

2026 - 2027



**Junior/Senior High School
Course Selection Handbook**

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WARRIOR RUN SCHOOL DISTRICT
4800 Susquehanna Trail
Turbotville, PA 17772
(570) 649-5166 FAX (570) 649-5591
www.wrsd.org

Dr. Ryan Caper
Junior High Principal

Mrs. Ashley Sekel
High School Principal

Mr. Brian Shaffer
Assistant to the Principal

Ms. Faith Halderman
SCHOOL COUNSELOR
Class of 2028 & 2030


SCHOOL COUNSELOR
Class of 2027 & 2029

Mrs. Yami Melton
SCHOOL COUNSELOR
7th & 8th Grade

SCHOOL CHARACTERISTICS

TYPE OF SCHOOL: Public
ENROLLMENT: 650, GRADES: 7-12
SCHOOL YEAR: August - June; two 90 day semesters

The Warrior Run Junior/Senior High School provides equal opportunity in all programs and activities. The district does not discriminate on the basis of sex, race, disability, national origin, or color. Students with physical disabilities or chronic health conditions, such as diabetes or spina bifida, will not be excluded from school because of their disability. These students may qualify for special services, accommodations, or program changes even if they are in regular education programs. If you believe your child may need some services, modifications, even while participating in general education programs.

If you believe your child may benefit from additional support or accommodations to participate successfully in school, please contact your child's school counselor for more information. All inquiries and information are handled confidentially in accordance with state and federal law.

It is the mission of the Warrior Run School District to cultivate a culture of lifelong learning and continual growth where students are invested in their future, are inspired by rigorous and meaningful learning experiences, and encouraged to think, innovate, and create.

ADMINISTRATIVE GUIDELINES FOR GRADE PROGRESSION

The Warrior Run School District is committed to supporting the academic progress and instructional needs of every student. To facilitate the educational process, teachers will use progress reports as the primary means of communicating with the parents or guardians of students who are failing or in danger thereof. Parents and guardians should access the Sapphire Community Portal regularly to monitor their student's current grades and academic progress. The implementation of this policy and parental responses that contribute to the strengthening of the home/school partnership will assist in an orderly and equitable progression of students through each grade level.

JUNIOR HIGH REQUIREMENTS

Pupils who have successfully completed the academic program outlined for a particular grade level will be promoted to the next highest grade for the ensuing school year. Pupils who fail a core subject must make up the information in summer school.

Core subjects:

1 credit English
1 credit Math
1 credit Social Studies
1 credit Science

Enrichment subjects:

$\frac{1}{4}$ Art
 $\frac{1}{4}$ credit Applied Arts
 $\frac{1}{4}$ Music
 $\frac{1}{4}$ credit Physical Education
 $\frac{1}{4}$ Health
 $\frac{1}{4}$ Family and Consumer Sciences

Pupils who fail summer school will be retained in the same grade. Final decisions are made by the principal.

SENIOR HIGH GRADUATION REQUIREMENTS

Graduation from Warrior Run High School shall be in accordance with the graduation standards established by the Department of Education and the local school district.

All students must satisfactorily complete the following:

1. Earn a minimum of 25 credits
2. English – 4 year-long courses
3. Math – 4 year-long courses
4. Social Studies – 3.5 credits (3 year-long non-elective courses required)
5. Science – 3 year-long courses
6. Physical Education – 1 credit: PE 9 and one other PE course
7. Health
8. Fine or practical arts or humanities – 2 credits
9. Career Readiness I
10. Career Readiness II (includes Pennsylvania's requirement for financial standards)
11. Senior Exit Interview

SENIOR HIGH GRADE PROMOTION

In order for students to progress to the next grade level, they must meet certain criteria, which are based on total number of credits earned and completion of specified courses. A minimum of **6.75** credits will be scheduled for each traditionally enrolled student. All students can be scheduled for additional subjects beyond the minimum requirements. Such additional subjects should be related to interest, aptitude and achievement. Year-long classes meeting daily will be worth 1 full credit; semester courses meeting daily will be worth .5 credits, appropriate partial credit will be awarded for labs. **The following criteria will apply to core course progressions. Students who fail a sequentially ordered core course will attend summer school. Sequentially ordered core courses are English, Social Studies, Math and Science.**

Progression from 9th grade to 10th grade

Must earn a minimum of 6 credits in grade 9

Must earn 1 credit in each core course: English, Math, Science, and Social Studies

Progression from 10th grade to 11th grade

Must have earned a minimum of 12 total credits

Must earn the following credits in each core course: 2 credits each in English, Math and Science

Must have earned at least 1 credit in Social Studies

Progression from 11th grade to 12th grade

Must have earned a minimum of 18 total credits

Must have earned at least a total of 3 credits each in English and Math and at least 2 credits in both Science and Social Studies

Must be able to schedule to meet the minimum 25-credit graduation requirement

Disclaimer: The principal has the final say in student placement in all courses and credit requirements for graduation.

WARRIOR RUN CYBER

The Warrior Run Cyber Academy is an educational option in which a student completes most of his or her coursework online through a third-party vendor, usually in the student's home. A student's participation in the Warrior Run Cyber Academy is at the discretion of the superintendent, director of curriculum and instruction, building principal, and school counselors, who meet with the family to ensure that a cyber option is appropriate to the student's needs and learning styles. Participation in this program may lead to the awarding of a district diploma, provided that all graduation requirements as defined in district policy and state regulations are met and that the student complies with the provisions set forth in Policy 141 and other applicable district policies. Individual online courses may be taken by students to satisfy graduation requirements with approval from the principal. To the best extent possible, students will have to wait until the end of a marking period to switch from brick-and-mortar to Warrior Run Cyber school.

INTERPRETING THE ACADEMIC RECORDS:

A = 90-100

B = 80-89

C = 70-79

D = 65-69

65 minimum passing grade

A cumulative grade point average and class rank is computed for all subjects for all students at the end of grades 9, 10, 11 and 12. Honors and AP courses are weighted in the ranking (Honors 1.04; AP 1.08).

GPA is calculated by first multiplying the weighted credit value times the grade earned in the course in order to establish the quality points for each course. The quality points from all courses are totaled and then divided by the total number of credits attempted to calculate the GPA.

DEFENDER SUPPORT

With an increasing number of students struggling, we are offering an after school opportunity for students to get extra support from our faculty and staff. Students would attend the after school program in-person and work with our faculty and staff on current academic needs and creating a plan of study. Defender support runs from 3:15 - 4:45 two days per week and usually starts halfway through the first marking period.

DEFENDER CAMP

Defender Camp is an academic support program in place for students who are failing a core course at the end of marking periods one, two, and/or three. Students are given an opportunity to increase failing grades during the Defender Camp timeframe. Specific guidelines for increasing grades are given at the end of the designated marking period.

DROPPING A SUBJECT

The last day to drop a yearlong or semester course without penalty is five days following the beginning of the term.

Due to academic difficulty, a student may be allowed to change a course within the same discipline after the dates specified above without penalty on the official transcript or G.P.A., if that student obtains signatures from his or her teacher, parent, principal, and school counselor recommending the change. The deadline for such a change will be the last day of the first nine weeks marking period for a yearlong course and four weeks after the start of a semester course.

After these grace periods, any student who withdraws from a course will automatically receive the failing grade that he/she has received as of the withdrawal date.

SUMMER SCHOOL

Students who earn a failing grade for the year in a core subject must complete an individualized remediation program. This program will be determined cooperatively by a group consisting of the class teacher, guidance and administration. Any costs associated with the remediation program will be the responsibility of the student and their family.

JUNIOR HIGH SCHOOL COURSE DESCRIPTIONS

The courses listed have been approved by the Warrior Run District Board of Education, School enrollment, results from state and standardized tests, and rules and regulations from the Pennsylvania Department of Education determine the specific offerings for each school year.

ENGLISH COURSE DESCRIPTION

ENGLISH 7 **#2215** Grade 7

The seventh grade language arts curriculum includes reading and analyzing various texts that will refine the students reading and writing techniques. Areas of study include basic grammar concepts, literature, speech, and writing. Students will participate in reading articles, short stories, a novel unit and independent reading projects. Throughout the course students will be preparing for the Pennsylvania System of School Assessment (PSSA).

ENGLISH 8 **#2315** Grade 8

The eighth grade English curriculum involves working in the areas of literature, grammar, writing, vocabulary, and speaking and listening. Some of the graded components of this course work will include literature check-up, oral presentations, essay writing, grammar related information, independent reading assessments, and project work.

MATHEMATICS COURSE DESCRIPTION

MATH 7 **#5325** Grade 7

The Math 7 course is designed to introduce students to Algebra topics. Students learn skills with integers, expressions, solving linear equations and inequalities, proportional relationships, angle relationships, data analysis, and probability. *Advanced mathematics courses will be scheduled by administration based on student specific data.*

MATH 8 **#5015** Grade 8

The Math 8 course is a stepping stone between Pre-Algebra and Algebra 1. Students learn topics beyond those covered in a traditional Pre-Algebra course, but do not as in-depth as a traditional Algebra 1 course. Students develop skills in solving equations, linear functions, systems of equations, data displays and basic geometry. *Advanced mathematics courses will be scheduled by administration based on student specific data.*

**ALGEBRA I 7th & 8th Grade
#5435**

Algebra I is the basis of the academic math courses offered to all students. This course presents problem solving as its foundation and introduces algebraic techniques as tools of problem solving. It also connects algebra to other mathematical disciplines. The goal of this course is to prepare students for the Algebra Keystone Exam.

**ALGEBRA II 8th grade
#504MS**

Prerequisite: Algebra I Completion

This course develops in students a logical and systematic thought process in dealing with the solution of word problems as well as basic algebraic processes used in solving everyday problems. The student will develop a proficiency in basic mathematical skills when dealing with variable expressions and equations. The student upon successfully completing this course will be prepared for Geometry, Trigonometry, Probability & Statistics course, or Problem Solving Mathematics course.

SCIENCE COURSE DESCRIPTION

**SCIENCE 7
#6215
Grade 7**

Seventh grade science is an introduction to Earth and Space Science. We will cover a variety of topics in Earth and Space Sciences and how they relate and shape the world around us and beyond. This class will prepare students for future course work in science and promote scientific literacy. We will utilize technology to assist our learning and participate in hands-on activities. This class will enhance our ability to think critically and to creatively seek solutions to problems. This class will also continue our development of studying, writing, and presentation skills. Throughout the school year, we will be engaged in class discussions, demonstrations, hands-on activities, group work and projects, and lab experiments.

**SCIENCE 8
#6315
Grade 8**

We will discuss specific topics in Physical Science and how they relate to the world around us. This class will prepare students for future course work in science and promote scientific literacy. We will discover Physical Science through learning-focused lessons and class discussions. We will utilize

technology to assist our learning and participate in hands-on activities. This class will enhance our ability to think critically and to creatively seek solutions to problems. This class will also continue our development of studying, writing, and presentation skills. Throughout the school year, we will be engaged in class discussions, demonstrations, hands-on activities, group work and projects, and lab experiments. We will be learning about: The Nature of Science, Lab Equipment & Lab Safety, Matter, Motion & Stability, Energy, and Waves as time allows.

SOCIAL STUDIES COURSE DESCRIPTION

STUDIES 7

SOCIAL
#7215
Grade 7

The course is taught as a survey of the history of the United States from Forming a Government to America as a World Power. The course seeks to develop critical thinking skills and a deeper appreciation of historic issues and their relationship to current events. Students will write essays demonstrating their understanding of historic events and how the impacted changes in the United States.

STUDIES 8

SOCIAL
#7615
Grade 8

Geography is the study of places and the relationships of people and the environment in which they live. World Geography is a required course for 8th grade students which will concentrate on the study of the world. This course will begin with a review of the United States with physical and political maps and general geography skills. This class will then progress through the continents of North America, South America, Europe, Asia, Africa, and Australia. While on the journey around these different continents, students will work on physical and political maps of each continent. Students will gain a connection between physical geography and cultural geography.

OTHER REQUIRED JH COURSES

FUTURES 7 #4125 Grade 7

Students will begin refining their career exploration to match their interests and abilities. The course will guide students in understanding how their skills and interests relate to career exploration, course selection, postsecondary planning, and individual career plans.

SUCCESS Grade 7

FOUNDATIONS FOR #4225

This course is designed to introduce students to student life at Warrior Run Jr./Sr. High School and the study skills necessary to be successful in a variety of academic subject areas. The course is designed to provide students with the necessary “tools” to be more effective and efficient in their learning environments. This course teaches students how to learn and study using a variety of methods. The strategies that will be taught focus on increasing organization, learning effective note-taking skills, preparing and delivering oral presentations, time management, communication skills, conflict management, and study strategies. Students will be taught to utilize specific study skills most appropriate to their individual strengths and preferences.

EDUCATION

PHYSICAL

Grade 7 #9315 Grade 8 #9415

There will be a mixture of co-ed and gender-specific activities offered. The goal of the Physical Education curriculum is to emphasize personal fitness through various activity-based units as an introduction to lifetime activities. Students are graded on attendance, preparation, and participation. All doctor excuses should indicate the activities that a student can safely participate in, including alternate forms of exercise for students with specific injuries.

HEALTH 8 #9915 Grade 8

This course helps students build the knowledge and skills needed to make healthy, informed choices. Throughout the class, students will explore self-awareness and self-esteem, learning how personal identity and confidence impact their daily lives. They will practice decision-making and goal-setting skills to promote responsible behaviors and future success. Students will also study key body systems to understand how the body works and how to care for it. Finally, the course addresses the dangers of drug and alcohol use, equipping students with the tools to resist peer pressure and make safe choices. By the end of the marking period, students will have a stronger foundation for lifelong health and well-being.

MUSIC 8
#8715
Grade 8

Eighth grade music consists of two parts: musicology lab and exploratory lab. The musicology lab consists of a series of assignments that allow students to study aspects of music such as active listening, analysis, personal connection and expectation. The exploratory lab time allows students time to work with piano, guitar and music software to learn their favorite songs or to create their own music.

CONSUMER SCIENCE 7
FAMILY AND
#4015
Grade 7

7th grade Family and Consumer Sciences will be completing the SafeSitter Course and receive a National certificate of completion. Additional soft skills units will be explored.

STEAM 7
#4115
Grade 7

Students will explore the Engineering Design Process while completing hands-on projects. This is an introductory level class design to give the 7th grade student an in-depth overview and basic skill development in the area of Engineering Design. Students will progress through a series of small projects that teach the concepts of creativity, problem solving, and critical thinking. This course gives the student an overall exposure to the Engineering and Design aspect of the Industrial Technology department.

IA TECH ED 8
#4116
Grade 8

Students will explore different aspects of Technology through various hands-on projects.

ART 7
#8215
Grade 7

Students in this course will be exploring mediums and basic techniques that emphasize the principles of art and design. The course includes a heavy emphasis on drawing and two-dimensional technique.

ART 8
#8315
Grade 8

Students in this course will be exploring mediums and intermediate techniques that emphasize the principles of art and design. The course includes a heavy emphasis on drawing and two-dimensional technique, while also including simple approaches to painting.

INTRO TO STEAM

#4825

Grade

8

Think about all of the problems we encounter on a daily basis. More importantly, think about how you solve these problems with your critical thinking expertise. Introducing STEAM, a course focused on the daily applications of problem-solving within the fields of science, technology, engineering, art, and mathematics. Each problem will be the same, but the results will be entirely different! Logic is essential, but creativity is key to this course. Bring your motivation to change the world through your unique ideas and talents. As we like to say in STEAM, the only limitation is your own imagination.

JUNIOR HIGH ELECTIVES

CHORUS

#8835

Grade 7 & 8

Choir is an elective, full-year course. Students in Choir are required to attend all scheduled performances and dress rehearsals. The choir will perform repertoire from various time periods in music history and from cultures around the world. Students who join Choir for the Spring semester will receive 0.5 credits.

BAND

#8536

Grade 7 & 8

The 7/8 Grade Band is an elective, full-year course. Students in the 7/8 Grade Band are required to attend all scheduled performances (two or more times per year), and purchase required materials. The 7/8 Grade Band is for students who wish to be fully involved in school activities through membership in a musical organization. Requirements for this course are the willingness to work hard and proficiently demonstrate skills on a band instrument. Students who join the 7/8 Grade Band for the Spring semester will receive 0.5 credits.

CHOIR/BAND

#?

Grade 7 & 8

This full-year elective course is designed to allow students to maintain an interest in two performance art classes. Students enrolled in this course will follow a rehearsal schedule designed to provide training on voice and an instrument. Students will be responsible for completing the coursework for

both band and choir, including mandatory attendance at all scheduled rehearsals and performances during after-school hours.

ELA Special

#2415

Grade 7

This course is designed to provide enrichment and extension activities to 7th grade ELA students in preparation for the PSSAs and future ELA courses.

INTRO TO CADD 8

#4338

Grade 8

This course is to introduce students to basic concepts associated with computer aided design and drafting. Students will receive a variety of experience pertaining to the drafting trades. Students will be instructed on basic drafting techniques used to construct basic shapes to make multi view drawings in Autocad.

JOURNALISM

**Intro to
#2245**

Grades 7/8

This English elective provides an introduction to broadcast media experiences. Students will learn the fundamentals of newsgathering, writing, and editing, students are trained in computer-assisted production editing, and publication. They examine the media, the concept of our community's need to know, its right to know, and its responsibility to know. Students will utilize Adobe Creative Cloud.

SENIOR HIGH SCHOOL COURSE INFORMATION

CAREER JOURNEY/PATHWAY

This is your career journey...

Follow your spark, continue to explore opportunities, and plan for the future.

Through the use of this Course Selection Handbook as well as a variety of activities that occur throughout high school, it is the goal of the Warrior Run School District school counseling department that all students who leave Warrior Run will be college and/or career ready. Completing four years of high school is a means to the end; it is not the end. We are all on a never-ending career journey and we hope that the skills you learn and experiences you have at Warrior Run will prepare you for life.

As students, we hope that you will know...

- ❖ **Who you are...**
- ❖ **Where you want to go...**
- ❖ **And understand the process of how you are going to get there!**

What is your spark?

What gives your life hope, direction and purpose? What are you most passionate about? The answer to these questions is what your spark is. Sparks may be a skill or talent, a commitment (working towards social justice or service to the earth), and/or a quality (being a person of empathy – being there for others when they need to talk), helping, serving, volunteering, leading, learning a particular subject, athletics, being creative through art, music, dance or drama –

What is your Holland Personality Type?

- ❖ Investigative
- ❖ Artistic
- ❖ Social
- ❖ Enterprising
- ❖ Conventional
- ❖ Realistic

What career pathways could you explore?

Within each pathway are related careers. Each career needs a particular mix of personality types and ability levels for career success. While career pathways can be identified in several different combinations, here is one common way of thinking about them:

- ❖ **Arts & Communications**
- ❖ **Business, Finance and Information Technology**
- ❖ **Engineering and Industrial Technology**
- ❖ **Human Services**
- ❖ **Science and Health**

What are Career Pathways?

A Pathway is a broad grouping of careers that share similar characteristics and whose employment requirements call for many common interests, strengths, and competencies.

Why will students choose a career pathway?

- To help focus on a career area that matches your interests
- To help discover classes necessary to achieve your goals
- To create career awareness and encourage planning for post-secondary educational opportunities

How Will I Select a Career Pathway?

- Refer back to career development activities completed in Junior High
- Assignments and/or activities in Career Readiness I and Career Readiness II
- Job shadow requirement as part of Career Readiness II
- Talk to your parents, counselors, and teachers

While we hope that you are able to answer some of these questions already, you will be continuing to develop your answers through a variety of activities that will occur throughout your high school career. In addition to the Career Readiness I course for 9th graders and Career Readiness II course for 11th graders, these activities include the Armed Services Vocational Assessment Battery (ASVAB) for all 10th graders, the Preliminary Scholastic Aptitude Test (PSAT) for all 11th graders at the District's expense, a required job shadow experience as part of the Career Readiness II course, and the senior exit interview.

In addition to all of these activities, as well as several other events and lessons that are spread out through the entire high school curriculum, the course selection process for both academic and elective courses will help you lay the foundation of your life. We want to help every student figure out where they fit in our community and in life. The school counseling office looks forward to helping you find the “spark” that gives your life meaning and hopes to help you achieve your dreams.

Additional online resources that may be beneficial in career planning:

[PA Department of Labor Career Guide](#)

[Smart Futures](#)

[Career Clusters – BigFuture](#)

[Pennsylvania Career Guide \(PDF\)](#)

[PA Career Zone](#)

How Will My Course Selection Be Impacted?

- You will continue to complete coursework in major subject areas to satisfy graduation requirements
- You will still be eligible for Honors and/or Advanced Placement coursework if they satisfy the prerequisites
- You can still attend the LycoCTC beginning in 10th grade and Early College Program through Commonwealth University beginning in 11th grade

- Dual enrollment courses are also available through Luzerne County Community College beginning in 11th grade (or 10th grade for CTE students)

The next section of your course selection handbook provides a more detailed explanation about career pathways including a **SAMPLING** of careers within each pathway. Students should also utilize the Pathways Matrix, which indicates which pathway each of our courses are in.

Arts & Communications Pathway This Pathway is designed to cultivate students' awareness, interpretation, application, and production of visual, verbal, and written work. Includes the Performing Arts, Visual Arts, Publishing Arts, Government & Public Administration, and Education & Training clusters.		
Entry (OJT)	Technical/Skilled (1-3yrs)	Professional (4+yrs)
Model, Radio Operator, StageHand, Stunt Performer, Announcer, Dancer, Film Loader, Photographer, Floral Designer, Florist, Sound Technician, Desktop Publisher, Copy Person, Newsroom Worker, Library Assistant	Actor, Book Illustrator, Choreographer, Dancer, Disc Jockey, Musician, Talent Agent, Animator, Artist, Broadcast Technician, Fashion Designer, Jeweler, Make-up Artist, Recording Engineer, Video Manager, Computer Graphic Artist, Web Designer	Art or Music Teacher, Cinematographer, Composer, Film Editor, Multimedia Artist, Music Critic, Music Director, News Broadcaster, Producer & Director, Editor, Curator, Advertising Creator, Art Director, Interior Designer, Fashion Designer, Industrial Designer, Copywriter, News Writer, Telecommunications, Writer, Anthropologist, Elected Official, Translator, Public Administrator, Political Scientist, Genealogist, Linguist

Business, Communication, & Information Technology Pathway This Pathway is designed to prepare students in the world of business, finance, and information services. Includes the Marketing & Sales, Finance, Communication, Information Technology, and Business Management clusters.		
Entry (OJT)	Technical/Skilled (1-3yrs)	Professional (4+yrs)
Customer Service Representative, Shipping & Receiving Clerk, Telemarketer, Advertising Sales Agent, Bank Teller, Cashier, Payroll Clerk, Title Searcher, Computer Operator, Administrative Assistant, Data Entry, Retail Sales Clerk, School Secretary, Account Executive	Computer Salesperson, Graphic Designer, Bank Collection Officer, Claims Adjuster, Legal Secretary, Tax Preparer, Paralegal, Computer Support Specialist, Software Engineer, Computer Programmer, Medical Secretary, Real Estate Agent, Restaurant Manager, Sales Representative	Marketing Manager, Certified Public Accountant, Economist, Financial Manager, E-Commerce Analyst, Systems Software Engineer, Systems Analyst, Hospital Administrator, Human Resources Manager, Chief Executive Officer, Manufacturing Sales Representative, Business Analyst, News Reporter, Journalist, Project Manager, Sports & Entertainment Agent

Engineering & Industrial Technology Pathway

This Pathway is designed to cultivate students' interests, awareness, and application to careers related to technologies necessary to design, develop, install, and maintain physical systems. Includes the Construction & Architecture; Manufacturing; Engineering & Engineering Technology; and Transportation, Distribution, & Logistics clusters.

Entry (OJT)	Technical/Skilled (1-3yrs)	Professional (4+yrs)
Carpet Installer, Drywall Worker, Roofer, Machine Operator, Industrial Machine Mechanic, Dockworker, Freight Handler, Laborer, Warehouse Worker Apprenticeships: Brick Mason, Carpenter, Electrician, HVAC, Plumber, Machinist, Surveyor	Heavy Equipment Operator, Electric Technician, Metal Engineering Technician, Welder, Civil Engineering Technician, Robotics Technician, CAD/CAM Technician, Laser Technicians, Auto Mechanic, Air Traffic Controller, Auto Body Repair, Diesel Mechanic, Motorcycle Mechanic, Truck Driver	Construction Manager, Cost Estimators, Industrial Production Manager, Astronaut, Nuclear Engineer, Petroleum Engineer, Chemical Engineer, Computer Network Engineer, Architect, Civil Engineer, Industrial Engineer, Mechanical Engineer, Aeronautical Engineer, Aerospace Engineer, Transportation Engineer

Human Services Pathway

This Pathway is designed to cultivate a students' interests, skills, and experiences for employment in careers related to family and human needs. Includes the Counseling/Personal Care; Education; Law, Public Safety, and Government; and Hospitality and Tourism clusters.

Entry (OJT)	Technical/Skilled (1-3yrs)	Professional (4+yrs)
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Child Care Worker, Cosmetics Representative, Dry Cleaning Operator, Home Health Aide, Home Care Aide, Library Assistant, Teacher's Assistant, Armed Services Career, Bailiff, Corrections Officer, Postal Service Worker, Security Guard, Utility Worker, Aerobics Instructor, Travel Agent, Waitress, Baker	Barber, Cosmetologist, Manicurist, Massage Therapist, Mortician, Truck Driver, Personal Trainer, Armed Services Career, Crime Lab Technician, Firefighter, Postmaster, Police Officer	Funeral Director, Marriage & Family Therapist, Mental Health Counselor, Teacher, Principal, School Counselor, College Professor, City Manager, Criminologist, FBI Agent, Case Manager, Child Protective Services Caseworker, Licensed Social Worker, School Psychologist, Lawyer, Probation/Parole Officer, Park Ranger, Workforce Director, Athletic Agent, Executive Chef, Family Planner, Food Services Manager, Hotel/Motel Management
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Science & Health Pathway

This Pathway is designed to cultivate students' interests in life, physical, and behavioral sciences. Additionally, it involves the planning, managing, and delivery of therapeutic services, diagnostic services, health information, and biochemistry research & Development. Includes the Health Science; Agriculture, Food, & Natural Resources; and Science, Technology, and Math clusters.

Entry (OJT)	Technical/Skilled (1-3yrs)	Professional (4+yrs)
Hospital Worker, Patient Care Technician, Dialysis Technician, EEG Technician, Home Health Aide, Nurse's Aide, Pharmacy Technician, Physical Therapy Aide, Animal Caretaker, Breeder, Food Conservation Worker, Wildlife Reserve Worker, Surgical & Mapping Technician	Certified Nursing Assistant, Dental Hygienist, Emergency Medical Tech, Licensed Practical Nurse, Medical Lab Technician, Personal Trainer, Radiological Technician, Respiratory Therapist, Physical Therapy Assistant, Occupational Therapy Assistant, Dental Lab Technician, Fish & Game Worker, GPS Technician, Forest Conversationalist,	Athletic Trainer, Speech/Language Pathologist, Dietician, Physician Assistant, Medical Examiner, Pharmacist, Physician, Physical Therapist, Occupational Therapist, Registered Nurse, Agronomist, Geologist, Marine Biologist, Soil Conversationalist, Veterinarian, Chemist, Environmental Scientist, Geneticist, Statistician, Zoologist, Nuclear Engineer

	Surveyor, Veterinary Technician, Sound Engineer, Biological Technicians, Chemical Technicians	
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ACT 158: PATHWAYS TO GRADUATION

Act 158 of 2018 and Act 6 of 2017 provide alternatives to Pennsylvania’s statewide requirement of attaining proficiency on the three end-of-course Keystone Exams (Algebra I, Literature, and Biology). Effective with the graduating class of 2023, students have the option to demonstrate postsecondary preparedness through one of four additional pathways that more fully illustrate college, career, and community readiness.

More details can be found [here](#).

KEYSTONE PROFICIENCY PATHWAY

The Keystone Exams are end-of-course assessments designed to assess proficiency in Biology, Algebra I and English Literature. The student’s test scores are factored into the school’s Future Ready PA Index. Students will graduate through this pathway if they score Proficient or Advanced on each of the Keystone Exams (Algebra I, Biology, Literature). The Algebra I Keystone will be administered at the conclusion of Algebra I or Algebra IB. The Biology Keystone will be administered at the conclusion of Biology or at the end of the 1st semester of Multi-Sci I. The Literature Keystone will be administered at the end of English 10 or English 10 H.

KEYSTONE COMPOSITE PATHWAY

For students to graduate through this pathway the following criteria must be met: At least 1 Keystone Exam scaled score is 1500 or Greater, No Keystone Exam score is Below Basic, and the Keystone Exam 3-score composite is 4452 or Greater. Students may be provided remediation in order to increase projected Keystone proficiency.

CTE CONCENTRATOR

Students must meet locally established, grade-based requirements for Keystone content in which the student is less than Proficient on the Keystone Exam and complete 1 Artifact from pathway criteria. Artifacts for this pathway include: Industry-based competency

certification, likelihood of industry-based competency assessment success, or readiness for continued engagement in CTE Concentrator program of study.

ALTERNATIVE ASSESSMENT

Students must meet locally established, grade-based requirements for Keystone content in which the student is less than Proficient on the Keystone Exam and complete 1 Artifact from pathway criteria. Artifacts for this pathway include: attainment of one alternative assessment score or better (Act-21, ASVAB AFQT- 31, PSAT- 970, or SAT- 1010), Attainment of Gold Level or better on ACT WorkKeys, Attainment of 3 or better on AP Exam(s) related to each Keystone content area in which less than Proficient, Attainment of 4 or better on IB Exam(s) related to each Keystone content area in which less than Proficient, Successful completion of concurrent enrollment course(s) related to each Keystone content area in which less than Proficient, Successful completion of concurrent enrollment course(s) related to each Keystone content area in which less than Proficient, Successful completion of a pre-apprenticeship program, acceptance into accredited non-profit Institution of Higher Education (IHE) 4yr program for college-level coursework.

EVIDENCE-BASED PATHWAYS

Students must meet locally established, grade-based requirements for Keystone content in which the student is less than Proficient on the Keystone Exam and complete 3 Artifacts from pathway criteria. The 3 artifacts should be consistent with student goals. ONE or more from Section One and No more than TWO from Section Two. Section 1: Attainment of 630 or better on any SAT Subject Test, Attainment of Silver Level or better on ACT WorkKeys, Attainment of 3 or better on any AP/IB Exam, Successful completion of any concurrent enrollment or postsecondary course. Industry-recognized credentialization, acceptance into accredited non-profit Institution of Higher Education for college-level coursework in an other than 4 year program. Section 2: attainment of Proficient or Advanced on any Keystone Exam, successful completion of a service-learning project, letter guaranteeing full time employment or military enlistment, complete of an internship/externship/cooperative education program, compliance with NCAA Division II academic requirements.

SENIOR EXIT INTERVIEW

Students will participate in an exit interview process during the spring of their senior year. The senior exit interview replaces the graduation project, but will remain focused upon careers and students' options for the future. Students will use information they have gathered in the

Career Readiness I and II courses as well as other career activities to develop a personal plan for their future. Students will then share their plans for the future with a panel of teachers, administrators and/or community members.

SCHEDULING

There are two sequences of basic academic courses included in this section: the **Core Program Sequence** and the **Accelerated Program Sequence**. Each allows flexibility of scheduling electives, Lyco CTC curriculum, and matching of student strengths to specific courses.

COURSE SELECTION PROCESS

In January, teachers will conduct a "Preliminary Prerequisite" check. Students will be placed based solely on their current grade, a Preliminary Placement. Students will be encouraged by their counselors, if they are unhappy with the preliminary placement, to reach out to their teacher/s to find out what they need to do to meet the class requirements.

In April, teachers will check course prerequisites again. At that time, teachers will make final recommendations based on course prerequisites, work ethic, skill and knowledge in content not assessed, course rigor and curriculum, and career interest. **After this time, all course recommendations will be final.**

NCAA ATHLETICS

Students who desire to play on a NCAA Division I or II college athletic team need to register with the NCAA Eligibility Center [NCAA Eligibility Center Registration](#). Please work closely with your school counselor to develop an appropriate plan for college.

CORE AND ACCELERATED PROGRAM SEQUENCE

This four-year plan of study should serve as a guide as you develop your academic core requirements and electives. All plans should meet WRHS graduation requirements.			
9 th	10 th	11 th	12 th
<u>English*</u> (choose 1) English 9 OR English 9 (Honors)	<u>English*</u> (choose 1) English 10 OR English 10 (Honors)	<u>English*</u> (choose 1) English 11 OR English 11 (Honors)	<u>English*</u> (choose 1) English 12 OR College English OR AP English 12
<u>Math*</u> (choose 1) Algebra I OR Algebra IA OR Algebra II OR Geometry (H)	<u>Math*</u> (choose 1) Algebra IB OR Algebra II OR Geometry/Geometry (H) OR Trigonometry (H)	<u>Math*</u> (choose 1) Problem Solving OR Algebra II OR Geometry/Geometry (H) OR PreCalc (H) OR AP Stats OR AP Calc OR Trigonometry (H)	<u>Math*</u> (choose 1) Personal Finance OR Geometry OR Statistics OR Trigonometry (H) OR PreCalc (H) OR AP Stats OR AP Calc
<u>Science*</u> (choose 1) Biology 9 OR Biology 9 (Honors) OR Biology A	<u>Science*</u> (choose 1) MultiSci I OR Chemistry I OR Chemistry I (Honors)	<u>Science*</u> (choose 1) MultiSci II OR Physics I OR Physics I (Honors)	<u>Science</u> Science Elective (optional)
<u>Social Studies*</u> (choose 1) Early World History OR Early World History (Honors)	<u>Social Studies (optional)</u> Modern World History Honors (optional) OR AP World History OR Psychology OR History of Central PA	<u>Social Studies*</u> (choose 1) Modern American History OR Modern American History (Honors) OR AP US History	<u>Social Studies*</u> (choose 1) American Govt. OR American Govt. (Honors) OR AP Gov't & Pol.
Physical Education*	Physical Education*	Career Readiness II*	
Career Readiness I*	Health*		
Pathway Electives (up to 3.0 credits)	Pathway Electives (up to 4 credits)	Pathway Electives (up to 3.5 credits)	Pathway Electives (up to 5.0 credits)
*Courses are graduation requirements.			

SENIOR HIGH SCHOOL COURSE DESCRIPTIONS

The courses listed have been approved by the Warrior Run District Board of Education, School enrollment, results from state and standardized tests, and rules and regulations from the Pennsylvania Department of Education determine the specific offerings for each school year.

Dual Enrollment Opportunities

PENN COLLEGE NOW

Penn College NOW is a dual enrollment program that allows students to take college courses while in high school. The courses are taught at the high school by Penn College approved high school instructors. The courses follow the college syllabus and require college-approved textbooks.

To enroll in a Penn College NOW course, the student meets placement requirements set by Penn College. Penn College NOW credits and course grades will appear on a Penn College transcript and may be applied toward specific Penn College degrees or transferred to other postsecondary institutions. The extent to which the credits will transfer to another college or university is at the discretion of that college or university. Students enrolled in a Penn College course follow the same procedures and regulations as Penn College students, including meeting deadlines for dropping classes.

Students enrolled in a Penn College Now course will have a weighting of 1.08 applied to their course grade.

The courses listed below are currently being offered at Warrior Run High School through the Penn College NOW program for college credit. Students also have the option of taking some courses without enrolling in the PC Now program.

FUNDAMENTALS OF CHEMISTRY

PC Now: Fundamentals of Chemistry (CHM100)

This course is designed for students entering into a nursing or similar medical program or for students interested in earning science credits through Pennsylvania College of Technology. This is a year-long class that explains basic and advanced principles of chemistry and its practice in the laboratory. An emphasis is placed on the underlying structure of matter (atoms, ions, molecules) and how structure determines properties. It is designed to teach chemistry terminology and symbols, as well as to develop analytical and critical thinking skills. In addition to receiving high school credit for this course students can also receive college credit through Penn College Now program. Students enrolled in the Penn College Now course will have a weighting of 1.08 applied to their course grade.

*Students who are pursuing a Science and Health Pathway or Engineering, Manufacturing, and Technology Pathway or are planning to attend a 2-year technical/trade school can take this course in 11th grade to satisfy the 3rd year science course requirement. Prerequisite: Successful completion of Biology and Chemistry or Multi-Sci

SANITATION

PC Now: Sanitation (FHD118)

This semester-long course provides the principles for the prevention of foodborne illness in the hospitality industry. Control measures are covered, with emphasis on maintaining a sanitary foodservice operation through knowledge of biological and physical hazard issues. Hazard Analysis Critical Control Point (HACCP) fundamentals and steps for implementation are also covered. The National certification exam is conducted as a part of this course. Students can receive high school and college credit for the course. Students passing the certification exam with a 75% or higher become certified Food Safety Protection Managers, which is highly sought after in the culinary profession. This could give students an edge over others seeking restaurant employment, a pay raise, and positions beyond entry-level employment.

EARLY COLLEGE

Commonwealth University of Pennsylvania offers an early college program where students can get a head-start on their college career. Early College provides an opportunity for students to earn college credits that may apply toward a bachelor's degree as well as have the potential to be used as dual enrollment credits for high school graduation requirements. Students may take up to 12 credits (4 classes) per semester. Advantages for students include: expansion of educational experiences beyond the high school offering, exploring potential college majors, building your resume to make college applications more competitive, a reduced cost of college education with reduced tuition, and minimizing the time to degree completion.

To enroll in this program, an Early College application for non-degree admission needs to be completed. A high school transcript and authorization from the student's parent/guardian, school counselor, school principal, and school superintendent are required. Scheduling is completed with the Early College Programs Assistant Director and your school counselor. It is important for Early College students to communicate with their school counselors to ensure they are satisfying the high school graduation requirements with the courses they are taking at the university

LUZERNE COUNTY COMMUNITY COLLEGE

Warrior Run High School has a partnership to offer courses through Luzerne County Community College (LCCC). These courses are taught at Warrior Run High School by Warrior Run High School teachers. To enroll in an LCCC Course, the student achieves the requisite score on

the Accuplacer test that is set by LCCC. Arrangements to administer this test on the Warrior Run High School campus will be made. Students enrolled in an LCCC course are subject to the college's procedures and regulations, including meeting deadlines for adding and dropping classes.

Students enrolled in a Luzerne County Community College course will have a weighting of 1.08 applied to their course grade.

Education Fundamentals II and General Psychology Honors and AP Probability and Statistics are all offered as Dual enrollment courses through Luzerne County Community College as a part of our Education CTE Program.

Cooperative Education and Workplace Readiness

3 credits

WORK PLACEMENT

#130a

Grade 12

Cooperative Education is an education program that combines classroom instruction with on-the-job training in a career area of the student's choice. This unique program of education is designed to integrate classroom study in employability and life skills with planned, supervised, practical work experience. Students enrolled in Cooperative Education must also be enrolled in the class entitled Workplace Readiness. The Cooperative Education Program is a partnership between local businesses and the high school. Career competencies are developed at the job-training site. Related classroom theory is taught in the class entitled Workplace Readiness. Cooperative Education serves groups of students whose career objectives cannot be met by attending any of the CTE programs offered at the local comprehensive high school or cannot find a spot in one of the CTE courses due to over enrollment. Prerequisite(s): Interviewed and accepted into the program with an approved job/internship for the start of the school year that aligns with the student's career pathway. Application for Cooperative Education must have the signatures of approval of the Cooperative Education teacher, Dean of Students, Principal, and School Counselor. (Must be enrolled in the class entitled Workplace Readiness)

1 credit

WORKPLACE READINESS

#130

Grade 12

Workplace readiness is a one-credit course for those students that have a part-time job during the school day. Emphasis will be placed on two areas; getting a job (acquisition) and maintaining your job (retention). Job acquisition documents will include, but will not be limited to; job applications, letters of appreciation following an interview, letters of introduction, postsecondary education applications, request for letters of recommendations, and resume updating. Learning how to maintain your job (retention) will focus on personal attitudes and work

habits that support career retention and advancement along with conflict resolution skills The outcome of the class will incorporate a career portfolio of all assigned classroom projects. Students participating in a Capstone Cooperative Education are not eligible to take this class. (Must be enrolled in the class entitled Cooperative Education)

1.5 credit/course

EDUCATIONAL FUNDAMENTALS I

#461

 **Education CTE Program 13.0101**

Grades 10-12

This course is designed to give students an understanding of the education career and what it entails. This includes what options exist in education, what makes a dynamic and effective teacher, obtaining clearances, and other necessary considerations. Students will complete elements of the task list for CTE programming. Upon completion of this and the other courses in this pathway, students will earn industry-recognized credentials toward Education and possibly be able to earn dual enrollment credits. Students will be required to complete observation hours outside of class time and/or during lab time for this course.

1.5 credit/course

EDUCATIONAL FUNDAMENTALS II

#463

Grades 11-12

prerequisite courses: Education Fundamentals I

This course is designed to give students a deeper understanding of the education career and what it entails. Students will begin to look at deeper concepts like bias in education, effective lesson planning and classroom management to meet the needs of all students and conflict resolution.. Students will complete elements of the task list for CTE programming. Upon completion of this and the other courses in this pathway, students will earn industry-recognized credentials toward Education and possibly be able to earn dual enrollment credits. Students will be required to complete observation hours outside of class time and/or during lab period for this course. This course is offered as a dual-enrollment course through Luzerne County Community College.

.25 credit/course

EDUCATORS RISING MICROCREDENTIAL INDEPENDENT STUDY 1-5

#464

Grades 11-12

prerequisite courses: Education Fundamentals I

This course is designed to help students earn their micro-credentials for teaching. The micro-credentials, also known as digital badges, are performance-based assessments that provide students with opportunities to demonstrate their competencies on the road to great teaching. There are a total of five “Beginning to Teach” micro-credentials that students can choose from including: design, effective classroom

leadership, collaboration, formative assessment, and learner engagement. It is recommended that students complete the micro-credentials in the order listed above. Students will work on the microcredentials at their own pace. A student is required to complete one microcredential per .25 credit. To officially receive the microcredentials, the students will be required to pay the application fee. Students may, however, choose to take the course and not submit the application to receive the actual credential.

3 credits

#461B

EDUCATION WORKPLACE EXPERIENCE

Grade 12

prerequisite(s): Completion of Education Fundamentals 1 and 2 and teacher approval

In this education program students will be placed in a classroom in the field they are interested in. They will work with a mentor teacher to learn on the job skills and methods to enhance their teaching portfolio. Students will be required to transport themselves to the location of their workplace experience and communicate regularly with both their mentor teacher and workplace supervisor. This experience is a requirement for the General Education CTE pathway.

CHILDCARE AND SUPPORT SERVICES CTE

 Childcare and Support Services CTE Program 19.0708

This program in Childcare and Support Services prepares students to care for and support young children. Students learn child development, safety, nutrition, behavior management, and early education techniques, equipping them with practical skills for careers in childcare, early education, and family support services. Students will complete elements of the task grid for CTE programming and can earn early industry-recognized credentials such as OSHA and CPR certification. This program includes a scope and sequence of FCS and education courses; please see the FCS course selection section and speak with your school counselor for more information.

9th GRADE SCHEDULING

Ninth grade students will be scheduled for the following: English 9, Early World History, Math*, Biology, Physical Education 9, Career Readiness I, and one of the following: Intro to World Language** or 1 credit total elective

*A student's math placement will be determined by the student's performance in the 8th grade mathematics curriculum, his/her proficiency on the Algebra I Keystone exam and teacher recommendations.

**Spanish I, French I, German I – A world language should be selected by students who, at this point, plan to go to a four year college. Counselors may recommend that some students wait until their sophomore year to take a world language course. Please note that students planning to go to college should take at least two consecutive years of a world language 9th-12th grade.

9th GRADE ELECTIVES

Accapella Choir*
Art Studio I*
Baking *
Band
Band/Choir
Becoming You*
Better Citizens with the Medal of Honor*
Business*
Concert Choir
Child Development
Competitive Leadership*
Digital Media (teacher recommendation only)
Digital Photo & Design*
Drama I*
Fashion Design*
French I
German I
Guitar I*
Guitar II*

Introduction to CADD*
Introduction to Construction*
Intro to Performance and Public Speaking*
Intro to Play Production*
Intro to Shakespeare*
Intro to Woodworking*
Management*
Marketing*
Musical Theatre*
Principles of Acting*
Principles of Agriculture
Sanitation*
SAT Prep Math**
SAT Prep Reading**
Service Learning*
Song Writing/Electronic Music*
Spanish I
Spanish II
STOMP*

History of Rock & Roll*
How To Be A Human*

Piano I/II*
Foods 101*

*Denotes ½ credit course

** Denotes ¼ credit course

Please see course description for prerequisites or requirement

ENGLISH (four year-long courses are required)

1 credit

ENGLISH 9
#202

The ninth grade English curriculum involves reading and analyzing various texts in order to develop more sophisticated writing techniques. Areas of focus include the study of grammar, research, literature, vocabulary, speech and composition. The students will be reading information texts, articles, novels, poetry, short stories, and a Shakespearean play. Research skills are developed and reviewed in accordance with state curriculum requirements.

1 credit

ENGLISH 9 (Honors)
#200A

Prerequisite: 92% average in English 8 and at least Proficient on the 8th grade English Language Arts PSSA; teacher recommendation is required.

The ninth grade English curriculum involves reading and analyzing various texts in order to develop more sophisticated writing techniques. Areas of focus include the study of grammar, research, literature, vocabulary, speech and composition. The students will be reading information texts, articles, novels, poetry, short stories, and a Shakespearean play. Library orientation is required for all students; library skills are reviewed in accordance with state curriculum requirements. The Honors English 9 course will include supplemental readings, more frequent writing requirements and summer reading and writing assignments. **If summer work is not completed by the start of school, you will be removed from this Honors course.**

1 credit

ENGLISH 10
#208

The tenth grade English course will emphasize the understanding of basic grammar, vocabulary development, writing skills, and reading for understanding and enjoyment. Novels, plays, short stories, poetry, Shakespeare, and research will be studied emphasizing the basic elements of literature and literary concepts. Throughout the course, students will practice and prepare for the Literature Keystone exam, which will be administered as the final exam.

1 credit

ENGLISH 10 (Honors)

#208A

Prerequisite: 90% average in English Honors 9 or a 92% average for English 9 and teacher recommendation.

The 10th grade English Honors course will emphasize the study of literature, both fiction and nonfiction. Students will study various novels, short stories, poetry, and drama. Throughout the course, students will complete formal essays and research, and practice constructed responses to literature, where they will analyze, interpret, and explain the content. The curriculum also includes summer reading and assignments which must be completed to enter the class. Throughout the course, students will practice and prepare for the Literature Keystone exam, which will be administered as the final exam. **If summer work is not completed by the start of school, students will be removed from this Honors course.**

.5 credit

LITERATURE LAB 9

#202A

LITERATURE LAB 10

#201

Placement in this course is at the discretion of the administration.

The Literature Lab course is designed to help students improve basic literacy skills. This course will be individualized for each student, rooted in students' areas of need, and will be created based on the makeup of the class, given students' learning levels and styles. The purpose of this course is to help students establish a strong foundation in literature skills and standards, to successfully improve reading and writing, not only for English courses but for literacy across subjects and grade levels.

1 credit

ENGLISH 11

#222

The eleventh grade English program will emphasize American literature. Students will study and develop writing techniques, and they will focus on American poetry, short stories, drama, and novels. Students will develop basic writing techniques including a grammar review. All students will be required to write a term paper in conjunction with their English and history teachers.

1 credit

ENGLISH 11 (Honors)

#220

Prerequisite: 90% in English 10 Honors or a 92% in English 10 and teacher recommendation.

The eleventh grade English program will emphasize American literature. The student will study American poetry, short stories, and novels. Academic students will focus on writing longer papers of various types. Organization, development, clarity, and logic will be emphasized. All students will be required to write a term paper in conjunction with their English and history teachers. The eleventh grade honors program will include summer reading and assignments, which also must be completed to enter the class. During the year, additional reading assignments and additional papers that compare and evaluate literary works will be completed. **If summer work is not completed by the start of school, you will be removed from this Honors course.**

1.5 credits

AP ENGLISH

#230

Grade 12

Prerequisite: 90% or above in English 11 Honors or 92% or above in English 11 and teacher recommendation.

Advanced Placement English provides students who are highly motivated and academically able to pursue college level English studies while still in high school. Students take an Advanced Placement examination in May to earn college credit and/or advanced placement. Students will develop skills for understanding and evaluating works of literary merit and for writing with logic, clarity, and discernment about those works. The course fosters an appreciation for works which express the significant ideas of mankind. Summer reading and assignments are required. Failure to complete assigned summer reading may necessitate removal from the course. **If summer work is not completed by the start of school, you will be removed from this Honors course.**

1 credit

ENGLISH 12

#232A

English 12 provides a survey of literature to represent multiple genres, including fiction, poetry, and drama. The course emphasizes practical skills such as understanding textual information, communicating effectively, and technical writing and is best suited for students who are attending technical school or entering the workforce after graduation.

1 credit

COLLEGE ENGLISH

#233

Grade 12

College English includes a survey of British literature Beowulf to present, including novels, supplemental readings, poetry, and more frequent writing requirements. This course focuses on analyzing text, research skills, and classroom discussion that is similar to college level courses.

ENGLISH & COMMUNICATION ELECTIVES

.5 credit

INTRO TO SHAKESPEARE

#247

Grades 9, 10, 11, 12

This semester-long class allows students to experience Shakespeare in the best possible way: a performance setting. Students will perform, analyze, and watch excerpts from shows to learn about what is actually going on in plain English. This course is designed to help students understand and appreciate some of Shakespeare's most popular shows, experience how to give his words real meaning in performance, and recognize the Bard's important role in our culture.

.5 credit

FILM AND LITERATURE

#245

Grades 11, 12

Film and Literature is a one semester elective designed to encourage analytical thought regarding the translation of written words into film. In this class, students will delve into literature and study how screenwriters and directors interpret the literature on screen, while maintaining the author's integrity.

Students will study such literature as short stories, children's books, Greek mythology, plays and/or novels. They will watch media interpretations of the written work and study types of interpretations and film language. Students will develop comparisons, analyze details, and discover elements of literature across a variety of film types. *This class is recommended for students in grades 11-12. Permission slips may be required.*

.5 credit

LEADERSHIP DEVELOPMENT

#235

Grades 10-12

Prerequisite: Teacher Recommendation

This course converges the study of leadership principles with the action of building a healthy school- wide culture and climate. Leadership theories, concepts, and skills are analyzed through class instruction and interactive activities. This traditional approach to learning is extended into application of each lesson topic through service learning experiences specifically designed to positively affect the school's culture and climate, physical campus experience, as well as stakeholder trust and morale. The greater purpose of this course is to create students who effectively embody leadership in action, not just in title.

MATHEMATICS (four year-long courses are required)

[Math Pathways Map](#)

1 credit

#502

ALGEBRA I

Algebra I is the basis of the academic math courses offered to all students. This course presents problem solving as its foundation and introduces algebraic techniques as tools of problem solving. It also connects algebra to other mathematical disciplines. The goal of this course is to prepare students for the Algebra Keystone Exam.

1 credit

#502B

ALGEBRA I A

Algebra 1A/1B is a two-year course that will cover the beginning topics of a traditional Algebra 1 course with a focus on applications. The class allows for individual intervention as needed covering the following concepts: real numbers and operations, solving equations and inequalities, functions, and coordinate geometry. *Administrative placement only.*

1 credit

#502C

ALGEBRA I B

Prerequisite: Algebra 1A or Administrative placement

Algebra 1B is the second part of a two-year course that will cover the remaining topics of a traditional Algebra I course. Algebra 1B covers the topics of coordinate geometry, polynomial expressions, and data analysis. The goal of this course is to prepare students for the Algebra 1 Keystone Exam with a focus on concept application.

1 credit

#504

ALGEBRA II

Prerequisite: Algebra I or teacher recommendation

This course develops in students a logical and systematic thought process in dealing with the solution of word problems as well as basic algebraic processes used in solving everyday problems. The student will develop a proficiency in basic mathematical skills when dealing with variable expressions and equations. The student upon successfully completing this course will be prepared for Geometry, Trigonometry, Probability & Statistics course, or Problem Solving Mathematics course.

1 credit

GEOMETRY

#503

Prerequisite: Successful completion of Algebra II or teacher recommendation

Geometry is a course designed to teach and develop deductive reasoning through the use of geometric relationships and proofs and to integrate these concepts with arithmetic, algebra, and numerical trigonometry. In order to succeed in geometry, a student needs a strong Algebra I background.

1 credit

GEOMETRY (Honors)

#503A

Prerequisite: 92% in Algebra II or teacher recommendation

Geometry (Honors) is an honors course designed to teach and develop deductive reasoning through the use of geometric relationships and proofs and to integrate these concepts with arithmetic, algebra, and numerical trigonometry. In order to succeed in geometry, a student needs a strong Algebra I background.

1 credit

TRIGONOMETRY (Honors)

#506A

Prerequisite: 90% in Geometry (Honors) or 92% in Geometry or teacher recommendation

Trigonometry is a course focused on the study of circular and trigonometric functions. This course includes working with angular measure, identities, inverse functions, and the study of triangles. Upon completion of basic concepts, trigonometric applications and related topics will be studied. Other topics include vectors, polar coordinates, complex numbers, and logarithmic functions.

1 credit

PRECALCULUS (Honors)

#508

Prerequisite: 90% in Trigonometry or teacher recommendation

Precalculus emphasizes comprehensive coverage of these major content areas: trigonometry, advanced topics in algebra and analytical geometry, and an introduction to the skills and ideas of calculus. **If summer work is not completed by the start of school, you will be removed from this Honors course.**

1 credit

PROBLEM SOLVING MATHEMATICS

#514

Grade 11*, 12

This course is designed for students who are pursuing a specific technical or skilled position in a career pathway that does not require a 4-year college degree after high school. This course reviews basic arithmetic, algebraic, and geometric concepts along with an introduction to trigonometric concepts. These math concepts will then be applied to practical everyday situations involving personal finances, more advanced algebraic concepts, and probability and statistics. This course is strongly recommended for seniors planning on attending a two-year post-secondary or technical school.

*Students who are planning to attend a 2 year technical/trade school can take this course in 11th grade

1 credit

#507A

PROBABILITY AND STATISTICS

Grade 11, 12

Prerequisite: Successful completion of Algebra II or teacher recommendation

This course exposes students to an informal look at probability and statistics. It provides coverage of descriptive and inferential statistical techniques and probability theory.

Topics include numerical summary measures (mean, median, mode, variance, and standard deviation); graphing; standardized normal curve; counting techniques; rules of probability and odds; common probability distributions; and expected value. Seniors planning to pursue non-math or non-science careers may find this course beneficial.

1.5 credits

AP PROBABILITY AND STATISTICS

Prerequisite: Successful completion of Algebra II or teacher recommendation

AP Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data.

Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions

1.5 credits

#522

AP CALCULUS

Prerequisite: 90% in Trigonometry (Honors) or Precalculus (Honors) or teacher recommendation

There are three major areas of study in this course – Limits, Differential Calculus, and Integral Calculus. Differential Calculus and Integral Calculus are actually inverse operations. The course begins with a brief review of Precalculus topics and discussion on Limits that leads into Differential Calculus. In Differential Calculus students will be dealing with derivatives and the rates of changes of functions. In Integral Calculus we will examine how to calculate the area under a curve through various methods, determining slope fields and finding the volume and area of solids formed by functions.

Calculus is used as a tool for investigating many real world applications involving maximum and minimal values as well as rates of change of various functions. This course is equivalent of a standard Calculus I course at a college level. Any questions about AP Calculus can be answered by visiting <http://www.collegeboard.com>.

1 credit
#108

PERSONAL FINANCE

Grade 12

This is a full year course, which reinforces the fundamental math principles, operations, and concepts taught in previous math courses while applying these same principles in solving business related problems in various business activities. Some of the many topics dealt with include banking records, payroll, sales, discounts, cost alternatives, interest, budgeting, and investments.

MATHEMATICS ELECTIVES

0.5 or 1 credit

COMPUTER SCIENCE and AI

#550

Grades 10, 11, 12

This course introduces the foundations of computer science and artificial intelligence. Students will learn core programming skills, computational thinking, and how computers and AI systems solve real-world problems. Projects include creating graphics, writing and modifying code, and using AI tools to support learning, creativity, and problem-solving. Ethical and responsible use of AI is emphasized throughout. This course may be offered as a semester or full-year option based on scheduling and teacher approval.

SCIENCE (three year-long courses are required)

1.5 credits
#602

BIOLOGY

Grade 9

The purpose of the general biology course is to provide students with a basic introduction to modern biology and to develop in students an appreciation of how biology relates to them and to the world in which they live.

The study of biology concerns the vast variety of living things, their appearance, their similarities and differences, where they live and how they live. Since living things are made of the same components as all other matter, they involve the same kinds of transformations of energy and move using the same basic forces studied in chemistry and physical science. General biology includes units in characteristics of life, biochemistry, cells, genetics, evolution, diversity of life and ecology. The goal of the course is to prepare students for the Biology Keystone Exam.

1.5 credits
#600

BIOLOGY (Honors)

Grade 9

Prerequisite: A 92% average in Science 8 and teacher recommendation.

The purpose of the general biology course is to provide students with a basic introduction to modern biology and to develop in students an appreciation of how biology relates to them and to the world in which they live.

The study of biology concerns the vast variety of living things, their appearance, their similarities and differences, where they live and how they live. Since living things are made of the same components as all other matter, they involve the same kinds of transformations of energy and move using the same basic forces studied in chemistry and physical science. General biology includes units in characteristics of life, biochemistry, cells, genetics, evolution, diversity of life and ecology to prepare students. The goal of the course is to prepare students for the Biology Keystone Exam.

Biology honors expectations will consist of more rigorous class assignments and in-depth reading of most biology concepts.

1 credit

BIOLOGY A

#601

Grade 9

Administrative placement only and 9th Grade Seminar Course required.

The purpose of the general biology course is to provide students with a basic introduction to modern biology and to develop in students an appreciation of how biology relates to them and to the world in which they live. The study of biology concerns the vast variety of living things, their appearance, their similarities and differences, where they live and how they live. Since living things are made of the same components as all other matter, they involve the same kinds of transformations of energy and move using the same basic forces studied in chemistry and physical science. General biology includes units in characteristics of life, biochemistry, cells, genetics, evolution, diversity of life and ecology.

1 credit

MULTISCI I

#609

Grade 10

Prerequisite: Biology

Multisci I is a general science course of study designed to fulfill the requirement for a 10th grade science course. It is divided into semester units. One semester will be a survey of topics related to Chemistry. The other semester will include selected topics in life sciences. Students will study the scientific method as a means to solve problems, the relationship between scientific theory and technology, and the relationship between society and the natural environment. Biology Keystone exam will be offered during the Winter testing wave.

1 credit

CHEMISTRY I

#612

Grade 10

Prerequisite: 80% in Biology or teacher recommendation

Chemistry I will provide students with a working knowledge of the world of chemistry. Subject matter that will be covered includes atomic structure, energy, bonding, nomenclature, chemical reactions, stoichiometry, acid/base theory, and several others. This course will be taught using traditional teaching strategies along with many hands-on micro scale laboratory activities. There is an emphasis on math based materials in this course. Students with a weak math background are urged to take Multi Science I prior to Chemistry I.

1 credit

CHEMISTRY I (Honors)

#611A

Grade 10

Prerequisite: 90% in Biology 9 Honors, 92% in Biology 9 and teacher recommendation.

Honors Chemistry I provides an opportunity for motivated students to take a more rigorous approach to the topics covered in academic Chemistry I. The course will parallel a first semester college level course in chemistry. This course is designed as a precursor to AP Chemistry; therefore, some of the AP curriculum is taught. ***All 11th grade students must take a physics course. (I.e. Physics I, Multisci II or Physics I Honors). A second science course may be selected in addition to a Physics course (see Science Electives for your options).***

1 credit
#610

MULTISCI II

Grade 11

Prerequisite: Chemistry I or MultiSci I

Multisci II is a general science course of study designed to fulfill the requirement for an 11th grade science course. It is divided into semester units. One semester will be a survey of topics related to general sciences. The other semester will include selected topics in environmental science. Students will study the scientific method as a means to solve problems, the relationship between scientific theory and technology, and the relationship between society and the natural environment. They will become aware of the need to conserve natural resources, learn about problems associated with the misuse or careless use of scientific knowledge and become thoughtful, more knowledgeable consumers.

1 credit
#608

PHYSICS I

Grade 11

Prerequisite: Chemistry I and Algebra I

Physics is a laboratory oriented course designed to provide an in depth presentation of various concepts in mechanics. Students will learn about the “how” and “why” behind. Along with using standard measuring devices, the course will also utilize computer assisted measurement and simulation software. This course will be less mathematically rigorous than the Honors Physics I, but will still include algebraic expressions.

1 credit
#616

PHYSICS I (Honors)

Grade 11

Prerequisite: 92% in Chemistry or 90% in Chemistry Honors and teacher recommendation.

Physics 1 (Honors) is a dynamic, hands-on exploration of the fundamental laws governing motion and energy in the universe. This lab and project intensive physics course is designed to provide students with a deep conceptual understanding of mechanics, moving from basic motion to work, energy, and power, all while connecting these principles to real-life interactions between objects. Students will use scientific inquiry and problem-solving skills to investigate why objects move (or don't move) as they do in the world around them, from the simple act of dropping a ball to the complex dynamics of a roller coaster or car collisions. Mathematical analysis will primarily utilize Algebra I and Trigonometry concepts, focusing on graph interpretation, data analysis, and solving for variables to reinforce understanding.

SCIENCE ELECTIVES

1 credit
#903

ANATOMY/PHYSIOLOGY I (Honors)

Grades 10, 11, 12

Prerequisite: 11th and 12th grade students should have at least an 80% in previous science courses or interest in related career fields with teacher recommendation. 10th grade students must have completed Biology Honors or have teacher recommendation.

This course is designed for students with a strong interest in health related careers such as nursing, health services, health education, science and medicine, and for students with a genuine interest in this area of study. The topics covered in this course include general anatomical regions and terminology, tissues, the integumentary system, the skeletal system, the muscular system, and the cardiovascular system.

.5 credit

ANATOMY/PHYSIOLOGY II (Honors)

#906

Grades 11 and 12

Prerequisite: Anatomy/Physiology I Honors

This is an in-depth course of study being offered to only those students who have completed the Anatomy/Physiology I Honors course. This course is designed to cover all major body systems and information pertaining to them. It is intended mainly for students who have chosen to pursue a degree in a medical field and would like to be better prepared for college.

1 credit
#617

ENVIRONMENTAL SCIENCE

Grades 11, 12

Prerequisite: Must have passed at least one science course if a junior and two science courses if a senior.

Environmental Science is the study of how humans affect and are affected by their environment. The course of study will include a review of basic ecology. In addition an extensive study of common plants and animals found in Pennsylvania will be done. There are also units of study in forestry and soil science. Extensive outdoor laboratory work is an important part of this course. The course is available for any student desiring a background in environmental issues.

1 credit
#614

ZOOLOGY (Honors)

Grades 11, 12

Prerequisite: 80% in previous science courses and teacher recommendation.

This course discusses the branch of biology that deals with animals and animal life, including the study of the structure, physiology, development, and classification of animals. Some of the topics discussed include the classification of animals, including sponges, flatworms, mollusks, arthropods,, and vertebrates, including fishes, amphibians, reptiles, birds, and mammals (with a marking period devoted to the dissection of a cat)

1.5 credits
#628

AP BIOLOGY

Grades 11, 12

Prerequisite: 90% in previous science courses and teacher recommendation.

The Advanced Placement Biology course will provide students who are highly motivated the opportunity to pursue a college level Biology course while still in high school. Students will take the Advanced Placement examination in May and will be able to earn college credit and/or advanced placement. The course is designed to be the equivalent of a college introductory biology course at high quality colleges. A top quality college text will be used with the range and depth of topics covered equal to any college course treatment. The time and effort required by the student will be significant. The aim of the course is to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of modern biology.

1 credit
#624

PHYSICS II (Honors)

Grade 12

Prerequisite: 92% in Physics I or 90% in Physics I (H) and teacher recommendation.

Honors Physics II, is an algebra and trigonometry-based course designed to provide a comprehensive foundation equivalent to the first two semesters of an introductory college physics sequence. This hands-on class emphasizes critical thinking, quantitative analysis, and practical

application, preparing you for the demands of university-level science and engineering programs. Throughout the year, you will delve into a wide array of topics, beginning with advanced mechanics, namely rotational dynamics. We then gear-change and explore the principles of states of matter, wave motion (both mechanical and electromagnetic), and electricity/magnetism through hands-on labs and problem sets. If time permits, we try to cover content in astronomy or modern physics as elected by the class.

1 credit

FUNDAMENTALS OF CHEMISTRY

#629

Grade 11*, 12

Prerequisite: Successful completion of Biology and Chemistry or Multi-Sci I

This course is designed for students entering into a nursing or similar medical program or for students interested in earning science credits through Pennsylvania College of Technology. This is a year-long class that explains basic and advanced principles of chemistry and its practice in the laboratory. An emphasis is placed on the underlying structure of matter (atoms, ions, molecules) and how structure determines properties. It is designed to teach chemistry terminology and symbols, as well as to develop analytical and critical thinking skills. In addition to receiving high school credit for this course students can also receive college credit through Penn College Now program. Students enrolled in the Penn College Now course will have a weighting of 1.08 applied to their course grade.

*Students who are pursuing a Science and Health Pathway or Engineering, Manufacturing, and Technology Pathway or are planning to attend a 2-year technical/trade school can take this course in 11th grade to satisfy the 3rd year science course requirement.

1.5 credits

AP CHEMISTRY

#623A

Grade 11, 12

Prerequisite: Chemistry I and Algebra II – 90% in previous science course and teacher recommendation.

This course is designed to be the equivalent of a general chemistry course usually taken during the first year in college. The course follows a curriculum that has been prescribed and approved by the College Board. It focuses on both a classroom lecture and laboratory component. Following the completion of the course, students will have the opportunity to take the AP Chemistry exam with the possibility of earning college credit.

1 credit

AP ENVIRONMENTAL SCIENCE

#631

Grades 10, 11, 12

Prerequisite: Completion of Biology or Biology (H) and Algebra I

Explore and investigate the interrelationships of the natural world and analyze environmental problems, both natural and human-made. You'll take part in laboratory investigations and field work. Skills you'll learn include: Explaining environmental concepts and processes, analyzing data, visual representations and writings, applying quantitative methods in solving problems, proposing a solution for an environmental problem and supporting your idea with evidence, and analyzing a research study to identify a hypothesis. The course follows a curriculum that has been prescribed and approved by the College Board. It focuses on both a classroom lecture and laboratory component. Following the completion of the course, students will have the opportunity to take the AP Environmental Science exam with the possibility of earning college credit.

SOCIAL STUDIES (three year-long courses required in 9, 11, and 12th grade)

1 credit

#704

EARLY WORLD HISTORY

Grade 9

Early World History is a required course that concentrates on the study of world history starting with the Stone Age and ending with 1450 C.E. The course will progress through the different eras of Europe, Asia, and Africa and focus on global connections. By studying the history and geography of major world civilizations and nations, students will understand the ideals, conflicts and complexities that constitute today's global society.

1 credit

#703

EARLY WORLD HISTORY (Honors)

Grade 9

Prerequisite: 92% in 8th grade Social Studies course and teacher recommendation

Early World History is a required course that concentrates on the study of world history starting with the Stone Age and ending with 1450 C.E. The course will progress through the different eras of Europe, Asia, and Africa and focus on global connections. By studying the history and geography of major world civilizations and nations, students will understand the ideals, conflicts and complexities that constitute today's global society. The honors option will consist of more rigorous class assignments including summer reading and writing assignments.

1 credit

#722

MODERN AMERICAN HISTORY

Grade 11

This course is a yearlong course taught to all Warrior Run students in 11th grade. The course is taught as a survey of the history of The United States from the beginning of the Progressive Era in 1900 until the present. The course seeks to achieve a number of outcomes based on the Academic Standards promulgated by Pennsylvania's Department of Education. These include: Recognizing continuity and change in United State history by examining the growth and changing role of the American political and economic system as well as the evolution of American culture beginning with the early 20th Century to the present. Developing critical thinking skills and a deeper appreciation of the complexity of historic issues and their relationship to current events by examining primary and secondary written, oral and physical

evidence. Understand the role of conflict and compromise and how individuals have shaped American history through working together and also by challenging each other. The course requires a research paper written in conjunction with the English Department.

1 credit

MODERN AMERICAN HISTORY (Honors)

#720

Grade 11

Prerequisite: 90% in Early World Honors or 90% in AP World or a 92% in Early World with teacher recommendation.

This course is a yearlong course taught to all Warrior Run students in 11th grade. The course is taught as a survey of the history of The United States from the beginning of the Progressive Era in 1900 until the present. The course seeks to achieve a number of outcomes based on the Academic Standards promulgated by Pennsylvania's Department of Education. These include: Recognizing continuity and change in United State history by examining the growth and changing role of the American political and economic system as well as the evolution of American culture beginning with the early 20th Century to the present. Developing critical thinking skills and a deeper appreciation of the complexity of historic issues and their relationship to current events by examining primary and secondary written, oral and physical evidence. Understand the role of conflict and compromise and how individuals have shaped American history through working together and also by challenging each other. The course requires a research paper written in conjunction with the English Department. These expectations will consist of more rigorous class assignments and in-depth reading of most history concepts. **If summer work is not completed by the start of school, you will be removed from this Honors course.**

1.5 credits

ADVANCED PLACEMENT (AP) UNITED STATES HISTORY

#721A

Grade 11

Prerequisite: 92% in Early World Honors or a 90% in AP Modern World History and teacher recommendation.

The Advanced Placement United States History course will provide students who are highly motivated the opportunity to pursue a college level U. S. History course while still in high school. Students will take the Advanced Placement examination in May and may be able to earn college credit and/or advanced placement. This course will provide students with the opportunity to develop analytical reading and writing skills while developing greater understanding of the themes related to the evolution of the United States. Additional reading, writing, and projects are a part of the course requirements. **If summer work is not completed by the start of school, you will be removed from this AP course.**

1 credit

AMERICAN GOVERNMENT

#737

Grade 12

This is a Political Science course for seniors who have completed the 11th grade course in American History. This course will maintain a strong emphasis on the study of American Government. The major purpose of this course will be to relay an understanding of the relationship of the U.S. Government and American Society, which have helped to shape the United States today. The major part of the curriculum will include a study of the U.S. Constitution, the role of Citizens in a Democracy, as well as the study of the three branches of our government and the government's impact on our economy. There will be a strong emphasis on current events and local government.

1 credit
#737A

AMERICAN GOVERNMENT (Honors)

Grade 12

Prerequisite: 90% in AP U.S. History/Modern American History Honors or 92% in Modern American History. Teacher recommendation is also needed.

This is a Political Science course for seniors who have completed the 11th grade course in American History. This course will maintain a strong emphasis on the study of American Government. The major purpose of this course will be to relay an understanding of the relationship of the U.S. Government and American Society, which have helped to shape the United States today. The major part of the curriculum will include a study of the U.S. Constitution, the role of Citizens in a Democracy, as well as the study of the three branches of our government and the government's impact on our economy. There will be a strong emphasis on current events and local government. American Government Honors students will have additional reading and writing assignments. American Government Honors expectations will consist of more rigorous class assignments and in-depth reading of most history concepts.

1.5 credits

ADVANCED PLACEMENT (AP) U.S. GOVERNMENT & POLITICS

#738

Grade 12

Prerequisite: 92% in Modern American History Honors or a 90% in AP United States History. Teacher recommendation is also needed.

The Advanced Placement U.S. Government course will provide students who are highly motivated the opportunity to pursue a college level U. S. Government course while in high school. Students will be expected to maintain a high level of academic interest, read and write extensively and demonstrate an advanced level of critical thinking while meeting or exceeding state and College Board standards. Students will also have the option to take the Advanced Placement examination in May and potentially earn college credit and/or advanced placement. AP United States Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. **If summer work is not completed by the start of school, you will be removed from this AP course.**

SOCIAL STUDIES ELECTIVES

1 credit

#705

MODERN WORLD HISTORY (Honors)

Grade 10

Prerequisite: 92% in Early World History OR 90% in Early World History Honors

Modern World History Honors is an elective course that concentrates on the study of world history from c. 1450 until the present. By studying the history and geography of major world civilizations and nations, students will understand the ideals, conflicts and complexities that constitute today's global society. **If summer work is not completed by the start of school, you will be removed from this Honors course.**

1.5 credits

ADVANCED PLACEMENT (AP) MODERN WORLD HISTORY

#718

Grade 10

Prerequisite: 92% in Early World or 90% in Early World Honors and teacher recommendation.

The Advanced Placement World History course will provide students who are highly motivated the opportunity to pursue a college level Modern World History course (c. 1200 CE-present) while still in high school. Students will take the Advanced Placement examination in May and may be able to earn college credit and/or advanced placement. The exam emphasizes the historical thinking skills used by historians, reasoning process and course themes. This course will provide students with the opportunity to develop analytical reading and writing skills while developing greater understanding of the evolution of global processes and contacts in different types of human societies. Additional reading, writing, and projects are a part of the course requirements. **If summer work is not completed by the start of school, you will be removed from this AP course.**

.5 credit

#740

SOCIOLOGY

Grades 11, 12

Sociology is defined as the science of society and the study of relationships. It is concerned with individual behavior and how we relate to others. Much of the course deals with how our behavior is related to society in general and topics such as family, marriage, crime, and other issues of current interest are studied.

.5 Credit
#745

HISTORY OF CENTRAL PENNSYLVANIA
Grades 10, 11, 12

This elective explores the people, places, and events that shaped Central Pennsylvania. Students will uncover the region's deep historical roots while also exploring its folklore, ghost stories, and local legends. Using a mix of primary sources, local archives, oral histories, and field experiences, students will learn how history and storytelling together preserve this community's identity.

.5 credit

GENERAL PSYCHOLOGY
Grades 10, 11, 12

#742

Introduction to the science of human behavior and mental processes. Students examine the relation between the nervous system and behavior, learning, perception, language, personality, intelligence, and psychopathology.

.5 credit

GENERAL PSYCHOLOGY (Honors)
Grades 10, 11, 12

#742A

Prerequisite: 10th graders must be enrolled in the Education CTE program to take this course.

11th & 12th grade students 90% in prior history classes and/or teacher recommendation.

This is a college level course that will introduce students to the study of psychology as the science of behavior and mental processes. Theoretical perspectives, major concepts, and historical trends will be examined utilizing current research findings. Students will develop understanding of their own and other's behavior and mental processes. Throughout the course, critical thinking will be emphasized.

*Students can earn college credit through Luzerne Community College upon completion of this course.

OTHER REQUIRED COURSES FOR GRADUATION

.5 credit
#126

CAREER READINESS I

All 9th grade students are required to take this class.

This course will assist the student in developing the skills necessary for the modern workforce. Career Readiness I is a one-semester course required for **all students in ninth grade** which introduces them to the skills needed to succeed in the workplace and plan for college. The course will focus on career exploration, computer applications, soft skills and career pathways. Students will earn an industry-recognized credential by completion of 5 Northstar microcredentials or 4 Northstar microcredentials and 1 Math microcredential (all housed in SmartFutures).

.5 credit
#127

CAREER READINESS II

Designed for 11th grade students, all students are required to take this course before graduation.

The intent of this required course is to help students become independent young adults in today's complex society. This class will inform students of their various financial responsibilities, focus on career exploration, college planning, and provide them with opportunities for self-awareness, expression, and satisfaction in a highly competitive society. The Financial Standards that go into effect in 2026-2027 are incorporated into this class. Students will earn an industry-recognized credential by completion of the following 5 modules in EverFi: Financial Literacy, Data Science Foundations, Modern Money, Endeavor: STEM Career Exploration, and Venture: Entrepreneurial Expedition. More information can be found here [EverFi Employability Skills Credential](#)

HEALTH EDUCATION

.25 credit
#124

HEALTH

Grade 10

This course will improve students' understanding of basic health concepts and promotion of the skills needed to take action in health promotion and disease prevention.

.5 credit
#915

PHYSICAL EDUCATION 9

Grade 9

Physical Education classes for 9th grade will be scheduled every other day for the year. There will be a mixture of co-ed and gender-specific activities offered. The goal of the Physical Education curriculum is to emphasize personal fitness through various activity-based units as an introduction to lifetime activities. Students are graded on attendance, preparation, and participation. All doctor excuses should indicate the activities that a student can safely participate in, including alternate forms of exercise for students with specific injuries.

PHYSICAL EDUCATION (Students must take 0.5 credit PE 9 and one of the courses listed below to fulfill graduation requirements)

.5 credit

STRENGTH TRAINING & FITNESS

#907

Grades 10, 11, 12

This course is a physical education class that would cover the five components of physical fitness on a daily basis. This class would consist of units on cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition. Baseline measurements will be taken at the beginning, middle and end of the semester to allow students to see their progression or lack of progression.

.5 credit

PHYSICAL EDUCATION

#914

Grades 10, 11, 12

Physical Education classes will be scheduled every day for one semester. There will be a mixture of co-ed and gender-specific activities offered. The goal of the Physical Education curriculum is to emphasize personal fitness through various activity-based units as an introduction to lifetime activities. Students are graded on attendance, preparation, and participation. All doctor excuses should indicate the activities that a student can safely participate in, including alternate forms of exercise for students with specific injuries.

.5 credit

RECREATIONAL GAMES & LIFETIME ACTIVITIES

#918

Grades 10, 11, 12

This semester-long course will allow students to participate in a variety of individual, dual, and team sports that will provide lifetime carry-over value.

.5 credit

COMPETITIVE TEAM SPORTS

#908

Grades 10, 11, 12

Students will receive an intensive, competitive experience in team sports such as basketball, volleyball, speedball, soccer, flag football, team handball, softball etc.. The course will focus on playing sports with a deeper understanding and attention to the finer details of each activity. In addition, students will be tasked with generating write-ups, scheduling opponents, coaching, and helping with the general operation of

tournaments and leagues in the class.

Student will be expected to:

- Participate vigorously in various games as an integral part of a team
- Implement strategy of various games through teamwork
- Display good sportsmanship
- Exercise proper care and use of equipment
- Assist in operation of tournaments and leagues during the class.

917ADDITIONAL HEALTH & PHYSICAL EDUCATION ELECTIVES

.5 credit

EMERGENCY RESPONSE IN HEALTH CAREERS

#917

Grades 10, 11, 12

This semester-long course will expose students to different emergency situations and how to respond. This will include training related to CPR, First Aid, and AED. In addition, it will explore the relevant careers for applying these skills such as EMT, Firefighter, LPN, RN, and Criminal Justice.

.5 credit

SPORTS MEDICINE I

#916

Grades 10, 11, 12

Prerequisite: Instructor Approval Required

This course will provide the student with an overview of Allied Health Profession. Instructional focus will be on basic emergency care, first aid, CPR, functional anatomy, common athletic injuries, injury assessment and management. Students will work directly with the Athletic Trainer in an academic and clinical setting.

.5 credit

SPORTS MEDICINE II

#919

Grades 10, 11, 12

Prerequisite: Sports Medicine I

This course is a continuation of the Athletic Training I course. Students will develop skills such as general taping, stretching and rehabilitation techniques as they work in a clinical and practical environment. Students will work directly with the Athletic Trainer

providing athletic training services to student athletes. This course requires the student to complete observation hours and assist with event coverage after the usual school day.

ART ELECTIVES

.5 credit
#800A

ART STUDIO I

Grades 9, 10, 11, 12

Students in this course will be exploring a variety of mediums and techniques including drawing, painting, printmaking, sculpture, and ceramics. They will also explore Art history. This course is a prerequisite for all other Art courses.

1 credit **or .5 credit A/B**

ART STUDIO II A/B

#802

Grades 10, 11, 12

Prerequisite: Art Studio I

Having acquired basic techniques in Introduction to Visual Arts, the student will work to attain a deeper control of the different art mediums and techniques. In this course students will be exposed to career oriented projects such as logo design. Students will be learning how to critically analyze artwork to enrich their Art appreciation. This course is offered in semester long segments to allow for scheduling flexibility. Students will begin to build a portfolio of their work.

1 credit
#803

or .5 credit A/B

ART STUDIO III A/B

Grades 11, 12

Prerequisite: Art Studio II

The student will again work to attain a deeper control of the different art mediums and techniques to develop a personal style of expression. In this course students will be exposed to career oriented projects such as logo design. Students will be learning how to critically analyze artwork to enrich their Art appreciation. This course is offered in semester long segments to allow for scheduling flexibility. A goal for all Studio III students is to finish with a strong portfolio.

1.5 credit
#808

AP ART

Grade 12

Prerequisite 2D Design and Drawing: 90% in Art Studio III or Art Studio II plus recommendation of art teacher

Prerequisite 3D Design Ceramics: Students must have completed 3 semesters of pottery or have a teacher recommendation.

In Advanced Placement Art, the student will work to compile a college level portfolio to be assessed for advanced college placement and/or college credit. Students will be required to complete summer assignments. Portfolio offerings include 2-D design, Drawing and 3-D Design.

The AP Art Lab portion of course will be scheduled as an independent study based on AP Art Students personalized schedules.

.5 credit

#805

DIGITAL PHOTO & DESIGN

Grades 9, 10, 11, 12

This course is designed to help foster the skills needed to shoot and edit digital photos as well as exploring the concepts of digital art and design. We will explore the functions of a camera and how they can be used to shoot more successful photos. We will also explore composition and what makes a photo successful. Students will be exploring concepts in digital design such as advertising art, logo design and HVT garment production. We will explore how to properly use Adobe Photoshop, Adobe InDesign, and Adobe Illustrator. Access to a digital camera is highly recommended. This course is a prerequisite for Yearbook Fundamentals.

.5 credit

#811

CERAMICS I

CERAMICS II

#812

CERAMICS III

#813

Grades 10, 11, 12

Prerequisite: Introduction to Visual Arts – (IVA) & Recommendation by teacher

Students will work exploring wheel throwing and handbuilding techniques in pottery. The instructor will be assigning a variety of handbuilding projects and students will also be receiving wheel throwing assignments as part of that course. Space limited to the ten students per section and upper classmen/AP Ceramics students are given priority scheduling.

1 credit

YEARBOOK FUNDAMENTALS

#241

Grades 10, 11, 12

Prerequisite: Digital Photography (preferred but not required) and/or Teacher Recommendation (required)

This course consists of the study and mastery of numerous desktop publishing applications, publications skills, grammar and vocabulary competency and photography techniques. Students will apply the outlined skills, organizational methods (which includes maintaining a cumulative classroom notebook), and creativity to produce a yearbook. There are many critical deadlines that must be met during the course of the class, as well as intensive instruction on Photoshop and Jostens Design software. This course is “hands-on” (attendance is critical) and requires collaborative cooperation on a publication that is the history of the school year. This class is also an activity club and requires participation beyond the class period to gather photos and information for the yearbook.

BUSINESS ELECTIVES

1 credit
#121

PRINCIPLES OF ACCOUNTING

Grades 10, 11, 12

This is a year-long course. Principles of Accounting is recommended for all students planning on obtaining an entry-level position in accounting or planning on majoring in Business or Finance in college. This course provides the opportunity for students to prepare for college accounting as well as to learn basic principles of accounting. Students apply general mathematical calculations to business transactions.

Students are provided with experiences in planning, gathering, analyzing, and interpreting financial data. In addition to the materials presented in Principles of Accounting, there are many opportunities for students to use automated accounting by entering in financial data into computers for each chapter using software related to the book as well as Google Sheets and QuickBooks.

.5 credit
#120

BUSINESS

Grades 9-12

Foundations of Business is designed to build a base knowledge and foundation for the business world such as the global economy, small business management, competition, market analysis, financial management, careers in business, and many more. Students should take this course if they are seriously considering a future in the business world. There will be extensive work in order to build a solid knowledge base.

.5 credit
#128A

MARKETING

Grade 9-12

This course will introduce students to the world of marketing and sales and the impact it has on businesses. Marketing is the process of developing, promoting and distributing products to satisfy customer needs and wants. Students will learn a wide variety of topics such as the five “P’s”, seven selling steps, personal sales, as well as participation in an analysis of the skills needed to succeed in the marketing field. Students should take this course if they are at all curious about marketing or better understanding some psychological factors that are in plain sight in daily living. This class will be largely project based to help understand a wide variety of marketing concepts. Some units will include social media marketing, sports and entertainment marketing, and consumer behaviors.

.5 credit

BUSINESS & MARKETING MANAGEMENT

#119

Grades 10-12

Prerequisite: Business OR Marketing OR Management OR Teacher Placement

Learn how to make money! This course continues on with the major principles of marketing and sales and provides authentic application of learned concepts through work with the Warrior Run High School Store. Students will manage, promote, and operate the school based enterprise. Students will cycle through a variety of committees while participating in the hands-on activities and projects involved in the operation of a store. Store committees consist of management, bookkeeping, store associate, promotion, and buying. Students will be expected to create a product that we will take from concept to market. Students will be required to sign up for DECA membership after the drop/add period.

.5 Credit

MANAGEMENT

#122

Grades 9-12

This course is for students who aspire to be a leader in any workplace that they might find themselves in. This course empowers students with the foundational knowledge and practical skills necessary to understand, analyze, and apply core principles of management within entrepreneurial and organizational contexts. This course fosters critical thinking, ethical decision-making, and effective leadership aligned with 21st-century workforce expectations. Students will explore key management functions such as planning, organizing, leading, and controlling while examining their application in real-world business and entrepreneurial environments. Through project-based learning, collaborative problem-solving, and technology integration, learners will develop the ability to evaluate management styles, understand organizational structures, and apply strategic decision-making processes.

FAMILY AND CONSUMER SCIENCE ELECTIVES

.5 credit

#420

FOODS 101 [Fall Only]

*This course is a Prerequisite for all food courses (starting with the class of 2029/2030 and new students, earlier graduating classes are grandfathered.) Test out option is available upon request.
Recommended for 9th grade students*

This essential course will get you proficient in the kitchen setting. As the building block for all other food courses, we will look at proper sanitation methods, how to read a recipe correctly, proper use of measurement equipment, knife skills, nutrition, and some basic food science principles.

.5 credit

BAKING

#414

**Prerequisite Foods 101*

Grades 9, 10, 11, 12

This food science course addresses basic baking principles. Students will study baker goods, function of ingredients, eggs, breads, cookies, pastries, and cakes. It is designed for the student interested in culinary arts or wanting to learn some basic baking principles.

.5 credit

CREATIVE COOKING

#403

**Prerequisite Foods 101*

Grades 10, 11, 12

This class will build on the Foods 101 basic principals. We will take you from a proficient cook to a confident chef. The class will start by looking at basic culinary food groups and culminate in creating your own food truck business model. Along the way, you will be immersed in artistic culinary creations and compete in freestyle cooking challenges.

.5 credit

FALL FARM TO TABLE

#417

**Prerequisite Foods 101*

Grades 11, 12

Must be willing to join FCCLA to enroll in class. Member sign up will be available in the fall. Membership costs either \$20 or participation in fundraising

This course will have you learning from the ground up! We will look at food systems, sustainability, and most importantly learning to cook in a way that celebrates the resources that are readily available. If you are interested in growing a deeper understanding of food, both how it

gets to your table and how to prepare it, this course is for you! This course will look specifically at the produce available during the summer and fall months in Pennsylvania. We will look in depth at preservation methods and local food impacts on holiday celebrations and how to effectively harvest the summer garden.

.5 credit

SPRING FARM TO TABLE

#429

**Prerequisite Foods 101*

Grades 11, 12

Must be willing to join FCCLA to enroll in class. Member sign up will be available in the fall.

Membership costs either \$20 or participation in fundraising

This course will have you learning from the ground up! We will look at food systems, sustainability, and most importantly learning to cook in a way that celebrates the resources that are readily available. If you are interested in growing a deeper understanding of food, both how it gets to your table and how to prepare it, this course is for you! This course will look specifically at the foods available during the winter and spring months. We will focus on utilizing preserved goods, baking a variety of breads, and starting a garden from scratch.

.5 credit

CHILD DEVELOPMENT

#415

Grades 9, 10, 11, 12

Do you enjoy working with children? This course is excellent for someone interested in working with kids, possible career paths include but are not limited to: teaching, psychology, day care operations, youth camp staff, social services. As a year long course students will have an overview of typical growth and development of young children from birth to age eight. Cognitive, language, physical growth, gross and fine motor, emotional and social developmental milestones are the focus of this course, with a special emphasis on the implications they have for the care and education of young children. Other topics include an introduction to the basic concepts of major developmental theories; principles of learning and development; and developmentally appropriate practice. A strong focus on a family-centered approach is integrated throughout the course.

.5 credit

INTERNATIONAL FOODS

#401A

**Prerequisites Foods 101 and Creative Cooking*

Grades 10, 11, 12

Must be willing to join FCCLA to enroll in class. Member sign up will be available in the fall.

Membership costs either \$20 or participation in fundraising

Once you have finished Foods 101, travel around the world with us through this course. We will examine regional cuisines from around the country then tie that back to their origins from around the world. This course is only for those that are ready to take their taste buds on the exploration of a lifetime (aka no picky eaters).

.5 credit
#412

ADULTING

Grades 11, 12

Do you find all of the details of life daunting? Do you need to take a deep dive into how the world works? Take adulting class with us! We will go over the details of life that you need to be successful as you become more independent, looking to move onto college or a career.

.5 credit
#407

PARENTING

Grades 10, 11, 12

This course explores the responsibility of parenting and the development of children from the prenatal stage to infant. Areas of study will include parenting decisions, concerns, family structures and relationships, parenting styles, pregnancy, labor and the growth and changes during parenthood. Students enrolled in this course must also complete the “Baby Think IT Over” program, or alternative project.

.5 credit
#416

SANITATION

Grades 9, 10, 11, 12

1 college credit PCNow (11-12) & National Certification Course

Food poisoning can be a life or death matter. Teenagers have a tendency to work in the food industry. Some are interested in a food related career. This course provides a study of food safety and sanitation from the farm to the table, and is for anyone who handles food, professionally or in his/her own home. Students enrolled in this course of study obtain ½ credit. Through dual enrollment in the Penn Now program, one credit can be earned for the FHD118 Sanitation course. National ServSafe Food Protection Manager Certification is conducted as a part of this course. If the comprehensive examination is passed with 75% or higher, students will have credentials to act as a food protection manager. Certified students could have a possible advantage for a food service related job, not to mention possible pay raises. For students attending culinary schools, food-safety training is **mandatory**.

.5 credit

#418

FASHION DESIGN

Grades 9, 10, 11, 12

Fashion Design is a semester course that emphasizes clothing, accessories, fashion, and design, as well as fashion history. All elements of basic clothing construction as well as the use of fibers, color, and principles of design are covered. This course is ideal for students considering a career in fashion merchandising, fashion, retailing, costume and fashion design, and theatre arts, to name a few. Design challenges will be part of the course. The cost of projects will be the responsibility of the student.

1 credit

WORKING WITH CHILDREN

#410

Grades 11, 12

Prerequisite: Child Development and Parenting

This course is great for students interested in early childhood education and/or childcare careers. The childcare profession, child growth and development, job skills, curriculum planning and other challenges will be addressed. Students enrolled in this course will be exposed to CDA (Child Development Associate) credentials. Students enrolled in this course must create a portfolio.

.5 credit

#420A

COMPETITIVE LEADERSHIP FCS

Grades 9, 10, 11, 12

Fall Only

Must be willing to join FCCLA to enroll in class. Member sign up will be available in the fall.

Membership costs either \$20 or participation in fundraising

Are you ready to take your leadership to the next level? In this course, you will go through the five units as outlined by FCCLA to be awarded Power of One recognition. These units will include projects focused on personal as well as community growth. There will be the expectation that you compete in STAR (Students Taking Action with Recognition) events at the state FCCLA conference with the possibility of being named to the Pennsylvania national team to compete at the national conference. This course may be taken every year of your high school career.

WORLD LANGUAGE ELECTIVES

1 credit
#300

FRENCH I

Grades 9, 10, 11, 12

Supported by research that we acquire language through listening and understanding, Warrior Run French courses use Comprehensible Input (CI) to teach and support fluency in a second language. This method helps students understand more of the language that is spoken in class, while allowing students to learn French the same way that they learned their first language-by listening and responding to stories, conversations, and interesting details. Daily classroom activities and student writing samples assess vocabulary, comprehension, pronunciation, grammar, culture and speaking. Through the use of visual aids, students acquire language in a real context. The varied teaching techniques of CI have been developed in an effort to reach students with differing interests and levels of ability, increasing the fluency of all students and making language learning a very real and enjoyable activity. This is a beginning level course with a strong emphasis on communication.

FRENCH II

#301

Grades 10, 11, 12

Prerequisite: French I

Supported by research that we acquire language through listening and understanding, Warrior Run French courses use Comprehensible Input (CI) to teach and support fluency in a second language. This method helps students understand more of the language that is spoken in class, while allowing students to learn French the same way that they learned their first language-by listening and responding to stories, conversations, and interesting details. Daily classroom activities and student writing samples assess vocabulary, comprehension, pronunciation, grammar, culture and speaking. Through the use of visual aids, students acquire language in a real context. The varied teaching techniques of CI have been developed in an effort to reach students with differing interests and levels of ability, increasing the fluency of all students and making language learning a very real and enjoyable activity. These are beginning level courses with a strong emphasis on communication.

1 credit

FRENCH LANGUAGE AND CULTURE HONORS (A/B)

#302/#303

Grades 11, 12

Prerequisite: French II, an 83% average and teacher recommendation

Note: This course and “French L & C Honors (B)” may be taken back-to-back in either order, and replace the traditional French III and IV. Grammar study is differentiated based on years of French class.

In French Language and Cultures Honors, students will continue to develop the four language skills, with the addition of a heavier emphasis on culture. Comprehension and communication skills are advanced through the study of classical and contemporary stories, films, music, and current events. One year focuses on la Francophonie or French spoken throughout the world; the other year focuses on the development of the French language over time from the 12th century to now through the study of literature works.

1 credit
#304

SPANISH I

Grades 9, 10, 11, 12

SPANISH II

#305

Grades 10, 11, 12

Prerequisite: for Spanish II is Spanish I and teacher recommendation.

Supported by research that we acquire language through listening and understanding, Warrior Run Spanish courses use Comprehensible Input (CI) to teach and support fluency in a second language. This method helps students understand more of the language that is spoken in class, while allowing students to learn Spanish the same way that they learned their first language—by listening and responding to stories, conversations, and interesting details. Daily classroom activities and student writing samples assess vocabulary, comprehension, pronunciation, grammar, culture, and speaking. Through the use of visual aids, students acquire language in a real context. The varied teaching techniques of CI have been developed in an effort to reach students with differing interests and levels of ability, increasing the fluency of all students and making language learning a very real and enjoyable activity. These are beginning level courses with a strong emphasis on communication.

1 credit
#306/#307

SPANISH III and IV (Honors)

Grades 10, 11, 12

Prerequisite: for Spanish III is Spanish II; for Spanish IV is Spanish III

An 83% average and teacher recommendation is required to progress to the next level in both courses.

In Spanish III and IV students will continue to develop all four language skills, with an increasing focus on proficiency in speaking and writing. Students are expected to learn and be able to use many more verb tenses than in previous levels. A variety of texts, both fiction and nonfiction, will be used as a tool to encourage higher-level communication skills. All of this will be done while emphasizing correct grammatical usage.

1.5 credit

AP SPANISH & CULTURE

#308

Prerequisite: Spanish I-IV and teacher recommendation.

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. In addition, the AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). Summer work will be provided. Failure to complete summer work will result in removal from the course at the beginning of the school year.

1 credit

GERMAN I

#310

Grades 9, 10, 11, 12

Supported by research that we acquire language through listening and understanding, Warrior Run German courses use Comprehensible Input (CI) to teach and support fluency in a second language. This method helps students understand more of the language that is spoken in class, while allowing students to learn German the same way that they learned their first language-by listening and responding to stories, conversations, and interesting details. Daily classroom activities and student writing samples assess vocabulary, comprehension, pronunciation, grammar, culture and speaking. Through the use of visual aids, students acquire language in a real context. The varied teaching techniques of CI have been developed in an effort to reach students with differing interests and levels of ability, increasing the fluency of all students and making language learning a very real and enjoyable activity. These are beginning level courses with a strong emphasis on communication.

1 credit

GERMAN II

#311

Grades 10, 11, 12

Prerequisite: for German II is German I and teacher recommendation.

Supported by research that we acquire language through listening and understanding, Warrior Run German courses use Comprehensible Input (CI) to teach and support fluency in a second language. This method helps students understand more of the language that is spoken in class, while allowing students to learn German the same way that they learned their first language-by listening and responding to stories, conversations, and interesting details. Daily classroom activities and student writing samples assess vocabulary, comprehension, pronunciation, grammar, culture and speaking. Through the use of visual aids, students acquire language in a real context. The varied

teaching techniques of CI have been developed in an effort to reach students with differing interests and levels of ability, increasing the fluency of all students and making language learning a very real and enjoyable activity. These are beginning level courses with a strong emphasis on communication.

MUSIC ELECTIVES

1 credit
#820

BAND

Grades 9, 10, 11, 12

The Concert Band is an elective, full-year course. Students in the Concert Band are required to attend all scheduled performances (two or more times per year), and purchase required materials. The Defender Band is for those students who wish to be fully involved in school activities through membership in a musical organization. Requirements for this course are the willingness to work hard and proficiently demonstrate skills on a band instrument.

1.25 credit
#827

BAND/CHOIR

Grades 9, 10, 11, 12

This full-year elective course is designed to allow students to maintain an interest in two performance art classes. Students enrolled in this course will follow a rehearsal schedule designed to provide training on voice and an instrument. Students will be responsible for completing the coursework for both band and choir, including mandatory attendance at all scheduled rehearsals and performances during after-school hours.

1 credit
#822

CONCERT CHOIR

Grades 9, 10, 11, 12

Choir is an elective, full-year course. Students in Concert Choir are required to attend all scheduled performances and dress rehearsals and purchase required concert attire. The choir will perform repertoire from various time periods in music history and from cultures around the world.

.5 Credit

A CAPPELLA CHOIR

#825

Grades 9, 10, 11, 12

Being offered for the first time, this choir course will focus on contemporary a cappella repertoire. Students must meet several benchmarks to qualify for the class. These will be introduced during an audition process and will include: matching pitch, ear testing and singing a solo. Auditions will occur by the end of the previous academic year. This is a classroom setting ensemble with no formal plans for public performance.

.5 credit

DRAMA I

#248

Grades 9, 10, 11, 12

Drama I is a one semester course where students will explore elements of musical theatre, singing, dialogue and movement. Public speaking is a secondary purpose of the class as we encourage students to become confident in their presence and speaking abilities. There is no prerequisite for this class.

.5 credit

DRAMA II

#249

Grades 10, 11, 12

Drama II is a one semester course which focuses on stage scene work and backstage efforts. This class will include basic elements of blocking, set design, lighting and sound. Scene work will focus on two and three person scenes as well as large group scenes and blocking.

.5 credit

GUITAR I-IV

#829/#831/#832/#834

Grades 9, 10, 11, 12

Prerequisites: Students will be placed in the appropriate starting level based on skill level.

The courses must be taken in order. Guitar is being offered as a series of four sequential levels with each level being a .5 credit, semester long class. Areas of concentration include: posture, note reading, aural skills, rhythmic patterns, chord study, fingerpicking styles, musical forms, improvisation, and performance.

.5 credit

HISTORY OF ROCK AND ROLL

#865

Grades 9, 10, 11, 12

This semester-long course will be centered around the evolution of Rock and Roll music and the influence it had on our culture. Units will include but are not limited to: Beginnings of Rock and Roll; Songs of Protest; Technology of Music; Video Killed the Radio Star; Music as a Business; and the Future of Music. Students may be asked to analyze lyrics, research bands/events, submit research papers, debate, and perform (on instruments and voice).

.5 credit

HOW TO BE A HUMAN

#866

Grades 9, 10, 11, 12

Yep...this is a real class. It is based on our need to create genuine aesthetic response to the world around us. We will respond to music. We will read and write poetry. We will debate...and work on our ability to speak in public. With such a wide range of topics that focus on our ability to not only exist...but find our place in this world and thrive in doing so...no better title could be offered than: How to be a Human.

.5 credit

INDEPENDENT STUDY

Various course

numbers

Prerequisite: Students must apply for an independent study and receive permission from the guidance department, potential teacher, administration and school board.

Curriculum is developed by the teacher/student depending on the course. The one semester opportunity is designed for students to be able to explore a passion within the fields of arts and humanities. Past offerings have included voice, piano, music theory, etc. The student's focus of study will be noted on the official transcript once the school year is completed. Students may take multiple independent studies on the same topic as long as they are able to create scaffolding in the required skills. Examples of areas of study are ukulele, voice, dance, etc.

.5 credit

PIANO LEVEL I-IV

#868/#869/#870/#871

Grades 9, 10, 11, 12

Prerequisites: Students will be placed in the appropriate starting level based on skill level. The courses must be taken in order.

Piano is being offered as a series of four sequential levels with each level being a .5 credit, semester long class. Areas of concentration include: posture, note reading, aural skills, rhythmic patterns, chord study, musical forms, improvisation and performance.

.5 credit

SONGWRITING/ELECTRONIC MUSIC

#838

Grades 9, 10, 11, 12

For the artist who prefers to work with the medium of lyrics and sounds, this course offers a chance to create original works by studying form, texture, genre and innovation in music. Students will be expected to create a portfolio of original music throughout the semester-long course. This course will use iPads and various software programs to teach students about music engineering as well as studio recording.

STEM (SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH) ELECTIVES

.5 credit

INTRODUCTION TO WOODWORKING
Grades 9, 10, 11, 12

#426

This is a semester course in woodworking. Instruction in this area will include safe use of power tools, wood as an industrial material, fundamentals of wood joinery, and basic finishing techniques. The cost of the project will be the responsibility of the student.

.5 credit

INTRODUCTION TO CONSTRUCTION
#431

Grades 9, 10, 11, 12

This is a semester course in the fundamentals of construction. Instruction in this course will include measurement and safe and accurate use of hand and power tools. Basic communication and employability skills as they relate to a construction field will also be addressed.

1 credit
#425

BASIC WOODWORKING

Grades 10, 11, 12

A level one course designed to allow students the opportunity to experience the use of woodworking tools and machines. Safety and quality construction techniques will be emphasized during the completion of a project. The cost of the project will be the responsibility of the student.

1 credit
#427

CABINETRY

Grades 11, 12

Prerequisite: *Basic Woodworking*

This year long, level two, woodworking class designed to allow students the opportunity to explore cabinet making techniques and use advanced woodworking skills. The safe use of machines and tools is emphasized throughout the course. The cost of the project will be the responsibility of the student. .

1 credit

INDUSTRIAL WOODWORKING TECHNOLOGY

#430

Grade 12

Prerequisite: Cabinetry

This year long, level three, woodworking class will simulate the process of manufacturing and tasks during manufacturing. The use of V-Carve and CNC technology will highlight the development of group projects. The safe use of machines and tools is emphasized throughout the course. The cost of the project will be the responsibility of the student.

.5 credit

INTRO TO WELDING TECHNIQUES

#437

Grades 10, 11, 12

This course is designed to introduce students to basic concepts associated with welding. Students will receive a variety of experiences pertaining to the metal trades. Students will be instructed on basic measurement, basic metallurgy, hand tools, metal cutting, and SMAW welding.

1 credits

WELDING AND FABRICATION

#440

Grades 11, 12

Prerequisite: Intro to Welding Techniques

This course is designed to develop a more in-depth understanding of the concepts associated with metalworking and welding. Additional equipment usage will be experienced such as advanced SMAW, oxy-fuel, and arc welding techniques, and the addition of MIG welding. Students will gain more experience in reading blueprints.

1 credit

ADVANCED WELDING TECHNIQUES

#441

Grade 12

Prerequisite: Welding and Fabrication

This course is intended to develop skills acquired in previous levels of Metal Tech to further develop knowledge in the fields of metal working and welding technologies. Students will develop skills experienced in previous courses and will generate metal fabrication projects to further develop understanding in their area of focus.

Additional equipment usage will be experienced such as advanced SMAW, oxy-fuel, advanced MIG, and out of position welding techniques.

.5 Credit

#470

SMALL GAS ENGINES

Grades 10 -12

This course will develop students skills and understanding of small gas engine technologies. Students will be able to identify and work with hand tools and small gas engines to learn how power is created using mechanical devices. Students will learn basic mechanical theories associated with small gas engines through a process of disassembling, reassembling, maintenance and repair procedures. A variety of specialty tools and measurement devices will be used to teach students how to troubleshoot, diagnose and repair various small gas engine devices. Students will learn how to identify problems, evaluate cost effective maintenance and repairs. This course follows the Briggs and Stratton high school curriculum, and is eligible for college credit through Delaware Valley University.

1 Credit

PRINCIPLES OF AGRICULTURE

#474

Grades 9-12

Principles of Agriculture, Food, and Natural Resources is a course designed to enhance the understanding of the agricultural industry. Students will have the opportunity to gain knowledge and skills related to plant and animal systems, food production, mechanical systems, entrepreneurship, leadership, and environmental sciences. To further develop learned subjects, students will be able to participate in various projects and activities throughout the course. This course follows the CASE AFNR curriculum, and is eligible for college credit through Delaware Valley University.

.5 credit

AG ANIMAL SCIENCE

#476

Grades 10-12

Offered in the Fall

Prerequisite:

Semester

Principles of Agriculture

This course is designed to explore the animal science industry and the food system of the United States in order to foster an understanding of the steps involved in producing livestock products for consumers, as well as cover food safety issues. This course will involve the study of economically important food animals through their biological processes, production, and management practices. This course is designed to introduce students to the scientific principles that underlie the breeding and husbandry of agricultural animals, and the production, processing, and distribution of agricultural animal products. This course introduces scientific principles applied to the animal industry; covers reproduction, production technology, processing, and distribution of agricultural animal products. This course is eligible for college credit through Delaware Valley University.

.5 Credit

AG PLANT SCIENCE

#480

Grades 10-12

Offered in the Fall

Prerequisite:

Semester

Principles of Agriculture

This is a foundation-level course teaching students the form and function of plant systems. Student experiences include the study of plant anatomy and physiology, classification, and the fundamentals of production and harvesting. Students learn how to apply scientific knowledge and skills to use plants effectively for agricultural and horticultural production. Students discover the value of plant production and its impact on the individual, the local, and the global economy. Part of the course work will include maintaining, improving, and using the school's greenhouse and other on campus facilities. This course follows the CASE ASP curriculum, and is eligible for college credit through Delaware Valley University.

1 Credit

SUPERVISED AG EXPERIENCE

#478

Grades 11-12

Prerequisite: PRINCIPLES OF AGRICULTURE; Students must have completed a Foundational SAE through FFA, with submitted recordbooks through the AET online platform, prior to enrolling in this course.

The course is intended for students to develop an Immersion Supervised Agricultural Experience (SAE) project. They will develop a project plan, conduct research, maintain records, and create a post-project reflection. SAEs provide a method in agricultural education for students to receive real-world career experiences in an area of agriculture that they are most interested in. Students will select from the following categories: Placement/Internship, Ownership/Entrepreneurship, Research (Experimental, Analysis, or Invention), School-Based Enterprise, or Service Learning. Students will be evaluated based on their planning, record keeping, and reflections. All documentation will be entered in the online AET program. Students will be required to document regular journal entries, record any financial records, and log all hours spent

on the project both in and outside of school. This course is aligned with National FFA SAE requirements, and is eligible for college credit through Delaware Valley University. **Can be run as an Independent Study*

.5 credit

INTRODUCTION TO CADD

#433

Grades 9, 10, 11, 12

This course is to introduce students to basic concepts associated with computer aided design and drafting. Students will receive a variety of experience pertaining to the drafting trades. Students will be instructed on basic drafting techniques used to construct basic shapes to make multi view drawings in Autocad.

1 credit

CADD I DRAFTING

#421A

Grades 10, 11, 12

Prerequisite: Intro to CADD

CADD I Drafting is an introductory course in drafting focusing on the basic features and techniques of the latest versions of AutoCAD and Solidworks. Students will explore the use of the many drawing and modification tools or commands found in the computer aided drawing software to develop the skills needed in the production of working drawings that could actually be used to produce a product. The class will focus on 2D drawing techniques including orthographic projections, section drawings, surface developments, ANSI drawing standards, as well as dimensioning and notes.

1 credit

CADD II DRAFTING

#422

Grades 11, 12

Prerequisite: CADD I

CADD II Drafting is an advanced course in computer aided drawing and assumes a basic skill level in, and working knowledge of AutoCAD and Solidworks. The focus will shift to 3-D operations. The use of Mastercam and CNC technology will also be introduced to highlight the development of a class project. Students will combine 2-D and 3-D drawing techniques with advanced dimension techniques to produce advanced working drawings.

1 credit

ENGINEERING 101 (Honors)

#444

Grades 10, 11, 12

Prerequisite: any 10th-grader wanting to take Engineering 101 must have previously taken or be concurrently taking Introduction to CADD and currently be taking a Chemistry course. For 11th and 12th grade, the prerequisite would be that they concurrently are enrolled in a physics course.

Explore the engineering design process through hands-on, project-based activities. You will learn how to build individual portfolios; develop sketches and models; and create engineering designs using concepts from physics, drafting, and fabrication. Students will work with 3D printers and a laser engraver to prototype and construct components for their projects. Key skills emphasized in this course include problem-solving, drafting, collaboration, and documentation. This class is ideal for students interested in STEM fields (Science, Technology, Engineering, and Math) and provides a strong introduction for those considering a future in engineering.

Other Electives

.5 credit

INTRO TO PERFORMANCE & PUBLIC SPEAKING

#240

Grades: 9, 10, 11, 12

Drama I will be offered to students of all grade levels with an interest in the performing arts or a wish to improve their public speaking skills. The class is performance-based and will introduce students to dramatic concepts by exploring theatre games and warm-ups, performance terminology, various genres of theatre, and public speaking. Grades are determined by class participation, performances, and a class journal.

1 credit

DIGITAL MEDIA

#135

Grades 10, 11,

12 (9 with approval of instructor)

Prerequisite: Previous English courses must average a C or better.

This English elective provides a wide-range of broadcast media experiences. In addition to learning the fundamentals of newsgathering, writing, and editing, students are trained in computer-assisted production editing, and publication. They examine the media, the concept of our community's need to know, its right to know, and its responsibility to know. Students will utilize Adobe Cloud to produce the morning news program for Warrior Run High School. In addition to this weekly program, you will also be required to attend and work on live broadcasts for sporting events throughout the year. This class can be repeated four times for full credit as long as the journalism student maintains an 85% yearly average.

.5 credit

SERVICE LEARNING

#752

In this class, students will work together as an entire class following the PATH model (Purpose, Agency, Talents and Hope) to determine a need in our community or global world that ignites them to make a difference. They will research the issue, brainstorm solutions, pitch ideas to community partners and work together with these community partners to make a change in their community and/or world. The culmination will be a showcase of their final learning project. Students will reflect on themselves, their project, and their learning to determine areas in which they grew and areas in which they need to continue to grow. This class is intended for mainly freshmen and sophomores.

.5 credit

BETTER CITIZENS with the MEDAL of HONOR
Grades 9-12

#753

In this class students will use the Medal of Honor Character Development Program to analyze the characteristics of courage, sacrifice, patriotism, citizenship, integrity, and commitment. Students will learn about and listen to Medal of Honor recipients and Citizen honorees to learn how they exemplified the six characteristics while reflecting on their own selves to determine how they can promote these same characteristics in themselves and others.

.5 credit

BECOMING YOU
Grades 9-12

#754

Research has proven that students that contain the seven character traits of self-confidence, empathy, self-control, integrity, curiosity, perseverance and optimism are more successful in life. In fact, these skills were deemed essential for the twenty-first century and world readiness by the Occupational Information Network, Pew Research, the Fourth Industrial Revolution and World Economic Forum. In this class, students will use a wide variety of activities, videos and projects to interact with one another and reflect on how they can grow these skill areas and apply them to their own lives both in and out of school to make them more successful in their current academic life and more employable in the future.

SUMMER ENRICHMENT OPPORTUNITIES (Online)
Grades 9-12

0.25 credit

SAT Prep Math- 2 weeks

This SAT Prep courses provide a thorough review of the concepts and skills relevant to the SAT content and questions. The course begins with an introduction explaining the SAT format and structure. The course then provides the student with a diagnostic pretest that assesses areas of strength and weakness to determine the target skills for practice throughout the course. Based on the assessment results, a personalized learning plan is created to provide the most efficient and effective preparation possible. This course provides a thorough review of all target skills that should be acquired before the SAT in the area of mathematics. The amount of time to complete this course in the allotted time frame would be 3.5 hrs/day for 10 days.

0.25 credit

SAT Prep Reading- 2 weeks

This SAT Prep courses provide a thorough review of the concepts and skills relevant to the SAT content and questions. The course begins with an introduction explaining the SAT format and structure. The course then provides the student with a diagnostic pretest that assesses areas of strength and weakness to determine the target skills for practice throughout the course. Based on the assessment results, a personalized learning plan is created to provide the most efficient and effective preparation possible. This course provides a thorough review of all target skills that should be acquired before the SAT in the area of reading. The amount of time to complete this course in the allotted time frame would be 3.5 hrs/day for 10 days.

0.5 credit

Career Readiness II

The intent of this required course is to help students become independent young adults in today's complex society. This class will inform students of their various financial responsibilities, focus on career exploration, college planning, and provide them with opportunities for self-awareness, expression, and satisfaction in a highly competitive society.

0.25 credit

Health 10

This course will improve students' understanding of basic health concepts and promotion of the skills needed to take action in health promotion and disease prevention.

Lyco CTC: Lycoming Career & Technology Center (Grades 10-12)

Warrior Run sophomores, juniors, and seniors with an opportunity to select career and technical courses as electives. These courses meet daily for three periods. Students will be transported to the course locations on the campus of Hughesville High School. Academic courses will be scheduled at Warrior Run High School. Students who select these courses will receive three (3) credits.

STUDENT PARTICIPATION

GUIDELINES FOR SELECTION

- Interest in the program as demonstrated through student input.
- Grades sufficient to progress to graduation.
- Satisfactory attendance (less than 10% absences).
- Compliance with school and civil rules and regulations.
- Principal's approval.
- Parental written approval.

PARENT AND STUDENT COMMITMENT

- Maintain grades sufficient to progress to graduation.
- Maintain attendance in accordance with state laws.
- Comply with school and civil rules and regulations.
- Assume financial responsibility for classroom supplies as needed.

PARENTS AND STUDENTS UNDERSTAND THAT

- Failure to meet grade, attendance, or behavior requirements will result in review of and decision concerning continued enrollment in classes of the Lycoming Career & Technology Center including possible removal from the program.
- Removal from the program will result in a failing grade and no credit. This could seriously affect graduation in a timely manner.
- There will be a Right of Appeal to the Superintendent's office; however, the decision of the Superintendent of Schools of the Warrior Run School District will be final.

AUTOMOTIVE TECHNOLOGY

#459A

If you are interested in cars and want to repair high tech vehicles, take a closer look at the Auto Tech program. This program, designed for students who would like to work in the automotive service industry, is certified by Automotive Service Excellence (ASE.) The LycoCTC Automotive Technology Program follows the National Automotive Technicians Education Foundation (NATEF) guidelines.

When you enroll in the program, you will learn about performance, computer electronics, engine and chassis diagnoses and repair. Through this program students may acquire a Pennsylvania Automotive State Inspection License, prepare for the Automotive Service Excellence (ASE) Certification, and complete SNAP-ON DVOM Training.

9 College Credits are currently available through Luzerne County Community College Articulation Agreement

* See more information about all the ways to earn college credits at Lyco CTC

COMPUTER SYSTEMS TECHNOLOGY

#450A

As a CST student you'll dive deep into the fascinating realms of computer hardware, network technology, cybersecurity, and programming. You'll get your hands dirty building and repairing computers, setting up and securing networks, writing code, and protecting digital landscapes. But that's not all! We're not just teaching tech; we're empowering you for the future. This program offers you the opportunity to earn valuable CompTIA certifications like A+, Network+, Security+, and IT Fundamentals. These certifications will open doors to a wide range of career opportunities in IT. So, let's embark on this incredible learning adventure together, where we'll equip you with the skills and knowledge needed to thrive in the dynamic tech world. Get ready to shape your future in technology with us!

7 College credits are currently available through Penn College Dual Enrollment

* See more information about all the ways to earn college credits at Lyco CTC

CONSTRUCTION TECHNOLOGY

#451A

This program provides students the opportunity to learn skills in the construction field such as: carpentry, masonry, electricity, plumbing, heating, and air conditioning. Students learn safety practices as they relate to using hand tools, power tools and performing tasks in the construction industry.

9 College credits currently available though Thaddeus Stevens College of Technology Articulation Agreement

3 College credits are currently available through Penn College Dual Enrollment
about all the ways to earn college credits at Lyco CTC

* See more information

CRIMINAL JUSTICE (Law Enforcement)

#458A

The Criminal Justice program is available to high school students who are interested in law enforcement, corrections or the military. Through a combination of academic-based instruction and “hands-on” experience, students will acquire the basic skills needed to

succeed in a related career field. Some of the areas studied include the criminal justice system, use of force, communication and report writing, patrol functions, crimes code and vehicle code, crime scene investigation, and physical education. The Criminal Justice program helps to prepare you for a career in private security, law enforcement, corrections, military, or to continue your post-high school education.

15 College credits currently available through Commonwealth University Articulation Agreement
currently available through Penn College Articulation Agreement
ways to earn college credits at Lyco CTC

12 College credits

* See more information about all the

CULINARY ARTS

#456A

Did you ever wonder what it would be like being a chef working in a 5-star restaurant? What about being an executive chef working for a Food Service Corporation? Our program prepares you for higher education and gets you ready to attain your goals you have set for yourself. Our instructor will give you a jump-start on your career goals and help you receive your ServSafe certification.

10 College credits currently available through Luzerne County Community College Articulation Agreement

* See more information about all the ways to earn college credits at Lyco CTC

DIESEL TECHNOLOGY

#457

If you are interested in diesel engines and want to work on powerful, high-torque vehicles, explore the Diesel Technology program. This program is designed for students who want to pursue careers in the diesel service and repair industry and is aligned with industry standards to ensure quality training. The Diesel Technology program follows guidelines set by the National Institute for Automotive Service Excellence (ASE). When you join this program, you will gain hands-on experience with diesel engine performance, fuel systems, electronic controls, diagnostics, and heavy-duty vehicle repair.

EARLY CHILDHOOD EDUCATION

#453A

This program prepares students for careers and further study in early childhood education by teaching child development from conception to adolescence. Students will also learn the practical skills needed to work in licensed child-care settings. Coursework covers planning and guiding developmentally appropriate activities, guidance and discipline practices, basic health and safety, management and operation of childcare facilities, employability skills, and child behavior. Students will gain hands-on experience through observation

and participation in an actual on-site preschool. This course provides a solid base for students planning to enter the fields of Occupational Child Care, Para-educator, or Elementary Education. This program is located at the Ashkar Elementary School in Hughesville.

6 College credits currently available through Commonwealth University Articulation Agreement

9 College credits currently available through Luzerne County Community College Articulation Agreement

* See more information about all the ways to earn college credits at Lyco CTC

PRE-NURSING & HEALTH SCIENCES

#455A

Pre-Nursing & Health Sciences introduces students to the scientific principles and practical skills that form the basis of healthcare and nursing practice. Students will explore human anatomy and physiology, medical terminology, and basic health assessments through hands-on labs and clinical simulations. Emphasis is placed on developing critical thinking, communication, and teamwork skills essential for success in healthcare professions. Students gain exposure to real-world healthcare environments through classroom experiences and optional cooperative education placements during the senior year. This course prepares students for postsecondary study in nursing and allied health fields and offers dual enrollment credit and articulation credits through partner colleges.

7 College credits currently available through Commonwealth University Articulation Agreement

3 College credits currently available through Penn College Articulation Agreement

3 College credits currently available through Penn College Dual Enrollment

* See more information about all the ways to earn college credits at Lyco CTC

WELDING TECHNOLOGY

#449

If you are interested in working with metal and creating strong, precise welds, consider the Welding Technology program. This program is designed for students who want to build careers in welding, fabrication, and metalworking industries. It follows industry standards to provide comprehensive, hands-on training. When you enroll in the program, you will learn 3 various welding processes, blueprint reading, metallurgy, and safety practices. Students will gain experience with advanced welding equipment and techniques, preparing them for industry certifications such as those offered by the American Welding Society (AWS).

SPECIAL PROGRAMS (Senior Year Options):

CAPSTONE COOPERATIVE EDUCATION

This opportunity allows eligible seniors to get on the job training at a co-op or internship placement directly related to their program of study at Lycoming CTC. Students must have their program instructor's recommendation to participate in this program.

*** EARNING COLLEGE CREDIT IN HIGH SCHOOL**

Career and Technical Education (CTE) students have several ways to get a head start on a college certificate or degree while still in high school. They can earn credit for the courses and skills they complete in their LycoCTC programs, which saves both time and money. These opportunities are listed with our programs, and more general information is below.

Dual Enrollment means taking a real college class while you're at LycoCTC. You earn both high school and college credit at the same time, at no cost to you. LycoCTC partners with Pennsylvania College of Technology for dual enrollment. Students earn credits on a Penn College transcript, and these credits sometimes transfer to other colleges.

Articulation means that LycoCTC and a particular college have an agreement, so that the college gives you credit when you complete a particular program of study at LycoCTC. Articulation is noted under each program description and is only between the listed college and LycoCTC (not transferrable to another college).

SOAR (Students Occupationally and Academically Ready) is a statewide program in Pennsylvania that connects LycoCTC programs to partner colleges who opt in. SOAR credits recognize the skills you learn at LycoCTC and translate them into credits at participating colleges in PA, which gives you a head start toward your degree or certificate.

Additional information is available at: <https://www.patrac.org/PA-SOAR-Programs>

* [26/27 LCTC Official Descriptions](#)

The Lycoming Career and Technology Center does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs or activities.

For more information or to arrange a visit, please contact:
Executive Director
293 Cemetery Street

Mr. Nathan C. Minium,
LYCOMING CAREER & TECHNOLOGY CENTER
Hughesville, PA 17737-1020

570-584-2300

www.lycoctc.org

570-584-2401 fax