater
Director of Technology

Mrs. Kasandra Staffen
School Counselor

Mrs. Sherry Black
Director of Pupil Services

Mrs. Kristie Rygiel-DeBor
School Counselor

Mrs. Phoebe Dailey
School Counselor

Dr. Jamie Brownfield
RCA | Transition Counselor

PURPOSE

The Program of Studies provides information that will guide students and parents in planning the student's academic decisions to reach their goals beyond high school. The Program of Studies is flexible and is planned to meet the individual needs of students to promote growth and achievement. The Program of Studies provides a list of the courses offered with a brief course description. While selecting courses for the upcoming school year, it is important to incorporate each individual student's interests, abilities, and plans for the future. We encourage students and parents to share in the decision-making process. Ringgold High School teachers and school counselors may provide additional assistance.

A student schedule provides a complete plan of studies for the upcoming school year. Courses for the first and second semester should be selected with confidence at the time of scheduling. Availability for mid-year schedule changes is limited. Students should strive to plan a schedule where the load is evenly distributed throughout the school year. The inclusion of a course description in this booklet does not guarantee the course will be available or offered next year. Courses will be scheduled based on student interest and the most efficient use of teachers. Therefore, you should have alternative course selections in mind in case one of your choices is canceled because of low enrollment. It is important that you list alternatives on your scheduling form to ensure a schedule that is good for you! Please note that in some cases scheduling conflicts may occur and course substitutions will need to be made.

The Program of Studies of the Ringgold High School is designed to assist students in preparation for becoming contributing members of the Ringgold and Global Community. Students who complete the Ringgold program of studies and receive their diploma from the Ringgold School District will be well prepared to enter college, trade school, vocational school, seek employment or to enter the armed forces immediately after graduation.

Vision Statement

Preparing the leaders of tomorrow, one student at a time.

Mission Statement

The mission of the Ringgold School District is to provide a world-class, student-centered education that maintains high expectations and ensures successful outcomes for every student through participation in an academically intensive environment that develops and prepares the whole child for entry into an ever-changing global workforce.

CLASS OF 2022 AND BEYOND:

FIVE (5) PATHWAYS TO GRADUATION

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

(2) 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). No later than July 30, 2019, the Secretary shall recommend, and the State Board of Education shall approve, the satisfactory composite score.

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

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

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

- One of the following:
 - Attainment of an established score on the ACT WorkKeys assessment, a SAT subject test, an Advanced Placement Program Exam, or an International Baccalaureate Diploma Program Exam;
 - Acceptance to an accredited nonprofit institution of higher education and evidence of the ability to enroll in college-level coursework; x 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 student athletes with a minimum grade point average (GPA) of 2.0.

(5) CTE Pathway: For Career and Technical Education (CTE) Concentrators, successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and attainment of an industry-based competency certification related to the CTE Concentrator's program of study or demonstration of a high likelihood of success on an approved industry-based competency assessment or readiness for continued meaningful engagement in the CTE Concentrator's program of study. For further explanation of the CTE Pathway, please see PDE's Act 6 guidance.

KEYSTONE EXAM REQUIREMENTS

All students must meet the graduation requirements of the Ringgold School District and the Commonwealth of Pennsylvania. The pathways to graduation described in the above section allow all students to be challenged to meet rigorous requirements for graduation, while simultaneously enabling students to focus on those courses, activities and interactions that will best equip them with the skills they need to be successful after graduation. In addition, these pathways to graduation align with Pennsylvania's Career Education and Work Standards, which are intended to assist students in their understanding of occupational options through the development of a career portfolio.

REQUIREMENTS FOR GRADUATION

Courses have variable credits. Please refer to the Program of Studies for individual course credit value.

CLASS OF 2026 AND 2027

Graduation from RHS is based upon successful completion of a minimum of 25 credits earned including the following requirements:

4 full-year courses	English (different course levels)
4 full-year courses	Mathematics (Algebra I is required, if not taken in middle school)
4 full-year courses*	Science (a Biology course is required)
3 full-year courses	Social Studies
1 credit	Physical Education
1 full-year course	Freshman Seminar:
	▪ Health
	▪ Exploring Engineering and Design
	▪ College, Career & Life Readiness
	▪ Financial Literacy
1 half-year course	Career Exploration
1 half-year course	Personal Finance

CLASS OF 2028 AND BEYOND

Graduation from RHS is based upon successful completion of a minimum of 25 credits earned including the following requirements:

4 full-year courses	English (different course levels)
4 full-year courses	Mathematics (Algebra I is required, if not taken in middle school)
4 full-year courses*	Science (a Biology course is required)
3 full-year courses	Social Studies
1 credit	Physical Education
1 half-year course	Personal Finance
1 half-year course	Health
1 half-year course	Career Exploration

Elective credit requirements vary based on student course selection. School counselors will assist students to determine required elective credits for graduation.

*Students enrolled in three (3) years of study at Mon-Valley Career and Technology Center will only be required to successfully complete three (3) full-year science courses, including Biology.

Early Graduation Option

Ringgold High School requires students to earn 25 credits and meet the criteria listed below to graduate. Students who have met the graduation criteria by the end of their Junior year or by the end of Semester 1 of their Senior year may choose to graduate early.

CLASS of 2025

Graduation from RHS is based upon successful completion of a minimum of 25 credits earned including the following requirements:

- 4 full-year courses
 - 4 full-year courses
 - 4 full-year courses*
 - 3 full-year courses
 - 3 quarter courses
 - 1 full-year course
- English (different course levels)
Mathematics (Algebra I is required, if not taken in middle school)
Science (a Biology course is required)
Social Studies
Physical Education
Freshman Seminar:
 - Career Exploration
 - Exploring Engineering
 - Wellness 1
 - Wellness 2

CLASS OF 2026 AND 2027

Graduation from RHS is based upon successful completion of a minimum of 25 credits earned including the following requirements:

- 4 full-year courses
 - 4 full-year courses
 - 4 full-year courses*
 - 3 full-year courses
 - 1 *credit*
 - 1 half-year course
 - 1 half-year course
 - 1 full-year course
- English (different course levels)
Mathematics (Algebra I is required, if not taken in middle school)
Science (a Biology course is required)
Social Studies
Physical Education
Career Exploration
Personal Finance
Freshman Seminar:
 - Health
 - Exploring Engineering and Design
 - College, Career & Life Readiness
 - Financial Literacy

CLASS OF 2028 AND BEYOND

Graduation from RHS is based upon successful completion of a minimum of 25 credits earned including the following requirements:

- 4 full-year courses English (different course levels)
- 4 full-year courses Mathematics (Algebra I is required, if not taken in middle school)
- 4 full-year courses* Science (a Biology course is required)
- 3 full-year courses Social Studies
- **1 credit** Physical Education (offered in semester-based courses)
- 1 half-year course Personal Finance
- 1 half-year course Health
- 1 half-year course Career Exploration

Pennsylvania Keystone Exams

In accordance with Federal and State law, students enrolled in Literature, Algebra I, and Biology are administered the Keystone Exams at the end of the semester in which they are enrolled in the Keystone Exam Course. Students must demonstrate proficiency in Algebra I, Literature, and Biology to graduate from any school in the Commonwealth of Pennsylvania. Act 158 outlines five pathways for meeting state graduation requirements related to the Keystone Exams.

All students who choose to graduate early must follow the procedures outlined below by the deadlines listed. No exceptions to these procedures will be honored. Please note the following things to consider when graduating early:

- Students cannot participate in any school programs including but not limited to sports, music programs, clubs, organizations, trips, or activities after graduation. Students may only attend dances as an invited guest of a current student.
- Students cannot enroll at the CTC.
- Students cannot receive discounted tuition as a Dual Enrollment student with any of our partnering colleges.
- Students can choose to participate in spring graduation, if all coursework is complete by the time Senior Grades are due or not participate at all.
- Students, and their families, are responsible for the cost of the course(s) and all associated materials.

Procedures for Early Graduation:

Early Graduation – End of Junior Year	Early Graduation – End of First Semester of Senior Year
April 1st of Sophomore year – students MUST submit a request to their counselor, by email, that they would like to be considered for Early Graduation at the end of their Junior year.	April 1st of Junior year – Students MUST submit a request to their counselor, by email , that they would like to be considered for Early Graduation at the end of the first semester of their Senior year.

<p>April-May of Sophomore year – Student must meet with their school counselor to discuss a plan</p>	<p>April-May of Junior year – Student must meet with their school counselor to discuss a plan</p>
<p>Spring of Sophomore year – Student must be on track to meet RSD graduation requirements</p>	<p>Spring of Junior year – Student must be on track to meet RSD graduation requirements</p>
<p>Spring of Sophomore year – Student must have and propose a legitimate plan for post-graduation which could include:</p> <ul style="list-style-type: none"> • starting college early, • enrolling in a post-secondary training/diploma program, • enlisting in the military, • full-time employment, • missions/service trip, or • another legitimate plan discussed with their school counselor 	<p>Spring of Junior year – Student must have and propose a legitimate plan for post-graduation which could include:</p> <ul style="list-style-type: none"> • starting college early, • enrolling in a post-secondary training/diploma program, • enlisting in the military, • full-time employment, • missions/service trip, or • another legitimate plan discussed with their school counselor
<p>June 1st – Deadline for students to submit a written letter addressed to the district superintendent to request early graduation. Please use this template as a guide to writing a grammatically correct letter. The letter must be printed and signed by the student and turned into the counseling office by this deadline.</p>	<p>June 1st – Deadline for students to submit a written letter addressed to the district superintendent to request early graduation. Please use this template as a guide to writing a grammatically correct letter. The letter must be printed and signed by the student and turned into the counseling office by this deadline.</p>
<p>August 1st – Deadline for parent/guardian and counselor to be in contact by phone, email or a meeting to discuss early graduation options and confirm parents' approval.</p> <p>August 15th – Deadline to submit the Early Graduation form with signatures of student and parent/guardian to the School Counselor</p>	<p>August 1st – Deadline for parent/guardian and counselor to be in contact by phone, email or a meeting to discuss early graduation options and confirm parents' approval.</p> <p>August 15th – Deadline to submit the Early Graduation form with signatures of student and parent/guardian to the School Counselor</p>
<p>October 30th – Deadline to commit to a graduation ceremony. Students must choose to participate in the spring ceremony or no graduation ceremony. Students must submit the form with the correct spelling of their name as they wish to have it printed on the diploma, as well as their height and weight to determine cap and gown size.</p>	<p>October 30th – Deadline to commit to a graduation ceremony. Students must choose to participate in the spring ceremony or no graduation ceremony. Students must submit the form with the correct spelling of their name as they wish to have it printed on the diploma, as well as their height and weight to determine cap and gown size.</p>

PA Career and Education Work Standards: Career Readiness Indicator

The Pennsylvania State Board of Education defined regulations establishing the state Academic Standards for Career Education and Work (CEW). These standards are required curricula for all students in Pennsylvania.

The CEW standards address four areas of knowledge:

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

In addition, Pennsylvania regulation (Chapter 339) established the development and implementation of a comprehensive program of K-12 guidance services aligned to the CEW standards and requires all school entities to integrate the CEW standards.

The regulations state that students in grades 9-11 must create a portfolio containing 8 documents evidencing exploration in the four areas of knowledge above. **RHS students will develop a portfolio and must have 8 documents (two documents in each area listed above) as a requirement for graduation.**

ACADEMIC GUIDELINES

GRADING SCALE

The grading scale at Ringgold High School is as follows (%):

A = 90-100	B = 80-89	C = 70-79	D = 60-69
F = 59 and below	I = Incomplete	W = Withdrawal	WF = Withdrawal Fail

For more information regarding the W and WF grades, please refer to Scheduling Guidelines.

SUMMER SCHOOL

Students who do not pass one or more required courses are encouraged to attend summer school to make up the lost credit. Information regarding accredited summer schools may be obtained in the counseling office. Grades for repeated courses are placed on the transcript. They do not replace the original grade already on the transcript. Summer school grades will not be factored into the student's QPA.

INCOMPLETE GRADES

Any student who has received an "Incomplete" grade during a grading period must have the "I" removed within two weeks following that grading period. The subject teacher is to issue a failing grade for the work not completed and then compute the grade for the grading period. Students must be made aware of the significance of such assignments at the beginning of each nine-week grading period. Any "Incomplete" on the end of the year report card must be changed within two weeks of the last day of school. It is the teacher's responsibility to finalize the incomplete grade during the two-week period. Any extenuating circumstances should be referred to the high school principal.

TRANSCRIPT

The transcript is a record, beginning with ninth grade, of all completed courses, withdraw/fail courses, and corresponding grades. Keystone performance levels will be included on the student's transcript.

Official transcripts are sent directly from the Guidance Office to colleges, universities, vocational or technical schools, prospective employers, military, etc. Unofficial copies of transcripts will be given to students and/or their parents/guardian upon request.

To receive an official or unofficial transcript, the student and parent must first fill out the consent to release information form. Once the form has been received, a request for transcripts must be made in writing to the guidance office. Remember to read each application carefully for deadline dates. Please allow the Guidance Office two weeks to process your transcript request.

CLASS RANK

Refer to School Policy 214: Class Rank.

WEIGHTED COURSEWORK

ADVANCED PLACEMENT COURSES

According to The College Board, Advanced Placement students are able to experience the rigors of college-level studies while they still have the support of a high school environment. Resourceful and dedicated Advanced Placement teachers help their students develop and apply the skills, abilities, and content knowledge they will need later in college. By participating in the Advanced Placement courses exam, your child has the opportunity to earn possible college credit and stand out in the college admission process. Students will partake in the AP Course Exam(s). AP exam fees are \$94 per course, at the responsibility of the student, and are not refundable. Students who score a 3, 4, or 5 on the AP exam may be eligible to receive a refund for that course.

Ringgold High School offers the following Advanced Placement courses:

Biology	Literature & Composition	Psychology
Chemistry	Music Theory	Statistics
Computer Science Principles	Precalculus	Studio Art: Drawing
Environmental Science	Physics I	U.S. History
Language & Composition	Physics C: Mechanics	

COLLEGE IN HIGH SCHOOL COURSES

The College in High School (CIHS) courses are sponsored by the University of Pittsburgh and Carlow University. It is the responsibility of the student to pay 10% of the course cost, as set by the University of Pittsburgh, for each College in High School course, but note that costs may vary per class at the discretion of the given university. Payment is required to earn college credits upon passage of the course. Students who wish to enroll with the University of Pittsburgh may qualify for tuition assistance and should speak with his/her school counselor. Students who enroll and successfully complete the course will receive a transcript of college credits from the University through which a course is taken. Students who successfully complete the course to receive a college transcript will be eligible for a weighted grade for their high school course.

Ringgold High School offers the following CIHS courses:

Analytic Geometry & Calculus I	Psychology
Analytic Geometry & Calculus II	Website Design & Development
Anatomy & Physiology	U.S. History
Chemistry	

HONORS COURSES

The Honors level courses are designed as a deeper and more complex examination of the core competencies. The course demands are much greater than in a non-honors course. Honors courses set a pathway for the College in High School and Advanced Placement courses.

WPIAL/PIAA ELIGIBILITY REQUIREMENTS

The Ringgold School District students who participate in the interscholastic athletics program, a member of the Pennsylvania Interscholastic Athletic Association, Inc. ("PIAA"), must comply with PIAA eligibility rules. According to the WPIAL/PIAA, if a student fails to comply with the eligibility rules, the student forfeits their participation in interscholastic athletics. If a student participates while ineligible, the student, the school, and/or the team will be penalized.

The WPIAL/PIAA has set forth the following academic and curricular requirements for interscholastic student-athletes:

- The student must pursue a full-time curriculum defined and approved by your Principal.
- The student must be passing at least four full-credit subjects, or the equivalent, as of each Friday during a grading period. If you fail to meet this requirement, you will lose your eligibility from Sunday through next Saturday, after grades are checked again on Friday.
- The student must have passed at least four full-credit subjects or the equivalent during the previous grading period. Eligibility for the first grading period of the new school year is based on your final grades from the previous school year. If you fail to meet this requirement, you will lose your eligibility for at least 15 school days of the next grading period, beginning on the first day that report cards are issued. If your school has four grading periods, you will be ineligible for at least 15 school days.

The Principal of your school is responsible for certifying your athletic eligibility. If you have any questions concerning your athletic eligibility, either now or in the future, please refer to the Student Athletic Handbook or contact the Athletic Director, **Mr. Scott Stephenson** (724-258-2008).

NCAA ELIGIBILITY REQUIREMENTS

The NCAA Eligibility Center certifies whether prospective college athletes are eligible to play sports at NCAA Division I or II institutions. It does this by reviewing the student-athlete's academic record, SAT or ACT scores, and amateur status to ensure conformity with NCAA rules.

College-bound student-athletes enrolling at an NCAA Division I and II school need to meet specific academic requirements to practice, compete and receive an athletics scholarship in their first year of full-time enrollment. Requirements are listed below.

Students who initially enroll full-time during the 2021-2022 academic school year and intend to play NCAA Division I or II athletics will not be required to take a standardized test to meet NCAA initial-eligibility requirements. If a student has SAT/ACT scores to submit, he or she can use the NCAA Eligibility Center code of 9999 to send their scores directly to the NCAA Eligibility Center from the testing agency. Test scores on transcripts **cannot** be used in an academic certification.

Student athletes must register with the NCAA Eligibility Center to be eligible to play NCAA Division I or II sports in college. Visit www.eligibilitycenter.org for registration and information. There is a fee involved.

Please Note

If you plan to participate in a Division I or Division II sport in college, please see your counselor before scheduling courses. The college-bound student-athletes who want to practice, compete, and receive athletically related financial aid during their first year at a Division I or II sport, must meet the minimum requirements for core courses as established by the NCAA:

DIVISION I	DIVISION II
Students must earn a core course GPA of a 2.3	Students must earn a core course GPA of a 2.2
16 core courses	16 core courses
4 years of English	3 years of English
3 years of mathematics; Algebra I or higher	2 years of mathematics; Algebra I or higher
2 years of natural/physical science (1 year of lab if offered by high school)	2 years of natural/physical science (1 year of lab if offered by high school)
1 year of additional English, mathematics or natural/physical science course	3 years of additional English, mathematics or natural/physical science course
2 years of social science	2 years of social science
4 years of additional courses from any area above, foreign language or comparative religion/philosophy	4 years of additional courses from any area above, foreign language or comparative religion/philosophy

DIVISION I ACADEMIC REQUIREMENTS

College-bound student-athletes enrolling at an NCAA Division I school need to meet the following academic requirements to practice, compete and receive an athletics scholarship in their first year of full-time enrollment.

Core-Course Requirement

Complete 16 core courses in the following areas:

ENGLISH	MATH (Algebra I or higher)	NATURAL/ PHYSICAL SCIENCE (Including one year of lab, if offered)	ADDITIONAL (English, math or natural/physical science)	SOCIAL SCIENCE	ADDITIONAL COURSES (Any area listed to the left, foreign language or comparative religion/philosophy)
4 years	3 years	2 years	1 year	2 years	4 years

FULL QUALIFIER

- Complete 16 core courses.
 - Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
 - Seven of the 10 core courses must be in English, math or natural/physical science.
- Earn a core-course GPA of at least 2.300.
- Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division I sliding scale (see back page).
- Graduate high school.

ACADEMIC REDSHIRT

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division I sliding scale (see back page).
- Graduate high school.

Full Qualifier

College-bound student-athletes may practice, compete and receive an athletics scholarship during their first year of full-time enrollment at an NCAA Division I school.

Academic Redshirt

College-bound student-athletes may receive an athletics scholarship during their first year of full-time enrollment and may practice during their first regular academic term, but may NOT compete during their first year of enrollment.

Nonqualifier

College-bound student-athletes will not be able to practice, compete or receive an athletics scholarship during their first year of full-time enrollment at an NCAA Division I school.

International Students

Please review the [international initial-eligibility flyer](#) for information and academic requirements specific to international student-athletes.

Click [here](#) for Division II academic requirements.



DIVISION II ACADEMIC REQUIREMENTS

College-bound student-athletes enrolling at an NCAA Division II school need to meet the following academic requirements to practice, compete and receive an athletics scholarship in their first year of full-time enrollment.

Core-Course Requirement

Complete 16 core courses in the following areas:

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

FULL QUALIFIER

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.200.
- Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division II full qualifier sliding scale (see back page).
- Graduate high school.

PARTIAL QUALIFIER

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division II partial qualifier sliding scale (see back page).
- Graduate high school.

Full Qualifier

College-bound student-athletes may practice, compete and receive an athletics scholarship during their first year of full-time enrollment at an NCAA Division II school.

Partial Qualifier

College-bound student-athletes may receive an athletics scholarship during their first year of enrollment and may practice during their first year of full-time enrollment at a Division II school, but may NOT compete.

Nonqualifier

College-bound student-athletes will not be able to practice, compete or receive an athletics scholarship during their first year of full-time enrollment at an NCAA Division II school.

International Students

Please review the [international initial-eligibility flyer](#) for information and academic requirements specific to international student-athletes.

Click [here](#) for Division I academic requirements.



Scheduling Guidelines

Minimum Schedule

Ringgold High School has an eight-period day. All students, except seniors, must register for at least seven and a half full credit courses or the equivalent thereof (two semester courses equal one full-credit course). Seniors must schedule at least 5 credits (if previous required graduation credits have been obtained).

Schedule Change Priority

There are various reasons for schedule changes at the beginning of each semester. Some are more critical than others; therefore, the following priority list has been developed concerning permissible changes. The counselors will address changes in this order:

- a. Students with **NO** schedule will be hand-scheduled
- b. Computer errors
- c. Failures/repeated courses
- d. Balancing for uneven course distribution (not all electives are offered both semesters)
- e. Adding a class to meet post-secondary requirements
- f. Adding classes not requiring schedule revisions
- g. Counselor prerogative regarding Academic misplacement (Principal Approval is required)

Waiver Policy and Philosophy

A waiver is a contract between the student, parent(s), and the School District. It provides a course placement which supersedes the prerequisites of that course. The student may pursue such a contract. This action carries with it responsibility and accountability. Thus, the use of the waiver system may have consequences. Neither curricular content, nor performance expectations of a course will be deleted or diminished to accommodate waived students.

Waiver Procedures

The current teacher shares the course recommendation with the student. If the parent/student indicates intent to opt for a course other than the recommended course:

- Communication is initiated by the parent and student to the appropriate School Counselor.
- A meeting will be set up by the academic review team (counselor, administrator, and department head, if applicable).
- Information will be shared with the parent and student regarding the recommendation procedure, student achievement, and past performance of waived students in the course being considered.

If a waiver contract is still desired, the waiver form is given to the student by the School Counselor. The signed waiver implies the acknowledgment of the conditions identified in the form.

- A list of waived students is generated by the Counseling Office and is distributed to Administration. The list will be kept on file in the counseling office.
- If a student does withdraw from a course (after the first 15 school days) for which a waiver contract has been signed, the student will receive a WF, and that grade will be included in the GPA calculation.

Add/Drop Period

Students will NOT be permitted to drop classes once the school year begins without receiving a withdraw fail (WF) on their transcript. All students entered course requests prior to leaving school for the summer; if a student would like to request a change to those requests, it must be submitted prior to August 1. These requests will be reviewed, but please note that just because a request was submitted does not mean it will be honored. ***ALL add / drop requests must be submitted to the counseling office no later than August 1.***

The following are reasons to request to add or drop a course. ALL requests must be approved by the principal.

- **Academic:** This includes situations such as incorrect course level, necessity to enroll in a Keystone remedial course, work release approval, and/or graduation deficiency.
- **Summer School:** A student completes / does not complete a summer school course and the circumstance affects the schedule.
- **Study Hall/Electives:** Students may also add an elective course to eliminate a study hall or drop an elective course if they are without one, if space is available. Seniors and Juniors are only permitted to be scheduled for one year-long study hall. Lab science courses which incorporate study hall periods will be counted as a semester study hall.
- ***Students are not permitted to change electives, request a specific teacher, or request a specific lunch period.***

Placement/Level Changes: Academic, Honors, and Advanced Placement Courses

Students are recommended for courses based upon established criteria in the previous level course and teacher review of course selections. Before course placement change is considered, the student must demonstrate attempts to improve his/her grade (completing all homework, conferencing with teacher, and after school tutoring).

To request a change in level, the student and teacher may have a conference and begin to complete a form in request of a placement change. If the course placement change is approved, the grade from the previous course will follow them to the newly approved course. ***Just because a student petitions for a change in placement or level does not mean the change will be granted.***

Placement and level changes will only be considered if the following has occurred:

- Teacher and student have a conference and begin completing the input forms
- Academic Team Meeting is held with a teacher, counselor, and/or administrator.
- Student completes all homework
- Student attends tutoring (must attend at least 4 sessions)
- Counselor, Teacher, Administrator discussion and approval

Course Withdrawal:

Students may request to withdraw from a course; however, any student who withdraws from a course after it has begun will receive a withdraw fail (WF) on their transcript. Before a withdrawal will be considered, the student must demonstrate attempts to improve his/her grade (completing all homework, conferencing with the teacher, completing tutoring [if available], etc.).

Withdrawal will only be considered if the following has occurred:

- Teacher and student have a conference and begin completing the input forms
- Academic Team Meeting is held with a teacher, counselor, and/or administrator
- Student completes **ALL** homework, assignments, tests, quizzes, and projects
- Student attends tutoring, if available (must attend at least four (4) sessions)
- Counselor, teacher and administrator discussion and approval

The process begins with a meeting with the student's counselor. The Withdrawal Form must then be completed that requires signatures by the parent/guardian(s), teacher, and grade-level principal. The academic team will review the withdrawal request and supplemental information to reach a decision. If the withdrawal is approved, a **WF (Withdraw Failing)** will be posted on the student's transcript. ***Just because a student petitions for a withdrawal does not mean the withdrawal will be granted.*** If the student chooses to retake the course the following school year or during summer school, both grades shall be posted on the official transcript. **However, students may not withdraw from a semester course after nine weeks or may not withdraw from a year-long course after a semester.**

COURSE TERMS

Full-Year Courses

Full-year courses meet at least 5 times each week for the entire school year. Refer to the course descriptions for the credit associated with a particular course.

Semester Courses

Semester courses meet for one-half of a school year or 18 weeks of classes. Many semester courses are available, and some require prerequisites (refer to the course descriptions). The first-semester course is offered at the beginning of the school year to late January and the second-semester course is offered in late January to the end of the school year. Semester courses carry a 0.5 credit. A student must consult with their school counselor to schedule particular semester courses for a full year.

Independent Studies

For many students, independent study is the educational option that enables them to fully realize their potential. This alternative instructional strategy offers the flexibility to meet individual student needs, interests, and styles of learning. Independent study, however, is not an alternative curriculum and independent study students are expected to meet the same educational objectives as all other students. Independent study courses are offered and supervised at instructor discretion, and a grade of Outstanding (O), Satisfactory (S), or Unsatisfactory (U) will be awarded. Such grades are not included in the calculation of the Ringgold High School grade point average. Students should contact their school counselor for more information.

Study Hall

Study Hall is a time set aside during the school day for students to work independently or receive academic help to ensure success in current classes. Seniors and Juniors are permitted to have one year-long study hall. Freshmen and Sophomores are not permitted to schedule a study hall. Lab science courses, and selected elective courses, which incorporate study hall periods will be counted as a semester study hall. Study hall does not have a credit value.

ADDITIONAL OPPORTUNITIES

Community Service

The youth service movement in America is strong and growing. Each day young people give their time, energy, talents, and enthusiasm to provide important and necessary services. As individuals, we serve our families, churches, and communities. The Community Service opportunity is meant to acknowledge and academically reward those students who provide such service to the community. The Community Service opportunity does not meet on a regular basis; it can be added even if the student has a full schedule since it is an individual after-school project. Credit is based on hours served with a valid community service organization or activity. Thirty (30) hours = 1/4 credit, sixty (60) hours = 1/2 credit, ninety (90) hours = 3/4 credit, and one hundred twenty (120) hours = 1 credit. Only 1 credit can be earned during grades 9 through 12. Please schedule an appointment with your school counselor for further information.

Work Experience

The Work Experience Program is available to twelfth-grade students who can demonstrate a justifiable reason for being accepted into the program. The program permits a student to carry a reduced schedule of academic classes and permission for work release. Therefore, the student must be able to earn the necessary credits for graduation without relying on the credits that will be earned in work experience. The deadline to apply for work experience is the start of the third nine weeks. The student is responsible for finding and maintaining a job with principal approval. Each student is responsible for notifying his/her school counselor if employment is terminated. A student who has been scheduled for the program and then loses his/her job will be assigned to classes and study halls during the assigned work experience time when possible.

Students who qualify for the Work Experience program are to carry a reduced schedule of no less than 3 academic classes and may be excused after Period 4 for the purpose of reporting to work five (5) days a week during school hours.

A student is entitled to one and one half (1.5) units of school credit for each semester's participation in work experience education when he/she meets the following requirements—the student:

- Is employed on a job which is deemed to have sufficient educational value;
- Is scheduled at least 15 hours per week at the job site, and the work is completed at least partially, Monday through Friday, on scheduled school time;
- Receives an overall rating of satisfactory or above from the job site supervisor and the school counselor; and
- Is responsible for delivering an evaluation summary from his/her employer to his/her school counselor every nine weeks.
-

If applying for a work permit, the student is to bring his/her birth certificate and is to be accompanied by a parent or guardian. It is the responsibility of the student and parent to schedule a work permit application appointment with the main office.

Driver's Training

Ringgold is a certified Driver's Education Center. Students who wish to enroll in the Driver's Education program must have successfully completed the Driver's Theory course and have a Learner's Permit. A nominal fee must be paid before the student begins driving with the instructor. A certificate is issued to the student who successfully completes Driver's Theory and Driver's Education. This certificate entitles the driver to an insurance discount. After a student completes the behind-the-wheel requirements, he/she can take the Pennsylvania driving test. The P.D.O.T. has new guidelines, which state that a student cannot take his/her driving test before he/she turns 16½ years of age. Also, a student will not receive his/her senior license until he/she turns 17½ years of age. Please schedule an appointment with your school counselor for further information.

Peer Tutor/Help Desk Internship

The Peer Tutor/ Help Desk internship will focus on fostering a collaborative work environment creating a community of learners who support students and teachers through problem solving, communication, information technology, technology repair, customer service, and peer tutoring. A limited number of students are accepted for this Pass/Fail half-credit (.05) credit course. Students will select information technology, technology repair, customer service, and peer tutoring. Acceptance is based on application and interview.

Teacher Assistant

Students are eligible to complete a Teaching Assistant (TA) experience during their senior year of high school. Seniors completing this Pass/Fail half-credit (.50) credit elective will gain experience in classroom preparation, lesson planning, instruction, classroom management, and assessment of student learning by working under the supervision of a high school teacher. Acceptance is based on application and interview. A limited number of students are accepted.

Dual Enrollment

Students may explore opportunities to take classes at nearby colleges and universities. With the pre-approval of the principal, dual enrollment is offered to enhance the opportunities available to our students, not to replace Ringgold High School courses within the Program of Studies. Some College in High School courses will allow the student to earn both high school and college credit simultaneously. The college or university issues grades directly to the dual enrolled student; however, grades earned through dual enrollment are not included in the calculation of the Ringgold High School grade point average or replace any of the graduation requirements. Students are responsible for requesting transcripts from the college or university for their records. Parents and students are responsible for the financial costs of dual enrollment. Students should contact their school counselor for more information.

COLLEGE ENTRANCE INFORMATION

College Admissions

Requirements for admission to college usually go far beyond the minimum requirements for high school graduation. College-bound students should consult websites or catalogs of colleges in which they are interested or speak to an admissions counselor to be sure that they are selecting the right high school courses to prepare them for college admission. Many colleges expect students to schedule at least two consecutive years of a world language at the high school level. Highly selective colleges often require serious applicants to take more challenging courses (Advanced Placement and Honors) whenever possible. Students with questions or concerns about course requirements for college should contact their school counselor.

ACT

The ACT assessment includes four test sections: English, mathematics, reading, and science reasoning. These sections measure academic achievement and the student's ability to demonstrate their knowledge and skills that are required in college-level coursework. The ACT also offers an optional 30-minute writing test component which complements the English section of the ACT.

ACT scores are reported on a standard scale that ranges from 1 to 36. The arithmetic average of the scores on the four tests is the ACT composite score, which is often used as a measure of overall academic ability. The breakdown of the test is as follows:

- The English section is a 75-question, 45-minute test that measures the student's understanding of the connections of standard written English and rhetorical skills. The skills included are usage/mechanics, grammar/usage, sentence structure, written organization, and style.
- The Mathematics section is a 60-question, 60-minute test in the following content areas: arithmetic, algebra, geometry, algebra 2, and trigonometry.
- The Reading section is a 40-question, 35-minute test that measures a student's reading comprehension through literature passages.
- The Science Reasoning section is a 40-question, 35-minute test that measures analysis, interpretation, evaluation, and basic content in natural sciences.
- The Writing section is a 40-minute essay test that measures a student's writing skills emphasized in high school English classes and entry-level college composition courses.

Please refer to the Guidance Department webpage for the specific dates that the exam is offered. High school seniors who take the ACT for admission purposes should take the test early in their senior year. Juniors are also encouraged to take the test. Students who choose to take the ACT Assessment must register to do so and assume the related costs. Registration materials are available at www.act.org.

Advanced Placement Exams (AP)

The AP Exams are designed for students who have completed college-level courses in high school or who are currently enrolled in AP courses. The exams are based on the individual course and content area. All AP exams, with the exception of Studio Art, contain both multiple-choice questions and free-response questions that require essay writing, problem-solving, and other skills. The AP Exams are scheduled by the College Board and are given at Ringgold High School during two weeks in May.

The AP courses prepare students for the AP exams. It is strongly recommended that students take the AP Exam at the conclusion of the AP course. Upon successful completion of the Advanced Placement Exam, students may be eligible to receive college credits. Although colleges and universities are responsible for setting their own credit and placement policies, AP scores offer a recommendation on how qualified students are to receive credit and placement. The scoring guide for the AP Exams is as follows:

- 5= extremely well qualified (equivalent to grades A+ and A in the corresponding college course)
- 4= well qualified (equivalent to grades A-, B+, and B in the corresponding college course)
- 3=qualified (equivalent to grades B-, C+, and C in the corresponding college course)
- 2= possibly qualified (equivalent to a C- or lower in the corresponding college course)
- 1= no recommendation

Grade Reports are sent in early July to each student's home address, high school, and his/her college. A fee is associated with this exam by The College Board. Additional information on AP Exams can be found on <https://apstudent.collegeboard.org/home>. Scores are organized into Individual Student Profile Reports, which are sent to the students and to colleges.

PSAT/NMSQT

The PSAT is a standardized, multiple-choice examination that measures critical reading skills, math problem-solving skills, and writing skills important for academic performance in college. The questions test the student's ability to reason with facts and concepts rather than recall specific facts from previous classes. The PSAT also serves as the National Merit Scholarship Qualifying Test for juniors in a nationwide competition for recognition, awards, and scholarships. The PSAT/NMSQT is given annually in October to all high school juniors to provide first-hand practice for the SAT.

SAT

The SAT is an entrance examination designed to assess your academic readiness for college. Most students take the SAT for the first time during the spring of their junior year and a second time during the fall of their senior year. The SAT reasoning test is offered several times a year. Please check the Ringgold website in order to view the specific dates that the exam will be administered at the High School. Students who choose to take this test must register to do so and assume the related costs. Registration materials are available at www.collegeboard.com.

The SAT contains 3 sections:

- Reading
- Writing & Language
- Math (No Calculator & Calculator Sections)

SAT Structure

The SAT format includes 154 multiple-choice questions. The chart below provides more insight into what each section of the SAT includes:

Reading	<ul style="list-style-type: none">• 52 multiple-choice questions• 65 minutes• Passages or pairs of passages (literature, historical documents, social sciences, and natural sciences)
Writing & Language	<ul style="list-style-type: none">• 44 multiple-choice questions• 35 minutes• Grammar, vocabulary in context, and editing skills
Math	<ul style="list-style-type: none">• 58 multiple-choice questions (broken up into a 20-question No-Calculator section and a 38-question Calculator-allowed section)• 80 minutes (25 minutes for the No-Calculator section; 55 minutes for the Calculator-allowed section)• Algebra I and II, geometry, and some trigonometry

- The Reading and Writing sections are combined into a single section with a maximum score of 800. The SAT Reading Test lasts 65 minutes. There are a total of 52 questions for the entire section. In every SAT Reading Test, there will be 2 passages which are accompanied by graphics. The SAT Writing Test is made up of 4 passages and 44 multiple choice questions. You will have 35 minutes to read the passages and answer the questions in this section.
- The Math section is scored out of 800. The SAT groups the math concepts into four major areas: Heart of Algebra, Problem Solving and Data Analysis, Passport to Advanced Math, and Additional Topics in Math.
- The Essay is optional. This means that you can choose whether or not you want to write the Essay based on whether the schools you are applying to require it. In addition, your essay score will not enter into your final numerical score for the SAT; instead, it will be reported separately.
- There is No Penalty for guessing.

Ringgold Senior High School Code Number is

#392705

Recommended College Admission Testing Timeline

Fall, Junior Year	PSAT/NMSQT	-Practice test for SAT -Designed for Juniors; provides opportunity to compete for scholarship awards offered by National Merit Scholarship Corporation if taken in their junior year
Fall, Sophomore Year Fall, Freshman Year	PSAT 10 PSAT 8/9	-Practice test for SAT -Preparation for PSAT/ NMSQT in Junior year -Assesses aptitude in the areas of verbal, writing, and numerical reasoning and writing skills
Spring, Junior Year Fall, Senior Year	SAT	-Juniors are encouraged to attempt the SAT for the first time in the spring of their Junior year -If student is not satisfied with spring score, student is encouraged to participate in SAT again in the fall of their Senior year -Can be taken multiple times -Assesses aptitude in the area of verbal, writing and numerical reasoning -Most post-secondary schools prefer this entrance exam
Spring, Junior Year Summer, Between Junior and Senior Year Fall, Senior Year	ACT	-Assesses achievement levels in areas of Math, English, Reading, and Science. -Can be taken multiple times -Some post-secondary schools will accept this exam instead of SAT exam
Spring, Sophomore Year	ASVAB (The Armed Services Vocational Aptitude Battery)	- Measures aptitudes in 4 domains: Verbal, Math, Science and Technical, and Spatial. -Exam does not require students to enlist in the military -Scores provide students with an appropriate military job suggestion for post-graduation

CAREER CLUSTERS AND SUGGESTED COURSEWORK

In addition to required Ringgold coursework and academic pathways, we recommend reviewing the career clusters that follow. The 8 charts contain varying levels of careers and the recommended courses at Ringgold High School that correlate with future careers in that area. Recommended Mon Valley Career Technical Programs are also listed within each cluster.

ARTS AND ENTERTAINMENT

Careers in this path are related to the fine arts including performance art, visual art, and literary art. These include graphic, interior, and fashion design as well as writing and film.

Entry Level Careers	Visual artist, photographer's assistant, theater production, model, electronic equipment operator, audio-visual systems technician, stagehand, actor, voice over artist, stunt person, dolly grip, focus puller
Technical Level Careers	Stage manager, recording studio assistant, special effects coordinator, prop maker, photographer, graphic designer/artist, filmmaker, camera operator, music minister, negative cutter, key production grip, make-up artist
Professional Level Careers	Choreographer, publisher, music teacher, technical writer, sound engineer, media and design arts instructor, music director/conductor, producer, sound design editor, visual effects coordinator, playwright, dancer, screenwriter, costume/fashion designer, musician, animator.

RHS CORE AND ELECTIVE COURSE OFFERINGS

Painting	Senior Studio Art
Drawing	AP Music Theory
AP Studio Art	History of Rock n Roll I & II
Concert Choir	Journalism
Men's / Women's Chorus	Creative Writing
Drama	Public Speaking
Stage Production	Media and Literature Studies
Band – Percussion	Band – Concert
Band – Marching	Orchestra
Jazz Band	Guitar

MON VALLEY CTC PROGRAM OFFERINGS

- Multimedia Design
- Computer Engineering Technology

COMMUNICATION AND MEDIA

Careers in this path are related to the broadcast, print, and mass media arts. These include journalism, languages, and various forms of mass and digital media.

Entry Level Careers	Photographer's assistant, lighting technician, electronic equipment operator, camera technician, broadcast technician, sound technician, disc or video jockey, announcer, voice over artist
Technical Level Careers	Recording studio assistant, web designer, photographer, graphic designer/artist, camera operator, photojournalist, radio/television broadcaster, gaffer, key production grip, broadcast technician, network technician, audio-visual technician
Professional Level Careers	Foreign language interpreter, publisher, technical writer, columnist, sound engineer, media and design arts instructor, producer, sound design editor, news analyst, reporter, telecommunications specialist, station manager, public relations, mass media communications, marketing, advertising.

RHS CORE AND ELECTIVE COURSE OFFERINGS

Spanish I	Creative Writing
Spanish II	Public Speaking
Honors Spanish III	Journalism
Honors Spanish IV	Media and Literature Studies
French I	Pathways to Professional English 9
French II	Pathways to Professional English 10
French III	Pathways to Professional English 11
CIHS French IV	Pathways to Professional English 12
Computer Graphics and Design	CIHS Web Design

MON VALLEY CTC PROGRAM OFFERINGS

- Multimedia Design
- Computer Engineering Technology

HEALTH AND MEDICAL TECHNOLOGY

Careers in this path are related to the promotion of health and treatment of disease. These include research, prevention, treatment, and related health technologies.

Entry Level Careers	Physical therapy assistant, respiratory care practitioner, optometric medical assistant, medical office secretary, home health aide, laboratory assistant, pharmacy aide, dental assistant, medical equipment preparer, personal and home care aide, psychiatric aide, veterinary assistant, laboratory animal caretaker, biotechnological assistant, central supply aide, geriatric assistant
Technical Level Careers	Certified nursing assistant, pharmacy technician, registered nurse, paramedic, operating room technician, medical records technician, emergency medical technician, licensed vocational nurse, radiology technician, dental lab technician, respiratory therapist, cardiovascular technologist, dental hygienist, diagnostic medical sonographer, biomedical technician, environmental services technician, gerontologist, medical science illustrator
Professional Level Careers	Surgeon, registered nurse, pharmacist, physician, orthodontist, nurse practitioner, anesthesiologist, athletic trainer, dietitian and nutritionist, clinical trial researcher, biomedical chemist, geneticist, health service administrator, industrial hygienist, materials management supervisor.

RHS CORE AND ELECTIVE COURSE OFFERINGS

CIHS Anatomy & Physiology	AP Statistics
AP Biology	Sports Nutrition
AP/CIHS Chemistry	Public Speaking
AP Physics	Pathways to Professional English 9
AP/CIHS Psychology	Pathways to Professional English 10
Psychology	Pathways to Professional English 11
Sociology	Pathways to Professional English 12

MON VALLEY CTC PROGRAM OFFERINGS

- Health Occupations
- Emergency Medical Services

HUMAN AND SOCIAL SERVICES

Careers in this path are related to helping professions and social systems. These include education, government, religion, childcare, social services, and personal services.

Entry Level Careers	Social and human service assistant, animal control worker, foster care worker, lifeguard, nail technician, census clerk, nurse's aide, childcare assistant
Technical Level Careers	U.S. customs officer, eligibility worker, vocational counselor, employment and training technician, residential counselor, substance abuse counselor, licensed psychiatric technician, mental health worker, cosmetologist, massage therapist, animal control officer, emergency medical technician
Professional Level Careers	Marriage and family therapist, licensed clinical social worker, foreign language interpreter, funeral director, medical/public health social workers, mental health social worker, mental health counselor, anthropologist, astronomer, educator, school counselor, school administrator, clinical psychologist, curator, archivist, education researcher, dietician, librarian, clergy, speech language pathologist, curriculum developer.

RHS CORE AND ELECTIVE COURSE OFFERINGS

AP Statistics	Health
Accounting	Anatomy & Physiology
Psychology	CIHS Anatomy & Physiology
Sociology	Partners in PE
AP/CIHS Psychology	AP Language & Composition
	Pathways to Professional English 9
	Pathways to Professional English 10
	Pathways to Professional English 11
	Pathways to Professional English 12

MON VALLEY CTC PROGRAM OFFERINGS

- Cosmetology
- Health Occupations
- Emergency Medical Services

LAW, LEGAL, AND PUBLIC SERVICES

Careers in this path are related to planning management and providing legal, public safety, protective services and homeland security.

Entry Level Careers	Forest firefighter, uniform security officer, parking enforcement officer, legal clerk, correctional officer, security officer, fire/police/ambulance dispatch, stenographer, postal worker, bail bondsman, private investigator
Technical Level Careers	Police officer, police patrol officer, sheriff and deputy sheriff, firefighter, fire apparatus engineer, paralegal, legal assistant, game warden, military intelligence, combat operations officer, bomb technician, aviation safety officer, industrial espionage security officer, criminal investigator, police detective
Professional Level Careers	Federal marshal, FBI, ATF, DEA agent, probation mediator, attorney, judge, magistrate judge, probation officer, immigration officer, cryptographer, public information office, politician, internal revenue investigator, information systems security specialist, computer forensics specialist.

RHS CORE AND ELECTIVE COURSE OFFERINGS

Psychology	Microsoft Office Suite
AP/CIHS Psychology	Economics
Sociology	AP Microeconomics
Business Management	Forensic Science
Youth and Law	Principles of Democracy
Current Issues	Honors Principles of Democracy
Public Speaking	AP Language & Composition
AP Literature & Composition	Pathways to Professional English 9
	Pathways to Professional English 10
	Pathways to Professional English 11
	Pathways to Professional English 12

MON VALLEY CTC PROGRAM OFFERINGS

- Computer Engineering Technology

FINANCE AND BUSINESS INDUSTRY

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

Entry Level Careers	Account clerk, audit clerk, bookkeeper, payroll clerk, bank teller, new account clerk, account collector, credit clerk, claims clerk, insurance appraiser, records processor, client services clerk, brokerage clerk, resort equipment manager, tour guide, concierge
Technical Level Careers	Account specialist, cost estimator, tax preparer, associate accountant, administrative assistant, office manager, loan specialist, credit analyst, claims examiner, tax examiner, treasurer, underwriting assistant, insurance claims agent, food and beverage manager, travel agent, real estate broker
Professional Level Careers	Bank officer, stockbroker, consultant, business teacher, accountant, auditor, budget analyst, controller, appraiser, bank manager, escrow officer, economist, financial planner, securities manager, operations manager, merchandiser, training and development specialist, insurance agent, actuary.

RHS CORE AND ELECTIVE COURSE OFFERINGS

Accounting	Personal Finance
AP Statistics	AP Microeconomics
Pre-Calculus with Trig. (Honors)	Economics
Business Management	AP Computer Science Principles
Computer Graphics & Design	AP Language & Composition
Microsoft Office	Public Speaking
	Pathways to Professional English 9
	Pathways to Professional English 10
	Pathways to Professional English 11
	Pathways to Professional English 12

MON VALLEY CTC PROGRAM OFFERINGS

- Computer Engineering Technology
- Multimedia Design

AGRICULTURE AND NATURAL RESOURCES

Careers in this path are related to agriculture, the environment, and natural resources. These include agricultural sciences, earth sciences, environmental sciences, fisheries, forestry, horticulture, and wildlife.

Entry Level Careers	Nursery worker, forestry aide, crop inspector, irrigator, park aide, gardener/groundskeeper, feeder, AG supplies warehouse laborer, AG service technician trainee, AG equipment operator, AG business clerk, farmworker and laborer
Technical Level Careers	Land use planning technician, field representative technician, animal health technician, greenhouse grower/manager, soil conservation technician, landscape designer, forestry technician, artificial inseminator, AG sales and service technician, AG import/export technician, AG equipment service, AG equipment set-up foreperson, farm equipment mechanic
Professional Level Careers	Soil/water manager, agronomist, country planner/landscape, animal nutritionist, international AG pest control advisor, veterinarian, plant/animal geneticist, forester/ranger, architect, AG teacher/farm/home advisor, AG research/developer, AG engineer, AG business owner/operator, ecologist, golf course superintendent

RHS CORE AND ELECTIVE COURSE OFFERINGS

Environmental Science	Into to Tech Ed
AP Environmental Science	Construction Technology
Earth & Space Science	Basic Cooking
Biology (Academic, Honors, AP)	Culinary Arts
Zoology	International Cuisine
Business Management	Sports Nutrition
Personal Finance	Pathways to Professional English 9
	Pathways to Professional English 10
	Pathways to Professional English 11
	Pathways to Professional English 12

MON VALLEY CTC PROGRAM OFFERINGS

- Agriculture Technology
- Construction Technology
- Culinary Arts

ENGINEERING AND DESIGN INDUSTRY

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

Entry Level Careers	Junior drafter, CAD technician, construction apprentice, engineering aide, drafting apprentice, apprentice electrician, computer equipment installer, security equipment installer
Technical Level Careers	Drafter/designer, plan checker, surveyor, estimator, electrical engineering technician, mechanical engineering technician, laboratory technician, civil engineering technician, chemical engineering technician, aerospace engineering technician, architectural drafter, telecommunications technician, journeyman electrician, computer systems administrator, database administrator, computer support specialist
Professional Level Careers	Mechanical engineer, aerospace engineer, agricultural engineer, electrical engineer, computer hardware engineer, telecommunications engineer, landscape architect, materials engineer, nuclear engineer, architect, industrial designer, civil engineer, structural engineer, software engineer, systems analyst, network security specialist, software developer, web developer, IT manager, computer programmer

RHS CORE AND ELECTIVE COURSE OFFERINGS

Intro to Tech Ed	Physics
Intro to Auto CAD	AP Physics
Auto CAD II	AP Physics C
Construction Technology I & II	Robotics
Honors Engineering Design	Honors Chemistry
AP/CIHS Chemistry	Environmental Science
	Pathways to Professional English 9
	Pathways to Professional English 10
	Pathways to Professional English 11
	Pathways to Professional English 12

MON VALLEY CTC PROGRAM OFFERINGS

- Construction Technology
- Electrical Power Technology
- Precision Metalworking and Welding

COURSE DESCRIPTIONS

ART DEPARTMENT COURSES

COURSE TITLE	COURSE DURATION	GRADE LEVEL
AP Studio Art: Drawing	Full Year	11 – 12
Senior Studio Art	Full Year	12
Ceramics	Semester	9 – 12
Drawing	Semester	9 – 12
Painting	Semester	9 – 12

TITLE	COURSE #	LEVEL	SEMESTERS	CREDITS
AP Studio Art		11-12	Full Year	1.5
<p>Advanced Placement Studio Art is a college-level course that is taught at a college pace and places demands on each student equivalent to those in a first-level college studio art course. The amount of outside work and preparation is substantially greater than required in honors and non-honors courses. The course is designed to follow the Advanced Placement curriculum outlined by The College Board. Students must complete a two-section portfolio which requires the student to show a fundamental competence and range of understanding in visual concerns (and methods). The requirements for the student portfolio are outlined as follows: (1) Selected Works (40% of Total Score) - Five physical works or high-quality printed reproductions of physical works that each demonstrate synthesis of materials, processes, and ideas using drawing skills; students demonstrate a depth of investigation and process of discovery; (2) Sustained Investigation (60% of Total Score) - 15 digital images of works of art and process documentation that demonstrate sustained investigation through practice, experimentation, and revision. The course is designed so students' study creatively and develop the four main components of art (art production, art history, critical response, and aesthetic response). Students will explore and experiment with various forms of art. Students will gain knowledge of art and its impact on society and culture. Students will have the option to create a large painting on Masonite or a wall in the high school, if time permits.</p> <p>Advanced Placement Studio Art is not based on a written exam; instead, students complete portfolios and written evidence that supports the sustained investigation of the portfolio. Students will complete portfolios for evaluation at the end of the school year. Students are expected to submit their portfolio to The College Board. AP exam fees are \$97 per course, at the responsibility of the student, and are not refundable. Students who score a 3, 4, or 5 on the AP exam may be eligible to receive a refund for that course. Upon the satisfactory completion of the Advanced Placement Portfolio, students may be eligible to receive college credits for this course. Therefore, it is representative of and equivalent to a college studio art course. <i>Please refer to page 10 for information regarding AP information. Prerequisite: Successful Completion of Painting and Drawing</i></p>				
Ceramics		9-12	Semester	.50
<p>The Ceramics course is designed for students who wish to concentrate in the specialized area of ceramics. Students will create projects consisting of visual challenges that focus on the expression of ideas and the techniques within the clay medium, including clay hand-building, wheel throwing and mosaic tile.</p>				
Drawing		9-12	Semester	.50
<p>The Drawing course is designed for students who wish to concentrate in the specialized area of drawing. Students will learn to use a wide range of media and techniques, including graphite pencil, color pencil, pen/ink, charcoal, and pastel. Students will complete projects that visually challenge their focus on the expression of ideas and the techniques within each medium.</p>				
Painting		9-12	Semester	.50
<p>The Painting course is designed for students who wish to concentrate in the specialized area of painting. Students will create projects that consist of visual challenges, focusing on the expression of ideas and the techniques within each painting medium -- including acrylic, watercolor, mixed media, and printmaking. Prerequisite: Successful Completion of Drawing.</p>				
Senior Studio Art		12	Year	1.0
<p>The Senior Studio Art course is designed for students to work independently to build a body of artwork. Student artwork will be displayed at the Annual Senior Art Exhibit in the spring. Prerequisite: Successful Completion of two art courses (Drawing, Painting, and/or Ceramics).</p>				

BUSINESS/TECH INFORMATION SYSTEMS DEPARTMENT COURSES

COURSE TITLE	COURSE DURATION	GRADE LEVEL
Accounting	Semester	10 – 12
Accounting II	Semester	10 – 12
Business Management	Semester	9 – 12
CIHS Website Design & Development	Full Year	9 – 12
Computer Graphics & Design	Semester	9 – 12
Personal Finance (Required)	Semester	11
Cyber Security & Law	Semester	11 – 12

TITLE	COURSE #	LEVEL	SEMESTERS	CREDITS
Accounting		10-12	Semester	.50
The Accounting course is recommended for students considering further education in business administration or management programs. The class will introduce students to computerized financial accounting. The primary objective of the course is to learn the rules and procedures of accounting for a profit-motivated business. All journals, ledgers, worksheets, financial reports, and study guides will be completed using a web-based accounting tutorial site which will provide immediate feedback. Students will expand their knowledge of Excel spreadsheets and computerized simulations for proprietorships, partnerships and small corporations.				
Accounting II		10-12	Semester	.50
The Accounting II course will expand upon Accounting I in two primary ways. The first is to cover more complex accounting and reporting concepts, such as accounting for payroll, loans and amortization, inventory, and cost of goods sold. The second is to incorporate accounting software into the course, using free QuickBooks Online education accounts. Additionally, Microsoft Excel will continue to be utilized throughout the course with new functionality being taught. <i>Prerequisite: Successful completion of Accounting I.</i>				
Business Management		9-12	Semester	.50
The Business Management course is designed to give students an insight into various aspects of business. The topics covered in the course will consist of entrepreneurship, business, and personal finance including but not limited to renting vs owning, insurance and taxes, consumer protection, and investing, leadership and interviewing skills, human resources and marketing.				
CIHS Website Design & Development		9-12	Year	1.0
The College in High School Web Site Design and Development course is offered through the University of Pittsburgh to provide a basic understanding of the methods and techniques of developing a simple to moderately complex Website using the standard Web page language XHTML, Dreamweaver or comparable, and JavaScript. Students also will learn Website design and layout techniques, as well as basic search engine analysis. This course is equivalent to the University of Pittsburgh's CS0134 Web Site Design & Development course. <i>Please refer to page 10 for information regarding college credits and enrollment fees.</i>				
Computer Graphics and Design		9-12	Semester	.50
The Computer Graphics and Design course will provide students with a solid foundation in graphic design concepts and industry-standard software applications. Using various graphics software, students will learn how to create professional-quality presentation documents such as brochures, flyers and business cards. Students will then learn how to perform basic and advanced photo edits using Adobe Photoshop while learning how to work with layers and create artistic effects and enhancements. Finally, students will learn how to take digital illustrations to the next level through the use of Adobe Illustrator software. Using professional graphic design techniques, students will add realism to their drawings, create unique logos, and recreate their favorite cartoons.				
Personal Finance (Required for all Juniors)		11	Semester	.50
In high school, students become prepared to live independent financial lives through a standalone course in personal finance. Instructional time will focus on six critical areas: (1) developing sound money management skills including goal setting and developing a plan for how to spend, save, and share financial resources; (2) developing and understanding of one's earning capabilities and how they are maximized by career planning, education, and job choices; (3) developing an appreciation for the costs and benefits of borrowing money; (4) analyzing the services financial institutions offer people to secure, access, and transfer their money; (5) developing risk management strategies to protect against future loss; and (6) understanding how saving and investing influence life-long opportunities for financial independence.				
Cyber Security & Law		11-12	Semester	.50
Computers, the Internet, and mobile information technologies have become routine elements of our daily lives. The percentage of our social, professional, and political discourse mediated by information systems increases each year. Critical infrastructure likewise follows suit, with financial, healthcare, energy and other utilities leveraging the Internet to increase both capability and efficiency. In the physical world, we publish rules (laws) to govern our interactions with one another. These rules tell us what behaviors are permissible and what responsibilities we have to one another. In cyberspace, where these rules exist – and what they require – are less clear. This course explores questions surrounding how we "govern" cyberspace in the context of cybersecurity and privacy issues. We will examine a series of examples, both real-world and hypothetical, to investigate what policy "tools" are in-place, available, and should be available to address Internet security and privacy issues.				

ENGLISH / LANGUAGE ARTS DEPARTMENT COURSES

Required Course Offerings: Each student must be enrolled in one of the required English courses each year. For a student to be eligible for graduation, the student must satisfactorily complete 4 credits of English.

	GRADE 9 COURSE OFFERINGS	GRADE 10 COURSE OFFERINGS	GRADE 11 COURSE OFFERINGS	GRADE 12 COURSE OFFERINGS
REQUIRED	English 9	English 10	English 11	English 12
	Pathways to Professional English 9	Pathways to Professional English 10	Pathways to Professional English 11	Pathways to Professional English 12
	Honors English 9	Honors English 10	AP Language & Composition	AP Literature & Composition
ELECTIVES	Journalism	Journalism	Journalism	Journalism
	Public Speaking	Public Speaking	Public Speaking	Public Speaking
	Media & Literature Studies	Media & Literature Studies	Media & Literature Studies	Media & Literature Studies
	Publications (Yearbook)	Creative Writing	Creative Writing	Creative Writing
		Publications (Yearbook)	Publications (Yearbook)	Publications (Yearbook)

TITLE	COURSE #	LEVEL	SEMESTERS	CREDITS
English 9		9	Year	1.0
<p>The English 9 course focuses on developing communication skills through reading, writing, speaking, and listening, utilizing a variety of complex literature and informational texts. Students decipher a variety of texts through careful evaluation of an author's ideas, purpose, argument, specific claims, and counterclaims. A minimum of one complete novel and one complete play will be taught in addition to multiple short stories, poetry, and nonfiction. Close attention will be given to examining the validity of evidence and reasoning in argumentative rhetoric and delineating how various authors unfold an argument. Reading skills focus primarily on summarizing and text-dependent analysis, and communication skills are reinforced through discussions and presentations as well as collaborative projects and activities. Standard conventions of language are explored through authentic and relevant compositions where students are expected to demonstrate independent decoding and use of academic and domain-specific vocabulary. Writing will take place daily. <i>This course is designed to prepare students for English 10, Pathway to Professional English 10, or Honors English 10.</i></p>				
Pathways to Professional English 9		9	Year	1.0
<p>The Pathway to Professional English 9 course follows the same rigorous and compelling texts as the other Grade 9 offerings, but with a greater focus on college and career readiness. Emphasis is placed on nonfiction reading, writing, speaking, and listening as these skills pertain to students' goals beyond high school. Daily writing activities are designed to prepare students for professional communication practices. Students can expect a challenging curriculum ripe with Socratic discussion, inquiry-based research, text-based analysis, and public speaking designed to mimic workplace requirements. Students will frequently work in collaborative teams, a skill highly sought after by employers. A minimum of 3 fiction novels and plays, several examples of poetry, and multiple short stories will round out the curriculum. The study of grammar and conventions of language are explored as well. <i>This course is designed to prepare students for either Pathway to Professional English 10 or Honors English 10. Prerequisite: Recommendation of Grade 8 ELA Teacher or minimum of 70% in ELA 8.</i></p>				
Honors English 9		9	Year	1.0
<p>The Honors English 9 course is a deeper, more complex, and demanding examination of the core competencies addressed in the other Grade 9 offerings. Honors students will follow the same base curriculum as the English 9 and Pathway Professional English 9 courses with appropriate additions and modifications designed from College Board-published, Pre-AP guidelines. With a focus on argumentative writing, students build advanced skills in constructing, analyzing, and evaluating rhetorical strategies and appeals. Reading selections presented for text-dependent analysis typically have a higher Lexile score than those read in other Grade 9 English courses. Students can expect considerable reading, writing, and inquiry-based discussions to challenge, develop, and refine critical thinking skills and problem-solving strategies. Independent, at-home novel reading will supplement the in-class readings. Presentations and collaborative projects are used to enhance communication skills, and standard conventions of language are explored through authentic and relevant composition where students are expected to demonstrate independent decoding and use of academic and domain-specific vocabulary. Students can expect daily writing in addition to 3-4 larger, process writing projects. <i>This course is designed to prepare students for either Pathway to Professional English 10 or Honors English 10. Required Summer Reading will be assessed upon entrance to the course. Prerequisite: Recommendation of Grade 8 ELA Teacher or minimum of 80% in ELA 8.</i></p>				
English 10		10	Year	1.0
<p>The English 10 course further develops the students' communication skills through reading, writing, speaking, and listening, utilizing a variety of complex literature and informational texts. A primary focus for the course is analyzing a variety of fiction and nonfiction texts in different levels and contexts, as well as drawing from textual evidence and personal experience to support ideas. Theme development, author's assumptions and beliefs, complex development, and point of view are examined and evaluated for their impact on meaning and rhetorical effectiveness. These topics are explored through meaningful, collaborative discussions heightened by the student's ability to reason, provide evidence, and evaluate the views of others while exploring their own beliefs and assumptions. A minimum of one complete novel and one complete play will be taught in addition to multiple short stories, poetry, and nonfiction. Standard conventions of language are explored through authentic and relevant compositions that reflect a high level of organization, cohesion, and complexity. Students will write daily and complete grammar mini lessons to improve writing. Students write using academic vocabulary, sufficient facts, concrete details, quotations, description, and awareness of the audience. <i>This course is designed to prepare students for English 11, Pathway to Professional English 11, or AP Language and Composition. Students will take the Keystone Literature Exam at the end of this course. Prerequisite: Successful completion of an English 9 course.</i></p>				

Pathways to Professional English 10		10	Year	1.0
<p>The Pathway to Professional English 10 course follows the same rigorous and compelling texts as the other Grade 10 offerings, but with a greater focus on college and career readiness. Emphasis is placed on reading, writing, speaking, and listening as these skills pertain to students' goals beyond high school. A minimum of 3 fiction novels and/or plays, as well as a variety of speeches, visual media, short stories, and essays will be analyzed within the curriculum. Discussions are evaluative and designed to enhance insight and analysis through collaboration and Socratic discovery. Daily writing activities are designed to prepare students for professional communication practices necessary for post-secondary schools/opportunities. Students write frequently in a variety of genres to develop their ability to reason, provide evidence, and evaluate the views of others while exploring their own beliefs and assumptions. Emphasis is placed on grammar and standard conventions of language explored through authentic and relevant compositions and public speaking opportunities. <i>This course is designed to prepare students for either Pathway to Professional English 11 or AP Language and Composition. Students will take the Keystone Literature Exam at the end of this course. Prerequisite: Minimum of 70% in English 9 or recommendation of Grade 9 ELA Teacher.</i></p>				
Honors English 10		10	Year	1.0
<p>The Honors English 10 course is a deeper, more complex examination of the core competencies addressed in the other grade 10 course offerings. Students are expected to analyze fiction and nonfiction on a variety of levels, drawing from textual evidence and personal experience, and moving at a faster pace and at a more in-depth level than the other grade 10 course offerings. Inquiry-based discussions are evaluative and designed to enhance insight and analysis through collaboration and Socratic discovery. Independent, at-home novel reading will supplement the 3-4 novels and plays read in class. Students write frequently in a variety of genres to develop their ability to reason, provide evidence, and evaluate the views of others while exploring their own beliefs and assumptions. Students can expect daily writing in addition to 3-4 larger, process writing projects. <i>This course is designed to prepare students for either Pathway to Professional English 11 or AP Language and Composition. Students will take the Keystone Literature Exam at the end of this course. Required Summer Reading will be assessed upon entrance to the course. Prerequisite: Recommendation of Grade 9 ELA teacher or a minimum of 80% in ELA 9.</i></p>				
English 11		11	Year	1.0
<p>The English 11 course builds on students' communication skills in the areas of reading, writing, speaking, and listening by teaching them to use text-dependent techniques for analysis and evaluation of rich and complex informative and literary texts. Students examine biases by considering the author's implicit and explicit assumptions and beliefs relative to purpose and impact. Emphasis is placed on the analysis of the interaction between and development of themes or ideas over the course of a text or multiple texts. Students carefully study and critique writers' rhetorical choices (i.e., point of view, purpose, style) through analysis of seminal and foundational texts, as well as works of literature that reflect a variety of genres and major periods. Students will be required to read 1-2 major works throughout the year, along with a collection of poetry, nonfiction, and short stories. Weekly writing activities will improve students' writing and grammar skills. The students also conduct a sustained MLA-based research project to answer a question by evaluating, organizing, and integrating multiple sources and complex ideas to make informed decisions on how the specifics relate to the whole. Communication skills are reinforced through discussions and presentations as well as collaborative projects and activities. <i>This course is designed to prepare students for English 12, Pathway to Professional English 12, or AP Literature and Composition. Prerequisite: Successful completion of an English 10 course.</i></p>				
Pathways to Professional English 11		11	Year	1.0
<p>Pathway to Professional English 11 is an accelerated study of the same core competencies covered in English 11 with appropriate additions and modifications. An emphasis is placed on critical reading and writing with regard to seminal works of fiction and nonfiction. Students will be required to read 2-3 major works throughout the year, along with a collection of poetry, nonfiction, and short stories. In addition, an intensive writing program accompanies this course requiring students to complete 1-2 multi-paragraph compositions along with an MLA-based research project. In addition to larger written pieces, students will write shorter responses daily to enhance grammar and writing skills. This course is for highly motivated, self-reliant, independent readers and those seeking to improve communication skills and confidence in preparation for a successful college and/or career experience. <i>This course is designed to prepare students for either Pathway to Professional English 12 or AP Literature and Composition. Required Summer Reading will be assessed upon entrance to the course. Prerequisite: Minimum of 80% in English 10 or recommendation of Grade 10 ELA Teacher.</i></p>				
AP Language and Composition		11	Year	1.0
<p>Advanced Placement Language and Composition is a college-level course that is taught at a college pace and places demands on each student equivalent to those in a first-level college English course. The amount of outside work and preparation is substantially greater than required in honors and non-honors courses. The course is designed to follow the Advanced Placement curriculum outlined by The College Board. Students learn to analyze and evaluate styles of writing through close examination of seminal and foundational U.S. and world texts, as well as works of literature that reflect a variety of genres and major periods. Text selections are complex, and analysis is high-level and demanding. Students analyze and evaluate rhetorical strategies, focusing on claims and counterclaims, as well as precise language and style. The course dictates that students write in contexts designed to help them become increasingly aware of</p>				

themselves as writers. Students effectively use language, including controlling tone, establishing, and maintaining voice, and achieving emphasis through deliberate rhetorical choices. Further, students conduct sustained research projects to answer questions by evaluating, organizing, and integrating multiple sources and complex ideas to make informed decisions on how the specifics relate to the whole.

The course prepares students for the Advanced Placement Language and Composition Exam administered in May. Students are expected to take the Advanced Placement Language and Composition Exam. AP exam fees are associated with this course. These are the responsibility of the student and are not refundable. Students who score a 3, 4, or 5 on the AP exam may be eligible to receive a refund for that course. Upon the successful completion of the Advanced Placement Exam, students may be eligible to receive college credits for this course. Therefore, it is representative of and equivalent to a college English course. Prerequisite: *Minimum of 90% in previous relevant English course(s), or Minimum of 80% in previous relevant Honors, AP, or Pathways English course(s).*

English 12		12	Year	1.0
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The English 12 course prepares students with the communication and analysis skills necessary to become productive citizens and life-long learners. A selection of important works including at least one play and one novel, both contemporary and classical, are used to spark discussion and reflection. Students will analyze, interpret, and evaluate informative and literary texts such as short stories, excerpts, and poems through creative projects, critical responses, and student-focused discussions. Students continue to improve their research and writing skills through weekly writing activities that reinforce the necessary components of grammar for college and career success. Time is spent preparing the students for the next phase of life by teaching professional writing standards, resume writing, college essay writing, and interviewing skills. *Prerequisite: Successful completion of an English 11 course.*

Pathways to Professional English 12		12	Year	1.0
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Pathway to Professional English 12 is a rigorous study of the core competencies covered in Academic English 12 designed for the student interested in fortifying their skills in preparation for post-secondary pursuits. This course is paced to include daily reading and writing activities and prepares students to confidently tackle – complex reading and intensive writing tasks. Texts studied provoke discussion on cultural attitudes and norms and encourage critical evaluation of authors’ perspectives and values. Students will read a minimum of three novels and one play as well as various short stories, poems, and nonfiction pieces. Time is also spent preparing the student for the next phase of life by teaching professional writing standards, resume writing, college essay writing, and interviewing skills. ***Required Summer Reading will be assessed upon entrance to the course. Prerequisite: Minimum of 80% in English 11 or recommendation of Grade 11 ELA Teacher.***

AP Literature and Composition		12	Year	1.0
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Advanced Placement Literature and Composition is a college-level course that is taught at a college pace and places demands on each student equivalent to those in a first-level college English course. The amount of outside work and preparation is substantially greater than required in honors and non-honors courses. The course is designed to follow the Advanced Placement curriculum outlined by The College Board. Students will enhance their critical reading and thinking skills through the close and careful study of demanding informational and literary texts. The course emphasizes an integrated approach to the study of literature with analytical and evaluative writing. Students are expected to write with an awareness of stylistic aspects while mastering purposeful and independent expression. Students analyze and evaluate text through various critical lenses and gain confidence in using the historical context of a written work in connection with its style and content. Students lead and engage in discourse similar to that of an introductory college-level course. Students conduct sustained research and engage in sharp, distinctive writing while making informed decisions, solving problems, evaluating the credibility and accuracy of sources, and noting discrepancies amongst resources. The course requires considerable reading, and analytical writing is designed to foster independence and time management skills that are necessary for post-secondary education.

The course prepares students for the Advanced Placement Literature and Composition Exam administered in May. Students are expected to take the Advanced Placement Literature and Composition Exam. AP exam fees are associated with this course. These fees are the responsibility of the student and are not refundable. Students who score a 3, 4, or 5 on the AP exam may be eligible to receive a refund for that course. Upon the successful completion of the Advanced Placement Exam, students may be eligible to receive college credits for this course. Therefore, it is representative of and equivalent to a college English course. Prerequisite: *Minimum of 90% in previous relevant English course(s), or Minimum of 80% in previous relevant Honors, AP, or Pathways English course(s).*

Journalism		9-12	Semester	.50
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The Journalism course offers students the opportunity to explore all aspects of the news media. Students will be instructed in journalistic-style writing and theory. The course requires extensive writing, independent decision making, and deadline demands. Students of this course ultimately produce Ringgold High School’s online information site and printed source: “The Ram Pride.” *Students may take this course for credit as many times as they choose.*

Creative Writing		10-12	Semester	.50
<p>The Creative Writing course is designed to introduce and develop the students' skills in writing narratives, creating characters, and utilizing literary elements. Students will be expected to write on a daily basis. The goal is to create a community of writers and readers in which collaboration is fostered through sharing work and constructive criticism. The course will focus on developing and sustaining plotlines, creating unique and diverse characters, and writing in a variety of genres. Writing is a recursive process and students will always be encouraged to reflect on and revise their work. <i>Students may take this course for credit as many times as they choose.</i></p>				
Public Speaking		10-12	Semester	.50
<p>The Public Speaking course is designed to help students examine the basic elements of the communication process. The student will gain competence in organizing and presenting information in an effective and efficient manner. Students will study the need for library research in preparation for informative speaking, persuasive speaking, interviewing, and types of communication. A focus will be on evaluating and critiquing oral communication as rhetoric. Students will critique their own speeches as well as those of their classmates and professional speakers. <i>Students may take this course for credit as many times as they choose.</i></p>				
Media and Lit Studies		9-12	Semester	.50
<p>This course investigates relationships among media, film, and literature. Its goal is to sharpen appreciation of major visual works by teaching students to consume, question and analyze media. Students will take a critical approach to examining a variety of media and its impact across cultural, political, and aesthetic boundaries. This course will also include some attention to narrative theory.</p>				
Introduction to Greek Mythology		10-12	Semester	.50
<p>This semester-long course explores Greek mythology by introducing students to the cultural significance, themes, and contexts of myths. Students will learn about the Trojan War and read Homer's <i>The Odyssey</i>. Students will also consider the allusions to mythology found in contemporary works. This class will include the opportunity for students to write creatively and analytically about mythology. Topics included, but not limited to, are the function of mythology in society, the Greek gods/goddesses, the hero's journey, the quest story, The Trojan War, and <i>The Odyssey</i>.</p>				
Concepts in Literature		11	Semester	.50
<p>The Concepts in Literature course is a mandatory course for students who did not score proficient or advanced on the Keystone Literature Exam. Concepts in Literature will allow students to enhance their understanding of the literary concepts assessed on the Keystone Literature exam, which includes: (Module 1) Fiction: Reading for meaning and analyzing and interpreting fictional literature; and (Module 2) Nonfiction: Reading for meaning and analyzing and interpreting non-fictional literature. A heavy emphasis is placed on using appropriate strategies to analyze an author's purpose; to determine and clarify the meaning of vocabulary; to make and support interpretations; to compare, analyze, and evaluate literary forms and elements; and to identify and analyze literary devices and patterns in literature. Students are challenged to think critically, solve problems, and know that literature is an essential addition to their general education. Students will retake the Keystone Literature Exam during the winter and spring, if necessary. This course is graded pass/fail. <i>Prerequisite: Students must have already taken a required 10th grade English course but not scored proficient or above on the Keystone Literature Exam.</i></p>				
Publications (Yearbook)		9-12	Semester	.50
<p>The Publications course requires students to be responsible for the planning, production, and marketing of the RHS <i>Aries</i> yearbook. Class members are responsible for production of the yearbook including page design, photography, and text editing. Evaluation is based primarily on students' ability to meet deadlines and work collaboratively. Leadership skills are emphasized as students learn project management and the importance of personal responsibility to team success. Students need to have good social skills to work collaboratively with other members of the class, clubs, sports and organizations within the school. <i>Students may take this course for credit as many times as they choose. Prerequisite: A minimum of 80% in a previous English course and teacher recommendation.</i></p>				

FAMILY AND CONSUMER SCIENCE DEPARTMENT COURSES

***Pending appropriate staffing**

COURSE TITLE	COURSE DURATION	GRADE LEVEL
American Cuisine*	Semester	9 – 12
Basic Cooking*	Semester	9 – 12
Childcare & Development*	Semester	9 – 12
Culinary Arts*	Semester	9 – 12
International Cuisine*	Semester	9 – 12
Life Beyond High School*	Semester	10 – 12

TITLE	COURSE #	LEVEL	SEMESTERS	CREDITS
American Cuisine		9-12	Semester	.50
Students in the course will identify the origins of foods of the seven main regions of North America (New England, Mid-Atlantic, Mid-West, West and Southwest, Pacific Coast, Hawaiian Islands, and Canada), Latin America (Mexico and The Caribbean Islands), and South America. In addition to exploring how geography, climate and culture affect food choices, we will prepare foods that are representative of these regions. <i>Prerequisite: Basic Cooking.</i>				
Basic Cooking		9-12	Semester	.50
The Basic Cooking course will introduce students to basic measuring, safety, sanitation, and cooking techniques. Students will be instructed on using fractions, interpreting recipes, and preparing simple dishes. General appliance use and care will be discussed. The course outline includes the preparation of soups, sandwiches, vegetables, and meat dishes. Students will be provided with an overview of preparing simple breakfast, lunch and dinner menus. MyPlate will be used by students to calculate nutritional information from prepared meals. Students will have the option to test out of Basic Cooking as a prerequisite.				
Childcare & Development		9-12	Semester	.50
The Childcare and Development course is designed to help students to understand how a child develops from conception to adolescence. The student will gain knowledge in prenatal development, labor, and delivery, as well as physical, social, emotional, and intellectual development ranging from birth to adolescence. Students may have the opportunity to be responsible for the care of a baby simulator produced by Realityworks.				
Culinary Arts		9-12	Semester	.50
The Culinary Arts course will introduce students to basic measuring, safety, sanitation and cooking techniques. Students will apply basic baking techniques to create a variety of desserts. The course will show how science is applied to cooking and baking. Units to be covered will be cookies, cakes, pastries, and breads. <i>Prerequisite: Successful completion of Basic Cooking.</i>				
International Cuisine		9-12	Semester	.50
The International Cuisine course will expose students to cuisines of countries such as China, Mexico, Italy, and France. Students will focus on how culture and climate influence food choice. The course will introduce students to basic measuring, safety, sanitation and cooking techniques. <i>Prerequisite: Successful completion of Basic Cooking.</i>				
Life Beyond High School		10-12	Semester	.50
Knowing what is important to you and managing your time and money wisely can help you create a satisfying and rewarding life. Life Beyond High School is a semester course designed for students who want to be independent after high school. Students will explore how to search for a job, manage money using a budget, open a checking account, shop for a car, search for an apartment, and safely use credit. Other topics include communication skills, clothing care and the fundamentals of saving. Life Beyond High School will address the basics of adulthood to prepare you for a successful future.				

INSTRUMENTAL AND VOCAL MUSIC DEPARTMENT COURSES

COURSE TITLE	COURSE DURATION	GRADE LEVEL
AP Music Theory	Full Year	11 – 12
Concert / Marching Band – Percussion	Full Year	9 – 12
Concert / Marching Band – Winds	Full Year	9 – 12
Orchestra	Full Year	9 – 12
Concert Choir	Full Year	9 – 12
Men’s Chorus	Semester	9 – 12
Women’s Chorus	Semester	9 – 12
Guitar	Semester	9 – 12
History of Rock n Roll Part I	Semester	9 – 12
History of Rock n Roll Part II	Semester	9 – 12
Jazz Band	Semester	10 – 12

TITLE	COURSE #	LEVEL	SEMESTERS	CREDITS
AP Music Theory		11-12	Year	1.0
<p>The Advanced Placement Music Theory course is a college-level course that is taught at a college pace and places demands on each student equivalent to those in a first level college music theory course. The amount of outside work and preparation is substantially greater than required in honors and non-honors courses. The goal of the course, defined by The College Board, is to develop a student's ability to recognize, understand and describe the basic materials and processes of music that are heard or presented in a score. The achievement of this goal may be best promoted by integrated approaches to the student's development of aural; sight-singing; written; compositional; and analytical skills. <i>Prerequisite: Minimum of 80% in previous relevant course(s) and teacher recommendation.</i></p> <p>The course is designed to follow the Advanced Placement curriculum outlined by The College Board: (1) musical terminology, (2) notational skills, (3) basic compositional skills, (4) score analysis, and (5) aural skills. A strong emphasis is placed on listening skills involving recognition and comprehension of melodic and rhythmic patterns, harmonic functions, small forms and compositional techniques.</p> <p>The course prepares students for the Advanced Placement Music Theory Exam administered in May. Students are expected to take the Advanced Placement Music Theory Exam. AP exam fees are \$97 per course, at the responsibility of the student, and are not refundable. Students who score a 3, 4, or 5 on the AP exam may be eligible to receive a refund for that course. Upon the successful completion of the Advanced Placement Exam, students may be eligible to receive college credits for this course. Therefore, it is representative of and equivalent to a college music theory course.</p>				
Concert / Marching Band – Percussion		9-12	Year	1.0
<p>The Band-Percussion students participate in the Marching Band, which is the fall activity of the high school band program. Members will study marching techniques and music to be used in performances at home and away football games, parades and festivals. Attendance at all performances is mandatory. Members will be expected to attend rehearsals outside of regular class time, including band camp, and after school practices. After the marching season is completed, students will study various aspects of percussion (concert percussion, percussion ensemble, steel drums, and indoor percussion). <i>Prerequisite: Successful completion of previous Band course(s) and Band Director recommendation. ONLY PERCUSSIONISTS SHOULD SIGN UP FOR THIS COURSE.</i></p>				
Men's Chorus		9-12	Semester	.50
<p>This is a choir for male voices. The following vocal/musical skills for ensemble singing will be stressed: proper vocal production, blend and balance, sight-reading proficiency, ear training, expansion of range, technical facility, A cappella singing, dynamic nuances, and three- and four-part music. An emphasis is placed on the Barbershop style of singing, which will include Broadway music and the popular venue. Students may be required to attend extra rehearsals following the school day, as well as evening performances.</p>				
Women's Chorus		9-12	Semester	.50
<p>The Women's Chorus is a choir for female voices. The following vocal/musical skills for ensemble singing will be stressed: proper vocal production, blend and balance, sight-reading proficiency, ear training, expansion of range, technical facility, A cappella singing, dynamic nuances, and three- and four-part part music. An emphasis is placed on Pop, Classical, Renaissance, Baroque, Contemporary, and Broadway music. Students may be required to attend extra rehearsals following the school day, as well as all evening performances.</p>				
Concert Choir		9-12	Year	1.0
<p>The Concert Choir course is for the music student wanting to experience and perform in mixed voice choral literature. It is also an outlet for the student who enjoys singing for his/her own pleasure. The following musical skills for ensemble singing will be stressed: proper breathing, pleasant tone quality, blend and balance, expansion of range, good intonation, ear training and sight-singing. Students may be required to attend extra rehearsals following the school day, as well as required evening performances.</p>				
Concert / Marching Band – Winds		9-12	Year	1.0
<p>The Marching Band is the fall activity of the high school band program. Members will study marching techniques and music to be used in performances at home and away football games, parades and festivals. Attendance at all performances is mandatory. Members will be expected to attend rehearsals outside of regular class time, including band camp and after school practices. Concert Band students will study the music of different composers, music theory, music history and performance techniques. Attendance at</p>				

all performances and after school rehearsals is required for this class. *Prerequisite: Successful completion of previous Band course(s) and Band Director recommendation. **ONLY BRASS AND WOODWIND PLAYERS SHOULD SIGN UP FOR THIS COURSE.***

Guitar		9-12	Semester	1.0
Guitar is an introductory, beginner-level course for students interested in learning the guitar. The goal is for students to develop the ability to analyze, describe, and listen to music. Students will develop an understanding of music in relation to history and culture. The course outline focuses on the student acquiring the following skills: playing chords, accompaniment, and melodies; and reading music notation and chord frames.				
History of Rock n Roll, part I		9-12	Semester 1 only	.50
This course examines the history of rock, primarily as it unfolded in the United States, from the days before rock (pre-1955) to 1980. We will explore how developments in technology helped shape the ways in which styles developed. We will also discover how society informed popular music and how music influenced the culture.				
History of Rock n Roll, part II		10-12	Semester 2 only	.50
This course examines the history of rock, primarily as it developed in the United States, from 1980 to present day. We will explore how developments in technology helped shape the ways in which styles developed. We will also discover how society informed popular music and how music influenced the culture.				
Orchestra		9-12	Year	1.0
The String Orchestra course is for students with previous experience playing a string instrument. The course gives students the opportunity to improve techniques unique to orchestra and string music and prepares them for public performance. Students will be exposed to music literature from different eras. Students are required to participate in after school rehearsals and all performances. <i>Prerequisite: String experience and Band Director Recommendation.</i>				
Jazz Band		10-12	Semester	.50
The Jazz Band course is designed to foster musical growth above and beyond that provided in our basic music ensemble classes. Topics to be covered in this course include the theory of harmony, advanced rhythms, arranging, composition, improvisation, form analysis, ear training, music history (with a focus on Jazz and other music of the 20th and 21st centuries), and music technology. The focus of the course will be on project-based learning. Attendance at after-school rehearsals and performances is required. <i>Prerequisite: Marching / Concert Band experience and Band Director approval.</i>				

MATHEMATICS DEPARTMENT COURSES

Recommended Sequences: Students must successfully complete Algebra A, Algebra B and Geometry -- in that succession. The math teacher, counselor, and administrator must approve any deviation from these recommended sequences (**three signatures required**). Students are permitted to enroll in some courses simultaneously with teacher recommendation. However, students are not permitted to enroll in Pre-Algebra, Algebra A, or Algebra B simultaneously. For a student to be eligible for graduation, the student must satisfactorily complete all of the Mathematics course requirements.

* Indicates courses can be taken simultaneously

	GRADE 9 COURSE OFFERINGS	GRADE 10 COURSE OFFERINGS	GRADE 11 COURSE OFFERINGS	GRADE 12 COURSE OFFERINGS
PATHWAYS	Pre-Algebra	Algebra A	Algebra B	Geometry or Consumer Math (teacher recommendation only)
	Algebra A	Algebra B	Geometry* (Algebra B students are required to take Geometry) Algebra II* AP Computer Science Principles *Geometry & Algebra II can be taken simultaneously	Consumer Math (teacher recommendation only) Algebra 2 Precalculus Intro to Statistics AP Computer Science Principles
	Algebra I (<i>Placement into the full-year Algebra I course will be determined by course grade in Math 8 and score on a diagnostic placement test.</i>)	Geometry* (required) Algebra II* *Geometry & Algebra II can be taken simultaneously	Algebra II Precalculus AP Precalculus Intro to Statistics AP Computer Science Principles	Intro to Statistics AP Statistics Business Calculus CIHS Analytic Geometry & Calculus I CIHS Analytic Geometry & Calculus II AP Computer Science Principles
	Geometry* (8 th grade students who successfully complete Algebra I and score Advanced or Proficient on the Algebra I Keystone Exam released item EOY test) Algebra II* *Geometry & Algebra II can be taken simultaneously	Algebra II Precalculus AP Precalculus Intro to Statistics AP Statistics AP Computer Science Principles	Precalculus AP Precalculus Intro to Statistics AP Statistics Business Calculus CIHS Analytic Geometry & Calculus I AP Computer Science Principles	Intro to Statistics AP Statistics Business Calculus CIHS Analytic Geometry & Calculus I CIHS Analytic Geometry & Calculus II AP Computer Science Principles

*****Keystones will be administered after the completion of Algebra B or the completion of Algebra I*****

TITLE	COURSE #	LEVEL	SEMESTERS	CREDITS
Pre-Algebra		9	Year	1.0
Students will be introduced to Algebra topics while strengthening the pre-algebraic skills necessary to succeed. Topics include writing and evaluating basic variable expressions, order of operations, simplifying basic square roots, operations with exponents, classifying / ordering real numbers, classifying and applying basic algebraic properties, solving one-step and two-step equations, solving and writing one variable equations to solve real world problems, ratios and rates, proportions, and writing and solving one-step and two-step solving inequalities, graphing in the coordinate plane.				
Algebra A		9 -10	Year	1.0
This course is a study of the language, concepts, and techniques of Algebra that will prepare students to approach and solve problems following a logical sequence of steps. This course will emphasize algebra and numeracy in a variety of contexts including number sense, proportional reasoning, quantitative reasoning with functions, and solving multi-step equations and inequalities. Topics include simplifying expressions, evaluating, solving equations and inequalities, use of proportions and percents in solving problems, operation with scientific notation, graphing linear functions and relations. Real-world applications are presented within the course content and a practical approach is emphasized. <i>Prerequisite: Successful completion of Pre-Algebra in Middle School (70% or above) or successful completion of Pre-Algebra in High School.</i>				
Algebra B		10-11	Year	1.0
This mathematics course will reinforce a wide range of Algebra A skills and introduce several important algebraic concepts. Topics include evaluating and solving multi-step equations and inequalities, compound inequalities, absolute value equations and inequalities, operation with polynomials, graphing linear and quadratic functions and relations, solving systems of linear equations and inequalities. drawing and interpreting graphs, stem and leaf, and box and whisker plots, probability and odds, and the study of quadratics. Real-world applications are presented within the course content, and a practical approach is emphasized. <i>Prerequisite: Successful completion of Algebra A.</i>				
*Students will take the Algebra Keystone Exam at the end of this course during the Spring semester.				
Algebra I		9	Year	1.0
The Algebra I course expects students to reinforce and expand on algebraic concepts established in Math 8. This course is a study of the language, concepts, and techniques of Algebra that will prepare students to approach and solve problems following a logical succession of steps. This course will emphasize both algebra and numeracy in a variety of contexts including number sense, proportional reasoning, quantitative reasoning with functions, and solving multi-step equations and inequalities. Topics include simplifying expressions, evaluating, solving equations and inequalities including absolute value inequalities, use of proportions and percents in solving problems, graphing linear functions and relations, solving systems of linear equations, drawing and interpreting graphs, stem and leaf, and box and whisker plots, probability and odds, and the study of quadratics. Real-world applications are presented within the course content, and a practical approach is emphasized. Students will take the Keystone Algebra Exam at the end of this course. <i>Prerequisite: Placement into the full-year Algebra I course will be determined by course grade in Math 8 and score on a diagnostic placement test.</i>				
Concepts in Algebra		9-11	Semester	.50
The Concepts of Algebra course is a mandatory course for students who did not score proficient or advanced on the Algebra Keystone Exam in 9 th , 10 th , or 11 th grade. Concepts in Algebra will allow students to enhance their understanding of basic algebraic concepts assessed on the Algebra Keystone Exam. Students will retake the Algebra Keystone Exam in the winter. This course is graded pass/fail.				
Geometry		9-12	Year	1.0
The Geometry course reinforces and extends the student's geometric and algebraic skills. Students will work with similarity and congruence. Students will explore more complex geometric concepts and relationships, including formal mathematical arguments, transformations, the coordinate system, right triangle trigonometry, circles, and probability. The course prepares students for Algebra 2 and Precalculus. <i>Prerequisite: Successful completion of Algebra B (70% or higher) or successful completion of 8th grade Algebra I.</i>				
Algebra II		9-12	Year	1.0
The Algebra 2 course allows students to develop a deeper comprehension of algebraic structure and develop abstract ideas of mathematics. Algebra 2 students will study more abstract functions, which include polynomial, rational, trigonometric and radical				

functions. Students will work thoroughly with families of functions to apply their understanding of transformations. The course will require students to use the properties of logarithms to model situations and solve equations, including quadratics and the set of complex numbers and exponential equations. Lastly, students will use descriptive statistics and probability as a tool for making inferences about data. *Prerequisite: Successful completion of Geometry (70% or higher).*

Precalculus		10-12	Year	1.0
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The purpose of Precalculus is to prepare students for College Prep Calculus. Trigonometry topics discussed consist of right triangle trigonometry and analytic trigonometry. Students will apply fundamental trigonometric identities in problem-solving. Students will also gain an understanding of the Laws of Sines and Cosines while applying these concepts to find measurements in right and non-right triangles. The majority of the course will focus on Pre-Calculus topics, including exponential and logarithmic functions, sequence and series, parametric equations and polar coordinates. The course concludes with an introduction to limits and techniques for evaluating them. *Prerequisite: Successful completion of Geometry and Algebra II (70% or higher in both).*

AP Precalculus		10-11	Year	1.0
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AP Precalculus is a rigorous course designed to move at a faster pace with a greater depth of content, in order to prepare the students for an AP-level Calculus class. The course demands are much greater than those of a non-AP course. Trigonometry topics discussed consist of right triangle trigonometry and analytic trigonometry. Students will apply fundamental trigonometric identities in problem-solving. Students will also gain an understanding of the Laws of Sines and Cosines while applying these concepts to find measurements in right and non-right triangles. The majority of the course will focus on Precalculus topics including exponential and logarithmic functions, sequence and series, parametric equations and polar coordinates. The course concludes with an introduction to limits and techniques for evaluating them. *Prerequisite: Successful completion of Geometry AND Algebra II (90% or higher in both).*

The course prepares students for the Advanced Placement Precalculus Exam administered in May. Students are expected to take the Advanced Placement Precalculus Exam. AP exam fees are \$97 per course, at the responsibility of the student, and are not refundable. Students who score a 3, 4, or 5 on the AP exam may be eligible to receive a refund for that course. Upon the successful completion of the Advanced Placement Exam, students may be eligible to receive college credits for this course.

Introduction to Statistics		10-12	Year	1.0
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The course will be designed to prepare students for either AP Statistics the following year in high school or for a Statistics course in college. We will cover topics on understanding distributions; summarizing a distribution that is approximately symmetric using mean and standard deviations; summarizing a distribution that is skewed using the median and interquartile range; calculating, estimating and interpreting probabilities; random sampling and estimating population characteristics; comparing populations; looking at both categorical and numerical data; and inference. *Prerequisite: Successful completion of Geometry AND Algebra II (70% or higher in both).*

Business Calculus		11-12	Year	1.0
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This course is an introduction to calculus for students who are interested in pursuing post-secondary education in the fields of business, economics, or in other social science fields. *Prerequisite: A rigorous high school algebra background that includes exponentials and logarithmic functions or precalculus. Proficiency in algebraic manipulation is essential.*

AP Computer Science Principles		10-12	Year	1.0
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The Advanced Placement Computer Science Principles is a college-level course that is taught at a college pace and places demands on each student equivalent to those in a first level college computing course. The amount of outside work and preparation is substantially greater than required in honors and non-honors courses. The course is designed to follow the Advanced Placement curriculum outlined by The College Board. The course introduces students to the central ideas of computer science, instilling the ideas and practices of computational thinking and inviting students to understand how computing changes the world. The rigorous course promotes deep learning of computational content, develops computational thinking skills and engages students in the creative aspects of the field. *Prerequisite: Successful completion of Algebra B (90% or higher).*

The course prepares students for the Advanced Placement Computer Science Principles assessment. The assessment comprises two parts: the end-of-course AP Exam and the through-course AP assessment. The AP Computer Science Principles Exam will be a multiple-choice, paper and pencil exam in which students will demonstrate achievement of the course learning objectives; it is usually administered in May. The through-course assessment comprises two AP Computer Science Principles performance tasks, which require students to explore the impacts of computing and create computational artifacts through programming. Students are expected to take the Advanced Placement Computer Science Principles Exam. AP exam fees are \$97 per course, at the responsibility of the student, and are not refundable. Students who score a 3, 4, or 5 on the AP exam may be eligible to receive a refund for that course. Upon the successful completion of the Advanced Placement Exam, students may be eligible to receive college credits for this course. Therefore, it is representative of and equivalent to a college entry-level computer science course.

CIHS Analytic Geometry & Calculus I		11-12	Year	1.0
<p>This course is the standard first course in a basic calculus sequence that would likely be required for any student considering a collegiate major of mathematics, science, engineering or statistics. <i>Prerequisite: Successful completion of Algebra I and Trigonometry.</i></p> <p>A score of 76 or greater on the ALEKS placement examination is required in order to register for the CIHS credits for this course.</p>				
CIHS Analytic Geometry & Calculus II		11-12	Year	1.0
<p>This course is the standard second course in a basic calculus sequence that would likely be required for any student considering a collegiate major of mathematics, science, engineering or statistics. <i>Prerequisite: Successful completion (a grade of C or higher) of Analytic Geometry & Calculus I or an equivalent college course. An AP Calculus AB score of a 4 or 5 will also fulfill the prerequisite.</i></p> <p>A score of 76 or greater on the ALEKS placement examination is required in order to register for the CIHS credits for this course.</p>				
AP Statistics		10-12	Year	1.0
<p>Advanced Placement Statistics is a college-level course that is taught at a college pace and places demands on each student equivalent to statistics courses in colleges and universities. The amount of outside work and preparation is substantially greater than required in honors and non-honors courses. The course follows the Advanced Placement curriculum outlined by The College Board. Students are required to have access to a TI-83+ or TI-84+ calculator outside of class for homework and projects.</p> <p>The statistics concepts outlined by The College Board for this course are presented as four broad conceptual themes: (1) describing patterns and departures from patterns; (2) sampling and experimentation; (3) exploring random phenomena using probability and simulation; and (4) statistical inference. Students will use technology to aid them in finding their results with the use of a TI-83+ or TI-84+ calculator. Students will learn how to use statistics as a tool to learn about the world, develop the ability to communicate research and statistical results to others, and understand the role of statistics in the scientific research process. Students will be required to do a culminating activity at the end of the year that will require a research paper, data collection, and a presentation. <i>Prerequisite: Minimum of 80% in Algebra II.</i></p> <p>The course prepares students for the Advanced Placement Statistics Exam administered in May. Students are expected to take the Advanced Placement Statistics Exam. AP exam fees are \$97 per course, at the responsibility of the student, and are not refundable. Students who score a 3, 4, or 5 on the AP exam may be eligible to receive a refund for that course. Upon the successful completion of the Advanced Placement Exam, students may be eligible to receive college credits for this course. Therefore, it is representative of and equivalent to a college statistics course.</p>				
Consumer Math		12	Year	1.0
<p>Consumer Math reinforces general math topics (such as arithmetic using rational numbers, measurement, ratio and proportion, and basic statistics) and applies these skills to consumer problems and situations, including budgeting, taxation, credit, banking services, and insurances, as well as buying and selling products and services, home and car ownership and rental, managing personal income, and investment. <i>Prerequisite: By teacher recommendation only.</i></p>				

PHYSICAL EDUCATION AND HEALTH DEPARTMENT COURSES

COURSE TITLE	COURSE DURATION	GRADE LEVEL
Career Exploration (Required)	Semester	9
Physical Education	Semester	9
Physical Education	Semester	10
Health (Required)	Semester	10
Walking for Fitness	Semester	9 – 12
Advanced Physical Education	Semester	11 – 12
Driver’s Theory & Study Hall	Quarter Each = Semester	10 – 12
Physical Education	Semester	11 – 12
Partners in PE	Semester	10 – 12
First Aid & CPR	Semester	10 – 12
Fitness & Weight Training	Semester	10 – 12
Medical Mentorship	Semester	12

TITLE	COURSE #	LEVEL	SEMESTERS	CREDITS
Walking for Fitness		9 – 12	Semester	.50
The PE Walking for Fitness course is designed to promote fitness and wellness through the activity of walking. Suitable for all fitness levels, students will explore the benefits of walking as a lifelong exercise. The course will focus on improving cardiovascular health, building endurance, enhancing flexibility and promoting overall mental well-being. Through guided walking sessions, students will learn proper walking techniques, pacing, goal setting and how to incorporate walking into a regular fitness routine. In addition to physical activity, the course will cover topics like proper footwear, hydration, and the importance of posture.				
Advanced Physical Education		11 – 12	Semester	.50
This competitive physical education course is designed for students who are interested in experiencing the intensity and excitement of competitive sports. This course focuses on developing advanced athletic skills, teamwork, strategic thinking and sportsmanship through participation in a variety of competitive games and sports. Students will engage in team sports such as basketball, soccer, volleyball and flag football, as well as individual competitions in activities like track and field events and tennis. Throughout the course, students will learn the rules and strategies of each sport, refine their techniques and improve their overall fitness. Emphasis will be placed on leadership, communication, and the mental aspects of competition, including resilience, focus and handling pressure. Additionally, students will have the opportunities to take on leadership roles and practice peer coaching to enhance their understanding of the game and team dynamics.				
Driver's Theory / Study Hall		10-12	Quarter	.25
The Driver's Theory course will emphasize: Pennsylvania driving laws; legal rights and responsibilities of driving; proper care and maintenance of a vehicle; and the development of a skillful, knowledgeable, and safety-conscious driver.				
Health		10	Semester	.50
The health course will allow students the opportunity to explore current health issues that impact members of their age group. The course will provide students with the knowledge of and awareness of Health and Wellness Issues, including healthy decisions and lifestyles as well as mental and emotional well-being. The health course will also allow students to gain an awareness of situations incurred during adolescence. Topics may include personal health issues, mental and emotional health, nutrition, stress, bullying, female and male reproductive system, contraception, HIV/AIDS educations, STDs, drug and alcohol awareness. <i>This course is REQUIRED for all Sophomores.</i>				
Physical Education – 9		9	Semester	.50
The Physical Education course involves various activities included in the physical education program that contribute to the physical, mental, and social well-being of the student. The class includes a variety of team sports, individual lifetime activities, weightlifting, and personal fitness activities. The physical education classes will include a unit on CPR. The students will learn adult, child and infant CPR and AED training. The class will emphasize sportsmanship, participation, effort, respect, responsibility, safety, and team etiquette.				
Physical Education – 10		10	Semester	.50
The Physical Education course involves various activities included in the physical education program that contribute to the physical, mental, and social well-being of the student. The class includes a variety of team sports, individual lifetime activities, weightlifting, and personal fitness activities. The physical education classes will include a unit on CPR. The students will learn adult, child and infant CPR and AED training. The class will emphasize sportsmanship, participation, effort, respect, responsibility, safety, and team etiquette.				
Physical Education – 11/12 (Elective)		11-12	Semester	.50
The Physical Education course involves various activities included in the physical education program that contribute to the physical, mental, and social well-being of the student. The class includes a variety of team sports, individual lifetime activities, weightlifting, and personal fitness activities. The physical education classes will include a unit on CPR. The students will learn adult, child and infant CPR and AED training. The class will emphasize sportsmanship, participation, effort, respect, responsibility, safety, and team etiquette.				

Partners in Physical Education		10-12	Semester	.50
<p>This course is designed for students to work together to fulfill the needs of all individuals with various ability levels within all typical physical education class activities, including but not limited to individual and team sports. In addition to physical activities, students will engage in social and team-building activities. Students in this class who may have any physical or cognitive difficulties can also benefit from the added physical activity taking place in a less restrictive class. Every attempt is made to design activities so that every student with varying ability levels has a partner working alongside him/her to complete a common goal or project. Students enrolling in Partners P.E. should develop partnerships that transcend this class. <i>Prerequisite: Teacher recommendation and application. Participation in this class is limited; an application must be completed and permission from the instructor is required. The application can be obtained in the guidance office.</i></p>				
First Aid & CPR		10-12	Semester	.50
<p>The First Aid and Cardiopulmonary Resuscitation (CPR) course will instruct students in medical emergencies, environmental emergencies, CPR and AED. Upon successful completion of this class, students will receive certification in First Aid and CPR and the use of the Automatic External Defibrillator (AED).</p>				
Medical Mentorship		12	Semester	.50
<p>The goal of the Medical Mentorship is to further enhance the practical “real world” experiences of students interested in pursuing a post-secondary career in a medically related field. The second phase of the program places students in community-based situations (e.g., hospitals, offices, clinics) and externing or shadowing under the supervision of certified medical personnel in the student's chosen field of endeavor. Students will be required to log a minimum of 50 hours at the mentoring site. <i>Prerequisite: A grade of a “B” of higher in Anatomy & Physiology I and teacher recommendation. Students must be in good standing with attendance, behavior and grades. Students must provide his/her own transportation to and from the mentoring site, as well as complete the mentorship application. Applications can be found in the counseling office.</i></p>				
Fitness & Weight Training		11-12	Semester	.50
<p>The Fitness and Weight Training course combines classroom, weight training, and cardiovascular fitness activities. The primary goal of this course is to provide an introduction to fitness concepts and their application in improving students’ health. Students will participate in activities to enhance cardiovascular fitness, muscular strength and endurance, flexibility, and body composition. The benefits of exercise and its effect on the systems of the body will be introduced.</p>				

REQUIRED COURSES BY GRADE LEVEL

Beginning with the Class of 2028

GRADE 9 COURSE OFFERINGS	GRADE 10 COURSE OFFERINGS	GRADE 11 COURSE OFFERINGS	GRADE 12 COURSE OFFERINGS
Career Exploration	Health	Personal Finance	
Physical Education Students can choose between the following: PE 9, Walking for Fitness, Fitness & Weight Training	Physical Education Students can choose between the following: PE 10, Walking for Fitness, Fitness & Weight Training, Partners in PE	Concepts of Algebra (required if not proficient on the Algebra I Keystone Exam)	
Concepts of Algebra (required if not proficient on the Algebra I Keystone Exam)	Concepts of Algebra (required if not proficient on the Algebra I Keystone Exam)	Concepts of Biology (required if not proficient on the Biology Keystone Exam)	
	Concepts of Biology (required if not proficient on the Biology Keystone Exam)	Concepts of Literature (required if not proficient on the Literature Keystone Exam)	
	Concepts of Literature (required if not proficient on the Literature Keystone Exam)		

TITLE	COURSE #	LEVEL	SEMESTERS	CREDITS
Career Exploration		9	Semester	.50
Career Exploration introduces students to a variety of career fields. Students also explore their interests, aptitudes, skills and individual learning styles in order to find possible career matches. Students will explore a variety of career options, plus use the steps in the decision-making process to develop their own career plan. A variety of post-high school opportunities will be discussed to help students make and achieve career goals. Students will learn skills that will help them develop intrinsic, high-performing and motivational skills to be successful in the real-world.				
Health		10	Semester	.50
The health course will allow students the opportunity to explore current health issues that impact members of their age group. The course will provide students with the knowledge and awareness of Health and Wellness Issues, including healthy decisions and lifestyles as well as mental and emotional well-being. The health course will also allow students to gain an awareness of situations incurred during adolescence. Topics may include personal health issues, mental and emotional health, nutrition, stress, bullying, female and male reproductive system, contraception, HIV/AIDS educations, STDs, drug and alcohol awareness. <i>This course is REQUIRED for all Sophomores.</i>				
Personal Finance		11	Semester	.50
In high school, students become prepared to live independent financial lives through a standalone course in personal finance. Instructional time will focus on six critical areas: (1) developing sound money management skills including goal setting and developing a plan for how to spend, save, and share financial resources; (2) developing and understanding of one's earning capabilities and how they are maximized by career planning, education, and job choices; (3) developing an appreciation for the costs and benefits of borrowing money; (4) analyzing the services financial institutions offer people to secure, access, and transfer their money; (5) developing risk management strategies to protect against future loss; and (6) understanding how saving and investing influence life-long opportunities for financial independence.				
Concepts of Algebra		9-11	Semester	.50
The Concepts of Algebra course is a mandatory course for students who did not score proficient or advanced on the Algebra Keystone Exam in 8 th , 9 th , 10 th , or 11 th grade. Concepts in Algebra will allow students to enhance their understanding of basic algebraic concepts assessed on the Algebra Keystone Exam. Students will retake the Algebra Keystone Exam in the winter. This course is graded pass/fail.				
Concepts of Biology		10-11	Semester	.50
The Concepts in Biology course is a mandatory course for 10 th and 11 th grade students who did not score proficient or advanced on the Biology Keystone Exam. Concepts in Biology will allow students to enhance their understanding of the basic biological concepts assessed on the Biology Keystone Exam. Students will retake the Biology Keystone Exam in the winter. This course is graded pass/fail.				
Concepts of Literature		11	Semester	.50
The Concepts in Literature course is a mandatory course for 11 th grade students who did not score proficient or advanced on the Literature Keystone Exam. Concepts in Literature will allow students to enhance their understanding of the literacy concepts assessed on the Literature Keystone Exam. Students will retake the Literature Keystone Exam in the winter. This course is graded pass/fail.				

SCIENCE DEPARTMENT COURSES

Students must complete 4 full-year courses of Science to graduate. All students are required to take Biology. It is highly recommended that students also select a Chemistry and Physics course during high school. The science facilitator, science teachers, counselor, and appropriate grade level administrator must approve any deviation from the recommended sequences. Students are permitted to take some courses concurrently. For example, students may enroll in Honors Chemistry and AP Environmental Science simultaneously. **Students enrolled in three (3) years of study at Mon-Valley Career and Technology Center will only be required to successfully complete three (3) full-year science courses, including Biology.*

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Science 9	Option 1: Academic Biology (> 70% in Science 9)	Option 1: Academic Chemistry, Environmental Science, Earth Space Science	Option 1: Academic Physics, Environmental Science, Earth Space Science
	Option 2: Academic Biology & Academic Chemistry (> 80% in Science 9)	Option 2: Academic Physics, Anatomy, any of the AP / CIHS sciences	Option 2: Academic Physics, Anatomy, any of the AP / CIHS sciences
	Option 3: Honors Biology (> 90% in Science 9)	Option 3: Honors Chemistry	Option 3: any of the AP / CIHS sciences, Academic Physics, Anatomy
	Option 4: Honors Biology & Honors Chemistry (> 90% in Science)	Option 4: any of the AP / CIHS sciences, Academic Physics, Anatomy	Option 4: any of the AP / CIHS sciences, Academic Physics, Anatomy
	Option 5: Environmental Science (< 70% in Science 9)	Option 5: Academic Biology	Option 5: Earth Space Science
Academic Biology	Option 1: Academic Chemistry (> 70% in Academic Biology)	Options 1 & 2: Academic Physics, Anatomy, Environmental Science, Earth Space Science, any of the AP / CIHS sciences	Options 1 & 2: Academic Physics, Anatomy, Environmental Science, Earth Space Science, any of the AP / CIHS sciences
	Option 2: Honors Chemistry (> 90% in Academic Biology)		
	Option 3: Environmental Science, Earth Space Science (< 70% in Academic Biology)	Option 3: Academic Chemistry, Environmental Science, Earth Space Science	Option 3: Academic Chemistry, Environmental Science, Earth Space Science
Honors Biology	Honors Chemistry (> 80% in Honors Biology)	Any of the AP / CIHS sciences, Academic Physics, Anatomy	Any of the AP / CIHS sciences, Academic Physics, Anatomy
Semester based Science Courses		Botany, Forensic Science, Organic Chemistry, Zoology	Botany, Forensic Science, Organic Chemistry, Zoology

Science Department Requirements and Pre-Requisites

Honors Biology:

1. (From 8th grade) Both requirements (Advanced prediction on MAPS test and/or Advanced on PSSA-based Entrance Exam) must be met in order to take Honors Biology in 9th Grade.
2. (From 9th grade) 10th Grade students may enroll in Honors Biology with >90% in Science 9 and a teacher recommendation

Academic Biology:

1. Must be currently enrolled in, or have previously completed, Algebra A, Algebra B, or Algebra I. Students in Pre-Algebra in 9th grade must take Science 9.
2. (From 8th grade) Additionally, rising 9th grade students will be placed into Academic if they don't meet both of the requirements for Honors Biology but exceed the requirements for Science 9.

Honors Chemistry:

***All students who wish to enroll in Honors Chemistry must have successfully completed Algebra 1 or Algebra A and B.**

1. >80% in Honors Biology, successful completion of Chemistry Placement Exam
2. >90% in Academic Biology, Teacher Recommendation, successful completion of Chemistry Placement Exam
3. >90% in Science 9, concurrent enrollment in Honors Biology, Teacher Recommendation, successful completion of Chemistry Placement Exam

Academic Chemistry:

***All students who wish to enroll in Academic Chemistry must have successfully completed Algebra A (at a minimum).**

1. >70% in Academic Biology

Academic Physics:

1. >70% in a chemistry course and >70% in Algebra I

Anatomy & Physiology:

1. >80% in a Biology or Chemistry

AP Biology:

1. >80% in Honors Bio, >80% in Honors Chem, Proficient or Advanced on Bio Keystone
2. >90% in Academic Bio, >90% in Academic Chem, Proficient or Advanced on Bio Keystone

AP Environmental Science:

1. >75% in Honors Bio, >75% in Honors Chem, Proficient or Advanced on Bio Keystone
2. >90% in Academic Bio, >90% in Academic Chem, Proficient or Advanced on Bio Keystone
3. Can take in 10th grade if concurrently enrolled in Honors Chemistry

AP Physics 1:

Any student wishing to take AP Physics 1 must have completed a Pre-Calculus with Trigonometry course or be concurrently enrolled

1. >80% in Honors Bio, >80% in Honors Chem, Proficient or Advanced on Bio Keystone,
2. >90% in Academic Bio, >90% in Academic Chem, Proficient or Advanced on Bio Keystone

AP Physics C:

***Must have completed or are currently enrolled in CIHS Analytic Geometry and Calculus I or CIHS Analytic Geometry and Calculus II**

1. >80% in AP Physics 1
2. >90% in Academic Physics

CIHS Anatomy & Physiology:

1. >80% in Honors Bio, >80% in Honors Chem, Proficient or Advanced on Bio Keystone
2. >90% in Academic Bio, >90% in Academic Chem, Proficient or Advanced on Bio Keystone

CIHS Chemistry:

1. >80% in Honors Chemistry, Proficient or Advanced on Bio Keystone
2. >90% in Academic Chemistry, Proficient or Advanced on Bio Keystone

TITLE	COURSE #	LEVEL	SEMESTERS	CREDITS
Science 9		9	Year	1.0
<p>The Science 9 course is a comprehensive introductory biology course. The course is designed to provide the student with information and experiences in the fundamental principles of biology. Topics will include: a survey of plants and animals, reproduction, cell structures, functions of living things, genetics and inheritance, and ecology. Students will further develop their understanding of the relationships among-living things and real-world biological concepts promoting scientific inquiry and critical thinking skills. Skills such as measuring, weighing, using the microscope, and interpreting data also are developed. The course introduces the modules assessed on the Keystone Biology exam.</p>				
Biology		10-11	Year	1.0
<p>The Biology course is designed to enable students to explore the following biological concepts and principles in depth: biochemistry; cell structure and function; homeostasis and cell transport; nucleic acids and protein synthesis; mitosis and meiosis; fundamental genetics, human genetics and genetic disorders; evolution, taxonomy, microbiology, and ecology. This course will connect biological principles with laboratory skills and techniques that require problem-solving and critical thinking skills. The course will challenge students in their thinking and in the demonstration of their thinking. The course covers the modules assessed on the Keystone Biology exam.</p> <p>The lab curriculum includes metric measurements, as well as graph construction and interpretation, providing a hands-on approach to develop and refine laboratory procedures. Written and oral expression of scientific concepts will be demonstrated through data analysis and interpretation which will be evaluated through laboratory reports and presentations. Students will take the Keystone Biology Exam at the end of this course. <i>Prerequisite: See prerequisites and requirements on pages 69 – 70.</i></p>				
Honors Biology		9	Year	1.5
<p>The Honors Biology course is rigorously designed to examine living things in more depth. The course demands are much greater than a non-honors course. The course is based on the experimental approach as well as research methodology. The student will gain knowledge of biology through methods of inquiry, such as laboratory experiments and research. Demonstrations, research completed by the student and laboratory investigations are employed. Major biological themes are stressed throughout, rather than memorization of loosely related facts. Honors Biology is divided into two main modules: (1) Cells and Cell Processes; and (2) Continuity and Unity of Life. Honors Academic Biology students will spend more time researching topics and writing reports than will students in Academic Biology. Successful completion of this course will create awareness and understanding of life's processes and excellent laboratory skills. The course covers the modules assessed on the Keystone Biology exam.</p> <p>The lab curriculum includes metric measurements as well as graph construction and interpretation, providing a hands-on approach to develop and refine laboratory procedures. Written and oral expression of scientific concepts will be demonstrated through data analysis and interpretation, which will be evaluated through laboratory reports and presentations. Students will take the Keystone Biology Exam at the end of this course. <i>Prerequisite: See prerequisites and requirements on pages 69 – 70.</i></p>				
Concepts in Biology		10-11	Semester	.50
<p>The Concepts in Biology course is a mandatory course for 10th and 11th grade students who did not score proficient or advanced on the Biology Keystone Exam. Concepts in Biology will allow students to enhance their understanding of the basic biological concepts assessed on the Biology Keystone Exam. Students will retake the Biology Keystone Exam in the winter. This course is graded pass/fail.</p>				
AP Biology		11-12	Year	1.5
<p>Advanced Placement Biology is a college-level course that is taught at a college pace and places demands on each student equivalent to those in a first-level college biology course. The amount of outside work and preparation is substantially greater than required in honors and non-honors courses. The course is designed to follow the Advanced Placement curriculum outlined by The College Board. The biology concepts outlined by The College Board for this course are presented as four Big Ideas: (a) the process of evolution drives the diversity and unity of life; (b) biological systems use free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis; (c) living systems store, retrieve, transmit and respond to information essential to life processes; and (d) biological systems interact, and these systems and their interactions possess complex properties. These concepts and principles of AP Biology will be demonstrated through common laboratory procedures.</p> <p>The course prepares students for the Advanced Placement Biology Exam administered in May. Students are expected to take the</p>				

Advanced Placement Biology Exam. AP exam fees are \$97 per course, at the responsibility of the student, and are not refundable. Students who score a 3, 4, or 5 on the AP exam may be eligible to receive a refund for that course. Upon the successful completion of the Advanced Placement Exam, students may be eligible to receive college credits for this course; therefore, it is representative of and equivalent to a college biology course. *Prerequisite: See prerequisites and requirements on pages 69 – 70.*

Anatomy & Physiology		11-12	Year	1.0
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The Anatomy and Physiology course is a survey of the following content: cellular chemistry; cells and tissues; skeletal and muscular systems; nervous and endocrine systems; and the digestive, respiratory, circulatory, lymphatic, reproductive and urinary systems. The materials have been carefully selected and organized to facilitate the student's ability to master techniques, to approach problems with the critical and objective analysis, and to aid in intellectual growth concerning the structure and function of the human body. *Prerequisite: See prerequisites and requirements on pages 69 – 70.*

CIHS Anatomy & Physiology		11-12	Year	1.0
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College in High School Anatomy & Physiology is a dual enrollment college-level course that is taught at an accelerated pace. The amount of outside work and preparation is substantially greater than required in honors and non-honors courses. The curriculum follows Carlow University's pacing and content. *Prerequisite: See prerequisites and requirements on pages 69 – 70.*

Chemistry		10-12	Year	1.0
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The Chemistry course is designed to provide an overview of concepts involving matter, its properties, and its changes. Topics of study include the structure and properties of matter, the mole concept and stoichiometry, chemical reactions, and energy. These concepts and principles will be demonstrated through common laboratory procedures. *Prerequisite: See prerequisites and requirements on pages 69 – 70.*

Honors Chemistry		10	Year	1.5
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The Honors Chemistry course is a rigorous course designed to examine the properties and interactions of elements in more depth. The course demands are much greater than a non-honors course. The students will approach chemistry concepts that consist of the behavior and activities of elements and their chemical compositions. Students will apply mathematical problem-solving techniques to relate the chemical information to the understanding of the scientific principles. The course will cover the following topics: (1) structure and the properties of matter; and (2) the mole concept and chemical interactions. These concepts and principles of chemistry will be demonstrated through common laboratory procedures. *Prerequisite: See prerequisites and requirements on pages 69 – 70.*

CIHS Chemistry		11-12	Year	1.5
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The College in High School Chemistry course is offered through the University of Pittsburgh. The amount of outside work and preparation is substantially greater than required in honors and non-honors courses. The course is structured as the first half of a two-term introduction to general chemistry course (Chemistry 0110) offered at the University of Pittsburgh. The course will cover topics outlined by the University of Pittsburgh as follows: stoichiometry, atomic and molecular structure, and states of matter. These concepts and principles of chemistry will be demonstrated through common laboratory procedures. In addition, students enrolled through the University of Pittsburgh will visit the Oakland campus to perform five labs throughout the year. This course is equivalent to the University of Pittsburgh CHEM 0110 General Chemistry 1 course. Please refer to page 10 for information regarding college credits and enrollment fees. *Prerequisite: See prerequisites and requirements on pages 69 – 70.*

Organic Chemistry		11-12	Semester	.50
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Organic Chemistry is a survey course designed to examine carbon and its related compounds more in-depth and range. The course demands are much greater than a non-honors course. The course is a study of organic molecules. It presents the classes of organic compounds. The students will gain an understanding of organic structures, nomenclature, and functional groups. Students will focus on naming and drawing organic structures. Students will explore mechanisms of organic reactions while conducting organic laboratory experiments. Students will be expected to write extensive laboratory reports. *Prerequisite: A minimum of 80% in Honors Chemistry or a minimum of 90% in Chemistry.*

AP Environmental Science		10-12	Year	1.5
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The Advanced Placement Environmental Science course is a college-level course that is taught at a college pace and places demands on each student equivalent to a one-semester, introductory college course in environmental science. The amount of outside work and preparation is substantially greater than required in honors and non-honors courses. The course is designed to follow the Advanced Placement curriculum outlined by The College Board. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts and methodologies required to: understand the interrelationships of the natural world; identify and analyze environmental problems both natural and human-made; evaluate the relative risks associated with these problems; and examine alternative solutions for resolving or preventing them. These concepts and principles of AP Environmental Science will be

demonstrated through common laboratory procedures.

The course prepares students for the AP Environmental Science exam administered in May. Students are expected to take the AP Environmental Science Exam. AP exam fees are \$97 per course, at the responsibility of the student, and are not refundable. Students who score a 3, 4, or 5 on the AP exam may be eligible to receive a refund for that course. Upon the successful completion of the Advanced Placement Exam, students may be eligible to receive college credits for this course. Therefore, it is representative and equivalent to an entry-level college environmental science course. *Prerequisite: See prerequisites and requirements on pages 69 – 70.*

Forensic Science		11-12	Semester	.50
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Forensic Science is a semester-long course in the application of science for solving crimes. This is a course rich in exploration and lab investigation which applies many disciplines of scientific study such as biology/anatomy, chemistry and physics to solving crimes. Topics covered will include observation and lab techniques, trace evidence, fingerprinting, hair and fiber analysis, blood analysis and toxicology. This course involves intensive writing and research projects as well as dramatic representations of criminal acts, crime scenes, and their investigations. *Prerequisite: Successful completion of Chemistry.*

Earth Space Science		11-12	Year	1.0
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The Earth Space Science course will include a general overview of the three major areas of the earth: geology, oceanography, and meteorology, with the inclusion of studies in the area of astronomy. The course will explain the processes of our understanding of the universe and foster a deeper understanding of our evolving earth and the universe. The course will require students to apply the concepts and principles associated with everyday life and the physical world to hands-on activities and investigations. *Prerequisite: Successful completion of at least Two (2): Foundations of Life Science, Environmental Science, Biology, or Chemistry OR successful completion of at least 2 science courses.*

Physics		11-12	Year	1.0
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The Academic Physics course explores the relationship between matter and energy and how it relates to different particles or systems. The course will present topics that may include the following: motion in one dimension; two-dimensional motion and vectors; forces and the laws of motion, work and energy; momentum and collisions; circular motion and gravitation; and waves and sound. Physics also considers forms of energy, as well as how energy affects or is affected by matter and how it can be changed from one form to another. These concepts and principles of Physics will be demonstrated through common laboratory procedures, student-centered demonstrations, and discussions of daily activities. *Prerequisite: See prerequisites and requirements on pages 69 – 70.*

AP Physics I		11-12	Year	1.5
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Advanced Placement Physics I is a college-level, algebra-based course that is taught at a college pace. The course is equivalent to a first-year college physics course and is designed to follow the Advanced Placement curriculum outlined by The College Board. The physics concepts outlined for this course are presented as five Big Ideas: (1) objects and systems have properties such as mass and charge; (2) fields existing in space can be used to explain interactions; (3) the interactions of an object with other objects can be described by forces; (4) interactions between systems can result in changes in those systems; (5) changes that occur as a result of interactions are constrained by conservation laws. An emphasis is placed on inquiry-based investigations that will require the student to apply scientific analytical problem-solving skills while they direct and monitor their progress. Students will learn how to solve problems scientifically, mathematically and symbolically; design and describe experiments; analyze data and sources of error; explain, reason, or justify answers with emphasis on deeper, conceptual understanding; and interpret and develop conceptual models. These concepts and principles of AP Physics will be demonstrated through common laboratory procedures.

The course prepares students for the AP Physics 1 exam administered in May. Students are expected to take the AP Physics 1 Exam. AP exam fees are \$97 per course, at the responsibility of the student, and are not refundable. Students who score a 3, 4, or 5 on the AP exam may be eligible to receive a refund for that course. Upon the successful completion of the Advanced Placement Exam, students may be eligible to receive college credits for this course. Therefore, it is representative of and equivalent to a college physics course. *Prerequisite: See prerequisites and requirements on pages 69 – 70.*

AP Physics C: Mechanics		12	Year	1.0
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Advanced Placement Physics C is a college-level course that is taught at a college pace and places demands on each student equivalent to those in a first-semester introductory physics course. The amount of outside work and preparation is substantially greater than required in honors and non-honors courses.

The course is designed to follow the Advanced Placement curriculum outlined by The College Board. The Advanced Placement Physics C Mechanics course is equivalent to a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations

and gravitation. These concepts and principles of Physics will be demonstrated through common laboratory procedures. Introductory differential and integral calculus are used throughout the course.

The course prepares students for the AP Physics C Mechanics Exam administered in May. Students are expected to take the AP Physics C Exam. AP exam fees are associated with this course and are the responsibility of the student and are not refundable. Students who score a 3, 4, or 5 on the AP exam may be eligible to receive a refund for that course. Upon the successful completion of the Advanced Placement Exam, students may be eligible to receive college credits for this course. Therefore, it is representative of and equivalent to a college physics course. *Prerequisite: See prerequisites and requirements on pages 69 – 70.*

Environmental Science		11-12	Year	1.0
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The Environmental Science course is presented with a diverse study of our environment. The course will present environmental concepts such as: agricultural systems, watersheds and wetlands, sustainability, and environmental stewardship. Students will leave this class with a greater awareness of the environmental concepts and principles associated with everyday environmental issues through hands-on activities and investigations. *Prerequisite: Successful completion of a Biology or Foundations of Life Science course.*

Zoology		11-12	Semester	.50
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The Zoology course is intended for students with an interest in animal classification and behavior and an additional rigorous science elective. Topics will include the characteristics of major invertebrate phyla; comparative anatomy; and the phylogenetic study of fish, amphibians, reptiles, birds, and mammals in vertebrate classes. Additional studies will include: the use of model organisms for medical and research studies, invertebrate parasites of vertebrates, invertebrates as food, and applications of gene technology in agriculture and animal behavior studies. Students will participate in class discussions and lab activities, including fieldwork and individual projects. *Prerequisite: 80% or higher in a Biology course.*

Botany		11 – 12	Semester	.50
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Botany is the branch of Biology concerned with the study of all plant life and development. Botany covers a wide range of scientific disciplines that studies plant structure, growth, reproduction, metabolism, development, diseases, and chemical properties and evolutionary relationships between other kingdoms, specifically protists and fungi. Students will learn identification and taxonomic classification of plants and plant propagation techniques. Project will include collecting, preserving, and identifying plant species found in Southwestern Pennsylvania.

SOCIAL STUDIES DEPARTMENT COURSES

Required Course Offerings: Each student must be enrolled in one of the required Social Studies courses each year. For a student to be eligible for graduation, the student must satisfactorily complete 3 required credits of Social Studies.

	GRADE 9 COURSE OFFERINGS	GRADE 10 COURSE OFFERINGS	GRADE 11 COURSE OFFERINGS	GRADE 12 COURSE OFFERINGS
REQUIRED	American History	Principles of Democracy	Global American Studies	*Seniors who have not completed three (3) Social Studies credits must select one of the following: Global American Studies CIHS U.S. History
	Honors American History	Honors Principles of Democracy	CIHS U.S. History	
ELECTIVES	Medieval Europe	Current Issues	Economics	CIHS U.S. History
		Medieval Europe	AP Microeconomics	Economics
		Cradles of Civilization	CIHS Psychology	AP Microeconomics
			Sociology	CIHS Psychology
			Psychology	Sociology
			Current Issues	Psychology
			Youth & Law	Current Issues
			Medieval Europe	Youth & Law
			Cradles of Civilization	Medieval Europe
			Theories of Leadership	Cradles of Civilization
			Theories of Leadership	

TITLE	COURSE #	LEVEL	SEMESTERS	CREDITS
American History		9	Year	1.0
<p>The American History course will begin with how America emerges and establishes itself as a nation in the post-Revolutionary War era. We will explore themes pertaining to the end of monarchical rule, evolving governmental structures, religious fragmentation, changes to the family systems, economic flux, and ultimately the emergence of the United States as a world power. This period of American history is rife with instability and change - students will investigate how those problems were addressed and evaluate the merits and pitfalls of historical decision making via assessing historical documents, partaking in class discussion and completing individual and collaborative projects. We will employ creative processes, critical analysis application, reflective thinking, and the expression and defense of ideas.</p>				
Honors American History		9	Year	1.0
<p>The Honors American History course is rigorously designed with more challenging assessments in which students are expected to take greater responsibility for their learning. The course will begin with how America emerges and establishes itself as a nation in the post-Revolutionary War era. Students will investigate how America builds and expands post-Revolutionary War. We will explore themes pertaining to the end of monarchical rule, evolving governmental structures, religious fragmentation, changes to the family systems, economic flux, and ultimately the emergence of the United States as a world power. This period of American history is rife with instability and change - students will investigate how those problems were addressed and evaluate the merits and pitfalls of historical decision making via assessing historical documents, partaking in class discussion and completing individual and collaborative projects.</p> <p>An honors course requires a higher level of independence for student learning. To promote independent study skills and elevate resource discovery and analysis competency and expertise, a course requirement will be to complete an independent study project each semester. The independent study will be a rigorous investigation into an academic question that is specific, researchable and interesting. Specifics vary based on course content, but students will be responsible for designing their research, locating and citing sources, as well as compiling their data in a coherent and cohesive manner. This requires students to have strong time management skills and commensurate work ethic. <i>Prerequisite: A minimum of 90% in Social Studies 8 and Proficiency on the English Language Arts PSSA.</i></p>				
Principles of Democracy		10	Year	1.0
<p>The Principles of Democracy course is viewed as a source of civic literacy and will survey the principles, philosophies, practices and institutions that comprise the United States system of government and law. Students are expected to apply knowledge gained in previous social studies courses to pursue a deeper understanding of American government. Contemporary issues will frame conversations about the Constitution, the courts, legislative and executive branches, federalism, and a review of major political philosophies around the world. Emphasis is also given to the dynamics of political decision-making and the degree to which citizens participate in political processes. The course will follow the Pennsylvania Civics and Government Assessment Anchors and Eligible Content. <i>Prerequisite: Successful completion of American History.</i></p>				
Honors Principles of Democracy		10	Year	1.0
<p>The Honors Principles of Democracy course is rigorously designed for students to take great responsibility for their learning by participating in problem-seeking and problem-solving, scholarly and creative processes, critical analysis application, reflective thinking, and the expression and defense of ideas. The course will provide students with a basic understanding of how the government of the United States functions at the national, state and local levels. Students will examine English laws and their influence on American law. The Constitution of the United States will be discussed in great detail, with an emphasis on the Bill of Rights. Other major strands of focus include: (1) basic legal concepts and terminology, the organization of the federal and state court systems in the United States, and how litigation moves through the courts; (2) types of legal reasoning used in cases involving both common law and enacted/statutory law; (3) key legal documents, especially judicial opinions but also litigation documents such as complaints and briefs; (4) legal research by finding the applicable case law or statute; and (5) basic concepts in Federal constitutional law and administrative law.</p> <p>An honors course requires a higher level of independence for student learning. To promote independent study skills and elevate resource discovery and analysis competency and expertise, a course requirement will be to complete an independent study project each semester. The independent study will be a rigorous investigation into an academic question that is specific, researchable and interesting. Specifics vary based on course content, but students will be responsible for designing their research, locating and citing sources, as well as compiling their data in a coherent and cohesive manner. This requires students to have strong time management skills and commensurate work ethic. <i>Prerequisite: Minimum of 80% in Honors American History OR a minimum of 90% in American History.</i></p>				

Current Issues		10-12	Semester	.50
<p>The Current Issues course will deal with information and materials to make students aware of contemporary happenings in the world. Students will examine these materials and form their own opinions about the validity of American values. The course will interpret how the United States handles events at home and abroad and how events in foreign nations impact our society. Students will take responsibility for their learning by participating in problem seeking, problem solving and expression of ideas. Students must keep abreast of daily happenings.</p>				
Youth and the Law		11-12	Semester	.50
<p>This course is designed to acquaint students with the American legal system with an emphasis placed upon criminal law, civil law, and the rights, freedoms, and responsibilities of American citizenship. The course will deal with the legal system in a real-world manner, so students gain an understanding of our legal process and procedure. Students will use critical thinking, reflective thinking, debating skills, and the expression and defense of ideas and concepts during discussions. Topics covered will include but are not limited to legal terminology, criminal law, civil law, (torts, family, consumer, etc.), case studies, constitutional protections, the history of police work, infamous crimes, legal issues in society and trial procedures.</p>				
Global American Studies		11-12	Year	1.0
<p>The Global American Studies course will focus on the global impact of WW I to the 21st Century. Students will investigate the emergence of the United States as a world power, the various political developments faced by our democracy, the economic problems faced by changing conditions, and various social movements which have reshaped the basic fabric of American society. U.S. culture during the First World War and continuing through the Twentieth Century will be discussed in great detail (political, economic and social), concentrating on the following units of study: America and World War I; the Roaring Twenties; the New Deal (1930-39); World War II; the Fair Deal and Modern Republicanism, 1945-60; the Sixties and the New Frontier; The Great Society; the Seventies, Eighties, Nineties, and 21st Century. <i>Prerequisite: Successful completion of American History and successful completion of Principles of Democracy.</i></p>				
CIHS U.S. History		11-12	Year	1.0
<p>CIHS U. S. History is a college-level course that follows the curriculum aligned with The University of Pittsburgh's introductory US History courses. This course places demands on each student equivalent to those in a first-level college history course. The amount of outside work and preparation is substantially greater than required in honors and non-honors courses. We will explore historical concepts, chronologically discovery of the New World through the Reconstruction period, focusing on constitutional issues; the Civil War; industrialization; immigration; the World Wars; the Cold War; and current issues in America. Students will explore America's past, examining the cultural, political, geographical, economic, and technological changes that have taken place and have helped to shape us and guide us as a nation today. The course is designed to provide students with the analytical skills necessary to deal critically with the problems and materials in United States history. Students should learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship. Students in the Advanced Placement/CIHS U. S. History course will be expected to develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format. The Advanced Placement/CIHS U. S. History course requires intensive writing assignments in and out of class. This course is equivalent to the University of Pittsburgh U.S. History to 1877 HIST 0600 and U.S. History from 1865 to the Present HIST 0601 courses. The course also prepares students for the Advanced Placement U. S. History Exam administered in May. Please refer to page 10 for information regarding college credits, CIHS enrollment fees and AP testing fees and registration information. <i>Prerequisite: A minimum of 80% in a previous relevant Honors course(s) or a minimum of 90% in a previous relevant Academic course(s).</i></p>				
CIHS Psychology		11-12	Year	1.0
<p>College in High School Psychology is a college-level course that is taught at an accelerated pace. The curriculum follows an Advanced Placement pacing guide approved by The College Board and is commensurate with the course structure of an Introduction to General Psychology 101 college course. The objective of this course is to provide students with an overview of the diverse field of psychology, and an appreciation of the way that behavior and mental processes can be studied scientifically. Topics include Scientific Foundations of Psychology, Biological Bases of Behavior, Sensation and Perception, Learning, Cognitive Psychology, Developmental Psychology, Motivation, Emotion, and Personality, Clinical Psychology and Social Psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas. Students may elect to take the AP exam in May and/or take the course through Carlow University for an additional expense. Please refer to page 10 for information regarding college credits, CIHS enrollment fees and AP testing fees and registration information enrollment fees. <i>Prerequisite: A minimum of 80% in a previous relevant Honors course(s) OR a minimum of 90% in a previous relevant Academic course(s).</i></p>				

Psychology		11-12	Semester	.50
<p>The Psychology course will expose students to the study of human behavioral and mental processes. We will explore the history of psychology, and contemporary methods used to conduct psychological research. Introductory topics will include learning, memory, lifespan development, sensation and perception, consciousness, motivation, stress and psychological disorders as they are discussed in the DSM-V. The course will serve as a catalyst for student thinking and application of psychological perspectives in the real world.</p>				
Sociology		11-12	Semester	.50
<p>The Sociology course is designed to provide insight into human society and social behavior with a specific focus on the social interactions of humans. The course deals with the social atmosphere that helps to make us who we are and how we behave. We will explore themes pertaining to culture, violence, deviance, social control, socialization, group behavior, social class, and social institutions. There is an emphasis on analyzing real world, contemporary social issues through individual and collaborative projects - active participation in discussion is expected. Students will probe the forces that shape diversity in society and the dynamics that contribute to the maintenance of human societies and relationships.</p>				
Economics		11-12	Semester	.50
<p>The Economics course is presented to give students a comprehensive understanding of economic knowledge necessary to become effective citizens and savvy consumers. The course encompasses basic economic principles and current economic issues with a focus on the American economy. Students will examine components of the American economy such as price, competition, and business structures. Students will critically discuss key issues related to the economy as a whole, including employment and labor, the role of the government in the economy, and selected topics on global economics. The course topics are outlined as follows: opportunity cost, advertising, stocks, supply, demand, business structure, economic systems, taxes, government spending, personal finance, and individual and consumer choices.</p>				
AP Microeconomics*		11-12	Year	1.0
<p>Microeconomics is a college-level course that introduces students to the principles of economics that apply to the functions of individual economic decision-makers. Our curriculum for this course is delineated by Carlow University and develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Students should be able to read a college-level textbook and possess basic mathematics and graphing skills.</p> <p><i>*Pending CIHS approval through Carlow University.</i></p>				
Cradles of Civilization		10-12	Year	1.0
<p>In this course, students will develop critical thinking and analytical skills through discussions, assignments and projects related to the geography, history and cultural developments of ancient civilizations. Common themes to be examined include the rise and fall of empires, innovations in technology and science, the role of religion and mythology, social structures and daily life, and artistic and architectural development. This exploration will provide insight into the foundations of modern societies and the contributions of these ancient cultures to our world today. Areas of study will include the cultural, political and economic systems of ancient Mesopotamia, Egypt, India, China, Greece and Rome.</p>				
Theories of Leadership		11-12	Semester	.50
<p>This course is designed to acquaint students with multiple theories and practices associated with effective leadership. In answering the question, "What is leadership?" it examines such theories as situational, participative, transformational and servant leadership. Consideration is given to issues of followership and the many roles we play in life. The class also addresses those leadership and administrative skills and practices usually associated with effective professional management.</p>				
Medieval Europe		9-12	Semester	.50
<p>This course will place an emphasis on the progression of events in Europe after the fall of Rome and leading up to the Renaissance period. Topics of study include the Byzantine Empire, development of Islamic empires, development of Germanic civilizations in Europe, the Holy Roman Empire, feudalism, the emergence of plague, The Crusades, an overview of the English monarchy and War of the Roses. The course revolves around the themes of conflict and cooperation among empires, the clash of religions, cultures and feudal governments in an overall quest and struggle for power. Students will explore the continuity and change of belief systems and religions, commerce, technology, politics, physical and human geography, as well as social organization. They will compare the role groups and individuals played in the social, political, cultural and economic development throughout world history. Key skills involve the evaluation of historical documents, artifacts and sites.</p>				

TECHNICAL EDUCATION DEPARTMENT COURSES

COURSE TITLE	COURSE DURATION	GRADE LEVEL
Home Maintenance I	Semester	11 - 12
Home Maintenance II	Semester	11 - 12
Honors Engineering Design	Year	10 - 12
Introduction to AutoCAD	Semester	9 - 12
CAD II	Semester	10 - 12
Introduction to Technology Education	Year	9 - 12
Robotics	Semester	9 - 12
Robotics II	Semester	10 - 12

TITLE	COURSE #	LEVEL	SEMESTERS	CREDITS
Home Maintenance I		11-12	Semester	.50
The Home Maintenance I course gives students an opportunity to explore basic home maintenance. Students will develop an understanding of residential electricity, plumbing, framing, roofing, and finish carpentry through hands-on activities. Students will conduct research to study current trends in construction technology. Students will use equipment and machines to analyze physical technologies including design and engineering in solving real-world problems. Students will learn how to select appropriate instruments to examine a variety of objects and processes. The School District will provide some class materials; however, students will be required to purchase supplies for various assigned projects. <i>Prerequisite: A minimum of 70% in Introduction to Technology Education AND a minimum of 70% in a Geometry course OR teacher recommendation.</i>				
Home Maintenance II		11-12	Semester	.50
The Home Maintenance II course gives the students an opportunity to apply all the skills learned in the Construction Technology I course. Students will design and build working sets for the musical and prom stages. Students will contribute to the improvement of various aspects of the building by designing and repairing structures in the school. Additionally, students may further their applications of construction materials into more in-depth projects. The School District will provide some class materials; however, students will be required to purchase supplies for various assigned projects. <i>Prerequisite: A minimum of 70% in Home Maintenance I OR teacher recommendation.</i>				
Honors Engineering Design		10-12	Year	1.0
The Honors Engineering Design course explores engineering concepts related to the design process and taking an idea from a concept to a prototype. Students will learn to read and interpret professional engineering drawings and their various elements to create a solid product. Students will be working to get a hands-on understanding of correct symbols and measurements with blueprints. Machines used include CNC router, 3D printer, and various hand tools. <i>Prerequisite: A minimum of 70% in Algebra I AND a minimum of 70% in Intro to AutoCAD, AND a minimum of 70% in Intro to Tech Ed.</i>				
Introduction to AutoCAD		9-12	Semester	.50
The Introduction to AutoCAD course is an entry-level course which targets those with little or no previous AutoCAD experience. Students will learn the basics of CAD Geometry creations and manipulations using a variety of computer command inputs including keyboard shortcuts, toolbox icons, and mouse menu selections. Students utilize both mouse and manual keyboard entry to achieve goals and to create basic geometric shapes. Geometry is edited or manipulated by using commands such as zoom, pan, trim, extend, copy, rotate, fillets and chamfers by the use of Geometry “grips.”				
Introduction to Technology Education		9-12	Year	1.0
The Introduction to Technology Education course will allow the student to develop, produce, use, apply and assess technology. The course will be centered on the seven areas of technology, medical technology, agricultural technology, power/energy technology, communication technology, transportation technology, manufacturing technology and construction technology. Students will be required to use these experiences to create a project for the Technology Student Association competition. This course is a required prerequisite for all other Technology Education courses, excluding Introduction to AutoCAD.				
Robotics		9-12	Semester	.50
Robotics is designed to explore the fundamental applications of robotics as they apply to societal needs. Students are introduced to the basics of robotic systems and subsystems. Topics include the history and current applications of robots and automated systems including their configuration, operation, components, and controls. This course provides students the opportunity to learn making and doing skills such as soldering, programming, and manufacturing techniques necessary to solve real-world technological problems.				
Robotics II		10 – 12	Semester	.50
Robotics II is a unique, hands-on course designed for students considering a future in engineering and manufacturing related careers. Expanding on the fundamental principles of Robotics I, students design, manufacture, test, and improve robotic systems. These systems are aligned with VEX Robotics, Bots IQ, and STEM competitions throughout the school year. The framework of this course challenges students to document stages of project development using a detailed engineering notebook. Sections include creating a resume, safety plan, CAD drawings, bill of materials, wiring schematics, and daily log. Students tour local manufacturing facilities and conduct an industry advisor interview to learn more about a successful future in STEM. <i>Prerequisite: A minimum of 80% in Robotics I.</i>				

CAD II		10-12	Semester	.50
<p>CADD II is a continuation of CAD. It will consist of architectural and mechanical drafting. During the architecture portion, students will use AutoCAD Revit software to create floor plans, plot plans, section views, and elevation views of their design. The structure of a house will be studied by examining framing principles. Students also will work on designing a “green” building. During the mechanical portion, students will complete an assembly drawing of a grinder vise, and they will study auxiliary views as well as sectional view drawings. Students will use AutoCAD and Inventor software. Parametric modeling will be stressed very heavily. Students also will have the chance to develop an individual design which can be architecturally or mechanically based. <i>Prerequisite: A minimum of 80% in Introduction to AutoCAD.</i></p>				

THEATRE ARTS DEPARTMENT COURSES

COURSE TITLE	COURSE DURATION	GRADE LEVEL
Drama	Semester	9 – 12
Stage / Production Ensemble	Semester	9 – 12
Page to Stage	Semester	9 – 12

TITLE	COURSE #	LEVEL	SEMESTERS	CREDITS
Drama		9-12	Semester	.50
<p>The Drama course will focus on the techniques of acting, pantomime, vocal production, directing, play production and playwriting. Character analysis, play analysis and written critiques will be included. Students will practice various techniques in physical and vocal character by using a variety of modern and historical scenes and monologues. Dramatic literature will be analyzed each semester. Students will present a performance that has been developed in class.</p>				
Stage / Production Ensemble		9-12	Semester	.50
<p>The Stage/Production Ensemble course is designed for students who are interested in production design and execution. Students will design and build sets, costumes and props for school and class productions. Sound and lighting design will be introduced and developed. Students may be required to work some programs, and some after-school rehearsal may also be required.</p>				
Page to Stage		9-12	Semester	.50
<p>Page to Stage is a semester course that allows students to gain an understanding of how writers imaginatively express thoughts, feelings, moods and characters. They will compare the written work to the performed work to define and analyze the techniques involving acting, directing, and effects from an audience's point of view, with no performance component. Focus is on critical thinking skills, and analysis and evaluation of live or filmed live performances. Activities covering a variety of historical and cultural contexts will be used, and career opportunities in theatre arts for non-performers will also be explored.</p>				

WORLD LANGUAGE DEPARTMENT COURSES

COURSE TITLE	COURSE DURATION	GRADE LEVEL
Spanish I	Full Year	9 – 12
Spanish II	Full Year	10 – 12
Spanish III	Full Year	11 - 12
Honors Spanish III	Full Year	11 – 12
Honors Spanish IV	Full Year	12

****French will continue to be offered to students currently enrolled in a French class at RHS through our RCA program. No student will be permitted to take French if they were not enrolled in an RCA French class during the 2024-2025 school year.***

TITLE	COURSE #	LEVEL	SEMESTERS	CREDITS
Spanish I		9-12	Year	1.0
<p>The Spanish I course introduces students to the study of world languages and culture. A communicative approach to this course begins the process of developing skills in the four fundamental areas of language learning: listening, speaking, reading and writing. The objectives are the establishment of good pronunciation, comprehension of vocabulary and basic grammar, as well as the ability to use these skills in speaking and writing. Cultural insight and making comparisons and connections between the native culture and the target culture are an integral part of the course. This course emphasizes the five Cs of the American Council on the Teaching of Foreign Languages (ACTFL): Communication, Cultures, Comparisons, Connections, and Communities.</p>				
Spanish II		10-12	Year	1.0
<p>The Spanish II course continues the study of world languages and culture. The student will further develop his/her pronunciation, vocabulary, and grammar skills developed in level one. The course concentration now expands to include further development of reading and writing skills in addition to speaking and listening. The continuation of a broad cultural perspective is paramount to language acquisition. This course emphasizes the five Cs of the American Council on the Teaching of Foreign Languages (ACTFL): Communication, Cultures, Comparisons, Connections, and Communities. <i>Prerequisite: A minimum of 70% or higher in Spanish I.</i></p>				
Spanish III		11 – 12	Year	1.0
<p>The Spanish III course continues the study of world languages and culture. The student will further develop his/her pronunciation, vocabulary and grammar skills developed in level two. Students will learn to express ideas in the present and past tenses. They will also begin to learn how to communicate about unknowns and uncertainties using the subjunctive mood. The course concentration now expands to include further development of reading and writing skills in addition to speaking and listening. The continuation of a broad cultural perspective is paramount to language acquisition. This course emphasizes the five Cs of the American Council on the Teaching of Foreign Languages (ACTFL): communication, cultures, connections, comparisons, and communities.</p>				
Honors Spanish III		11-12	Year	1.0
<p>The Honors Spanish III course reinforces the grammar and vocabulary already taught in levels one and two and will highlight advanced levels of communication through the ability to express and comprehend ideas in the present, past, and future. Students will begin to learn how to communicate about unknowns and uncertainties using the subjunctive mood. More advanced material is used to help develop a deeper understanding of cultural perspectives. There is an increased emphasis on oral expression and accuracy in spoken and written language, as well as an emphasis on supplication of previously learned and newly acquired concepts and skills. This course requires students to take more responsibility and ownership of reviewing material learned in previous levels. The continuation of a broad cultural perspective is paramount to language acquisition, and this course maintains a focus on the five Cs as outlined by the American Council on the Teaching of Foreign Languages (ACTFL): Communication, Cultures, Comparisons, Connections, and Communities. <i>Prerequisite: A minimum of 75% or higher in Spanish II.</i></p>				
Honors Spanish IV		12	Year	1.0
<p>The Honors Spanish IV course reinforces the grammar and vocabulary already taught in previous levels and will highlight advanced levels of communication through the ability to express and comprehend ideas in the present, past, and future in the indicative and subjunctive moods. More advanced material is used to help develop a deeper understanding of cultural perspectives. There is an increased emphasis on oral expression and accuracy in spoken and written language, as well as an emphasis on supplication of previously learned and newly acquired concepts and skills. This course requires students to take more responsibility and ownership of reviewing material learned in previous levels. The course maintains a focus on the five Cs of the American Council on the Teaching of Foreign Languages (ACTFL): Communication, Cultures, Comparisons, Connections, and Communities. <i>Prerequisite: A minimum of 80% of higher ins Honors Spanish III.</i></p>				

MON-VALLEY CAREER AND TECHNOLOGY CENTER

PROGRAMS OF STUDY

Nine (9) credits are awarded toward graduation for three (3) years of study at the Mon Valley Career and Technology Center.

WHAT IS A CAREER MAJOR?

Students entering Career and Technical Education at the high school level make similar decisions to those entering postsecondary education. As students entering postsecondary education dedicate themselves to a specific “Major of Study,” so too must the twenty-first century Career and Technology student select a “Career Major.” The Career Major is a focus of study related directly to an “in demand” occupation emphasizing the skills necessary to enter the workforce or postsecondary education in the career field. Dedicating oneself to one of the fourteen Career Majors offered at Mon Valley CTC will give the student the ability to “drill down” into curriculum, gain “stackable” industry credentials and certifications, and afford one the ability to become a truly marketable “specialist” in their chosen field.

CTE CAREER MAJORS

There are thirteen Career and Technology Education Career Majors at Mon Valley CTC. The curriculum for each program is designed for students to progress through approved tasks and corresponding theoretical activities. Mon Valley CTC provides opportunities for students to gain industry recognized certifications in respective programs. However, enrollment in a program does not guarantee certification. The Career Majors offered at Mon Valley CTC are as follows:

Agriculture Technology

This instructional program generally describes the principles and practices of agricultural research and production and may prepare individuals to apply such knowledge and skills to the solution of practical agricultural problems. It includes instruction in basic animal, plant, soil science and mechanization, animal husbandry, plant cultivation, soil conservation, and mechanical technology. Instruction may include an emphasis in aquaculture, hydroponics, food science, and/or environmental science. This program includes instruction in processes, scientific principles and management decisions concerned with agricultural production of agriculture-related processing and storage techniques.

Auto Collision Repair Technology

Students in this program have the opportunity to learn the skills necessary to rebuild and refinish automotive bodies, repair and replace trim and upholstery, align frames, weld, replace glass and make estimates of repair cost. Students develop a basic understanding of automotive body and chassis construction. They utilize tools of the trade and learn the maintenance and safety procedures required by the automobile industry.

Automotive Technology

This course offers students practical instruction in the diagnosis and repair of all automotive systems and their components. It is designed to provide instruction in the theory and principles of the automobile engine, electrical circuitry, chassis, clutch, transmission, lubrication systems, electrical controls, and computerized controls. Students can train to become an automotive technician or to focus upon an area of specialization such as 4-wheel alignment, electrical/electronic diagnosis, and others. The students are also afforded the opportunity to obtain the SP/2 Safety certifications and ASE Certifications prior to graduation.

Carpentry

Students in this program will be prepared to interpret designs and specifications in order to build residential, commercial and industrial construction projects. Students learn to erect, install and repair structures using all types of construction

material, as well as to estimate and select the specific materials needed for each project. Students learn to lay out projects using the framing square, transit, and various measuring, cutting, and assembling instruments. They also learn to apply interior and exterior finishes, as well as to fit and install prefabricated cabinets, plastic laminates, floor and ceiling tiles, insulation, weather-stripping, finish hardware and locksets.

Computer Engineering Technology

This course will cover computer repair basics and maintenance that will give students the knowledge to obtain entry-level positions in the computer repair industry. With this training, students will understand the basics of computer repair and will be able to incorporate skills that they learned to troubleshoot hardware and software problems. Students will receive training in network wiring, configuration and administration. They will also learn how to design and implement local and wide area networks. After completing this three-year course, students will be able to take certification exams in CompTIA A+, CompTIA Network+, and Microsoft Certified Systems Administrator.

Construction Technology

This course prepares students to apply technical knowledge and skills required for the design, development, installation and erection of buildings and other structures. Students will develop technical, and math skills required in all stages of the construction process, including safety, blueprint reading, rough framing, door and window installation, stair construction, roofing and siding, basic wiring, design and layout, finishing and trim installations, as well as masonry, plumbing and HVAC.

Cosmetology

Students choosing this course, who successfully complete 1,250 hours of instruction in this program, are eligible to take the Pennsylvania State Board of Cosmetology Examination and become certified as licensed cosmetologists. Practical skills taught in the program include shampooing, cutting, wet setting, thermal styling, relaxing, coloring, permanent waving, manicuring, and giving facials. Included in the instruction are management, marketing, and public relations.

Culinary Arts

Culinary Arts is a course that provides practical instruction and applied theory to a broad range of skills concerning the selection, preparation and handling of foods. Skill development will center on safety and sanitation, proper use and handling of food service tools and equipment, preparation of food, dining room service, buffet and banquet service, baking, meat cutting and basic management skills. Unlike the home economics courses offered by most high schools, the instruction and on the job training will be conducted in the school's fully equipped, commercial kitchen, and restaurant.

Electrical Power Technology

The electrical technology program provides instruction on the installation of all types of wiring systems, including residential, commercial, and industrial facilities, as well as powerline technologies. Students will learn to layout, assemble, install, and test electrical components in wiring systems. The course also introduces students to basic robotic engineering, security systems and programmable logic controls (PLC's). In addition to training as a construction electrician, students will also receive competencies as a maintenance electrician, teaching them to maintain the equipment they install. Graduates are not only limited to building trade construction, but they are also prepared to enter maintenance, and industrial electrical occupations. Seniors are given the opportunity to complete the first year of apprenticeship with the Associated Builders and Contractors.

Emergency Medical Services

A program that prepares individuals, under the remote supervision of physicians, to recognize, assess and manage medical emergencies in prehospital settings, as well as to supervise ambulance personnel. It includes instruction in basic, intermediate, and advanced EMT procedures; emergency surgical procedures; medical triage; rescue operations; crisis scene management and personnel supervision; equipment operation and maintenance; patient stabilization, monitoring, and care; drug administration; medical terminology, legal and ethical aspects of health care and communications; identification and preliminary diagnosis of diseases and injuries; communication and computer operations; basic anatomy, physiology, pathology, and toxicology; and professional standards and regulations.

Health Occupations

The Health Occupations curriculum is a cluster program designed to introduce careers in health care. The Health Occupations core instruction includes planned courses in Health Care Careers, Safety Practices, Anatomy, Legal and Ethical Issues, Communications, Medical Terminology, Growth and Development, Nutrition, Infection Control, and Health Care Skills. Graduates of this program often pursue careers in nursing as well as in rehabilitation fields, such as physical therapy and occupational therapy. Students prepare and will have the opportunity to test for CPR Certification.

Multimedia Design

This program gives students the freedom to be creative, imaginative, and inspired artistically to design presentations for entertainment, industrial and commercial use. Students will learn to use digital and video cameras. Today's designers must be familiar with many forms of production, illustrative techniques, computer graphics and photography. From simple line drawings to computer generated imaging, the students create art that requires them to apply technical theory. Students will apply their designs on state-of-the-art equipment including digital printers, laser engravers, vinyl cutters, a sublimation system and embroidery machines. This program is designed to allow students to bring together many areas of creative graphic design and production technologies. The course content is designed to create animations, manipulate photographs, create pictures, presentations, podcasts, and websites using state-of-the-art Illustrator software. Both platforms of personal computers and Apple Macs are taught. Finally, students complete a digital portfolio showcasing their "best works."

Precision Metalworking & Welding

This is an instructional program that prepares individuals to apply technical knowledge and skills in a variety of metalworking occupations. Instruction includes welding and cutting processes; setting up and operating machine tools (precision machining); metal fabricating, forming, and cutting machines; and assembling of metal products and structures. Instruction is also provided in the use of hand and portable power tools in making computations related to work dimensions, the physical properties of materials and other related instruction and skills associated with metalworking occupations. Metals are cast, formed, shaped, molded, heat-treated, cut, twisted, pressed, fused, stamped, or otherwise worked upon.

APPENDIX A



Four-Year Individual Plan

Name: _____ Y.O.G.: _____ Counselor: _____

Career Cluster: Please select a first (1) and second (2) choice.

Transportation, Distribution, & Logistics	Agriculture, Food, & Natural Resources	Education & Training	Business Management & Administration	Hospitality and Tourism	Law, Public Safety, Corrections, & Security
Architecture & Construction	Arts/AV Technology & Communication	Health Sciences	Finance	Marketing	Science, Technology, Engineering, & Mathematics
Manufacturing	Information Technology	Human Services	Government & Public Administration	Undecided	Details:

Post-Secondary Plans: ___ Two Year College ___ Four Year College ___ Technical School ___ Military ___ World of Work

Subject	Grade 9	Cr.	Grade 10	Cr.	Grade 11	Cr.	Grade 12	Cr.	Credits
English									
Social Studies									
Math***									
Science***									
Health / PE									
RHS Electives/ Foreign Language**									
TOTAL									

Keystone Exams	Algebra I:	Biology:	Literature:
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**Not required for graduation, but two consecutive years of a foreign language are suggested for students who plan to attend a four-year college.

***An additional credit of either math or science is also required for all students.

"Preparing Students Today for the Challenges of Tomorrow"