Ambridge Area High School

Course of Studies Book 2026 - 2027

AMBRIDGE AREA HIGH SCHOOL

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GENERAL INFORMATION

This booklet is designed to familiarize the students and parents of the Ambridge Area High School with our educational programs, courses, requirements/standards and scheduling procedures. The contents provide valuable information to help the students and parents plan a program of study and make the appropriate selections.

If you have any questions concerning anything contained in this booklet, please do not hesitate to contact the High School Main Office or Guidance Office at (724) 266-2833 ext. 2377.

The Pennsylvania Department of Education requires that all students enrolled in schools within the state meet minimum scholastic standards before being granted a high school diploma. Additionally, the Ambridge Area Board of Education has established requirements that exceed those standards.

Please refer below to determine the required number of credits needed for graduation.

Subject	***Class of 2024-25***	***Class of 2025-26***	***Class of 2026-27***	***Class of 2027-28***
English	4	4	4	4
Social Studies	4	4	4	4
Mathematics	3 or 4*	3 or 4*	3 or 4*	3 or 4*
Science	3 or 4*	3 or 4*	3 or 4*	3 or 4*
H & P E	2	2	2	2
Electives	6.5	6.5	6.5	6.5
Cumulative Career Project	Cumulative Career Project 1.0	Cumulative Career Project 1.0	Cumulative Career Project 1.0	Cumulative Career Project 1.0
Total Credits	24.5	24.5	24.5	24.5

****Students must achieve seven total credits in math and science combined to meet graduation standards. A minimum of three credits must be achieved in each area.***
****Personal Financial Literacy will be required and will satisfy .5 credits for social studies with U.S. Government satisfying the other .5 credits.***
*****Students must achieve at a "Proficient" or "Advanced" level on the Keystone Exam, as required by The Pennsylvania Department of Education, to receive a diploma from Ambridge Area High School. Any student NOT reaching "Proficient" or "Advanced" on either the Keystone Exam or the Keystone retest will be required to show success in an alternate pathway approved by the school district and in Accordance to State Law Act 158.***

Under Act 158 of 2018 (ACT 158, PDE), statewide graduation requirements will take effect starting with the graduating class of 2023. Act 158 provides five options for meeting graduation requirements via PDE and Keystone Testing: **(1) Keystone Proficiency Pathway, (2) Keystone Composite Pathway, (3) Alternate Assessment Pathway, (4) Evidence-Based Pathway, and (5) Career and Technical Education Pathway.** Students will be required under the first two pathways to demonstrate proficiency or an overall proficient composite score on the Keystone End-of-Unit Exams before graduation as per The Pennsylvania Department of Education (PDE) and ACT 158 of 2018 (Act 158, PDE). Graduates of the class of 2023 and beyond who do not meet proficiency or advance standings on the End-of-Unit Keystone exams or do not meet the total Composite Score will be required to provide evidence as per one of the additional alternative pathways before graduation listed below:

The new state guidelines and graduation requirements from The Pennsylvania Department of Education Act 158 are presented below. Specifically, according to ACT 158, the below pathways of graduation are required for any student in the graduating class of 2023 and beyond, starting with achieving proficiency through students assessment scores:

1. **Keystone Proficiency Pathway**: Scoring proficient or advanced on each Keystone Exam - Algebra I, Literature, and Biology.
2. **Keystone Composite Pathway**: Earning a composite score of 4452 on the Algebra I, Literature, and Biology Keystone Exams (while achieving at least a proficient score on at least one of the three exams and no less than a basic score on the remaining two).

According to ACT 158, graduates of the class of 2023 and beyond who do not meet proficiency or advance standings on the End-of-Unit Keystone exams or do not meet the total Composite Score will be required to provide evidence as per one of the additional alternative pathways to graduation listed below:

3. **Alternate Assessment Pathway:** Completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and an established score on an approved alternate assessment and additional evidence as defined by The Pennsylvania Department of Education.
4. **Evidence-Based Pathway**: Completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and demonstration of three pieces of evidence consistent with the student's goals and career plans, and additional evidence as defined by The Pennsylvania Department of Education.
5. **Career-Technology Pathway**: Completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and attainment of an industry-based competency certification related to the CTE Concentrator's program of study and additional evidence as defined by The Pennsylvania Department of Education.

To comply with the state, federal and PDE guidelines, any student in 9th, 10th, or 11th that earned a passing grade in the End-of-Unit 2019-2020 Pennsylvania System of School Assessment course will be deemed proficient on the Keystone Exam for graduation purposes only and are not required to sit for the End-of-Unit Exam. As per PDE, and as amended by the every student succeeds act:

Any student who completed a course in an academic content area associated with a keystone exam in the 2019-2020 school year only shall not be required to take the keystone exam related to that course and shall be deemed proficient for purposes (relating to high school graduation requirements), provided that the student demonstrates successful completion of locally established, grade-based requirements for the academic content areas associated with each keystone exam.

At this time, any student that was successful in the End-Of-Course Keystone Biology, Literature 10, and Algebra I class for the 2019-2020 school year, and/or students who were exempted from a Keystone Exam due to successful completion of an End-of-Unit 2019-2020 Keystone content area class may still benefit from the option to retest to achieve a numerical score for use in the Composite Pathway for graduation purposes if still requiring Keystone tests in other content areas.

The first two pathways are based solely on Keystone Exam scores. For that reason, all students will have access to take the exam and are strongly encouraged to sit during the scheduled test date. Any student scheduled in an End-of-Unit testing session will receive a letter indicating their specific testing date after they complete the identified Keystone trigger courses at the district level.

Due to statewide measures, we strongly encourage your student to participate in the End-of-Year Course scheduled exam to positively impact the School-Wide data and achieve measures of proficiency for graduation.

As a reminder, starting with the graduating class of 2023 and beyond, students are required to pass the trigger keystone course as per ACT 158 law as per PDE. This includes the following courses at the High School Level in Science, English, and Math: Honors Biology or Biology; English 10, Practical English 10, College Prep English 10, Advanced English 10, and Algebra I. Students who are not successful in completing a trigger course will be required to complete academic remediation of the course required for graduation. The School Counselor will discuss completion of the trigger courses with the student and academic mediation to meet ACT 158 guidelines.

We strongly encourage parents/guardians and students to review the videos posted on ACT 158 and the additional PDE requirements below to learn more about graduation's specific pathways and information.

Thus, additional information in regards to the graduation requirements for 2023 and beyond related to ACT 158, informational videos, Power-Points, and/or handouts can be found at: https://www.pdesas.org/Page/Viewer/ViewPage/56/ or: https://pdesas.org/Frameworks/DCEToolKit/Act158PathwaysToGraduationToolkit.

The Ambridge Area School District will meet with students to discuss the above guidelines and pathways for graduation. Information will also be posted under the guidance webpage: www.ambridge.k12.pa.us – Services – Guidance and Counseling – Keystone Assessments. Students will be working with the academic team and students to ensure each student has a pathway for graduation completion.

PROMOTIONAL STANDARDS -- Students must earn a "D" grade or a percentage of 60 as a final grade to receive credit for a particular course. It is expected that a student can achieve a minimum of six credits per year towards the 24.5 needed for graduation.

Students who fail a required course during their freshman, sophomore, or junior years must successfully make up the course in a recognized and/or approved remedial or summer school program. These courses will be taught by Ambridge Area School District teachers at a fee to be determined. Courses can be completed through the Credit Recovery Cyber Program at Ambridge Area High School. Information can be found in the High School Guidance Office.

(**For Seniors Only**)
Participation in graduation is dependent upon fulfilling the outlined graduation requirements of 24.5 credits. Should a senior fall short of the 24.5 credits required, they ***will not*** be eligible to walk in the graduation ceremony of their class.

GRADING SYSTEM -- The grading scale used at Ambridge Area High School will be based on a four point system (i.e. A=4; B=3; C=2, D=1; E=0)

Letter Grade	*Percentage Points*	*Quality*
A	90% - to – 100%	4.0
B	80% - to – 89%	3.0
C	70% - to – 79%	2.0
D	60% - to – 69%	1.0
E	0% - to – 59%	0.0

Grades in most classes will be calculated by percentage and be reflected as such on the report card.

WEIGHTED COURSES -- A student must earn an "A," "B," "C" or "D" grade to receive the additional weighted value. The following is an outline of courses that have additional weight.

Weighted GPA will be calculated in two steps. The first step is to calculate a "Non-Weighted GPA" on a 4.0 scale. The highest GPA on a non-weighted scale is a 4.00. Once this GPA is calculated, an add-on factor for "Advanced Placement/Dual Enrollment" and "Honors" based on the class is factored in. The following Grade Scale is implemented and will be calculated by each 9-week grade for total Weighted GPA earned in an AP/Dual Enrollment or Honors Course, in the following manner. All course weight is assigned by course, not by grade level. **Courses will be weighted if taken only in grades 9-12. Any course taken prior to 9th grade will be for credit only and will not be calculated in the overall GPA below or add on weight.**

Here's an example for the how weighted classes would be calculated compared to a regular class:

Course	**Q1**		**Q2**		**Q3**		**Q4**		**Final**
Practical English 11	97/A (4.0)		89/B (3.0)		96/A (4.0)		95/A (4.0)		94/A (3.75) (4+3+4+4= 15) (15/4= 3.75)
College Prep English 11 (Honors)	97/A (4.5)		89/B (3.5)		96/A (4.5)		95/A (4.5)		94/A (4.25) (4.5+3.5+4.5+4.5= 17) (17/4= 4.25)
CIHS Argument/ AP Lang & Comp (AP)	97/A (5.0)		89/B (4.0)		96/A (5.0)		95/A (5.0)		94/A (4.75) (5+4+5+5= 19) (19/4=4.75)

AP / Dual Enrollment	*Add On Factor per Quarter*	***Honors***	*Add On Factor per Quarter*
A	.25 per quarter	A	.125 per quarter
B	.25 per quarter	B	.125 per quarter
C	.25 per quarter	C	.125 per quarter
D	.25 per quarter	D	.125 per quarter
E	No Weight Assigned	No Weight Assigned	No Weight Assigned

The following is a listing of the weighted courses – Please note Dual Enrollment/AP or Honors. This weight is for classes taken only in 9-12th grade. Any classes taken prior to 9th grade will be for credit only and will not be factored into overall weighted and non-weighted GPA:

Electives: Computer Science, Other
Advanced Placement Psychology
Advanced Placement Computer Science A
Advanced Placement Computer Science Principles

Electives: Technology Education
Honors Technology II
Honors Technology III

Math:
Honors Geometry
Honors Algebra II
College Statistics and Probability (Dual Enrollment)
Pre-Calculus with Carlow University (Dual Enrollment)
Advanced Placement Calculus AB
Advanced Placement Calculus BC
College Algebra: Through Carlow University (Dual Enrollment)

Science:
Honors Biology
Honors Chemistry
Advanced Placement Chemistry / CIHS Advanced Chemistry with College in High School Option (Dual Enrolment)
Advanced Placement Biology
Advanced Placement Environmental Science
Advanced Placement Physics I
Advanced Placement Physics II
Advanced Placement Physics C: Mechanics
Advanced Placement Physics C: Electricity and Magnetism

Language:
Italian III
Italian IV
Italian V
Spanish III
Spanish IV
Spanish V

English:
Advanced English 9 (AP Weight)
College Preparatory English 9 (Honors Weight)
Advanced English 10 (AP Weight)
College Preparatory English 10 (Honors Weight)
College Preparatory English 11 (Honors Weight)
CIHS Argument: University of Pittsburgh / Advanced Placement (Dual Enrollmant)
English Language and Composition (11th Grade)
Advanced Placement Literature and Composition (12th Grade) *TBD Dual Enrollment CIHS RMU 26-27

Social Studies:
Honors American Cultures I
Honors American Cultures II
Honors World Cultures
Advanced Placement European History
Honors Personal Financial Literacy *TBD Dual Enrollment CIHS w/ Seton Hill 26-27
Honors US Government *Dual Enrollment 25-26 Through c/o CCBC (In-Person)

*Students requesting accommodations in their respective collegiate/dual enrollment program: Students who are enrolled in a dual enrollment course through a post-secondary/collegiate institution in collaboration with Ambridge Area School District, or CCBC Academy are required with their parent/guardian to contact the post-secondary office of student services, disabilities and/or their programs designated area to request any accommodations requested in the class at the collegiate level. If accommodations are requested including but not limited to a 504/IEP, etc., all students are required to meet with the Student Services Office of Academic Affairs or the specific collegiate area to apply for accommodations within the Collegiate Courses and are based on the Collegiate level approval. In addition, classes are required to be completed in person. Classes taken in an on-line format may not qualify for Collegiate Credit and are subject for required approval by the District and Collegiate program. Ambridge Area School District is also not responsible for any accommodations denied by the post-secondary or collegiate institution, and the parent/guardian must appeal through the Collegiate program if requested.

CREDIT-RECOVERY: Students who fail to pass a required subject course during their freshman, sophomore, junior or senior year must successfully make up the course in an approved credit recovery program to receive their diploma before graduation. A failing grade in a course needed for graduation may prevent participation in the graduation ceremony during their senior year.

As District Policy states: Participation in graduation depends on fulfilling the outlined graduation requirements of the 24.5 credits pending graduation class standing. Should a senior fall short of the 24.5 credits in the required courses, they will not be eligible to participate in the graduation ceremony of their class.

Required subject areas and credit amounts needed for graduation are outlined in the student course selection book.
The classes specifically include English, Math, Science, Social Studies, and Health & Physical Education.

To plan accordingly, credit recovery is offered online during the senior year of high school at Ambridge Area School District through our cyber program. Student's grade 9-11th will be required to complete summer school in person for the corresponding summer after the completion of the school year. Information for cyber credit recovery can be found on the Ambridge Area School District website.

A $130.00 credit recovery fee is attached to each full semester course (1.0 credit) subject and must be paid in full before receiving a diploma. For a half-semester class (0.5 credit), a student will be required to pay $65.00 for the course. Payments must be made when registering for credit recovery courses. If a payment plan is needed, please contact the appropriate grade level guidance counselor. All fees must be paid in full prior to graduation in order to receive a diploma and to release transcripts. Fees are subject to change during the school year based on enrollment.

If not already doing so, we strongly encourage the student to take the necessary steps for academic improvement before credit recovery, including speaking with their teacher directly to schedule after-school tutoring and/or to arrange in advance a time to receive additional help in the subject area for continued success.

Students and parents will be notified of areas needed for credit recovery during their school year. It is advised the parent/student to arrange a meeting to discuss credit recovery options with the Guidance Department during the school year if they have any concerns regarding this opportunity.

A brochure and parent/guardian signature are required to be on file prior to student enrollment in Credit Recovery. Seniors can enroll in cyber classes via Edgenuity during the school year of graduation. All 9-11th grade credit recovery is required to be taken in person during the corresponding summer after the completion of the school year.

TRANSCRIPTS -- Transcripts can be obtained through the Guidance Office. Students are to complete the necessary form and submit it to the secretary. Transcript requests are required to be 24-48 hours in advance to the Guidance Secretary of the requested send date to ensure time for completion. Transcripts will be forwarded directly to the college or institution. Transcripts, references, and work permits will not be issued until all financial obligations have been met.

All CommonApp applications and requests must be sent in a timely manner to the Senior Level Counselor. Any student that requests CommonApp applications without a minimum of the 24-48 hour request notice to the Senior Level Counselor to be completed risks timelines not completed to meet collegiate deadlines.

SCHOOL TO WORK -- School-to-work options continue to be explored for our students. Those seniors who select the Marketing - On the Job Training (OJT) program are eligible to leave school early and receive credit for working during the school day. Students participating in this program are expected to have regular school attendance.

SPECIAL EDUCATION PROGRAM -- The Special Education Program is designed for students with unique instructional needs defined according to complex criteria established by the Pennsylvania Department of Education and State/Federal statutes. An IEP is developed by parents and teachers to determine each student's course(s) of study. The combination of regular education and special education courses must meet the general requirement, credits, or successfully obtain IEP goals for graduation. A variety of school-to-work opportunities will be explored for students as they demonstrate success in such an environment.

GIFTED EDUCATION PROGRAM -- The Gifted Program is designed for students who possess exceptional academic talent(s) defined according to complex criteria established by the Pennsylvania Department of Education and State/Federal statutes. Under the direction of their parents and teachers, students in this program develop "Individually Prescribed Educational Plans," which determine their course(s) of study. The Gifted Program is an enrichment program.

ADVANCED PLACEMENT COURSES -- Advanced Placement courses are offered in all subject areas. Students taking AP Courses must take four courses in English and Social Studies and a combination of 7 courses in Science and Math.

SENIOR COMMULATIVE CARE PROJECTS -- All seniors scheduled to graduate are mandated by the Ambridge Area School Board of Directors to complete a senior graduation project. This project must be presented to a committee formed through the High School staff. Failure to complete the project will jeopardize the receipt of a high school diploma. As the school year begins, specific details and guidelines about this project will be published and discussed. Working together, all students will be able to fulfill this requirement.

NCAA Course Progression

*If students complete Hon. Geometry, Hon. Algebra II, and Hon. Biology, students are eligible to take any higher-level math or science.

*Seven of the ten core courses to be completed before the start of the seventh semester of high school must be in English, Math, and Natural/Physical Science for the NCAA. Subject categories are highlighted below, and their respective NCAA credit.

*By the seventh semester, students will need to complete 2.0 Math credits, 3.0 Science credits, 3.0 English Credits, and 2.0 credits between Social Studies and/or Foreign Language.

*Students must complete 16 core courses in the appropriate areas: 4.0 English credits, 3.0 Math credits (Algebra I or higher), 2.0 Science credits (including 1 year of lab if offered), 2.0 Social Studies credits, 1.0 additional credits in either English, Math, or Science, and 4.0 additional credits in either English, Math, Science, Foreign Language, Comparative Religion, or Philosophy.

	Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
Math 2.0 Credits by 7th Semester	Pre-Algebra (0Credit) *Not an Approved NCAA Course Does not account for a Math Credit Algebra 1 (1.0 Credit) Geometry (1.0 Credit) Honors Geometry (1.0 Credit) Honors Algebra II (1.0 Credit)	Algebra 1 (1.0 Credit) Geometry (1.0 Credit) Algebra II (1.0 Credit) Honors Algebra II or Pre-Calculus (1.0 Credit) Pre-Calculus (1.0 Credit)	Geometry (1.0 Credit) Algebra II (1.0 Credit) Pre-Calculus, College Algebra or AP Stats (1.0 Credit) Pre-Calculus or AP Calculus AB (1.0 Credit) Calculus (1.0 Credit)	Algebra II (1.0 Credit) Pre-Calculus, College Algebra or AP Statistics (1.0 Credit) Calculus, College Algebra, AP Statistics (1.0 Credit) Calculus or AP Calculus AB (1.0 Credit) AP Calculus BC (1.0 Credit)
Science 3.0 Credits by 7th Semester	Life Science (0 Credit) *Not an Approved NCAA Course Does not account for a Science Credit Biology (1.0 Credit) Biology (1.0 Credit) Honors Biology (1.0 Credit)	Biology (1.0 Credit) Earth & Space Science (1.0 Credit) Chemistry (1.0 Credit) Honors Chemistry (1.0 Credit)	Earth & Space Science (1.0 Credit) Physical Science or Chemistry (1.0 Credit) Anatomy& Physiology, Geology, Physics, Intro to Forensics Science, AP Biology, AP Environmental Science, AP Chemistry, AP Physics1,2 C: or Forensic Science II (1.0 Credit) Anatomy & Physiology, Geology, Physics, Intro to Forensic Science, AP Biology, AP Environmental Science, AP Chemistry, AP Physics 1,2, C; or Forensic Science II (1.0 Credit)	Physical Science (1.0 Credit) Chemistry, Anatomy & Physiology, Geology, Physics, Intro to Forensic Science, AP Biology, AP Enviro Science, AP Chemistry, AP Physics 1,2,C or Forensic Science II (1.0 Credit) Anatomy& Physiology, Geology, Physics, Intro to Forensic Science, AP Biology, AP Environmental Science, AP Chem, AP Physics 1,2,C or Forensic Science II (1.0 Credit) Anatomy & Physiology, Geology, Physics, Intro to Forensic Science, AP Biology, AP Environmental Science, AP Chemistry, AP Physics 1,2,C or Forensic Science II (1.0 Credit)

English 3.0 Credits By 7th Semester	English (1.0 Credit) Practical English 9 (1.0 Credit) College Prep English 9 (1.0 Credit) Advanced English 9 (1.0 Credit)	English II (1.0 Credit) Practical English 10 (1.0 Credit) College Prep English 10 (1.0 Credit) Advanced English 10 (1.0 Credit)	English III (1.0 Credit) Practical English 11 (1.0 Credit) College Prep English 11 or AP English Language & Composition (1.0 Credit) AP English Language & Composition (1.0 Credit)	English IV (1.0 Credit) Practical English 12 (1.0 Credit) College Prep English 12 or AP Literature & Composition (1.0 Credit) AP Literature & Composition (1.0 Credit)

Social Studies 2.0 Credits between Social Studies and/or Foreign Language by 7th Semester	American Cultures I (1.0 Credit) Honors American Cultures I (1.0 Credit)	American Cultures II (1.0 Credit) Honors American Cultures II (1.0 Credit)	World Cultures (1.0 Credit) Honors World Cultures or AP European History (1.0 Cultures)	U.S. Government/ Personal Financial Literacy (1.0 Credit) Honors U.S. Government/ Personal Financial Literacy (1.0 Credit)
Foreign Language 2.0 Credits between Social Studies and/or Foreign Language by 7th Semester	Spanish I (1.0 Credit) Italian I (1.0 Credit)	Spanish II (1.0 Credit) Italian II (1.0 Credit)	Spanish III (1.0 Credit) Italian III (1.0 Credit)	Spanish IV (1.0 Credit) Italian IV (1.0 Credit)

*A full list of all approved classes are on the NCAA website and Ambridge High School Portal (390070). Only classes listed on the Ambridge School District NCAA portal will qualify for credit towards NCAA eligibility. Please ensure you and your student are checking the website for any additional changes that are completed through the school year. Classes are subject to approval and changes each year.

NCAA ELIGIBILITY -- **NCAA – The National Collegiate College Association:** As per the NCAA, College-bound student-athletes preparing to enroll in Division I or Division II schools need to register with the NCAA Eligibility Center to ensure they have met all NCAA eligibility standards and are academically prepared for college coursework before enrollment in post-secondary athletics. Students exploring post-secondary Athletic Opportunities at the Collegiate Level are strongly encouraged to review the NCAA website for athletic eligibility, requirements, and timelines for The National Collegiate College Association to ensure this action is completed.

Additionally, it is strongly recommended parents/guardians and students review The NCAA Guide for the College-Bound Student-Athlete as your student begins their journey to a Division I, II, or III Athletic commitment. Information can be found at: https://www.ncaa.org/student-athletes. Any additional questions can be directed to the District's Athletic Director.

To learn more about the pathway that's right for your student-athlete, please visit: https://www.ncaa.org/student- athletes/future/educational-resources.

NCAA schools require college-bound student-athletes to build a foundation of high school courses to prepare them for the academic expectations in college.

What is the NCAA Division I core-course progression (10/7) requirement?

Beginning August 1, 2016, in order to be eligible to compete during the initial year of full-time enrollment at an NCAA Division I school, a college-bound student-athlete must complete ten of their sixteen core courses before the start of the seventh semester of high school and at least seven of these 10 core courses must be in English, math, or natural or physical science. Grades achieved in such courses must be used in the college-bound student-athlete's academic certification and cannot be replaced by courses or grades achieved after starting the seventh semester.

All college-bound student-athletes and their parents are required to visit www.ncsasports.org to obtain a full understanding of the requirements for participation in collegiate athletics.

College-Bound Student Athletes and Parents:

To be eligible to compete at the collegiate level, student-athletes must meet all academic and eligibility requirements established by the NCAA. Please note that only courses listed on the Ambridge High School NCAA-Approved Course List Portal are recognized and approved for NCAA credit. To review the specific courses approved for NCAA credit through Ambridge Area High School, please visit the NCAA Eligibility Center's High School Course List portal at: https://web3.ncaa.org/hsportal/exec/hsAction?hsActionSubmit=searchHighS Once at the site, please enter the Ambridge High School code: 390070 to access the approved course list.

Please Note: Only courses listed under Ambridge High School's approved NCAA course list will count toward NCAA eligibility requirements. **Pre-Algebra does not qualify** as an NCAA-approved mathematics credit. To fulfill the NCAA mathematics requirement, students must complete the progression of Algebra I, Geometry, and Algebra II which together provide the three required math credits over the course of three academic years. Additional math credits qualify that are listed under the Ambridge High School NCAA approved course list.

*Note: The prospective student-athlete must also meet the Division I minimum 2.3 core-course GPA. Please see below for all divisional requirements. It is strongly encouraged if you have any eligibility questions to speak to the Athletic Director or Administration.

Play Division I Sports

If you want to compete in Division I NCAA sports, you need to register with the NCAA Eligibility Center at eligibilitycenter.org to make sure you stay on track to meet initial-eligibility standards. If you have questions about your eligibility or the registration process, call us toll free at 877-262-1492, Monday-Friday, 9 a.m. to 5 p.m. Eastern Time. International students (including Quebec) use our International Contact Form, found at ncaa.org/contactinternational.

Get Ready. Get Set. Go!

Grade 9

- ***Start planning now!*** Register for a free Profile Page account at eligibilitycenter.org for information on NCAA initial-eligibility requirements.
- Find your high school's list of NCAA-approved core courses at eligibilitycenter.org/course list to ensure you are taking the right courses, and earn the best grades possible.

Grade 10

- If you are being actively recruited by an NCAA school and have a Profile Page account, transition it to the right Certification account.
- Monitor the task list in your NCAA Eligibility Center account for next steps.
- At the end of the school year, ask your high school counselor from each school you have attended to upload an official transcript to your Eligibility Center account.
- If you fall behind academically, ask your high school counselor for help finding approved courses you can take.

Grade 11

- Ensure your sports participation information is correct in your Eligibility Center account.
- Check with your high school counselor to make sure you are on track to complete the required number of NCAA-approved core courses and graduate on time with your class.
- At the end of the school year, ask your high school counselor from each school you have attended to upload an official transcript to your Eligibility Center account.

Grade 12

- Request your final amateurism certification beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your Eligibility Center account at eligibilitycenter.org.
- Complete your final NCAA-approved core courses as you prepare for graduation.
- After you graduate, ask your high school counselor to upload your final official transcript with proof of graduation to your Eligibility Center account.

Division I Academic Eligibility

To be eligible to compete in NCAA sports during your first year at a Division I school, you must meet **ALL** the following requirements:

- Earn 16 NCAA-approved core-course credits:
    - Four years of English.
    - Three years of math (Algebra 1 or higher).
    - Two years of science (including one year of lab, if offered).
    - One additional year of English, math or science.
    - Two years of social science.
    - Four additional years of English, math, science, social science, world language or nondoctrinal religion/philosophy.
- Complete 10 of your 16 NCAA-approved core-course credits, including seven in English, math or science, before the start of the seventh semester.
- Complete your 16 NCAA-approved core-course credits in eight academic semesters or four consecutive academic years from the start of ninth grade.
- Earn a minimum 2.3 core-course GPA.
- Submit your final transcript with proof of graduation to the Eligibility Center.

More information regarding the impact of COVID-19 can be found at on.ncaa.com/COVID19_Spring2023.

What if I don't meet the requirements?

If you have not met all of the Division I academic standards, you may not compete in your first year at a Division I school. However, if you qualify as an academic redshirt, you may practice during your first term in college and receive an athletics scholarship for the entire year.

To qualify as an academic redshirt, you must:

- Earn 16 NCAA-approved core-course credits.
    - Four years of English.
    - Three years of math (Algebra 1 or higher).
    - Two years of science (including one year of lab, if offered).
    - One additional year of English, math or science.
    - Two years of social science.
    - Four additional years of English, math, science, social science, world language or nondoctrinal religion/philosophy.
- Earn a minimum 2.0 core-course GPA.
- Submit your final transcript with proof of graduation to the Eligibility Center.

If you are concerned you may not meet the Division I academic requirements, consider taking the following actions:

- Ask for advice and accountability from your high school counselor. Check in with the admissions or compliance office at the college you hope to attend.
- Get tutoring or other study help.
- Graduate on time. Division I schools allow college-bound student-athletes who graduate on-time to take one core course during the year after they graduate high school.
- Avoid quick fixes through credit recovery programs. These courses may not be accepted by the NCAA.
- Keep your coursework. If the Eligibility Center needs to review your record due to irregularities, you may be asked to provide your coursework.
- Follow your high school's policies. The best thing to do is work within the rules.

Amateurism

The NCAA promotes amateurism to create a level playing field for all student-athletes. The student-athletes who compete in college sports are students' first, athletes second. If you want to compete in NCAA sports at a Division I school, you must have a completed amateurism certification in your Eligibility Center account.

More information regarding the impact of COVID-19 can be found at on.ncaa.com/COVID19_Spring2023.

For questions about name, image and likeness, click here. Learn more about amateurism.

Play Division II Sports

If you want to compete in Division II NCAA sports, you need to register with the NCAA Eligibility Center at eligibilitycenter.org to make sure you stay on track to meet initial-eligibility standards.
If you have questions about your eligibility or the registration process, call us toll free at 877-262-1492, Monday-Friday, 9 a.m. to 5 p.m. Eastern Time. International students (including Quebec) use our International Contact Form, found at ncaa.org/contactinternational.

Get Ready. Get Set. Go!

Grade 9

- ***Start planning now!*** Register for a free Profile Page account at eligibilitycenter.org for information on NCAA initial-eligibility requirements.
- Find your high school's list of NCAA-approved core courses at eligibilitycenter.org/courselist to ensure you are taking the right courses, and earn the best grades possible.

Grade 10

- If you are being actively recruited by an NCAA school and have a Profile Page account, transition it to the right Certification account.
- Monitor the task list in your NCAA Eligibility Center account for next steps.
- At the end of the school year, ask your high school counselor from each school you have attended to upload an official transcript to your Eligibility Center account.
- If you fall behind academically, ask your high school counselor for help finding approved courses you can take.

Grade 11

- Ensure your sports participation information is correct in your Eligibility Center account.
- Check with your high school counselor to make sure you are on track to complete the required number of NCAA-approved core courses and graduate on time with your class.
- At the end of the school year, ask your high school counselor from each school you have attended to upload an official transcript to your Eligibility Center account.

Grade 12

- Request your final amateurism certification beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your Eligibility Center account at eligibilitycenter.org.
- Complete your final NCAA-approved core courses as you prepare for graduation.
- After you graduate, ask your high school counselor to upload your final official transcript with proof of graduation to your Eligibility Center account.

Division II Academic Eligibility

To be eligible to compete in NCAA sports during your first year at a Division II school, you must meet **ALL** the following requirements:

- Earn 16 NCAA-approved core-course credits:
    - Three years of English.
    - Two years of math (Algebra 1 or higher).
    - Two years of science (including one year of lab, if offered).
    - Three additional years of English, math or science.
    - Two years of social science.
    - Four additional years of English, math, science, social science, world language or nondoctrinal religion/philosophy.
- Earn a minimum 2.2 core-course GPA.
- Submit your final transcript with proof of graduation to the Eligibility Center.

More information regarding the impact of COVID-19 can be found at on.ncaa.com/COVID19_Spring2023.

What if I don't meet the requirements?

If you have not met all of the Division II academic standards, you may not compete in your first year at a Division II school. However, you will be deemed a partial qualifier. All Division II partial qualifiers may practice and receive an athletics scholarship, but may NOT compete, during their first year of full-time enrollment at a Division II school.

If you are concerned you may not meet the Division II academic requirements, consider taking the following actions:

- Ask for advice and accountability from your high school counselor. Check in with the admissions or compliance office at the college you hope to attend.
- Get tutoring or other study help.
- Avoid quick fixes through credit recovery programs. These courses may not be accepted by the NCAA.

- Keep your coursework. If the Eligibility Center needs to review your record due to irregularities, you may be asked to provide your coursework.
- Follow your high school's policies. The best thing to do is work within the rules.

Amateurism

The NCAA promotes amateurism to create a level playing field for all student-athletes. Student-athletes who compete in college sports are students' first, athletes second. If you want to compete in NCAA sports at a Division II school, you must have a completed amateurism certification in your Eligibility Center account.

More information regarding the impact of COVID-19 can be found at on.ncaa.com/COVID19_Spring2023.

For questions about name, image and likeness, click here. Learn more about amateurism.

FULL QUALIFIER: College-bound student-athletes enrolling at an NCAA Division I school need to meet these academic requirements to practice, compete and receive an athletics scholarship in their first year of full-time enrollment. Please review a list of all NCAA-approved courses via your district for completion and enrollment in the correct academic classes.

Complete 16 core courses in the appropriate areas:
• Ten of the 16 core courses must be completed before high school's seventh semester (senior year).
• Seven of the ten core courses must be English, math, or natural/physical science. **NCAA: Students taking PreAlgebra will receive 0 credit for this full year class towards the NCAA eligibility and will be required to meet other core classes before 7 semesters as per the NCAA. Example math course progression: Grade 9 PreAlgebra; Grade 10 Algebra 1; Grade 11 Algebra II; Grade 12 Geometry **OR** Grade 9 Algebra I; Grade 10 Algebra II; Grade 11 Geometry.*

• Earn a core-course GPA of at least 2.300.
• Submit proof of graduation to the Eligibility Center. ACADEMIC REDSHIRT All Division I academic redshirts may receive an athletics scholarship and practice during their first year of full-time enrollment at a Division I school but may NOT compete.
• Complete 16 core courses in the appropriate areas.
• Earn a core-course GPA of at least 2.000.
• Submit proof of graduation to the Eligibility Center.

INTERNATIONAL STUDENTS: Please review the international initial-eligibility flyer for information and academic requirements specific to international student-athletes.

What are core courses?
Not all high school classes count as NCAA core courses. Only courses in English, math (Algebra 1 or higher), natural or physical science, social science, foreign language, comparative religion, or philosophy may be approved as NCAA core courses. Remedial classes and classes completed through credit-by-exam are not considered NCAA core courses.
Classes that are NCAA core courses include:
- English: English 1-4, American Literature, creative writing
- Math: Algebra 1-3, Geometry, statistics **NCAA: Students taking PreAlgebra will receive 0 credit for this full year class towards the NCAA eligibility and will be required to meet other core classes before seven semesters as per the NCAA. Example math course progression: Grade 9 PreAlgebra; Grade 10 Algebra 1; Grade 11 Algebra II; Grade 12 Geometry **OR** Grade 9 Algebra 1; Grade 10 Algebra II; Grade 11 Geometry.*
- Natural of physical science: biology, chemistry, and physics
- Social science: American History, civics, government
- Additional: comparative religion, Spanish 1-4

Classes that are not NCAA core courses include:
- Classes in non-core areas, fine arts, or vocations such as driver education, typing, art, music, physical education, or welding.
- Personal skill classes such as personal finance or consumer education.
- Classes taught below grade level, at a slower pace, or with less rigor or depth. These classes are often titled basic, essential, fundamental, or foundational.
- Classes that are not academic in nature, such as film appreciation, video editing, or greenhouse management.

Classes taken prior to ninth grade may be used to satisfy NCAA core-course requirements if the course appears on your high

school transcript with grade and credit and meets all requirements for an NCAA-approved core course. For example, if you take a high school class such as Spanish I before high school, the class may count toward your 16 core-course credits requirement.

For Ambridge High School, classes that account for credit are only the Board Approved Courses. No other electives or credits count before the start of ninth grade. As per the NCAA, these board approved classes may count for your 16 core courses if it is on your high school's list of approved NCAA core courses and is shown on your high school transcript with a grade and a credit.

*Please note, this differs than acceptance into post-secondary education or post-secondary placement into a program of choice. It is required by the student and parent/guardian to contact the post-secondary school / educational program admissions department to discuss credits and admissions acceptance to ensure credits on the transcript taken before 9th grade account for post-secondary acceptance/admissions. Contacting Admissions Counselors at their students respective Collegiate College and Post-Secondary Educational area is the best contact to reach for clarification and is required to ensure all credits count towards acceptance. Again, we require the parent/guardian to reach out to ensure additional credits are not required if meeting Ambridge High School Graduation requirements for admissions to the student's post-secondary choice of school or program.

Credit

You can earn credit for a core course only once. If you take a course that repeats the content of another core course, you earn credit for only one of these courses, and the higher grade counts toward your core-course GPA.
Students will not be able to accumulate more than 10.00 credits per year unless done via credit recovery to make up for previous academic deficits. Students must have signatures via a parent/guardian for enrollment in credit recovery, changing a class and/or moving a class. Please review the Withdraw-Fail policy for changing classes during the academic school year. Students are not able to double up on English or Social Studies credits in the same school year, as these academic classes are required to be credit recovery as students are only permitted to have 1.00 credit in each area per year, for a total of 4.00 credits in grades 9th-12th. ***Summer credits taken at a post-secondary institution will not be approved for high school credit towards graduation. Gym or PE classes cannot be taken over the summer for credit towards graduation. No credits taken over the summer at a post-secondary institution, for example at PSU Beaver or CCBC, will be added to their High School transcript for graduation credits.***

Students attending via Teams are required to commit to a 9-week time commitment in order to enroll in the classes via teams with approval of administration. If there are academic difficulties after the 4-week academic mark, the team can review the placement of Teams learning. Students are not permitted to switch during a 9-week academic time frame and a parent/guardian signature is required to acknowledge this agreement with the administrative team.
Please note the following policy board approved credits: Any Ambridge Area Middle School student that has taken Middle School Spanish I, Spanish II, Italian I, Italian II, Plane/Solid Geometry, Honors Plane/Solid Geometry, Algebra II and Honor Algebra II, or Advanced English 9, College Preparatory English 9 and has passed these course(s) since the inception of the accelerations program will receive high school credit on their transcript without adding the grade for these given classes onto the High School Transcript Grade Point Average. Students must achieve an 80% or better as a prerequisite to continue with the acceleration opportunities in each academic area of study. Students not meeting this prerequisite can complete a parent/guardian waiver form. With the understanding that, NCAA may calculate the grades into the final GPA as they are at the High School level even if separate from our policy. The courses must be included at the High School level Course of Studies book as the NCAA approved courses. Any student that utilizes the above mentioned acceleration opportunity understands that no additional courses beyond the courses listed in the course description book will be created. Furthermore, the Ambridge Area School District will not be responsible for any post-secondary costs incurred. *Attendance: Students that are marked medical are required to provide an updated medical report from a doctor and or health provider each academic school year with signatures in order to be excused medical or excused medical for any tardy. The medical must be applicable to the current school year, and cannot carry over from previous years. This is to be reviewed each academic year with the school social worker, IEP or 504 team, and administration. If student does not have a medical and unsuccessful in passing the 60% mark, students will be required to enroll in credit recovery and adhere to the attendance policy at the district level.*

Division I additional core course

For Division I, only core courses completed in your first eight semesters will be used in your academic certification. If you graduate from high school on time (in eight semesters) with your incoming ninth-grade class, you may use one core-course unit completed in the year after graduation (summer or academic year) and before enrolling full time at any college or university. You may complete the NCAA-approved core course at a location other than the high school from which you graduated as long as the course is taken prior to full-time enrollment at any college or university. »An additional core-course unit taken after on-time high school graduation cannot replace a course used to meet the core-course progression (10/7) requirement, but an additional core course after on-time graduation may replace one of the remaining six core-course units necessary to meet core-course requirements. For Division II, you may use an unlimited number of core courses completed after graduation (summer or academic year) and before enrolling full time at any college or university. You may complete the NCAA-approved core course at a location other than the high school from which you graduated.

Division I schools allow you to complete one additional core-course unit after you graduate high school, as long as you graduate in eight semesters after you begin ninth grade. The additional core-course unit must be completed within one year after your high school graduation and must be completed before you enroll in college.
The additional core course unit may be taken at a different school than the high school from which you graduated as long as the class is on the new school's list of approved NCAA core courses. Take the additional core course at a school other than the school from which you graduated. You must provide the NCAA Eligibility Center with an official transcript from the new school showing the additional core-course grade and credit.

If you take the additional core course through a program that does not award credit, the course must be awarded credit by a credit-awarding high school.

Grade 9
Ask your Athletic Director for a list of your high school's NCAA core courses make sure you take the right classes. **NCAA: Students taking PreAlgebra will receive 0 credits towards the NCAA eligibility and will be required to meet other core classes before seven semesters as per the NCAA.*

Grade 10
Register with the NCAA Eligibility Center at eligibilitycenter.org.

Grade 11
Check with your counselor to make sure you will graduate on time with the required number of NCAA core courses.
Take the ACT or SAT and submit your scores to the NCAA using code 9999.
At the end of the year, ask your counselor to upload your official transcript to the NCAA Eligibility Center.

Grade 12
Finish your last NCAA core courses.
Take the ACT or SAT again, if necessary, and submit your scores to the NCAA using code 9999.
Complete all academic and amateurism questions in your NCAA Eligibility Center account at eligibilitycenter.org.
After you graduate, ask your counselor to submit your final official transcript with proof of graduation to the NCAA Eligibility Center.

Division I academic eligibility
To be eligible to compete in NCAA sports during your first year at a Division I school, you must graduate high school and meet ALL the following requirements:
Complete 16 core courses:
Four years of English
Three years of math (Algebra 1 or higher) **NCAA: Students taking PreAlgebra and will receive 0credit for towards the NCAA eligibility and will be required to meet other core classes before 7 semesters as per the NCAA. Upon completing PreAlgebra Example math course progression: Grade 9 Pre Algebra; Grade 10 Algebra 1; Grade 11 Algebra II; Grade 12 Geometry **OR** Grade 9 Algebra I; Grade 10 Algebra II; Grade 11 Geometry.*

Two years of natural/physical science (including one year of lab science if your high school offers it)
One additional year of English, math, or natural/physical science
Two years of social science
Four additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy
Complete ten core courses, including seven in English, math, or natural/physical science, before your seventh semester. Once you begin your seventh semester, you may not repeat or replace any of those ten courses to improve your core-course GPA.
Earn at least a 2.3 GPA in your core courses.

What if I don't meet the requirements?
If you have not met all the Division I academic requirements, you may not compete in your first year at college. However, if you qualify as an academic redshirt, you may practice during your first term in college and receive an athletics scholarship for the entire year.
To qualify as an academic redshirt, you must graduate high school and meet ALL the following academic requirements:
Complete 16 core courses:
Four years of English
Three years of math (Algebra 1 or higher) **NCAA: Students taking PreAlgebra will receive 0 credit for this full year class towards the NCAA eligibility and will be required to meet other core classes before seven semesters as per the NCAA*.
Two years of natural/physical science (including one year of lab science if your high school offers it)

One additional year of English, math, or natural/physical science
Two years of social science
Four additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy
Earn at least a 2.0 GPA in your core courses or the determined GPA.
If you are concerned you may not meet the Division I academic requirements, consider taking the following actions:
Ask for advice and accountability from the high school athletic director. Check-in with the admissions or compliance office at the college you hope to attend.
Get tutoring or other study help.
Graduate on time. Division I schools allow college-bound student-athletes who graduate on time to take one core course during the year after they graduate high school.
Avoid quick fixes through credit recovery programs. These courses may not be accepted by the NCAA.
Keep your coursework. If the NCAA Eligibility Center needs to review your record due to irregularities, you may be asked to provide your coursework.
Follow your high school's policies. The best thing to do is work within the rules.

Generally, for a nontraditional course to count as an NCAA-approved core course, it must meet all the following requirements: Course must meet all requirements for an NCAA approved core course. All students in the course must have regular and ongoing instructor-led interaction for the purposes of instruction, evaluation and assistance for the duration of the course. For example, exchanging emails, online chats, phone calls, feedback on assignments and the opportunity for the teacher to engage the student in individual or group instruction. Course must have a defined time period for completion. For example, it should be clear how long students are required to be enrolled and working in the course and how long a school would permit a student to work on a single nontraditional course. Student work (e.g., exams, papers, assignments) must be available for evaluation and validation. The course should be clearly identified as nontraditional on the student's official high school transcript. A nontraditional course may not be approved for any of the following reasons: Does not have teacher-based instruction. Does not require regular and ongoing instructor-led interaction between the student and teacher. Does not require students to complete the entire course. Does not prepare students for four-year college class work. Does not have official student grade records. Does not meet NCAA core-course requirements. When viewing your school/program's list of NCAA approved core courses you will find information about any nontraditional programs or courses in the "High School Information" or "District Information" box as seen below. When viewing your school/program's list of NCAA approved core courses you will find information about any nontraditional programs or courses in the "High School Information" or "District Information".

Please visit the following website for full NCAA Descriptions: https://www.ncaa.org/sports/2021/2/8/student-athletes-future.aspx. Please see the timeline below for NCAA Requirements.

COLLEGE PREP CURRICULUM -- College-bound students are strongly encouraged to take college prep courses to ensure success at the college level. Research has shown that students who take the Honors and advanced courses do extremely well when they leave high school and go on to higher levels of learning. Please keep this in mind when making all selections.

PLANNING FOR POST HIGH SCHOOL EXPERIENCES -- Beginning with ninth grade and continuing through tenth and eleventh grades, students are advised to study entrance requirements. The High School Guidance Office has a number of resources for researching career and post-secondary education choices. Catalogs for many colleges, universities, trade schools, nursing schools, etc., are available to aid students and their parents in determining their eligibility for admission. Students are encouraged to talk with acquaintances, friends, relatives, and parents already employed in areas of future interest and check with counselors to make certain that they will meet the requirements necessary to enter their chosen field of endeavor.

NATIONAL HONOR SOCIETY -- AAHS is proud to recognize successful students. Selection into the National Honor Society is a great achievement for any student. The selection process begins with academics. Students must qualify with specific grade point averages. Juniors must have a cumulative 3.6 or higher after five semesters. Seniors can qualify with a cumulative 3.6 after seven semesters. In addition to these grade point requirements, students will also be evaluated on their involvement in activities and clubs, as well as character ratings.

HIGH HONOR ROLL & HONOR ROLL -- To be on the High Honor Roll, students must earn an "A" grade in all subjects meeting five days per week. There may be one grade of "B" in one of these subjects. There may be no grade lower than a "C" in subjects meeting less than five times per week. An incomplete "I" grade disqualifies a student from the High Honor Roll.
Students must earn a "B" in all subjects, meeting five times per week to be on the Honor Roll. There may be one grade of "C" in one of these subjects. There may be no grade lower than a "C" in subjects meeting less than five times per week. An incomplete "I" grade disqualifies a student from the Honor Roll.
The honor roll will be generated four times a year and based only upon grades for each nine weeks.

REGISTRATION INSTRUCTIONS -- Planning your schedule for senior high school requires an appraisal of your capabilities, interests, goals, and past performance. You should become familiar with the courses of study and prerequisites necessary to meet graduation requirements and future goals. The course offerings at the high school are flexible enough so that all students, regardless of their post-graduation plans, may take a variety of elective courses. Please remember that changes are discouraged after August 1st of the upcoming school year because of staffing, class size, and budgetary decisions.
Students should review this course booklet in order to make informed choices concerning their future schedules. After consulting with your subject teachers, counselor, and parents, the completed schedule form must be returned to the Guidance Office with the parent's signature. All students must plan a schedule that fits into a nine-period day and should include lunch.

Students who fail to do this will not be scheduled in a timely fashion and may not receive the courses of his/her first choice. Students must fill in at least two alternative elective selections if changes need to be made. If these procedures are followed, your proposed schedule should require no changes. If a schedule form with the parent's signature is not returned to the Guidance Office, a schedule will be devised based on requirements and the student's past performance.+

Students cannot take more than 10 credits per academic year. Unless they are taking CR as a semester. Credit Recovery for 9-11 will be offered in the summer session.

AMBRIDGE AREA CYBER ACADEMY:

The Ambridge Area School Board approved a partnership between Ambridge Area School District and Seneca Valley Academy of Choice, resulting in the creation of our own cyber/hybrid alternative for students. Highlights of the Ambridge Area Cyber Academy are as follows:

1. Free personalized education plan for AASD students
2. Resources of caring, highly qualified AASD professional staff
3. A Cyber Lab to utilize at the high school
4. An array of extracurricular activities and clubs
5. Flexibility of scheduling, guidance counselor services, and scholarship opportunities
6. Opportunities to be creative, productive, discover, and explore potentials
7. Teaches students responsibility, time management, self-discipline, dedication, independence, and a global perspective
8. Upon completion of all graduation requirements, students will graduate with an Ambridge Area Diploma
9. Courses are aligned to the AASD Common Core Curriculum
10. Students will earn letter grades on both report cards and transcripts
11. If meeting eligibility, students can also participate in all Ambridge Area-sponsored events, including Homecoming, Prom, graduation, athletics, and activities.
12. Physical Education can be completed at a local gym as a Pass/Fail course. (Medical Documentation on file may be required and at the administrations' discretion before acceptance in a cyber PE course.) Any fees required to join a local gym will be absorbed by the student for taking the course.
13. Health screenings are offered at school

Requirements / Pre-Requisites:

1. Any senior enrolled in the cyber academy must complete all graduation and senior requirements before graduation to receive their diploma.
2. An application to enroll in the cyber program **must be completed online** before enrollment on the district website at www.ambridge.k12.pa.us.
3. To enroll in a cyber-program, it is suggested to enroll during the beginning (first week) of each 9-week grading period.
4. The timeframe for scheduling is due to the nature of classes being assigned as a nine-week portion of a curriculum. Adhering to this schedule will ensure that no student has insufficient time to complete the required amount of work for a grading period.
5. Enrollment past the scheduling time frame will be reviewed as per case-basis. Exceptions to the enrollment period and curriculum will be at the discretion of the administration.
6. Medical documentation may be required for cyber enrollment, including but not limited to enrolling in the Health and Physical Education cyber program.
7. Once an application is received, it will be reviewed by our educational team to determine the best placement for the student.
8. A parent/teacher conference may be scheduled to determine the best course of action for the student.
9. The criteria for enrollment that are examined include the following: Attendance; Motivation and Potential Success; Academic Success; Medical Documentation as per need basis.
10. Students must complete all requirements as listed.
11. Attendance by actively logging in and completing the material is mandatory and will be monitored. Any violation of not actively completing the course hours required online will be handled through our administration and truancy office.
12. Students required to take the Keystone Exams based on courses scheduled must report to the school to do so as per state requirements.

If you would like to know more about our program, please feel free to contact the district at 724-266-2833 and/or visit the district website at www.ambridge.k12.pa.us.

Ambridge Area Cyber Academy Course Offerings

We make every effort to offer all courses from the building in cyber. However, due to what is offered by the provider, various required approvals, staffing issues, and other factors we cannot offer every course available in the building in the cyber format.

WITHDRAWN-FAILING POLICY AND CODE: It is advised that a student only "Withdrawal-Fails" a course under extenuating circumstances due to the finalization of information on their permanent educational record. The student is encouraged to work towards achieving *at a minimum* a passing grade (60% or above) to ensure earned quality points are received in lieu of receiving a "0" for quality points, an "F" in the class, and zero (0) earned credits.

If a class is dropped *after* the first week of the course or at any point thereafter in the school year, the grade in that subject area will be "W-F" or "Withdrawn-Failing." A "W-F" under school policy and code will be computed in the student's overall grade point average as an F (0 quality points), and zero credit will be received for that class. A student may be required to make -up the credit if needed for graduation.
A "Withdrawn-Failing" or "W-F" will be factored into a student's overall cumulative grade point average during their high school years, which may significantly decrease the student's overall earned grade point average. The grade will also be placed on their permanent educational record and transcript. Any student who opts to receive a "W -F" will receive 0 quality points that are factored into their final cumulative grade point average and reflected on their final transcript upon graduation.

Due to the "W-F" placement on a permanent educational record and final transcript, we strongly advise the student to take the necessary precautions and steps before withdrawing from the class. Students are advised to use the educational resources available throughout the school year, including checking Tyler for weekly grades and assignments for any due or missing work to ensure work is completed in a timely manner.

We also strongly encourage the student to speak with their teacher directly to schedule tutoring after school for academic success and/or arrange a time to receive additional help in the subject area before withdrawing from the class. Failure letters are also delivered each quarter to ensure all members involved in the student's educational plans are aware of the current grades throughout the academic school year.

To ensure active learning, students are also encouraged to continue maintaining positive attendance, actively participating in class, and ask any questions if the material is not understood.
Additionally, a parent/teacher conference should be held to discuss the matter further to determine if dropping the class is the best course of action for the student. As understood, special circumstances may arise, in which case the administration will review the student's educational information and make the final determination at their discretion.

Before "Withdrawn-Failing," a parent/guardian signature and the teacher of record must be on file to ensure all parties are notified of the decision. In every effort to ensure a collaborative approach, a "Withdrawn-Failing" form must be completed to ensure all information regarding the decision and policy is disclosed and acknowledged before approving the student's request.

As always, if you have any questions or academic concerns regarding the specific subject area, you may contact the student's teacher of record directly from the directory provided on the District Website. For additional educational guidance and information, questions may also be directed to the Guidance Department at any time.

STUDENT TRANSFER OF CLASSES / SCHEDULE CHANGES: Any course, whether semester or a full year in length, which is dropped or changed before the drop-add deadline is over *(1-week scheduling timeframe),* will not appear on the student's transcript or be factored into the cumulative grade point average of the student. We advise the student to make any schedule changes during the drop-add time frame with their school counselor to ensure their scheduling needs are met.

When a student transfers from one course to another within the same subject area after the midpoint of the first quarter, the grade will also be transferred.

Questions in regards to scheduling or a request for additional information is available in the Guidance Office at (724) 266 – 2833, ext. 2377.

TESTING INFORMATION -- The testing program at the high school encompasses a variety of tests that serve several purposes. While some of these tests are mandated, others are administered as a service to students and their families.

PSAT 8/9: All 9th-grade students can register to take the exam in the spring of their freshman year. Students will cover the cost of the exam.

PSAT 10: All 10th-grade students can register to take the exam in the spring of their sophomore year. Students will cover the cost of the exam.

ASVAB: All 10th- 12th grade students can register to take the exam. No cost to students.

PSAT/NMSQT: Optional to all 11th-grade students. The test will take place in the fall of their junior year. Due to the exam qualifying for ACT 158 graduation pathways, the district will cover the cost of exam for any student registering for the PSAT/NMSQT. Students who score 970 or above on the PSAT/NMSQT qualify for proficiency on the Keystone Proficiency Pathway for graduation in accordance to ACT 158.

ACT: All 11th-grade students will test in the spring of their junior year during the school day. The district will cover the cost of **this exam.**

SAT: SAT Saturday testing will be offered in October and March at Ambridge Area High School.

The following chart provides basic information on the Ambridge Area School District testing schedule:

GRADE LEVEL	TEST	DEFINITION OF TEST	PURPOSE
9	Firefly AP Testing PSAT 8/9 Keystone Exam Everfi	Algebra I, Biology Algebra I, Biology	Assess student growth Acquaint students with SAT material Assess student aptitude State Assessment ACT 158
10	Firefly Career Interest Survey AP Testing Keystone Exam PSAT 10 ASVAB Everfi	Algebra I, Biology, Literature Algebra I, Biology, Literature Preliminary Scholastic Aptitude Test Armed Services Vocational Aptitude Battery	Assess student growth Compare interests and abilities with available options and training programs State Assessment Acquaint students with SAT material Assess student aptitude ACT 158
11	Firefly Keystone Exam PSAT/NMSQT AP Testing SAT/ ACT Work Keys Everfi	Algebra I, Biology, Literature As Needed Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test Advanced Placement Testing Scholastic Aptitude Test	Assess Student Growth State Assessment Acquaint students with SAT material College admission Evaluation Job and Career Assessment Act 158
12	SAT AP Testing ACT Work keys American Citizenship Test	Scholastic Aptitude Test Advanced Placement Test	College Admission evaluation College Admission Evaluation College Placement evaluation Job and Career Assessment Act 35 of 2018

PLANNING FOR COLLEGE

STEP ONE
Select appropriate courses and a challenging academic program. Consult the Guidance Department for the Recommended Course Sequences charts for appropriate English, Math, Science, and Social Studies courses. Plan as rigorous a program as you can within your abilities. Ensure NCAA Information is met. See pages 10 through 19 for further information or visit https://www.ncaa.org/student-athletes.

STEP TWO
Give your studies maximum effort. Although all phases of your high school record are considered for college admission, scholastic achievement is the most important single item. College admissions officers have learned that a student's quality of work in high school is the best predictor of success in college.
Maximum effort means more than doing your homework, completing course assignments on time, and studying for tests. It means making sure that a part-time job does not interfere with schoolwork. It means asking for help from your teachers if you are having difficulty or have missed classes because of illness.

STEP THREE
Plan a well-rounded program. Colleges are interested in the degree to which a student has contributed to the life of the school or community. Make sure that a part-time job does not prevent you from participating in athletics, music, drama, or other school activities which interest you.
Depth in your activities is also important; the fact that you were responsible for a complete redesign of your student newspaper, for example, would mean more than just listing "newspaper" on your transcript.
If you plan to apply to highly selective schools, it is essential to have something that will set you apart from the thousands of other applicants who also have good grades and SAT scores. An outstanding admissions interview or especially thoughtful and well-written answers to essay questions on your application can make a difference.
Mention special talents, abilities, achievements, or experiences, which might not be included in our high school record, such as extensive travel, fluency in another language, or ability in a non-school area such as ballet or gymnastics.

STEP FOUR
Find out all you can about colleges and the application process. School counselors are your best source of information about college selections, admissions, procedures, and testing schedules. Students should talk to counselors regularly and keep them informed of plans.
Both you and your parents should plan to attend at least one of the evening financial aid information programs provided by the Guidance Department, along with the College Fair, which is scheduled each spring locally. Colleges also send representatives to our high school throughout the year to meet with interested students.
The Guidance Office contains a wealth of resource materials, including college guides, catalogs, videos, and computer programs that you and your parents may view.
After learning all you can about the application process, you should write to colleges for information and application forms. It's also important to visit the colleges which interest you so that you can schedule interviews with admissions counselors and get a real idea of what the school and campus are like.

STEP FIVE
Write all college letters and applications with care and come prepared for college interviews. Students should ensure that all written communications to a college -- even a simple request for information -- are neatly written and proofread.
If you wish to be considered for financial aid, add this sentence to your letter asking for an application: "My parents will be filing the financial aid form with the College Scholarship Service, and I am asking that a copy of the statement be sent to you so that I may be considered for financial aid. If your college has a special form for applying for such aid, I would appreciate its inclusion with the admission application."
Come to college interviews on time, appropriately dressed, and prepared with thoughtful questions. Send a letter of thanks after the interview.
Students are often overwhelmed by applications when applying for college, especially applications which ask for extension essay questions. Be sure to give yourself plenty of time to fill them out before the deadline.
Take time with essay questions. Revise and edit your responses and have someone proofread your answers before you write them on the application.
When personal or teacher references are required, ask the permission of the individuals whose names you intend to give. If the college has sent reference forms or requested letters, provide an adequate number of stamped, addressed envelopes to your references.

Give teachers, counselors, or community members plenty of advance notice to write recommendations for you. They have many demands on their time, and a hastily written recommendation will not help your application.
Official transcripts must be mailed with your application from the Guidance Office. It takes time for the office to prepare your transcript, especially when many students are applying to college at the same time—request transcripts at least a week in advance of when you will need them.
Once you have completed an application, attach a check or money order for the application fee and submit the application to your counselor, along with a Transcript Request Form (available in the Guidance Office) and an addressed envelope with sufficient postage. Please allow two weeks or more for your application to be processed.
Don't forget to request that SAT ACT, and scores be sent to the colleges you apply to. The Guidance
The office can supply the necessary information about how to do this.

STEP SIX
Choose the best college you and your family can afford. For many students, this means exploring all options for financial aid. Financial aid packages include grants based on student need; scholarships awarded based on ability alone or ability combined with need; work-study programs; and low-interest student loans, which must be repaid after graduation. See your guidance counselor on how to apply for financial aid.
Along with filling out the required forms for college financial aid, you should explore all other scholarship opportunities. Some scholarships are based on need, some on academic achievement or special talent, and some are even more specialized. Your counselor can help you with scholarship information.
Scholarship announcements and college information are provided throughout the year in the Guidance Office.
Plan to participate in the pre-examination for practice and preparation, including the PSAT 8/9, PSAT 10, Pre-ACT and the PSAT/NMSQT. Practicing the exams provided by the Ambridge School District will allow exposure and assistance to the testing format, structure, and test questions before the college examination.

Colleges also consider your scores on the Scholastic Aptitude Test (SAT) or Advanced Placement examinations. The PSAT 8/9, the PSAT 10, PreACT, ASVAB, and the PSAT/NMSQT will give you valuable experience in preparing for the more important SAT exam.

Scores on the PSAT taken by juniors are used to determine National Merit Scholarship Test semifinalists and commended students for the following school year. Students should be sure to take the test in their junior year even if they have taken the test as sophomores.

Students should not take either the PSAT or the SAT without careful preparation. It is recommended that a student should not take the SAT I without completing Algebra and Geometry since these skills are required for the math portion of the test. At the very least, students should carefully read the PSAT and SAT books prepared by the Educational Testing Service and provided by the Guidance Office when you register for the test. The books contain valuable test-taking tips and information, along with practice tests.

Students who take Advanced Placement courses will be expected to take the appropriate AP examination. When you take the AP examination, you can compare your ability with students across the country. A good AP score will also reflect well on academic abilities when colleges consider a transcript. If the score is high enough on the AP exam (qualifying scores vary among colleges), many colleges will award college credits and permit skipping the beginning level of a course. This can save a student both money and time.

Students sometimes hesitate to take the AP exam because they intend to take the beginning course in college, no matter how well they may score on the exam -- especially when the college course is in the area of their intended major. But even if a high AP score is achieved, any courses can still be selected in college. No college will require that a course be skipped.

Please remember that students must register for all these tests well before the date they are given. All application forms and test information can be obtained from the Guidance Office or www.collegeboard.com.

Ambridge Area High School's code for the SAT I, and the ACT is **390070**.

ADMISSION CRITERIA AT COMPETITIVE COLLEGES

1. Courses Taken
2. Grade Point Average
3. ACT Scores
4. SAT I Scores (possibly SAT II)
5. Counselor/Teacher Recommendations
6. Application Questions and Essays
7. Personal Interview (if available)
8. Activities Outside The Classroom
9. Special Talents, Skills, and Interests

BEAVER COUNTY CAREER AND TECHNOLOGY CENTER

Students must complete and submit their application for attending the Beaver County Career and Technology Center to the Transition Coordinator before scheduling the next school year. Student grades, attendance, and the number of seats available at the BCCTC determine program acceptance. Applications for the BCCTC will not be accepted during the summer break. Students who miss more than ten absences will be placed on administrative review. This review will determine if the student will continue his/her program at the Beaver County Career and Technology Center. Students who complete their designated program will receive 3 elective credits and one additional Math AND Science credit towards Ambridge Area High School graduation requirements. Please follow the link for all course descriptions: https://www.livebinders.com/b/2151134.

The Beaver County Career and Technology Center is an extension of your senior high school, which offers vocation -technical courses. Each occupational program prepares students to enter the job market with a salable skill. Career and technology courses are two-year programs for students enrolled in grades 11 and 12, which meet three hours per day for a total of 1080 hours. Students interested in the Cosmetology Program should see their guidance counselor as the requirements differ slightly for this program. Students participating in the Cosmetology Program will need to start in the 10th-grade year.

As it applies to student selection, the decision-making process becomes a cooperative procedure shared by both the home school and the BCCTC counselor, with the final decision made at the home school. Each student/ applicant will be notified in writing of the student's acceptance to attend the BCCTC as soon as possible after the decision has been made.

An Orientation Program is held for all 10th-grade students, followed by a visit to the Beaver County Career and Technical Center for all students interested in a technical program. Past grades and daily attendance are factors, which determine eligibility, as well as meeting graduation requirements. Where prerequisites are required, the requirement must be fulfilled before the student is considered for the course.

COURSES OFFERED

Automotive Technology
Business Information Systems
Carpentry
Collision Repair Technology
Commercial Art & Design
Cosmetology
Culinary Arts
Electrical Occupations
Diversified Occupations
Greenhouse/Landscaping
Health Occupations
HVAC-R
Logistics & Materials Management
Machine Tool Technology
Masonry/Bricklaying
Veterinary Assistant
Welding

CCBC COLLEGE IN HIGH SCHOOL PROGRAM

Enroll in one of Community College of Beaver County's High School Academies to jump-start your college education and discover the career that's meant for you. CCBC's High School Academies are providing Western Pennsylvania's young people with high-impact educational experiences to prepare them for careers that address priority workforce needs of the region. Launched in 2015 with the Aviation Academy, the CCBC High School Academy program now educates more than 170 students from 40 school districts throughout Western Pennsylvania through an innovative dual enrollment model in which students have the opportunity to explore careers in areas of workforce priority for the region while receiving hands-on instruction from college faculty in labs and classroom environments that stimulate critical thinking and problem-solving skills.
Students who devote two years of study to the program will have the opportunity to graduate from high school having completed up to one year of credits toward CCBC's associate degree programs, or they can transfer the credits to other colleges and universities. Through partnerships with more than 600 four-year college programs nationally, many academy graduates can complete a bachelor degree in three years or less.

*Community College of Beaver County Academies (CCBC): Students are required to complete all Academy Programs at the CCBC Campus while enrolled at the High School level for Collegiate Credit in their corresponding academy program. All classes will be conducted and taught via CCBC Academic staff. If accommodations are required, all students are required to meet with the Student Services Office of Academic Affairs on Campus to apply for accommodations within the Collegiate Courses and are based on the Collegiate level approval. All credited classes and programs corresponding to the academy at CCBC will be reflected on the CCBC transcript for Collegiate Credit and on the Ambridge Area School District Academic History and Transcript each academic year enrolled in the program. Classes are required to be completed in person. Classes taken in an on-line format may not qualify for Collegiate Credit and are subject for required approval by the District and Collegiate program. Ambridge Area School District is also not responsible for any accommodations denied by the Community College of Beaver County Student Services Office, and the parent/guardian must follow the appeal process through the Collegiate program if requested.

Students can earn up to 6.00 credits per academic school year at the Ambridge Area School District towards graduation while enrolled in a Community College of Beaver County Dual Enrollment Academy Program. Students will earn 1.00 credit per class in which they are enrolled in at the Academy. Classes will be reflected as CCBC Academy on the High School Transcript to reflect enrollment in the Academy, respectively. All Courses will be weighted as Dual Enrollment and the final grade point average for each course will be based off the final grade earned in the CCBC Academy. At the end of each academic school year, final grade point averages will be calculated in collaboration with courses taken in CCBC and at the Ambridge Area High School. Total credits a student can earn in any academic year from AASD and any additional programming including CCBC is 10.00 credits per academic year, which includes classes taken at AASD and CCBC, respectively. This is not to exceed the total of 10.00 credits permitted per academic school year per student listed on the High School Transcript.

Each CCBC Academy has a specific curriculum to which the courses follow at the Collegiate Level and which are required to be completed in the program. Due to the varying curriculums of each CCBC Academy program, each program may differ in amount of credits earned, reciprocal credits earned, and classes completed at CCBC in collaboration with Ambridge Area School District. Core classes such as English, Math, Science and Social Studies will be awarded credit based on the specific academy the student is enrolled in towards graduation credits at Ambridge Area School District. Not all students will receive specific core credits, and must review their CCBC Academy Curriculum to review reciprocal credits awarded from Ambridge School District while enrolled in a respective CCBC Academy Program. This is subject to change based on changes of an academies curriculum and CCBC courses each year. A review of each course by the district and what each class qualifies for will be completed.

Students who are required to complete English in their respective CCBC Academy program curriculum can complete the class at CCBC within their program or the equivalent English class if offered at Ambridge Area School District. For example, WRIT 101 can be completed in the program or at Ambridge Area School District. Students who complete the course either at Ambridge School District or within their Academy will be awarded 1.00 English credit towards Ambridge Area School District graduation requirements, respectively. Students are still required to meet the 4.00 credits total, which can include the 1.00 credit CCBC English Course counted towards graduation. Students will still be required to complete their senior project based assessment with a Senior English teacher their senior year, and must ensure they are meeting the English graduation requirements.

At CCBC, students will complete 4 Semesters – 2 Fall Terms and 2 Spring Terms starting in their Junior Year for program enrollment. Credit will be given for core classes based on the review of the academic transcript and specific classes taken at CCBC. Each curriculum will have specific credits and core classes awarded based on the qualifying class and curriculum that varies by each program. Not all programs will qualify for the same core classes and elective credits and is specific to the CCBC Academy curriculums. Students participating in the CCBC academy are still required to meet graduation requirements at Ambridge School District. Qualifying curriculum credits will be listed next to CCBC credits per academy.

A separate CCBC transcript is delivered to each student which will indicate their CCBC enrollment GPA, specific class curriculum, collegiate credit and program designation. We encourage students to attach the CCBC transcript to all applications applicable to the students' college / post-secondary transcripts/applications to which they are applying. This will demonstrate student was enrolled in a CCBC Dual enrollment collegiate academy during their high school programming.

All information and program curriculums can be found on the CCBC website at: https://www.ccbc.edu/high-school-academies.

CHOOSE AN ACADEMY:

See what you can do. Choose the High School Academy that most interests you to get started from the list below:

- Aviation Academy
- Health Academy
- STEM Academy – Please review the specific tracks
- Criminal Justice Academy
- Education Academy

Steps to Apply:

Application: Applying is simple: Please see your Junior – Senior Level Counselor for an application, and/or download on-line: To download the Application, please click on the appropriate application at https://www.ccbc.edu/high-school-academies

Complete the Application: Take some time to fill out the application completely and make sure you review it with your family. If you're undecided on a career path, give the CCBC staff a call and we can help you narrow down your selection. Once you have your information filled in you will need to obtain proper signatures from your school and a copy of your high school transcript to be sent with your finalized application.

Send It Back: Once you complete the application, you can scan it and email it, along with a copy of your high school transcript to Lia Hazelwood at lia.hazelwood@ccbc.edu alongside your 11th and 12th grade school counselor.

Wait for It: Give us some time to process the paperwork and then we will let you know if you are accepted. Acceptance letters begin to go out during the latter part of the spring semester. Be sure to review the tuition refund policy and our tuition due dates and refund dates on our academic calendar. Scholarships are available for qualified students. Please contact the CCBC Financial Aid office for further information.

All information and program curriculums can be found on the CCBC website at: https://www.ccbc.edu/high-school-academies

All students are bound by the Community College of Beaver County (CCBC) Student Financial Responsibility Statement upon course registration. The Statement outlines the business terms and conditions associated with your booking. By registering for classes, you assume financial responsibility and agree to the terms of the Financial Statement. Please note, students who attend the CCBC Academies and Dual Courses are to discuss the cost and information with the CCBC financial aid office and set up a financial aid appointment after acceptance into the program. All costs and payment plans will be through CCBC and their financial aid office.

Ambridge Area High School is not responsible for the coverage of any cost associated with CCBC Academies at any point during the student's enrollment. All students must review CCBC's tuition refund policy and the tuition due dates and refund dates on their academic year calendar. For more information regarding the cost and paying for Dual Enrollment tuition, please contact the Financial Aid office at CCBC.

The CCBC Financial Aide Services Department is committed to guiding you through the process of understanding how to pay for your education at CCBC. Please review the Financial Aid Guide for more information when applying for aid.

Office of Financial Aid Hours:

Monday, Tuesday, Thursday, and Friday: 8:00am to 4:30pm
Wednesday: 8:00am to 7:00pm
For additional information or assistance, please contact:

Phone: 724-480-2222 opt#2 or 724-480-3501

Fax: 724-480-3569 or email financialaid@ccbc.edu

CCBC AVIATION ACADEMY

Ambridge Area High School is proud to be associated with the CCBC Aviation Academy. We offer dual enrollment for students interested in aviation careers who also meet the program requirements, as specified by CCBC. Students in grades 11-12 are eligible for this program. Additionally, monetary fees are determined by CCBC. Additional information of this program can be found in the Guidance Office or by contacting the Aviation Champion Jim Best at 724-480-3606 or via e-mail jim.best@ccbc.edu.

FIRST SEMESTER: 7 CREDITS
AVIP100
TITAN TRANSITION: 1 CREDIT (1.00 Elective Credit at AASD)
This course emphasizes the growth of the aviation student, both academically and personally. Students become part of the learning community at CCBC through an orientation to the campus, airport technology services and by acquiring knowledge of the culture of higher education. This course is a required for all aviation students.

AVIP 120
FOUNDATIONS & DEVELOPMENT OF AVIATION*: 3 CREDITS (1.00 Social Studies Credit at AASD)
Foundations and Development of Aviation (AVIP 120) discusses important innovations of systems including engines, flight controls and other advancements in aircraft systems throughout the years. Students will learn through a review of past accident history how improvements in aviation safety were made, reasons for implementation of aviation regulations, and why models such as crew resource management and risk management were developed.
*Previously titled History of Aviation, CCBC curriculum change reflected above

WRIT 101
ENGLISH COMPOSITION: 3 CREDITS (1.00 English Credit at AASD)
Students will practice expository writing and learn the academic form of the essay and research paper. Students will focus on the development of an academically sound and challenging thesis and resulting essay. The mechanics of writing will be reviewed as needed.

SECOND SEMESTER: 7 CREDITS
AVIP 160
PRIVATE PILOT FLIGHT THEORY: 7 CREDITS (1.00 Elective Credit at AASD)
Comprehensive course of instruction which prepares students for the FAA Airman Knowledge Exam - Private Pilot.

OR

AVIC 120
FUNDAMENTALS OF FLIGHT 1: 7 CREDITS (1.00 Elective Credit at AASD)
This course is designed to provide the basis for Air Traffic Control Training. The student will learn the principles of flight, basics of air traffic control, weather facts, and navigational equipment and procedures.

THIRD SEMESTER: 7 CREDITS
AVIP 260
HUMAN FACTORS THEORY: 3 CREDITS (1.00 Elective Credit at AASD)
This course provides students with a detailed introduction to aspects of aviation safety and the associated components of pilot psychology, human factors, aircraft technology and aeromedical physiology. Emphasis will be on resource management in single pilot and multi crew member operations.

MATH 126
STATISTICS: 4 CREDITS (1.00 Math Credit at AASD)
This course is an introduction to a field whose ideas and concepts pervade modern society and whose importance in business, technology, science and research in general is considerable and ever growing. The course consists of three parts, namely, descriptive statistics, probability and inferential statistics.

FOURTH SEMESTER: 7 CREDITS
AVIP 205
AIRCRAFT ENGINES & SYSTEMS: 4 CREDITS (1.00 Elective Credit at AASD)
Students will acquire the knowledge of construction, operation and components of reciprocating and jet power-plants. They will understand the operation and components of cabin pressurization and air conditioning systems, flight control systems, landing gear systems, fuel systems, electrical systems, anti-icing systems and fire detection systems.

OR

AVIC 235
AIR TRAFFIC CONTROL PROCEDURES: 3 CREDITS (1.00 Elective Credit at AASD)
Procedures for conducting control of air traffic are emphasized. Procedural use of regulations and basic air traffic control procedures are covered, such as aviation terms, definitions and abbreviations; general procedures; weather information; radio communications including proper phraseology and descriptions; altimetry; flight progress strips and their markings; abbreviations and symbols; airport traffic control procedures; instrument operations; special VFR procedures; radar operations and emergency procedures.

LITR210
CONCEPTS OF LITERATURE: 3 CREDITS (1.00 Elective Credit at AASD)
This course introduces students to the three major forms of literary expression: fiction, poetry, and drama. Significant works from each form will be analyzed to reveal creative techniques, how they represent an author's time, and how they reflect today's human condition. Honors Option Available Concepts of Literature Honors explores literary art forms, both traditional, fiction, poetry and drama and non-traditional, film, virtual reality and gaming as well as the international cultures and philosophical approaches that create and interpret such works. Significant contributions to each literary form will be analyzed, resulting in student produced compositions, multi-media presentations and student lead discussions. Prerequisite: WRIT101 or permission of the department.

CCBC HEALTH ACADEMY

The CCBC Healthcare Academy gives students the opportunity to earn up to 28 college credits toward an associate degree in nursing or radiologic technology as well as a diploma in practical nursing. Students can enter into the program at the beginning of their junior year as long as they meet the following requirements: Grade point average of 2.75, Good Attendance, Good Conduct, and recommendation from principal or guidance counselor. High School prerequisite courses: Biology with lab, Chemistry with lab, Algebra I, Algebra II or other college preparatory math. Any questions please contact the office of the Health Academy Champion Carolyn Iorio at 724-480-3489 or via e-mail at HealthChampion@ccbc.edu.

FIRST SEMESTER: 7 CREDITS

HLTH 101: 3 CREDITS (1.00 Elective Credit at AASD)

COLLEGE SUCCESS STRATEGIES FOR HEATH CAREERS

This course empowers students to reach their educational and professional goals by examining learning strategies and skills for success and gaining an understanding of the commitment needed to flourish in challenging nursing and allied health higher education programs. Students are introduced to health care careers at Community College of Beaver County and oriented to academic resources, program requirements, policies, and procedures typical to institutions of higher learning. Students also consider the importance of lifelong learning and success in the professional healthcare workplace.

BIOL 201

HUMAN ANATOMY & PHYSIOLOGY I: 4 CREDITS (1.00 Science Credit at AASD)

This course is a basic study of human anatomy and physiology. Topics include levels of organization, body divisions and cavities, basic biochemistry, cell structure and metabolism and histology. Structure and physiology of the following systems include integumentary, muscular, skeletal, respiratory, and urinary. Fluid and electrolyte balance is also discussed. The laboratory is an integral part of the course.

SECOND SEMESTER: 7 CREDITS

BIOL 202

HUMAN ANATOMY & PHYSIOLOGY II: 4 CREDITS (1.00 Science Credit at AASD)

This course is a continuation of BIOL201. Structure and physiology of the following systems are included: nervous and its divisions – endocrine, cardiovascular, lymphatic, digestive, and reproductive. Other topics including the composition of blood, immunity, human genetics, and development are also discussed. The laboratory is an integral part of the course.

PSYC101

GENERAL PSYCHOLOGY: 3 CREDITS (1.00 Elective Credit at AASD)

This course examines the scientific study of behavior and mental processes and provides a survey of the major areas of psychology. Important topics and findings from psychology are reviewed. Topics include the role of science in the study of behavior, the biological foundations of behavior, learning, information processing, stress and health, social interaction, development, motivation, emotion, and psychological disorders.

THIRD SEMESTER: 7 CREDITS

HSC I 203

INTRO TO HEALTH CARE INFORMATICS: 3 CREDITS (1.00 Elective Credit at AASD)

This course is designed to provide students with concepts about information technology by demonstrating skills such as basic computer literacy, acknowledging reliable internet resources and integrating patient care technologies into safe health care practice. Students considering nursing or other healthcare careers will benefit from the information provided.

HLTH 104

EXPLORING HEALTH PATHWAYS: 1 CREDIT (1.00 Elective Credit at AASD)

WRIT 101

ENGLISH COMPOSITION: 3 CREDITS (1.00 English Credit at AASD)

Students will practice expository writing and learn the academic form of the essay and research paper. Students will focus on the development of an academically sound and challenging thesis and resulting essay. The mechanics of writing will be reviewed as needed.

FOURTH SEMESTER: 7 CREDITS

PSYC 106

HUMAN GROWTH & DEVELOPMENT: 3 CREDITS (1.00 Elective Credit at AASD)

This course is a survey of human development from conception to senescence. Attention will be given to the physical, motor, emotional, personality, and social growth of the individual in infancy, childhood, adolescence, adulthood, and senescence.

LITR 210

CONCEPTS OF LITERATURE: 3 CREDITS (1.00 Elective Credit at AASD)

The course introduces students to the three major forms of literary expression: fiction, poetry, and drama. Significant works from each form will be analyzed to reveal creative techniques, how they represent an author's time, and how they reflect today's human condition.

HLTH 103

PORTFOLIO CAPSTONE PROJECT - HEALTH ACADEMY CAPSTONE COURSE: 1 CREDIT (1.00 Elective Credit at AASD)

This course provides an opportunity for Health Academy students to complete a self-analysis of career interests and highlight personal achievements in the program. Students will research a health career of personal interest and develop a plan to achieve completion of a degree or certification in a chosen health care field. The course will culminate with completion of a portfolio demonstrating achievement of program outcomes and highlighting the student's overall collegiate experience.

CCBC CRIMINAL JUSTICE ACADEMY

Ambridge Area High School is proud to be associated with the CCBC Criminal Justice Academy. We offer dual enrollment for students interested in criminal justice careers who also meet the program requirements, as specified by CCBC. Students in grades 11-12 are eligible for this program. As a CCBC criminal justice student, you'll have the opportunity to earn up to 28 college credits while still taking your high school classes. Additionally, monetary fees are determined by CCBC. Additional information of this program can be found in the Guidance Office or by contacting the Criminal Justice Academy at Mark Joyce 724-480-3628 or via email CJChampion@ccbc.edu.

FIRST SEMESTER: 7 CREDITS

CRIM 100

INTRODUCTION TO CRIMINAL JUSTICE: 3 CREDITS (1.00 Elective Credit at AASD)

This course is an overview of the American criminal justice system dealing with the role of the police, courts, and correctional institutions. The course also covers constitutional limits of police power, the trial process and sentencing structure, and the functions of the numerous agencies within the criminal justice system.

PSYC101

GENERAL PSYCHOLOGY: 3 CREDITS (1.00 Elective Credit at AASD)

This course examines the scientific study of behavior and mental processes and provides a survey of the major areas of psychology. Important topics and findings from psychology are reviewed. Topics include the role of science in the study of behavior, the biological foundations of behavior, learning, information processing, stress and health, social interaction, development, motivation, emotion, and psychological disorders.

COLL 100

TITAN TRANSITION: 1 CREDIT (1.00 Elective Credit at AASD)

This course emphasizes the growth of the individual both academically and personally. Students become part of the learning community at CCBC through an orientation to campus technology and services and by acquiring knowledge of the culture of higher education.

SECOND SEMESTER: 7 CREDITS

CRIM 123

POLICING/LAW ENFORCEMENT: 4 CREDITS (1.00 Social Studies Credit at AASD)

An introduction to the police system in America, the gateway to the criminal justice process. Topics covered will include the historical foundations of police, both in America and abroad, the various roles and tasks of law enforcement and the process by which police officers are hired. The police subculture, the stresses of modern day police work along with innovative changes taking place in law enforcement will be explored.

WRIT 101

ENGLISH COMPOSITION: 3 CREDITS (1.00 English Credit at AASD)

Students will practice expository writing and learn the academic form of the essay and research paper. Students will focus on the development of an academically sound and challenging thesis and resulting essay. The mechanics of writing will be reviewed as needed.

THIRD SEMESTER: 7 CREDITS

CRIM 204

CRIME SCENE INVESTIGATION: 4 CREDITS (1.00 Elective Credit at AASD)

This course is a comprehensive examination of criminal investigations. Focus will be on investigative techniques and processes and the range of skills necessary for successful performance and management of criminal investigations. Fundamentals of investigative theories witness and suspect interviewing, evidence gathering and analysis, the role of constitutional rights, and the link between the investigative and prosecutorial agencies will be explored.

CRIM 210

JUVENILE JUSTICE: 3 CREDITS (1.00 Elective Credit at AASD)

The course topics include biological, psychological and sociological factors in juvenile delinquency; a survey of theories of juvenile delinquency; and modern trends in prevention and treatment.

FOURTH SEMESTER: 7 CREDITS

CRIM 125

CORRECTIONS: 3 CREDITS (1.00 Elective Credit at AASD)

Organization, objectives, and functions of a correctional agency will be studied. Principles of Administration relating to the sound and efficient operation of correctional facilities will be discussed with emphasis on the special problems encountered in the field.

MATH 129

COLLEGE ALGEBRA W/ REVIEW: 4 CREDITS (1.00 Math Credit at AASD)

The functional approach to algebra is stressed with attention to the properties of the real number system; linear functions and equations; exponents; radicals; functions; systems of equations; and quadratic equations. Fundamental algebra concepts are reviewed and strengthened through assignments on MyMathLab. Additional topics may be added at the discretion of the instructor.

Prerequisite: Appropriate placement score or appropriate high school records.

CCBC STEM ACADEMY

Ambridge Area High School is proud to be associated with the CCBC STEM ACADEMY. We offer dual enrollment for students interested in STEM ACADEMY careers who also meet the program requirements, as specified by CCBC. Students in grades 11-12 are eligible for this program. Students will gain hands-on experience in the CCBC's classrooms and labs. As a CCBC STEM Academy student you will have the opportunity to earn up to 28 college credits while completing your high school degree VIA STEM Academy Engineering or STEM Academy Process Technology. Additionally, monetary fees are determined by CCBC. Additional information of this program can be found in the Guidance Office or by contacting the STEM Academy Champion Michael Leonard at 724-480-3628 or via e-mail STEMChampion@ccbc.edu. **Please see the listed classes and tracks at the end of the STEM Academy Course Descriptions:**

Engineering & Computer Science Pathway

FIRST SEMESTER: 7 CREDITS

COLL 100

TITAN TRANSITION: 1 CREDIT (1.00 Elective Credit at AASD)

This course emphasizes the growth of the individual both academically and personally. Students become part of the learning community at CCBC through an orientation to campus technology and services and by acquiring knowledge of the culture of higher education.

ENGR 130

ROBOTICS: 3 CREDITS (1.00 Elective Credit at AASD)

This course is designed around the fundamental understanding of the mechanical, logical and programming systems that make up robots and the development of workplace competencies. The cornerstone of the class involves solving engineering design problems. Students assume the role of project manager/problem solver as they build, program and debug agile robots in remote control and autonomous modes. Arduino microprocessors are used to develop independent embedded system devices.

WRIT 101

ENGLISH COMPOSITION: 3 CREDITS (1.00 English Credit at AASD)

Students will practice expository writing and learn the academic form of the essay and research paper. Students will focus on the development of an academically sound and challenging thesis and resulting essay. The mechanics of writing will be reviewed as needed.

SECOND SEMESTER: 7 CREDITS

CIST100

INTRODUCTION TO TECHNOLOGY: 3 CREDITS (1.00 Elective Credit at AASD)

Introduction to Information Technology introduces concepts and practical applications related to current technology. Changing global and personal growth patterns are examined along with ethical issues, security, and privacy concerns. Professional communication is stressed as students learn skills using Word, PowerPoint, and Excel. Emerging technologies including artificial intelligence (AI) and machine learning (MI) are examined in educational and professional settings. Honors Option Available Introduction to Information Technology Honors introduces concepts related to global computing concepts together with Microsoft Office to develop documents, spreadsheets, databases and presentations. Through a series of projects students will learn how to develop integrated applications correlated to other honors courses.

CHEM 101

GENERAL CHEMISTRY: 4 CREDITS (1.00 Science Credit at AASD)

This course involves an understanding of the principles of measurement, chemical equations, stoichiometry, atomic structure, chemical bonding, periodic relationships, and the chemistry of the common elements.

Prerequisites: Appropriate placement score or 1 year high school chemistry with the appropriate letter grade or Corequiste: MATH129 or MATH130.

THIRD SEMESTER: 7 CREDITS

CISF 150

CLOUD COMPUTING: 3 CREDITS (1.00 Elective Credit at AASD)

This course provides a comprehensive introduction of standard cloud concepts and capabilities across the various cloud service

models and popular cloud platforms, including Amazon Web Services (AWS), Microsoft Azure, and Google Cloud Platform (GCP). Areas of study will include cloud infrastructure, migration, storage, automation, and maintenance. Course content is mapped to CompTIA Cloud+ certification exam objectives.

OR

ENGR 160
ENGINEERING FOUNDAMENTALS: 3 CREDITS (1.00 Elective Credit at AASD)
Engineering Fundamentals provides a baseline of engineering and mathematical laws and principles applicable to the engineering profession. The course explores how engineers apply analytical practices and problem solving skills to design, test, fabricate, and maintain engineered products and services that people use every day. Engineering analysis, experimentation, and design are applied to real problems from initial concept to final specifications. Individual and team projects are utilized to reinforce the skills engineers need to successfully implement engineering practices. Project results are evaluated in terms of technical and economic feasibility and social significance.

MATH 160
CALCULUS I: 4 CREDITS (1.00 Math Credit at AASD)
This course provides an introduction to the ideas and applications of calculus. The major topics studied are limits and continuity; differentiation; applications of differentiation; and integration.
Prerequisite: "C" or better in MATH140 or MATH155, appropriate placement score, appropriate high school records or permission of the faculty.

FOURTH SEMESTER: 7 CREDITS

ENGR 120
CAD: COMPUTER AIDED DRAFTING: 3 CREDITS (1.00 Elective Credit at AASD)
The Computer Aided Design (CAD) course provides a solid foundation that focuses on basic computer aided drafting skills using the latest release of AUTOCAD. Students begin their study with 2-dimensional drawing concepts, continue working with complex entities and finally work on 3-dimensional modeling techniques. Students survey industries that commonly use AUTOCAD along with industry-standard, concepts and techniques.

OR

LITR210
CONCEPTS OF LITERATURE: 3 CREDITS (1.00 Elective Credit at AASD)
This course introduces students to the three major forms of literary expression: fiction, poetry, and drama. Significant works from each form will be analyzed to reveal creative techniques, how they represent an author's time, and how they reflect today's human condition. Honors Option Available Concepts of Literature Honors explores literary art forms, both traditional, fiction, poetry and drama and non-traditional, film, virtual reality and gaming as well as the international cultures and philosophical approaches that create and interpret such works. Significant contributions to each literary form will be analyzed, resulting in student produced compositions, multi-media presentations and student lead discussions.
Prerequisite: WRIT101 or permission of the department.

MATH 161
CALCULUS II: 4 CREDITS (1.00 Math Credit at AASD)
This course is a continuation of MATH160 and completes the introduction to one-variable calculus. Major topics covered are applications of integrals; inverse functions; techniques of integration; and infinite series.
Prerequisite: "C" or better in MATH160.

Cybersecurity Pathway

FIRST SEMESTER: 6 CREDITS

COLL 100

TITAN TRANSITION: 1 CREDIT (1.00 Elective Credit at AASD)

This course emphasizes the growth of the individual both academically and personally. Students become part of the learning community at CCBC through an orientation to campus technology and services and by acquiring knowledge of the culture of higher education.

CISN100

CISCO I: 5 CREDITS (1.00 Elective Credit at AASD)

This course is designed to introduce students to computer networking fundamentals. Topics include binary numbering systems, electronics and signals, network cabling and testing, network topologies, close study of OSI and TCP/IP network models, IP addressing including sub/net masking, and basic network design. The course covers the CCNA Semester 1 training material. This course, in conjunction with CISN110, CISN215, and CISN220 may assist students in preparation for Cisco Network+ and CCNA certification exams.

SECOND SEMESTER: 6/9 CREDITS

CISN200

CLIENT OPPERATING SYSTEM: 3 CREDITS (1.00 Elective Credit at AASD)

This course focuses on skills needed to deploy and manage desktop operating systems. Installation and troubleshooting of desktop operating system, as well as features, such as advanced security are covered. A current version and a prior version of Windows and Linux desktop operating systems are used in the demonstration and hands-on assignments.

CISF120

DIGITAL FORENSICS: 3 CREDITS (1.00 Elective Credit at AASD)

This course teaches students the fundamentals of digital forensics and investigation. Topics include principles of digital investigations, current forensics software tools, digital evidence controls, computer forensic analysis, email investigations, recovering image files, writing investigation reports, and becoming an expert witness.

CIST100

INTRODUCTION TO TECHNOLOGY: 3 CREDITS (1.00 Elective Credit at AASD)

Introduction to Information Technology introduces concepts and practical applications related to current technology. Changing global and personal growth patterns are examined along with ethical issues, security, and privacy concerns. Professional communication is stressed as students learn skills using Word, PowerPoint, and Excel. Emerging technologies including artificial intelligence (AI) and machine learning (MI) are examined in educational and professional settings. Honors Option Available Introduction to Information Technology Honors introduces concepts related to global computing concepts together with Microsoft Office to develop documents, spreadsheets, databases and presentations. Through a series of projects students will learn how to develop integrated applications correlated to other honors courses.

**The CIST 100 Course is an optional 3rd course to earn 28 credits.*

THIRD SEMESTER: 6 CREDITS

CISF 210

CYBER I: 3 CREDITS (1.00 Elective Credit at AASD)

This course provides students with an in-depth and comprehensive coverage of all security risks and threats to an organization's data. The topic of information security begins with a study of inventory management, security audits, anti-virus tools, data backup and data recovery. Students will implement basic hardware, software, network and Internet Security configurations. Case studies and current events will give the student insight into current threats that affect an organization. Additional study materials from the National CyberWatch Center, INFOSEC Learning will be used. This course and Cybersecurity II may be used for preparing student for CompTIA Security+ certification exam. Prerequisite: CISN110, CISN200.

CISN 203

LINUX OS: 3 CREDITS (1.00 Elective Credit at AASD)

This course is an introduction to the Linux Operating System. Students will learn how to install a Linux Operating System, how to navigate the command line interface and how to display system information. Students will also learn about other Linux distributions and how to install them. Hands-on activities will involve creating/deleting directories, searching for files, creating text documents, exploring the file system, working in BASH and managing processes.

FOURTH SEMESTER: 7 CREDITS

CISN 206

LINUX ADMIN: 3 CREDITS (1.00 Elective Credit at AASD)

This course is a continuation of Linux Operating Systems (CISN203), with focus on administrative tasks and network configuration. Students will learn how to create and deploy a Linux-based server, examine and manipulate filesystem tasks, network configuration, compression, backup strategies and common administrative tasks. We will also learn troubleshooting techniques as well as performance monitoring and security. This course follows the CompTIA Linux+ Certification guide used in the previous course.

Prerequisite: CISN 203

MATH126

STATISTICS: 4 CREDITS (1.00 Math Credit at AASD)

This course is an introduction to a field whose ideas and concepts pervade modern society and whose importance in business, technology, science and research in general is considerable and ever growing. The course consists of three parts, namely, descriptive statistics, probability and inferential statistics.

Prerequisite: "C" or better in PREP021, appropriate placement score or high school records.

CCBC EDUCATION ACADEMY: PRE-K – 4TH OR SECONDARY

Do you want to inspire learning? Do you desire to empower lives through a career in teaching? Enroll in the Education Academy to become a future educator. Through the Academy, high school students in grades 11 and 12 at participating school districts have the opportunity to gain hands-on experience in diverse educational settings and learn how to prepare developmentally appropriate lessons and learning environments. As an Education Academy student, you will have the opportunity to earn up to 28 college credits while still working towards your high school diploma. Additional information of this program can be found in the Guidance Office or by contacting the Education Academy Champion Lia Hazelwood at 724-480-3424 or via e-mail educationchampion@ccbc.edu .

Pre-K- 4th Grade Education Pathway

FIRST SEMESTER: 7 CREDITS

COLL 100

TITAN TRANSITION: 1 CREDIT (1.00 Elective Credit at AASD)

This course emphasizes the growth of the individual both academically and personally. Students become part of the learning community at CCBC through an orientation to campus technology and services and by acquiring knowledge of the culture of higher education.

ERCH 100

INTRO TO EARLY CHILDHOOD: 3 CREDITS (1.00 Elective Credit at AASD)

This course introduces students to early childhood education – the basic knowledge and skills, the attitudes, and the philosophies. Students also examine early childhood education in light of its history, pioneers, curriculum, programs, and new trends. Students learn basic child development theories and milestones from birth through age eight. Introduction to assessment, observation, inclusion environments that are universally designed, ethical guidelines, professionalism, curriculum models, and partnerships with families are incorporated as foundational skills. Observation visits to early childhood settings ae required.

PSYC 101

GENERAL PSYCHOLOGY: 3 CREDITS (1.00 Elective Credit at AASD)

This course examines the scientific study of behavior and mental processes and provides a survey of the major areas of psycho logy. Important topics and findings from psychology are reviewed. Topics include the role of science in the study of behavior, the biological foundations of behavior, learning, information processing, stress and health, social interaction, development, motivation, emotion and psychological disorders.

SECOND SEMESTER: 6 CREDITS

WRIT 101

ENGLISH COMPOSITION: 3 CREDITS (1.00 English Credit at AASD)

Students will practice expository writing and learn the academic form of the essay and research paper. Students will focus on the development of an academically sound and challenging thesis and resulting essay. The mechanics of writing will be reviewed as needed. Pre-requisite: Placement testing; successful completion of DEVS012 Reading and DEVS015 Introduction to College Writing if required, permission of the Division Director. Honors Option Available English Composition Honor students will practice expository and persuasive discourse in writing and learning the academic form of the essay and research paper. Students will focus on the development of a sound thesis for projects concerning topics of global or international significance.

EDUC 230

INTRO SPECIAL ED: 3 CREDITS (1.00 Elective Credit at AASD)

Students are introduced to a wide range of subject matter, from the history of special education to challenges facing special education. Students will apply research to create active classroom strategies that illustrate an awareness of the concerns of special education.

Prerequisite: EDUC108, EDUC105, or ERCH10

THIRD SEMESTER: 6 CREDITS

ERCH 105

CHILD DEVELOPMENT/HEALTH/SAFETY: 3 CREDITS (1.00 Elective Credit at AASD)

This course studies the physical development of young children with respect to nutritional needs, safety considerations, general health requirements, and appropriate classroom experiences to enhance that development. Topics concerning educating children with special needs (educational adaptations) are included.

EDUC 220

ENGLISH LANGUAGE LEARNER: 3 CREDITS (1.00 Elective Credit at AASD)

As the number of English Language Learners (ELLs) continues to grow in our public schools there is an increased need for highly qualified teachers to instruct them. This course will be an introduction into the varied theories and practices of teaching English Language Learners. This course will look at some prominent research in the field of second language acquisition and apply it to strategies and best practices used in Pennsylvania, as well as other parts of the country. This course will give students an overview to support effective instruction of students who have a first language other than English.

Prerequisite: EDUC108, ERCH100, EDUC105

FOURTH SEMESTER: 6/9 CREDITS

LITR210

CONCEPTS OF LITERATURE: 3 CREDITS (1.00 Elective Credit at AASD)

This course introduces students to the three major forms of literary expression: fiction, poetry, and drama. Significant works from each form will be analyzed to reveal creative techniques, how they represent an author's time, and how they reflect today's human condition. Honors Option Available Concepts of Literature Honors explores literary art forms, both traditional, fiction, poetry and drama and non- traditional, film, virtual reality and gaming as well as the international cultures and philosophical approaches that create and interpret such works. Significant contributions to each literary form will be analyzed, resulting in student produced compositions, multi-media presentations and student lead discussions.

Prerequisite: WRIT101 or permission of the department.

ERCH 200

DIVERSITY & INCLUSION: 3 CREDITS (1.00 Elective Credit at AASD)

This course focuses on the history, principles, and instructional practices of multicultural education. Topics include the power of culture, culturally relevant teaching, race, equality, social oppression, human diversity including sexual orientation and gender identity, social biases, prejudice and bullying and diversity and the achievement gap. Emphasis is placed on why multiculturaleducation is important in education and success as a teacher.

COMM 201

PUBLIC SPEAKING: 3 CREDITS (1.00 Elective Credit at AASD)

The emphasis is on speech preparation and delivery in a variety of speaking experiences designed to improve the speaker's capability through the application of correct speech practices. Students taking the course online are required to have a computer with a camera to video record their speeches. Honors Option Available Public Speaking Honors emphasizes speech preparation, and delivery, with special attention paid to crafting effective academic and professional presentations on global and international issues. Speaking experiences and presentations will be designed by individuals and groups and presented to the CCBC community, the public and other appropriate audiences.

*This course is an optional 3rd course to earn 28 total credits.

Secondary Education Pathway

FIRST SEMESTER: 7 CREDITS

COLL 100

TITAN TRANSITION: 1 CREDIT (1.00 Elective Credit at AASD)

This course emphasizes the growth of the individual both academically and personally. Students become part of the learning community at CCBC through an orientation to campus technology and services and by acquiring knowledge of the culture of higher education.

EDUC 105

FOUNDATIONS OF EDUCATION: 3 CREDITS (1.00 Elective Credit at AASD)

This course is a study of the historic and philosophical antecedents of the American school system and its growth, development, and potential. 3-0-3 The PA Dept. of Education requires that all students participating in Field Experience must provide the documentation listed below: https://www.education.pa.gov/Educators/Clearances/Pages/default.aspx * FBI Federal Criminal History Record (ACT 114) * PA State Police Criminal Record Check (ACT 34) * PA Child Abuse History Clearance (ACT 151) * Mandated and Permissive Reporting in PA Online Training (ACT 31) * Arrest/Convict ion Report and Certification Form (ACT 24) * TB (Tuberculin) skin test

CIST 100

INTRODUCTION TO INFORMATION TECHNOLOGY: 3 CREDITS (1.00 Elective Credit at AASD)

Introduction to Information Technology introduces concepts and practical applications related to current technology. Changing global and personal growth patterns are examined along with ethical issues, security, and privacy concerns. Professional communication is stressed as students learn skills using Word, PowerPoint, and Excel. Emerging technologies including artificial intelligence (AI) and machine learning (MI) are examined in educational and professional settings. Honors Option Available Introduction to Information Technology Honors introduces concepts related to global computing concepts together with Microsoft Office to develop documents, spreadsheets, databases and presentations. Through a series of projects students will learn how to develop integrated applications correlated to other honors courses.

SECOND SEMESTER: 6 CREDITS

WRIT 101

ENGLISH COMPOSITION: 3 CREDITS (1.00 English Credit at AASD)

Students will practice expository writing and learn the academic form of the essay and research paper. Students will focus on the development of an academically sound and challenging thesis and resulting essay. The mechanics of writing will be reviewed as needed. Pre-requisite: Placement testing; successful completion of DEVS012 Reading and DEVS015 Introduction to College Writing if required, permission of the Division Director. Honors Option Available English Composition Honor students will practice expository and persuasive discourse in writing and learning the academic form of the essay and research paper. Students will focus on the development of a sound thesis for projects concerning topics of global or international significance.

EDUC 230

INTRO SPECIAL ED: 3 CREDITS (1.00 Elective Credit at AASD)

Students are introduced to a wide range of subject matter, from the history of special education to challenges facing special education. Students will apply research to create active classroom strategies that illustrate an awareness of the concerns of special education.

Prerequisite: EDUC108, EDUC105, or ERCH10

THIRD SEMESTER: 7 CREDITS

MATH126

STATISTICS: 4 CREDITS (1.00 Math Credit at AASD)

This course is an introduction to a field whose ideas and concepts pervade modern society and whose importance in business, technology, science and research in general is considerable and ever growing. The course consists of three parts, namely, descriptive statistics, probability and inferential statistics.

Prerequisite: "C" or better in PREP021, appropriate placement score or high school records.

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Prerequisite: EDUC108, ERCH100, EDUC105

FOURTH SEMESTER: 6/9 CREDITS

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CONCEPTS OF LITERATURE: 3 CREDITS (1.00 Elective Credit at AASD)

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each form will be analyzed to reveal creative techniques, how they represent an author's time, and how they reflect today's human condition. Honors Option Available Concepts of Literature Honors explores literary art forms, both traditional, fiction, poetry and drama and non- traditional, film, virtual reality and gaming as well as the international cultures and philosophical approaches that create and interpret such works. Significant contributions to each literary form will be analyzed, resulting in student produced compositions, multi-media presentations and student lead discussions.

Prerequisite: WRIT101 or permission of the department.

ERCH 200

DIVERSITY & INCLUSION: 3 CREDITS (1.00 Elective Credit at AASD)

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COMM 201

PUBLIC SPEAKING: 3 CREDITS (1.00 Elective Credit at AASD)

The emphasis is on speech preparation and delivery in a variety of speaking experiences designed to improve the speaker's capability through the application of correct speech practices. Students taking the course online are required to have a computer with a camera to video record their speeches. Honors Option Available Public Speaking Honors emphasizes speech preparation, and delivery, with special attention paid to crafting effective academic and professional presentations on global and international issues. Speaking experiences and presentations will be designed by individuals and groups and presented to the CCBC community, the public and other appropriate audiences.

*This course is an optional 3rd course to earn 28 total credits.

CCAC APPRENTICESHIP PROGRAM

German American Chamber of Commerce Pre-Apprenticeship

Weeks: 36
Grades: 11, 12
Credit: 1.0

Pre-Apprenticeship services and programs are designed to prepare students to enter and succeed in registered Apprenticeship programs. In other words: they are **paid, college-credited internships** that give High School students in their senior year the opportunity to explore and learn about exciting career paths. The execution of the Pre-Apprenticeship is twofold as per below.
***Pre-requisite**: Student Must Speak with Member of the School Counseling office and transition coordinator. Student will receive the apprenticeship program by teacher recommendation only.

1. **Dual Enrollment (College in the classroom) and certification**

Through dual enrollment agreements, students will be trained skills that are relevant for the manufacturing industry as well as prepare them to pass the MT1 certification (Manufacturing Technician Level 1 from the MSI Institute). The certification is on the one hand **recognized in the industry nationwide** and on the other hand bound with **6 college credits from CCAC** that can later on be transferred (e.g. into the Apprenticeship Program).

2. **Paid internship at a company**

When senior students decide to participate in our Pre-Apprenticeship program they get paired with a company, where they will be **job shadowing at state-of-the-art facilities** and get familiar with careers in technical or manufacturing fields. The paid internship will be integrated into the student's school schedule and will make the preparations for the MT1 certification more relevant and hands- on.

ART DEPARTMENT

The Art Department offers a wide variety of electives to the student body. Students are given numerous opportunities to develop their skills and talents to learn how to access their creativity. Upper-level courses prepare students for an artistic career post-graduation. Students will begin to understand how art affects their community and world cultures through various community art projects and art history lessons.

0115
ART 1 - BEGINNING STUDIO ART
Weeks: 18
Grades: 9, 10, 11, and 12
Credit: 0.5

This course was designed as a rigorous introduction to visual arts for the student interested in art. Many forms of art will be explored. Students will have an opportunity to enrich their understanding of drawing, painting, ceramics, sculpture, and crafts.
Prerequisite: None

0120
ART II - INTERMEDIATE STUDIO ART
Weeks: 18
Grades: 9, 10, 11, and 12
Credit: 0.5

This course offers an advanced approach to drawing, painting, sculpture, and crafts. Students will be able to create works using their unique subject matter while remaining in the scope of the art concepts being presented.
Prerequisite: PASSING GRADE AND teacher approval from Art I.

0125
ART III - ADVANCED STUDIO ART
Weeks: 18
Grades: 10, 11, and 12
Credit: 0.5

This course places emphasis on further developing individual art skills. Students will have more freedom to use their creativity and work independently in a variety of art media. The focus will be on beginning to build a portfolio of work. These students also will play a role in creating and assisting with Art Shows.
Prerequisite: PASSING GRADE and teacher approval from Art II.

0130
ART IV
Weeks: 18
Grade: 10, 11, and 12
Credit: 0.5

This course provides students with an opportunity for further artistic development in creating original works of art. Students will research and provide documentation for a specific area of art they wish to pursue, such as painting, sculpture, etc. The focus will be on finalizing a portfolio of work. These students also will play a role in creating and assisting with Art Shows.
Prerequisite: PASSING GRADE and teacher approval from Art III.

0170
ART V - INDEPENDENT STUDY
Weeks: 18
Grades: 11, and 12
Credit: 0.5

This course is designed for the serious art student who would like to develop skills beyond Art IV. Students will further strengthen and develop their portfolio in their preferred medium. Artistic career options will be explored and researched during the course.
Prerequisite: PASSING GRADE and teacher approval from Art IV.

0135
DRAWING I
Weeks: 18
Grades: 10, 11, and 12
Credit: 0.5

This course will implement basic drawing techniques. Media such as pencil, charcoal, pastels, markers, and pen and ink will be explored. Emphasis will be on correct value, perspective, and spatial awareness.
Prerequisite: PASSING GRADE in Art I.

0140
DRAWING II
Weeks: 18
Grades: 10, 11, and 12
Credit: 0.5

This course will build upon skills and techniques learned in Drawing I. Advanced techniques will be taught and emphasis will be on creating pieces to build a drawing portfolio.
Prerequisite: PASSING GRADE and Teacher Approval from Drawing I.

0150
JEWELRY MAKING
Weeks: 18
Grades: 10, 11, and 12
Credit: 0.5

This course is designed to provide students with the opportunity to create functional jewelry, wearable arts and decorative items through the implementation of many different techniques and processes. Basic jewelry methods and tools will be introduced.
Prerequisite: PASSING GRADE and teacher approval from Art I.

0155
CERAMICS/SCULPTURE
Weeks: 18
Grades: 11 and 12
Credit: 0.5

Students will learn to create three dimensional sculpture through ceramics and a variety of other medium. During the course of the semester the students will gain knowledge of basic ceramic hand-building processes, and various sculptural methods.
Prerequisite: PASSING GRADE and teacher approval from Art I.

0160
PAINTING
Weeks: 18
Grades: 11 and 12
Credit: 0.5

Students will explore multiple paint mediums and techniques. This course will teach students to use the proper surface for each unique medium as well as how to properly stretch a canvas. Students who intend to further their career in the arts will benefit from.
Prerequisite: PASSING GRADE and teacher approval from Art I.

BUSINESS / COMPUTERS / MARKETING

Through the careful selection of courses, the Business Program can be combined with the Academic Program and still allow the student to meet college entrance requirements. This combination is highly recommended for students who may be interested in going into business management, accounting, marketing, business education, and any other related fields. Since Business Administration is the second chosen field of study by college students, the Business Department offers an innovative, flexible, personalized, and comprehensive plan to achieve any academic, general, or vocational curriculum.

0203
Introduction to Investments
Grades: 9, 10, 11 and 12
Credit: 0.5

Introduction to Investments course is designed to encourage the personal application of financial planning concepts and will include assignments that foster critical thinking skills and analyses of financial data. Students will be able to directly apply what they have learned to their lives in order to become successful financially. This course will educate the importance of financial security through diversified investments while understanding credit management to make sound life decisions.

0202
INTERNATIONAL BUSINESS
Weeks: 18
Grades: 9,10,11,12
Credit: 0.5

International Business will provide an up-to-date and complete exploration of international business issues and practices. With a strong foundation of international business theory, this course will include current examples, case studies, and insights showing how global businesses apply these concepts and theories. Controversies in international business will be reflected upon as will the impact of international business practices on countries, corporations, and individuals. The course will examine the role and impact of culture and also includes the exploration into world maps, time zones, and currencies, helping students develop and refine a global perspective.
This course adopts a truly global approach with attention given to topics that are critical to the international manager in the global business environment.

0210
SPORTS AND ENTERTAINMENT MANAGEMENT
Weeks: 18
Grades: 9, 10, 11, and 12
Credit: 0.5

Play Ball! Let the show begin! If you would like to investigate the possibility of a career in the Sports and Entertainment field, then this is the class for you! Sports and Entertainment Management will offer the opportunity to learn the basics of the Sports and Entertainment Industry. The course will concentrate on Business, Management, Communication and Interpersonal Skills, Economics, Professional Development, Sports Strategies, Recruiting Athletes and Entertainers, Risk Management and Managing Information. Prerequisite: None

0215
BUSINESS LAW (Criminal and Civil)
Weeks: 36
Grades: 10, 11, and 12
Credit: 1

This course will give students an understanding of the Law as it pertains to them and the world. Course content includes Law and its legal procedure, rights and responsibilities as a citizen, consumer, and worker, contracts, starting a business, and planning for the future. Prerequisite: None

0225
ACCOUNTING
I Weeks: 36
Grades: 10, 11, and 12
Credit: 1

This course introduces the accounting principles and bookkeeping procedures to maintain a company's records. (Accounting cycle, Accounting systems, and internal control) Students should demonstrate an understanding of accounting principles and procedures and display a basic understanding of financial statements.
Prerequisite: None

0230
ACCOUNTING II
Weeks: 36
Grades: 10, 11, and 12
Credit: 1

Students will learn the principles of accounting theory and practice currently used in accounting information systems. Topics covered include accounting for service and merchandising business enterprises. The process of analyzing, journalizing, and posting are covered in-depth, as well as adjusting accounts, preparing financial statements, and completing the accounting cycle. Deferrals, accruals, accounting for merchandise inventory, ethics, and internal controls, cash and receivables are also covered.
Prerequisite: Teacher Recommendation

MARKETING AND COOPERATIVE EDUCATION

Over one-third of the jobs in the country deal with some aspect of marketing, Consider the possibilities!
The Marketing and Cooperative Education Program is an excellent way to start if a student is interested in pursuing management, accounting, retailing, selling, finance, marketing, international business, advertising, entrepreneurship, or public relations. The Ambridge Marketing and Business Programs are involved with a secondary and post-secondary National Organization, DECA (An association of marketing and business students), which gives students an advantage in hiring, developing leadership skills, competition, community service, etiquette, SCHOLARSHIPS, and much more. Students are encouraged to participate in DECA. The Marketing and Cooperative Education Program is a great opportunity for those who continue their education after high school graduation and those who go directly into the workforce. The Marketing and Cooperative Program also gives the students the opportunity to apply their classroom experiences and knowledge to hands-on, real-life situations through a cooperative work experience.

0270
MARKETING
I Weeks: 36
Grades: 10, 11, and 12
Credit: 1

The marketing program includes topics relating to the world of marketing or management such as marketing concepts, economic essentials, business, and social responsibilities, business plans, marketplace, fundamentals of mathematics, communication skills, computer technology, interpersonal and management skills, selling, and advertising. Students must maintain a 70% in Marketing I to take Marketing II. It is recommended to be taken as a sophomore or junior.
Prerequisite: None

0275
MARKETING II
Weeks: 36
Grades: 11, and 12
Credit: 1
This course is designed to develop advanced marketing competencies. Class includes promotion, distribution, pricing, marketing information management, product service management, target markets, buying costs, demand, entrepreneurship, finance, employability skills, and career development. Students must maintain a 70% in Marketing II to be released from school for on-the-job training. Only seniors are dismissed from school for OJT.
Prerequisite: Marketing I

1785
TRANSITION
Grades: 12
Credit: 1 – P/F Class

Transition is a school to work program to participate on the job training. Only seniors are dismissed for work release. Students are responsible for finding their own places of employment. Students must maintain a 70% average in all classes. If grade goes below the 70% mark, student will be placed on a two week probation. If student does not increase the percentage to at least a 70%, they will be removed from the program. Students will not report to work on days when absent from school. Students will consult with coordinator before quitting their job. Employers must provide an average of 15 weekly hours of work experience. Employers are responsible for providing supervision and evaluation by an experienced and qualified person and keep transition coordinator informed of students progress. Transition is a pass/fail credit, therefore, does not count toward GPA or class rank.

ENGLISH

Each student will select courses beginning in ninth grade to fulfill his or her communication requirements for graduation. In order to complete all English requirements, a student must complete one Communications / English course from the particular course sequence each year.

0345
AP® LITERATURE (w/optional College Credit at Robert Morris University)
Weeks: 36
Grades: 12
Credit: 1

AP® courses in English consist of a full high school academic year of work and are comparable to courses in colleges and universities. This course is for students with superior reading and writing skills as well as an interest in a challenging, fast-paced environment. This course engages students in careful and critical analysis of literature, which benefits students by cultivating one's understanding of self, others, and society overall. The course includes an intensive study of various literary genres and periods, concentrating on works of recognized literary merit. Students will read deliberately and thoroughly, take time to understand a work's complexity, analytically critique texts, and engage in presentations. Writing is an integral part of the AP® English Literature and Composition course. A summer assignment is required. It is expected that students, who take the course, seek college credit. A minimum grade requirement of a "C" and a fee will apply to receive college credit. Students also have the choice to take the course for college credit or Advanced Placement® credit. Those not enrolling in the CHS credit will be expected to take the Advanced Placement® exam. The AP® Literature and Composition Exam is offered in early May.
Prerequisite: An 80% in AP® Language or 90% in College Prep 11. Mandatory: Current English teacher recommendation. Completion of summer assignment.

0340
COLLEGE PREPARATORY ENGLISH 12: THROUGH COOPERATION WITH CCBC
Weeks: 36
Grades: 12
Credit: 1

College Preparatory English 12 with College is offered for three college credits for a nominal fee. Students will take WRIT 101. This is the same class CCBC students take on campus. The class focuses on English Composition. Students will practice expository writing and learn the academic form of the essay and research paper. Students will focus on the development of an academically sound and challenging thesis and resulting essay. The mechanics of writing will be reviewed as needed. This course is one semester long. The second-semester students will follow the College Preparatory English curriculum. Submission of summer reading and writing requirements upon the first day of school.
Prerequisite: 80% in College Prep 11, 80% in AP® Language, or current English teacher recommendation

0335
PRACTICAL ENGLISH 12
Weeks: 36
Grade: 12
Credit: 1

Practical English 12 is designed for all twelfth-grade students not enrolled in College Prep 12 or AP® Lit. It is a practical and functional senior course, which focuses on five major components: writing, research, literature, grammar, and oral communications. Specific units will be covered in all literary genres; a novel, short story, and drama Students refine their language skills by engaging in individual and group activities. Students read literature ranging from traditional and contemporary classics to newspaper and magazine articles. Students will continue to enhance their core communication skills. A research project is required. Additional emphasis will be placed on creative projects and presentations.
Prerequisite: None

0350
ADVANCED PLACEMENT® ENGLISH LANGUAGE AND COMPOSITION Weeks: 36
Grades: 11
Credit: 1

AP® courses in English consist of a full high school academic year and are comparable to courses in colleges and universities. This college level course is for students with superior reading and writing skills as well as an interest in a challenging, fast-paced environment. This course cultivates the reading and writing skills that students need for college success and intellectually responsible civic engagement. This course guides students in becoming curious, critical, and responsive readers of diverse texts, and becoming flexible, reflective writers of texts addressed to differing audiences for varying purposes. The course cultivates the rhetorical understanding and use of written language by directing students' attention to writer/reader interactions through formal and informal genres. To support these goals, rhetoric and composition courses emphasize the reading and writing of analytic argumentative texts instead of, or in combination with, texts representing English-language literacy traditions. Additionally, students will have the option to take this course in conjunction with the University of Pittsburgh's CHS Argument course. A minimum grade requirement of a "C" and a fee will apply to receive college credit. Students also have the choice to take this course for CHS or Advanced Placement® credit. Those not enrolling in the Pitt CHS credit will be expected to take the Advanced Placement® exam. Writing is an integral part of the AP® English Language and Composition course. A summer assignment is required. It is expected that students, who took the course, seek college credit. The AP® Literature and Composition Exam is offered in early May.
Prerequisite: 80% in Advanced English 10 or 90% in College Prep 10. Mandatory current English teacher recommendation. Completion of summer assignment.

0320
COLLEGE PREPARATORY ENGLISH 11
Weeks: 36
Grades: 11
Credit: 1

College Preparatory English 11 is designed for college bound students interested in enhancing their abilities in literary analysis. Emphasis will be placed on grammar, research composition, public speaking, and an analytical approach to literature. This course is a survey of American Literature, requiring students to read, interpret, and analyze poetry, essays, short stories, drama, and novels from colonial to contemporary literature. MLA style is reinforced through all research and writing assignments. A College and Career Research project is required. This course has a mandatory summer assignment.
Prerequisite: 80% in College Prep 10, 90% in Practical English 10, or current English Teacher recommendation.

0325
PRACTICAL ENGLISH 11
Weeks: 36
Grades: 11
Credit: 1

Practical English 11 is designed for students who are not planning on attending college after high school. The emphasis in the class is to improve reading, writing, speaking, and critical thinking skills by studying literature, grammar, and composition. Students read high-interest short stories and novels, which serve as models for a wide variety of writing assignments. Students will use a standard process to compose professional correspondence and a variety of writings. A research project is a requirement for this class.
Prerequisite: None

0330
ADVANCED ENGLISH 10
Weeks: 36
Grades: 10
Credit: 1

Advanced English 10 is designed to prepare top students for success in AP® courses, on the SAT and ACT tests, and in all other high-level English courses. In this course, students undertake a comparative analysis of literature representing a variety of cultures, philosophies, and regional pieces. Throughout the course, students continue to develop their writing craft through rigorous practice in various modes supported by a series of writers' workshops. This course also includes emphasis on public speaking, grammar, research, writing, and poetry. Advanced English 10 is designed for students interested in a challenging and accelerated study of literature and writing who intend to advance to AP Language and AP Lit.
Prerequisite: 90% in College Prep 9 or Practical English 9 or 80% in Advanced English 9. Mandatory current English Teacher recommendation. Completion of summer assignment.

0310
COLLEGE PREPARATORY ENGLISH 10
Weeks: 36
Grades: 10
Credit: 1

College Preparatory English 10 is designed for college-bound sophomores. Emphasis will be placed on grammar, composition, public speaking, and literature. Improving higher-order thinking through emphasis of classic and contemporary World literature, as well as selected novels, will be the focus for improving writing skills. A research paper is also required. Submission of summer reading and writing requirements upon the first day of school.
Prerequisite: 80% in College Prep 9, 90% in Practical English 9, or current English teacher recommendation

0315
PRACTICAL ENGLISH 10
Weeks: 36
Grade: 10
Credit: 1

Communications II is designed for students who are not planning on attending college after high school. The emphasis in the class will stress literature, writing, test-taking preparation, and oral communications. A research paper is a requirement for this class. The literature will include selections from the World Literature Anthology. Specific units will be covered in all genres: novels, short stories, and drama.
Prerequisite: None

0355
ADVANCED ENGLISH 9
Weeks: 36
Grade: 9
Credit: 1

In this advanced course, students read, analyze, and compose essays about challenging works of literature and apply rules of grammar and mechanics to their writing. In addition, students focus on supplementary vocabulary, which they integrate into their speaking, reading, and writing. Throughout the year, the students practice public speaking and group interaction skills.
Prerequisite: 90% in Advanced English 8 or English 8. Mandatory current English teacher recommendation. Completion of a summer assignment.

0300
COLLEGE PREPARATORY ENGLISH 9
Weeks: 36
Grade: 9
Credit: 1

College Preparatory English 9 is designed for freshmen who intend to go to college after high school. Emphasis will be placed on grammar, composition, public speaking, and literature. Improving higher-order thinking through an emphasis on classic and contemporary literature, as well as selected novels, will be the focus for improving writing skills. Submission of summer reading and writing requirements upon the first day of school.
Prerequisite: 80% in Advanced English 8, English 8, or current English teacher recommendation.

0305
PRACTICAL ENGLISH 9
Weeks: 36
Grade: 9
Credit: 1

Practical English 9 is designed for students who are not planning on attending college after high school. The emphasis in the class will stress literature, writing, test-taking preparation, and oral communications. The literature will include a wide selection from varied sources. Specific units will be covered in all genres; novels, short stories, and drama.
Prerequisite: None

0675
TEST PREPARATION
Weeks: 18
Grade: 10, 11, and 12
Credit: 0.5

This one semester course is designed to help prepare students planning on taking the SAT test. This class will focus on test taking strategies and use resources such as KHAN Academy and CollegeBoard.
***This class will also introduce students to the ACT and examine the difference between the two tests. The course will also focus on all standardized testing to prepare students for all options.

0375
FUNDAMENTALS OF PUBLIC SPEAKING AND BASIC ACTING
Weeks: 18
Grade: 9, 10, 11, 12
Credit: .5

Acting/Public Speaking is a performance-based class designed to teach basic acting and public speaking skills. The class is held half of the time in the classroom and half of the time on the auditorium stage. Students will study the proper organization and manner to orally present materials. Throughout the course, students will gain the confidence and ability to present to audiences. Students will regularly perform both individually and in groups.
Prerequisite: None

0380
CREATIVE WRITING
Weeks: 18
Grade: 10, 11, 12
Credit: .5

Creative Writing will explore self-expression by exposing students to a variety of poetic and prose structures and techniques. With the assistance of their peers in a writing workshop, students will compile a collection of original poetry and short stories that they share in class. Students should expect to read and write daily during the semester. Students will expand and refine their vocabulary. Students will prepare a text for submission for publication or contest.
Prerequisite: Must have completed 9th grade English

YEARBOOK

1425 and 1427
YEARBOOK I AND YEARBOOK II
Weeks: 36
Grades: *9, 10, 11, 12
Credit: 1

In this workshop course, students gain first-hand experience in planning, writing, organizing, and laying out materials essential to the High School Yearbook's theme, development, and publication. Students will learn to use various photo and web-based software and cameras in this course.
Prerequisite: 1425 Yearbook I: Teacher Recommendation
1427 Yearbook II: Yearbook I and Teacher Recommendation
*All 9th Grade Students Need 8th Grade English Teacher Recommendation

NEWSPAPER

1430
NEWSPAPER I
Weeks: 36
Grades: 9, 10, 11, 12
Credit: 1

Students will gain practical experience in all phases of publishing the school newspaper *The Silhouette.* Activities include news, editorial, feature, and sports writer for the monthly publications. Other activities include copy editing, graphic layout, design (desktop publishing), digital photography & editing, advertising, and distribution.
Prerequisite: Teacher Recommendation/JH Paper/English/ ALL STUDENTS ARE REQUIRED TO BE APPROVED BY THE SPONSOR.

1435
NEWSPAPER II
Weeks: 36
Grades: 10, 11, 12
Credit: 1

Students will gain practical experience in all phases of publishing the school newspaper *The Silhouette.* Activities include news, editorial, feature, and sports writing. Other activities include copy editing, graphic layout, and design (desktop publishing), digital photography, & editing, advertising, and distribution.
Prerequisite: Newspaper I / ALL STUDENTS ARE REQUIRED TO BE APPROVED BY THE SPONSOR.

1440
NEWSPAPER III
Weeks: 36
Grades: 11, 12
Credit: 1

Students will gain practical experience in all phases of publishing the school newspaper *The Silhouette.* Activities include news, editorial, feature, and sports writing. Other activities include copy editing, graphic layout, design (desktop publishing), digital photography & editing, advertising, and distribution. Experienced students have the opportunity to be awarded leadership positions as editors in all main writing and layout areas.
Prerequisite: Newspaper II / ALL STUDENTS ARE REQUIRED TO BE APPROVED BY THE SPONSOR

1445
NEWSPAPER IV
Weeks: 36
Grades: 12
Credit: 1

Students will gain practical experience in all phases of publishing the school newspaper *The Silhouette.* Activities include news, editorial, feature, and sports writing. Other activities include copy editing, graphic layout and design (desktop publishing), digital photography & editing, advertising, and distribution. Experienced students have the opportunity to be awarded leadership positions as editors in all main writing and layout areas.
Prerequisite: Newspaper III / ALL STUDENTS ARE REQUIRED TO BE APPROVED BY THE SPONSOR.

1450
SPORTS MEDIA AND LITERATURE
Weeks: 18
Grades: 10, 11, 12
Credit: 0.5

Examine the unique relationship between sports and society through literature by contemporary authors, columnists and other media. Reading will include high interest selections such as informational text, commentary, and biographies. Writing will include informative, narrative, and persuasive texts focused on specific sporting events and students will watch.
Prerequisite: Completion of Freshman English

FOREIGN LANGUAGE

Choose a foreign language based on interests, academic, and career goals. College-bound students in an academic or business course of study in high school should take 2-4 levels of Spanish or Italian. Foreign language classes increase students' language skills and overall academic performance. In addition, many colleges require 2-3 years of foreign language study in high school for various college majors. With this in mind, Ambridge Area High School offers five levels of Spanish and four levels of Italian.

0500
SPANISH I
Weeks: 36
Grades: 9, 10, 11, and 12
Credit: 1

Rigorous course requirements include frequent homework assignments, participation in class discussions, presentations, and various assessments. Spanish I introduces the principles of grammar and aims to build an active vocabulary. The culture and customs of Spain and Mexico and South America are given special attention via videos, readings, and discussions. Spanish influences in the U.S. are also discussed.
Prerequisite: 80% in English

0502
SPANISH II
Weeks: 36
Grades: 9, 10, 11, and 12
Credit: 1

Rigorous course requirements include frequent homework assignments, participation in class discussions, presentations, and various assessments. Spanish II aims to increase the basic knowledge of the language. Emphasis is placed on more conversations, reading and writing skills. Basic grammar and vocabulary work are also increased. Cultural appreciation is enhanced by discussions dealing with the culture and customs of Spanish-speaking countries.
Prerequisite: 80% in Spanish I

0504
SPANISH III
Weeks: 36
Grades: 10, 11, and 12
Credit: 1

Rigorous course requirements include presentations, homework assignments, class discussions, and various assessments. Advanced grammar and composition in Spanish are emphasized. Skits and speeches in Spanish during the course increase proficiency. Spanish literature is also introduced via the short story. Active conversation is emphasized.
Prerequisite: 80% Spanish II

0506
SPANISH IV
Weeks: 36
Grades: 11, and 12
Credit: 1

Rigorous course requirements include presentations, homework assignments, class discussions, and various assessments. Emphasis is placed on strengthening grammar and conversation skills. In addition, students read short stories, mini novels, develop skits, dialogs, newspapers, children's books and research Spanish countries.
Prerequisite: 80% in Spanish III

0508
SPANISH V
Weeks: 36
Grades: 11, and 12
Credit: 1

Rigorous course requirements include presentations, homework assignments, class discussions, and various assessments. Students will use a variety of materials to further their knowledge in Spanish. Sources include magazines, newspapers, supplemental texts, and videos of Spanish. Emphasis on speaking through skits and listening to tapes is an essential part of this course.
Prerequisites: 80% in Spanish IV

0524
ITALIAN I
Weeks: 36
Grades: 9, 10, 11, and 12
Credit: 1

Rigorous course requirements include frequent homework assignments, participation in class discussions, presentations, and various assessments. Italian I presents the fundamentals of Italian grammar, pronunciation, conversation, and writing. Emphasis is on oral work and vocabulary building. Attention is given to the culture of the country through music, filmstrips, and readings.
Prerequisites: 80% in English

0526
ITALIAN II
Weeks: 36
Grades: 9, 10, 11, and 12
Credit: 1

Rigorous course requirements include frequent homework assignments, participation in class discussions, presentations, and various assessments. Italian II aims to increase speaking, reading, and writing abilities and gives the student a rapid survey of Italian history and some knowledge of the Italian contributions to the world. Emphasis is placed on comprehension of short stories and paragraphs, revision of grammar, more culture through slides, videos, and the use of computers.
Prerequisites: 80% in Italian I

0528
ITALIAN III
Weeks: 36
Grades: 10, 11, and 12
Credit: 1

Rigorous course requirements include presentations, homework assignments, class discussions, and various assessments. The emphasis in this course is on speaking and grammar so students may work independently reading about topics of their choice in Italian. Students will be working and learning through a variety of sources and media.
Prerequisites: 80% in Italian II

0530
ITALIAN IV
Weeks: 36
Grades: 11, and 12
Credit: 1

Rigorous course requirements include presentations, homework assignments, class discussions, and various assessments. Students will use a variety of materials to further their knowledge of Italian. Sources include magazines, newspapers, supplemental texts, and videos in Italian. Emphasis on speaking through skits and listening to tapes is an essential part of this course.
Prerequisites: 80% in Italian III

HEALTH / PHYSICAL/EDUCATION

The Health & Physical Education curriculum comprises eleven courses developed to aid each student to acquire and utilize the knowledge and skills necessary to promote a positive individual and family lifestyle of health wellness. This will be achieved by the student being able to demonstrate appropriate responses in the areas of emergency situations; healthy dietary habits, nutrition; physical fitness and its direct relationship to good personal habits, disease prevention; substance abuse prevention; and the development of physical fitness through lifelong physical activities which promote a healthy lifestyle. This will be accomplished through leadership skills and cooperative learning in-group activities.

1501 & 1502
H & PE I
Weeks: 18
Grades: 9, and 10
Credit: 0.5

The students will demonstrate knowledge of the three key elements of health (Physical, Mental/Emotional, and Social). Students will utilize various life skills to make healthy choices (communication, refusal skills, stress management, self-esteem, goal setting, etc.). Students will be able to identify the components and benefits associated with physical fitness and proper nutrition. Students will learn to prevent, identify and treat various injuries. In Physical Education, students will perform weight training to learn how to properly spot, perform exercises, and learn what muscles are being worked on. The overall physical education program is unique, with students being exposed to fitness, team sports, and lifetime/leisure activities.
Prerequisites: None **(This course is required for graduation)**

1506 & 1507
H & PE II
Weeks: 18
Grades: 9, 10, and 11
Credit: 0.5

The Health and Physical Education curriculum is designed to facilitate the development of the "whole" student. Health behaviors and lifetime activities will be offered. Topics such as Tobacco Abuse Prevention, Nutrition and managing stress, prevention of communicable diseases, and Sexually Transmitted Diseases and Teen Dating Violence will be explored. The Physical Education curriculum allows the student to choose various physical activities that meet their individual preferences and activity needs.
Prerequisites: H & PE I **(This course is required for graduation)**

1511 & 1512
H & PE III
Weeks: 18
Grades: 10, 11, and 12
Credit: 0.5

Students will learn behaviors important in maintaining a healthy adult lifestyle and behaviors necessary in meeting the individual's social, physical, and emotional needs. Students will discuss topics such as Individual Growth and Development, Family Development, and Alcohol Abuse Prevention. The Physical Education curriculum allows the student to choose from a variety of physical activities that meet his/her personal interests and individual needs for fitness.
Prerequisites: H & PE I & II **(This course is required for graduation)**

PHYSICAL EDUCATION IV

To complete all Health and Physical Requirements, all students must take 0.5 PE Elective within four years. These courses must be taken as an elective in addition to the required PE/HEALTH credits. Students can also take any of the below classes as an added elective after completing the 0.5 PE credit required for graduation.

1515
RACQUET SPORTS/LEISURE ACTIVITIES
Weeks: 18 (5 days a week)
Grades: 11, and 12
Credit: 0.5

This course focuses on three racquet sports: Pickleball, Table Tennis, and Badminton. Instruction will be prioritized so that students are proficient in each sport. Both Recreational games and competitions (tournament style) will be provided during each instructional unit. The course will also offer various recreational activities that will help promote lifetime fitness.

1522
FITNESS WALKING ELECTIVE
Weeks: 18 (5 days a week)
Grades: 10, 11, 12
Credits: 0.5

This course will introduce a lifelong fitness activity young people can participate in independently throughout their lives. The purpose of this course is to increase heart rate and emphasize fitness rather than sport. This course is a great way to maintain target heart rate, reduce impact on joints, reduce stress, increase cardiorespiratory stamina and prevent injuries.

1520
WEIGHT TRAINING
Weeks: 18
Grades: 10, 11, and 12
Credits: 0.5

Students in Weight Training will be offered a beginner and advanced training program. The class will begin with the instructor teaching and planning the exercise program. Students will then have the opportunity to design and implement theirr own program to accomplish their personal fitness goals. This course is designed for beginners and advanced lifters since there is a basic and advanced training program to execute.
Prerequisite: Physical Education 1

1525
TEAM SPORTS
Weeks: 18
Grades: 10, 11, and 12
Credit: 0.5

The course focuses on four team sports: Softball, Hockey, Football, and Basketball and other various games. Each sport will last four weeks and the last two weeks will be student choice of the four units. Students will play highly competitive games in this course.

1526
BASKETBALL FUNDAMENTALS AND GAMES (3 Sections)
Weeks: 18
Grades: 10, 11, and 12
Credit: 0.5

Students will learn the overall fundamentals of basketball but at the same time play highly competitive games. Tuesdays and Thursdays will have a focus on the fundamental skills. Mondays, Wednesdays and Fridays will focus on gameplay. Normal gameplay will be utilized during this course but students will also compete in various basketball small area games.

1540
NUTRITION AND FITNESS
Weeks: 18
Grades: 9, 10, 11, 12
Credit: .5

This course is designed for the student who wants to change their body composition. Students will be required to download the My Fitness Pal app and track their daily calorie intake. Students will do resistance training Monday, Wednesday, and Friday and will walk/jog on Tuesdays and Thursdays. There will be classroom instruction on Hydration, proper nutrition and maintaining a Healthy Body Composition Throughout Life.

FAMILY AND CONSUMER SCIENCE

The Family and Consumer Science program offers courses which are designed to prepare students for independent living. Students acquire knowledge and demonstrate skills in four basic areas of study.

Financial and Resource Management
Balancing Family, Work, and Community Responsibility
Food Science and Nutrition
Child Development

Additionally, courses offered will introduce students to potential careers in all of these areas. Skills are acquired in identifying and solving problems encountered in everyday living and in gaining employment. A positive attitude and good work habits are stressed to prepare students for future personal and public responsibilities. Students selecting courses from the Family and Consumer Science department will gain skills and knowledge that last a lifetime.

***A Lab Fee of $5.00 applies to each Family and Consumer Science, Food & Nutrition course taken.**

0400
FAMILY AND CONSUMER SCIENCE I
Weeks: 18
Grades: 9, 10, 11, and 12
Credit: 0.5

The first half of this course focuses on consumer finance. Students will learn the importance of budgeting.
They will read and understand a standard apartment lease and set up a roommate agreement. Students will compare methods of purchasing a car and use unit pricing to compare food costs. The basics of checking accounts and credit cards are explained. Basic cooking techniques are taught, beginning with breakfast foods and culminating with meats & poultry. Students are also taught the basics of baking, including cookies, quick bread, and yeast bread.
Prerequisite: None

0405
FAMILY AND CONSUMER SCIENCE II
Weeks: 18
Grades: 9, 10, 11, and 12
Credit: 0.5

This Level II course instructs students in the areas of parenting and child care. The stages of child development, the value of play, child care, special needs children, and common childhood problems are explored. In the second half of the class, students build on previously taught cooking techniques. In baking, students will learn to make a pie from scratch. They will explore cooking with fruits and vegetables as well as different grains to make healthy meals.
Prerequisite: Family and Consumer Science I or teacher recommendation

0410
FAMILY AND CONSUMER SCIENCE III
Weeks: 18
Grades: 10, 11, and 12
Credit: 0.5

Students will expand upon their knowledge of consumer education to better understand savings plans, investments, and the use of financial services. Information on health, home, auto, and life insurance will be given. Students will explore more advanced techniques in foods and nutrition, such as working with puff pastry and phyllo dough. Beginning cake decorating will be taught, and students will decorate their miniature cakes. Additionally, students will learn to use seasonal ingredients for the best selection, flavor, and cost-effective meals.
Prerequisite: Family and Consumer Science II or teacher recommendation

0415
FAMILY AND CONSUMER SCIENCE IV
Weeks: 18
Grade: 10, 11, and 12
Credit: 0.5

This final course begins with a focus on marriage & family as well as housing and interior design. Students will focus on relationships and the decision to get married. They will explore what is involved in planning a wedding and staying within a budget. Students will then explore housing options and interior design techniques, including space, color, lighting, and furniture options. The foods unit will address differing diet requirements for different family members and those with health issues. Students will be instructed in ethnic foods and cooking techniques.
Prerequisite: Family and Consumer Science III or teacher recommendation

0420
ADVENTURES IN FOOD
Weeks: 18
Grade: 10, 11, and 12
Credit: 0.5

This semester-long foods course is designed for students interested in expanding their culinary knowledge. This course will challenge students to prepare more involved recipes from foods suited to entertaining, such as appetizers and trifles, to everyday comfort foods like casseroles and crisps. This course will also examine possible careers in the foodservice industry and some of the educational and training programs available.
Prerequisite: Family and Consumer Science I & II Lab Fee - $20

MATH

The math department offers a variety of course selections for a variety of skill levels. Success in math depends upon ability. Please read the Prerequisites carefully and discuss the course(s) that best fit your needs and aptitudes with your family and math teacher. (Try to plan your "math career" and always keep in mind where you want to go and what course you need to get there.) Many colleges require that you at least take algebra. If you have questions or concerns, ask a math teacher for help.

0600
PRE-ALGEBRA
Weeks: 36
Grades: 9
Credit: 1

Pre-Algebra is a course taken prior to the Algebra 1, Algebra 2, Geometry sequence and requires teacher recommendation to enroll. Concepts taught in this course focus on algebraic concepts, such as exponents, types of numbers, square roots, equations and inequalities, factoring and graphing linear equations. Students will continue to develop algebraic skills needed to progress in the math program. This course will not count as a NCAA approved course. It will be given 1 Math credit for Ambridge graduation requirements.
Prerequisite: Teacher recommendation

0620
ALGEBRA I
Weeks: 36
Grades: 9
Credit: 1

Algebra I is a required course before Algebra II and Geometry. The course consists of solving and graphing equations and equalities in one and two variables, polynomials, factoring, quadratic equations, proportions, probability, and statistics. Throughout the year, in almost every section, students will do **problem-solving**, often with **fractions**. **Coming into Algebra I, students should be 100% fluent in multiplication facts from 1 through 12, all operations with fractions, and the concept of a variable. Students should also be able to graph on the coordinate plane.
**Prerequisite: Teacher recommendation

0625
GEOMETRY
Weeks: 36
Grades: 9, 10, 11
Credit: 1

This course is designed to develop a comprehensive knowledge of geometry. Students are advised that geometry is important in preparation for taking the SAT exam. Major units of work include congruent triangles, perpendiculars, parallels, angles, parallelograms, trapezoids, circles, congruence, similarity, angle measurements, area of plane figures, and methods of proof.
Prerequisite: Algebra I and Algebra II or Teacher recommendation

0630
HONORS GEOMETRY
Weeks: 36
Grades: 9
Credit: 1

This course is designed for the student who displays an above average skill in mathematics. Students enrolled in this course must be able to reason deductively. Particular emphasis is placed on geometric proofs and the use of geometric formulas. Major units include congruent triangles, perpendiculars, parallels, angles, parallelograms, trapezoids, circles, congruence, similarity, and angle measurement, area of plane figures, surface area, volume, and methods of proof. Class activities include lecture and demonstration, group work, problem-solving practice, and daily assignments.
Prerequisite: Teacher recommendation

0635
ALGEBRA II
Weeks: 36
Grades: 9, 10
Credit: 1

This course assumes the student is acquainted with the language of algebra and has at least average dexterity in the manipulation of algebraic expressions, equations, and inequalities. Students will solve quadratic equations and systems of equations/inequalities with up to three variables. Also covered are polynomial and radical expressions, logarithms, and a **substantial** amount of **problem solving**. Students are expected to successfully complete quizzes, tests, daily classroom and homework assignments.
Coming into Algebra II, students should be 100% fluent in multiplication facts from 1 through 12, all operations with fractions, and all Algebra I concepts, especially solving multi-step equations with fractions and graphing linear equations.
Prerequisite: Teacher recommendation

0640
HONORS ALGEBRA II
Weeks: 36
Grades: 10
Credit: 1

This is a more rigorous study of Algebra II for the college bound student. The basic subject matter contained in this course is the same as Algebra II; however, the degree of problem difficulty is increased. Students will use the graphing calculator to solve real world applications. Students will be exposed to concepts that will prepare them for pre-calculus.
Prerequisite: "A" in Algebra I and recommendation of current Geometry teacher.

0645
TRIGONOMETRY
Weeks: 36
Grades: 11 and 12
Credits: 1

Trigonometry, a yearlong course that prepares students for further studies of mathematics. The course begins by teaching students to measure angles in degrees and radians, arc lengths, and chords. Students then study the basic trigonometric functions, sine, cosine, and tangent, and their inverses, as well as the relationships of these functions to chords and right triangles. In addition, students apply their study of trigonometric functions and identities to find angles of elevation and depression and solve right triangles.
Prerequisite: Successful completion of Algebra I, Geometry, and Algebra II

0650
AP®-STATISTICS Through cooperation w/Carlow University
Weeks: 36
Grades: 10, 11 and 12
Credit: 1

AP courses in statistics consist of a full high school academic year of work and are comparable to courses in colleges and universities. It is expected that students who take an AP course in statistics will seek college credit, college placement, or both from institutions of higher learning. The purpose of the course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1. Exploring Data: Describing patterns and departures from patterns 2. Sampling and Experimentation: Planning and conducting a study 3. Anticipating Patterns: Exploring random phenomena using probability and simulation 4. Statistical Inference: Estimating population parameters and testing hypotheses. Students should expect project-based assignments during each semester.
Prerequisite: 78% or better in Algebra II

0655
PRE-CALCULUS: Through cooperation w/Carlow University
Weeks: 36
Grades: 11, and 12
Credit: 1

This course is designed to prepare the academic math student for a calculus course in their next school year. It includes the study of various functions: exponential, logarithmic, and trigonometric functions. The complete graphs of the various functions and solutions to equations involving those functions will constitute a major portion of the course. Scientific and graphing calculators are used throughout the course to help the student connect the theory with real-world problems. A comprehensive study of trigonometry is

included. Students have the option to take this class for three college credits through the College in High School Carlow University Program. A nominal fee may apply to receive college credit.
Prerequisite: "A or B" in Honors Algebra II, or A's in both Geometry, Algebra II and teacher recommend

0660
CALCULUS
Weeks: 36
Grades: 12
Credit: 1
This course is for students who plan to major in mathematics, engineering, or any specialized scientific or medical field of study in college. A continuation of topics covered in Pre-Calculus will be explored. Also included will be the study of derivatives and integrals of algebraic, trigonometric, and transcendental functions and their application to real-world problems. A graphing calculator will be used throughout the course.
Prerequisite: Pre-Calculus and teacher recommendation required.

0665
ADVANCED PLACEMENT CALCULUS AB®
Weeks: 36
Grades: 11, 12
Credits: 1

AP courses in calculus consist of a full high school academic year of work and are comparable to calculus courses in colleges and universities. It is expected that students who take an AP course in calculus will seek college credit, college placement, or both from institutions of higher learning. AP Calculus AB® is the equivalent of a Calculus 1 course in college. Students will learn at least all of the topics covered on the AP exam, including differential calculus and integral calculus of a single variable, with early transcendentals. Students are highly encouraged to take the Advanced Placement Exam at the end of the course for college credit. A graphing calculator, preferably the TI-84, will be used extensively throughout the course. Class will meet 1 period a week, depending on the semester, as one class period every other day is shared with AP Physics.
Prerequisite: "A" in Pre-Calculus and teacher recommendation required.

0670
ADVANCED PLACEMENT CALCULUS BC®
Weeks: 36
Grades: 12
Credits: 1

AP courses in calculus consist of a full high school academic year of work and are comparable to calculus courses in colleges and universities. It is expected that students who take an AP course in calculus will seek college credit, college placement, or both from institutions of higher learning. AP Calculus BC® is the equivalent of a Calculus 2 course in college. The topics for the course begin where AP Calculus AB® left off. They will include additional integration techniques, calculus with polar and parametric equations, sequences and series. Students are highly encouraged to take the Advanced Placement Exam at the end of the course for college credit. A graphing calculator, preferably the TI-84, will be used extensively throughout the course.
Prerequisite: "A" in AP Calculus AB and teacher recommendation required.

0675
TEST PREPARATION
Weeks: 18
Grades: 10, 11, and 12
Credits: 0.5

This one semester course is designed to help prepare students planning on taking the SAT test. This class will focus on test taking strategies and use resources such as KHAN Academy and CollegeBoard.
***This class will also introduce students to the ACT and examine the difference between the two tests. The course will also focus on all standardized testing to prepare students for all options.
Prerequisite: None

0680
COLLEGE ALGEBRA: THROUGH COOPERATION WITH CARLOW UNIVERSITY
Weeks: 36
Grades: 11, and 12
Credit: 1

This course is intended to ease the transition for the study of college mathematics. The successful student should be able to acquire a basic vocabulary in mathematics, develop basic skills in manipulating and simplifying algebraic expressions, acquire expertise in solving polynomial equations, linear inequalities, equations involving rational expressions, equations with one radical, and exponential and logarithmic equations, and also graph basic linear, quadratic, absolute value, exponential and logarithmic functions. The course can be followed by Pre-Calculus or Statistics, or the course can be the last math course, depending on the student's curriculum. Students have the option to take this class for three college credits through the College in High School Carlow University Program. A nominal fee may apply to receive college credit.
Requirements: Grade of "C" or better in Algebra II and Geometry. A course fee will apply if taking the class for college credit. This course cannot be taken concurrently with Pre-Calculus.

685
CS PYTHON FUNDAMENTALS I
Weeks: 18
Grades: 9, 10, 11, and 12
Credit: .5

In this course, students will learn the basics of coding in the Python language, along with the basic principles of computer science. The material emphasizes computational thinking and helps develop the ability to solve complex problems. This course covers the basic building blocks of programming along with other central elements of computer science. Students may take this course before or after they have taken AP® Computer Science Principles or AP® Computer Science A courses, or they may take it concurrently with either of them. This course is a prerequisite for Python Fundamentals II, which is typically offered during the second semester. Python Fundamentals lays the foundation for coding skills that could be used in a variety of careers such as software development, data science and analytics, and cybersecurity.
Prerequisites: While no prior computer science knowledge or experience is necessary for this course, students should ideally have passed Algebra I or be concurrently enrolled.

Topics Covered:

Unit 1: Beginning in Computer
Science Unit 2: Number Calculations
and Data Unit 3: Making Decisions
Unit 4: Repetition and Loops
Unit 5: Graphics

686
CS PYTHON FUNDAMENTALS II
Weeks: 18
Grades: 10, 11 & 12
Credits: .5

This course picks up where Python Fundamentals I ended. In this course, students will learn how and when to write their own functions. They will also be able to use one and two dimensional array structures to deal with more complex data than in the first semester. Like Python Fundamentals I, this course will help students to continue to build the foundation for coding skills that could be used in a variety of careers such as software development, data science and analytics, and cybersecurity.
Prerequisites: CS Python Fundamentals I

Topics Covered:
Unit 6: For Loops
Unit 7: Text and String Processing
Unit 8: Functions
Unit 9: Arrays
Unit 10: 2D Arrays
Unit 11: Internet

0687
GAME DEVELOPMENT WITH JAVASCRIPT – PART 1
Weeks: 18
Grades: 10, 11, and 12
Credits: 0.5

The CodeHS video game design curriculum teaches the foundations of creating video games in JavaScript. While this course is

introductory, it is an honors-level course. Its curriculum teaches the foundations of computer science and basic programming, with an emphasis on helping students develop logical thinking and problem-solving skills. Once students complete the course, they will have learned material equivalent to a semester college introductory course in Computer Science and be able to program in JavaScript. The course utilizes a blended classroom approach. The content is fully web-based, with students writing and running code in the browser. The teacher will utilize tools and resources provided by CodeHS to leverage time in the classroom and give focused 1-on-1 attention to students. Each module of the course is broken down into lessons.

Lessons covered in semester 1:
Module 1: Intro to JavaScript with Karel the Dog
Module 2: JavaScript and Graphics
Module 3: Guessing Game Module
4: Animation and Games Module
5: Crazy Ball Game
Prerequisites: There are no computer science prerequisites, but students should have successfully completed Algebra 1, and currently be taking Geometry or Algebra 2, or a higher math class.

0688
GAME DEVELOPMENT IN JAVASCRIPT – PART 2
Weeks: 18
Grades: 10, 11, and 12
Credits: 0.5

The CodeHS video game design curriculum teaches the foundations of creating video games in JavaScript. While this course is introductory, it is an honors-level course. Its curriculum teaches the foundations of computer science and basic programming, with an emphasis on helping students develop logical thinking and problem-solving skills. Once students complete the course, they will have learned material equivalent to a semester college introductory course in Computer Science and be able to program in JavaScript. The course utilizes a blended classroom approach. The content is fully web-based, with students writing and running code in the browser. The teacher will utilize tools and resources provided by CodeHS to leverage time in the classroom and give focused 1-on-1 attention to students. Each module of the course is broken down into lessons.

Lessons covered in semester 2:
Module 6: Project – Breakout
Module 7: Project – Fun Snake
Module 8: Basic Data Structures
Module 9: Project – Tic Tac Toe
Module 10: Game Design Components
Module 11: Final Project – Build Your Own Game!
Prerequisites: Game development with JavaScript – Part 1 (no exceptions!)

0685
AP® COMPUTER SCIENCE PRINCIPLES
Weeks: 36
Grades: 9, 10, 11, and 12
Credit: 1

AP® Computer Science Principals is a complete, full-year course developed in partnership with the University of Texas at Austin's UTech Institute that focuses on the 7 "Big Ideas" in computer science using project-based approaches. The course introduces students to the creative aspects of programming, abstractions, algorithms, large data sets, the internet, cybersecurity, and how computing impacts our world. Students will develop the computational thinking skills needed to fully exploit the power of digital technology and help build a strong foundation in problem-solving.
Prerequisites: No prior computer science knowledge or experience is necessary for this course. Students should have passed Algebra I or be concurrently enrolled. This course will prepare students for the end-of-course AP Exam.

Unit 1: Computational Thinking
Unit 2: Programming
Unit 3: Data Representation
Unit 4: Digital Media Processing, Create Performance Task
Unit 5: Big Data 33
Unit 6: Innovative Technologies, Explore Performance Task

0690
AP® COMPUTER SCIENCE A
Weeks: 36
Grades: 10, 11, and 12
Credit: 1

AP Computer Science A® introduces students to object-oriented programming using the Java language and is meant to be the equivalent of a first semester, college-level course in computer science. It emphasizes problem solving and algorithm development, and uses hands-on experiences and examples so that students can apply programming tools and solve complex problems. Students electing to take this course should be motivated and disciplined to work towards solving complex problems. This course lays the foundation for coding skills that could be used in a variety of careers such as software development, game design, and cybersecurity.
Prerequisites: Algebra 1 is required; Algebra II is recommended. Passing AP® Computer Science Principles or Python Fundamentals is recommended but not required.
This course will prepare students for the end-of-course AP Exam.

Unit 1: Intro to Java
Unit 2: Strings and Loops
Unit 3: Strings and One-Dimensional Arrays
Unit 4: Methods
Unit 6: Advanced Classes
Unit 7: Exam Prep

0220
CAREER READINESS
Weeks: 36
Grades: 11 & 12
Credit: 1

Whether you are college-bound or going directly into the workforce, this course will focus on basic skills required for any occupation now or in the future. This course will focus on three foundational skills essential to success in most jobs and aligned to the Federal Bureau of Labor Statistics: Workplace Documents, Applied Mathematics, and Graphic Literacy. Students will prepare for the National Career Readiness Certificate by demonstrating proficiency in these three areas. The NCRC is an assessment-based credential that collaborates with the ACT testing service that measures and certifies the essential work skills needed for success in jobs across industries and occupations. The certificate was created to help employers certify that a recipient possesses competency skills required by more than 90 percent of all jobs. The questions and problems in this course utilizing the ACT WorkKeys Curriculum interactive training system are similar to those on the actual certification exam and test-taking tips and problem-solving hints that prepare you to achieve an excellent score. This course is designed primarily for juniors and will satisfy the Career Readiness Standards put forth by Pennsylvania Department of Education
Pre-requisite: Teacher Recommendation
Course Outline: The Course will cover three areas including Workplace Documents, Applied Math and Graphic Literacy:

0205
WORKPLACE READINESS
Weeks: 36
Grades: 11, 12
Credit: 1

For the first three nine-weeks, students will be using the curriculum provided on the ACT website to prepare to take the ACT Work Keys as a graduation requirement. Students will also receive a math credit for this course. For the last nine-weeks, students will be introduced to material from the Next Gen Personal Finance course in order to gain essential knowledge and skills to make informed decisions about real world financial issues. Students will also learn to apply decision-making skills to evaluate career choices and set personal goals. The course content is designed to help the learner make wise spending, saving, and credit decisions and to make effective use of income to achieve personal financial success.
Pre-requisite: Teacher Recommendation, This course is designed to be sequential to Career Readiness but is not required.
Brief Course Outline:
• Creating Career Goals – Exploring Careers with O*Net Interest Profiler test
• Financial Awareness- Checking and Savings, Budgeting, Credit cards, Insurance, Saving and Investing for retirement
• Preparing for a career- Writing a Resume, Job Search Strategies, Applying for a Job, Interviewing Strategies
• Real world Experience – Job Shadowing, Mentoring, Guest Speakers, Career Ladders

Ambridge Area School District Math Course Mapping

Please Note: Based on a student's performance, the current math teacher may recommend that the student move to a different pathway.

<table>
<tr><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th></tr>
<tr><td rowspan="2">Accelerated Math 7</td><td rowspan="2">Algebra 1</td><td rowspan="2">Honors Algebra 2</td><td rowspan="2">Honors Geometry</td><td rowspan="2">Pre-Calculus</td><td>AP Calculus AB</td><td>AP Calculus BC</td></tr>
<tr><td>Calculus</td><td>AP Calculus AB</td></tr>
<tr><td rowspan="9">Advanced Math 6</td><td rowspan="9">Advanced Math 7</td><td rowspan="9">Algebra 1</td><td rowspan="2">Honors Algebra 2 (80%+ Alg 1)</td><td rowspan="2">Honors Geometry</td><td rowspan="2">Pre-Calculus</td><td>AP Calculus AB</td></tr>
<tr><td>Calculus</td></tr>
<tr><td rowspan="4">Algebra 2 (75%+ Alg 1)</td><td rowspan="4">Geometry</td><td rowspan="2">Pre-Calculus (teacher recommendation)</td><td>AP Calculus AB (teacher recommendation)</td></tr>
<tr><td>Calculus</td></tr>
<tr><td>College Statistics</td><td>College Algebra</td></tr>
<tr><td>College Algebra</td><td>College Statistics</td></tr>
<tr><td rowspan="3">Algebra 1 (<75% Alg 1)</td><td>Algebra 2 (teacher recommendation)</td><td>Geometry (teacher recommendation)</td><td>College Algebra</td></tr>
<tr><td rowspan="2">Fundamentals of Algebra 2</td><td rowspan="2">Career Readiness</td><td>College Statistics</td></tr>
<tr><td>Workplace Readiness</td></tr>
<tr><td rowspan="4">Math 6</td><td rowspan="4">Math 7</td><td rowspan="4">Math 8</td><td rowspan="3">Algebra 1</td><td>Algebra 2</td><td>Geometry</td><td>College Algebra</td></tr>
<tr><td rowspan="2"></td><td>Geometry</td><td rowspan="2">Workplace Readiness</td></tr>
<tr><td>Career Readiness</td></tr>
<tr><td>Pre Algebra</td><td>Algebra 1</td><td>Geometry</td><td rowspan="2">Workplace Readiness</td></tr>
<tr><td></td><td></td><td>Career Readiness</td><td></td></tr>
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MUSIC

The High School Music Program attempts to stimulate the student to take an active part in musical activities and to develop an aesthetic understanding of the Fine Arts.

0705
BAND
Weeks: 36
Grades: 9, 10, 11, and 12
Credit: 1

This is a performing group that stresses ensemble playing. This course includes Marching Band. The remaining time will be divided into Symphonic and Concert Band. Band camp is required and will include all auxiliary units. Attendance and performance at Band Camp will be included in the first nine weeks grade. Junior High Band Director's recommendation is required.
Prerequisites: Teacher recommendation

0710
JAZZ BAND
Weeks: 36
Grades: 9, 10, 11, and 12
Credit: 1

This jazz band is a performing group that fosters elective creativity through the use of improvisation. It promotes the student's sense of true ensemble technique because of the small size of the group. This class can develop all the usual skills acquired in any performing group, as well as a dose of jazz history.
Prerequisites: Teacher recommendation

0715
BAND AUXILIARY
Weeks: 18
Grades: 9, 10, 11, and 12
Credit: 0.5

Students who try out and successfully make one of the several band auxiliary units (belles, silks, flags, or color guard) have an option of signing up for this course or participating as an extracurricular activity. Students who sign up for the course will receive a grade and .5 credit and must attend one semester during the school year. For credit, students will be required to attend band camp, eveningrehearsals, and any additional rehearsals called outside the school day. They are also required to participate in all band performances and attend Band Auxiliary class during the school day. Students participating as extra-curriculars will be required to attend band camp, evening rehearsals, and any additional rehearsals outside the school day. They are also required to participate in all band performances. Those participating as an extracurricular activity must also be aware that due to changes in field drills over the course of the season, they may be assigned different responsibilities and movements during performances. Students must try out and be selected for one of the squads. All school rules will apply to all participants when participating as a part of this group.
Prerequisites: Successful audition.

0720
STEEL BAND I
Weeks: 36
Grades: 9, 10, 11, and 12
Credit: 1

This class is the first class of a three year track that creates a unique performing ensemble that will enable students to learn and understand the steel pan art form. Students will develop skills necessary to play unique percussion instruments, learn the cultures of other countries and enhance their overall understanding of musicianship. Students will be given the opportunity to perform in the annual Spring Steel Band Concert. **Students must remain in a HS performing ensemble, including band or chorus to be eligible for this class.**
Prerequisites: Maintained enrollment in MS Band or Chorus and teacher approval

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0725
STEEL BAND II
Weeks: 36
Grades: 9, 10, 11, and 12
Credit: 1

This class is the second class of a three year track that creates a unique performing ensemble that will enable students to learn and understand the steel pan art form. Students will continue to develop skills necessary to play unique percussion instruments, learn the cultures of other countries and enhance their overall understanding of musicianship. Students will be given the opportunity to perform in the annual Spring Steel Band Concert. **Students must remain in a HS performing ensemble, including band or chorus to be eligible for this class.**
Prerequisites: Maintained at least an 85% in Steel Band I and teacher approval

0730
STEEL BAND
Weeks: 36
Grades: 9, 10, 11, and 12
Credit: 1

This class is the final class of a three-year track that creates a unique performing ensemble that will enable students to learn and understand the steel pan art form. Students will continue to develop skills necessary to play unique percussion instruments, learn the cultures of other countries and enhance their overall understanding of musicianship. In addition to performing in the annual Spring Steel Band Concert, students will be given many opportunities to perform off-campus at various events around the region. **Students must remain in a HS performing ensemble, including band or chorus, to be eligible for this class.** In addition, students must be passing for their band and/or chorus grade to be eligible to perform.
Prerequisites: Maintained at least a 90% in Steel Band II and teacher approval

0735
KEYBOARD LAB I
Weeks: 18
Grades: 9, 10, 11, and 12
Credit: 0.5

Keyboard Lab is for students who want to become more proficient piano and synthesizer players through individualized instruction and with the help of computer-aided instruction. Grades are based on the amount of progress. Students must provide their own headphones. Students intending to enroll the entire year must also schedule Keyboard Lab II.
Prerequisites: None

0745
KEYBOARD LAB II
Weeks: 18 – 2nd Semester
Grades: 9, 10, 11, and 12
Credit: 0.5

Keyboard Lab II is a continuation of Keyboard Lab I advancing keyboard skills and performing duets and small ensemble pieces. Students will learn scales, chords, and how to use the computer to create their own songs and enhance songs that they have learned. Students must provide their own headphones.
Prerequisites: A grade of "C" or better in Keyboard 1, or audition.

0750
CONCERT CHOIR
Weeks: 36
Grade: 9, 10, 11, and 12
Credit: 1

This is a performing Choir whose members will perform on several occasions, including holiday and spring concerts. After-school rehearsals and performances are required.
Prerequisite: None

0755
CHAMBER CHOIR
Weeks: 36
Grades: 10, 11, and 12
Credit: 1

Chamber Choir is an upper-level course designed for students who will perform periodically for a variety of functions as well as in the holiday and spring concerts. After-school rehearsals are required.
Prerequisites: Concert Choir I, audition, and Music teacher recommendation.

0760
MUSIC TECHNOLOGY I
Weeks: 18
Grades: 9, 10, 11, and 12
Credit: 0.5
Maximum of 16 seats available

Music Technology I is a course for any student in grades 9-12. Students will discover and explore introductory concepts used in music sequencing, notation, and recording. No prior musical experience is needed; however, having training on an instrument or voice is helpful. Students will create music using sequencing/editing software, synthesizers, and drum machines. Students interested in the current methods of music creation and production should consider taking this course.
Prerequisite: None

0765
MUSIC TECHNOLOGY II
Weeks: 18
Grades: 9, 10, 11, and 12
Credit: 0.5
Maximum of 16 seats available

Music Technology II is a course for any students who have successfully completed the course work in Music Technology I. This course reinforces MIDI recording and editing techniques learned in Music Technology I while adding audio recording and mixing techniques into the class projects. Topics covered include mixing, equalization, effects, and final mix down of tracks to a finished product. Students interested in music education, music performance, or music technology should consider this course.
Prerequisite: 80% in Music Technology I

0768
MUSIC THEORY AND COMPOSITION I
Weeks: 18
Grades: 9, 10, 11, 12
Credit: 0.5
Maximum of 16 seats available

Music Theory and Composition I is a course designed to enhance music skills and basic music fundamentals. The essential aspects of melody, harmony, rhythm, and form are studied. Throughout the course students will study basic notation, scales, key signatures, intervals, triads, cadences, form, and analysis of a score. Aural dictation, ear training, and basic understanding of notation software are also an integral part of the course. The course is highly recommended for students in a performing ensemble.

0770
MUSIC IN POP CULTURE
Weeks: 18
Grades: 9, 10, 11, and 12
Credit: 0.5

This course explores the history of pop and rock music, emphasizing primarily the period between 1950 to present day. Discussion, listening, and reading will focus on identifying a variety of rock-music styles within the historical context of the development, transformation, and interaction of pop styles. Student evaluation is achieved through class participation, quizzes, assignments, midterm, and final. Prerequisite: None

0775
UKULELE CLASS
Weeks: 18
Grades: 9, 10, 11, and 12
Credit: .5

Each Student will realize that they can be a ukulele player. This course serves as an introduction to the instrument and will provide students with instant access to making music on the ukulele. Focus points will be strumming and rhythms, reading music, improvising, and beginning songwriting.
Prerequisite: None

0780
GUITAR 1
Weeks: 18
Grades: 9, 10, 11, and 12
Credit: .5

This one-year course is designed for students with no previous guitar experience. Students will receive guidance and direction in solving problems related to playing the guitar at a beginning level and will learn many of the different styles, skills, and techniques required to become a successful guitarist. Areas of concentration include; correct posture, note reading, aural skills, flat-picking, singing songs, rhythmic patterns, chord study, finger-picking styles, musical forms, and improvisation and performing experiences.
Prerequisite: None

1420
STAGE CREW
Weeks: 36
Grade: 10, 11, 12
Credit: 1

This course will provide students the opportunity to explore theatrical technology. The first semester will focus on the skills needed to carry out the six primary responsibilities of technical theatre, including costumes, props, lighting, sound, stage management, and scenery. During the second semester, students will apply those skills and have the opportunity to participate in the high school musical. Throughout the school year, stage crew will support and provide production staff for all events that take place in the AAHS Auditorium, including general maintenance of auditorium equipment.
Prerequisite: Approval of the Music Department Sponsor

READING

1645 OR 1647
9TH & 10TH GRADE READING
Weeks: 36
Credit: 1

This course includes reading instruction in the areas of fluency and comprehension. Instruction will focus on learning content related to reading words accurately and fluently, incorporating vocabulary strategies to comprehend and addressing the necessary critical thinking skills to understand content information at high levels by connecting reading and writing. Learning activities will focus on making inferences, identifying main ideas, summarizing text, differentiating between fact and opinion, determining the author's purpose, analyzing literary elements, recognizing bias and propaganda, and utilizing graphics, charts, and diagrams as methods to increase comprehension. Material will be presented using Keystone format as a guide through traditional, technological, and performance-based learning activities. Data-based research incorporating PA standards will drive instruction.
Prerequisites: MUST HAVE AN IEP

LEARNING SUPPORT – Students must speak with their Individual Education Instructor
1600 English I – Grade 9
1605 English II – Grade 10
1610 English III – Grade 11
1615 English IV – Grade 12
1780 Study Seminar (9-12)

SCIENCE

ALL 8TH GRADE STUDENTS WILL TAKE A PLACEMENT TEST TO DETERMINE THEIR ENROLLMENT IN LIFE SCIENCE, BIOLOGY OR HONORS BIOLOGY FOR 9TH GRADE

0905
BIOLOGY
Weeks: 36
Grades: 9, 10
Credit: 1

Basic biological principles will be examined during the course of the year with particular attention to the scientific method, the cell, the chemical basis for life, genetics, biological evolution, and ecology. Emphasis will be placed on relating the course to everyday life through various laboratory experiences and investigations. Students will take the Keystone Exam at the end of the course.
Prerequisite: Placement determined by results of 8th grade placement test.

0910
HONORS BIOLOGY
Weeks: 36
Grade: 9
Credit: 1

Ninth grade Honors Biology is a higher level survey of all major biological topics, including scientific method and reasoning, the cell, biochemistry, ecology, genetics, and evolution. The main objectives of this course are: 1) to master the fundamental facts and concepts of biology, 2) to prepare for the Biology Keystone Exam to be taken at the conclusion of this course, 3) develop an appreciation for living things and their environment, 4) to learn laboratory skills and utilize the scientific method of problem-solving, 5) to develop good study strategies, critical thinking, and higher reasoning skills, 6) to integrate technology and research methods into the course content, and 7) to promote organizational skills and student responsibility for success at the high school and college levels. Laboratory and computer work is a major component of the class grade.
Prerequisite: Placement determined by results of 8th grade placement test.

0915
LIFE SCIENCE
Weeks: 36
Grade: 9
Credit: 1

This course is a general survey of the major biological topics in life science including the scientific method, the cell, genetics, evolution, and ecology. Emphasis is placed on relating these topics to student experience and everyday life. The main objectives of this course are: 1) to master the fundamental facts and concepts of life science, 2) to develop an appreciation for living things and their environment, 3) to learn laboratory skills and utilize the scientific method of problem solving, 4) to improve reading comprehension, 5) to improve study strategies and critical thinking skills, and 6) to promote organizational skills and student responsibility for continued success at the high school level. The course grade is based on textbook-based written work, quizzes and tests, lab work, class discussion and participation.
Prerequisite: Placement determined by results of 8th grade placement test.
RESTRICTION: Any student who has taken Biology, Chemistry, or Physics may **NOT** take this course.

0920
PHYSICAL SCIENCE
Weeks: 36
Grade: 11
Credit: 1

This course offers an integrated and coordinated science experience for the student by carefully sequencing the content from all physical science disciplines. The students' own life experiences will be used to engage them and to challenge their preconceptions. Students will develop experience in observing phenomena, manipulating materials, collecting and analyzing data and using scientific inquiry.
Prerequisite: Must have successfully completed Life Science and Biology
RESTRICTION: Any student who has taken Chemistry or Physics may **NOT** take this course.

0925
ANATOMY AND PHYSIOLOGY
Weeks: 36
Grades: 11, and 12
Credit: 1

The study of anatomy and physiology provides an essential background for those students pursuing a career in the field of biology, nursing, physical therapy, medicine, medical technician, and other related fields. The body of knowledge is both large and complex, with the need to know and understand a multitude of structures and functions. There is also personal relevance for the study of Anatomy and Physiology to gain a better understanding of disease and wellness. Using a variety of techniques, students will study basic body structure, cytology, histology, embryology, and most of the body systems. Labs will be an integral part of the course.
Prerequisite: A 70% or better in Chemistry OR concurrent with Honors Chemistry AND teacher approval.

0930
CHEMISTRY
Weeks: 36
Grades: 10, 11, and 12
Credit: 1

This course is an introduction to Chemistry meeting minimum requirements for graduation. Topics covered are conversion factors using the metric system, significant figures, atomic structure, identifying matter, and its properties, using the periodic table, types of compounds, and chemical reactions and equations.
Prerequisite: A 70% or better in Biology I **AND** Algebra I or teacher recommendation.

0935
HONORS CHEMISTRY
Weeks: 36
Grade: 10
Credit: 1

This is an introduction to Chemistry. Topics covered will be dimensional analysis using the metric system, history of atomic theory, identifying matter and its properties, the periodic table, elements and compounds, chemical reactions, stoichiometry, kinetic theory, chemical bonding, and the chemistry of acids or bases and salts added. Projects and laboratory activities will be emphasized to the maximum.
Prerequisite: An 85% or better in Biology **AND** Algebra I or teacher recommendation.

0945
BIOTECHNOLOGY
Weeks: 18
Grade: 10, 11 and 12
Credit: .5

Biotechnology is the exploitation and investigation of biological processes for industrial and other purposes that may enhance the way humans are able to interact with the natural world. This type of technological problem solving is regularly used in medicine, health care, energy consumption, conservation, and agriculture, among many other fields of study. The intention of this class is to introduce students to investigations in which biological concepts are identified and can then be innovated or enhanced by using various types of technology, from using computer systems to collect and analyze data to designing and constructing systems to provide solutions to biological problems. The class will be based on participation in hands-on, inquiry-based learning modules. Proper laboratory and safety procedures will be strictly enforced. Students will also be given opportunities to examine various career choices within the realm of biotechnology. Topics of information: Physical Enhancements for Human Health Care, Electrocardiogram, Forensic Science, Genetic Engineering, Aquaponics, Hydroponics, Pollution Management, and Waste Management. The class is proposed as a semester course and divided by separating the course into two sections: Biotechnology – Biomedical Topics (covering the first several topics based on human health innovations) and Biotechnology – Environmental Topics (covering the second part of the list dealing with environmental concerns.)
Prerequisites: A 75% or higher in Biology AND willing to work independently or in small groups on inquiry based activities.

0950
PHYSICS 1
Weeks: 36
Grades: 11, and 12
Credit: 1

Students will take **either** Physics 1 **OR** AP Physics 1. This course stresses the mathematical and conceptual development of Mechanics topics and touches upon the topics of electricity, waves, and sound. Mathematical problem-solving, including algebraic manipulation, systems of equations, trigonometric functions, and graphical analysis, are used extensively. Laboratory exercises are included to enhance the development of concepts and data analysis techniques.
Prerequisite: An 80% or better in Algebra II and Geometry **AND** at least a 70% in Chemistry I.

0955
ADVANCED PLACEMENT PHYSICS 1
Weeks: 36
Grades: 10, 11, and 12
Credit: 1

This course is designed to meet the demands of the AP Physics 1 syllabus as published by the College Board. The topics covered include Classical Mechanics, Waves and Sound, and an introduction to Electric Circuits. This course is equivalent to a one- semester terminal physics course at the college level. The course is valuable to the student in two ways. The experience of having taken a college-level science class in high school will be a tremendous help when the student is in college. Secondly, the student can earn college credit by taking the AP Physics 1 exam at the end of the year. This of course depends upon how well the student does on the exam and the college and major in which the student enrolls. Please contact the specific college or university for more information. Mathematics, including trigonometry, geometry, and algebra will be used extensively in this course to solve problems and develop relationships between physical quantities. This course meets 7 ½ periods each week.
Prerequisite: At least an 85% in Algebra II and Geometry **AND** concurrent enrollment in Pre-Calculus, WITH teacher recommendation.

0960
ADVANCED PLACEMENT PHYSICS 2
Weeks: 36
Grades: 11, and 12
Credit: 1

This course is designed to meet the demands of the AP Physics 2 syllabus as published by the College Board. The topics covered include Thermodynamics, Fluid Dynamics, Electricity and Magnetism, Light and Sound, and Topics in Modern Physics. A large number of objectives for the course and the highly analytical nature of problem-solving make it very demanding. This course is equivalent to a second-semester terminal physics course at the college level. A student can earn college credit by taking the AP Physics 2 exam at the end of the year. This of course, depends upon how well the student does on the exam and the college and major in which the student enrolls. Please contact the specific college or university for more information. Mathematics, including Trigonometry, Geometry, and Algebra will be used extensively in this course to solve problems and develop relationships between physical quantities. This course meets 7 1/2 periods each week.
Prerequisite: At least an 80% in AP Physics I, **WITH** Science teacher recommendation

0963
ADVANCED PLACEMENT PHYSICS C: MECHANICS
Weeks: 36
Grades: 12
Credit: 1

This calculus-based Physics course is designed to meet the demands of the AP Physics C: Mechanics syllabus as published by the College Board. The Physics C: Mechanics course is equivalent to a one-semester, calculus-based, college-level physics course. It is especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus is used throughout the course.

Prerequisites: At least an 80% in AP Physics 1, AP Physics 2, and AP Calculus AB, **WITH** Science teacher recommendation.

1965
ADVANCED PLACEMENT PHYSICS C: ELECTRICITY AND MAGNETISM
Weeks: 36
Grades: 12
Credit: 1
This calculus-based Physics course is designed to meet the demands of the AP Physics C: Electricity and Magnetism syllabus as published by the College Board. The Physics C: Mechanics course is equivalent to a one-semester, calculus-based, college-level physics course. It is especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as electrostatics, conductors, capacitors and dielectrics, electric circuits, magnetic fields, and electromagnetism. Introductory differential and integral calculus is used throughout the course.
Prerequisites: At least an 80% in AP Physics 1, AP Physics 2, AP Physics C: Mechanics, and AP Calculus AB, **WITH** Science teacher recommendation

0965
EARTH AND SPACE SCIENCE
Weeks: 36
Grades: 10, 11
Credit: 1

Earth Science is a course emphasizing the Earth, its environment, and its place in the universe. Textbooks, laboratory activities, and audio-visual equipment are integrated into a carefully planned sequence in which the students are encouraged to observe, interpret and discuss the problems at hand. This course is divided into two parts: a half year emphasis is on Astronomy, Oceanography, and Meteorology, and a half year emphasis is on Geology. Students must successfully complete both parts for one credit.
Prerequisite: None
RESTRICTION: Any student who has taken Chemistry or Physics may **NOT** take this course.

0970
GEOLOGY
Weeks: 36
Grades: 11, and 12
Credit: 1

The course is designed for students who wish to pursue a career in the field of geo-science. Advanced students with little knowledge of the planet Earth may wish to take this class to round out their science education. This course uses a college textbook, Essentials of Geology, as the foundation of the class. Students will be given carefully planned lectures in the classroom and be tested on these lectures via traditional essay tests and from questions taken from the text. The course will include units on earth materials and processes. Activities in the class include a variety of laboratories.
Prerequisite: At least a 70% in one of the following courses: Chemistry, Physics, and Environment & Ecology.

0980
ADVANCED PLACEMENT BIOLOGY
Weeks: 36
Grade: 12
Credits: 1

The AP Biology course is designed to be the equivalent of a two-semester college introductory biology course usually taken by science majors during the freshmen year. The course meets 7 1/2 periods per week. Topics to be covered include molecules and cells, heredity and evolution, and organisms and populations. During this double-period, laboratory-based course, students will be expected to read college-level texts independently, think and write critically, take thorough notes from readings, discussions and lectures, express understanding of the unifying themes and concepts of biology and complete 13 college-level laboratory investigations. The course grade will be based on written laboratory activities, individual and group projects, homework assignments, quizzes, tests and class participation in discussion and critical thinking activities. Preparing students for the AP Biology Exam in
May is a major focus of the class. Course examinations are designed to (1) prepare students for college-level exams, and (2) replicate the AP Exam.
Prerequisite: At least an 80% in Biology I and Chemistry, and the recommendation of a Science teacher.

0985
ORGANIC CHEMISTRY
Weeks: 18
Grade: 11, and 12
Credits: 0.5

Organic chemistry is the chemistry of compounds containing carbon. It is a qualitative science course that is designed to prepare you for further scientific study. The topics discussed are the structural features of organic molecules, nomenclature of organic molecules, a few important chemical substitution reactions, organic compounds such as alkanes, alkenes and alkynes, a molecule's functional group, including those for alcohols, carboxylic acids, ethers, esters, aldehydes, and ketones, as well as physical property differences in a class of organic compounds based on their molecular structure.
Prerequisite: An 80% or better in Chemistry and teacher recommendation.

0990
ADVANCED PLACEMENT CHEMISTRY w/COLLEGE IN HIGH SCHOOL OPTION (UNIV OF PITT)
Weeks: 36
Grades: 11, 12
Credits: 1

A continuation of Chemistry for those going to college and intending to major in any science, engineering, medicine, dentistry, pharmacy, or nursing, and therefore desiring a more complete knowledge of Chemistry. Students taking CHS Chemistry may participate in the College in High School Program at the University of Pittsburgh. Students have the option to pay $348.00 to participate in various laboratory exercises at the university. Upon successful completion of the course, they will be awarded 4 college credits, which are transferable to most colleges/universities they choose to attend. The CHS/AP Chemistry course provides students an opportunity to cultivate their understanding of chemistry through inquiry-based investigations as they explore topics such as atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. Created by the AP Chemistry Development Committee, the AP course curriculum is compatible with many Chemistry courses in colleges and universities. Students will have the option to take the AP Chemistry test in May, which can earn them college credit based on their score.
Prerequisite: 80%or better in Chemistry I or Honors Chemistry I and teacher recommendation.

0995
ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE
Weeks: 36
Grade: 11, 12 or 10 w/Teacher Recommendation
Credits: 1

AP Environmental Science is designed to educate students about the interrelationships of the natural world around them. It stresses the critical importance of environmental issues that impact our daily lives, focusing strongly on a systems approach of studying the material. Students will apply science as a process to environmental concepts, understand energy conversions which underlie all ecological processes, express their understanding of the Earth being an interconnected system, discuss how humans are altering the Earth whether for the betterment or detriment of a sustainable future, and most importantly how human survival will depend on being able to develop the practices that will achieve sustainable systems. AP Environmental Science is an interdisciplinary course, incorporating the fields of Biology, Chemistry, Physics, Earth Science, Geology, and Astronomy. Laboratory and field investigations will also be incorporated to internalize the concepts learned from the readings and class material and will account for at least 25 % of the class grade.
Prerequisite: 75% or better in Biology and Teacher recommendation or 75% or better in Chemistry or Algebra

1000
INTRODUCTION TO FORENSIC SCIENCE
Weeks: 36
Grades: 10, 11 and 12
Credits: 1

Introduction to Forensic Science, is an inquiry-based, hands on class that encourages the student's ability to become more proactive problem solvers. This course is designed to investigate various aspects of crime scene investigation, which encourage the students to implement and discover the possible career options involved with this type of scientific and technology based subject material. Topics of interest include Empirical Crime Scene investigation, including documentation, note taking, and scale drawing, Evidence Collection procedures, Types of Physical and Biological Evidence Collection and Testing (shoe prints, hair, fiber, etc.), Ballistics, Blood Spatter and Blood Typing, Fingerprint Collection and Identification, DNA Collection with Gel Electrophoresis Separation, Toxicology, Odontology, and Anthropology. Students must be willing to work independently or in small groups to complete inquiry based lab activities, additional course work and research will also be required.

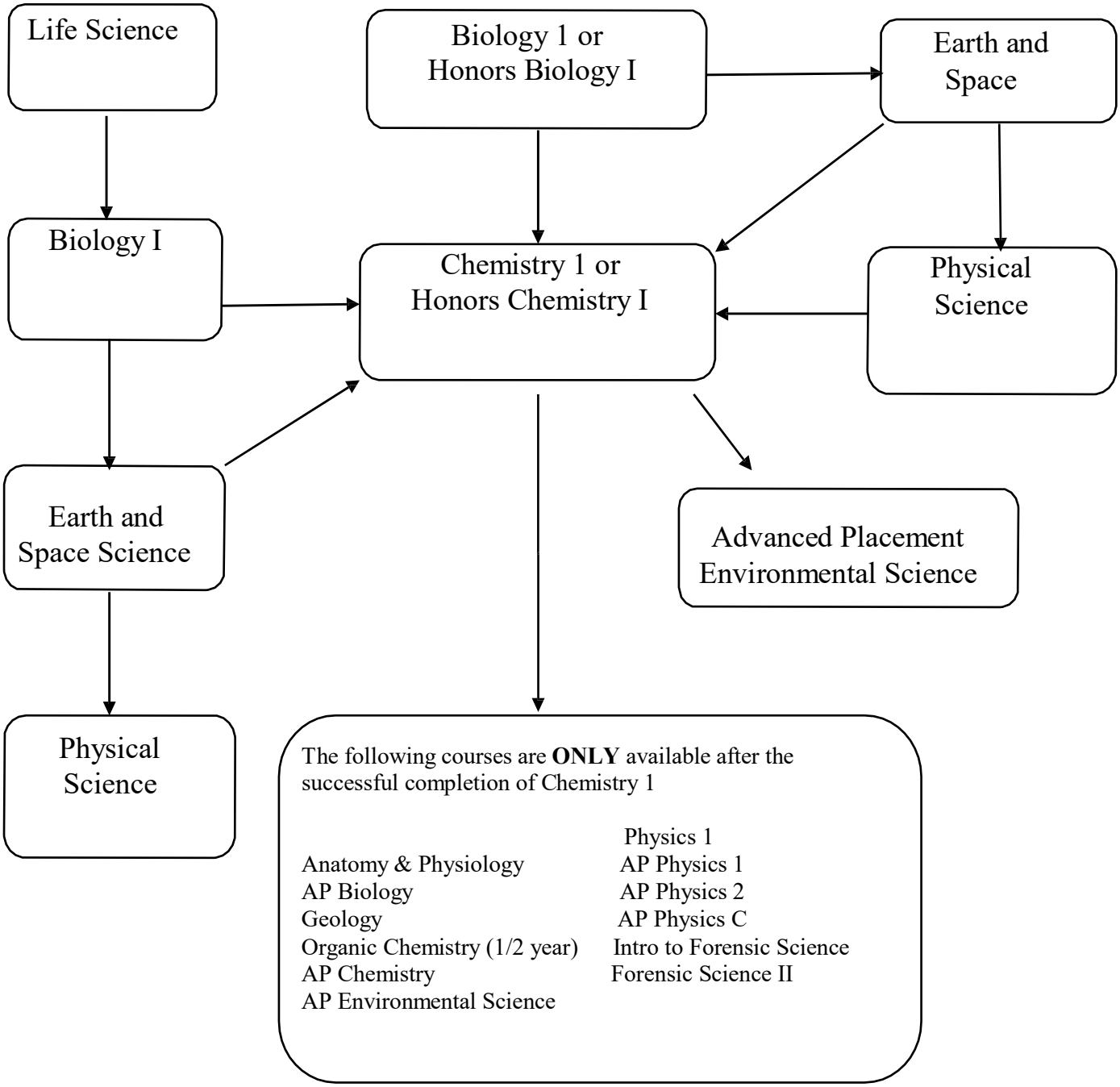
Prerequisite: Students must have successfully completed Biology with a 70% or higher, and have successfully completed Chemistry with a 70% or higher or be taking it concurrently.

1005
FORENSIC SCIENCE II
Weeks: 36
Grades: 11, 12
Credits: 1

Forensic Science II is a continuation of the topics introduced in the previous course. This course is designed to delve deeper into the various topics presented in the first course as well as introduce new topics as well. Topics of interest include Toxicology, fires and explosions, firearms and tool marks, impression evidence, digital evidence, as well as connecting with the legal and ethical aspects. Students must be willing to work independently or in small groups to complete inquiry based lab activities, additional course work and research will also be required.
Prerequisites: Students must have successfully completed Introduction to Forensic Science with a 70% or higher to be eligible for this course.

The following flowchart will aid you in selecting your science courses while attending Ambridge Area High School. Note that you MUST move from top to bottom and/or follow the arrows. Backward or upward movement will ruin the course flow and make student success significantly difficult. Please refer to the Course Selection Book for prerequisites.

Most students will start at the Biology I course. Students that do not start 9th grade taking Biology will start with the Life Science course.



SOCIAL STUDIES

All students are required to take four Social Studies courses in order to graduate. They are American Cultures I, American Cultures II, World Cultures, and U.S. Government / Economics. In order to complete all Social Studies requirements, a student must complete one course from the course sequence each year. A student may NOT take two required Social Studies courses in one year.

1200
AMERICAN CULTURES I
Weeks: 36
Grade: 9
Credit: 1

This course is intended to give the student a picture of American culture and ideals from the Pre-Colonial Age to the end of the 19th Century. It is intended to make the student aware of the problems that occurred in the early days of history, as well as precedents set during this era, and give the student a broad background for American Cultures II.
Prerequisite: None

1205
AMERICAN CULTURES II
Weeks: 36
Grade: 10
Credit: 1

This course covers the period of American History from reconstruction to the present. By tracing the major political, social, cultural, economic, and military events of the U.S. from the late 19th Century to the present, it is hoped the student will gain an awareness of the forces and factors, which have shaped present-day America. It is further hoped that the mistakes and problems of the past can help the students make decisions in a democratic society, which will have solid backing by our true heritage. A variety of techniques and procedures are used to make this course interesting and educational. Students will be expected to analyze primary and secondary sources, interpret political cartoons, graphs, and read multiple perspectives on American themes.
Prerequisite: None

1210
WORLD CULTURES
Weeks: 36
Grade: 11
Credit: 1

From early civilization to modern times, students will have an opportunity to compare developments taking place simultaneously among various peoples of the world. Students will compare and contrast differences in social and political institutions, levels of literacy and technology, ethical and religious ideas, history, geography, and economic development. Students will be prepared to evaluate how the politics of one society have affected other societies.
Prerequisite: None

1217 / 1218
U.S. GOVERNMENT / PERSONAL FINANCIAL LITERACY

OR

1261 / 1263
HONORS U.S. GOVERNMENT (Dual Enrollment Through Cooperation with CCBC)
HONORS PERSONAL FINANCIAL LITERACY (TBD Dual Enrollment CIHS w/Seton Hill 26-27)
Weeks: 18 each section
Grade: 12
Credit: 0.5 each section

U.S. Government is an examination of the social, economic, and political problems affecting Americans in their everyday lives. The basic approach to the course is the problem-solving method. Using this approach, the students research the actual growth and development of the United States Constitution and its ramifications upon the government and the citizenry of the United States.

1218
PERSONAL FINANCE LITERACY
Weeks: 18 each section
Grade: 12
Credit: 0.5 each section

Personal Financial Literacy is a practical, real-world course designed to equip students with the essential skills and knowledge needed to make informed financial decisions throughout life. This course covers a wide range of topics including budgeting, saving, banking, credit and debt, investing, taxes, insurance, and financial planning. Students will explore how to manage money responsibly, set financial goals, understand paychecks and deductions, avoid common financial pitfalls, and prepare for major life expenses such as college, housing, and retirement. Students will develop the confidence and skills to navigate the financial challenges of adulthood. Whether planning for the future or managing money today, this course provides a strong foundation for lifelong financial success.

1220
ADVANCED PLACEMENT PSYCHOLOGY (AP)
Weeks: 36
Grade: 12
Credit: 1

Psychology is a survey course dealing with the many areas of psychology, including human development, personality learning, and abnormal behavior. The course is structured to give an insight into many areas rather than a concentration on any one particular area. This course will be the equivalent of an Introduction to Psychology. Students will prepare for and strongly be encouraged to take the AP Exam. This is an elective course and will not satisfy towards a Social Studies credit.
Prerequisite: At least an 88% overall average in Social Studies and a Social Studies teacher recommendation.

1225
HONORS AMERICAN CULTURES I
Weeks: 36
Grade: 9
Credit: 1

This course is designed to give the student a broad picture of the development of American culture and to allow the student to concentrate on the study of thematic topics in our history. This class is student centered and emphasizes development of reading comprehension and note-taking, group projects through collaboration, oral presentation skills, and developing writing skills. The course content starts with The Revolutionary War and ends with the Progressive Era.
Prerequisite: 90% average in regular Social Studies classes and/or 88% in Honors Social Studies classes.

1230
HONORS AMERICAN CULTURES II
Weeks: 36
Grade: 10
Credit: 1

This course begins with Imperialism and continues into the twentieth century. It is meant to be a chronological study of important events of the century as well as a look at the development of thematic topics such as World War I, World War II, Korea, Vietnam as well as the evolving American Culture that we know today. Reading comprehension and note-taking, research, presentation, and collaboration will be emphasized. Students will be expected to utilize historical and critical thinking skills to develop answers to various types of assessment questions and provide supportive details in responses.
Prerequisite: 90% average in regular Social Studies classes and/or 88% in Honors Social Studies classes and teacher recommendation.

1235
HONORS WORLD CULTURES
Weeks: 36
Grade: 9
Credit: 1

This course is designed to help students fully understand the realities of the world and the global problems of the present and the

future. From early civilization to modern times, students will have an opportunity to compare developments taking place simultaneously among various peoples of the world. Students will compare and contrast differences in social and political institutions, levels of literacy and technology, ethical and religious ideas, history, geography, and economic development. Students will be prepared to evaluate how the politics of one society have affected other societies.
Prerequisite: 90% average in regular Social Studies classes and/or 88% in Honors Social Studies classes and teacher recommendation

1240
CONTEMPORARY ISSUES
Weeks: 18
Grades: 11, and 12
Credit: 0.5

The Contemporary Issues course will be an investigative study of local, regional, state, world, and international issues. A variety of issues and topics will be researched and discussed. Instruction will involve various book excerpts, magazine and newspaper articles, videos, creative writing and artwork. A variety of issues and topics will be discussed and researched. These issues involve racial discrimination, segregation, affirmative action, perception gaps, hate crimes, and stereotyping. The class will also use films like Crash, American History X, and Schindler's List to reinforce discussion. Analytical and writing skills will be emphasized and developed. Students will take each course for nine weeks. Class participation is essential in both classes.
Prerequisite: At least a 75% average in a previously taken Social Studies class and teacher recommendation.

1245
HISTORY THROUGH THE EYE OF THE LENS
Weeks: 18
Grades: 11, and 12
Credit: 0.5

This course will focus on the relationship between movies and history while stimulating media awareness and critical viewing skills, as well as analyzing and interpreting historical events through feature films. A number of questions will be addressed. These include: What is the content of the film? What information does it convey or portray? How is the information affected or determined by the necessity to entertain as well as inform? What influences were at work during the production of the film? How was the film received when released? Is the film historically accurate? Lastly, the course will cover all of the major themes of United States history, and a variety of films will be used, including black and white, silent, animated, and color. Analytical and writing skills will be emphasized and developed.
Prerequisite: None

1250
ADVANCED PLACEMENT EUROPEAN HISTORY
Weeks: 36
Grade: 11, and 12
Credit: 1

This is a full-year advanced course equivalent to a Western Civilization survey course found in college. AP European History will survey period 1300 – Present-day so that the student will understand the economic, political, social, and intellectual changes in European History. Students will learn to analyze historical materials, their relevance to a given interpretive problem, their reliability, and their importance to weigh the evidence and interpretations presented in historical scholarship. The Advanced Placement exam will be given in May. This course will supplant World Cultures.
Prerequisite: A grade of 90% or higher in regular Social Studies classes and/or 88% in Honors Social Studies classes.

1265
AUTO THEORY
Weeks: 18
Grades: 10, 11, and 12
Credit: 0.5

Focus on PA laws and regulation, vehicle operations, perceptual skills, decision-making, and risk reduction, driving conditions, and influences upon drivers. (Pending Instructor Certification)
Prerequisite: None

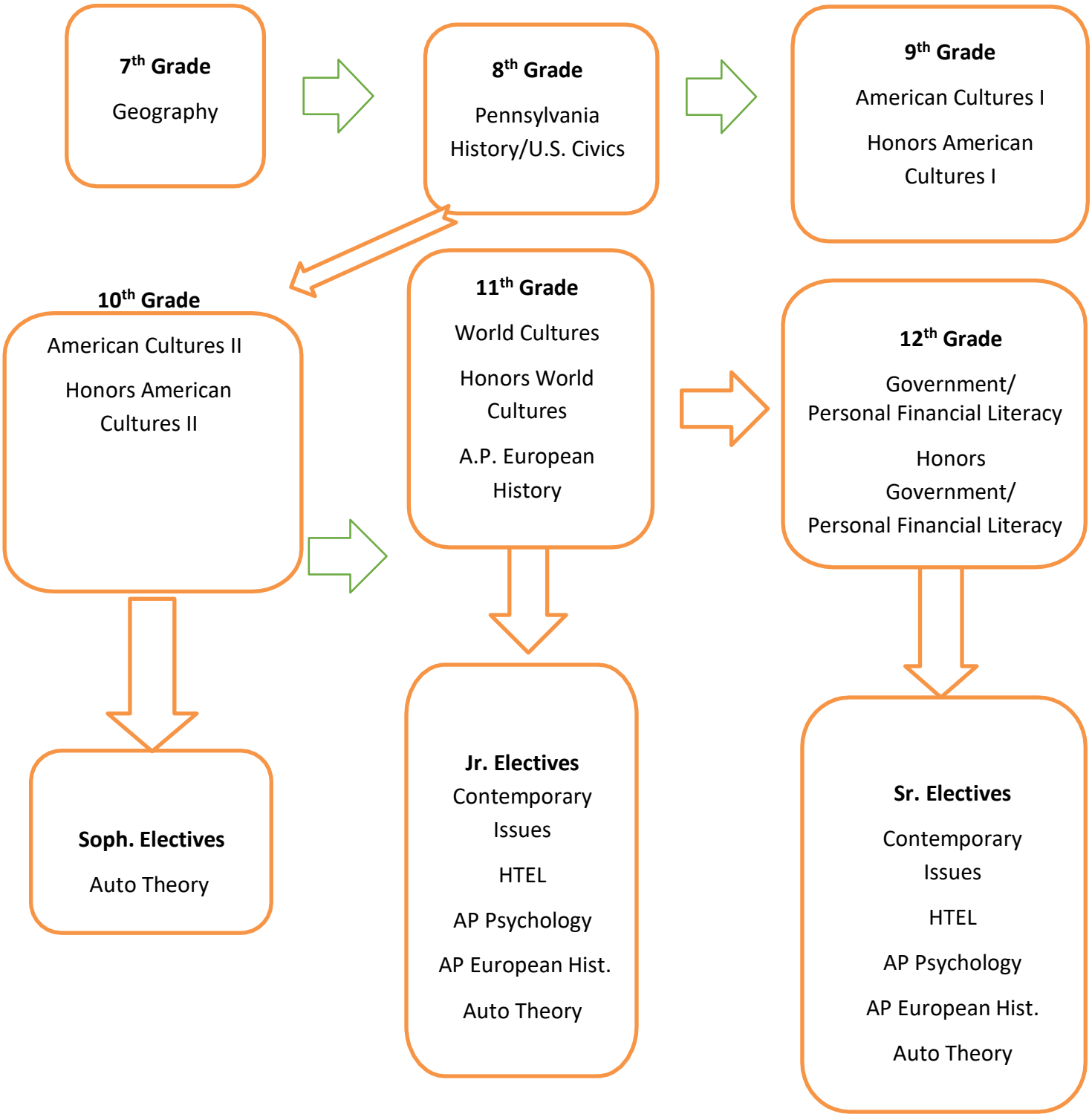
1270
LAW & SOCIETY
Weeks: 18
Grades: 9, 10, 11 and 12
Credit: 0.5

This course will focus on the individual rights and responsibilities provided for by the United States Constitution. Students will also examine the relationship between the individual citizen and the laws that govern our society. Topics of study include: human rights, the criminal and civil justice system, mock trial/mediations, and the ability to participate effectively as a citizen in our nation.

1275
SOCIOLOGY
Weeks: 18
Grades: 11, 12
Credit: 0.5

This course is designed to provide the student with an understanding of how societies function and how individuals behave within a social context. Topics of study include: social norms, values, social grouping, racism and prejudice, crime, and old age.

Ambridge Area School District Social Studies Flow Chart/Progression of Classes



SPECIAL EDUCATION

Special Education Programming:

Special education services help students with disabilities reach maximum potential. Students may be identified as needing special education when a multidisciplinary evaluation determines that a student meets eligibility criteria as a ***student with disability in need of specially designed instruction*.**

Ambridge Area School District offers a full continuum of special education services and programs to eligible children.

Special Education Programs	
Learning Support – for children whose greatest need of support is in the areas of reading, writing, math, and/or speaking or listening related to academics. **Key features:** • Research-based direct instruction • Reading and math intervention ESY, as needed	**Emotional Support** – for children whose greatest need is in the areas of social, emotional, and behavior. **Key features:** • Behavior management system and interventions • Social skills training • Academic instruction • Onsite outside agency partnership • ESY, as needed
Autistic Support – for children with autism who require services in the areas of communication, social skills, and/or behavior. **Key features:** • Academic instruction and adaptive skills instruction • Positive behavior supports • Sensory Integration Strategies • ESY, as needed	**Life Skills Support** – for children whose greatest need is to learn academic, functional, or vocational skills that will allow them to live and work independently. **Key features:** • Individualized academic and adaptive skills instruction • Positive behavior supports • Community based instruction ESY, as needed
Multiple Disabilities Support – for children with more than one disability, the combination of which results in severe impairment, and who require services in academic, functional, or vocational skills necessary for independent living. **Key features:** • Individualized academic instruction and adaptive skills, self-care, and self-advocacy • Positive behavior supports • Sensory integration strategies • ESY, as needed	**Speech and Language Support -** for children who have speech and language impairments and require services to develop communication skills. **Key features:** • Complete assessments • Provide direct services • Consult with teachers
Blind and Visually Impaired Support - for children who require services related to visual impairment or blindness. The IEP for these students must address the extent to which Braille will be taught and used. **Key features:** • Compensatory or functional academic skills, including Braille • Orientation and mobility	**Deaf and Hard of Hearing Support** – for children who require services related to deafness or hearing impairment. The IEP for these students must include a communication plan to address language and communication needs. **Key features:** • Educational Audiologist serving the district

• Individualized academic instruction and adaptive skills, self-care, recreation and leisure activities, and self-advocacy • Use of assistive technology • Sensory efficiency skills • ESY, as needed	• Itinerant and resource levels of service • Hearing impairment services • Use of assistive technology • ESY, as needed
Physical Support - offers instruction to students who have a physical disability and require services in functional motor skill development. **Key features:** **Related Services, i.e. PT, OT, Vision, Nursing, and Personal Care**	

Related Services:

Related services are support services that will help students with disabilities benefit from his/her special education program. AASD offers a full range of related services including **specialized transportation**, **therapies** (**speech, physical, occupational, or psychological therapy**), **interpreting services** for children who are deaf, **personal care assistance**, and **school health services** (such as school nurse services).

Transition Services:

Transition planning begins for ***every student with a disability the year he/she will turn 14 years of age***.
Transition planning begins with a transition assessment with the goal of determining what a student will need in order to be successful in achieving his/her post-secondary goals. Transition is supported in a multitude of ways including:

Transition Supports
Travel Training - prepares students with disabilities (ages 14-21) for independent travel in the community. **Key features:** • Community-based instruction • Lessons in anti-victimization and stranger awareness • Skill development for travel
Secondary Transition Program and Community-Based Vocational Education - prepare students with disabilities for life after graduation. **Key features:** • Helps develop career goals • Instruction at real work sites in the community • Task analysis to determine strengths and needs • Prepares youth for successful employment or post-secondary education or training. • Provides an opportunity for young adults ages 18-21 with moderate disabilities to continue their educational program in an community-based environment outside of a traditional high school setting • Individualized programming based on goals identified by the student, family and educational staff members • Transition programming focused on real life outcomes • Mirrors the movement of their same age peers by providing a natural, age-appropriate setting with access to real work and real life in the community • Learning environment includes classroom, apartment setting, and community setting • Instruction focused on the three post-school outcomes 1) post-secondary education/training, 2) employment, and 3) independent living • Transition curriculum based on functional academics (banking/budgeting, reading a bus schedule, etc.) and daily living skills (cooking, cleaning, shopping, participating in community activities, etc.) • Opportunities for community-based assessments in a real work setting, job development and job acquisition

- Linkages to agencies and community resources upon graduation
- Partnerships with employment agencies that can provide continued support for students after graduation
- Opportunities for community-based assessments in a real work setting, job development and job acquisition

TECHNOLOGY EDUCATION /APPLIED ENGINEERING

The **Technology Education and Applied Engineering Department** is part of the general education program that offers experiences in exploring, applying, and creating with technology. Our classes include topics such in Bio-Technology, Communications, Engineering, Production (Manufacturing and Construction), and Transportation (Power and Energy) with learning activities that align to Science, Technology, Engineering, and Math (STEM) standards. All students will safely use materials, tools, and processes of the major technologies, which are applied in economic and civic life through the hands-on activities offered in each class.

Our department offers several clubs that allow students to expand their skills in a variety of interests: TSA, Production Tech, and Video Production.

Successful completion of **Applied Technical Design or Manufacturing Technology I**, qualifies students to further elect a wide variety of courses within our department and explore specialized areas of technology and/or join the Technology Student Association (TSA)**.**

Whether you are college-bound, thinking about a technical school or the armed services, plan to study a specialty at the Beaver County CTC, or are directly going to find a job upon graduation, our technology education/applied engineering department has something to offer.

Note: Payment for materials used will be referred to school policy.

1300
APPLIED TECHNICAL DESIGN w/CADD
Weeks: 36
Grades: 9, 10, 11, 12
Credit: 1
Learn the fundamentals of drafting, design, problem solving, and collaboration. In the process, learn how to take your ideas and turn them into something that others can see and expand on. The skills taught in this class apply to anyone who has a desire to create, innovate, or inspire. Students in this class are encouraged but no required to participate in TSA. From Engineers to Carpenters, Architects to Graphic Designers, and Pharmacists to Roboticists this class has something for anyone who wants to DO.
Prerequisites: None

1305
MANUFACTURING TECHNOLOGY I
Weeks: 36
Grades: 9, 10, 11, 12
Credit: 1

The students will safely use hand tools and basic machine operating practices as employed in various phases of woodworking. Projects will be manufactured to acquaint the students with materials, processes, and machines used in industry. Evaluation will be based upon completion of projects, quizzes and teacher observation**. NOTE: Students will calculate their individual project costs based on set pricing for board/ft. Payment is required to take projects home.**
Prerequisites: None

1395
VIDEO PRODUCTION I
Weeks: 18
Grades: 9, 10, 11, 12
Credit: 0.5

This course will allow you to explore the communications field of video production. In this hands-on course, you will learn how to operate video equipment and software, plan out a production, and create final products to share with others. Students will learn to use a variety of video editing softwares, Camera basics, shooting techniques, digital (non-linear) editing, and TV studio concepts will be covered. Projects include: PSA, Commercials, Animations, and Claymation. TSA competitions are possible.
Prerequisites: None

1345
GRAPHICS DESIGN
Weeks: 18
Grades: 9, 10, 11, 12
Credit: 0.5

This course is a hands-on introduction to the world of graphics and media arts. Activities allow you to design and create, Mugs and calendars. Projects will focus on learning the art of Sublimation, Heat Press, 3 color press and airbrush design. Students will learn to use Adobe Photoshop. This course allows the student to become an active member of TSA and the Production Tech Club. ***Note: Most materials will be provided, but you may need to purchase t-shirts and other materials based on your project needs**.
Prerequisites: None

TECHNOLOGY EDUCATION: ENGINEERING

1310
ARCHITECTURE
Weeks: 36
Grades: 10, 11, 12
Credit: 1

Students will explore the methods and techniques used in designing architectural residences both technically and aesthetically with the use of a wide variety of media. Once a final working design has been completed, a floor plan, basement plan, elevations, cross-sectional view, plot plan, and a two-point perspective of the exterior will be drawn with AutoCAD Architectural REVIT. This complete set of working drawings is used to build a model. Evaluation will be based upon successful completion of the set of drawings and model, quizzes, and teacher observation.
Prerequisites: A grade of 80% or higher in Applied Technical Design and teacher approval.

1315
ARCHITECTURE II
Weeks: 36
Grades: 11, 12
Credit: 1

Students will further explore the methods and techniques used in designing architectural residences and commercial buildings. The design and layout of each individual room of a residence will include a plan, elevation, and perspective drawing with emphasis upon interior design. This emphasis will be in the form of a presentation-type design drawing. Extensive detail drawings will include special sectional views and some framing plans. Major emphasis will be based upon the completion of student-generated design to include its working presentation drawings accompanied with a model. Students will incorporate the use of AutoCAD Architectural REVIT. Evaluation will be based upon successful completion of the set of drawings and models, quizzes, and teacher observation.
Prerequisites: Architecture I and teacher approval

1330
ENGINEERING DESIGN I
Weeks: 36
Grades: 10, 11, 12
Credit: 1

This course is designed to prepare students for technical and professional post-graduate fields of study. Students will experience layout and design of several facets of engineering drawings ranging from the most simplified to complex technical drawings. Strong emphasis is placed on student research. Student evaluation will be based upon successful completion of quizzes, tests, research, assigned drawings and completed log entries.
Prerequisites: Applied Technical Design or Manufacturing I

1335
ENGINEERING DESIGN II
Weeks: 36
Grades: 11, 12
Credit: 1

Students will further explore the layout and design of complex machine parts. Assignments will include detail and assembly drawings of a devices. Students will incorporate the use of Computer Aided Drafting (AutoCAD) and Autodesk Inventor software in the

completion of assignments. The students will be engaged in new processes and research to solve more complex real world problems. Completion of logs through processes will provide a student reflection of goals that are accomplished throughout the projects. Student evaluation will be based upon successful completion of quizzes, tests, research, and assigned drawings and projects.
Prerequisites: Engineering Design I and teacher approval.

1402
HONORS TECHNOLOGY I
Weeks: 36
Grades: 10, 11, 12
Credit: 1

This course is designed to challenge technology education students in the areas of applied engineering and Science, Technology, Engineering and Math (STEM) integration to include: structural engineering, transportation technology, power technology, manufacturing technology and communication technology. "Hands-on" problem-solving Technology Learning Activities (TLA's) will be presented for solutions by individual, as well as small/large groups. Assessment will include successful completion of selected TLA's, re-designs, anecdotal records including debriefing log sheets, and oral presentations monitored by teacher observation. This is a weighted class. Students will have the opportunity to participate in the leadership training experience and the competitive events involved with the Pennsylvania Technology Student Association (PA-TSA).
Prerequisites: A grade of 90% or higher in App Tech, Manufacturing I or Engineering Design I AND teacher approval.

1405
HONORS TECHNOLOGY II (w/College Credit Robert Morris)
Weeks: 36
Grades: 11, 12
Credit: 1

Students will have the option to earn 3 credits from Robert Morris University for successful completion of this course with dual enrollment. This course is designed to further challenge advanced technology education students in the areas of applied engineering and Science, Technology, Engineering and Math (STEM) integration. Students will problem-solve advanced TLA's. Advanced students will also select technological activity areas of interest for independent study. A research and design problem-solving activity will be included. The teacher will approve topics. Students must submit a proposal, keep an anecdotal record, prepare a written report, and present an oral summary of their findings. Assessment will be based upon successful completion, administration, testing and evaluation of the proposed study and teacher observations. This is a weighted class.
Prerequisites: Honors Technology I and teacher approval.

1407
HONORS TECHNOLOGY III (w/College Credit Robert Morris)
Weeks: 36
Grades: 12
Credit: 1

Student will have the option to earn 3 credits from Robert Morris University for successful completion of this course with dual enrollment. This course is designed to further challenge advanced technology education students in the areas of applied engineering and Science, Technology, Engineering and Math (STEM) integration. Students will focus on engineering drafting and use of parametric software. A research and design problem-solving activity will be included. Assessment will be based upon successful completion, administration, testing and evaluation of the proposed study and teacher observations. This is a weighted class.
Prerequisites: Honors Technology II and Engineering Design I and teacher approval.

0945
BIOTECHNOLOGY
Weeks: 18
Grade: 10, 11 and 12
Credit: .5

Biotechnology is the exploitation and investigation of biological processes for industrial and other purposes that may enhance the way humans are able to interact with the natural world. This type of technological problem solving is regularly used in medicine, health care, energy consumption, conservation, and agriculture, among many other fields of study. The intention of this class is to introduce

students to investigations in which biological concepts are identified and can then be innovated or enhanced by using various types of technology, from using computer systems to collect and analyze data to designing and constructing systems to provide solutions to biological problems. The class will be based on participation in hands-on, inquiry based learning modules. Proper laboratory and safety procedures will be strictly enforced. Students will also be given opportunities to examine various career choices within the realm of biotechnology. Topics of information: Physical Enhancements for Human Health Care, Electrocardiography, Genetic Engineering, Agricultural Practice, Pollution Management and Waste Management. Biotechnology serves as an excellent exploratory class for students who are interested in a future science or technology career, but want to experience in order to help define a career path.

Prerequisites: A 75% or higher in Biology AND willing to work independently or in small groups on inquiry based activities.

TECHNOLOGY EDUCATION: MANUFACTURING

1360
MANUFACTURING TECHNOLOGY II
Weeks: 36
Grades: 10, 11, 12
Credit: 1
Students will explore advanced processes and machine tool operations in woodworking. Advanced projects are selected that meet the student's needs. Evaluation will be based upon successful completion of projects, quizzes, and teacher observation. **NOTE: Students will calculate their individual project costs based on set pricing for board/ft. Payment is required to take projects home.**
Prerequisites: Manufacturing Technology I and teacher approval.

1365
MANUFACTURING TECHNOLOGY III
Weeks: 36
Grades: 11, 12
Credit: 1

This is an advanced course to include the safe use of technical woodworking materials, tools, and processes with emphasis placed upon furniture design. Evaluation will be based upon successful completion of student-designed projects, quizzes, and teacher observation. **NOTE: Students will calculate their individual project costs based on set pricing for board/ft. Payment is required to take projects home.**
Prerequisites: Manufacturing Technology II and teacher approval

1303
MATERIAL FABRICATION
Weeks: 18
Grades: 10, 11, 12
Credit: 0.5

Students will explore basic techniques, methods, and processes used in manufacturing to change materials into parts to be combined into a finished product. Activities will include technical drawing interpretation, safe use of forming, separating, combining, and conditioning processes to construct finished products from mediums, including metals and plastics. Evaluation will include quizzes, exams, assessment of "hands-on" projects, process documentation, and teacher observation. **NOTE: LAB FEE**
Prerequisites: Applied Tech or Manufacturing I & Teacher Approval

1355
WELDING AND FABRICATION TECHNOLOGY
Weeks: 18
Grades: 11, 12
Credit: 0.5

Welding/Fabrication methods and terminology will be presented. Individuals will complete sheet metal and wrought iron projects that will utilize spot, gas, and electric welding methods. Hands-on activities will also include the foundry process. Students will be introduced to an overview of the Gas and Oil industry, including future job opportunities. Student evaluation will be based upon the successful completion of projects, assignments, along with exams and teacher observation. **NOTE: LAB FEE**
Prerequisites: Manufacturing Technology I, Material Fabrication and teacher approval.

1372
HOME REPAIR
Weeks: 18
Grades: 10, 11, 12
Credit: .5

In this course, students will learn common home repair and maintenance skills possible topics include: changing lighting fixtures and outlets, replacing faucets and drains, recaulking windows and sinks, patching drywall and, checking smoke and CO detection systems. Home tool safety and usage with pallet projects, renovations, electrical and plumbing. DIY projects will build confidence and teamwork. A skills notebook will be created for each topic covered. Some projects may require additional materials, but most will provided. Topics are subject to change.
Prerequisite: Successful Completion of 1 other 1300 Elective.

1350
DIGITAL GRAPHICS DESIGN
Weeks: 18
Grades: 10, 11, 12
Credit: 0.5

This course allows the student to explore and create with a variety of materials. Computerized images and layouts can be printed, sublimated or turned into vinyl cuts. Concepts of photography, principles of design and layout will be practiced in hands-on activities. Common software and apps including Adobe Photoshop, Illustrator, Canva, and more will be used.
Prerequisites: A grade of 80% or higher in Graphics Design/Teacher recommendation

1352
PRODUCTION GRAPHICS DESIGN
Weeks: 18
Grades: 10, 11, 12
Credit: 0.5

Students will use all the skills learned in prior graphics classes to complete in-depth and multifaceted projects on a variety of different medium. Use of the Heat press, Screen press, Laser Engraver, Vinyl cutter, and CNC Router will provide for high-quality production of finished products. ***NOTE: Some projects will require a small fee.**
Prerequisites: A grade of 80% or higher in Graphics Design/Teacher recommendation

1358
ROBOTICS
Weeks: 18
Grades: 10, 11, 12
Credit: .5

In this course, students will work individually and in teams to problem solve various challenges. Students will be encouraged to use problem solving and STEM concepts when engineering their robotic designs. The robots will be constructed from the popular Lego Mindstorm NXT and VEX cortex platforms. Remote control and autonomous mode operations will be configured by using RobotC (C++) programming. Design concepts, structural integrity, and mechanical engineering will be researched and incorporated into designs. Students in this course will be encouraged to participate in local competitions, TSA, and the robotics club. No computer programming experience reqd.
Prerequisite: Successful Completion of 1 other 1300 Elective or Coding Class

1398
VIDEO PRODUCTION II
Weeks: 18
Grades: 10, 11, 12
Credit: 0.5

This course will build upon the student's skills and techniques from video production 1. Advanced video production techniques including but not limited to, animation, motion graphics, directing, and scriptwriting will be taught and practiced. Students will be able to use the studio for projects and will be required to film school events, cross-curricular projects, activities, and contribute media for AATV. TSA competitions are possible.
Prerequisites: A grade of 80% or higher in Video Production I and teacher approval.

1401
FUNDAMENTALS OF CYBERSECURITY
Weeks: 18
Grades: 9, 10, 11, 12
Credit: 0.5

As our world becomes increasingly dependent on technology, cybersecurity is a topic of growing importance. It is crucial that companies and individuals take precautions to protect themselves from the growing threat of cyberattacks. This course prepares students with crucial skills to be responsible citizens in a digital future. The Fundamentals of Cybersecurity course is designed for beginners to intermediate compute science students with at least some knowledge and interest in computer science. The course is highly visual, dynamic, and interactive, making it engaging for those new to computer science.

COURSE CODES BY DEPARTMENT

ART
0115 Art I – Beginning Studio Art
0120 Art II – Intermediate Studio Art
0125 Art III - Advanced Studio Art
0130 Art IV
0135 Drawing I
0140 Drawing II
0150 Jewelry Making
0155 Ceramics/Sculpture
0160 Painting
0170 Art V – Independent Study

BUSINESS/COMPUTERS
0202 International Business
0203 Introduction to Investments
0210 Sports & Entertainment Management
0215 Business Law (Criminal & Civil)
0225 Accounting I
0230 Accounting II
0270 Marketing I
0275 Marketing II
1785 Transition

ENGLISH
0300 College Preparatory English 9
0305 Practical English 9
0310 College Preparatory English 10
0315 Practical English 10
0320 College Preparatory English 11
0325 Practical English 11
0330 Advanced English 10
0335 Practical English 12
0340 College Preparatory English 12:Through Cooperation w/CCBC
0345 Advanced Placement Literature w/College in High School
0350 Advanced Placement English Language & Composition
0355 Advanced English 9
0375 Fundamentals of Public Speaking & Basic Acting
0380 Creative Writing
1425 Yearbook I
1427 Yearbook II
1430 Newspaper I
1435 Newspaper II
1440 Newspaper III
1445 Newspaper IV
1450 Sports Media & Literature

READING
1645 9th Grade Reading
1647 10th Grade Reading

FOREIGN LANGUAGE
0500 Spanish I
0502 Spanish II
0504 Spanish III
0506 Spanish IV
0508 Spanish V
0524 Italian I
0526 Italian II
0528Italian III
0530 Italian IV

MATHEMATICS
0600 Pre-Algebra
0620 Algebra 1
0625 Geometry
0630 Honors Geometry
0635 Algebra II
0640 Honors Algebra II
0645 Trigonometry
0650 AP College Statistics: Through Cooperation with Carlow University
0655 Pre-Calculus: Through Cooperation with Carlow University
0660 Calculus
0665 Advanced Placement Calculus, AB
0670 Advanced Placement Calculus, BC
0675 Test Preparation
0680 College Algebra: Through Cooperation with Carlow University
0685 Advanced Placement Computer Science Principles
0687 Game Development with Javascript – Part I
0688 Game Development with Javascript – Part 2
0690 Advanced Placement Computer Science A
685 CS Python Fundamentals I
686 CS Python Fundamentals II
0205 Workplace Readiness
0220 Career Readiness

MUSIC
0705 Band
0710 Jazz Band
0715 Band Auxiliary
0720 Steel Band I
0725 Steel Band II
0730 Steel Band
0735 Keyboard Lab I
0745 Keyboard Lab II
0750 Concert Choir
0755 Chamber Choir
0760 Music Technology I
0765 Music Technology II
0768 Music Theory and Composition
0770 Music in Pop Culture
0775 Ukulele Class
0780 Guitar I
1420 Stage Crew – (Technical Theater)

FAMILY AND CONSUMER SCIENCE

0400 Family and Consumer Science I
0405 Family and Consumer Science II
0410 Family and Consumer Science III
0415 Family and Consumer Science IV
0420 Adventures in Food

SCIENCE

0905 Biology
0910 Honors Biology
0915 Life Science
0920 Physical Science
0925 Anatomy and Physiology
0930 Chemistry
0935 Honors Chemistry
0940 Advanced Chemistry w/College in High School Option
0945 Biotechnology
0950 Physics I
0955 Advanced Placement Physics 1
0960 Advanced Placement Physics 2
0963 Advanced Placement Physics C: Mechanics
0965 Earth and Space Science
1965 Advanced Placement Physics C: Electricity & Magnetism
0970 Geology
0980 Advanced Placement Biology
0985 Organic Chemistry
0990 Advanced Placement Chemistry
0995 Advanced Placement Environmental Science
1000 Introduction to Forensic Science
1005 Forensic Science II

SOCIAL STUDIES

1200 American Cultures I
1205 American Cultures II
1210 World Cultures
1217 U.S. Government
1218 Personal Financial Literacy
1220 Advanced Placement Psychology
1225 Honors American Cultures I
1230 Honors American Cultures II
1235 Honors World Cultures
1240 Contemporary Issues
1245 History through the Eye of the Lens
1250 Advanced Placement European History
1261 Honors U.S. Government (Dual Enrollment w/CCBC)
1263 Honors Personal Financial Literacy CIHS w/Seton Hill
1265 Auto Theory
1270 Law and Society
1275 Sociology

CCBC AVIATION ACADEMY
CCBC HEALTH ACADEMY
CCBC CRIMINAL JUSTICE ACADEMY
CCBC STEM ACADEMY
CCBC EDUCATION ACADEMY
CCAC APPRENTICESHIP PROGRAM

TECHNOLOGY/APPLIED ENGINEERING

1300 Applied Technical Design w/CADD
1303 Material Fabrication
1305 Manufacturing Technology I
1310 Architecture I
1315 Architecture II
1330 Engineering Design I
1335 Engineering Design II
1345 Graphics Design
1350 Digital Graphics Design
1352 Production Graphics Design
1355 Welding and Fabrication Technology
1360 Manufacturing Technology II
1365 Manufacturing Technology III
1395 Video Production I
1400 TV Studio (AATV)
1402 Honors Technology I
1405 Honors Technology II
1407 Honors Technology III
1358 Robotics
1372 Home Repair and DIY
1398 Video Production II
1401 Fundamentals of Cyber Security

HEALTH/PHYSICAL EDUCATION

1501 Health I / 1502 PE I
1506 Health II / 1507 PE II
1511 Health III / 1512 PE III
1515 Racquet Sports/Leisure Activities
1520 Weight Training
1522 Fitness Walking Elective
1525 Team Sports
1526 Basketball Fundamentals & Games
1540 Nutrition and Fitness

LEARNING SUPPORT

1600 English I – Grade 9
1605 English II – Grade 10
1610 English III – Grade 11
1615 English IV – Grade 12
1780 Study Seminar

BCCTC

1900 BCCTC AM
1905 BCCTC PM

LUNCH

2000 Lunch (1st Semester)
2005 Lunch (2nd Semester)