

Montrose Area Jr./Sr. High School



Course Selection
Guidebook
2026~2027

GUIDANCE SERVICES

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

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

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

School Counselors are assigned to students as follows:

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

TRADITIONAL CURRICULUM PATHWAYS

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

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

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

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

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

COURSE DROP/ADD POLICY

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

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

GRADE RECOMMENDATIONS

While a 65% is the lowest passing grade, students who earn a final grade lower than 72% may not be recommended for the next course in a sequence without remediation. This is particularly true as students progress from introductory to advanced electives. In addition, students who fail to earn passing credit for a course may not qualify for credit recovery courses if their averages are lower than 50% (grades 7,8) or 55% (grades 9-12). With a teacher recommendation, students may retake a course they have passed with a low but passing grade to improve their content knowledge and skill level.

HONORS COURSES

Honors courses are available in Earth Science grade 9, English classes grades 9-12 and Social Studies classes grades 9-12. Student selection for Honors courses will be made through teacher recommendation and careful analysis of students' current and past grades, particularly in the same content area. Attendance, standardized test scores and PVAAS projection data, as well as student interest in the content area and overall academic effort will also be analyzed. Prospective Honors students are encouraged to have an attendance percentage of at least 90%, an "A" average in the content area and a competitive GPA and class rank. Class size restrictions may limit the overall number of students able to schedule Honors courses. Honors courses will receive an additional weight of three percent on each student's grade point average.

DUAL ENROLLMENT

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

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

ADVANCED PLACEMENT COURSES

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

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

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

Early in the fall, the student and AP teacher will discuss whether taking the AP exam in the spring is in the student's best interest, and students will be required to commit to each exam in the fall, per College Board guidelines. Sitting for the exam is encouraged but not required. The cost of last year's AP exam was \$99 or \$53 for students who qualified for the reduced rate. Local "Community Foundation" and/or school district funding may be available to offset all or a portion of this fee; that information will be shared annually when the school district is made aware of its availability or lack thereof. Over the last several school years this supplemental funding has reduced and in some cases eliminated AP exam costs for students.

PROJECT LEAD THE WAY

In our commitment to preparing students for the demands of a global economy, Montrose Area Jr/Sr High School is proud to partner with Project Lead The Way (PLTW) and select universities to offer students a head start on their higher education journey.

By enrolling in our PLTW Engineering courses, students don't just gain hands-on technical skills; they also have the unique opportunity to earn transferable college credit. Through these university partnerships, students who meet specific grade requirements along with performance requirements on PLTW End-of-Course assessments can apply for college credit while accelerating their path toward a degree. Many universities also offer scholarships for students who take multiple PLTW courses during their high school career. Please visit the following link for a complete list of colleges and universities that offer credit and scholarships: <https://www.pltw.org/experience-pltw/student-opportunities>. Project Lead The Way Courses can be found on pages 32.

EARLY ADMISSIONS POLICY

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

SCHEDULING / COURSE REQUESTS

Senior high students (grades 9 through 12) **MUST** fill their schedule with a **MINIMUM** of seven (7) full course periods per week plus physical education. **This is especially important considering the 25-credit requirement for graduation.** Teachers will make core course assignments and recommendations for students based on all available information. If students wish to select a different core course, they must meet with a counselor to request a change.

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

In the 9th grade year, all students must take Advanced Computer Applications, Family & Consumer Science, and Home Maintenance and Design, each for 60 days. In addition, 9th grade students are required to take a ½ credit course in Economics and Personal Finance. These courses are Graduation Requirements.

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

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

Course credit is computed on the following basis:

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

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

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

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

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

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

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

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

REQUIREMENTS FOR GRADUATION HIGH SCHOOL CREDIT - GRADES 9 - 12

A minimum of 25 credits are required for graduation and they must be earned from 9th – 12th grade.

<u>Subject Area</u>	<u>Units of Credit</u>
English	4
Mathematics	3 / 4*
Science	3 / 4*
Social Studies	4
Physical Education	1.2
Health	.5
9 th grade Rotation (Advanced Computer Applications, FACS, Home Maintenance and Design) or equivalent	1
Economics and Personal Finance	.5
Driver Education	.2
STEAM Elective	1*
Other Elective or SCCTC Credits	<u>7.5</u>
Total credits required for graduation	25

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

NCAA-APPROVED COURSES AND THE NCAA ELIGIBILITY PORTAL

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

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

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

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

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

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

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

KEYSTONE EXAM-RELATED GRADUATION REQUIREMENTS

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

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

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

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

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

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

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

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

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

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

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

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

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

- additional evidence from the options listed above, or
- satisfactory completion of a pre-approved service learning project;
- attainment of a score of Proficient or Advanced on a Keystone Exam;
- a letter guaranteeing full-time employment upon graduation from high school or verification of military enlistment;
- a certificate of successful completion of a preapproved internship, externship or cooperative education program; or

- illustrating that NCAA Division II core course requirements have or will be met prior to graduation with a minimum core course GPA of 2.0 / 76%. Students need not participate in athletics to meet the core course requirements.

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

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

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

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

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

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

— Fred DeVito

CORE COURSE DESCRIPTIONS

ENGLISH LANGUAGE ARTS

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

ENGLISH - GRADE 7 – Seventh grade English focuses on communication skills ranging from informal to formal writing, active listening, and public speaking. Grammar, parts of speech, punctuation, capitalization, word study, and academic vocabulary are covered. Collaboration and self-assessment lessons are integrated into writing and speaking activities. Reading for analysis, annotating, and critical thinking skills are consistently applied throughout the course. Topics on life lessons and character development are explored through various types of writing (personal narratives, descriptive reflections, expository essays, creative writing, argumentative writing, persuasive writing based on research, and poetry). Direct instruction lessons and practice are based on the Voyages Grammar and Writing curriculum by LOYOLAPRESS. Students will also complete weekly IXL lessons to help them grow in language and writing skills.

READING - GRADE 7 – Seventh grade reading focuses on enhancing skills in reading, writing, speaking, and listening through a variety of resources. Whole class learning will take place using pieces of literature throughout the units of study in the SAVVAS myPerspectives workbook. Students will also complete weekly IXL lessons to reinforce individual areas of improvement and/or enrichment. In addition, students will be selecting independent books to read to foster a lifelong love of reading. Together, these components will enable students to analyze texts, cite evidence and respond critically to a variety of genres.

ENGLISH - GRADE 8 – Eighth grade English focuses on communication skills that range from formal to informal writing, active listening, and public speaking. Grammar, parts of speech, capitalization, punctuation, word study, and academic vocabulary are covered. Collaboration, along with self-assessment lessons, are integrated into writing and speaking activities. Critical thinking skills are consistently applied throughout the course. Topics about life lessons and/or character development are explored through various types of writing. These writing types include personal narratives, descriptive reflections, expository essays, creative writing, argumentative writing, persuasive writing (based on research), and poetry. Direct instruction lessons and practice are based on the Voyages Grammar and Writing curriculum, by LOYOLA PRESS.

READING - GRADE 8 – Eighth grade reading focuses on developing skills in reading, writing, speaking and listening through the use of a variety of resources and strategies. Whole class learning will take place using multigenre pieces of literature throughout the units of study in the SAVVAS myPerspectives workbook; we will also supplement our units with whole-class novels. Students will complete weekly independent practice using personalized IXL skill lessons to build upon their strengths and weaknesses. In eighth grade reading, there is an emphasis on analysis and critical thinking to help students build their confidence in their ability to express their thoughts verbally and through their writing.

ENGLISH - 100 - GRADE 9 - Ninth grade English focuses on continued growth in the reading, writing, speaking, and listening skills used in previous SAVVAS myPerspectives curricula. Students work through a variety of units, featuring stories of survival, study of Shakespeare, stories about the future, and epic stories/poems. Students will complete various writing projects working on skills of synthesis, literary analysis, compare/contrast, and personal narrative. Assessments include traditional tests and quizzes (some open notes/text, some not), writing assignments, presentations, and projects. **NCAA-approved course**

HONORS ENGLISH - 101 - GRADE 9 – The goal of Honors English 9 is to provide a student with interest and advanced skills a chance to pursue the ninth grade English curriculum in greater depth. Students can expect this class to be faster-paced, including work being done outside of class more frequently. Ninth grade English focuses on continued growth in the reading, writing, speaking, and listening, skills used in previous SAVVAS myPerspectives curricula. Students work through a variety of units, featuring stories of survival, study of Shakespeare, stories about the future, and epic stories/poems. Students will complete various writing projects working on skills of synthesis, literary analysis, compare/contrast, and personal narrative. Assessments include traditional tests and quizzes (some open notes/text, some not), writing assignments, presentations, and projects. **NCAA-approved course**

ENGLISH - 105 - GRADE 10 - The tenth-year English curriculum incorporates the four communication skills (reading, listening, speaking, and writing) using the SAVVAS, supplemental texts, and project-based learning. Emphasis will be placed on developing these foundational skills through scaffolded reading, vocabulary acquisition, and analytical writing. Instruction in MLA- style will be interwoven into project-based learning with argumentative presentations and informative, career-based research projects. Students will take the Keystone Literature Exam at the conclusion of this course. **NCAA-approved course**

C.P. ENGLISH - 103 - GRADE 10 - The college-prep, tenth-year English curriculum focuses on developing reading, listening, speaking, and writing skills for college-readiness using SAVVAS, core literary texts, and project-based learning. Effective composition will be emphasized through the writing process, including planning, drafting, and revising. Instruction in MLA-style will be incorporated into project-based learning with argumentative presentations and informative, career-based research projects. Core texts to be read include *Frankenstein*, *Twelfth Night*, and *The Great Gatsby*. Students will take the Keystone Literature Exam at the conclusion of this course. **NCAA-approved course**

HONORS ENGLISH - 104 - GRADE 10 – The tenth-year Honors English curriculum focuses on developing reading, listening, speaking, and writing skills for college-readiness using SAVVAS, core literary texts, and project-based learning. This course is designed to prepare students for the rigor of Advanced Placement courses. Fast but efficient composition will be emphasized through mastery of the writing process, including planning, drafting, and revising. Instruction in MLA-style will be the focus of project-based learning with argumentative presentations and informative, career-based research projects. Core texts to be read include *Frankenstein*, *Twelfth Night*, and *The Great Gatsby*. Students will take the Keystone Literature Exam at the conclusion of this course. **NCAA-approved course**

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

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

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

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

C.P. ENGLISH - 109 - GRADE 12 - This course includes a survey of British and World literature beginning in ancient times and continuing to modern times found in SAVVAS myPerspectives curricula. Readings will include but are not limited to: *Beowulf*, books 1, 22, 24 of *The Iliad*, *Macbeth*, *The Story of a Shipwrecked Sailor* and *Into the Wild*. Romanticism, Realism, and Naturalism will also be studied. Emphasis is placed literary analysis as well as composition skills, including sentence structure, paragraphing, word choice, mechanics, and vocabulary development. **NCAA-approved course**

HONORS ENGLISH 12- 108- GRADE 12 – This course will center around both British and World Literature beginning with the Anglo-Saxon era to the Modern era from both SAVVAS and extra supplemental readings. Readings will include but not be limited to *Beowulf*, *The Iliad*, *Macbeth*, *The Story of the Shipwrecked Sailor*, and *Into the Wild*. Independent reads may also be assigned throughout the year. Emphasis in close reading, character development, symbolism, and author's purpose will be discussed. Various types of writing including argument, narrative and creative writing essays will have a focus on clear and sophisticated expression with high composition skills in sentence structure, word choice, mechanics, and vocabulary development. **NCAA-approved course**

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

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

PUBLIC SPEAKING AND DRAMA - 118 - GRADES 9/10/11/12 - This elective course is for students looking to develop their skills in front of an audience. The goal is to prepare students to succeed in the public speaking classes required in some colleges. It is a project-based class, with students developing speeches, presentations, and scenes/monologues both in written form and then shared in front of classmates. While most of the work is independent, there are a few group projects as well. The class will be focused on the qualities of a good speech and its presentation as well as building confidence and on-your-feet/improvisational thinking skills.

CREATIVE WRITING - 117- GRADES 9/10/11/12 - This elective course is designed for students who wish to utilize their creativity and storytelling skills via creative writing. The course focuses on giving a space for students to improve their narrative writing skills and hone their craft. This curriculum will include topics such as genre studies, character building, plot development, descriptive writing, dialogue, and writing mechanics. Students will read and analyze model texts to understand these skills which will be applied to their own writing projects. Students will set personal writing goals and establish actionable plans to meet those goals. Students will also collaborate during peer workshop sessions to provide feedback and foster a growth mindset. By the end of the course, students will have a portfolio of their writing from throughout the school year. **NCAA-approved course**

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

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

MATHEMATICS

All students grades 9-12 must successfully complete course requirements in three different math courses. In addition, all students are required to take a 4th year Math or Science course. However, an approved STEAM course can be substituted.

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

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

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

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

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

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

ALGEBRA IA - 300 - This is the first of two consecutive courses in which the concepts of the Algebra I course are taught. This course is designed for students who need Algebra I concepts but taught at a slower pace. The topics and sections covered in this course will include solving linear equations, solving linear inequalities, graphing linear functions, writing linear functions, and solving systems of linear equations. **NCAA-approved course ½ credit**

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

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

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

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

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

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

TRIGONOMETRY/ADVANCED MATH - 308 - During the first semester, trigonometry is developed in both application and theoretical situations. Advanced Mathematics topics are a continuation of algebra topics, which include equation theory, sequences and series, probability, exponential and logarithmic functions, and conic sections. Graphing calculators are provided for use within the classroom. Upon completion of this course, students may take Calculus and/or Statistics. *Dual Enrollment NCAA-approved course

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

AP PRECALCULUS - 318 – This course prepares students for college-level mathematics and science courses. The course framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. The course focuses on three units: (1) Polynomial and Rational Functions, (2) Exponential and Logarithmic Functions, and (3) Trigonometric and Polar Functions. A fourth unit (4) Functions Involving Parameters, Vectors, and Matrices will be studied after the AP exam. Preparation on test questions comparable to the actual Advanced Placement exam will be part of the course. A graphing calculator will be provided for the student use throughout the course. The course is designed for students intending to take the AP exam at the end of the school year. Upon completion of this course, students may take AP Calculus AB or Calculus and/or Statistics. Please take note of “Advanced Placement Courses” information found on page 4. *Dual Enrollment **NCAA-approved course**

A.P. CALCULUS A/B - 310 - The approved College Board syllabus for the AP Calculus A/B exam will be followed in this course. It allows for the necessary topics to be completed prior to the Advanced Placement exam in May. The pace for the course will be accelerated compared to Calculus. Preparation on test questions comparable to the actual Advanced Placement exam will be part of the course. A graphing calculator will be provided for student use throughout the course. The course is designed for students intending to take the AP exam at the end of the school year. Please take note of “Advanced Placement Courses” information found on page 4. *Dual Enrollment **NCAA-approved course**

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

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

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

SCIENCE

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

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

SCIENCE 8 - GRADE 8 - This course utilizes OpenSciEd's middle school science curriculum. It is an amalgam of Earth & Space Science, Life Science, and Physical Science meant for grade 8 students which meets the STEELS standards set forth by Pennsylvania.

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

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

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

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

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

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

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

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

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

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

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

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

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

SOCIAL STUDIES

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

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

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

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

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

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

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

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

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

HONORS MODERN WORLD HISTORY - 506 - GRADE 11 - This course will be a survey history of the modern world, exclusive of the United States. The time period covered will be from 1750 through the present. Events will be examined through a European perspective but will include global issues. The Honors course will involve more independent work and focus on better preparing students for college acceptance. Coursework will emphasize more challenging reading, include more intensive writing, and will facilitate the development of higher-level critical thinking skills. Please take note of the “Honors Courses” information found on page 3. **NCAA-approved course**

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

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

HONORS AMERICAN GOVERNMENT - 509 - GRADE 12 - This course in contemporary American culture takes a political approach to analyze current American life and government for students on the path to higher education. Emphasis is on analytical, research, and communication skills. Content focuses on the Constitutional structure of American government and processes of American politics, both historically and through relevant contemporary issues and current events. Please take note of the “Honors Courses” information found on page 3. **NCAA-approved course**

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

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

SOCIOLOGY/CURRENT EVENTS - 519 - GRADE 11/12 - This course will focus on the impact of social, political and economic issues and the role of the U.S. in global issues. Topics will include globalization, international trade, terrorism, political strife, human rights, environmental issues, and the challenges associated with developing policies to address these issues. The course will also cover principles of sociology, including social structure and society, inequalities of race, ethnicity, gender, and age, political and economic institutions, population and urbanization, and evolving social changes around the globe. Current events will be incorporated into class to reinforce class content and promote deeper understanding. This course DOES NOT reduce the Social Studies requirement. THIS COURSE MAY BE OFFERED EVERY OTHER YEAR. **THIS COURSE WILL BE OFFERED FOR THE 2026-2027 SCHOOL YEAR. NCAA-approved course**

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

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

SPECIALTY COURSE DESCRIPTIONS

ART

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

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

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

STUDIO ARTS CONCENTRATION – 852- GRADES 11/12 – (Prerequisite Art 2 or with teacher recommendation). Studio Arts Concentration is intended for experienced art students interested in honing technical skill and developing personal artistic style. Students will receive advanced technical instruction and will work on projects that require individual creativity and self-motivation. Students will be expected to produce work that communicates ideas and intentions through manipulation of subject matter, media, and processes. In addition to developing technical skills, an emphasis will be placed on creativity, self-expression, and visual storytelling. **THIS COURSE MAY BE TAKEN MORE THAN ONCE WITH TEACHER PERMISSION.**

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

CERAMICS 2 – GRADES 11/12 – 858 - (Prerequisite Ceramics 1) – This advanced course is for students who have experienced basic ceramic techniques such as pinch, coil and slab construction and wish to develop a greater sense of mastery in the medium of clay. Students will have the opportunity to work in a greater format and size, and experiment with glaze application and surface decoration. More involved hand building, glazing, and firing techniques will be covered as well as an introduction to the potters wheel. Because of the nature of the materials used in this course, all clay work must be done in class. Class size is limited to 12 students. **THIS COURSE MAY BE OFFERED EVERY OTHER YEAR. THIS COURSE WILL BE OFFERED FOR THE 2026-2027 YEAR.**

PAPER AND BOOK ARTS - 860 - GRADES 10/11/12 - (Prerequisite Art 1) Paper will take center stage in this class. Over the course of the school year students will fold, curl, bend, press, cut, sculpt, mold, recycle, decorate, and transform this everyday material into a variety of two- and three-dimensional art forms. Techniques covered may include quilling, origami, paper models, embossed, marbled and handmade paper, as well as altered and handmade books. Emphasis will be placed on craftsmanship, creativity, growth, and the design concepts involved in producing art. **THIS COURSE MAY BE OFFERED EVERY OTHER YEAR. THIS COURSE WILL NOT BE OFFERED FOR THE 2026-2027 SCHOOL YEAR.**

FIBER ARTS - 859– GRADES 10/11/12 – (Prerequisite Art 1) This course will provide students with an introduction to Fiber Arts and will focus on creating two and three -dimensional pieces using natural and synthetic fibers such as fabric and yarn. Students will experiment with a variety of fiber techniques that may include weaving, crochet, embroidery, felting, knitting, macrame, rug making, quilting, sewing, basketry, fabric collage, experimental surface design, dying, and fabric printing. Many of the techniques can be applicable to wearable art and 3-D forms. Emphasis will be placed on the history of fiber arts, creative design concepts, craftsmanship, and skillful use of materials. **THIS COURSE MAY BE OFFERED EVERY OTHER YEAR. THIS COURSE WILL BE OFFERED FOR THE 2026-2027 SCHOOL YEAR.**

INTRODUCTION TO JEWELRY AND METALSMITHING - 856 - GRADES 10/11/12 - (prerequisite Art 1) - This is a course in three-dimensional design which develops an understanding of the art elements and principles. In this course students will acquire working knowledge of jewelry and fabrication skills through basic and advanced jewelry and metalsmithing techniques. Techniques taught in this course include cold and hot connections, sawing, piercing, soldering, basic stone setting, forming, enameling, fire painting, and casting. **THIS COURSE MAY BE OFFERED EVERY OTHER YEAR. THIS COURSE WILL NOT BE OFFERED FOR THE 2026-2027 SCHOOL YEAR.**

ART IN PUBLIC SPACES - 854- GRADES 10/11/12 - (Prerequisite Art 1) - This course will focus on the production of art for public spaces, with an emphasis on murals. From the conceptual design stage to the selection process and creation, students will learn how public art is made and come to appreciate the effects that each piece has on the communities in which they reside. Unlike other art courses where students are predominately working on individual projects to be taken home, the majority of this course will be spent working on collaborative art pieces that are meant to be put on display in a public space.

BUSINESS

ECONOMICS AND PERSONAL FINANCE - 217 – GRADE 9

This Course meets the Personal Finance Half-Credit Graduation Requirement.

Students will examine and practice money skills in areas including savings, budgeting, debt, consumer awareness, bargain shopping, investments, insurance, choosing a career, and taxes. This course will improve students' understanding of key elements of economics and personal finance and help them to make better financial choices leading to a more fulfilling life.

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

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

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

COMPUTER SCIENCE

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

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

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

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

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

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

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

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

DRIVER EDUCATION

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

FAMILY AND CONSUMER SCIENCES

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

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

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

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

ADVANCED FOODS AND NUTRITION - 653 - GRADES 11/12 – Advanced Foods and Nutrition is a full year course with a prerequisite of successfully completing Foods and Nutrition with an 80% or greater. This course focuses on the basics of the food service and hospitality industry. Students will review safety and sanitation procedures, learn intricate knife cuts, practice advanced food preparation techniques, and explore careers in the culinary industry. Additional topics include menu planning, *mise en place* and plating techniques, regional and ethnic foods and much more! Labs are incorporated weekly allowing students to apply what they have learned. Students completing the Advanced Foods course will have the opportunity to earn a SERV Safe Certification, a valuable credential for those interested in the food service industry.

FOREIGN LANGUAGES

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

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

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

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

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

SPANISH I - 250 - GRADES 9/10/11/12 - Spanish I provides an introduction to the language and culture of the Spanish-speaking world. Speaking, listening and writing skills are heavily emphasized with a focus on communication in a variety of topics. The Spanish program is based on the belief that the purpose of learning Spanish is to communicate with native speakers and to understand their cultures as well. The goal of each level is to provide students with the content and skills necessary to build toward becoming conversational. **NCAA-approved course**

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

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

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

MUSIC

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

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

BAND - GRADE 7 - Open to all 7th grade students with 1-2 years of experience playing a band instrument. Exceptions to this rule will be made on a case by case basis. Instruction during the year is concerned primarily with instrumental skill development, the ability to read music and with preparation of concert music. Active participation during rehearsal time is mandatory. Participation in ALL scheduled concerts and events is mandatory. Junior High band students will be able to participate in other music-related opportunities throughout the calendar year. Students must have access to an instrument to enroll in this class. Please contact the instructor with questions about instrument availability.

CHORUS - GRADE 8 - Open to all 8th grade students who are interested in singing and vocal development. The chorus prepares two programs for public performance each year along with intensive eye and ear musical training aimed at developing music reading ability. Emphasis is placed on the developing male voice and multi-part harmony. Full participation in concerts is mandatory as is active participation in rehearsal. There may be opportunities for small-ensemble and/or solo performance as well as participation in other festivals and concerts.

BAND - GRADE 8 - Open to all 8th grade students with 1-2 years of experience playing a band instrument. Exceptions to this rule will be made on a case by case basis. Instruction during the year is concerned primarily with instrumental skill development, the ability to read music and with preparation of concert music. Individual growth and development are emphasized as students prepare for the high school music program. Active participation during rehearsal time is mandatory. Participation in ALL scheduled concerts and events is mandatory. Junior High band students will be able to participate in other music-related opportunities throughout the calendar year. Students must have access to an instrument to enroll in this class. Please contact the instructor with questions about instrument availability.

CONCERT CHOIR - 801 - GRADES 9/10/11/12 - This is a select group of mixed voices. Vocal and sight-reading proficiency are necessary. The group sings high caliber choral music from all periods of music history. Several public performances are given each year both in school and in the community. Full participation in concerts is mandatory as is active rehearsal participation.

SYMPHONIC BAND - 803 - GRADES 9/10/11/12 - This is an elective course for students in grades 9 through 12. Admittance is based upon instrumental proficiency and the requirements of balanced instrumentation. This is the primary group to represent the instrumental music department at school and community functions. All performances are mandatory. Students will be required to take individual playing assessments. Students are required to play for graduation.

MUSIC LITERATURE - 805 - GRADES 9/10/11/12 - An introduction to the music literature of the various periods of music history, mainly through the medium of the symphony orchestra, with emphasis placed upon formal structure. Students also study the development of American music from 1900 to the present day. **THIS COURSE IS GENERALLY OFFERED EVERY OTHER YEAR. THIS COURSE WILL BE OFFERED IN THE 2026-2027 SCHOOL YEAR.**

MUSIC THEORY I - 806 - GRADES 9/10/11/12 - An elective open to students with a background in music. Emphasis is on written theory with exposure to keyboard harmony and solfege. The primary thrust is developing melodic, harmonic, and rhythmic skills towards writing counterpoint and four-part harmony. Detailed attention is given to both major and minor keys, interval recognition (including ear training), triads, and seventh chords. Students should have a minimum of one year of successful experience in chorus or band, and instructor approval to schedule the course is recommended. **THIS COURSE IS GENERALLY OFFERED EVERY OTHER YEAR. THIS COURSE WILL BE OFFERED IN THE 2026-2027 SCHOOL YEAR.**

MUSIC THEORY II - 807 - GRADES 10/11/12 - An elective open to students with a background in music who have successfully completed Music Theory I. This course serves to expand on the musical theory content delivered in the first course, with an emphasis on further refinement of the skills developed during Music Theory I and in-depth exposure to themes a student majoring or minoring in music would find beneficial. **THIS COURSE IS OFFERED WHEN STUDENT INTEREST AND AVAILABILITY ALLOWS. THIS COURSE WILL NOT BE OFFERED IN THE 2026-2027 SCHOOL YEAR.**

INTRO TO MUSIC TECHNOLOGY - 808 - GRADES 9/10/ 11/12 - This course is a survey of technology and its uses in music. An elective open to students with a background in music and experience in playing an instrument in school or outside of school. Student experiences will include an overview of electronic music instruments, microphones, sound systems, digital and analog synthesis, effects processing, digital audio, MIDI, and sequencing. Students will also work with Finale and Reason/Record software. The enrollment is limited to 10 students.

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

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

PHYSICAL EDUCATION AND HEALTH

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

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

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

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

ANATOMY AND PHYSIOLOGY - 706 - GRADES 11/12 - Human Anatomy and Physiology is a course designed for students who desire to develop an understanding of the human body. Students will learn structures, functions, and regulation of human body systems through a variety of different learning strategies. **THIS COURSE IS OFFERED EVERY OTHER YEAR. THIS COURSE WILL NOT BE OFFERED IN THE 2026-2027 SCHOOL YEAR.**

FIRST AID AND SAFETY - 710 - GRADES 11/12 - The purpose of this course is to help participants identify and eliminate potentially hazardous conditions in their environment, recognize emergencies and make appropriate decisions for first aid care. It teaches skills that participants need until more advanced medical care arrives to take over. **THIS COURSE IS OFFERED EVERY OTHER YEAR. THIS COURSE WILL BE OFFERED IN THE 2026-2027 SCHOOL YEAR.**

TECHNOLOGY EDUCATION

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

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

9th Grade- HOME MAINTENANCE AND DESIGN – 621 - (60 day rotation)

This course will introduce students to the major components and sub-systems of a house and how they are used and configured in a home. Home design and maintenance will help students better understand the basics of the structure, electrical, plumbing, HVAC and the thermal energy properties of the structure.

INTRODUCTION TO ENGINEERING DESIGN - 620 – GRADES 9/10/11/12 – (IED) is a high school level foundation course in the PLTW Engineering Program. In IED students are introduced to the engineering profession and a common approach to the solution of engineering problems, an engineering design process. Utilizing the activity-project-problem-based (APB) teaching and learning pedagogy, students will progress from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Prerequisite: Students need to have taken or currently be enrolled in an Algebra II course. As a PLTW student, you have exclusive access to a variety of recognition opportunities including college credit, scholarships, preferred admission at colleges and universities, internships, apprenticeships, and other avenues to highlight your unique skills.

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

CIVIL ENGINEERING AND ARCHITECTURE (CEA) – 612 -GRADES 10/11/12 – (Prerequisite in Intro to Engineering Design or teacher recommendation) - The Project Lead The Way (PLTW) Civil Engineering and Architecture (CEA) course is a high school specialization course that introduces students to the principles of building and site design for both residential and commercial projects. Students learn to apply math, science, and engineering practices, using 3D architectural software to design and document projects. The course uses an activity-project-problem-based (APPB) learning model and emphasizes teamwork, communication, and technical skills like structural design, site planning, and building codes.

AEROSPACE ENGINEERING (AE) - 613 - GRADES 10/11/12 – (Prerequisite in Intro to Engineering Design or teacher recommendation) -The Project Lead The Way (PLTW) Aerospace Engineering course explores the fundamentals of atmospheric and space flight through a blend of classroom instruction and hands-on projects. Students learn the physics of flight, design and test airfoils and rockets, and apply industry-standard software to model orbital mechanics and propulsion systems. The course focuses on team-based problem-solving, professional skills, and applying engineering concepts to real-world aerospace challenges.

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

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

GRAPHIC COMMUNICATIONS II - 608 - GRADES 10/11/12 - PREREQUISITE

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

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

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

ADVANCED METAL TECHNOLOGY - 601 - GRADES 10/11/12 - Advanced Metal Tech. is a course for students who would like to continue their education in metalworking. Students will be introduced to different welding processes and more advanced machining processes. Part of the year will be spent designing and completing a production project. Prerequisite: Introduction to Metal with a 75% or higher.

ADVANCED METAL TECHNOLOGY II - 611 - GRADES 11/12 - This course is designed for students who have passed both Intro and Advanced Metal Technology. The course requires instructor approval and may not be offered every year. The intent of this course is to teach maintenance and repair of various machines and equipment. Part of the year may be dedicated to a large class project. Prerequisite: Metal I with a 75% or higher

INTRODUCTION TO WOOD TECHNOLOGY - 609 - GRADES 9/10/11/12 - In this course students will learn how to properly use hand tools and machines to lay out and process materials to specific dimensions. They will learn safety, project planning, basic joinery, assembly, sanding and finishing techniques. They will apply these skills to complete required assignments, tests and projects throughout the school year. OSHA 10 CERTIFICATION

ADVANCED WOOD TECHNOLOGY - 610 - GRADES 10/11/12 - Students must have successfully completed Introduction to Wood Technology with a 75% or higher prior to taking this course. This course begins by reviewing safety, machine processes and joinery before moving on to advanced woodworking techniques, independent design and construction of multiple progressively complex and independent projects throughout the school year.

CAREER AND TECHNICAL EDUCATION PROGRAMS

SUSQUEHANNA COUNTY CAREER AND TECHNOLOGY CENTER

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

SOAR: - SOAR stands for Students Occupationally and Academically Ready. The SOAR program articulates skills and tasks gained at the high school level to course credit earned in a postsecondary (college) degree, diploma or certificate program. In order to qualify for SOAR credits, a student must main a 2.75 GPA in their program area, score Competent or Advanced on their NOCTI exam, and complete all competencies on their task grid in the Advanced or Proficient range. For more information, please visit: <https://www.education.pa.go>

A.M. SCCTC - 899 - GRADES 11/12 - P.M. SCCTC - 900 - GRADE 10 - The programs taught at the vocational/technical school are trade courses designed to prepare students for careers in skilled occupations. Strong emphasis is placed on teaching business practices, handling tools, and interpreting technical manuals. These courses require good aptitude for mechanics and manual dexterity plus average academic ability. First year students attend in the afternoon. Second and third year students attend in the morning. This serves as your elective credits. After graduation from high school many continue their education in technical colleges. **Students must complete an online application through SCCTC for acceptance and enrollment.** – See your counselor for more details. THE FOLLOWING COURSES ARE AVAILABLE TO STUDENTS:

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

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

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

COSMETOLOGY PROGRAM - Prepares the student to apply technical knowledge and skills related to experiences in a variety of beauty treatments including the care and beautification of the hair, complexion and hands. Instruction includes training in giving shampoos, rinses and scalp treatments; hair styling, setting, cutting, dyeing, tinting and bleaching; permanent waving; facials; manicuring; and hand and arm massaging. Bacteriology, anatomy, hygiene, sanitation, salon management including record keeping and customer relations are also emphasized.

CRIMINAL JUSTICE/POLICE SCIENCE - This program will prepare students in the basics of security procedures and operations. Students will learn criminal and procedural law, search and seizure, vehicle and traffic laws, court systems, investigative work, corrections, juvenile justice, probation and law enforcement communications. In addition, a mock crime scene is on site and incorporated into the students program of study.

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

HEALTH/MEDICAL ASSISTING PROGRAM - This program is a combination of subject matter and experiences designed to prepare individuals for entry-level employment in a minimum of three related health occupations under the supervision of a licensed health care professional. Instruction consists of core course content with clinical experiences in one or two health related occupations. The core curriculum consists of planned courses for introduction of health careers, basic anatomy and physiology, and medical terminology. Students may also continue their education in a post-secondary/college environment.

MEDIUM/HEAVY VEHICLE AND TRUCK TECHNOLOGY - This program prepares students to diagnose, service, and repair medium- and heavy-duty trucks and diesel engines. Coursework covers engine systems, electrical and electronic systems, brakes, steering and suspension, drivetrain, and preventive maintenance. Students gain hands-on experience using industry-standard tools and diagnostic equipment to ensure vehicles meet performance and safety standards. Graduates are prepared for entry-level technician positions in the trucking, transportation, and equipment service industries.

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

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

COOPERATIVE VOCATIONAL EDUCATION PROGRAM

(Career-oriented Work Release)

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

EMPLOYMENT SKILLS CLASS – 901 – GRADES 11/12 – Students receive one credit for this co-op course, which meets daily. All co-op students take this class their first year in the program. Students will learn practical skills for employment and being successful in life. Topics such as safety, resume writing, interviewing, career exploration, starting your own business and professional development are addressed.

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

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

“There is no substitute for hard work.”
Thomas A. Edison

MATHEMATICS SEQUENCES

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

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

NOTES:

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

*Only students who have taken Pre-Algebra in 7th grade may enter Sequence #1.

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

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

ENGLISH SEQUENCES

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

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

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

SCIENCE SEQUENCES

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

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

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

SOCIAL STUDIES SEQUENCES

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

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

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