

ELIZABETH FORWARD HIGH SCHOOL



PROGRAM OF STUDIES 2025 - 2026

1000 Weigles Hill Road
Elizabeth, PA 15037

www.efsd.net

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ELIZABETH FORWARD HIGH SCHOOL

1000 Weigles Hill Road, Elizabeth, PA 15037-2416 • 412-896-2349 • FAX: 412-384-2030 • www.efsd.net

Mrs. Kelli Garlow, *Principal*

Dear Students and Parents:

Elizabeth Forward High School's administration and faculty have prepared the 2025 - 2026 Program of Studies to assist students and parents in planning an appropriate educational program.

In addition to providing an overview of the academic program offered at Elizabeth Forward High School, this guide is intended to provide students and parents with information about school practices and policies to assist students in making choices consistent with their aptitudes and interests and to encourage them to make the best decisions relative to their post-high school plans. Please review this Program of Studies carefully and select courses that are of both a personal interest and consistent with a student's abilities and educational goals.

The school counselors work closely with students to assist and monitor student course selections and to identify student strengths, interests, aptitudes, and limitations. Parents should feel free to call the Guidance Department at [\(412\) 896-2352](tel:4128962352) for any questions that may arise.

It is my hope that this guide assists you with the scheduling process while providing a significant amount of information about Elizabeth Forward High School's academic programs and graduation requirements.

Yours in education,

Mrs. Kelli Garlow
Principal

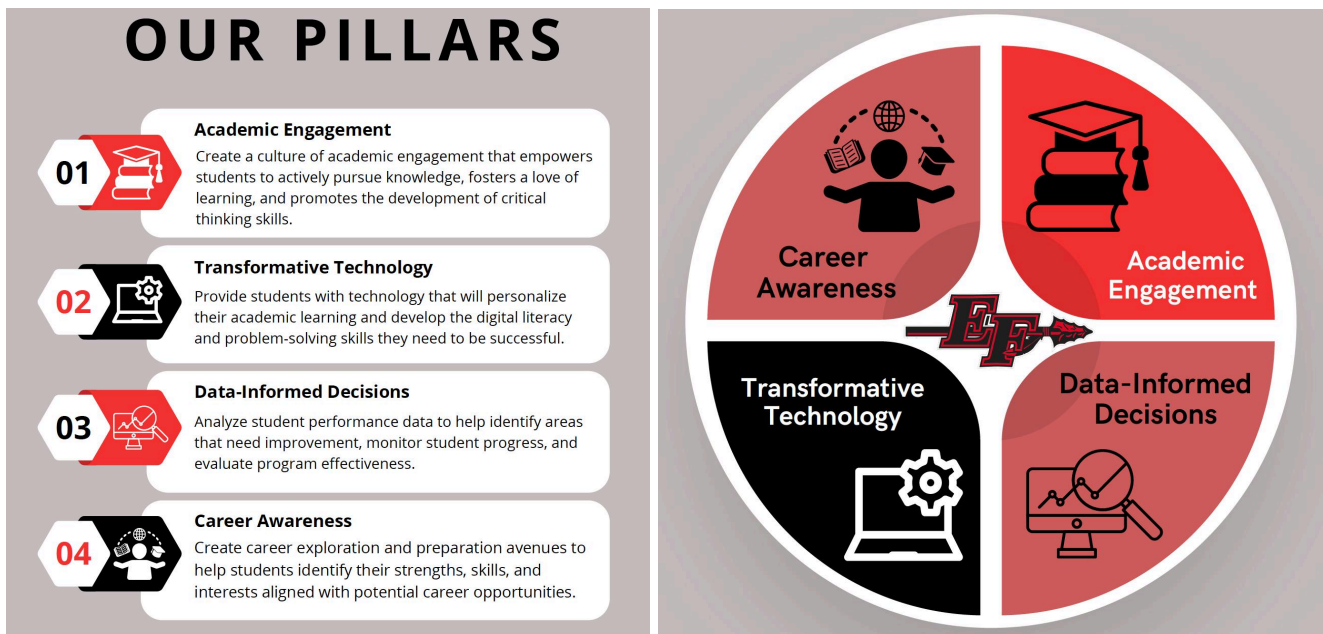
Elizabeth Forward School District

Our Mission Statement

The mission of the Elizabeth Forward School District is to empower students through technology, academics, and career awareness for success in a rapidly evolving world.

Our Vision Statement

The vision of the Elizabeth Forward School District is to provide students with rigorous and engaging instruction, innovative technology, and comprehensive career awareness to unlock their full potential and succeed academically, socially, and emotionally.



The Elizabeth Forward High School is an equal opportunity education institution and will not discriminate on the basis of race, color, national origin, sex, or handicap in its activities, programs, or employment practices as required by Title VI, Title IX, and Section 504. For information regarding civil rights or grievance procedures, contact Dr. Randal Sydeski, Title IX Coordinator, at 401 Rock Run Road, Elizabeth, Pennsylvania 15037-2416 [\(412\) 896-2312](tel:4128962312).

Information and Policies

Course Load

Students are required to schedule a minimum of (7.00) credits per year.

Graduation Requirements

The Elizabeth Forward School District defines graduation on the basis of the following three criteria:

1. Completion of specific courses and credits with passing grades as defined below
2. Demonstration of proficiency in literature, mathematics, and biology as measured by state and/or local assessments
 **See below under Keystone Exam Information
3. Successful completion of a senior project. This requirement will be incorporated into the English Curriculum.

Every student must completely fulfill all graduation requirements established by the Elizabeth Forward School District in order to commence and be awarded a diploma. Students, with an accumulation of a minimum of **24 of the 25 required credits**, may participate in commencement activities at the end of the school year but will not be awarded their diploma until 25 credits are attained.

The following course/credit requirements apply to all students. (Credits are totaled for grades 9-12.)

English	4	credits
Social Studies	3	credits
Math	4	credits
Science	3	credits
Electives	8.5	credits
PE	1.0	credit
Building Bridges to My Future (9th)	0.5	credit
Health (10th)	0.5	credit
Personal Finance Course (11th)	0.5	credit
Total Credits	25	Credits

Courses and Requirements	
Required Subjects	English, Social Studies, Mathematics, and Science. One credit of PE is also required
Electives	Any approved credit course provided by the school district or Steel Center. Any core subject course exceeding the requirements above can be counted as an elective course
Building Bridges to My Future	This course satisfies Chapter 339 graduation requirements for career readiness. Recommended for 9th grade.
Health	This state-required course ensures all students complete at least one semester of Health for graduation. Recommended for 10th grade.
Personal Finance	This is a state-required course; beginning with the Class of 2027, all students must complete at least one semester of Personal Finance. Recommended for 11th grade.

Keystone Exam Information

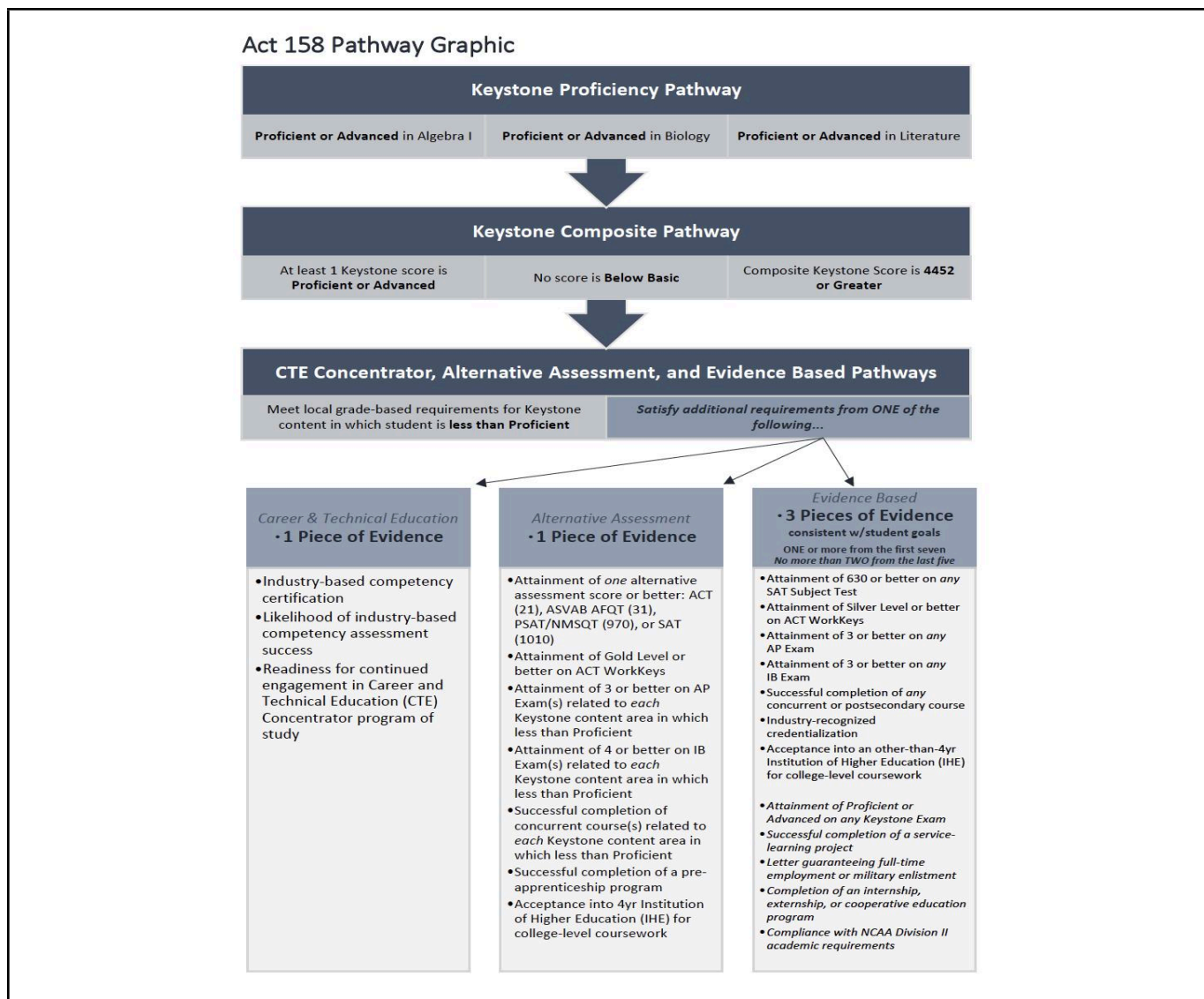
****Act 6 and Act 158 of Pennsylvania place new graduation requirements on students beginning with the Class of 2022. The new law expands options for students to demonstrate post-secondary readiness through four additional pathways that more fully illustrate college, career, and community outcomes.**

For students graduating in 2022 and beyond, the following options exist to meet statewide graduation requirements: Keystone Proficiency Pathway, Keystone Composite Pathway, Alternate Assessment Pathway, Evidence-Based Pathway, and CTE (Career & Technical Education) Pathway. Complete information is found on our high school website under the tab “Statewide High School Graduation Requirements.”

Students are still required to take the end-of-course Keystone exams in Algebra 1, Literature, and Biology and will be offered multiple opportunities to retake the exams if not proficient. Remediation options are being offered as support for all students who wish to improve their score.

Consistent with state education regulations, students may opt out of the Keystone Exam ONLY with a religious exemption. Contact the Guidance Department for more information.

Information and Policies



Student Evaluation

Grading System

The Board recognizes that a system of assessing student achievement can help students, teachers, and parents/guardians to understand and evaluate a student's progress toward educational goals and academic standards. Student progress and achievement will be reported by a marking system that represents five (5) levels of achievement. Each percentage is assigned a designated letter grade as follows:

Percentage	Letter	Meaning
90-100	A	Superior
80-89	B	Above Average
70-79	C	Average
60-69	D	Below Average
50-59	F	Failing and No Credit
	I	Incomplete
	M	Medical Excuse

Information and Policies

Percentage	Letter	Meaning
	WF	Withdraw with Failing Grade
	FG	Failure due to Grading Policy

*All grades lower than Fifty Percent (50%) are recorded and calculated as Fifty Percent (50%) except when that grade is the result of significant absences or non-attendance. The grade is then recorded as Zero Percent (0%).

Incomplete Grades

Students receiving an "I" (Incomplete) grade will have two (2) weeks from the end of the grading period to make up the assigned work. If work is not completed in that two-week period, the grade earned for all completed work will be the resulting grade. In the case of a lengthy absence, the "I" grade will be reviewed by the teacher and/or building principal.

Information and Policies

PE Medical Exemption

If a student is physically unable to participate in Physical Education, a medical excuse from a doctor must be submitted to the school counselor during the first week of class. A student with a non-participation medical excuse for Physical Education will be placed in a study hall for the duration of the medical excuse and must complete an alternative assignment as specified by the Phys Ed Teacher.

Reports to Parents

The school year is divided into four (4) report periods, each nine (9) weeks in length. Grades for the first three (3) marking periods will be reported online and students/parents will be mailed a report card following the quarter's conclusion. This final report card will be a summary of a student's achievements in each course for the entire school year.

Passing Grades

To pass a course, a student must meet all of the following criteria:

(A): Yearlong Course

- A student must earn a minimum of 240 percentage points to pass the course.
- A failing grade earned in M1, M2, and M3 will be recorded as a minimum of 50% or higher. If M4 is a failing grade, it will be recorded as the actual percentage (i.e.27%). Any exceptions will require administrative approval.
- A student must pass at least one of the final two grading periods (M3 or M4).

(B): Semester Course

- A student must earn a minimum of 120 percentage points to pass the course.
- A failing grade earned in M1 (or M3) will be recorded as a minimum of 50% or higher. If M2 (or M4) is a failing grade, it will be recorded as the actual percentage (i.e., 27%). Any exceptions will require administrative approval.

Failure Due to Grading Policy

If a student fails a course due to grading policy, the percentage will remain the same, but the letter grade will be designated as an "FG" on the student's final transcript.

Mid-Term Progress Reports

If, by the middle of each term, a student has earned a failing grade or is in danger of failing the course area, an interim report, called "Mid-Term Progress Report," will be mailed to the parents or guardian during the fifth (5th) week of the reporting period. A Mid-Term Progress Report may be generated at any time during the grading period as circumstances warrant. This report is intended for both parents and students to be aware that a problem exists and that a communication or conference should be initiated by the parents or student with the instructor. School counselors are available throughout the day to assist students and parents. A conference with counselors or teachers may be arranged by calling 412-896-2352.

Honor Roll

The Honor Roll is prepared and reported for each nine (9) week's report period as determined by the student's Grade Point Average. Students may not have a failing or incomplete grade at the time of the grade report. To determine one's G.P.A., a numerical value is assigned to a letter grade as listed on the next page under Grade Point Average. Any student with a G.P.A. of 3.50 to 4.00 and above will be designated as earning *High Honors* status. Any student with a G.P.A. of 3.00 to 3.49 will be designated as earning *Honors* status.

Graduation Honors

A student will be recognized during the Commencement Program as an *Honors* graduate if he/she has a cumulative G.P.A. of 3.0 – 3.49 in grades 9, 10, 11, and 12. If the cumulative G.P.A. is 3.50 – 3.99, the student will be designated as having earned *High Honors*. If the student's G.P.A. is 4.00 or above, the student will be designated as having earned *Academic Distinction*.

Information and Policies

Early Graduation

In rare cases students may accumulate enough credits to satisfy requirements in advance of their regularly scheduled graduation date. Students and their parents are required to notify their school counselor in writing at least one semester in advance of their anticipated graduation. The school counselor will then conduct a thorough transcript review and will make a recommendation to the building principal. In all cases, the building principal will give final approval. After permission is granted, the requirements for early graduation will be included in a written plan to be signed by the student, parent, principal, and school counselor. Please contact the guidance department with questions about the early graduation application process.

Grade Point Average

The Grade Point Average is a measure of a student's academic standing. To compute the quality points earned, each letter grade carries a given number of quality points, as shown below:

Grade	Regular Scale Quality Points	Honors Scale Quality Points	Advanced Scale Advanced Placement /CHS Quality Points
A	4	4.5	5
B	3	3.5	4
C	2	2.5	3
D	1	1.5	2
F, WF, FG	0	0	0

To determine the <i>end-of-year grade point average</i>, the calculation is as follows:				
Course	Grade	Quality Points	Credits	Total
Course 1	A	4	1	4
Course 2	B	3	1	3
Course 3	C	2	1	2
Course 4	A	4	.5	2
Course 5 (Steel Center)	B	3	3	9
			6.5 Total	20 Total
Twenty (20) quality points divided by 6.5 course credits gives a year-end G.P.A. of 3.077.				

The ***cumulative grade point average*** is determined by dividing the total of all quality points earned by the total number of all credits awarded. For example, if 88 credits attempted and earned 45 quality points by the end of junior year, a student's cumulative would be G.P.A. is 2.5.

Class Rank

The Elizabeth Forward School District does not calculate class rank.

Student Attendance

Attendance

Attendance in school is required by law and should be encouraged by the parents. The Public School Code defines compulsory school age as “the period of a child’s life from the time the child’s parent elected to have the child enter school and which shall be no later than 6 years of age until the child reaches 18 years of age.” **Children are required by law to attend school until the child reaches their 18th birthday.**

Students have three (3) school days (upon return to school) to submit a written parent/guardian excuse. If a written excuse is not received within that time period, the absence will be marked permanently unlawful/unexcused. Students will have the opportunity to make up work when absent; however, upon the second and subsequent unlawful/unexcused absence, any work submitted or owed will be recorded as a zero (0). Absences beyond ten (10) written excuses by parent/guardian will require an excuse from a licensed physician. Upon the fourth (4th) unlawful/unexcused absence, a school-family conference will be held to develop an Attendance Improvement Plan to ensure regular attendance. A magistrate citation will be issued when a student accumulates six (6) unlawful/unexcused absences. **Please refer to EFSD Policy #204 Attendance for more information.**

College Visitation

Students visiting a post-secondary institution will be granted up to a total of four (4) days of excused absences. The student must submit a written excuse on the college letterhead upon return to school.

Homework Assignment Requests

Students are to make every effort to keep up with homework and other assignments when they are absent from school or class. It is the responsibility of the student to contact the teacher to determine what was covered during the absence. It is suggested that parents call the Guidance Office if their child is absent for more than one (1) day so that homework/assignments can be collected.

Educational Vacation

Students are permitted to take a family vacation with educational value during the school year. The following procedures must be followed:

1. The parent/guardian obtains and completes the necessary paperwork from the school office. **(Must be submitted no less than 1 week prior.)**
2. Once approved by the principal, teachers must be contacted and a student must arrange to complete missed assignments while absent.

Family vacations, with educational value, will be granted for up to five (5) school days throughout the year.

Information and Policies

Guidance Department/Scheduling

Jillian Monti School Counselor	Grades 9-12 A - G	(412) 896-2346	jmonti@efsd.net
Jennifer Slavic School Counselor	Grades 9-12 H - Q	(412) 896-2362	jhogan@efsd.net
Joseph McManus School Counselor	Grades 9-12 R - Z	(412) 896-2347	jmcmanus@efsd.net
Natalie Scheiber Guidance Secretary	Grades 9-12 A-Z	(412) 896-2352	nscheiber@efsd.net

Guidance Services

The guidance department consists of three (3) school counselors and one guidance secretary. Their primary responsibility is to help students be successful academically, emotionally, and socially. This is done by working closely with teachers, parents, administrators, and other professionals.

Students typically see their guidance counselor about:

- Academic progress
- College applications
- Financial aid
- Post-secondary planning
- Scheduling classes
- Scholarships
- Social/emotional issues
- Standardized testing

To schedule a meeting with the guidance counselor, students can stop by the Guidance Office or a parent can call the guidance secretary at [\(412\) 896-2352](tel:(412)896-2352).

Course Limitations

Course offerings will depend on the availability of staff, space, resources, and potential scheduling limitations.

Scheduling Classes - Course Placement Recommendation Waiver Policy

With the assistance of school guidance counselors, students, and their parents should select courses based on their academic interests, strengths, and goals. Several courses carry with them prerequisite courses and/or levels of achievement. Before enrolling in courses, the student should verify that he/she has met the necessary prerequisites. If, however, the student has not met the prerequisites but wishes to register for that course, he/she must complete a Course Placement Recommendation Waiver Form obtained from the Guidance Office, which will state that the student and parents understand that the student is taking the course against the recommendation of the faculty.

A **Course Placement Recommendation Waiver Form** is a contract between the student and parent(s) and the School District. It provides a course placement that 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 students with waivers.

Information and Policies

Waiver Policy 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:

1. Communication is initiated by the parent and student to the appropriate School Counselor.
2. A meeting will be set up by the academic review team (counselor, administrator, and department head, if applicable).
3. Information will be shared with the parent and student regarding the recommendation procedure, student achievement, and past performance of students having waivers 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.

1. A list of students with waivers is generated by the Counseling Office and is distributed to the Administration. The list will be kept on file in the counseling office.
2. 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**.

Course Schedule Changes

All schedule changes must be made before the end of the present school year. **No schedule changes will be made during the summer or when school begins.**

The following exceptions will be made if

1. A student failed a subject and must repeat that course next year.
2. A parent believes that his or her child would benefit from a more challenging course in the same subject area and there is documentation to support this request.
3. A student's schedule is incorrect as a result of a clerical error.
4. A student has not completed or failed summer school.
5. A student is identified as having special needs and qualifies for certain adaptations/modifications under Federal Law.
6. A student has significantly changed future plans, and other coursework is necessary.
Note: Written documentation by a college, trade school, or technical school is necessary.

Withdrawals

Student schedules are designed to meet a student's interests and academic goals. No student will be permitted to withdraw from a course if he/she is carrying a **minimum course load (7.00 credits per year)**. A student may withdraw from a course under the following conditions:

1. It does not reduce the schedule below the minimum yearly course load of 7.00 credits.
2. The course is not required.
3. The student is identified as having special needs, and the IEP Team determines that withdrawing from a course would benefit the student.

All withdrawals will adhere to the following:

1. A semester course will be designated as a "W" if withdrawal occurs within the first (1st) week of the class.
2. A semester course will be designated as a "WF" if withdrawal occurs beyond the first (1st) week of the class.
3. A yearlong course will be designated as a "W" if withdrawal occurs within the first (1st) week of the class.
4. A yearlong course will be designated as a "WF" if withdrawal occurs beyond the first (1st) week of the class.

Information and Policies

Summer School

Any student who fails a required course during the school year is encouraged to attend summer school for remediation. Students and parents should be advised that there is a fee for attending summer school that varies by summer school location. Students attending summer school in other school districts may apply for credit toward graduation if the following criteria are met:

1. Administrative/Guidance approval from the Elizabeth Forward High School is granted PRIOR to enrolling in any summer school course so that it can be determined if the course in which the student has enrolled will be accepted at and will satisfy Elizabeth Forward High School graduation requirements.
2. The summer school program meets all the requirements of the Pennsylvania Department of Education.
3. An official summer school transcript is submitted to the Elizabeth Forward School District immediately after completion of the course.
4. Students are permitted to earn a maximum of two (2) credits in summer school.

Transcript Requests

Seniors who are in the process of applying to college, trade, or technical schools must adhere to the following set of guidelines for completing applications:

1. Secure an application and complete all personal information.
2. Notify your counselor if the student completes an online admissions application.
3. Obtain a "Request for Transcript" release form in the Guidance Office. The form must be signed by the student's parent/guardian.
4. All official transcripts **must be mailed** to the receiving school by the Guidance Office according to school policy.
5. Please allow your school counselor at least two weeks to review your college applications and process all transcript requests.

Note: Additional information is provided on the Elizabeth Forward School District website.

*** Once a student has graduated from high school, only the graduated student can sign the transcript release form.

High School Diploma

Students are advised that the diploma granted upon graduation is **the only one**. Graduates should keep the diploma issued in a safe place, as **there is no copy or second diploma issued by the school district**.

Privacy Rights of Parents and Students

Elizabeth Forward School District and its employees are required by Federal Law and State and Federal Rules and Regulations to protect the rights of students. The foundation of these rights comes from Federal legislation entitled "Family Educational Rights and Privacy Act of 1974" (also known as the Buckley Amendments). There are State Rules and Regulations dealing with regular and special education students' rights and privacy. All students are covered by the State Regulations contained in Chapter 12 known as Students' Rights and Responsibilities.

Written parental consent is necessary for the disclosure of personally identifiable information and education records. The consent must:

1. specify the records that may be disclosed;
2. state the purpose of the disclosure;
3. and identify the party or class of parties to whom the disclosure may be made.

Furthermore, Elizabeth Forward must maintain a written record of disclosure for the parents to inspect in case information has been released. For additional information, please consult <https://studentprivacy.ed.gov/faq/what-ferpa>.

Honors

Honors courses are rigorous courses that demand a high level of analytical reading ability and often lead to Advanced Placement studies. Students are required to spend a significant amount of time outside of class on coursework and may have summer assignments. Pre-AP and Honors courses are weighted (4.5) compared to a regular course (4.0).

Advanced Placement (AP)

Elizabeth Forward's Advanced Placement courses are approved by the College Board's Advanced Placement Program. These courses have the rigor of a college-level class and are taught by the Elizabeth Forward High School faculty. Students are expected to take the AP exam in May. The **approximate cost** of each AP exam is \$97.00 (AP Capstone is \$145.00). The school district will reimburse the students if they receive a score of five (5) on the exam. Scores will be reported to the district in the summer, and reimbursement will occur in September.

PLEASE NOTE: Each **Honors and AP course** requires students to complete a summer assignment prior to the first day of school. If a student chooses to drop an Honors or AP class, they must do so by the last day of school in writing submitted to the guidance office. Students will not be permitted to drop the course simply because they did not complete the summer assignment. Students who do not complete the summer assignment will be given a "zero" for the incomplete coursework to start the year.

Current AP Courses taught at Elizabeth Forward are:

AP Biology	AP English 11 Language and Composition
AP Calculus AB	AP English 12 Literature and Composition
AP Calculus BC	AP European History
AP Capstone Research	AP Physics 1 and C
AP Capstone Seminar	AP Physics 2
AP Chemistry	AP Pre-Calculus
AP Computer Science A	AP Statistics
AP Computer Science Principles	AP U.S. History

The College-in-High-School Program (CHS) and Dual Enrollment (DE)

College-In-High-School

The College-In-High School Program is designed to allow high school students to earn college credit(s) within a supportive high school environment at a fraction of the cost of normal post-secondary tuition. College credit is earned at a reduced rate payable to the college/university at the beginning of the school year. Students can earn credit towards EFHS graduation requirements AND credit at participating local colleges/universities. College credits may be transferable to other institutions of higher learning. Please always check with potential institutions for their credit transfer policy. Upon successful completion of the course, students will receive college credit, and their grade will appear on an official college transcript.

Be advised that we are not notified of final course approval until after our school year begins. Please speak to your school counselor for more information. Elizabeth Forward High School has partnered with the following colleges/universities on CHS courses:

- CCBC High School Academy/Dual Enrollment
- La Roche University
- Seton Hill University
- Point Park University
- Rochester Institute
- University of Pittsburgh

Dual Enrollment

Dual Enrollment (DE) enables students to take college courses on campus or through distance learning opportunities. Permission to participate in DE must be obtained by the Building Principal and School Counselor in advance of enrollment in DE at a local college or university. All tuition and fees, including student transportation, are at the expense of the student and family. As such, there are limited opportunities to take DE courses.

Courses available through CHS/DE at Elizabeth Forward High School are subject to change, without notice, by the sponsoring college/university or the school district. Please refer to the course catalog for information about specific CHS/DE offerings.

Grading/Extra Quality Point

Students enrolled in the Advanced Placement (AP) and Dual Enrollment (DE) classes are assigned an extra quality point to the grade earned each reporting period. Students enrolled in the Honors courses are assigned one-half (.5) quality points to the value of the grade earned each reporting period. The purpose of this is to recognize the additional requirements in these courses.

Distance Learning

With the changing technologies, Elizabeth Forward will consider offering courses that are not part of the traditional curriculum. These courses may be offered by neighboring school districts, universities, colleges, and virtual learning.

Independent Study

This course allows juniors and seniors to identify a specific area of interest that meets one of three individual goals: academic advancement, career preparation, or community service. The Independent Study experience gives the self-motivated student the ability to pursue an area of personal interest beyond the confines of the classroom. Students must apply for Independent Study status as part of the course selection process. Students are advised that Independent Study requires strong personal initiative, long-range planning, and the willingness to develop and present the results of their study. See your School Counselor for details.

Support Services

Faculty:

*Brett Anselmino
Marc Bellora
Arianna Boykin*

*James Coll
Rebecca Flood
Katie Geis*

*Hillary Haberstock
Larissa Leuenberger
Myah Novak*

The Special Education program at Elizabeth Forward High School provides a continuum of services. The goal of the program is to provide services in the Least Restrictive Environment, which includes the regular class, co-taught classrooms, and direct instruction (resource room) classrooms. The district incorporates a variety of supplemental aids and services to help students succeed.

Co-Taught Classes

The co-taught class involves either two regular education teachers and/or a regular education and highly qualified special education teachers who work collaboratively to deliver and provide individual instruction when needed. The special education student who participates in a co-taught class benefits from being in the general curriculum both academically and socially.

Direct Instruction

The direct instruction class involves a special education teacher who is highly qualified for the content being taught in a special education resource room. This class will provide more opportunities to concentrate on specific behavioral, academic, and social needs in a smaller setting. Placement in a direct instruction class is based on student needs and is an IEP team decision.

Gifted Education Program

The Gifted Education program at Elizabeth Forward High School is designed to meet the needs of gifted students as defined by the PA Special Education law and regulations outlined in Chapter 16. The Gifted Education Program provides such students with a variety of enriching activities in an academically and socially supportive environment. Participants are encouraged to take challenging Honors, Pre-AP, CHS, and Advanced Placement courses. Students should consult with the Enrichment Facilitator and their Guidance Counselor to make the most of the valuable opportunities available to them.

Hearing Support Program

The Allegheny Intermediate Unit Hearing Support Programs provide hearing-impaired children with an education parallel to that of their hearing peers. The program develops optimum communication skills through sequential language acquisition. Children are placed in regular classrooms where their instruction is supplemented by itinerant speech, language, and other ancillary services.

Life Skills Support Program

The Life Skills Support class is a functional academic program emphasizing the development of the student's potential in personal/social skills, vocational, recreational, and community living skills. The curriculum is aimed at teaching the life skills needed to achieve self-sufficiency and to provide students with an opportunity to acquire these independent living skills at a pace appropriate to the student's abilities and needs. One example of this curriculum is the Practical Assessment Exploration System (PAES) program. PAES is a functional skills curriculum with an embedded assessment of vocational potential and employability skills.

PAES identifies:

1. aptitude for community-based employment,
2. functional skills,
3. interests,
4. work behavior strengths and barriers to success.

PAES is conducted in a simulated work environment within a classroom setting where students work on simulations of actual tasks performed on community-based jobs.

Speech and Language Support Program

The Speech and Language Support Program is provided to those students who have been diagnosed and require support for disabilities in these areas.

Vision Support Program

The Allegheny Intermediate Unit Vision Support Program provides support to diagnosed visually impaired students.

Student Assistance Program (SAP)

Elizabeth Forward High School provides a comprehensive Student Assistance Program (SAP). The SAP program is comprised of a core team of professionally trained student assistance members, which includes:

- Counselors
- Teachers
- Social Workers
- Nurses
- Administrators
- Community Agency Liaisons

This team does not diagnose; however, they may recommend an assessment for a specific treatment. The goal of the Student Assistance Program is to provide early intervention and support services to students identified as having difficulties achieving success. This team identifies barriers to learning and then mobilizes school resources to provide appropriate treatment options. Referral sources include teachers, parents, nurses, principals, and administrators. Please contact the SAP Coordinator, Mrs. Jillian Monti, at [\(412\) 896-2349](tel:4128962349) with specific questions or concerns related to this program.

Activities

Activities	Sponsor	Email Address
Academic League	Mr. Coll	jcoll@efsd.net
Choir/Vocal Music	Dr. Milliren	amilliren@efsd.net
Class of 2026 / 2027 / 2028 / 2029 (student participation by grade level)	Individual Class Sponsors	Grades: 9,10,11,12
Drama Club (Musical)	Mr. Benedek	jbenedek@efsd.net
Future Ready Leaders	Mrs. Kearns	kkearns@efsd.net
Green Team	Mr. Day	mday@efsd.net
Instrumental Music (Band/Color Guard)	Ms. Sapp	jsapp@efsd.net
Interact Club	Ms. Mazurek	mmazurek@efsd.net
Intramurals	TBD	
Leo Club	Mrs. Wemyss	twemyss@efsd.net
Multimedia Productions	Dr. Milliren	amilliren@efsd.net
Mock Trials	TBD	
National Honor Society	Mr. McManus	jmcmamus@efsd.net
Peer Tutoring	Various	
S.A.D.D. (Students Against Destructive Decisions)	Mrs. Kluegel	kkluegel@efsd.net
Spanish Honor Society	Ms. Thurston	athurston@efsd.net
S.G.A. (Student Government Association)	Dr. Spiegel	jspiegel@efsd.net
TSA (Technology Student Association)	Miss Campbell	ecampbell@efsd.net
The "Tribe" (Friendship Club)	Mrs. Novak	mnovak@efsd.net

The Elizabeth Forward School District provides extracurricular activities for all students to complement its academic program. The purpose is to offer a wide variety of programs to get as many students involved so that they are well-rounded individuals and active participants, demonstrating pride in our school.

Athletics	
Fall	Cheerleading
	Cross Country
	Football
	Golf
	Soccer
	Volleyball
Winter	Basketball
	Bowling
	Hockey (Club-Sponsored)
	Bowling (Club-Sponsored)
	Indoor Track (Club-Sponsored)
	Swimming
	Wrestling
Spring	Baseball
	Softball
	Track and Field

The NCAA list of approved courses is also available on a website at www.eligibilitycenter.org. The NCAA can be reached by calling [1-877-262-1492](tel:1-877-262-1492) Toll-Free. For more specific information regarding athletics, please contact our Athletic Director, Mr. Tim Guffey, at tguffey@efsd.net or by calling [\(412\) 896-2351](tel:412-896-2351).

According to the PIAA Article X Curriculum, 'eligibility' is defined as:

Section 1. To be eligible for interscholastic athletic competition, a student must pursue a curriculum defined and approved by the Principal as a full-time curriculum. Where required, this curriculum or its equivalent must be approved by, and conform to, the regulations of the State Board of Education and the Pennsylvania School Code, as well as any local policies established by the local School Board. The student must be passing at least four full-credit subjects or the equivalent. Eligibility is cumulative from the beginning of a grading period, must be reported on a weekly basis, and must be filed in the Principal's office. Where a student's cumulative work from the beginning of the grading period does not, as of any Friday, meet the standards provided for in this Section, the student is ineligible from the immediately following Sunday through the Saturday immediately following the next Friday as of which the student's cumulative work from the beginning of the grading period meets the standards provided for in this Section. Where a school is closed on a Friday for any reason, the Principal may, at the Principal's election, determine whether the student, as of that day, meets the standards provided for in this Section.

Section 2. To be eligible for interscholastic athletics, a student must have passed at least four full-credit subjects, or the equivalent, during the previous grading period, except as provided in Section 5. Backwork may be made up, providing it is in accordance with the regular rules of the school.

Section 3. In cases where a student's work in any preceding grading period does not meet the standards provided for in Section 2, said student is ineligible to participate in interscholastic athletics for at least fifteen (15) school days of the next grading period where the school has four (4) grading periods per school year, or for at least ten (10) school days of the next grading period where the school has six (6) grading periods per school year, beginning on the first-day report cards are issued.

*Refer to the complete PIAA Bylaws by visiting <http://www.piaa.org/>

NCAA Approved Courses

All students participating in athletics should be made aware that not all classes count towards the NCAA requirements. All student-athletes who are planning to participate in an NCAA sport at the college level are required to meet the NCAA requirements. Please stop in to see your school counselor when planning your courses to avoid scheduling issues. (*Course is newly titled or newly created; an NCAA status is pending)

English

English 9, 10,11,12
Honors 11, 12
Honors 9, 10
AP English 11
AP English 12
Mythology
Creative Writing
Public Communication*
AP Capstone Research
AP Capstone Seminar

Social Studies

AP European History
AP US History
Modern Western Civilization
American History
World Cultures
American Government
Economics
Psychology
Sociology

Mathematics

Academic Algebra 1
Algebra 1
Algebra 2
Algebraic Concepts with
Trigonometry
Probability & Statistics
Academic Algebra 2
Academic Geometry
Academic Trigonometry &
Pre-Calculus
Calculus
Honors Algebra 1
Honors Algebra 2
Honors Geometry
AP Calculus AB
AP Calculus BC
AP Pre-Calculus
AP Statistics

Science

Biology
Honors Biology
AP Biology
Physical Science*
Honors Anatomy &
Physiology
Medical Interventions
Physics 1
Physics 2
AP Physics 1*
AP Physics 2*
Applied Chemistry
Chemistry
Honors Chemistry
AP Chemistry
Environmental Science

Additional Courses

French 1, 2, 3,
Honors French 4
AP French 5
Spanish 1, 2, 3
Honors Spanish 4
AP Capstone Seminar
AP Capstone Research

Approved 4-Day Courses

Listed below are the approved courses students may take 4 days instead of 5 days a week due to lab periods. The student is responsible for completing all course assignments as scheduled by the teacher. Course content and requirements will not be altered for students who enroll in a 4-day course. Courses will be added after ALL students have been scheduled and if room is available.

Advanced Art Studio 1
Advanced Art Studio 2
Advanced Engineering and
Design Concepts
Advanced Music Theory and
Piano
Architectural Building and
Design Modeling
Art 1
Art 2
Brushstrokes and Beyond
CADD 1
CADD 2
Ceramics 1
Ceramics 2
Ceramics 3

Choir Nine
Construction and Building
Processes
Crafty Shack
Creative Writing
Digital Photography & Editing
Elizabeth Forward Chorus
Engineering and Design
Concepts
ESports
Film Studies
Homeowner University
Irish Literature
Maker Lab
Manufacturing
Material Processing I

Material Processing II
Media Center Internship
Multimedia Production
Mythology
Ninth Grade Band
Piano
Print Media Productions
Public Communication
Slip Casting Ceramics
String Ensemble
Symphonic Wind Ensemble
T-Shirt TECH-niques
The ISH Company
Theatre Arts
Transportation Systems
Warrior Choir

Course Recommendations

College Preparatory Curriculum (Sample)			
Grade 9	Credits	Grade 10	Credits
English 9/Honors English 9	1.00	English 10/Honors English 10	1.00
Modern Western Civilization	1.00	American History/AP U.S. History	1.00
Academic Algebra 1 Honors Algebra 1 Honors Algebra 2	1.00	Academic Algebra 2 Honors Geometry	1.00
Biology/Honors Biology	1.00	Chemistry/Honors Chemistry	1.00
Foreign Language (1 st year)	1.00	Foreign Language (2 nd year)	1.00
Building Bridges to My Future	0.50	Physical Education	0.50
Physical Education	0.50	Electives	1.50
Web Creators	0.50	Health	0.50
Electives	1.00		
Total Credits	7.50	Total Credits	7.50
Grade 11	Credits	Grade 12	Credits
English 11/Honors English 11/AP English 11	1.00	English 12/Honors English 12 or AP English 12	1.00
World Cultures/ AP U.S. History/ AP European History	1.00	American Government/Psychology, Economics, or Sociology	0.50
Personal Finance and the Stock Market	0.50	A.P. European History	1.00
Academic Geometry Academic Trig/Pre-Calculus AP Pre-Calculus & AP Statistics	1.00 2.00	Academic Trig/Pre-Calculus Calculus/AP Calculus Probability and Statistics/AP Statistics	1.00
Physics 1/AP Physics 1/ Physics/Honors Anatomy & Physiology AP Biology AP Chemistry	1.00	AP Physics AP Biology AP Chemistry Honors Anatomy & Physiology	1.00
Foreign Language (3 rd or 4 th year)	1.00	Foreign Language (4 th or 5 th year)	1.00
Electives	2.50	Electives	2.50
Total Credits	7.50	Total Credits	7.50

Foreign Language Information

Elizabeth Forward School District does not require a foreign language to graduate; however, most colleges require the study of a foreign language. The foreign language recommendation is often fulfilled through satisfactory completion of at least two (2) courses in the same language. However, please note that most colleges and universities encourage satisfactory completion of three (3) or more courses in the same language, as it demonstrates higher-order thinking skills, dedication to a subject area, and a diverse/challenging transcript. Furthermore, global awareness and effective communication skills are highly sought after in most professional/academic fields. See your school counselor for specific requirements for different colleges or universities.

Course Recommendations

STEM Career Information

Students considering a STEM career should consider one or more computer science electives, including, but not limited to, Game Coding 1, Game Coding 2, Game Coding 3, AP Computer Science Principles, and AP Computer Science A.

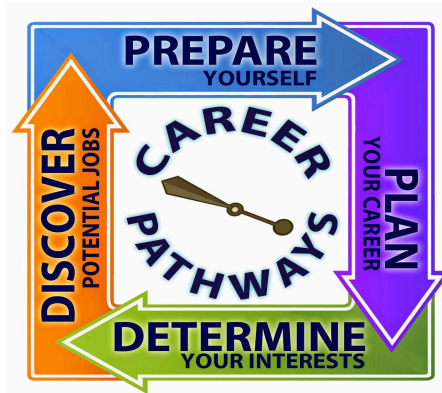
Career and Technical Education / Employment Curriculum (Sample)			
Grade 9	Credits	Grade 10	Credits
English 9	1.00	English 10	1.00
Modern Western Civilization	1.00	American History	1.00
Biology	1.00	Applied Chemistry/ Chemistry/Physical Science	1.00
Algebra 1	1.00	Algebra 2	1.00
Physical Education	0.50	Health	0.50
Building Bridges to My Future	0.50	Physical Education	0.50
Web Creators	0.50	Steel Center for Career and Technical Education	3.00
Electives	2.00		
Total Credits	7.50	Total Credits	8.00
Grade 11	Credits	Grade 12	Credits
English 11	1.00	English 12	1.00
World Cultures	1.00	American Government	0.50
Geometry	1.00	Sociology/Psychology/Economics	0.50
Applied Physics/ Physics I/ Environmental Science	1.00	Environmental Science/Medical Interv. Digital Electronics & Robotics	1.00
Steel Center for Career and Technical Education	3.00	Integrated Math for the Workforce Algebraic Concepts/Trigonometry Probability and Statistics	1.00
Personal Finance and the Stock Market	0.50	Electives	0.50
		Steel Center for Career and Technical Education	3.00
Total Credits	7.50	Total Credits	7.50

Notes:

1. The Career & Technical curriculum is offered in cooperation with Steel Center for Career and Technical Education.
2. All programs are available to students beginning in their sophomore year. Decisions about participation for students with special needs will be made in accordance with their Individualized Education Plan.
3. Availability is based on Steel Center's program limits, and it is possible you may not be offered your first choice of program.

College and Career Pathways and Clusters

According to the National Association of State Directors of Career Technical Education Consortium (2013), “The National Career Clusters™ Framework comprises 16 Career Clusters™ and related Career Pathways to help students explore different career options and better prepare for college and careers. The Career Clusters™ and related Career Pathways serve as an organizing tool for schools, small learning communities, academies, and magnet schools to develop more effective programs of study and curriculum.” Each of the pathways is aligned to the Elizabeth Forward Senior High School’s Program of Studies to provide students an outline to follow when selecting courses and electives that are associated with a potential future career.





The RIASEC Model

The RIASEC model, based on John Holland’s work in the 1950s, is the number one predictor for success in a career and breaks down career options into six personality traits: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. The RIASEC test was created to help individuals identify their preferred interests and facilitate job role selection. Each dimension reveals how you behave, respond, and what you value. For example, the Social dimension refers to traits and tasks related to educating, helping, counseling, supporting, guiding, listening, and behaviors such as being empathetic and caring. A person who has a higher preference for the Social dimension is more likely to enjoy a career in Social Services or Healthcare. Similarly, those with a high Artistic dimension may excel in creative or unconventional careers in humanities, the arts and music or art therapy that require self-expression and intuitive abilities. **Students will be exposed to this model in our required Building Bridges to My Future course in 9th grade. Please speak to your school counselor for more information about RIASEC and how it can help you choose your career path.**





Course Recommendations

Career Cluster	Elective Courses	Sample Pathways
	Accounting 1 & Accounting 2 AP Biology AP Statistics Environmental Science Foods and Nutrition International Foods Introduction to Foods	Agribusiness Systems Animal Systems Environmental Service Systems Food Products & Processing Systems Natural Resources Systems Plant Systems Power, Structural & Technical Systems Architecture & Construction





Career Cluster	Elective Courses	Sample Pathways
	Accounting 1 & Accounting 2 Adv. Engineering & Design Concepts (PLTW) CADD Creative Computer Drawing & Design Construction and the Building Process Digital Electronics and Robotics (PLTW) Drawing Building Design & Modeling (CADD) Engineering and Design Concepts (PLTW) Maker Lab Manufacturing Materials Processing 1 & 2 Principles of Engineering (PLTW) The iSH Co. - Technology Entrepreneurship Transportation Systems	Construction Design/Pre-Construction Maintenance/Operations

Course Recommendations


Career Cluster	Elective Courses	Sample Pathways
	3D Modeling Advanced Music Theory & Piano Advanced Studio Art 1 Advanced Studio Art 2 Art 1 Art 2 Brushstrokes and Beyond Ceramics 1, 2, & 3 CHS Computer Science Website Design/Dev Game Coding 1, 2, & 3 Crafty Shack Creative Writing Digital Photography & Editing Elizabeth Forward Chorus Film Studies Foreign Language (French/Spanish) Honors Independent Ceramics Esports Intro. to Music Theory & Beginning Piano Media Center Internship Multimedia Production Music History Ninth Grade Band Ninth Grade Chorus Partners Fusion: Art/Tech Partners Fusion: Music/Food Print Media Productions String Ensemble Symphonic Wind Ensemble T-Shirt TECH-niques Theater Arts Warrior Choir	A/V Technology & Film Journalism & Broadcasting Performing Arts Printing Technology Telecommunications Visual Arts


Career Cluster	Elective Courses	Sample Pathways
	Academic Trigonometry/Pre-Calculus Accounting 1 & Accounting 2 Algebraic Concepts/Trigonometry AP Statistics CHS Computer Science Website Design/Dev Economics Foreign Language (French/Spanish) AP Pre-Calculus Personal Finance and The Stock Market Probability and Statistics The iSH Co. - Technology Entrepreneurship	Administrative Support Business Information Management General Management Human Resources Management Operations Management


Course Recommendations


Career Cluster	Elective Courses	Sample Pathways
	AP Capstone Research AP Capstone Seminar Child Development and Parenting Foreign Language (French/Spanish) Partners Fusion: Art/Tech Partners Fusion: Music/Food Partners Physical Education Psychology Public Communication Sociology	Administration & Administrative Support Professional Support Services Teaching/Training
	Accounting 1 & Accounting 2 Economics Personal Finance and The Stock Market Sports Marketing & Entrepreneurship Warrior School of Law	Accounting Banking Services Business Finance Insurance Securities & Investments
	Accounting 1 & Accounting 2 American Government AP U.S. History Foreign Language (French/Spanish) Personal Finance and The Stock Market Psychology Sociology Warrior School of Law	Foreign Service Governance National Security Planning Public Management & Administration Regulation Revenue & Taxation
	Academic Trigonometry/Pre-Calculus Algebraic Concepts/Trigonometry AP Biology AP Capstone Research AP Capstone Seminar AP Chemistry AP Physics 1 and 2 AP Statistics Child Development and Parenting Foreign Language (French/Spanish) Health Honors Anatomy & Physiology Honors Biology Honors Chemistry AP Physics 1 AP Pre-Calculus Lifeguard Training Psychology Sociology Sports Marketing & Entrepreneurship	Biotechnology Research & Development Diagnostic Services Health Informatics Support Services Therapeutic Services

Course Recommendations


Career Cluster	Elective Courses	Sample Pathways
	Foods and Nutrition Foreign Language (French/Spanish) International Foods Intro to Foods Sports Marketing & Entrepreneurship	Lodging Recreation, Amusements & Attractions Restaurants & Food/Beverage Services Travel & Tourism


Career Cluster	Elective Courses	Sample Pathways
	Accounting 1 & Accounting 2 AP Capstone Research AP Capstone Seminar AP Statistics Child Development and Parenting Foreign Language (French/Spanish) Partners Fusion: Art/Tech Partners Fusion: Music/Food Psychology Sociology	Consumer Services Counseling & Mental Health Services Early Childhood Development & Services Family & Community Services Personal Care Services


Career Cluster	Elective Courses	Sample Pathways
	3D Modeling AP Computer Science A AP Computer Science Principles CHS CS-Web Site Design & Development CHS Web Design 2 Internship Game Coding 1, 2, & 3 Digital Electronics and Robotics (PLTW) Digital Photography & Editing Esports T-Shirt TECH-niques Web Creators	Information Support & Services Network Systems Programming & Software Development Web & Digital Communications

Career Cluster	Elective Courses	Sample Pathways
	American Government Foreign Language (French/Spanish) Psychology Sociology Warrior School of Law	Correction Services Emergency & Fire Management Services Law Enforcement Services Legal Services Security & Protective Services


Course Recommendations

Career Cluster	Elective Courses	Sample Pathways
	CADD Creative Computer Drawing & Design Construction and the Building Process Digital Electronics and Robotics (PLTW) Drawing Building Design & Modeling (CADD) Maker Lab Manufacturing Materials Processing 1 & 2 Sports Marketing & Entrepreneurship The iSH Co. - Technology Entrepreneurship T-Shirt TECH-niques Transportation Systems	Health, Safety & Environmental Assurance Logistics & Inventory Control Maintenance, Installation & Repair Manufacturing Production Process Dev. Production Quality Assurance

Career Cluster	Elective Courses	Sample Pathways
	Academic Trigonometry/Pre-Calculus Accounting 1 & Accounting 2 Algebraic Concepts/Trigonometry AP Statistics CHS CS-Web Site Design & Development CHS Web Design 2 Internship Foreign Language (French/Spanish) AP Pre-Calculus Esports Maker Lab Probability and Statistics Sports Marketing & Entrepreneurship The iSH Co. - Technology Entrepreneurship Warrior School of Law	Marketing Communications Marketing Management Marketing Research Merchandising Professional Sales

Career Cluster	Elective Courses	Sample Pathways
	3D Modeling Academic Trigonometry/Pre-Calculus Adv. Engineering Design Concepts (PLTW) Algebraic Concepts/Trigonometry AP Biology AP Calculus AB AP Calculus BC AP Capstone Research AP Capstone Seminar AP Chemistry AP Physics 2 AP Statistics CADD Creative Computer Drawing & Design Calculus CHS Computer Science Website Design/Dev Digital Electronics and Robotics (PLTW) Drawing Building Design & Modeling (CADD) AP Pre-Calculus Esports Probability and Statistics	Engineering & Technology Science & Mathematics

Course Recommendations

Career Cluster	Elective Courses	Sample Pathways
 <p>ransportation, Distribution & Logistics</p>	Accounting 1 & Accounting 2 Maker Lab Technology Entrepreneurship (The ISH Co.) Warrior School of Law	Facility & Mobile Equipment Maintenance Health, Safety & Environmental Management Logistics Planning & Management Services Sales & Service Transportation Operations Transportation Systems/Infrastructure Planning, Management & Regulation Warehousing & Distribution Center Operations

Course Offerings

Business, Computer & Information Technology		
COURSE	GRADE	CREDITS
Computer Science		
Game Coding 1	9, 10, 11, 12	0.50
Game Coding 2	9, 10, 11, 12	0.50
Game Coding 3	10, 11, 12	0.50
CHS Computer Science-Web Site Design & Development	10, 11, 12	0.50
CHS Web Design 2 Internship	10, 11, 12	0.50
AP Computer Science Principles	10, 11, 12	1.00
AP Computer Science A	11,12	1.00
Web Creators	9, 10, 11, 12	0.50
Business		
Building Bridges to My Future	9	0.50
Introduction to Cybersecurity	9, 10, 11, 12	0.50
Sports Marketing and Entrepreneurship	9, 10, 11, 12	0.50
Accounting 1	9, 10, 11, 12	0.50
Accounting 2	10, 11, 12	0.50
Personal Finance and The Stock Market	11, 12	0.50
Warrior School of Law	9, 10, 11, 12	0.50

English		
COURSE	GRADE	CREDITS
English 9	9	1.00
Honors English 9	9	1.00
English 10	10	1.00
Honors English 10	10	1.00
English 11	11	1.00
Honors English 11	11	1.00
AP English 11 Language and Composition	11	1.00
English 12	12	1.00
Honors English 12	12	1.00
AP English 12 Literature and Composition	12	1.00
Creative Writing	9, 10, 11, 12	0.50
Film Studies	9, 10, 11, 12	0.50
Irish Literature	10, 11, 12	0.50
Public Communication	10, 11, 12	0.50
Mythology	10, 11, 12	0.50
Theatre Arts	10, 11, 12	0.50

Family and Consumer Science		
COURSE	GRADE	CREDITS
Intro to Foods	9, 10, 11, 12	0.50
Foods and Nutrition	9, 10, 11, 12	0.50
International Foods	10, 11, 12	0.50
Child Development and Parenting	10, 11, 12	0.50

Course Offerings

Foreign Languages		
COURSE	GRADE	CREDITS
FLEX	9, 10, 11, 12	1.00
French 1	9, 10, 11, 12	1.00
French 2	10, 11, 12	1.00
French 3	10, 11, 12	1.00
Honors French 4	11, 12	1.00
Honors French 5 Independent Study	12	1.00
Spanish 1	9, 10, 11, 12	1.00
Spanish 2	10, 11, 12	1.00
Spanish 3	10, 11, 12	1.00
Honors Spanish 4	11, 12	1.00
Honors Spanish 5 Independent Study	12	1.00

Health, Physical Education and Aquatics		
COURSE	GRADE	CREDITS
9th Grade Fitness	9	0.50
Aquatics	9, 10, 11, 12	0.50
Advanced Swim/Lifeguarding	9, 10, 11, 12	0.50
Competitive Sports	10, 11, 12	0.50
Group Fitness	10, 11, 12	0.50
Health	10	0.50
Lifeguard Training	10, 11, 12	0.50
Mindfulness and Movement	10, 11, 12	0.50
Partners in Physical Education	10, 11, 12	0.50
Personal Fitness and Games	10, 11, 12	0.50
Weight Training and Conditioning	10, 11, 12	0.50

Mathematics		
COURSE	GRADE	CREDITS
Traditional Math Classes		
Algebra 1	9	1.00
Algebra 2	10, 11	1.00
Geometry	10, 11	1.00
Algebraic Concepts/Trigonometry	11, 12	1.00
Integrated Math for the Workforce	12	1.00
Academic Math Classes		
Academic Algebra 1	9	1.00
Academic Algebra 2	10, 11	1.00
Academic Geometry	10, 11	1.00
Academic Trigonometry/Pre-Calculus	11, 12	1.00
Probability & Statistics	12	1.00
Calculus	12	1.00
Honors Math Classes		
Honors Algebra 1	9	1.00
Honors Algebra 2	9, 10	1.00
Honors Geometry	10, 11	1.00
AP Pre-Calculus	11, 12	1.00
AP Calculus AB	12	1.00
AP Calculus BC	12	1.00
AP Statistics	11, 12	1.00

Course Offerings

Music		
COURSE	GRADE	CREDITS
Ninth Grade Chorus	9	1.00
Elizabeth Forward Chorus	10, 11, 12	1.00
Warrior Choir	11, 12	1.00
Music History	10, 11, 12	0.50
Introduction to Music Theory and Beginning Piano	9, 10, 11, 12	0.50
Advanced Music Theory and Piano	9, 10, 11, 12	0.50
Ninth Grade Band	9	1.00
Symphonic Wind Ensemble	10, 11, 12	1.00
String Ensemble	9, 10, 11, 12	1.00

Remediation		
COURSE	GRADE	CREDITS
Reading Strategies	9, 10, 11, 12	1.00

Science		
COURSE	GRADE	CREDITS
Biology	9	1.00
Honors Biology	9	1.00
Applied Chemistry	10	1.00
Chemistry	10	1.00
Honors Chemistry	10	1.00
Physical Science	10,11,12	1.00
Digital Electronics and Robotics (PLTW)	9, 10, 11, 12	1.00
Applied Physics	11	1.00
Physics I	11	1.00
Physics II	12	1.00
Environmental Science	11, 12	1.00
Medical Interventions	11, 12	1.00
Honors Anatomy and Physiology	11, 12	1.00
AP Biology	11, 12	1.00
AP Chemistry	11, 12	1.00
AP Physics 1	11	1.00
AP Physics C	11	1.00
AP Physics 2	12	1.00
Sustainable Agriculture & Hydroponics: Freight Farm	11, 12	1.00

Social Studies		
COURSE	GRADE	CREDITS
Modern Western Civilization	9	1.00
U.S. History	10	1.00
World Cultures	11, 12	1.00
American Government	11, 12	0.50
Economics	11, 12	0.50
Sociology	11, 12	0.50
Psychology	11, 12	0.50
AP U.S. History	10	1.00

Course Offerings

AP European History	11, 12	1.00
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Special/Other Courses		
COURSE	GRADE	CREDITS
AP Capstone Seminar	10, 11, 12	1.00
AP Capstone Research	11, 12	1.00
Drivers' Education Theory	9, 10, 11, 12	0.25
Esports	10, 11, 12	0.50
Study Skills	9, 10, 11, 12	0.50 or 1.00
Media Center Internship	10, 11, 12	0.50
Multimedia Production	9, 10, 11, 12	1.00
Print Media Productions	9, 10, 11, 12	1.00
Senior Work Experience	12	1.00-3.00
Partners Fusion: Music/Food	10, 11, 12	1.00
Partners Fusion: Art/Tech	10, 11, 12	1.00

Technology Education		
COURSE	GRADE	CREDITS
3D Modeling	9, 10, 11, 12	0.50
Material Processing I	9, 10, 11, 12	0.50
Material Processing II	9, 10, 11, 12	0.50
Transportation Systems	9, 10, 11, 12	0.50
Manufacturing	10, 11, 12	0.50
Homeowner University	9, 10, 11, 12	0.50
Construction and Building Processes	10, 11, 12	0.50
Maker Lab	9, 10, 11, 12	0.50
Engineering and Design Concepts (PLTW)	9, 10, 11, 12	0.50
Architectural Building Design and Modeling (with CADD)	9, 10, 11, 12	0.50
CADD 1 (Creative Computer Drawing and Design)	9, 10, 11, 12	0.50
CADD 2 (Advanced Computer Aided Drawing and Design)	9, 10, 11, 12	0.50
Advanced Engineering and Design Concepts (PLTW)	9, 10, 11, 12	0.50
T-Shirt TECH-niques	9, 10, 11, 12	0.50
Digital Photography & Editing	9, 10, 11, 12	0.50
The ISH Company - Technology Entrepreneurship	10, 11, 12	1.00

Visual Arts		
COURSE	GRADE	CREDITS
Art 1	9, 10, 11, 12	0.50
Art 2	10, 11, 12	1.00
Advanced Studio Art 1	11, 12	1.00
Advanced Studio Art 2	12	1.00
Ceramics 1	9, 10, 11, 12	0.50
Ceramics 2	10, 11, 12	0.50
Ceramics 3	11, 12	0.50 or 1.00
Ceramics Independent Study	12	0.50 or 1.00
Crafty Shack	10, 11, 12	0.50
Brushstrokes and Beyond	10, 11, 12	0.50
Slip Casting Ceramics	10, 11, 12	0.50

Course Offerings

Steel Center Area Vocational-Technical School		
COURSE	GRADE	CREDITS
Advertising & Design	10, 11, 12	3.00
Automotive Technology	10, 11, 12	3.00
Baking/Pastry Chef	10, 11, 12	3.00
Building Trades Maintenance	10, 11, 12	3.00
Carpentry	10, 11, 12	3.00
Collision Repair & Refinishing	10, 11, 12	3.00
Cosmetology	10, 11, 12	3.00
Culinary Arts	10, 11, 12	3.00
Cybersecurity and Networking Technology	10, 11, 12	3.00
Electrical Construction	10, 11, 12	3.00
Health Assistants	10, 11, 12	3.00
Heating, Ventilation, Air Conditioning, & Refrigeration	10, 11, 12	3.00
Medical Professions	10, 11, 12	3.00
Public Safety	10, 11, 12	3.00
Sports Medicine and Rehabilitation Professions	10, 11, 12	3.00
Veterinary Assistant	10, 11, 12	3.00
Welding	10, 11, 12	3.00

Business, Computer, and Information Technology

Faculty:

Ryan Brain

Jessica Gabrielson

Kelly Kearns

Philosophy:

Because society and technology are forever changing, the BCIT Department offers a curriculum designed to prepare students for life skills that will be utilized in future academic endeavors as well as provide the foundation of those everyday living skills that will make students successful functioning members of society. Furthermore, we believe that the information technology standard in business programs requires substantial application of core content standards, specifically in English and Math, as we prepare students for the many phases of their academic, career, and personal lives. Therefore, this department includes several rigorous computer science electives. Elizabeth Forward supports the K-12 Computer Science Framework, which states that students should “develop a foundation of computer science knowledge and learn new approaches to problem-solving that harness the power of computation thinking to become both users and creators of computing technology.” The overall goals are to cover computing systems, the Internet, data, algorithms, programming, and the impact of computing and foster strong communication, collaboration, and computational thinking practices.

Suggested Computer Science Course Selections:

9th Grade Options	Web Creators, Game Coding 1, Game Coding 2
10th Grade Options	Game Coding 1, Game Coding 2, Game Coding 3, AP Computer Science Principles
11th Grade Options	Game Coding 1, Game Coding 2, Game Coding 3
12th Grade Options	AP Computer Science Principles, AP Computer Science A, CHS Web Design

COURSE TITLE	<i>Game Coding 1</i>	CREDIT VALUE	<i>0.50</i>
PREREQUISITE	Successful completion of Algebra 1 with a final grade of 80% or better. Successful completion of Math 8 with teacher recommendation.	OPEN TO GRADE(S) One of the required 9th-grade computer science options	9,10,11,12
DESCRIPTION	Do you want to make your very own video games and apps? Coding is the way to do that! Using a computer language called Python, you will create computer graphics, simple apps, and interactive games. In this class, you will learn the fundamental coding skills like if-statements and functions needed to make fully functioning video games. These are the same concepts used by actual Computer Scientists! This is a project-based class where you get to be creative and make your very own computer programs.		

COURSE TITLE	<i>Game Coding 2</i>	CREDIT VALUE	<i>0.50</i>
PREREQUISITE	Successful completion of Coding 1	OPEN TO GRADE(S)	9, 10, 11, 12
DESCRIPTION	Want to be able to create games? In Game Coding 2, you will add to the concepts learned in Game Coding 1 to make more advanced and interesting games and apps. Topics that you will cover include motion, loops, and lists. This will allow you to make games like Flappy Bird, Fruit Ninja, Pac-Man, and games of your very own creation! This is a project-based class where the majority of your time will be spent creating your programs.		

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COURSE TITLE	<i>Game Coding 3</i>	CREDIT VALUE	<i>0.50</i>
PREREQUISITE	<i>Successful completion of Coding 2</i>	OPEN TO GRADE(S)	<i>10, 11, 12</i>
DESCRIPTION	After learning all the fundamental coding skills in Game Coding 1 and Game Coding 2, now you will be able to use all that knowledge to make larger projects and work in new computing environments. This project-based class will give you the opportunity to put your coding skills to work by making fully functioning video games and apps, along with the chance to work with Raspberry Pi and micro:bit computers to create some physical electronics. At the end of the course, you will get many weeks to create a final coding project of your choice!		

COURSE TITLE	<i>CHS CS-Web Site Design & Development</i>	CREDIT VALUE	<i>0.50</i>
PREREQUISITE	<i>None</i>	OPEN TO GRADE(S)	<i>9, 10, 11, 12</i>
DESCRIPTION	This semester course provides motivated and academically prepared students to take college-level coursework and exams while in high school. Students may elect to earn college credit upon successful completion by enrolling in a College-In-High-School (CHS) course offered through the University of Pittsburgh at a reduced tuition rate. Topics include HTML, JavaScript, Website layout and design techniques, and Internet search engine analysis.		

COURSE TITLE	<i>AP Computer Science Principles</i>	CREDIT VALUE	<i>1.00</i>
PREREQUISITE	<i>Successful completion of Algebra I with a final grade of 80% or better or successful completion of GameMaker Programming I with a final grade of 80% or better</i>	OPEN TO GRADE(S)	<i>10, 11, 12</i>
DESCRIPTION	AP Computer Science Principles introduces students to the breadth of the field of computer science. In this course, students will learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They will incorporate abstraction into programs and use data to discover new knowledge. Students will also explain how computing innovations and computing systems, including the Internet, work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.		

COURSE TITLE	<i>AP Computer Science A</i>	CREDIT VALUE	<i>1.00</i>
PREREQUISITE	<i>Successful Completion of AP Computer Science Principles with a final grade of 75% or better</i>	OPEN TO GRADE(S)	<i>11, 12</i>
DESCRIPTION	This full-year Advanced Placement elective course emphasizes object-oriented programming methodology, problem-solving, data structures, and algorithm development using the Java programming language. Topics include effective programming practices, Java objects, writing classes, sort and search algorithms, and inheritance. This course is recommended for students who are considering majoring in a Computer Science related field upon entering college.		

COURSE TITLE	<i>Building Bridges to My Future</i>	CREDIT VALUE	<i>0.50</i>
PREREQUISITE	<i>None</i>	MANDATORY	<i>9</i>
DESCRIPTION	What is your future career goal, and how do you plan to get there? The purpose of this course will focus on exploring your academic and future career aspirations while guiding you towards making the proper decisions for goal attainment. Students will work on developing necessary soft skills such as communication, teamwork, enthusiasm, interviewing, and time management. Emphasis will be placed on career planning, self-assessments, current job trends, decision-making, and goal-setting. Students will study the five fastest-growing career clusters in the Pittsburgh region, including healthcare, construction & trades, banking & finance, information technology, and STEM. An online career tool will be used to personalize and document all career planning activities.		

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COURSE TITLE	Web Creators (FORMERLY WEB TECHNOLOGY & ELIZABYTE ACADEMY)	CREDIT VALUE	0.50
PREREQUISITE	None	OPEN TO GRADE(S)	9, 10, 11, 12
DESCRIPTION	If you have a knack for design and an interest in technology, this is the perfect class for you! Everything you interact with on the internet is created by web designers. In Web Creators, it is YOUR turn to design! You will learn the real technologies used to make your very own websites, small apps, logos, and graphics! The skills learned in this class will add to your resume for any career field you are interested in.		

COURSE TITLE	Introduction to Cybersecurity	CREDIT VALUE	0.50
PREREQUISITE	None	OPEN TO GRADE(S)	9, 10, 11, 12
DESCRIPTION	Introduction to Cybersecurity lays the groundwork for understanding the ever-evolving career of cybersecurity. This course will focus on technology basics such as risk assessment, information protection, and network security. It will also have the student explore various ways we protect data and information through people, processes, and technology, the types of attacks that must be defended against; and the concepts used to secure information, networks, and physical assets.		

COURSE TITLE	Sports Marketing and Entrepreneurship	CREDIT VALUE	0.50
PREREQUISITE	None	OPEN TO GRADE(S)	9, 10, 11, 12
DESCRIPTION	Learn about marketing through some of the greatest advertising campaigns ever! "Gotta Be the Shoes Mike!". Nike used Michael Jordan's image to change the athletic shoe industry. The "Bo Knows" campaign used the greatest 2-sport athlete ever to sell a new type of shoe called the cross-trainer. This class examines the N.I.L., Name Image Likeness, in college athletics. It also shows how companies use sports to enhance and position their brands. We will learn ticket pricing strategies, how a crisis might happen in sports, how to promote and market a sporting event, how to develop sponsorships, and how to use social media to grow your team's follower base. You can't watch any sporting event without seeing "Sports Marketing" all around. This course also places an emphasis on entrepreneurship and bases many of the lessons from the perspective of you being an owner of your own business. If you like sports and are interested in business, you'll enjoy this class.		

COURSE TITLE	Personal Finance and The Stock Market	CREDIT VALUE	0.50
PREREQUISITE	None	MANDATORY	11, 12
DESCRIPTION	Becoming "Rich" or "Wealthy" in your life isn't necessarily about how much money you make. It's more about how well you manage and invest your money. This class will teach you the basics of money, such as checking accounts, using banking services, and budgeting. It will teach you about the dangers of credit cards, the fundamentals of buying a house and getting a mortgage as well as retirement planning. Everyone, no matter how wealthy, will have some money in the stock market. Therefore a large part of the class will be devoted to understanding the stock market and how to invest for the long term. We will play an online stock market game against students from around the state of PA. Other important topics we cover will be types of insurance, understanding student loans and paying for college, financing a new car, and the many different taxes that we pay. This course is a graduation requirement and is recommended for your junior year.		

COURSE TITLE	Accounting 1	CREDIT VALUE	0.50
PREREQUISITE	None	OPEN TO GRADE(S)	9, 10, 11, 12
DESCRIPTION	This course provides a basic understanding of the principles of accounting. Emphasis is placed on developing a better comprehension of business economic terms and conditions as they apply to a business. Students will be able to complete the accounting cycle for a service business formed as a proprietorship. They will also be able to complete a basic tax return as they understand terminology related to payroll and income taxes. The course provides a strong foundation and is		

Business, Computer, and Information Technology

	highly recommended for students planning to major in Business Administration, Finance, Marketing, or Accounting.
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COURSE TITLE	<i>Accounting 2</i>	CREDIT VALUE	<i>0.50</i>
PREREQUISITE	<i>Successful completion of Accounting 1 with a grade of 70% or better</i>	OPEN TO GRADE(S)	<i>10, 11, 12</i>
DESCRIPTION	This course is a continuation of Accounting 1, where applications of basic principles are used to increase the student's knowledge of accounting forms, procedures, and financial statements. Accounting 2 expands into accounting procedures for a merchandise business, detailed payroll, valuing inventory, depreciation, and uncollectible accounts.		

COURSE TITLE	<i>Warrior School of Law</i>	CREDIT VALUE	<i>0.50</i>
PREREQUISITE	<i>None</i>	OPEN TO GRADE(S)	<i>9, 10, 11, 12</i>
DESCRIPTION	This course is an introduction to law and its application to everyday life. Students who are interested in law school, law enforcement, criminology, and business administration are highly encouraged to take this course. Students will understand how ethics and morality play a role in the legal system, discuss the differences between criminal law and civil law, torts and tort reform, and describe the elements of a contract. In addition, we will cover current affairs in the legal community and how a trial works.		

COURSE TITLE	<i>CHS Web Design 2 Internship</i>	CREDIT VALUE	<i>0.50</i>
PREREQUISITE	<i>80% or better in CHS CS Website Design & Development</i>	OPEN TO GRADE(S)	<i>10, 11, 12</i>
DESCRIPTION	In this course, students will build on web design concepts learned in CHS Web Design while having the unique opportunity to create a website for a local business. Students will be exposed to intermediate computer science topics such as HTML/CSS, Javascript, PHP, and SQL while learning the dynamics of consulting business. Students may elect to earn college credit upon successful completion by enrolling in a College In High School (CHS) course offered through the University of Pittsburgh at a reduced tuition rate.		

English

Faculty:

James Coll
Lisa Giglioti
Kathy Kluegel

Justin Plansinis
Capri Scarcelli

Jennifer Spiegel
Tara Wemyss

Philosophy:

The Philosophy of the English Department is to enhance the reading, writing, speaking, listening, viewing, and research skills of our students by exposing them to a variety of genres and cultures through the study of literature. Students will draw connections between the literature and their world while broadening their vocabulary and honing their analytical and critical thinking skills. Our goal is to foster the next generation of lifelong readers, writers, speakers, and thinkers.

COURSE TITLE	English 9	CREDIT VALUE	1.00
PREREQUISITE	None	OPEN TO GRADE(S)	9
DESCRIPTION	The primary focus of this course will be a literature study designed to foster critical reading and thinking, discussion, and written response. One novel and two dramas are required readings. Short stories and nonfiction texts will also be included. Students are encouraged to think for themselves, build independent study habits, budget their time wisely, and tolerate conflicting ideas and/or opinions. When responding in writing to various elements of the literature, students will be encouraged to establish a clear focus, exhibit clarity and logic in thought development, adhere to grammar rules, and maintain coherent organization while writing in various modes. Across all units of study, students will be active participants in research, reading, writing, speaking, and listening experiences.		

COURSE TITLE	Honors English 9	CREDIT VALUE	1.00
PREREQUISITE	Successful completion of Language Arts (grade 8) with a final grade of 90% or better	OPEN TO GRADE(S)	9
DESCRIPTION	This course emphasizes critical reading, research analysis, and composition. Individual works and units of specific genre will be considered for structure, meaning, theme, characterization, and, where applicable, for contemporary value. Writing in various modes will be a major part of the course. Grammar, usage, and mechanics will be correlated with the study of literature and composition to incorporate a variety of writing types. This class is also designed to enhance discussion skills. Students will be expected to analyze, formulate, and support ideas in both oral and written form. Students are encouraged to think for themselves, build independent study habits, budget their time wisely, and tolerate conflicting ideas and/or opinions. Four novels, one drama, and various short stories in fiction and nonfiction will be included. A summer reading assignment is required.		

COURSE TITLE	English 10	CREDIT VALUE	1.00
PREREQUISITE	None	OPEN TO GRADE(S)	10
DESCRIPTION	In this course, students will study World Literature, taking a thematic approach toward reading, writing, and language study. Students will gather and analyze ideas, organize their thinking, and express themselves fluently in both spoken and written forms. Students will develop critical and analytical thinking skills through oral and written expression related to the readings for the course. MLA style will be discussed, presented, and required for all writings within the various units of the course. Practice in mastering writing styles and reading analysis skills for state required exams will also be incorporated.		

English

COURSE TITLE	<i>Honors English 10</i>	CREDIT VALUE	1.00
PREREQUISITE	<i>Successful completion of Honors English 9 with a final grade of 80% or better, or a final grade of 90% or better in English 9</i>	OPEN TO GRADE(S)	10
DESCRIPTION	<p>This course is designed for the talented and serious academic student who is willing to rise to the challenge of intense and in-depth work in literature. This course requires critical discriminatory reading and intensive work in literary interpretation, analysis, and composition reflecting a variety of writing styles. Communications skills are enhanced through group discussions and oral presentations. A documented literary research paper analyzing an independently read novel is required. Students in this course will study an array of world literature, as the course is organized into thematic units of study. Practice in mastering writing styles and reading analysis skills for state required exams will also be incorporated.</p> <p>A summer reading assignment is required.</p>		

COURSE TITLE	<i>English 11</i>	CREDIT VALUE	1.00
PREREQUISITE	<i>None</i>	OPEN TO GRADE(S)	11
DESCRIPTION	<p>In this course students will study American Literature with a sequential development of composition skills. The course covers poetry, the short story, the essay, and novels. The material ranges from the Puritan Period through the beginnings of Realism and Naturalism and the Modern Period. Students will be introduced to contemporary literature, which reflects the current attitudes, mores, and philosophies relevant to society today. A composition strand will generate fully documented themes, which require research for completion.</p>		

COURSE TITLE	<i>Honors English 11</i>	CREDIT VALUE	1.00
PREREQUISITE	<i>Successful completion of Honors English 10 with a final grade of 80% or better or a final grade of 90% or better in English 10</i>	OPEN TO GRADE(S)	11
DESCRIPTION	<p>This college preparatory course is designed for students who have demonstrated advanced skills in reading and writing and requires them to work at an accelerated pace. It takes a thematic approach to the study of American Literature and includes the reading of novels, plays, historical documents, essays, short stories, and poetry. Students will discuss individual works, react to them in writing and in oral presentations, and incorporate and respond to other literary interpretations of works from their peers and literary critics. Writing will include literature-based exposition, analytical writing, research essays, synthesis essays, and writing for the SAT.</p> <p>A summer reading assignment is also required.</p>		

COURSE TITLE	<i>AP English 11 Language and Composition</i>	CREDIT VALUE	1.00
PREREQUISITE	<i>Successful completion of Honors English 10 with a final grade of 90% or better</i>	OPEN TO GRADE(S)	11
DESCRIPTION	<p>This course requires students to work at the collegiate level and replicates a freshman college composition course. Organized in thematic units, the course will focus on fiction and non-fiction written by American writers. Students will hone their analytical writing and critical reading skills as they study language through a rhetorical lens. Students will utilize their advanced communication skills as they speak and write in multiple modes.</p> <p>A summer reading assignment is also required.</p> <p><u>This may also be offered as a College-in-High-School (CHS) course in affiliation with a local college/university for optional college credit.</u></p> <p>This course provides the proper background for taking the Advanced Placement Examination at year's end, which is highly recommended.</p>		

English

COURSE TITLE	<i>English 12</i>	CREDIT VALUE	<i>1.00</i>
PREREQUISITE	<i>None</i>	OPEN TO GRADE(S)	<i>12</i>
DESCRIPTION	<p>Students will explore several periods of British Literature ranging from the Anglo-Saxon era to the Renaissance. By reflecting on the historical events of the period, students will discover history's influence on the development of the English language and its literature, including an extensive study of Shakespearean works. Additionally, two modern novels will be examined. Reading, writing, listening, and speaking skills will be enhanced with special emphasis on the transformation and interpretation of literature and through analytical and reflective writing. Class discussions, reading comprehension quizzes, unit tests, oral readings and interpretations, in-class and out-of-class themes, and creative writings will be utilized for evaluation purposes.</p>		

COURSE TITLE	<i>Honors English 12</i>	CREDIT VALUE:	<i>1.00</i>
PREREQUISITE	<i>Successful completion of Honors English 11, or AP English 11 with a final grade of 80 % Successful completion of English 11 with a final grade of 90% or better</i>	OPEN TO GRADE(S)	<i>12</i>
DESCRIPTION	<p>This college preparatory course is designed for students who have demonstrated advanced skills in reading and writing and requires them to work at an accelerated pace. Honors English 12 takes both a thematic and sequential approach to the exploration of British Literature and the development of the English Language. Students will explore the development of the English Language through critical reading, writing, and analysis of novels, epic poetry, poetry, and drama. Students are encouraged to compare their interpretations of literary works with those of their classmates and literary critics in writing, classroom discussion, and oral presentations. This course continues the rigor established in previous Honors/AP English classes. A summer reading assignment is required.</p>		

COURSE TITLE	<i>AP English 12 Literature and Composition</i>	CREDIT VALUE	<i>1.00</i>
PREREQUISITE	<i>Successful completion of Honors English 11 with a final grade of 90% or better or AP English 11 with a final grade of 80% or better</i>	OPEN TO GRADE(S)	<i>12</i>
DESCRIPTION	<p>This course requires students to work at the collegiate level and replicates a college literature course. Critical reading and analysis of literature are stressed with emphasis placed on language, characterization, situation, and themes. Individual works are considered for their structure, meaning, value, and significance to contemporary experience as well as to the times in which they were written. Students are involved in correlating individual works discussed in class with supplementary readings. They are encouraged to compare their reactions to literary works with those of their classmates and of literary critics. This course also requires the study and practice of writing, which emphasizes concise and effective use of language, coherent organization of ideas, and objectivity. A.P. English attempts to teach students how to read works of literature and how to express themselves about those works. A summer reading assignment is required.</p> <p><u>This may also be offered as a College-in-High-School (CHS) course in affiliation with a local college/university for optional college credit.</u></p> <p>This course provides the proper background for taking the Advanced Placement Examination at year's end, which is highly recommended.</p>		

English

English Electives

These English Elective Courses **may not** be substituted for English Requirements.

COURSE TITLE	<i>Creative Writing</i>	CREDIT VALUE	0.50
PREREQUISITE	None	OPEN TO GRADE(S)	9, 10, 11, 12
DESCRIPTION	This course will improve not only the student's ability to write creatively, but also their writing skills in general. Students will establish their own writer's toolbox that will encompass a deep exploration in the use of senses, emotions, life experiences, and a variety of literary devices. This writer's toolbox will become the foundation in which to draw when developing short stories and poems. The elements of a story, its shape and editing, and the overall potential for publishing of an original work will be the focus of the course throughout the semester.		

COURSE TITLE	<i>Public Communication</i>	CREDIT VALUE	0.50
PREREQUISITE	None	OPEN TO GRADE(S)	10, 11, 12
DESCRIPTION	This course is designed to help students develop their presentation skills in various formats including podcasting, video, and in-person presenting. Students in this class will be able to recognize and understand the basic principles of communication and will develop skills in selecting and researching topics that can entertain, inform, and persuade. Oral speeches, audio recordings, and video presentations are all required for the course. Students will learn how the form of communication can influence the messaging and the techniques for each form that can be used to maximize a message's effectiveness. To encourage and strengthen listening skills, students will also give brief critiques of the presentations given by fellow classmates.		

COURSE TITLE	<i>Mythology</i>	CREDIT VALUE	0.50
PREREQUISITE	None	OPEN TO GRADE(S)	10, 11, 12
DESCRIPTION	This course offers an exploration of the literature and art of ancient Greek and Roman mythologies, specifically in the common structures of gods, stories, motifs, and themes. Discussions may also cover Norse and Egyptian myths, among others. By studying the classic myths of various cultures, students can value the written drama by ancient and famous philosophical minds as well as appreciate man's attempt to explain the universe and his relationship to it. Studies will also investigate how classical aspects of world mythology still influence today's society in a variety of media such as literature, art, and film.		

COURSE TITLE	<i>Theatre Arts</i>	CREDIT VALUE	0.50
PREREQUISITE	None	OPEN TO GRADE(S)	10, 11, 12
DESCRIPTION	This course will examine the literary and stage aspects of written theater. Students will interact with the historical context of playwrights from 1600-2000s from analysis to performance. Through reading comprehension, monologue presentations, acting activities, and a final showcase, students will become more qualified thespians within the community of theater arts.		

English

COURSE TITLE	<i>Film Studies</i>	CREDIT VALUE	<i>0.50</i>
PREREQUISITE	<i>None</i>	OPEN TO GRADE(S)	<i>9, 10, 11, 12</i>
DESCRIPTION	In this semester course, students will be exploring the history of cinema, from the beginning of the silent movie era, through the development of sound, the rise of the studio system, the evolution of famous auteurs, and the factors that led to the current blockbuster era. Because contemporary films serve as the most significant touchstones in the understanding of culture, character, and morality, the critical analysis of these ideas will serve students well in the real world. Students will come to understand the historical context that influenced each film, the economic factors that drive their production, and the film techniques that affect the viewer on a fundamental level. Additionally, through the viewing, studying, discussing, and writing about film, students will develop and demonstrate skills in cultural, technological, and media literacy.		

COURSE TITLE	<i>Irish Literature</i>	CREDIT VALUE	<i>0.50</i>
PREREQUISITE	<i>None</i>	OPEN TO GRADE(S)	<i>10, 11, 12</i>
DESCRIPTION	This course will primarily focus on the important literary figures that Ireland has produced in the twentieth century from James Joyce to Seamus Heaney. Students will examine the historical influence of the Irish Literary Revival and its effects on writers such as W.B. Yeats, John Millington Synge, and Sean O'Casey. The students will also explore the influences of Celtic mythology and many other aspects of Irish cultural identity. Assignments include analytical essays and oral reports on Irish authors, poets, and playwrights. It is recommended that only the avid reader attempt this course. Much of the reading is college-level material.		

Family & Consumer Science

Faculty:

Christopher Weibl

Philosophy:

The Family and Consumer Science Department is dedicated to providing students with the necessary skills and competencies to become well-rounded and self-sufficient adults.

COURSE TITLE	<i>Intro to Foods</i>	CREDIT VALUE	<i>0.50</i>
PREREQUISITE	<i>None</i>	OPEN TO GRADE(S)	<i>9, 10, 11, 12</i>
DESCRIPTION	Intro to Foods is a basic introduction to preparing simple recipes such as pastries, desserts, breads, and eggs. The course focuses on cooking terminology and unit measurements commonly found within the kitchen. Students will participate in a lab approximately every 2 weeks to strengthen their understanding of the current topics covered in class.		

COURSE TITLE	<i>Foods and Nutrition</i>	CREDIT VALUE	<i>0.50</i>
PREREQUISITE	<i>Successful Completion of Intro to Foods</i>	OPEN TO GRADE(S)	<i>9, 10, 11, 12</i>
DESCRIPTION	This course emphasizes the nutritional aspect of food and leads students toward making healthy food choices in school, the grocery store, and restaurants. Students will participate in a lab approximately every 2 weeks to strengthen their understanding of the current topics covered in class. The students of this course will also participate in a Thanksgiving Day Celebration if taken in the first semester or a Barbeque if taken in the second semester.		

COURSE TITLE	<i>International Foods</i>	CREDIT VALUE	<i>0.50</i>
PREREQUISITE	<i>Successful Completion of Foods and Nutrition</i>	OPEN TO GRADE(S)	<i>10, 11, 12</i>
DESCRIPTION	International foods will study foods and dining traditions of various countries around the world, such as Italy, Asia, Mexico, and others. Students will participate in a lab approximately every 2 weeks to strengthen their understanding of the current topics covered in class.		

COURSE TITLE	<i>Child Development and Parenting</i>	CREDIT VALUE	<i>0.50</i>
PREREQUISITE	<i>None</i>	OPEN TO GRADE(S)	<i>10, 11, 12</i>
DESCRIPTION	This course focuses on the study of children from conception through their first year of life. It encompasses the physical, emotional, social, and mental growth during that important first year. Childcare emphasizes the need for teenagers to be responsible, mature adults before parenting should even occur. Discussions include conception, the mother's health and well-being during pregnancy, nutritional needs of mother and child, childbirth, and children's issues such as health standards, safety concerns, and abuse and neglect. This course is important to students interested in careers that involve working with children and social services, as well as to all prospective parents.		

Foreign Languages

Faculty:

Shawna Boden

Alexis Dombrowsky

Amy Thurston

Philosophy:

The Foreign Language Department's overall goal is to provide students with a foundation of the target language and culture while developing a general insight into how languages work. This is done in a way to allow and encourage further studies here or abroad. Our classes are carefully aimed to give students four (4) abilities:

1. To function in a target language-speaking country
2. To use the language for a lifetime of personal enjoyment
3. To recognize the role that French and Spanish-speaking countries play in the world
4. To further increase the knowledge and skills of the language for general world communication and the workplace

COURSE TITLE	<i>FLEX (Foreign Language Exploratory)</i>	CREDIT VALUE	0.50
RECOMMENDATION	None	OPEN TO GRADE(S)	9, 10, 11, 12
DESCRIPTION	Students will have the opportunity to explore the culture, geography, contributions, and language of the French and Spanish-speaking worlds. Topics may include but are not limited to the alphabet, greetings, numbers, months, days, colors, subjects, verbs, gender of nouns, adjective agreement, as well as culturally applicable material.		

COURSE TITLE	<i>French 1</i>	CREDIT VALUE	1.00
RECOMMENDATION	<i>Students shall have a strong foundation in the English Language</i>	OPEN TO GRADE(S)	9, 10, 11, 12
DESCRIPTION	Welcome to the exciting world of French 1. French 1 students will focus on aural and oral development, with an equal emphasis on writing skills. Students will begin speaking French on the first day of school, learning how to respond to basic questions. During the year, they will converse using appropriate vocabulary and grammar to express greetings, introductions, farewells, and activities involving family and friends, food, shopping, traveling, and sports.		

COURSE TITLE	<i>French 2</i>	CREDIT VALUE	1.00
PREREQUISITE	<i>Successful completion of French 1 with a final grade of 70% or better</i>	OPEN TO GRADE(S)	10, 11, 12
DESCRIPTION	Students will continue to improve upon the skills learned in French 1 with an emphasis on listening, speaking, reading, and writing. They will continue to acquire new vocabulary in the areas of weather, clothing, health, sports, culture, banking, and travel. As they continue to learn new vocabulary and grammar skills, their fluency and comprehension will improve, with the expectation of speaking in full, complete sentences.		

COURSE TITLE	<i>French 3</i>	CREDIT VALUE	1.00
PREREQUISITE	<i>Successful completion of French 2 with a final grade of 70% or better</i>	OPEN TO GRADE(S)	10, 11, 12
DESCRIPTION	At this level, students will actually begin to "speak" and "understand" the language. Speaking skills will continue to advance, and students will understand the patterns of the language, allowing them to communicate more readily. Reading and writing skills will also improve by incorporating French in skits, plays, songs, short stories, etc. Students will be expected to create and present short speeches and dialogues in the target language. There is a major focus on grammar and verb conjugation in French 3.		

Foreign Languages

COURSE TITLE	<i>Honors French 4</i>	CREDIT VALUE	<i>1.00</i>
PREREQUISITE	<i>Successful completion of French 3 with a final grade of 80% or better</i>	OPEN TO GRADE(S)	<i>11, 12</i>
DESCRIPTION	At this level, French is treated as a “core subject” in which the fields of English, art, music, literature, history, geography, and technology are correlated. Students will continue to improve their listening, speaking, reading, and writing skills, and classroom discussion is primarily in French. This level also stresses self-expression and creativity in French. The students will begin a comprehensive writing program.		

COURSE TITLE	<i>Honors French 5 Independent Study</i>	CREDIT VALUE	<i>1.00</i>
PREREQUISITE	<ol style="list-style-type: none"> <i>1. Students must have completed Honors French 4 with an 80% or better.</i> <i>2. G.P.A. of 3.5 in the discipline for levels 1-4 and G.P.A. of 3.0 Overall</i> 	OPEN TO GRADE(S)	<i>12</i>
DESCRIPTION	This course is recommended for individual students who are in unique situations where they have met the requirements to be in a level 5 language course. Students must have a genuine interest in language learning and be self-driven, independent learners. Student(s) may be integrated into a lower-level course where they will work independently with guidance from the classroom teacher on advanced grammatical and/or cultural topics. This course will be centered around project-based learning with online components. The curriculum will be tailored to individual interests.		

COURSE TITLE	<i>Spanish 1</i>	CREDIT VALUE	<i>1.00</i>
RECOMMENDATION	<i>Students should have a strong foundation in English Grammar</i>	OPEN TO GRADE(S)	<i>9, 10, 11, 12</i>
DESCRIPTION	Spanish 1 is an introduction to the language and diverse cultures of the Spanish-speaking world. The number of Spanish speakers increases every year, not only in the United States but also globally. Students will gain experience building foundational speaking, writing, reading, and listening skills in the Spanish language with cultural connections made throughout the course. Introductory topics include greetings, introductions, exchanging personal information, discussing school and free time activities, describing family, and more. Speaking more than one language has become not just a skill but an asset in countless professions. As Spanish continues to be an asset in fields like business, healthcare, computer science, education, and the trades, daily practice in and outside of the classroom is strongly encouraged.		

COURSE TITLE	<i>Spanish 2</i>	CREDIT VALUE	<i>1.00</i>
PREREQUISITE	<i>Successful completion of Spanish 1 with a final grade of 70% or better</i>	OPEN TO GRADE(S)	<i>10, 11, 12</i>
DESCRIPTION	Spanish 2 continues to focus on speaking, writing, reading, and listening skills. Fluency and comprehension increase as students continue utilizing vocabulary and grammatical knowledge learned in Spanish 1. Spanish 2 students become familiar with the real-world connections to the language, such as talking about shopping, ordering in a restaurant, getting around town, completing household chores and describing a home, planning a party, and talking about sports and health. Cultural connections are made throughout the course. Spanish 2 students should expect daily practice of the language, as well as weekly assignments that must be completed outside of the classroom. Class participation is an integral part of language learning and is required. Many students who take a foreign language plan to attend college.		

Foreign Languages

COURSE TITLE	<i>Spanish 3</i>	CREDIT VALUE	1.00
PREREQUISITE	<i>Successful completion of Spanish 2 with a final grade of 70% or better</i>	OPEN TO GRADE(S)	10, 11, 12
DESCRIPTION	<p>Spanish 3 is an intermediate course designed to deepen students' proficiency in the Spanish language and their understanding of the cultures, history, and geography of the Spanish-speaking world. As the global and U.S. Spanish-speaking populations continue to grow, this course helps students develop greater confidence in their speaking, writing, reading, and listening abilities. Recognizing Spanish as an asset in many professions, students are encouraged to engage with the language daily, both in and beyond the classroom, to build proficiency.</p> <p>Students will expand their vocabulary and grammar knowledge, enabling them to discuss past events and build vocabulary to navigate everyday situations in greater detail. Topics include travel, sports, health, shopping and more. Cultural connections remain a key focus, with explorations of holidays, legends, stories, and daily life across various Spanish-speaking countries throughout history.</p>		

COURSE TITLE	<i>Honors Spanish 4</i>	CREDIT VALUE	1.00
PREREQUISITE	<i>Successful completion of Spanish 3 with a final grade of 80% or better</i>	OPEN TO GRADE(S)	11, 12
DESCRIPTION	<p>Spanish 4 uses speaking, reading and writing, and listening to continue learning more advanced grammar structures and discussion topics. Students are able to use several tenses as they ask and respond to questions about themselves and others. Students will talk about food/recipes, order food in a restaurant, make movies, write invitations, write an article for a newspaper, and talk about family and relationships. Cultural connections are made throughout the course. Class participation is an integral part of language learning and is required. Spanish 4 is of great value to students who will take a college-level foreign language course.</p> <p><u>This may also be offered as a College-in-High-School (CHS) course in affiliation with a local college/university for optional college credit.</u></p>		

COURSE TITLE:	<i>Honors Spanish 5 Independent Study</i>	CREDIT VALUE:	1.00
PREREQUISITE:	<ol style="list-style-type: none"> <i>1. Students must have completed Honors Spanish 4 with a final grade of 80% or better.</i> <i>2. G.P.A. of 3.5 in the discipline for levels 1-4 and G.P.A. of 3.0 Overall</i> 	OPEN TO GRADE(S)	12
DESCRIPTION:	<p>This course is recommended for individual students in unique situations where they have met the requirements to be in a Level V language course. Student(s) must have a genuine interest in language learning and be self-driven, independent learners. Student(s) may be integrated into a lower-level course, where they will work independently with guidance from the classroom teacher on advanced grammatical and/or cultural topics. This course will be centered around project-based learning with online components. The curriculum will be tailored to individual interests.</p>		

Health / Physical Education / Aquatics

Faculty:

David Byers

Matthew Flaus

Victoria Pomilio

Philosophy:

The mission of the Elizabeth Forward Senior High School Health and Physical Education Department is to promote healthy living. When individuals are in good health, they have the energy to enjoy life and pursue their dreams. Students will be taught the benefits of making healthy choices and practicing healthful behaviors. Our focus will be to promote wellness, increase knowledge, and encourage the practice of a healthy lifestyle.

COURSE TITLE	9th Grade Fitness	CREDIT VALUE	0.50
PREREQUISITE	None	OPEN TO GRADE(S)	9
DESCRIPTION	<p>This course is required of all ninth-grade students. Students will engage in various physical fitness activities to help them develop and maintain healthy lifelong fitness habits. Coursework emphasizes individual and group skill development, team play, leisure sports participation, and an understanding of the need for lifetime fitness. Students will also participate in a unit to learn basic swimming and safety techniques.</p> <p>*In addition to this course, students will be required to take Health in grade 10, and ANOTHER Physical Education Elective to fulfill graduation requirements.</p>		

COURSE TITLE	Health	CREDIT VALUE	0.50
PREREQUISITE	None	MANDATORY	10
DESCRIPTION	<p>This course is required of all tenth-grade students. It emphasizes the three dimensions of human health and development: physical, emotional, and social. The interrelationships between these three areas are examined through the study of topics such as nutrition, physical fitness, AIDS, drug abuse, mental health, and related areas. The course also focuses on the study of the different systems of the body, first aid, and safety.</p>		

COURSE TITLE	Aquatics	CREDIT VALUE	0.50
PREREQUISITE	None	OPEN TO GRADE(S)	9, 10, 11, 12
DESCRIPTION	<p>This basic swim course exposes students with limited or no aquatic ability to water skills to make them reasonably safe in and around water. Students enrolled in this PE elective will move through a series of skills designated by the Red Cross. Skills include: freestyle, elementary backstroke, diving, and water safety. Lap swimming and pace are established in accordance with individual needs and with the instructor's guidance.</p>		

COURSE TITLE	Personal Fitness and Games	CREDIT VALUE	0.50
PREREQUISITE	None	OPEN TO GRADE(S)	10, 11, 12
DESCRIPTION	<p>The purpose of this course is to motivate students to achieve lifetime personal fitness with an emphasis on improving health-related and skill-related fitness components. This course is designed for less competitive students who still enjoy high-energy games and fitness activities. Personal fitness units will include fitness program design, circuit training, core workouts, yoga, and (HITT) High-Intensity Interval Training. Students in this class will also need to be able to participate within a small or large team during a game or sport setting. Students in this class will participate in various lifetime sports such as volleyball, basketball, badminton, pickleball, flag football, soccer, softball, team building, and many other ultimate-type fitness games. All students will also be exposed to fitness assessment technology such as heart rate monitors and pedometers. Pre and post-fitness testing will be administered in this class.</p>		

Health / Physical Education / Aquatics

COURSE TITLE	<i>Advanced Swim/Lifeguarding</i>	CREDIT VALUE	<i>0.50</i>
PREREQUISITE	<p><i>Students must meet one of the following AND THE AGE requirement:</i></p> <ul style="list-style-type: none"> • <i>must be 15 years old by the completion of the course</i> • <i>successful completion of the Aquatics course</i> • <i>be a member of the swim team</i> • <i>complete a basic skills test with instructor's approval</i> 	OPEN TO GRADE(S)	<i>9, 10, 11, 12</i>
DESCRIPTION	<p>This course provides individuals with the knowledge and skills to save lives in the event of an emergency. Course components include: CPR, and basic First Aid and Rescue Techniques. Students who pass course requirements will have the opportunity to become an American Red Cross-certified lifeguard. Participants will pay a fee of \$50 for materials provided by the Red Cross and to process certification.</p> <p>Students will also be provided individual instruction on the four competitive swimming strokes and various advanced skills and techniques. Lap swimming will be included as part of the fitness component in the course to prepare students for the 300-yard swim endurance test for Lifeguard certification.</p>		

COURSE TITLE	<i>Group Fitness</i>	CREDIT VALUE	<i>0.50</i>
PREREQUISITE	<i>None</i>	OPEN TO GRADE(S)	<i>10, 11, 12</i>
DESCRIPTION	<p>This course encompasses many forms of fitness that are done in a group setting to help improve endurance, strength, and flexibility. It caters to a wide range of interests and is accepting of all fitness and ability levels while promoting lifelong activity. Activities include but are not limited to Hip Hop Dance, Zumba, Pound, Line Dancing, Yoga, Mindfulness, Chisel, Kettlebell Training, Kickboxing, Step Aerobics, Walking and more.</p>		

COURSE TITLE	<i>Partners Physical Education</i>	CREDIT VALUE	<i>0.50</i>
PREREQUISITE	<i>None</i>	OPEN TO GRADE(S)	<i>10, 11, 12</i>
DESCRIPTION	<p>The aim of Partners Physical Education is to provide, through competent leadership, a diversified program of developmental activities, games, sports, and rhythms suited to the interests, capacities, and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the vigorous activities of the general physical education program.</p>		

COURSE TITLE	<i>Competitive Sports</i>	CREDIT VALUE	<i>0.50</i>
PREREQUISITE	<p><i>None, but any student who participates in an EFHS-sponsored sport or club would enhance each student's performance in the class, Designed for junior varsity and varsity athletes.</i></p>	OPEN TO GRADE(S)	<i>10, 11, 12</i>
DESCRIPTION	<p>This class is designed to prepare students for interscholastic sports and other highly competitive sporting events. The following areas will be covered: health-related fitness testing, skill-related fitness testing, dynamic and static stretching programs, individual and team sports, and games. Competitions and tournaments will be set up for each game or sport.</p>		

COURSE TITLE	<i>Mindfulness and Movement</i>	CREDIT VALUE	<i>0.50</i>
PREREQUISITE	<i>None</i>	OPEN TO GRADE(S)	<i>10, 11, 12</i>
DESCRIPTION	<p>This course will help guide students through various techniques that will allow them to manage daily stress and anxiety. The techniques that are learned through movement, breathing, and relaxation will help to cultivate a stronger mental focus, create more awareness of the mind/body</p>		

Health / Physical Education / Aquatics

	connection that allows balance in life, and assist in building stronger communication and decision-making skills.
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COURSE TITLE	<i>Weight Training and Conditioning</i>	CREDIT VALUE	<i>0.50</i>
PREREQUISITE	<i>None</i>	OPEN TO GRADE(S)	<i>10, 11,12</i>
DESCRIPTION	Beginner, Intermediate, and Advanced strength and fitness training programs will be offered to students based on the student experience. This course is designed for any student-athlete or non-student athlete who wants to learn proper weight training exercises and techniques for moving their body more efficiently and explosively. Workouts will include but are not limited to, a multitude of lifts, exercises, and instruction that focuses on improving aerobic and anaerobic fitness, strength, speed, power, flexibility, and mobility. Students will also learn proper nutrition guidelines to maintain a healthy weight and how to eat and hydrate properly before, during, and after training. This class will encompass small to large-group training which will focus on the four Strength training protocols outlined by the National Strength and Conditioning Association: Specificity, Overload, Progression, and Variation. All students will be responsible for recording daily workout data using an online training system or workout chart provided by the teacher. All students will also be exposed to fitness assessment technology such as heart rate monitors and pedometers. Pre and post-fitness testing will be administered in class.		

Mathematics

Faculty:

Sean Browne
Sara Cope
Janet Dykstra

Lawrence Feick
Christy Galilei
Diane Hough

Justin Korona
Kameron Smith

Philosophy:

The Mathematics Department implements a rigorous college and career prep curriculum for all students. This will require **all students to complete four (4) years of math.** The instruction at the high school incorporates multiple representations in various forms, including concrete/pictorial, verbal/written, numerical/tabular, graphical, and symbolic/algebraic expressions. ***Multiple measures of student achievement may be considered to assist the staff with placing students into the appropriate course.**

MATH FLOW CHART

GRADE	TRADITIONAL	TRADITIONAL	ACADEMIC	ACADEMIC	HONORS	HONORS	HONORS	HONORS
8	Direct Instruction	Math 8	Math 8	Math 8	Math 8	Math 8	Algebra 1	Algebra 1
9	Direct Instruction	Algebra I	Academic Algebra I	Academic Algebra I	Honors Algebra I	Honors Algebra I	Honors Algebra II	Honors Algebra II AND Honors Geometry
10	Algebra I	Algebra II	Academic Algebra II	Academic Algebra II AND Academic Geometry	Honors Algebra II	Honors Algebra II AND Honors Geometry	Honors Geometry	AP Pre-Calculus (AP Stats can be taken concurrently)
11	Algebra II	Geometry	Academic Geometry	Academic Trig & Pre-Calculus	Honors Geometry	AP Pre-Calculus OR Academic Trig & Pre-Calculus	AP Pre-Calculus (AP Stats can be taken concurrently)	AP Calculus AB (AP Stats can be taken concurrently)
12	Integrated Math for the Workforce	Algebraic Concepts & Trig OR Integrated Math for the Workforce	Academic Trig & Pre-Calculus OR Probability & Statistics	Calculus OR AP Stats OR Probability & Statistics	AP Pre-Calculus OR Academic Trig & Pre-Calculus	AP Calculus AB OR Calculus OR AP Stats	AP Calculus AB (AP Stats can be taken concurrently) OR AP Stats	AP Calculus BC (AP Stats can be taken concurrently)

Mathematics

COURSE TITLE	<i>Algebra 1</i>	CREDIT VALUE	<i>1.00</i>
PREREQUISITE	<i>Completion of Math 8 with a final grade of 79% or lower</i>	OPEN TO GRADE(S)	<i>9</i>
DESCRIPTION	This traditional course in Algebra 1 will cover patterns, variables, expressions, equations, and graphing. The students will add, subtract, multiply, and divide real numbers, variables, and expressions. Equations will be solved, and proportions, percent, and probability will be studied. Students will graph equations and inequalities and study the laws of exponents and scientific notation. Problem-solving applications and critical-thinking skills will be developed. Along with the content, students will focus on Keystone preparation tasks such as test-taking skills and answering open-ended questions.		

COURSE TITLE	<i>Academic Algebra 1</i>	CREDIT VALUE	<i>1.00</i>
PREREQUISITE	<i>Completion of Math 8 with a final grade of 80% or higher</i>	OPEN TO GRADE(S)	<i>9</i>
DESCRIPTION	This course is designed for students who wish to continue the study of high school mathematics through Academic Trigonometry/Pre-Calculus. This traditional course in Algebra 1 will cover patterns, variables, expressions, equations, and graphing. The students will add, subtract, multiply, and divide real numbers, variables, and expressions. The students will learn to solve, graph, and analyze both equations and inequalities. Problem-solving applications and critical-thinking skills will be developed. This course will focus on the Keystone Algebra Standards, and students will take the Algebra Keystone exam at the end of the school year.		

COURSE TITLE	<i>Honors Algebra 1</i>	CREDIT VALUE	<i>1.00</i>
PREREQUISITE	<i>Completion of Grade 7 Math with a final grade of 90% or higher AND first semester of Grade 8 Math of 90% or higher OR teacher recommendation</i>	OPEN TO GRADE(S)	<i>9</i>
DESCRIPTION	Honors Algebra 1 is designed for students who wish to continue the study of high school mathematics through Academic Trigonometry/Pre-Calculus with the added opportunity to continue in advanced mathematics courses. This course will cover Algebra 1 with increased rigor. The scope and sequence include patterns, variables, expressions, equations, and graphing. The students will add, subtract, multiply, and divide real numbers, variables, and expressions. The students will learn to solve, graph, and analyze both equations and inequalities. Problem-solving applications and critical-thinking skills will be developed. The course will focus on the Keystone Algebra Standards, and students will take the Algebra Keystone exam at the end of the school year.		

COURSE TITLE	<i>Algebra 2</i>	CREDIT VALUE	<i>1.00</i>
PREREQUISITE	<i>Successful completion of high school Algebra 1</i>	OPEN TO GRADE(S)	<i>10, 11</i>
DESCRIPTION	This is a traditional course and will reinforce and remediate the skills of Algebra 1 by more extensive work in factoring, solving linear equations, fractions, and real numbers. The concepts of square roots, cube roots, and fourth roots; introduction and development of solutions of quadratic equations; graphs of lines and their equations; the fundamental concepts of functions; and systems of equations and inequalities will be covered.		

Mathematics

COURSE TITLE	<i>Academic Algebra 2</i>	CREDIT VALUE	<i>1.00</i>
PREREQUISITE	<i>Successful Completion of Academic Algebra 1 (high school) with a final grade of 70% or higher OR Algebra 1 (high school) with a final grade of 90% or higher AND teacher recommendation.</i>	OPEN TO GRADE(S)	<i>10</i>
DESCRIPTION	This course is designed for the student who wishes to continue the study of high school mathematics through Academic Trigonometry/Pre-Calculus. The topics include analyzing, solving, and graphing linear equations, inequalities, functions, and systems of equations and inequalities. Other topics covered are polynomial functions and factoring, complex numbers, solving higher-degree polynomials, rational functions, radical functions, and exponential functions.		

COURSE TITLE	<i>Honors Algebra 2</i>	CREDIT VALUE	<i>1.00</i>
PREREQUISITE	<i>Successful completion of Algebra I (grade 8) with a final grade of 60% or better OR Honors Algebra I (HS) with a final grade of 80% or better OR Academic Algebra I (HS) with a final grade of 90% or better.</i>	OPEN TO GRADE(S)	<i>9, 10</i>
DESCRIPTION	This course is offered to the student who wants to continue in the study of advanced mathematics. Topics covered are Polynomial Functions and Factoring, Complex Numbers, Solving Higher Degree Polynomials, Rational Functions, Radical Functions, and Exponential Functions and Data Analysis. Note: A TI-84+ graphing calculator is highly recommended.		

COURSE TITLE	<i>Geometry</i>	CREDIT VALUE	<i>1.00</i>
PREREQUISITE	<i>Successful completion of Algebra 2</i>	OPEN TO GRADE(S)	<i>10, 11</i>
DESCRIPTION	This course has a balance of theory and application. Students will study postulates, theorems, and definitions of geometric concepts. Topics covered are essentials of geometry, angles, reasoning and proofs, perpendicular and parallel lines, congruent triangles, special properties of triangles, quadrilaterals, similarity, right triangles and trigonometry, circles, perimeter and area of plane figures, and surface area and volume.		

COURSE TITLE	<i>Academic Geometry</i>	CREDIT VALUE	<i>1.00</i>
PREREQUISITE	<i>Successful completion of Academic Algebra 2 with a final grade of 75% or better or Teacher recommendation</i>	OPEN TO GRADE(S)	<i>10, 11</i>
DESCRIPTION	This course is designed for the student who wishes to continue the study of high school mathematics through Academic Trigonometry/Pre-Calculus. Topics covered are essentials of geometry, angles, reasoning and proofs, perpendicular and parallel lines, congruent triangles, special properties of triangles, quadrilaterals, similarity, right triangles and trigonometry, circles, area of polygons and circles, perimeter and area of plane figures, and surface area and volume.		

Mathematics

COURSE TITLE	<i>Honors Geometry</i>	CREDIT VALUE	1.00
PREREQUISITE	Successful completion of Honors Algebra 2 with a final grade of 80% or better, or successful completion of Academic Algebra 2 with a final grade of 90% or better.	OPEN TO GRADE(S)	10, 11
DESCRIPTION	<p>This course is offered to the student who wants to continue in the study of advanced mathematics. Postulates, theorems, definitions, and proofs are a vital part of this course, which includes the language and logic of geometry, parallelism and quadrilaterals, congruent triangles and similar polygons, inequalities in triangles, right triangles, circles, area of polygons and circles, areas and volumes of solids and coordinate geometry.</p> <p>Note: A TI-84+ graphing calculator is highly recommended.</p>		

COURSE TITLE	<i>Algebraic Concepts and Trigonometry</i>	CREDIT VALUE	1.00
PREREQUISITE	<i>Successful completion of Geometry</i>	OPEN TO GRADE(S)	11, 12
DESCRIPTION	<p>This is a traditional course in algebra and trigonometry. A logical approach to the study of the circular functions and the mechanics of working with these functions in the various systems of mathematics.</p>		

COURSE TITLE	<i>Academic Trigonometry/ Pre-Calculus</i>	CREDIT VALUE:	1.00
PREREQUISITE	<i>Successful completion of Academic Geometry with a final grade of 75% or better or Teacher recommendation</i>	OPEN TO GRADE(S)	11, 12
DESCRIPTION	<p>This course covers advanced concepts of algebra, such as composite functions, rational and radical functions, quadratic equations, and inequalities. Trigonometry is then explained, and triangles are solved using the Laws of Sines and Cosines. Trigonometric functions and their inverses are studied and graphed. Students will learn and apply trig identities to solve trig equations, and exponential and logarithmic equations will be solved.</p>		

COURSE TITLE	<i>AP Pre-Calculus</i>	CREDIT VALUE:	1.00
PREREQUISITE	<i>Successful completion of Honors Geometry with a final grade of 80% or better or successful completion of Academic Geometry with a final grade of 90% or better. *It is highly recommended that you score Advanced or Proficient on the Keystone Math before taking this course.</i>	OPEN TO GRADE(S)	11, 12
DESCRIPTION	<p>This course is for college-bound students who plan on pursuing a math-related career. There will be three main units of study: Polynomials and Rational Functions, Exponential and Logarithmic Functions, and Trigonometric and Polar Functions. This course follows the strict guidelines in the College Board Publication of the Advanced Placement Course Description for preparation of the AP Precalculus Advanced Placement exam in May. Note: a TI-84+ graphing calculator is highly recommended.</p> <p><u>This is also offered as a College-in-High-School (CHS) course in affiliation with a local college/university for optional college credit.</u></p> <p>This course provides the proper background for taking the Advanced Placement Examination at year's end, which is highly recommended.</p>		

Mathematics

COURSE TITLE	<i>Probability and Statistics</i>	CREDIT VALUE	1.00
PREREQUISITE	<i>Successful completion of Academic Geometry or Academic Trig/Pre-Calculus.</i>	OPEN TO GRADE(S)	12
DESCRIPTION	In this course, students will draw conclusions from data, become more statistically literate, demonstrate statistical hypothesis testing, and work with raw data to summarize data. This course may not be taken after successful completion of or concurrently with AP Statistics.		

COURSE TITLE	<i>Integrated Math for the Workforce</i>	CREDIT VALUE	1.00
PREREQUISITE	<i>Successful completion of Algebra I, Algebra II, Geometry AND Teacher Recommendation</i>	OPEN TO GRADE(S)	12
DESCRIPTION	In this course, students will explore algebraic thinking patterns and functions. This course is an application-based learning approach incorporating Algebra I, Algebra II, and Geometry topics. Also, this course encourages students to be actively involved in applying mathematical ideas to their everyday lives. Teacher recommendation is required.		

COURSE TITLE	<i>AP Statistics</i>	CREDIT VALUE	1.00
PREREQUISITE	<i>Completion of Honors Geometry with 90% or better with concurrent enrollment in AP Pre-Calculus or Completion of Academic Trigonometry/Pre-Calculus with 85% or better or successful completion of AP Pre-Calculus with 80% or better Scoring Advanced or Proficient on the Keystone Math is highly recommended.</i>	OPEN TO GRADE(S)	11, 12
DESCRIPTION	Students in AP Statistics are exposed to four broad conceptual themes: exploring data and observing patterns and departures from patterns, planning a study and deciding what and how to measure, anticipating patterns and producing models using probability theory and simulation, statistical inferences, and confirming models. Students will be instructed in a variety of topics ranging amongst these four conceptual themes. This course follows the strict guidelines in the College Board Publication of the Advanced Placement Course Description for preparation of the AP Statistics Advanced Placement examination. Note: A TI-84+ graphing calculator is highly recommended. <u>This is also offered as a College-in-High-School (CHS) course in affiliation with a local college/university for optional college credit.</u> This course provides the proper background for taking the Advanced Placement Examination at year's end, which is highly recommended.		

COURSE TITLE	<i>Calculus</i>	CREDIT VALUE	1.00
PREREQUISITE	<i>Successful completion of Academic Trigonometry/Pre-Calculus with a final grade of 80% or better or Ap Pre-Calculus with a final grade of 70% or better</i>	OPEN TO GRADE(S)	12
DESCRIPTION	Plane analytic geometry and solid analytic geometry are studied intensively and then integrated with differential and integral calculus. In addition to the mechanics of differential and integral calculus, the mean value theorem, the fundamental theorems of differential and integral calculus, and ordinary and uniform continuity are emphasized. Limit theory and application of differential calculus are also studied.		

Mathematics

COURSE TITLE	AP Calculus AB	CREDIT VALUE	1.00
PREREQUISITE	<i>Successful completion of AP Precalculus with a final grade of 80% or better or Academic Trigonometry/Pre-Calculus with a final grade of 90% or better</i>	OPEN TO GRADE(S)	12
DESCRIPTION	<p>An Analytical Geometry and Calculus course has been developed in conjunction with a local university and can qualify a student for college credit through the College-in-High-School Program. Plane analytic geometry and solid analytic geometry are studied intensively and then integrated with differential and integral calculus. In addition to the mechanics of differential and integral calculus, the mean value theorem, the fundamental theorems of differential and integral calculus, and ordinary and uniform continuity are emphasized. Limit theory and application of differential calculus are also studied. This course follows the strict guidelines in the College Board Publication of the Advanced Placement Course Description for preparation for the AP Calculus AB Advanced Placement examination. Note: A TI-84+ graphing calculator is highly recommended.</p> <p><u>This is also offered as a College-in-High-School (CHS) course in affiliation with a local college/university for optional college credit.</u></p> <p>This course provides the proper background for taking the Advanced Placement Examination at year's end, which is highly recommended.</p>		

COURSE TITLE	AP Calculus BC	CREDIT VALUE	1.00
PREREQUISITE	<i>Successful completion of AP Calculus AB and teacher recommendation.</i>	OPEN TO GRADE(S)	12
DESCRIPTION	<p>AP Calculus BC is the second course in single-variable calculus that would be equivalent to a second-semester calculus course at most colleges and universities. This course will provide a deeper understanding of the concepts of limits, continuity, derivatives, and integrals, which were covered in AP Calculus AB. The major new topics covered in AP Calculus BC are Parametric, polar, and vector functions; slope fields, Euler's method; L'Hopital's Rule; Improper Integrals; Logistic differential equations; Polynomial approximations and series; and Taylor Series. Each of these topics is approached via the "Rule of Four", with activities that emphasize expressing mathematics from graphical, numerical, analytical, and verbal representations. This course follows the strict guidelines in the College Board Publication of the Advanced Placement Course Description for preparation of the AP Calculus BC Advanced Placement examination. Note: A TI-84+ graphing calculator is highly recommended.</p> <p><u>This is also offered as a College-in-High-School (CHS) course in affiliation with a local college/university for optional college credit.</u></p> <p>This course provides the proper background for taking the Advanced Placement Examination at year's end, which is highly recommended.</p>		

Music

Faculty:

Angela Milliren

Chris Thomas

Philosophy:

“Bringing Academics to Life through Creative Performance”

The goal of the Music Department is to foster creativity in the student body while maintaining focus on four (4) areas of music education set forth by the Department of Education.

1. Music literacy blends dynamic and tempo terminology in foreign languages with the mathematical ability to read a musical chart.
2. The second area understand the foundations of the composition and the history behind it.
3. The third aspect of music is the ability to critique one's own work as well as the work of other performers.
4. The last area is to ensure the students can identify the powerful psychological impact of music.

COURSE TITLE	<i>Ninth Grade Chorus</i>	CREDIT VALUE	1.00
PREREQUISITE	<i>None</i>	OPEN TO GRADE(S)	9
DESCRIPTION	Ninth Grade Chorus provides an opportunity for entering first-year students to learn proper pedagogy and music theory through singing. Concerts occur throughout the year, and attendance is mandatory . Vocal evaluations will occur periodically throughout each nine-week period.		

COURSE TITLE	<i>Elizabeth Forward Chorus</i>	CREDIT VALUE	1.00
PREREQUISITE	<i>Successful completion of Ninth Grade Chorus with an 80% or better or teacher approval</i>	OPEN TO GRADE(S)	10, 11, 12
DESCRIPTION	E.F. Chorus allows students to continue the pedagogical and theoretical studies of Ninth Grade Chorus. Concerts occur throughout the year, and attendance is mandatory . Vocal evaluations will occur periodically throughout each nine-week period.		

COURSE TITLE	<i>Warrior Choir</i>	CREDIT VALUE	1.00
PREREQUISITE	<i>Successful completion of Elizabeth Forward Chorus with a 90% or teacher approval</i>	OPEN TO GRADE(S)	11, 12
DESCRIPTION	Warrior Choir is designed for advanced choral students to sing challenging vocal literature. Vocal production and mastery of choral techniques will be emphasized through individual learning in the classroom and on the concert stage. Vocal evaluations will occur periodically throughout each nine-week period. Concerts occur throughout the year and attendance is mandatory .		

COURSE TITLE	<i>Music History</i>	CREDIT VALUE	0.50
PREREQUISITE	<i>None</i>	OPEN TO GRADE(S)	10, 11, 12
DESCRIPTION	This course will discuss music history from the beginning of written music through the 20 th century. Included in this course are topics such as The Middle Ages, The Jazz Era, the History of Rock n' Roll, Broadway, and composers such as Beethoven and Mozart.		

COURSE TITLE	<i>Introduction to Music Theory and Beginning Piano</i>	CREDIT VALUE	0.50
PREREQUISITE	<i>None</i>	OPEN TO GRADE(S)	9, 10, 11, 12
DESCRIPTION	Students will learn basic music theory and keyboarding basics, beginning with the basic elements of pitch, rhythm, and written notation. Students with no prior experience in ensembles or private lessons should begin this course before enrolling in Advanced Music Theory and Piano.		

Music

COURSE TITLE	<i>Advanced Music Theory and Piano</i>	CREDIT VALUE	<i>0.50</i>
PREREQUISITE	<i>Intro to Music Theory and Beginning Piano or Instructor Permission</i>	OPEN TO GRADE(S)	<i>9, 10, 11, 12</i>
DESCRIPTION	Students will learn music theory, beginning with concepts of harmony, rhythm, transcription, and harmonic analysis. Students will also work on developing piano skills starting with basic duets and continuing to some ability-based solo repertoire. Students must either complete the Introduction to Music Theory and Beginning Piano course before enrollment or obtain instructor permission to enroll in this course.		

COURSE TITLE	<i>9th Grade Band</i>	CREDIT VALUE	<i>1.00</i>
PREREQUISITE	<i>Previous Instrumental Experience</i>	OPEN TO GRADE(S)	<i>9</i>
	The 9th Grade Band is open to ninth-grade students interested in continuing with the band program in high school. The objective of this band class is to provide additional, more focused instruction to the first-year students of the Elizabeth Forward band program. The band will reinforce musical knowledge through a wide range of musical styles and composers by studying a variety of classical band works, marches, and popular music. The 9 th Grade Band will perform multiple concerts throughout the school year in addition to the Commencement Ceremony. Other festivals and community performances may be added from year to year at the discretion of the director.		

COURSE TITLE	<i>Symphonic Wind Ensemble</i>	CREDIT VALUE	<i>1.00</i>
PREREQUISITE	<i>Previous Instrumental Experience</i>	OPEN TO GRADE(S)	<i>10, 11, 12</i>
	The Symphonic Wind Ensemble is open to all students in grades 10 through 12 enrolled in the Elizabeth Forward Band Program. The objective of this band is to strive for the highest possible musical achievement through the performance of intermediate to advanced band literature. The band will reinforce and master its musical knowledge through a wide range of musical styles and composers by studying a variety of classical band works, marches, and popular music. The Symphonic Band typically performs multiple concerts a year and at Graduation and Commencement ceremonies. Other festivals and community performances may be added from year to year at the discretion of the director.		

COURSE TITLE	<i>String Ensemble</i>	CREDIT VALUE	<i>1.00</i>
PREREQUISITE	<i>Current enrollment in another EFHS performing Ensemble or Director permission</i>	OPEN TO GRADE(S)	<i>9, 10, 11, 12</i>
DESCRIPTION	This class is designed to provide students the opportunity to further their skills on the instruments of the string family: violin, cello, viola, and string class. Each student will be required to declare a "master" instrument for either the semester or for the entire year. The students will prepare both solo pieces and ensemble pieces throughout the year. This class will require students to participate in four evening performances and numerous after-school rehearsals.		

Remediation

COURSE TITLE	<i>Reading Strategies</i>	CREDIT VALUE	<i>1.00</i>
PREREQUISITE	<i>Placement According to Need</i>	OPEN TO GRADE(S)	<i>9, 10, 11, 12</i>
DESCRIPTION	This course is designed to support students who are having difficulty reading at grade level. The goal of this course is to have students develop better reading strategies and improve comprehension. Instruction will be differentiated to address a student's individual needs using instructional software and high-interest fiction/nonfiction materials. Systematic direct instruction in reading skills, vocabulary, writing, and grammar will be included. Students will work in small groups, independently, and one-on-one with the teacher. Students may be in the course for more than one year.		

Science

Faculty:

Sean Browne
Frank Champ
Michael Day

Vicki Jackson
Nolan Larry
Stephanie Goellner

Greg Martz
Malena Mazurek
Amanda Rose

Philosophy:

The Elizabeth Forward Science Department is committed to developing in our students the skills necessary to make the connections between classroom learning and real-world application to help comprehend and appreciate the natural world. Our goal is to expose students to the various fields of science and scientific study to foster scientific literacy. By focusing on the following criteria, we aim to equip students with the necessary skills to succeed in the twenty-first century:

- Development of critical thinking and problem-solving skills
- Development and utilization of written and oral communication
- Exposure to the use of modern technology and the latest laboratory techniques
- Importance and use of mathematics in science
- Use of the scientific method and the ability to analyze data
- Importance of teamwork
- Importance of personal responsibility

*Students have the right to refuse to dissect, vivisection, incubate, capture, or otherwise harm or destroy animals or any parts thereof as part of their course instruction.

COURSE TITLE	Biology	CREDIT VALUE	1.00
PREREQUISITE	None	OPEN TO GRADE(S)	9
DESCRIPTION	<p>The course content is reflective of the state standards and anchors used to design the Biology Keystone exam. It is structured around two big ideas: Cells & Cell Processes and The Continuity & Unity of Life. Students will learn the basic characteristics of all living things, the structure and function of biomolecules, the structure of the cell, before then learning cellular processes, including methods of transporting substances into and out of the cell, and methods of processing energy, including photosynthesis and cellular respiration. The second half of the year will include genetics, growth and development through cell division, evolution, and the study of populations and their ecological interactions. At the end of this course, students will participate in the state-mandated Biology Keystone Exam.</p> <p>This class meets for 6 periods per week.</p>		

COURSE TITLE	Honors Biology	CREDIT VALUE	1.00
PREREQUISITE	Successful completion of Pre-Biology (grade 8) with a final grade of 80% or better	OPEN TO GRADE(S)	9
DESCRIPTION	<p>Honors Biology is a weighted course designed to challenge students. The course content is reflective of the state standards and anchors used to create the Keystone Biology Exam. The state-mandated Keystone Biology exam is administered in May and students must earn a proficient or advanced score.</p> <p><u>Module A: Cells and Cell Processes</u></p> <ol style="list-style-type: none"> 1. Basic Biological Principles: characteristics of life, levels of organization, cellular organelles 2. Chemistry of Life: basic bonding, properties of water, organic compounds, enzymes 3. Cellular Energetics: photosynthesis and cellular respiration 4. Homeostasis and Transportation: passive and active transport, cell membrane structure. <p><u>Module B: Continuity and Unity of Life</u></p> <ol style="list-style-type: none"> 1. Cell Reproduction: mitosis and meiosis 2. Genetics: inheritance of traits using genetics problems, protein synthesis 3. Evolution: creation of Earth, change in organisms over time 4. Ecology: food chains and webs, energy transfer, traits that help with survival <p>This class meets 6 periods per week.</p>		

Science

COURSE TITLE	<i>Physical Science</i>	CREDIT VALUE	1.00
PREREQUISITE	<i>None</i>	OPEN TO GRADE(S)	10,11,12
DESCRIPTION	<p>This course offers an accessible and engaging introduction to the principles of physical science. The curriculum focuses on fundamental concepts in physics and chemistry, including matter, energy, motion, and the properties of substances.</p> <p>The course emphasizes hands-on learning, practical applications, and interactive activities to make scientific principles approachable and relevant. Lessons are tailored to meet the diverse needs of learners, incorporating differentiated instruction, visual supports, and a variety of teaching strategies to ensure success for all students.</p> <p>Key goals include:</p> <ul style="list-style-type: none"> • Building a foundational understanding of key scientific principles. • Developing critical thinking and problem-solving skills in a supportive environment. • Encouraging teamwork, communication, and independent learning. <p>Assessments are individualized, focusing on effort, participation, and the ability to demonstrate understanding through projects and activities. This course aligns with state standards while prioritizing a nurturing and inclusive environment to promote student confidence and achievement.</p>		

COURSE TITLE	<i>Applied Chemistry</i>	CREDIT VALUE	1.00
PREREQUISITE	<i>None</i>	OPEN TO GRADE(S)	10
DESCRIPTION	<p>This course is designed to give students experience in observation, basic laboratory skills, and knowledge of how to analyze experimental data and generalize from it. Students will be introduced to the physical and chemical classification of matter and the periodic table as a means of organizing the elements and relating chemical properties to atomic structure. The students will also be introduced to writing and balancing chemical reactions that can be represented by chemical equations. The course will be based on chemical concepts, and requires basic math skills. Students will be involved in inquiry-based learning throughout the course.</p> <p>This class meets for 5 periods per week.</p>		

COURSE TITLE	<i>Chemistry</i>	CREDIT VALUE	1.00
PREREQUISITE	<i>Successful completion of Academic Algebra I with a grade of 70% or higher, or successful completion of Algebra I with a grade of 90% or higher, or a teacher recommendation. Also, successful completion of Biology with a passing grade.</i>	OPEN TO GRADE(S)	10
DESCRIPTION	<p>Chemistry introduces the students to the composition, structure, properties, and behavior of matter, as well as the changes it undergoes during chemical reactions. These topics are covered through lectures, group work, laboratories, inquiry-based activities, and projects. Heavy emphasis is placed on logical thinking and problem-solving skills. Chemistry is a quantitative science, so students taking this course need to have a strong background in mathematics, specifically basic math and algebra, and have a scientific calculator.</p> <p>This class meets for 6 periods per week.</p>		

Science

COURSE TITLE	<i>Honors Chemistry</i>	CREDIT VALUE	1.00
PREREQUISITE	<p><i>To enroll in Honors Chemistry students MUST meet one (1) of the following science AND one (1) of the math prerequisites.</i></p> <ol style="list-style-type: none"> <i>1. SCIENCE: completion of Honors Biology with a final grade of 80% or higher, or completion of Biology with a final grade of 90% or better.</i> <i>2. MATH: completion of Honors Algebra II with an 80% or higher, completion of Academic Algebra II with a 90% or higher, or completion of Academic Algebra I with a 90% or higher.</i> 	OPEN TO GRADE(S)	10
DESCRIPTION	<p>Chemistry is defined as the branch of science, that is built upon the identification of the substances of which matter is composed, and the manner in which it interacts, combines and changes to form new materials. Through the course of study of chemistry, students explore the relationships between the properties and the structures of matter in terms of the atom and its subatomic particles, the periodic table of elements, chemical compounds and reactions, and ultimately, how to observe and measure these chemical phenomena through quantitative and qualitative analysis both in and out of the laboratory. High levels of mathematical skills are emphasized. Understanding of science content is enhanced when concepts are grounded in inquiry experiences. The use of scientific inquiry ensures that students develop a thorough understanding of these key concepts, processes, knowledge and understanding of scientific ideas, and the work of scientists. This course is intended for students who (a) have a good aptitude and interest in science and math, and (b) are willing to develop and practice independent study skills. This course is designed to prepare students for AP Chemistry and/or a college-level chemistry course. A calculator and lab goggles are necessary for this course. This class meets for 6 periods per week.</p>		

COURSE TITLE	<i>Digital Electronics and Robotics (PLTW)</i>	CREDIT VALUE	1.00
PREREQUISITE	<i>Students must have a final grade of 80% or better in either their last scheduled science or math class</i>	OPEN TO GRADE(S)	9,10,11,12
DESCRIPTION	<p>From smartphones to drones and automated factories, digital circuits are all around us. This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices. This class will also explore projects that can be made using an Arduino microcontroller and Raspberry Pi's, such as LED light strips, alarm systems with keyless entry and an autonomous fighting robot. This course is part of the Project Lead the Way curriculum. Please see www.pltw.org for more information.</p>		

COURSE TITLE	<i>Applied Physics</i>	CREDIT VALUE	1.00
PREREQUISITE	<i>None</i>	OPEN TO GRADE(S)	11
DESCRIPTION	<p>Applied Physics provides an introduction to the basic underlying principles that govern the physical universe and explores these principles through group work, discussion, laboratory experiences, and projects. It is presented on a conceptual level with a limited amount of mathematics. However, the class is designed for students who have some familiarity with the basic rules of algebra.</p>		

Science

COURSE TITLE	<i>Physics I</i>	CREDIT VALUE	1.00
PREREQUISITE	<i>Successful completion of Academic Algebra 2 with a 70% or higher and successful completion of Applied Chemistry with a final grade of 90%, or a passing grade in Academic Chemistry</i>	OPEN TO GRADE(S)	11
DESCRIPTION	Physics provides an introduction to the basic underlying principles that govern the physical universe and an opportunity to meet these principles through group work, discussion, laboratory experiences, and projects. It is presented in a logical manner and is designed for students who plan to continue their education after high school. Mathematics is the language of physics; therefore, a strong mathematical background is needed for the course. A scientific calculator is a necessary tool for this course.		

COURSE TITLE	<i>Physics II</i>	CREDIT VALUE	1.00
PREREQUISITE	<i>Successful completion of Physics I, AP Physics 1 or Applied Physics with a final grade of 80% or better.</i>	OPEN TO GRADE(S)	12
DESCRIPTION	Physics 2 is a course designed for those students who would like to investigate topics in physics beyond those covered in the eleventh-grade physics course. The course covers four main areas of study including engineering, astrophysics, vibrations and waves, light and sound, and electricity and magnetism. Students will gain a better understanding and appreciation for common physical phenomena that they experience in their everyday lives as well as the nature of the cosmos. Mathematics is the language of physics; therefore, a strong mathematical background is needed for the course.		

COURSE TITLE	<i>Environmental Science</i>	CREDIT VALUE	1.00
PREREQUISITE	<i>None</i>	OPEN TO GRADE(S)	11, 12
DESCRIPTION	Environmental Science is a multidisciplinary field that draws from all the sciences, as well as other fields, to help us better understand the relationship between humans and the world in which we live. Human interactions with the ecosystem and the results of human decisions are the main components of this academic area. Students will be introduced to topics such as Ecosystems and their interactions; Watersheds and Wetlands; Renewable and Nonrenewable Sources; Agriculture; Integrated Pest Management; Environmental Health; Laws and Regulations; and Threatened, Endangered, and Extinct Species. This course will allow students to be active participants and problem solvers in real issues that affect them, their homes, schools, and communities. <i>Students will be provided an introduction to the field of Hydroponics through hands-on learning experiences in the Freight Farm.</i>		

COURSE TITLE	<i>Honors Anatomy and Physiology</i>	CREDIT VALUE	1.00
PREREQUISITE	<i>Successful completion of Biology with a final grade of 85%, or Honors Chemistry with a final grade of 80% or better, or Successful completion of Academic Chemistry with a final grade of 85% or better, or successful completion of Applied Chemistry with a final grade of 90% or better</i>	OPEN TO GRADE(S)	11, 12
DESCRIPTION	This course is designed to provide essential content to the student who is considering a career in an allied health field. This would include the following professions: doctor, pharmacist, nurse, radiology technician, nuclear medical technologist, laboratory technologist, physical therapist, emergency medical technologist, and mental health paraprofessional. Nonhuman (rats, pigs, cats) anatomy is thoroughly investigated through <u>extensive laboratory work*</u> involving dissection. (2 lab periods a week) Comparisons and contrasts are then made to human anatomy. Fundamental biochemistry, extensive nomenclature, and principles of embryology are also included. This course can fulfill the senior-year science requirement for accelerated science students.		

Science

COURSE TITLE	<i>AP Biology</i>	CREDIT VALUE	<i>1.00</i>
PREREQUISITE	<ol style="list-style-type: none"> 1. <i>Successful completion of Biology with a final grade of 90% or better, or successful completion of Honors Biology with a final grade of 85% or better</i> 2. <i>An overall G.P.A. of 3.0 or better</i> 3. <i>Successful completion of Honors Chemistry with an 80% or better, or successful completion of Academic Chemistry with an 85% or better</i> 	OPEN TO GRADE(S)	11, 12
DESCRIPTION	<p>Advanced Placement Biology is a college-level course available to juniors and seniors who qualify as per the criteria stated above. The AP Biology course is designed to help students develop their advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing, data, applying mathematical routines, and connecting concepts in and across domains by emphasizing science practices. The science practices enable a student to establish lines of evidence and use them to develop and refine testable explanations and predictions of natural phenomena. Because content, inquiry and reasoning are equally important in AP Biology, each learning objective combines content with inquiry and reasoning skills described in the science practices.</p> <p>The key concepts and related content of AP Biology are organized around four underlying principles called the big ideas, which encompass the core of scientific principles, theories and processes governing living organisms and biological systems. There are required laboratory activities for each big idea. There is a summer assignment to be completed for the first day of class.</p> <p>Big Idea 1: Evolution The process of evolution drives the diversity and unity of life.</p> <p>Big Idea 2: Cellular Processes: Energy and Communication Biological systems utilize free energy and molecular building blocks to grow, reproduce, and to maintain dynamic homeostasis.</p> <p>Big Idea 3: Genetics and Information Transfer Living systems store, retrieve, transmit, and respond to information essential to life processes.</p> <p>Big Idea 4: Interactions Biological systems interact, and these systems and their interactions possess complex properties.</p> <p>This class meets for 7 periods per week.</p> <p><u>This may also be offered as a College-in-High-School (CHS) course in affiliation with a local college/university for optional college credit.</u></p> <p>This course provides the proper background for taking the Advanced Placement Examination at year's end, which is highly recommended.</p>		

Science

COURSE TITLE	<i>AP Chemistry</i>	CREDIT VALUE	<i>1.00</i>
PREREQUISITE	<p>1. <i>If taken as a junior, a final grade of 85% or better in Honors Chemistry or final grade of 90% or better in Academic Chemistry. If taking as a senior, a final grade of 85% or better in AP Physics 1 or a final grade of 90% or better in Academic Physics</i></p> <p>2. <i>An overall G.P.A. of 3.0 or better</i></p>	OPEN TO GRADE(S)	<i>11, 12</i>
DESCRIPTION	<p>The Advanced Placement Chemistry course is designed to be the equivalent of a first-year college-level course available to juniors and seniors who qualify as per the criteria listed above. The course is structured around the big ideas described in the AP Chemistry Curriculum Framework, and it is expected that the students will have a strong background in the foundational chemistry concepts covered in their first-year chemistry course. This class meets seven periods per week with three single-period sessions and two double-period sessions. A calculator, lab journal, and safety goggles/glasses are necessary for this course. AP Chemistry differs qualitatively from the first-year chemistry course with respect to the topics covered, the emphasis on chemical calculations, and the conceptual and mathematical formulations of principles. Quantitative differences appear in the number of topics covered, the time spent on the course by students, the fast-paced curriculum, and the nature and variety of laboratory experiments. There is a summer assignment to be completed for the first day of school.</p> <p>BIG IDEA 1: SCALE, PROPORTION, AND QUANTITY (SPQ)</p> <p>BIG IDEA 2: STRUCTURE AND PROPERTIES (SAP)</p> <p>BIG IDEA 3: TRANSFORMATIONS (TRA)</p> <p>BIG IDEA 4: ENERGY (ENE)</p> <p><u>This may also be offered as a College-in-High-School (CHS) course in affiliation with a local college/university for optional college credit.</u></p> <p>This course provides the proper background for taking the Advanced Placement Examination at year's end, which is highly recommended.</p>		

COURSE TITLE	<i>AP Physics C</i>	CREDIT VALUE	<i>1.00</i>
PREREQUISITE	<p>1. <i>Successful completion of Honors Chemistry with a final grade of 80% or better</i></p> <p>2. <i>Currently enrolled in Calculus or AP Calculus</i></p>	OPEN TO GRADE(S)	<i>11</i>
DESCRIPTION	<p>Advanced Placement Physics C is a college-level course available to juniors who qualify. It is assumed that prospective students will possess the necessary skills in Advanced Algebra and Trigonometry to manage the rigorous quantitative aspects of the course. These aspects include solving word problems, data and graphical analysis, vector analysis, and a general understanding of variable relationships. Calculus will be introduced in the development of any concepts such as quantities of Kinematics, Dynamics, Rotational, Energy and Momentum.</p> <p>This may also be offered as a College-in-High-School (CHS) course in affiliation with a local college/university for optional college credit.</p> <p>This course provides the proper background for taking the Advanced Placement Examination at year's end.</p>		

COURSE TITLE	<i>AP Physics 1</i>	CREDIT VALUE	<i>1.00</i>
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Science

PREREQUISITE	<ol style="list-style-type: none"> 1. <i>Successful completion of Honors Chemistry with a final grade of 70% or better.</i> 2. <i>Successful completion of Chemistry with a final grade of 80% or better.</i> 3. <i>Currently enrolled in AP Pre-Calculus OR Honors Geometry.</i> 	OPEN TO GRADE(S)	11
DESCRIPTION	<p>AP Physics 1(formally Honors Physics) provides an introduction to the underlying principles that govern the behavior of the physical universe. Emphasis is placed on theory, abstract reasoning, and mathematical analysis. A strong mathematical background is required for this course. Areas of study include Kinematics, Dynamics, Work and Energy, Momentum, Rotational Dynamics, Oscillations, and Fluids. Learning will be facilitated through discussions, multimedia activities, work groups, and laboratories. AP Physics 1 is designed for students who plan to pursue careers in science, technology, engineering, and mathematics. (STEM)</p> <p>This may also be offered as a College-in-High-School (CHS) course in affiliation with a local college/university for optional college credit.</p> <p>This course provides the proper background for taking the Advanced Placement Examination at year's end.</p>		

COURSE TITLE	<i>AP Physics 2</i>	CREDIT VALUE	1.00
PREREQUISITE	<i>Successful completion of AP Physics 1 with a final grade of 70% or better</i>	OPEN TO GRADE(S)	12
DESCRIPTION	<p>AP Physics 2 provides an introduction to the underlying principles that govern the behavior of the physical universe. Emphasis is placed on theory, abstract reasoning, and mathematical analysis. A strong mathematical background is required for this course. Areas of study include Thermodynamics, Electricity, Magnetism, Optics, Sound, and Modern Physics. Learning will be facilitated through discussions, multimedia activities, work groups, and laboratories. AP Physics 2 is designed for students who plan to pursue careers in science, technology, engineering, and mathematics. (STEM)</p> <p>This may also be offered as a College-in-High-School (CHS) course in affiliation with a local college/university for optional college credit.</p> <p>This course provides the proper background for taking the Advanced Placement Examination at year's end.</p>		

Science

COURSE TITLE	<i>Medical Interventions</i>	CREDIT VALUE	<i>1.00</i>
PREREQUISITE	<i>None</i>	OPEN TO GRADE(S)	<i>11, 12</i>
DESCRIPTION	<p>Medical Interventions (MI) allows students to investigate the variety of interventions involved in the prevention, diagnosis, and treatment of disease. A “How-To” manual for maintaining overall health and homeostasis in the body, the course will explore how to prevent and fight infection, how to screen and evaluate the code in our DNA, how to prevent, diagnose, and treat cancer, and how to prevail when the organs of the body begin to fail.</p> <p>Through these scenarios, students will be exposed to a wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Each case study scenario will introduce multiple types of interventions, reinforce concepts learned in the previous courses, and present new content. Interventions may range from simple diagnostic tests to treatment of complex diseases and disorders. These interventions will be showcased through case studies and will provide a look at the past, present, and future of biomedical science. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important role that scientific thinking and engineering design play in the development of interventions of the future.</p> <p>Course Objectives:</p> <ul style="list-style-type: none"> • Students will learn about the prevention, diagnosis, and treatment of disease. • Play the role of biomedical professionals to analyze case information and diagnose and treat your patients. • Investigate the medical interventions of the past and present and begin to brainstorm the innovations of the future. • Students will practice problem-solving with structured activities and progress to open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. 		

COURSE TITLE	<i>Sustainable Agriculture & Hydroponics: Freight Farm Operations</i>	CREDIT VALUE	<i>1.00</i>
PREREQUISITE	<i>Biology</i>	OPEN TO GRADE(S)	<i>10, 11, 12</i>
DESCRIPTION	<p>In this hands-on, project-based course, students will explore sustainable farming practices through the operation of a Freight Farm, a cutting-edge hydroponic growing system housed in a repurposed shipping container. It is designed to maximize space and optimize plant growth in an environmentally friendly and pesticide-free manner. This system will serve as the foundation for students to learn about and contribute to modern, eco-conscious agriculture.</p> <p>Throughout the course, students will be responsible for the daily, weekly, and monthly maintenance of the Freight Farm, ensuring its health and productivity. This will include managing all three phases of the growing cycle: seeding, transplanting, and harvesting. Students will plant and nurture a variety of crops, including lettuce, herbs, spices, and other produce, using hydroponic techniques that minimize water usage and eliminate the need for soil.</p>		

Social Studies

Faculty:

Paul Callaghan
Steve DeFelices

Brandon Gerba
Brian Madar

Robert Raffaele

Philosophy:

Studying the social sciences will enable students to make appropriate decisions about social and civic affairs. Social studies education provides students the opportunity to gain and apply historical knowledge and to perform the skills as indicated below.

- Develop critical thinking skills, responsible decision-making, competency in problem-solving, interpreting data, and differentiating between fact and fiction.
- Prepare to participate competently and productively as concerned citizens in today's society.
- Address the ever-changing global and cultural issues of our world
- Become aware of their roles as citizens in society and prepare to participate actively, competently, and productively
- Utilize literature, community resources, and technology

COURSE TITLE	<i>Modern Western Civilization</i>	CREDIT VALUE:	1.00
PREREQUISITE	None	OPEN TO GRADE(S)	9
DESCRIPTION	The scope of the course covers the period of time from approximately 1350 AD to post-World War II. Emphasis is on the study of the political, social, cultural, religious, and economic development of the European countries. The study also includes the causes and effects of significant historical events to show the relationships these have with other countries. Students will also perceive the meaning of history in its relevance to the history of the modern-day world.		

COURSE TITLE	<i>U.S. History</i>	CREDIT VALUE	1.00
PREREQUISITE	None	OPEN TO GRADE(S)	10
DESCRIPTION	This course will cover United States History from the post-Civil War period to the present time. The following topics will be included: urbanization, politics and reform in the Gilded Age, Imperialism and becoming a world power, the progressive era, World War I, prosperity and depression of the 1920s and 1930s, World War II, Cold War era, Korean and Vietnam era, and the contemporary world up to the present time in history. Methods of instruction will include lectures, group activities, debates, class discussions, reports, and guest speakers. After completing this course, students will have a general understanding of the process of analyzing history from political, social, geographical, and economic viewpoints.		

COURSE TITLE	<i>World Cultures</i>	CREDIT VALUE	1.00
PREREQUISITE	None	OPEN TO GRADE(S)	11,12
DESCRIPTION	The study of World Cultures is to create within the student an understanding and appreciation of different people and their cultures in order that he/she might more effectively understand today's world. A "weltanschauung" (world view) approach will be taken in this course. Units will include social institutions, the world's great religions, government and economics systems found today, artistic expression, and the major issues facing the modern world.		

COURSE TITLE	<i>American Government</i>	CREDIT VALUE	0.50
PREREQUISITE	None	OPEN TO GRADE(S)	11,12
DESCRIPTION	American Government is a one-semester course offering advanced knowledge of the American system of government. As part of the course, students will study the Constitution, the three branches of government, and related current events. Units of instruction will include lectures, reports, and projects, in addition to other sources of information.		

Social Studies

COURSE TITLE	<i>Economics</i>	CREDIT VALUE	<i>0.50</i>
PREREQUISITE	<i>None</i>	OPEN TO GRADE(S)	<i>11,12</i>
DESCRIPTION	This course is to introduce seniors to basic economic theory. The course is divided into seven units. Units include Wants & Needs, Supply & Demand, Pricing, Business Structures, and Market Structures. Also included in the unit will be a comparison of the three economic systems found in the modern world: the Market, Traditional, and Command. Unit Two will concentrate on the market system with emphasis on how wants lead to production, the influences on prices in our economy, and the roles of the four factors of production: land, labor, capital, and entrepreneurs.		

COURSE TITLE	<i>Sociology</i>	CREDIT VALUE	<i>0.50</i>
PREREQUISITE	<i>None</i>	OPEN TO GRADE(S)	<i>11,12</i>
DESCRIPTION	Sociology is offered as a one-semester course to give the student a better understanding of the social system in which one exists. The course is designed so that he/she may understand the manner in which they impact and are impacted by society. Students will be able to observe and understand the phenomena taking place around them and analyze these in an objective way. Emphasis is placed on the development of the student's knowledge concerning topics such as socialization, conformity, family, adolescence, gender, age, and health.		

COURSE TITLE	<i>Psychology</i>	CREDIT VALUE	<i>0.50</i>
PREREQUISITE	<i>None</i>	OPEN TO GRADE(S)	<i>11, 12</i>
DESCRIPTION	Psychology is offered as a one-semester course to help students understand themselves and predict and control their behavior. Such topics as experimental methods, learning theories, personality, mental illness, and behavioral patterns are investigated. Individual and class experiments, self-testing, lectures, and role-playing are included in methods of instruction. This course is recommended for college-bound students.		

COURSE TITLE	<i>AP U.S. History</i>	CREDIT VALUE	<i>1.00</i>
PREREQUISITE	<i>1. GPA of 3.75 overall for previous years 2. Social Studies G.P.A of 4.0</i>	OPEN TO GRADE(S)	<i>10</i>
DESCRIPTION	<p>Advanced Placement U.S. History correlates the past with the present, demonstrating the usefulness of history by showing that history is to man as memory is to the individual. In arriving at conclusions, AP U.S. History shows "why" or "how" rather than "what" happens in particular circumstances. Students look at all sides of a historical problem and then eliminate the alternatives in order to decide why events occurred as they did. The text, in this case, must be a point of departure from other sources. Interactive discussions, lectures, essays, debates, and videos are included in methods of instruction. The course makes demands on the students equivalent to those of an introductory college-level course. A summer assignment is required.</p> <p>*This course may be substituted for American Government during the senior year only.</p> <p><u>This may also be offered as a College-in-High-School (CHS) course in affiliation with a local college/university for optional college credit.</u></p> <p>This course provides the proper background for taking the Advanced Placement Examination at year's end, which is highly recommended.</p>		

Social Studies

COURSE TITLE	<i>AP European History</i>	CREDIT VALUE	<i>1.00</i>
CRITERIA EVALUATED	1. GPA of 3.75 overall for previous years 2. Social Studies G.P.A. of 4.0	OPEN TO GRADE(S)	11, 12
DESCRIPTION	<p>Advanced Placement European History covers the period of history in Europe from the Renaissance to contemporary Europe. According to the college board, the study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. A summer assignment is required.</p> <p>*This course may be substituted for American Government during the senior year only.</p> <p><u>This may also be offered as a College-in-High-School (CHS) course in affiliation with a local college/university for optional college credit.</u></p> <p>This course provides the proper background for taking the Advanced Placement Examination at year's end, which is highly recommended.</p>		

Special/Other Courses

AP CAPSTONE:

The AP Capstone Program was developed by the College Board in conjunction with higher education professionals in response to a demand for students who are critical, analytical thinkers. The program incorporates critical reading, argumentation, and research skills through rigorous reading, writing, and research-based projects. The program is interdisciplinary in nature, offering students with interests in all academic areas the opportunity to explore them.

The AP Capstone Program includes two courses, AP Seminar and AP Research. The foundational course, AP Seminar, is taken ideally in the 10th or 11th-grade year and followed immediately by the culminating course, AP Research, the following year. Students who earn only a three or better in both courses and have earned a three or better on the four additional AP exams in any other subjects will receive an AP Capstone Diploma. Students who earn only a three or better in AP Research and AP Seminar courses will receive an AP Seminar and Research Certificate.

COURSE TITLE	<i>AP Seminar</i>	CREDIT VALUE	<i>1.00</i>
PREREQUISITE	<i>Having taken or simultaneously taking at least ONE AP course in any subject</i>	OPEN TO GRADE(S)	<i>10, 11, 12</i>
DESCRIPTION	<p>In this course, students explore topics in multiple disciplines through the use of foundational texts that are nonfiction in nature. They will explore and solve real-world problems while engaging the topics from multiple perspectives at a collegiate level of inquiry. Students will hone their analytical reading skills, research skills, speaking skills, and writing skills in a multidisciplinary manner. Students will synthesize information in order to produce written and oral evidence-based arguments both individually and as part of a team. APA Style will be used so as to prepare students for work at the collegiate and professional levels. No fiction will be studied in this course. As per the requirements of the College Board, a team presentation, an individual presentation, and an exam are required for the course and to earn AP credit. This course does not substitute for an English credit.</p> <p>A summer reading is required.</p>		

COURSE TITLE	<i>AP Capstone Research</i>	CREDIT VALUE	<i>1.00</i>
PREREQUISITE	<i>Completion of AP Seminar with a 70% or better</i>	OPEN TO GRADE(S)	<i>11, 12</i>
DESCRIPTION	<p>In this course, students will use the skill set developed in the AP Seminar course in order to produce research projects in multiple subject areas. When researching, students will develop a research question that will serve as a guide for writing collegiate-level academic papers. Students will use the QUEST framework established by the College Board in order to develop their research interests. Students will learn how to do ethical research and synthesize multiple secondary and primary sources when writing scholarly papers. APA Style will be utilized. Students will produce research-based compositions and projects that incorporate multiple sources, both primary and secondary, and will present their findings in an oral defense. As per the requirements of the College Board, the course will culminate in one large research project on a topic of the student's choice with written components, an oral defense, and either visuals, performances, or exhibits as appropriate for their topics. This does not substitute for an English Credit.</p> <p>A summer reading is required.</p>		

Special/Other Courses

COURSE TITLE	<i>Drivers' Education Theory</i>	CREDIT VALUE	0.25
PREREQUISITE	<i>None</i>	OPEN TO GRADE(S)	9, 10, 11, 12
DESCRIPTION	<p>This nine-week course will provide students with an introduction to Drivers Theory. A minimum of 30 hours of classwork is required for the successful completion of this course. Topics include man-made and natural laws, physical and psychological traits, legal rights and responsibilities, proper care and maintenance of a vehicle, and proper attitudes necessary for the development of a skillful, knowledgeable, courteous, and safety-conscious driver. Activities will include speakers from local and the Pennsylvania State Police to inform students about new law changes. In addition, various video presentations will be reviewed to reinforce topics discussed in class. There will also be car maintenance demonstrations and safe driving simulations. This course will be graded based on attendance, participation during class activities, completion of in-class assignments, and evaluations. Students who successfully complete this course will receive a certificate of completion stating that they completed 30 hours of Drivers Theory mandated by the State of Pennsylvania.</p>		

COURSE TITLE	<i>Study Skills</i>	CREDIT VALUE	0.50 or 1.00
PREREQUISITE	<i>Placement According to Needs</i>	OPEN TO GRADE(S)	9, 10, 11, 12
DESCRIPTION	<p>Study Skills is a course designed to enhance student study skills and IEP goals needed for academic success in high school. The course will use a systematic approach to the strengthening of skills which includes studying techniques, note taking, time management, listening, test taking, and research.</p>		

COURSE TITLE	<i>Media Center Internship</i>	CREDIT VALUE	0.50
PREREQUISITE	<i>An interest survey will be used to indicate background experience using digital technology. Maintaining a "C" average or 2.0 overall GPA</i>	OPEN TO GRADE(S)	10, 11, 12
DESCRIPTION	<p>This specialized course requires students to exhibit efficient application and practice with the following technologies:</p> <ol style="list-style-type: none"> 1. Using the GarageBand software to create and import tracks, convert formats, use voice modulations, clip, duplicate, delete, and export finalized tracks. 2. Using the iMovie software to create video clips for personal use to help a classroom teacher with a project or to convey a message to the student body through the morning announcements, 3. Using the Canva software to create engaging digital media for consumption. 4. Setting up hardware, such as cameras, speakers, etc., for assemblies and special events. 5. Creating and maintaining spreadsheets, using copy machines, and using Destiny Quest to locate eBooks, books, and databases. 		

COURSE TITLE	<i>Print Media Productions</i>	CREDIT VALUE	1.00
PREREQUISITE	<i>Teacher Approval</i>	OPEN TO GRADE(S)	9, 10, 11, 12
DESCRIPTION	<p>Print Media Production is designed to provide the students an opportunity to explore the various print news venues encompassed at Elizabeth Forward High School. Students will learn the skills needed to create a High School Yearbook. Second-year students will form the editorial staff of each publication. Students will learn how to write articles, the basics of photography, layout and design skills, how to use the software affiliated with each media, managerial skills, and problem-solving skills. Attendance at after-school activities is required for this course.</p>		

Special/Other Courses

COURSE TITLE	<i>Multimedia Productions</i>	CREDIT VALUE	<i>1.00</i>
PREREQUISITE	<i>Teacher Approval</i>	OPEN TO GRADE(S)	<i>9, 10, 11, 12</i>
DESCRIPTION	Multimedia Productions is designed to provide the students an opportunity to explore the various multimedia venues of production. This class's outcomes include working on the production team for the morning announcements, website media, video production, and audio production. Second-year students will serve as the producers of announcements and video production, while first-year students will experience various media outlets and produce on a rotational basis. Students will create a digital portfolio of all projects and maintain it throughout the year. Attendance at after-school activities is required for this course.		

COURSE TITLE	<i>Senior Work Experience</i>	CREDIT VALUE	<i>1.00 Credit per class period limit 3 class periods</i>
PREREQUISITE	<i>Open to Seniors Only. Seniors cannot use Work Experience credits to count toward graduation requirement totals.</i>	OPEN TO GRADE(S)	<i>12</i>
DESCRIPTION	All students must register for this course through their high school guidance counselor in addition to having approval from the building principal. Also, all students must have verification from the employer for work hours - which must be scheduled during school hours (in which the student is not in attendance at the high school). Students and parents will sign a Work Experience contract, which will detail the specifics of this program. Students may be removed from the experience for non-attendance or other discipline issues and placed back into other high school courses.		

COURSE TITLE	<i>Esports</i>	CREDIT VALUE	<i>0.50</i>
PREREQUISITE	<i>None</i>	OPEN TO GRADE(S)	<i>9,10,11,12</i>
DESCRIPTION	Esports, or organized and competitive gaming, is a fast-growing industry! This course will immerse students in the Esports industry by 1) playing, strategizing, and analyzing video games, 2) researching how competitions are organized and run at the professional level, 3) learning about the sport and the history of gaming, and 4) creating content to contribute to the video game community. Whatever type of "gamer" you are, our Esports class can help build a sense of belonging, promote collaboration and communication skills, and foster good sportsmanship, while also creating a pipeline for future STEM careers and furthering students' strategic thinking and problem-solving abilities.		

Special/Other Courses

COURSE TITLE	<i>Partner's Fusion: Art and Tech</i>	CREDIT VALUE	1.00
PREREQUISITE	None	OPEN TO GRADE(S)	10, 11, 12
DESCRIPTION	<p><i>Partners Fusion: Art and Tech</i> is an exciting and inclusive course designed for high school life skills students and partners to explore the magic of creating art using technology while learning teamwork and important life skills. Students will explore technology education and art by researching various countries around the world and creating projects in the Maker Lab and/or Art classroom. Students will learn about the technological advancements, art techniques, innovations, and cultural impacts of technology in different countries while completing their own personalized projects utilizing the Maker Lab and Art room. Additionally, students will have the opportunity to create lessons and lead the class as guest instructors throughout the year, empowering them to take ownership of their learning and share their unique perspectives with their peers.</p>		

COURSE TITLE	<i>Partner's Fusion: Music and Food</i>	CREDIT VALUE	1.00
PREREQUISITE	None	OPEN TO GRADE(S)	10, 11, 12
DESCRIPTION	<p><i>Partners Fusion: Music and Food</i> is an inclusive course designed to celebrate the cultural interplay between music and cuisine while fostering collaboration between special needs and regular education students. This adaptive, hands-on course explores the rich traditions of regional music and corresponding culinary practices, allowing students to engage in an interdisciplinary journey through sound and flavor. By working in "partner" teams, students will cultivate skills in cooking, music appreciation, cultural awareness, and teamwork. Additionally, students will have the opportunity to create lessons and lead the class as guest instructors throughout the year, empowering them to take ownership of their learning and share their unique perspectives with their peers.</p>		

Technology Education

Faculty:

Amy Duschek

Tom Glass

Megan Smith

Philosophy:

The true purpose of technology education is to make students as technologically literate as possible. This is done by incorporating technology, math, and the sciences. By synthesizing these three (3) subjects, students are able to understand and apply many aspects of the technology that we have today; this is crucial to the development and stability of our society. Technology Education is a comprehensive, action-based educational program concerned with technical means, their evolution, utilization, and significance.

COURSE TITLE	3D Modeling	CREDIT VALUE	0.50 or 1.00
PREREQUISITE	None	OPEN TO GRADE(S)	9, 10, 11, 12
DESCRIPTION	<p>3D CAD modeling includes foundational concepts like basic geometry, 2D sketching, 3D modeling techniques, assembly creation, constraints, rendering, and file management, with a strong focus on practical exercises using a chosen modeling software (like AutoCAD, SolidWorks, 3D Studio Max, or Inventor) to build proficiency in real-world design applications; often progressing from simple shapes to complex assemblies, incorporating features like fillets, chamfers, and advanced modeling tools depending on the chosen software.</p> <p>Objectives include</p> <ul style="list-style-type: none"> ● Extrusion: Creating 3D solids by extruding 2D sketches along a path. ● Revolve: Generating 3D shapes by rotating 2D sketches around an axis ● Sweeping: Creating complex 3D geometries by sweeping a profile along a path. ● Boolean operations: Combining and subtracting 3D shapes to create complex geometries. ● Editing and manipulation: Modifying existing 3D models using tools like scaling, moving, mirroring, and trimming. ● 3D Printing and Modeling. 		

COURSE TITLE	Material Processing I	CREDIT VALUE	0.50
PREREQUISITE	None	OPEN TO GRADE(S)	9, 10, 11, 12
DESCRIPTION	<p>This is a half-year elective course that focuses on processing various materials and utilizing various tools and machines. A focus on wood processing but includes an introduction into vinyl processing, 3D printing, laser engraving, and metal fabrication. Participants will have a basic understanding of the tools and machines present in order to advance further in the Technology Education field.</p>		

COURSE TITLE	Material Processing II	CREDIT VALUE	0.50
PREREQUISITE	Successful completion of Material Processing I with a final grade of 70% or better	OPEN TO GRADE(S)	9, 10, 11, 12
DESCRIPTION	<p>This half-year course serves to advance the participant's understanding of various material processing to complete more in-depth projects. Due to the project complexity, participants may need to purchase materials for their specific project. Greater use of the CNC, Laser Engrave, 3D Printer, wood processing machines, and metal fabrication equipment will be the focus of this course.</p>		

COURSE TITLE	Transportation Systems	CREDIT VALUE	0.50
PREREQUISITE	None	OPEN TO GRADE(S)	9, 10, 11, 12
DESCRIPTION	<p>This course will focus on land, air, and water transportation. Students will learn from testing models of cars, boats, planes, rockets, etc.</p>		

Technology Education

COURSE TITLE	<i>Manufacturing</i>	CREDIT VALUE	<i>0.50</i>
PREREQUISITE	<i>None</i>	OPEN TO GRADE(S)	<i>10, 11, 12</i>
DESCRIPTION	This course offers the opportunity to further develop individual skills and manufacturing systems to produce a more advanced product. Production techniques will include manufacturing systems and individual project development. Manufacturing systems will be developed and carried out as a group or class. The purpose of this experience will be to comprehend the problems that must be considered by a typical company when manufacturing products for profit. Individual projects will be constructed to allow the student to express individual talents, skills, and interests.		

COURSE TITLE	<i>Construction and Building Processes</i>	CREDIT VALUE	<i>0.50</i>
PREREQUISITE	<i>None</i>	OPEN TO GRADE(S)	<i>9, 10, 11, 12</i>
DESCRIPTION	This class will emphasize building processes and procedures that are used daily in the construction industry. Students will be exposed to framing, roofing, and finish carpentry. They will build full-size projects such as sheds, gazebos, or staircases. Students will also experiment with strengths and weaknesses of beams and trusses that must be overcome when building bridges, towers, skyscrapers, etc.		

COURSE TITLE	<i>Maker Lab</i>	CREDIT VALUE	<i>0.50</i>
PREREQUISITE	<i>None</i>	OPEN TO GRADE(S)	<i>9, 10, 11, 12</i>
DESCRIPTION	This course will be an exploration into the design and building process. Students will be encouraged to express their creativity and utilize problem-solving to research, design and produce a product. They will be given a tool and safety review at the beginning of the semester. After the review session, students will submit each of their projects for approval and begin the design and production process. Students will be expected to incorporate CNC router, CNC laser engraver, vinyl, and 3D printing applications.		

COURSE TITLE	<i>Engineering and Design Concepts (PLTW)</i>	CREDIT VALUE	<i>0.50</i>
PREREQUISITE	<i>None</i>	OPEN TO GRADE(S)	<i>9, 10, 11, 12</i>
DESCRIPTION	This is a great course for future engineers or any student who likes to solve real-world problems with a hands-on approach. Draw, make, and create! This course is designed from the engineering project Lead the Way curriculum. Please see www.pltw.org for more information. Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They will work both individually and in teams to design solutions to a variety of problems using CADD, 3D modeling software, and use an engineering notebook to document their work.		

COURSE TITLE	<i>Advanced Engineering Design Concepts (PLTW)</i>	CREDIT VALUE	<i>0.50</i>
PREREQUISITE	<i>None</i>	OPEN TO GRADE(S)	<i>10, 11, 12</i>
DESCRIPTION	This course is designed from the engineering Project Lead the Way curriculum. It is recommended that you take CADD, Intro to Engineering, or Engineering and Design Concepts. This is a recommendation but not required. Please see www.pltw.org for more information. Students will explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem-solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.		

Technology Education

COURSE TITLE	<i>Homeowner University</i>	CREDIT VALUE	<i>0.50</i>
PREREQUISITE	<i>None</i>	OPEN TO GRADE(S)	<i>9, 10, 11, 12</i>
DESCRIPTION	This course empowers high school students with practical skills and knowledge for managing key aspects of adult life, including housing, vehicle upkeep, and home organization. Students will explore essential topics such as navigating the home-buying and apartment rental processes, budgeting strategies, home repair techniques, and maintaining a vehicle. Through engaging discussions, hands-on activities, and real-world simulations, students will gain the tools needed to confidently handle life's responsibilities and make informed decisions about housing, auto care, and home management.		

COURSE TITLE	<i>Architectural Building Design and Modeling (with CADD)</i>	CREDIT VALUE	<i>0.50</i>
PREREQUISITE	<i>None</i>	OPEN TO GRADE(S)	<i>9, 10, 11, 12</i>
DESCRIPTION	Students will investigate all areas of home design. They will produce 3D models and develop plans for a dream house. The concepts explored will be roofing, siding, finish materials, heating systems, insulation, and laundry and bathroom equipment. These concepts will be explored through model building, AutoCAD, and Architectural Desktop. Students will build physical models and also develop plans using CADD. This course is recommended for students with a "hobby" or consumer interest in house planning, students who may enter the labor construction field upon graduation, or students intending to further their education in computer-aided drafting or in the architectural design field.		

COURSE TITLE	<i>CADD 1 (Creative Computer Drawing and Design)</i>	CREDIT VALUE	<i>0.50</i>
PREREQUISITE	<i>None</i>	OPEN TO GRADE(S)	<i>9, 10, 11, 12</i>
DESCRIPTION	Have you ever wanted to design your own house, car, furniture, gaming center, or anything that is built or produced? Students will learn skills with computer-aided drafting by using AutoCAD to produce orthographic projections, isometric pictorials, oblique drawings, sections, and assembly drawing. Also, an introduction to 3D modeling and a brief introduction to architecture will be explored. This course is recommended for pre-engineering students, design or technically-oriented students, and students who simply enjoy drawing, working with their hands, and exploring the further application of the computer in graphics and engineering solutions.		

COURSE TITLE	<i>CADD 2 (Advanced Computer-Aided Drawing and Design)</i>	CREDIT VALUE	<i>0.50</i>
PREREQUISITE	<i>Successful completion of CADD 1, or other building, design, or engineering course OR departmental teacher recommendation</i>	OPEN TO GRADE(S)	<i>9, 10, 11, 12</i>
DESCRIPTION	Computer-Aided Drafting(CAD) is the process of designing with the aid of computers. Students will explore and practice advanced multi-view orthographic drawing using Autocad. Also, the application of 3D CAD to drawing and engineering problems is the focus of this course. Autodesk's Inventor will be used as the 3D modeling software. The 3D modeling techniques and concepts discussed in this course will also be applicable to the other 3D-based CAD packages. This course is intended to help one establish a good basis for exploring and growing in the exciting field of computer-aided engineering (CAE).		

Technology Education

COURSE TITLE	<i>T-Shirt TECH-niques</i>	CREDIT VALUE	<i>0.50</i>
PREREQUISITE	<i>None</i>	OPEN TO GRADE(S)	<i>9, 10, 11, 12</i>
DESCRIPTION	This hands-on semester course will allow students to explore their creativity through a variety of graphic printing techniques. Students will learn and apply basic skills in the processes of screen-printing, vinyl cutting, and sublimation. In addition to printing, students will have the chance to tie-dye and bleach fabrics to achieve truly custom apparel! Digital artwork preparation and elements of design are important components that will be covered.		

COURSE TITLE	<i>Digital Photography & Editing</i>	CREDIT VALUE	<i>0.50</i>
PREREQUISITE	<i>None</i>	OPEN TO GRADE(S)	<i>9, 10, 11, 12</i>
DESCRIPTION	Removing something from the background of a photo and face swapping are just some of the things that will be covered in this semester course! Learn how to use advanced camera settings on your phone or iPad and then how to edit those images using the industry-standard Adobe Photoshop. This course includes instruction in photography composition as well as digital editing.		

COURSE TITLE	<i>The iSH Company - Technology Entrepreneurship</i>	CREDIT VALUE	<i>1.00</i>
PREREQUISITE	<i>None</i>	OPEN TO GRADE(S)	<i>10, 11, 12</i>
DESCRIPTION	iSH = "in student hands". This is a yearlong internship course where students will partake in the operation of a real business. All profits will be donated to the causes the students choose. The primary products of the real-work business will be created using graphic applications such as screen-printing and printed vinyl. Students will advertise, produce and sell products, interact with real clients, create and manage an e-commerce website along with other aspects of the entrepreneurship process. Whatever your interests are (marketing, production, or business), there is room here for everybody!		

Visual Arts

Faculty:

Kristy Dubinsky

Malvene Harris

Philosophy:

The Visual Arts Department of Elizabeth Forward High School offers an art experience for every student. The curriculum is designed to engage all levels of learning in a traditional art studio setting with a variety of art courses. Art students are encouraged to build a portfolio that represents various mediums and styles of work while enhancing each student's creativity.

COURSE TITLE	Art 1	CREDIT VALUE	0.50
PREREQUISITE	None	OPEN TO GRADE(S)	9, 10, 11, 12
DESCRIPTION	This is an introductory art course. During our creative exploration of the "Elements of Art" within a composition, students will learn various sketching & drawing techniques in different mediums such as pen, graphite, colored pencil, charcoal, oil & chalk pastels, markers, paint, & much more.		

COURSE TITLE	Art 2	CREDIT VALUE	1.00
PREREQUISITE	Successful completion of Art 1 with a grade of 70% or better	OPEN TO GRADE(S)	10, 11, 12
DESCRIPTION	This course will allow the student to build on the learned skills from Art 1. Students will begin to study the principles of design (balance, unity, proportion, and emphasis). Students will be introduced to many techniques in a variety of art mediums with the support of technology. Mediums covered include clay, printmaking, sculpture, painting, drawing, metal, weaving, and much more. Art skills will be enhanced with more in-depth projects in the fine arts. Written art history and criticism will be covered as they relate to the techniques being studied.		

COURSE TITLE	Advanced Studio Art 1	CREDIT VALUE	1.00
PREREQUISITE	Successful completion of Art 2 with a grade of 80% or better	OPEN TO GRADE(S)	11, 12
DESCRIPTION	Students will begin to focus on advanced-level concepts of design while developing skills with a variety of art media. Students will explore creative problem-solving using visual materials. Students will begin to develop independent work in areas of interest. Art history and positive art criticism will be covered as they relate to the course. This course will work in tandem with Advanced Studio Art 2.		

COURSE TITLE	Advanced Studio Art 2	CREDIT VALUE	1.00
PREREQUISITE	Successful completion of Advanced Studio Art 1 with a grade of 80% or better	OPEN TO GRADE(S)	12
DESCRIPTION	This demanding advanced art course will allow those students with a serious interest in the visual arts the opportunity to move to an advanced level. This course will provide art students with advanced college preparation in the visual arts. The students will be enriched with art history, criticism, and aesthetics while building a portfolio. This course requires the students to create not only artwork but also to reflect on and research artwork. Students are responsible for purchasing some of their own supplies.		

Visual Arts

COURSE TITLE	<i>Brushstrokes and Beyond</i>	CREDIT VALUE	<i>0.50</i>
PREREQUISITE	<i>Successful completion of Art 1 with a grade of 70% or better</i>	OPEN TO GRADE(S)	<i>10, 11, 12</i>
DESCRIPTION	* Formerly Advanced Painting and Mixed Media, this course will offer an in-depth exploration of painting techniques and new ways to see, use and interpret creative ideas while developing personal style. Students will create multi-directional compositions with a variety of materials, paint, collage, printing, drawing, mixing, assemblage, cutting, pasting, etc. Emphasis will be placed on the elements of art and design with an emphasis on color, mood, texture, and composition.		

COURSE TITLE	<i>Ceramics 1</i>	CREDIT VALUE	<i>0.50</i>
PREREQUISITE	<i>None</i>	OPEN TO GRADE(S)	<i>9, 10,11,12</i>
DESCRIPTION	This course displays the medium of clay. Students will develop technical skills in hand building, modeling, molds, wheel throwing, and design. Students will explore all stages of a clay project (making clay – to glazes – to firing). Students will create functional and non-functional projects.		

COURSE TITLE	<i>Ceramics 2</i>	CREDIT VALUE	<i>0.50</i>
PREREQUISITE	<i>Successful completion of Ceramics 1 with a final grade of 90% or better</i>	OPEN TO GRADE(S)	<i>9, 10,11,12</i>
DESCRIPTION	This course is for students who want to continue to explore and develop their clay skills. The student must have the potter's wheel mastered . The students will independently create artwork from start to finish, including the firing process. Emphasis will be on advanced performance in studio production, including quality ceramics and mixed media pieces. An articulation agreement exists between Elizabeth Forward School District and the Art Institute regarding course credit for the successful completion of this course.		

COURSE TITLE	<i>Ceramics 3</i>	CREDIT VALUE	<i>0.50</i>
PREREQUISITE	<i>Successful completion of Ceramics 2 with a final grade of 90% or better. Recommendation of an Art Teacher must be pre-approved.</i>	OPEN TO GRADE(S)	<i>11,12</i>
DESCRIPTION	This course is designed for the student who has a sincere desire to explore the medium of clay and the process of a potter. The student may work independently while being guided by the instructor. The student and instructor will develop individual targets and goals to be completed by the end of the semester. The students will build upon the skills and techniques learned in the prerequisite classes. The teacher must approve admission to class.		

COURSE TITLE	<i>Ceramics Independent Study</i>	CREDIT VALUE	<i>0.50 or 1.00</i>
PREREQUISITE	<i>Successful completion of Ceramics 2 with a final grade of 90% or better. Recommendation from an Art Teacher must be pre-approved.</i>	OPEN TO GRADE(S)	<i>11, 12</i>
DESCRIPTION	Students enrolled in this independent student will continue to work on clay skills focusing on targets and aspects agreed upon by the teacher. The students will also be able to maintain all aspects for their art.		

Visual Arts

COURSE TITLE	<i>Crafty Shack</i>	CREDIT VALUE	<i>0.50</i>
PREREQUISITE	<i>Successful completion of Exploring Visual Design with a final grade of 80% or better</i>	OPEN TO GRADE(S)	<i>10,11,12</i>
DESCRIPTION	This course will focus on crafts and DIY projects with the support of technology. Students will explore a variety of mediums, including glass, fiber arts, weaving, leather, jewelry, wire, etc. Students are responsible for purchasing some of their own supplies.		

COURSE TITLE	<i>Slip Casting Ceramics</i>	CREDIT VALUE	<i>0.50</i>
PREREQUISITE	<i>Successful completion of Ceramics 1</i>	OPEN TO GRADE(S)	<i>10, 11, 12</i>
DESCRIPTION	Slip casting is a ceramic-forming technique for pottery. In this method, a liquid clay body is poured into a plaster mold and allowed to form a layer, the cast, on the inside walls of the mold. The piece is then removed from the mold, trimmed, fired, and ready to glaze or paint. The student will have the ability to customize their individual pieces or use the molds for mass production. A variety of seasonal and basic functional molds are available.		



Steel Center for Career and Technical Education

Students who attend Steel Center can gain a labor market advantage through active learning that meets the expectations of 21st-century employers and colleges. Each program will guide students through rigorous career-oriented practical activities reinforced through core academic instruction. Students' employability will be further promoted by their opportunity to gain industry-standard certifications required by local employers. Students also have opportunities to join career and technical student organizations (CTSOs), where they will learn leadership and citizenship principles. For more information about the opportunities offered at Steel Center, please visit the school's website at: www.steelcentertech.com.

At Elizabeth Forward High School, students are permitted to enroll in Steel Center programs beginning in their sophomore year. Students may be denied entry into Steel Center for persistent academic failure and/or being credit deficient for graduation. Decisions about attendance for students with special needs will be made in accordance with their Individualized Education Plan.

PA Department of Education Programs of Study

In accordance with the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Act), all postsecondary institutions receiving funds under the Act are required to award college-level credit or equivalent clock hours to a matriculated student and apply that credit toward the completion of the approved Pennsylvania Department of Education (PDE) Program of Study (POS), leading to an industry-recognized credential or certificate at the postsecondary level or an associate or baccalaureate degree. The purpose of this agreement is to ensure that students make the transition from a school entity (Steel Center) to another school entity, college or university, or a business/industry without experiencing delays in or duplication of learning. This agreement sets forth the terms and conditions for the awarding of college-level credit or equivalent clock hours to students who complete the approved PDE POS at a secondary school so that those students can seamlessly continue their education in a related POS at a postsecondary institution. This agreement outlines the general conditions between secondary and postsecondary institutions.

Grading Policy

Steel Center does not issue report cards; however, student progress in real-time, including quarterly grades and final averages, are available for viewing on eSD. Consult the school's website, www.steelcentertech.com, for more information. Steel Center issues four (4) quarterly (or 9-weeks) grades. Final course averages are the arithmetical mean of those four (4) grades, expressed as a cumulative percentage. Steel Center's percentage grade scale is as follows:

90% - 100% = A: Advanced
80% - 89% = B: Proficient
70% - 79% = C: Basic
60% - 69% = D: Below Basic Passing
<60% = E/F: Below Basic Failing

Other Marks:
F = Fail
I = Incomplete
P = Pass
W = Withdrawal

Career & Technical Education

Steel Center currently offers 17 career majors. Each major is based on currently state-approved curricula, inclusive of written (theoretical) activities, performance tasks, demonstration of work ethic, and professionalism. For each major, students may earn three (3) or more Carnegie Units (credits) per year, depending on local sending school district policies for credit acquisition. Students may also earn industry certifications in their respective programs. Steel Center's career majors are as follows, listed alphabetically by local title and accompanied by Pennsylvania Classification of Instructional Program (CIP) codes:

Advertising & Design (Program of Study)

Grades 10-12

CIP Code: 50.0402, 3 or more credits/year.

Articulation Agreements: PDE Program of Study, Community College of Allegheny County

Industry Certifications Available: Adobe Certified Associate Photoshop, InDesign, Illustrator, Adobe Premier Pro, OSHA 10-Hour Training CareerSafe & Pennsylvania Skills Certification

An instructional program in the applied visual arts that prepares individuals to use artistic techniques to effectively communicate ideas and information to business and consumer audiences via illustrations and other forms of printed media. This program includes instruction in concept design, layout, paste-up and techniques such as engraving, etching, silkscreen, lithography, offset, drawing and cartooning, painting, collage and computer graphics.

Automotive Technology (Program of Study)

Grades 10-12

CIP Code: 47.0604, 3 or more credits/year.

Articulation Agreements: PDE Program of Study, Rosedale Technical College

Industry Certifications Available: Pennsylvania State Automotive Safety Inspection, Pennsylvania State Emissions Inspection and EPA, Section 609 Certification for Refrigerant Recycling and Recovery & Pennsylvania Skills Certification

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

Baking/Pastry Chef (Program of Study)

Grades 10-12

CIP Code: 12.0501, 3 or more credits/year.

Articulation Agreements: PDE Program of Study, Community College of Allegheny County, Westmoreland County Community College

Industry Certifications Available: ServSafe Manager Food Safety, ServSafe Food Handler, ServSafe Allergens, S/P2 Culinary Safety & Pennsylvania Skills Certification

Specialized classroom and practical work experiences associated with the preparation of breads, crackers, cakes, pies, pastries and other bakery products for retail distribution, for consumption in a commercial food service establishment or for special functions. Instruction includes making, freezing and handling of bake products; decorating; counter display; and packaging of merchandise. This is a comprehensive program to prepare individuals for employment in a variety of occupations in the baking industry.

Career & Technical Education

Building Trades Maintenance (Program of Study)

Grades 10-12

CIP Code: 46.0401, 3 or more credits/year.

Articulation Agreement: PDE Program of Study

Industry Certifications Available: Pennsylvania Builder's Association Certification (PBA), OSHA-10 Hour Training CareerSafe, Forklift Operator, American Ladder Institute-Articulated Ladder, Mobile Ladder, Single and Extension Ladder & Pennsylvania Skills Certification

An instructional program that prepares individuals to apply technical knowledge and skills to keep a building functioning, and to serve a variety of structures including commercial and industrial buildings and mobile homes. Instruction includes the basics of carpentry, millwork, plumbing, painting, glazing, electricity, plastering, welding, minor sheet metal, concreting, bricklaying, tile setting, hardware usage, heating, ventilation, waterproofing, roofing and record keeping.

Carpentry (Program of Study)

Grades 10-12

CIP Code: 46.0201, 3 or more credits/year.

Articulation Agreement: PDE Program of Study

Industry Certifications Available: Pennsylvania Builder's Association Certification (PBA), OSHA 10 Hour Training CareerSafe, Forklift Operator, S/P2 Construction Safety, American Ladder Institute-Articulated Ladder, Mobile Ladder, Single and Extension Ladder, Stop the Bleed & Pennsylvania Skills Certification

An instructional program that prepares individuals to apply technical knowledge and skills to lay out, fabricate, erect, install and repair structures and fixtures using hand and power tools. This program includes instruction in common systems of framing, construction materials, estimating, blueprint reading and finish carpentry techniques.

Collision Repair and Refinishing (Program of Study)

Grades 10-12

CIP Code: 47.0603, 3 or more credits/year.

Articulation Agreements: PDE Program of Study, Rosedale Technical College

Industry Certifications Available: S/P2 Collision Safety, & Pennsylvania Skills Certification

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

Career & Technical Education

Cosmetology (Career & Technical Program)

Grades 10-12

CIP Code: 12.0401, 3 or more credits/year.

Articulation Agreements: *Community College of Allegheny County, Douglas Education Center*

Industry Certifications Available: Cosmetology License, Manicurist, Esthetician, S/P2 Cosmetology Safety & Pennsylvania Skills Certification

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

Culinary Arts (Program of Study)

Grades 10-12

CIP Code: 12.0508, 3 or more credits/year.

Articulation Agreements: *PDE Program of Study, Community College of Allegheny County*

Industry Certifications Available: ServSafe Manager Food Safety, ServSafe Food Handler, ServSafe Allergen, S/P2 Culinary Safety & Pennsylvania Skills Certification

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

Cybersecurity and Networking Technology (Program of Study)

Grades 10-12

CIP Code: 11.0901, 3 or more credits/year.

Articulation Agreement: *PDE Program of Study*

Industry Certifications Available: A+ Certification, Network+, IT Fundamentals+, Cisco Certified Network Associate, OSHA 10 Hour Training CareerSafe & Pennsylvania Skills Certification

A program that focuses on the design, implementation and management of linked systems of computers, peripherals and associated software to maximize efficiency and productivity, and that prepares the individuals to function as network specialist and managers at various levels. Includes instruction in operating systems and applications; system design and analysis; networking theory and solutions; types of networks; network management and control; network and flow optimization; security; configuring; and troubleshooting.

Career & Technical Education

Electrical Construction (Program of Study)

Grades 10-12

CIP Code: 46.0399, 3 or more credit/year.

Articulation Agreements: PDE Program of Study, Rosedale Technical College

Industry Certifications Available: Pennsylvania Builder's Association Certification (PBA), OSHA 10 Hour Training CareerSafe & Pennsylvania Skills Certification

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

Health Assistants (Program of Study)

Grades 10-12

CIP Code: 51.0899, 3 or more credits/year.

Articulation Agreement: PDE Program of Study, Community College of Allegheny County

Industry Certifications Available: Patient Care Technician/PCT, Basic Life Support Health Care Providers, & Pennsylvania Skills Certification

A cluster program with a combination of subject matter and experiences designed to prepare individuals for entry-level employment in a minimum of three related health occupations under the supervision of a licensed health care professional. Instruction consists of core course content with clinical experiences in one or two health related occupations. The core curriculum consists of planned courses for introduction of health careers, basic anatomy and physiology, medical terminology, legal and ethical aspects of health care and communications and at least three planned courses for the knowledge and skills for the occupational area such as medical assisting, ward clerk, nursing assisting, etc.

Heating, Ventilation, Air Conditioning & Refrigeration (Program of Study)

Grades 10-12

CIP Code: 47.0201, 3 or more credits/year.

Articulation Agreements: PDE Program of Study, Rosedale Technical College, University of Northwestern Ohio

Dual Enrollment Opportunity: Rosedale Technical College

Industry Certifications Available: EPA 608 Technician Certification, Section 609 Certification for Refrigerant Recycling and Recovery, American Ladder Institute-Articulated Ladder, Mobile Ladder, Single and Extension Ladder, Pennsylvania Builder's Association Certification (PBA), OSHA 30 Hour Training CareerSafe & Pennsylvania Skills Certification

An instructional program that prepares individuals to apply technical knowledge and skills to install, repair and maintain commercial and domestic heating, air conditioning and refrigeration systems. Instruction includes theory and application of basic principles involved in conditioning of air (cooling and heating); filtering and controlling humidity; operating characteristics of various units and parts; blueprint reading; use of technical reference manuals; the diagnosis of malfunctions; overhaul, repair and adjustment of units and parts such as pumps, compressors, valves, springs and connections; and repair of electric/electronic and pneumatic control systems.

Career & Technical Education

Medical Professions (Program of Study)

Grades 10-12

CIP Code: 51.9999, 3 or more credits/year.

Articulation Agreements: PDE Program of Study, Community College of Allegheny County

Industry Certifications Available: Basic Life Support (BLS), Pharmacy Technician (CPhT), Phlebotomy Technician & Pennsylvania Skills Certification

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

Public Safety (Career & Technical Program)

Grades 10-12

CIP Code: 51.0904, 3 or more credits/year.

Articulation Agreement: Robert Morris University

Industry Certifications Available: Emergency Medical Technician, National Incident Management System, Basic Life Support CPR, Stop the Bleed, American Ladder Institute-Articulated Ladder, Mobile Ladder, Single and Extension Ladder & Hazardous Materials Response Awareness

A program that prepares individuals, under the remote supervision of physicians, to recognize, assess, and manage medical emergencies in prehospital settings and to supervise ambulance personnel. Students will learn about 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; identification and preliminary diagnosis of diseases and injuries; communication and computer operations; basic anatomy, physiology, pathology, and toxicology; and professional standards and regulations. Students will also learn fundamentals of police operations and fire protection, as well as technical and vehicle rescue. Physical development and self-confidence are emphasized due to the nature of the specific occupation(s) associated with public safety.

Sports Medicine & Rehabilitation Professions (Career Technical & Program)

Grades 10-12

CIP Code: 51.2604, 3 or more credits/year.

Articulation Agreements: Duquesne University, Waynesburg University

Industry Certifications Available: Basic Life Support CPR, First Aid, OSHA Healthcare Safety, OSHA 10 Hour Training CareerSafe & Pennsylvania Skills Certification

A program that prepares individuals to assist in rehabilitation services under the supervision of physical therapists, occupational therapists, speech-language pathologists, and other therapeutic professionals, and to perform routine functions in support of rehabilitation. Includes instruction in roles and responsibilities of rehabilitation providers, basic function of the human body, disabling conditions, therapeutic skills, client management, and communication skills.

Career & Technical Education

Veterinary Assistant (Career & Technical Program)

Grades 10-12

CIP Code: 01.8301, 3 or more credits/year.

Articulation Agreements: *Pennsylvania Western University, Pierpont Community Technical College*

Industry Certifications Available OSHA-10 Hour Health Care Safety, Red Cross Pet Tech First Aid, Purina Weight Coach, Fear Free & Pennsylvania Skills Certification

An instructional program that prepares individuals to support veterinarians by providing assistance during animal examinations, treatment administration and monitoring; by keeping animal and related health record information; and by performing a range of selected practice-related duties. This program is designed to provide instruction in preparing the animal for examination and treatment, sterilizing equipment and performing selected routine laboratory procedures under direct supervision of the veterinarian. Instruction also includes maintaining medical and business records, charting and scheduling activities and a wide range of practice-related duties as applied to animal health care, the biomedical field and the pet industry. The health occupational planned courses include the study of life sciences with emphasis on animal anatomy, physiology, diseases, reproduction, genetics, nutrition, animal laboratory procedures, aseptic technique, OSHA regulations, infection control and procedures. Clinical education is an integral part of the program. Science and math taught by certificated science and math teachers will be coordinated and deemed essential for students to successfully reach their career objectives.

Welding (Program of Study)

Grades 10-12

CIP Code: 48.0508, 3 or more credits/year.

Articulation Agreements: *PDE Program of Study, Rosedale Technical College*

Industry Certifications Available: AWS Certification, SP/2 Welding Safety, OSHA 10 Hour Safety, & Pennsylvania Skills Certification

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

High School Administration

Mrs. Kelli Garlow, Principal
Mr. Michael Joyce, Assistant Principal 9-10
Dr. Daniel Harrold, Assistant Principal 11-12

High School Guidance Office

Mrs. Jillian Monti, School Counselor Grades 10-12 (A-G) [\(412\) 896-2346](tel:(412)896-2346)
Mrs. Jennifer Slavic, School Counselor Grades 10-12 (H-Q) [\(412\) 896-2362](tel:(412)896-2362)
Mr. Joseph McManus, School Counselor Grades 10-12 (R-Z) [\(412\) 896-2347](tel:(412)896-2347)
Mrs. Natalie Scheiber, Guidance Secretary [\(412\) 896-2352](tel:(412)896-2352)

*1000 Weigles Hill Road
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Phone: [\(412\) 896-2349](tel:(412)896-2349) Fax: (412) 384-2030*

District Office Administration

Mr. Keith Konyk, Superintendent
Dr. Mary Carole Perry, Assistant Superintendent
Dr. Randal Sydeski, Director of Pupil Assessments/Personnel Services
Mr. Al Ragan, Director of Finance and Operations
Mr. Matt Toth, Director of Information Technology
Mrs. Alison Demarco, Director of Digital Teaching & Learning
Mr. Keith Gephart, Director of Special Education

*401 Rock Run Road
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Board of School Directors

Mr. Keith Balint
Mr. Richard Cummings Jr.
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Mr. Ryan Hemminger
Mr. Scott Henry
Mr. Thomas Sharkey, Jr.
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Mrs. Dorothy Wycoff