

**Pleasant Valley High School
Program of Studies
2026-2027**



Pleasant Valley High School
1671 Route 209
Brodheadsville, PA

Excellence in Education: A Community Commitment

**PLEASANT VALLEY SCHOOL DISTRICT
BRODHEADSVILLE, PA 18322**

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Dr. Rae Lin Howard, Assistant Superintendent
Mrs. Tammy Smale, Business Manager
Mr. Jason Van Voorhis, Director of Instructional Technology and Innovation
Ms. Bernadette Fierro, Curriculum Supervisor
Dr. Jonathan Ayre, Curriculum Supervisor
Mrs. Christine Deutsch, Director of Special Education
Mr. Michael Slesinski, Special Education Supervisor

HIGH SCHOOL ADMINISTRATION

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Dr. Zachary McMichael, Assistant Principal
Mrs. Amber Chiafulio, Assistant Principal
Ms. Ariella Mease, Assistant Principal
Mr. James Korcienski, Athletic Director
Mrs. Donna Morris, Secretary to Principal
Mrs. Jennifer Wertman, Secretary to Assistant Principals
Ms. Lisa Undari, Secretary to Athletic Director

BEARS ACADEMY

Ms. Ariana Leibenguth, Bears Academy School Counselor
Mrs. Dayna Bronson, Bears Academy Secretary

HIGH SCHOOL GUIDANCE DEPARTMENT

Mrs. Carley Hartzell
Mr. Brian Morgan
Mrs. Kristen Stachina
Mrs. Payton Storms
Ms. Cevrina Vazquez
Mrs. Natalie Alvarez, Secretary to Guidance

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A Message from our High School Administration

Dear High School Students,

Welcome to an exciting chapter of your educational journey! Each year, you will make important decisions that play a crucial role in shaping your future interests, goals, and career aspirations. One of the most significant decisions you will make is selecting your courses. This process requires thoughtful consideration, and we encourage you to seek guidance from your parents, teachers, school counselors, and administrators. While we are here to support and guide you, the responsibility of weighing your options and making the best choices ultimately rests with you.

Our Program of Studies has been carefully designed to provide you with detailed information about the programs and courses available at our school. This resource is here to help you explore your interests, understand your options, and plan a meaningful academic pathway.

Your school counselor is an invaluable resource in this process. They are ready to offer personalized advice and clarify any questions you might have, ensuring you can use this guide effectively. As you explore your options, we encourage you to think not only about your academic strengths and interests but also about how your course choices align with your long-term career goals.

To support this, the Program of Studies includes Career Pathways, which highlight suggested courses for various career fields. These pathways are designed to help you focus your studies and prepare for your chosen field. Let them guide you as you make thoughtful decisions about the upcoming year.

To Parents/Guardians:

We value your role in supporting your child's educational decisions. We recognize that this process can sometimes feel complex, but we are here to help. Please feel free to contact the Guidance Office or schedule an appointment to discuss your child's plans and how to best support them.

Thank you for being an active part of this journey. We are excited to help you explore, plan, and succeed.

Sincerely,

High School Administration

A Message from our School Counselors

Dear Pleasant Valley High School Students and Families,

At Pleasant Valley High School, we want to facilitate academic success as well as foster the development of personal growth, emotional well-being, and social skills for our students. Additionally, we will assist our students in creating a post-graduation plan, such as college, trade school, workforce, or armed services, which aligns with each student's individualized interests and abilities.

As school counselors, we make ourselves available to meet with our students, to help facilitate a successful educational experience. During school counselor scheduled appointments at the beginning, middle and end of the school year, we ensure that all students are meeting their credit graduation requirements, their Act 158 graduation requirements, which are set forth by the state of Pennsylvania, and plan for their successful future. We also ensure that we are supporting our students in areas, beyond the boundaries of the classroom, by providing a variety of resources that can be found throughout the community.

We are excited to meet our new students to build new relationships and continue to support the well-being of our school community throughout the 2026-2027 school year.

Sincerely,

High School Counselors

A Message from the Bears Academy

Welcome to Bears Academy, the innovative Kindergarten through 12th-grade cyber school program proudly offered by the Pleasant Valley School District. At Bears Academy, we redefine the educational experience by combining the flexibility of asynchronous learning with the personalized touch of live support.

Our unique approach to online education revolves around using Edgenuity, an engaging and dynamic platform that caters to individual learning styles and paces. Through Edgenuity, students at Bears Academy have the freedom to navigate their educational journey independently, allowing them to grasp concepts at their own pace while fostering self-discipline and time-management skills.

What sets Bears Academy apart is the seamless integration of asynchronous learning with synchronous support provided by our dedicated Pleasant Valley Educators. While students benefit from the flexibility of self-paced lessons, our educators bring vibrancy to the virtual classroom through interactive sessions, live discussions, and personalized support. This blend of asynchronous and synchronous learning ensures students receive a comprehensive and well-rounded education tailored to their needs.

As a part of the Bears Academy family, students experience a supportive online community that values collaboration, curiosity, and academic excellence. We take pride in offering a cyber school program that not only adapts to the modern demands of education but also ensures that each student receives the attention and guidance needed to thrive in a digital learning environment. Additionally, BA students are invited to participate in the district's extracurricular activities, including clubs, sports, intramurals, dances, and sponsored organizations, to promote a connection between our district and students.

Join us at Bears Academy, where the power of technology meets the warmth of personalized education, creating a space where students can flourish academically while enjoying the flexibility of an asynchronous learning platform. Welcome to a new era of cyber education at the Pleasant Valley School District.

For more information about PVBA, please visit our website at <https://www.pvbears.org/Domain/977>.

Mr. Jason Van Voorhis
Pleasant Valley Bears Academy Principal

Important Course Information for Bears Academy

Any student interested in the Bears Academy should meet with their school counselor to review the available course offerings. Students who wish to transition to cyber instruction or return to in-person (brick-and-mortar) learning must remain in their current placement until the end of the quarter before making a change. Repeated changes in the mode of instruction will not be permitted, as they may result in credit loss and disruption to academic progress.

Class of 2028 and Beyond Graduation Requirements

For all students graduating in 2028 and beyond: Listed below are the graduation requirements in which all students must successfully pass to be eligible for a diploma.

ENGLISH	4
MATHEMATICS	3
SCIENCE	3
SOCIAL STUDIES	3
1 ADDITIONAL CREDIT FROM SCIENCE, SOCIAL STUDIES, OR MATH	1
WELLNESS & HEALTH	2
FINANCIAL LITERACY	.5
ELECTIVES*	7.50
<i>TOTAL CREDITS REQUIRED =</i>	24

*Elective courses include all of the following: *Art, Music, Business, Industrial Technologies, Family and Consumer Science, Foreign Languages, Social Studies (other than required Social Studies courses), MCTI, & Keystone Courses (required if the student is not proficient in PSSA & Keystone exam scores).*

*Students attending middle school have the ability to take advanced courses (Algebra I, Spanish I); however, these advanced courses taken during their time in middle school will not be added to their high school GPA or reflected on their transcript. This will take effect starting with the class of 2028. Please note: Students that took Spanish I in middle school in the year 23-24 will get high school credit but not GPA.

*In addition to the required 24 credits for graduation, students must also meet the Pennsylvania Act 158 Pathway requirements. Please see page 14.

*Any student that attends MCTI during their high school career, will need to individually meet with their school counselor to ensure they are meeting their graduation requirements.

*Bears Academy is our district's online cyber program through the platform Edgenuity. Bears Academy coursework is credited towards the attainment of a Pleasant Valley High School Diploma.

Class of 2027

Graduation Requirements

For all students graduating in 2026-2027 school year: Listed below are the graduation requirements in which all students must successfully pass to be eligible for a diploma. Credit total is the same but individual credit requirements are different due to changes in course offerings.

ENGLISH	4
MATHEMATICS	3
SCIENCE	3
SOCIAL STUDIES	3
1 ADDITIONAL CREDIT FROM SCIENCE, SOCIAL STUDIES, OR MATH	1
PHYSICAL EDUCATION	.25
CAREER EXPLORATIONS	.25
WELLNESS COURSE	1.5
ELECTIVES*	8
TOTAL CREDITS REQUIRED =	24

*Elective courses include all of the following: Art, Music, *Business*, Industrial Technologies, Family and Consumer Science, Foreign Languages, Social Studies (other than required Social Studies courses), MCTI, & Keystone Courses (required if the student is not proficient in PSSA & Keystone exam scores).

*Students attending middle school have the ability to take advanced courses (Algebra I, Honors Algebra II, Spanish I, & Honors English Prep); however, these advanced courses taken during their time in middle school will not be added to their high school GPA, but the credit will be reflected on their transcript. The only courses that will be added to the high school transcript and GPA are Algebra I if taken in 7th grade and Honors Algebra II if taken in 8th grade. If a student took Algebra I in 8th grade, the credit will be reflected on their transcript only.

*In addition to the required 24 credits for graduation, students must also meet the Pennsylvania Act 158 Pathway requirements. Please see page 14.

*Any student that attends MCTI during their high school career, will need to individually meet with their school counselor to ensure they are meeting their graduation requirements.

*Bears Academy is our district's online cyber program through the platform Edgenuity. Bears Academy coursework is credited towards the attainment of a Pleasant Valley High School Diploma.

Required Grade Level Credits

English (4 credits) – Completion of one course in each of the following grade level categories:

9th grade English (1 Credit)	10th grade English (1 Credit)	11th grade English (1 Credit)	12th grade English (1 Credit)
<ul style="list-style-type: none"> • English 9 • Honors English 9 	<ul style="list-style-type: none"> • English 10 • Honors English 10 	<ul style="list-style-type: none"> • English 11 • Honors English 11 • AP English 11 	<ul style="list-style-type: none"> • English 12 • AP English 12 • Introduction to College English • College English I & II

Science (3 credits) – Completion of one course in each of the following grade level categories:

9th grade Science (1 Credit)	10th grade Science (1 Credit)	11th grade Science (1 Credit)	12th grade Science
Biology Honors Biology	Elements of Chemistry Chemistry Honors Chemistry	Students select any science course(s).	*

Math (3 credits) – Completion of one course in each of the following grade level categories:

9th grade Math (1 Credit)	10th grade Math (1 Credit)	11th grade Math (1 Credit)	12th grade Math
Algebra I Pre-Algebra	Algebra I Algebra II Algebra 1B Honors Geometry Honors Algebra II Geometry	Geometry Honors Geometry Algebra II Honors Algebra II *AP Courses available.	*

Social Studies (3 credits) – Completion of one course in each of the following grade level categories:

9th grade Social Studies (1 Credit)	10th grade Social Studies (1 Credit)	11th grade Social Studies (1 Credit)	12th grade Social Studies
American Studies	World Studies AP World History: Modern	American Government & Economics *AP Courses available.	*

*Students must select 1 additional credit from either Science, Social Studies, or Math.

Wellness (2 credits)-Completion of one course in each of the following grade level categories:

9th grade Physical Education/Health (.5 credit)	10th grade Physical Education/Health (.5 credit)	11th grade Physical Education (.5 credit)	12th grade Physical Education (.5 credit)
Wellness & Health I	Wellness & Health II	Advanced Wellness & Responding to Emergencies Advanced Wellness & Weight Lifting Advanced Wellness & Cardio/Aerobic Fitness Advanced Wellness & Exercise Physiology & Nutrition	Advanced Wellness & Responding to Emergencies Advanced Wellness & Weight Lifting Advanced Wellness & Cardio/Aerobic Fitness Advanced Wellness & Exercise Physiology & Nutrition

Career (.5 credit) – Completion of one course in each of the following grade level categories:

11th grade (.5 credits)
Financial Literacy

Electives – Students must complete their schedules to acquire 7 total credits each year.

9th grade	10th grade	11th grade	12th grade
• 2.5 credits of electives	• 2.5 credits of electives	• 2.5 credits of electives	• 4.5 electives

Pleasant Valley High School Credit Tracking Worksheet 2026-2027 School Year

Students will find this worksheet helpful in planning their high school program.

Subjects listed are required for graduation.

Elective courses should be selected with your career goal in mind.

Grade 9 (Minimum credit load should total 7)			Grade 10 (Minimum credit load should total 7)		
Course Title	Credit	Credit Earned	Course Title	Credit	Credit Earned
Math:	1		Math:	1	
Science:	1		Science:	1	
Social Studies:	1		Social Studies:	1	
English:	1		English:	1	
Wellness & Health I	.5		Wellness & Health II	.5	
Elective:			Elective:		
Elective:			Elective:		
Elective:			Elective:		
Elective:			Elective:		
Total Credits	7		Total Credits	7	

Grade 11 (Minimum credit load should total 7)			Grade 12 (Minimum credit load should total 7)		
Course Title	Credit	Credit Earned	Course Title	Credit	Credit Earned
English:	1		English:	1	
Math:	1		Math/Science/Social Studies:	1	
Science:	1		Advanced Wellness Course	.5	
Social Studies:	1		Elective:		
Advanced Wellness Course	.5		Elective:		
Elective:			Elective:		
Elective:			Elective:		
Elective:			Elective:		
Total Credits	7		Total Credits	7	

Grade 9 Credits Earned	
Grade 10 Credits Earned	
Grade 11 Credits Earned	
Grade 12 Credits Earned	
Total Credits Earned	
Credits Required To Graduate:	24

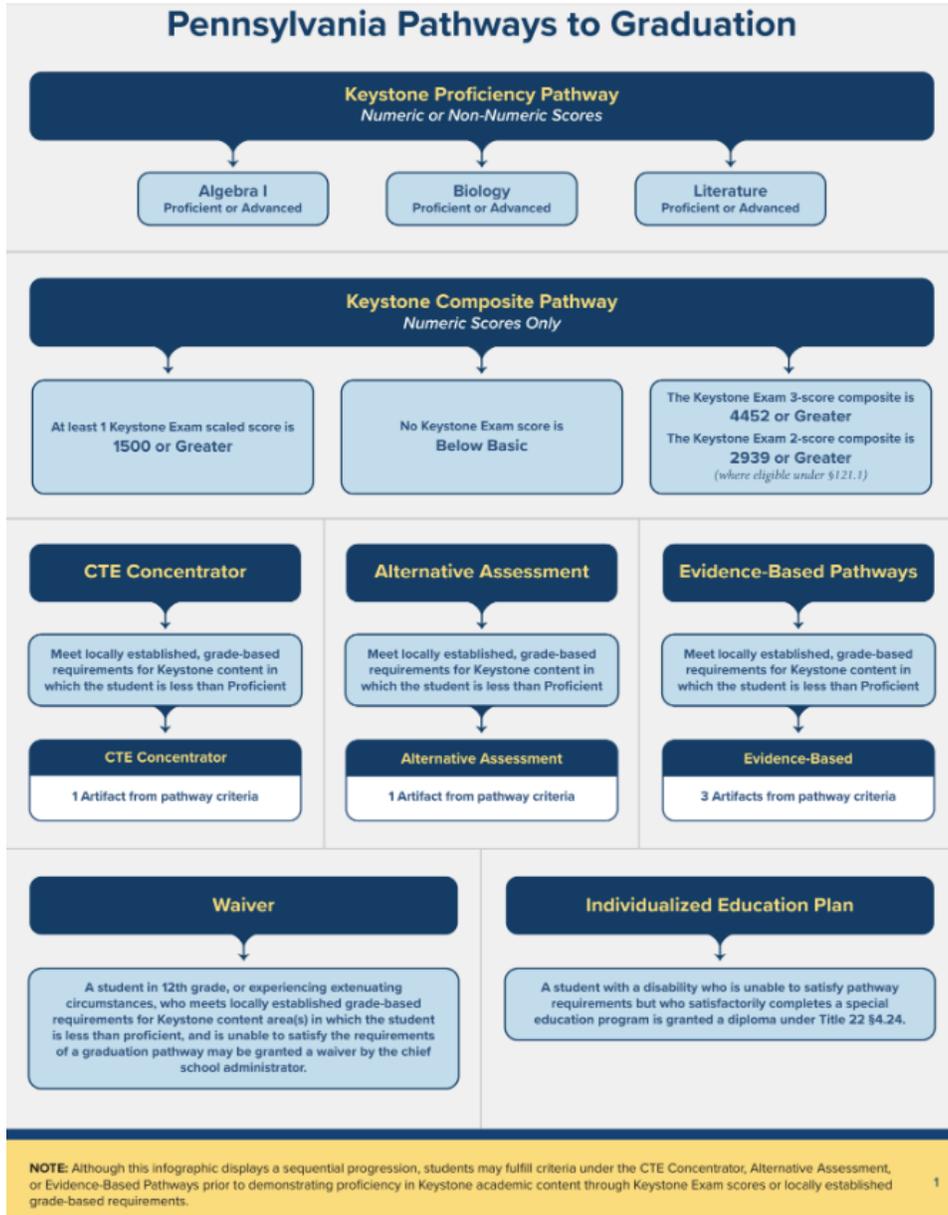
Timeline for scheduling	
Projected Date	Description
Late January/ February	-Grade level presentation held at the middle school for incoming 9th graders: <ul style="list-style-type: none"> - High School - Bears Academy - MCTI
Late January/ February	Parent/Guardian scheduling presentations for incoming 9th -12th: <ul style="list-style-type: none"> - High School - Bears Academy - MCTI
February/ March	Student scheduling presentations for incoming 10th -12th: <ul style="list-style-type: none"> - High School - Bears Academy - MCTI
February/ March	-Incoming 12th grade: Course selection window opens (AP course request forms are handed out).
February/ March	-Incoming 11th grade: Course selection window opens (AP course request forms are handed out).
February/ March	-Incoming 10th grade: Course selection window opens (AP course request forms are handed out).
February/ March	-Incoming 9th grade: Course selection window opens (AP course request forms are handed out).
April/May	Release of student's unofficial schedule
June/July	Release of student's unofficial schedule
August	Release of student's official schedule

*Courses that have ten or fewer student requests may not run per the discretion of administration.

After students get their unofficial schedule, changes to student schedules will only be considered to correct scheduling errors, NOT to change a course selection.

Statewide High School Graduation Requirement Act 158 of 2018.

Act 158 of 2018 (Act 158), which was signed into law by Governor Tom Wolf on October 24, 2018, shifts Pennsylvania’s reliance on high stakes testing as a graduation requirement to provide alternatives for high school students to demonstrate readiness for postsecondary success. Formerly, Pennsylvania’s statewide graduation requirement was more restrictive, requiring most students to pass the Keystone Exams — end of course exams in Algebra I, Literature, and Biology — in order to graduate. Act 158, in conjunction with Act 6 of 2017 (Act 6), expands the options for students to demonstrate postsecondary readiness through four additional pathways that more fully illustrate college, career, and community readiness. The statewide graduation requirement outlined in Act 6 and Act 158 takes effect for the **graduating class of 2023**. ([Act 158 Pathway Graphic](#) accessible on the PVHS website home page)



Pathway Criteria

CTE Concentrator	Alternative Assessment	Evidence-Based
<p align="center">1 Artifact</p>	<p align="center">1 Artifact</p>	<p align="center">3 Artifacts consistent w/student goals <small>ONE or more from Section One No more than TWO from Section Two</small></p>
<p>Industry-based competency certification</p> <hr/> <p>Likelihood of industry-based competency assessment success</p> <hr/> <p>Readiness for continued engagement in CTE Concentrator program of study</p>	<p>Attainment of one alternative assessment score or better: ACT (21), ASVAB AFQT (31), PSAT/NMSQT (970), or SAT (1010)</p> <hr/> <p>Attainment of Gold Level or better on ACT WorkKeys</p> <hr/> <p>Attainment of 3 or better on AP Exam(s) related to each Keystone content area in which less than Proficient</p> <hr/> <p>Attainment of 4 or better on IB Exam(s) related to each Keystone content area in which less than Proficient</p> <hr/> <p>Successful completion of concurrent enrollment course(s) related to each Keystone content area in which less than Proficient</p> <hr/> <p>Successful completion of a pre-apprenticeship program</p> <hr/> <p>Acceptance into accredited, non-profit Institution of Higher Education (IHE) 4yr program for college-level coursework</p>	<p>Section 1</p> <hr/> <p>Attainment of 630 or better on any SAT Subject Test</p> <hr/> <p>Attainment of Silver Level or better on ACT WorkKeys</p> <hr/> <p>Attainment of 3 or better on any AP Exam</p> <hr/> <p>Attainment of 3 or better on any IB Exam</p> <hr/> <p>Successful completion of any concurrent enrollment or postsecondary course</p> <hr/> <p>Industry-recognized credentialization</p> <hr/> <p>Acceptance into accredited, non-profit Institution of Higher Education (IHE) for college-level coursework in an other-than-4yr program</p> <hr/> <p>Section 2</p> <hr/> <p>Attainment of Proficient or Advanced on any Keystone Exam</p> <hr/> <p>Successful completion of a service-learning project</p> <hr/> <p>Letter guaranteeing full-time employment or military enlistment</p> <hr/> <p>Completion of an internship, externship, or cooperative education program</p> <hr/> <p>Compliance with NCAA Division II academic requirements</p>

5 ACT 158 GRADUATION PATHWAYS (to be completed by end of junior year for state reporting):

Keystone Proficiency Pathway

- A Student must earn Proficient or Advanced on all 3 Keystone Exams: Algebra I, Literature and Biology.
- A proficient score =1500 or above on each test to meet this pathway.
- Keystone Exams are aligned to specific courses. Students must take the Keystone Exam at the end of the aligned course and could retake tests on which they do not achieve proficiency (unlimited retakes).

Keystone Composite Pathway

- Demonstration of Proficiency:
- Composite (total) score of 4452 on all three exams, also earning a Proficient or Advanced score on at least one of the three exams.
- The student may not earn a Below Basic score on either of the other two exams.
- If a student tests multiple times, the BEST SCORE is used in this calculation.

Career Technical Pathway

- Successful completion of Keystone courses and/or foundational course option.
- Measurable demonstration of career readiness, such as industry-based based certification achievement, successful MCTI program progress via task completion, and/or proficiency on an approved industry-based competency assessment (i.e. NOCTI)

Alternate Assessment Pathway

- Successful passing of the Keystone Course or available foundational course (Alg, Lit, Bio) on which the student did not earn a proficient/advanced score on the Keystone exam. Student must also achieve one of the following:
- Achievement of an established score on an approved alternate assessment
 - SAT/1010
 - PSAT/970
 - ACT/21
 - ASVAB/31
 - Gold Level on the ACT WorkKeys Assessment.
 - Achievement of at least a 3 on an AP Program exam in an academic content area associated with each Keystone
 - Exam on which the student did not achieve a proficient or advanced score; Successful completion of a concurrent enrollment course (ex., college-in-high school course) in an academic content area associated with each Keystone Exam in which the student did not achieve at least a proficient score; Successful completion of a pre-apprenticeship program; or Acceptance in an accredited, 4-year, nonprofit institution of higher ed and evidence of the ability to enroll in college-level coursework.

Evidence Based Pathway

- Successful completion of the Keystone course/district requirement.
- Demonstration of 3 pieces of evidence consistent with the student's goals and career plans, including:
- At least 1, but up to 3 of the following:
 - Achievement of an established score on the ACT WorkKeys assessment (Silver Level).
 - SAT/630 subject test.
 - AP Program Exam (score of 3 or above).
 - Acceptance to an accredited, nonprofit institution of higher ed other than a 4-year institution and evidence of the ability to enroll in college-level coursework.
 - Attainment of an industry-recognized credential.
 - Successful completion of a concurrent enrollment or postsecondary course.

Two (2) additional pieces of evidence, including one or more of the options listed above or:

- Satisfactory completion of a service learning project.
- Attainment of a proficient or advanced on a Keystone Exam.
- A letter guaranteeing full-time employment.
- A certificate of successful completion of an internship or cooperative education program.
- Satisfactory compliance with the NCAA's core courses for college-bound student athletes with a minimum grade point average (GPA) of 2.0

Grading Policy

The following information pertains to the numerical grading policy:

1. Any grade average below 65% is a failing grade.
2. Any student who is absent on the day of a midterm, benchmark, or final exam must produce a doctor's excuse for the absence, which will allow the student an opportunity to take the exam. Students who cannot furnish a doctor's excuse or do not obtain the administrator's approval shall receive a grade of zero "0".
3. Students will not be permitted to make up work from any unexcused absence.
4. Each one (1) credit course final grade will be determined by averaging the four (4) marking period grades and the final exam, where the final exam represents 20% of the final average or, as determined by each department, each one (1) credit course final grade will be determined by averaging the four (4) marking period grades, the midterm (10%) and the final exam (10%), where the midterm and final exam represents 20% of the final average. Benchmark exams are given each marking period and will be averaged into the marking period grade.
5. Each half (1/2) credit course will not have a final exam that represents 20% of the final average. The course grade will be determined by averaging the marking period grades.
6. Advanced Placement courses do not have final exams. The course grade will be determined by averaging the four marking period grades.
7. For clarity, Numeric and Alphabetic Equivalent grades are listed in the chart below:

Alpha Equivalent	Numeric Grades	Definition
A	92 – 100	Excellent
B	83 – 91	Above Average
C	74 – 82	Average
D	65 – 73	Below Average
F	0 – 64	Failure
P		Pass
I		Incomplete

NCAA Athletic Eligibility



Pleasant Valley School District makes course recommendations based on the most appropriate academic placement. All students whose future plans include enrolling in college and participating in Division I or Division II athletics must be certified by the NCAA Initial-Eligibility Clearinghouse. It is the responsibility of the student to obtain the most recent evaluation of Pleasant Valley High School's approved course list from the District Web Site, his/her counselor or the NCAA website by [clicking here](#). Course modifications and new courses are submitted to the NCAA yearly. Therefore, it is very important to review yearly for any changes in course approvals and eligibility requirements.

Applications for registering with the NCAA Clearinghouse are available on the district website and are recommended to be completed by the sophomore year. The appropriate time to file this application is during the fall of the sophomore year. An official transcript from the School District must accompany the request for evaluation. If this process is not followed, the student will not be permitted to participate in college athletics during their freshman year.

To students applying for NCAA Division I and II sports: Any credits taken outside of Pleasant Valley School District for either remediation or original credit may not be approved by the NCAA. It is the responsibility of the student to contact the educational institution to verify whether the course falls under the approved course list for the NCAA. It is also the student's responsibility to obtain a transcript from the educational institution indicating the course, grade, and credit to include in his/her application for NCAA eligibility.

See page 81 for NCAA Athletic Eligibility Information, or go to the Pleasant Valley School District Website under Athletics, or go to the Guidance Office to request a College Bound Student-Athlete Eligibility Guide.

Honors Course Selection

Honors courses are designed to offer a greater depth of instruction at an accelerated pace. Placement into Honors courses is based on exceptional performance or achievement in previous course work. Note that teacher recommendation, local benchmarks, and standardized test scores also serve as key indicators of potential to meet success in courses maintaining high scholarship standards. Finally, it is also important to recognize that Honors courses place higher demands on a student's time. An ability to work with a heavier than average academic workload is essential. Honors courses will carry a weighted grade.

Advanced Placement (AP) Courses

Advanced Placement (AP) courses are offered in various subject areas. Advanced Placement courses are college-level courses that use the College Board's approved curriculum to prepare students for the course-ending AP exams. Students must understand that success in any AP course will require extra study time and effort on their part. Most AP courses have a summer assignment that students must complete by the first day of school.

Students are expected to be able to read and understand a college-level textbook. Weekly reading assignments are 30 – 50 pages or more focusing on critical thinking and application of content. The College Board clearly identifies the concepts for mastery of the AP tests. The AP class is essentially on a college level of study as the standards reflect the curriculum taught in many colleges and universities. These objectives, and other information about AP courses, may be found at www.collegeboard.com.

AP Enrollment:

- Any student that wants to enroll in an Advanced Placement course must complete the Advanced Placement Course Request Sheet. This sheet can be found in the Guidance Office.
- Students must express intent to enroll in the AP course.
- Students must possess the willingness to meet the rigors of the course.
- Data review will occur with a focus on advanced or proficient standardized test results, final course grades, attendance, teacher recommendations.
- All students that take an Advanced Placement course will be **required** to take the Advanced Placement examination at the end of the course in May. The district will provide financial assistance.
- Any student wishing to drop an Advanced Placement course will need approval of the high school administration.
- Before enrolling in an AP course, it is recommended that students have a minimum of 87% in the prerequisites. Please see the Advanced Placement Course Request Sheet.
- High School administration has final approval for any AP enrollment.

Prerequisites for Courses

Prerequisites are important when selecting future courses. Students may only request a course if they have taken the prerequisites to get into that course. Administration & school counselors have the right to waive a prerequisite if warranted in certain student circumstances.

Drop/Add Procedure

Any student that wishes to drop a course must do so by the following deadlines (excludes AP Courses):

- Half Credit Course: Fifteen school days.
- Full Credit Course: Twenty school days.

A course change must be based upon academic considerations, and be facilitated by a conference/plan developed by the student, teacher, parent/guardian, counselor and administrator to support student success. This plan may require tutoring, completion of all required work to date, and a sincere demonstration of effort and ability by the student prior to dropping a course or changing the level of a course for all courses.

Advanced Placement Courses:

- Any student that wishes to drop an AP course for the 26-27 school year must do so by the following deadline: **June 5th.**

Weighted Grades

Advanced Placement Courses.

Weighted grades are used in Advanced Placement courses to give additional value to the grade earned because of the rigor of the course and the accelerated pace.

Regular Grade

A = 92% - 100%
B = 83% - 91%
C = 74% - 82%
D = 65% - 73%
F = 0% - 64%

AP Weighted Calculation

+9 added point value = 101% - 109%
+9 added point value = 92% - 100%
+9 added point value = 83% - 91%
+9 added point value = 74% - 82%
0 added point value (*Students must earn at least a 65% to earn 9 points*)

Example: A student earns 85% for quarter 1. Their grade will remain an 85% on the report card. The 9 added points will be calculated into the weighted GPA.

Honors Courses.

Weighted grades are used in Honors courses to give additional value to the grade earned because of the rigor of the course and the accelerated pace.

Regular Grade

A = 92% - 100%
B = 83% - 91%
C = 74% - 82%
D = 65% - 73%
F = 0% - 64%

Honors Weighted Calculation

+5 added point value = 101% - 105%
+5 added point value = 92% - 97%
+5 added point value = 83% - 88%
+5 added point value = 74% - 79%
0 added point value (*Students must earn at least a 65% to earn 5 points*)

Example: A student earns 85% for quarter 1. Their grade will remain an 85% on the report card. The 5 added points will be calculated into the weighted GPA.

Class Rank

Class rank is based on a student's final GPA. The top ten of the graduating class will be calculated once all senior weighted grades are complete.

Valedictorian and Salutatorian

Eligibility for recognition of Valedictorian and Salutatorian honors will be limited to students who are continuously enrolled at the district's high school for three (3) or more school years immediately prior to the date of graduation. The Valedictorian will be the student with the highest weighted GPA as computed once senior grades are all complete. The Salutatorian will be the student with the second highest weighted GPA as calculated once senior grades are all complete.

Honor Roll

The following criteria shall be used to determine eligibility for the Honor Roll: (Honor Roll is based on the students unweighted grade).

1. An Honor Roll student will be one whose marking period average of all grades is 87% or higher and who has not attained a grade lower than 80% in any one subject.
2. A Distinguished Honor Roll student will be one whose marking period average of all recorded grades is 92% or higher and who has not attained a grade lower than 85% in any one subject.

College Credit Opportunities

Dual Enrollment

PVHS offers numerous options for students to earn college credit while still in high school. Early college credit provides several benefits:

- Save money and time: by earning enough credits, students can graduate from college in fewer semesters, which saves money and gets you into the workforce or the next level of education faster
- Save stress: with enough credits, students can take fewer courses in a semester and still graduate by their projected date*
*College typically takes four years and 120 credits. To graduate in four years, a student needs to take 15 credits (typically 5 courses) per semester. 12 credits (4 courses) is still full time and does not decrease financial aid. It can, however, decrease stress by providing students more time for completing work outside class, playing a sport, or having a job.
- Gain skills and experience: depending on the credit path you choose, you not only learn advanced content, but also learn time management, how to handle the rigor of postsecondary work, and a little about the scheduling process and course selection as well.

College Credit Options

Concurrent Enrollment: High school courses taught at PV by PV teachers. The course is the same for everyone; students seeking college credit pay tuition (usually at a reduced rate). Concurrent courses are approved by the college and earn both college and PV credit, dependent on student performance. Credits are transferable to another institution, depending on their policies.

- [Delaware Valley University](#)
- [Moravian University](#)
- [Northampton Community College](#)

Dual Enrollment: College courses open to high school students and taught online, on the college campus, or sometimes at PV with a teacher/coach (PV faculty member) in the classroom & a college professor teaching. Students pay tuition, and the tuition rate varies by school. DE does not earn PV credit but does earn college credit, dependent on student performance. Credits are transferable to another institution, depending on their policies.

- [Commonwealth University](#)
- [DeSales University](#)
- [East Stroudsburg University](#)
- [Harrisburg University of Science and Technology](#)
- [Northampton Community College](#)

Exams: Exams test content knowledge

[Advanced Placement \(AP\)](#)

- 15 different courses offered at PV
- Exams based on course content given annually in May

[College-Level Examination Program \(CLEP\)](#)

- 34 different exams offered throughout the year
- Many PV courses cover exam content

- Fills in gaps left by AP courses that don't always run

Eligibility Requirement: Any student wishing to participate in dual enrollment opportunities must have an 84% cumulative GPA or higher.

Independent Study

An independent study is a course identified by a student in which they wish to explore an area of particular interest, while extending the classroom learning experience. This course needs to have established objectives, a description of the method of study and research to be undertaken, and a manner in which the project will be evaluated. A student interested in pursuing an independent study needs to speak to their school counselor in order to get the process started. In order to be approved for an independent study a student must show academic proficiency, maturity or judgment, strong motivation to learn and self-reliance. All independent studies must be approved by the principal, district Superintendent, and the School Board. An independent study will be graded as a pass/fail course, and will not be calculated as part of a student's grade point average. Please see School Board policy 118 and included Administrative Regulation for additional information.

Course Audit

Students may choose to enroll in a course on an audit basis under the following conditions:

1. Space is available.
2. Grading for the course will be: O=Outstanding, S=Satisfactory, or U=Unsatisfactory
3. Audited courses cannot be used for credit toward graduation.
4. Permission of the parent/guardian, teacher, school counselor, and principal is required. The teacher will inform the school counseling office.
5. Students enrolled for audit are expected to meet all course requirements.
6. Once enrolled as an audit, the course cannot be considered for credit or any grade other than O, S, U or W (Withdrawn).
7. Students may be withdrawn from an audited course by approval of administration .

Remediation School

If a student fails a course required for graduation: the student must retake the course.

There are two ways to do this:

1. Retake the course in school. Must coordinate when the course will be taken with your guidance counselor.
2. Sign up for the failed course through Edgenuity. It is the responsibility of the student and parent to sign up for the course and pay for the course. The district will provide details on how to do this.

If a student plans to remediate a course, they must have earned a 50% or higher in the course they plan to remediate (Any student under a 50% will need administrative approval).

Career Artifacts

The Pennsylvania (PA) high school career artifacts are specific pieces of student work or evidence required by the Pennsylvania Department of Education (PDE) to demonstrate that a student has met the Career Education and Work (CEW) Standards. These artifacts are collected in an Individualized Career Portfolio and are part of the state's accountability system, the Future Ready PA Index.

For students in the high school grade band (9-11), the requirement is to produce an additional eight (8) pieces of evidence beyond what was collected in the previous grade bands (K-5 and 6-8). These eight artifacts must validate that all four strands of the CEW Standards have been meaningfully addressed. By the end of Grade 11, students must have accumulated eight additional pieces of evidence in their career portfolio. At least two of these eight pieces must demonstrate the implementation of the student's Individualized Career Plan (ICP) In order for a student to graduate, they must have completed and submitted all eight artifacts.

Educational Placement Change

The following criteria will apply to any student requesting a transfer between Pleasant Valley Bears Academy and the brick-and-mortar instructional setting:

- Students may transition only at the beginning of a marking period unless administrative approval is granted.
- Once placed, students must remain in that instructional setting for a minimum of one full marking period.
- Repeated changes in the modality of instruction will not be permitted due to the risk of credit loss and disruption to academic continuity.

PVSD Career Pathways

Planning for one's four-year high school course sequence is an exciting and serious undertaking. Within this document, students will find many selections designed to challenge thinking, develop interests, and plan for the future. Therefore, Pleasant Valley High School is proud to offer five **Career Paths** designed to meet the college and career readiness needs of its diverse student population:

- Arts and Communication.
- Business, Finance and Information Technology.
- Engineering and Industrial Technology.
- Human Services.
- Science and Health.

Within each **Career Path**, students will find **Career Clusters**. A **Career Cluster** is a group of jobs and industries that are related by skills or products. Within each Cluster are Cluster "Pathways" that can be related to a collection of courses and training opportunities to prepare students for a given career.

Career Path---Career Cluster---Career Pathway

The goal of the Career Path approach to learning is to provide a more relevant education for Pleasant Valley students through real world experiences, in various fields and occupations, without giving up all the activities and events that give students a true high school experience.

Raising Career Path awareness begins well before high school. Our students are introduced to Career Paths beginning in elementary school where they focus on career awareness. At the intermediate and middle levels, students explore various career opportunities and begin to complete interest inventories to identify fields of focus. Therefore, when students reach Pleasant Valley High School, they will have a better understanding of their strengths and areas of interest. When students enter the high school, they will be better prepared to choose a Career Path, as well as have the opportunity to change their minds

and pursue different paths without the risk of losing credits or the foundational knowledge and skills needed for graduation.

The following Foundational Knowledge and Skills identified within the district Profile of a Graduate will permeate all five **Career Paths**:

- Resiliency.
- Critical Thinking.
- Problem Solving.
- Collaboration.
- Communication.
- Citizenship and Personal Creativity.
- Ethics and Responsibility.
- Academic and Technical Knowledge.

Using their developed career goal, students shall prepare their academic plan with parents and high school counselors. Students may consult the attached planning guide for course alignment and positioning during the four years of their high school career.

For further information on Career Pathways, please refer to the Career Pathways Guide located in the Pleasant Valley High School Guidance Office or you can view it on our website at www.pybears.o

CAREER PATHWAYS KEY

				
Arts & Communication	Business, Finance, & Information Technology	Engineering & Industrial Technology	Human Services	Science & Health
-Performing Arts -Graphic Arts -Visual Arts -Journalism -Media -Telecommunication -News Media Technology -Music -Debate & Theater -Visual Arts -Fashion Design -Housing & Interior Design -Art Director -Illustrator -Multimedia Specialist -User interface designer	-Information Technology -Computer Information Systems -Finance -Accounting -Marketing Sales & Service -Marketing -Business -Management & Administration -General Management -Information Technology -Programming	-Manufacturing -Welding -Automated Manufacture -Architecture & Construction -Heating, Ventilation, Air Conditioning -Environmental & Earth Sciences -Plant Sciences -Animal Sciences -Natural Resources -Engineering -Engineering, Innovative Technologies -Industrial Technology Robotics Security	-Education & Training -Teaching & Training -Family and Community Services -Early Childhood & Developmental Services -Consumer Services -Customer Service -Counseling & Mental Health -Social Work	-Health Sciences -Biomedical Science -Certified Nurses and Assistants -Physicians -Therapists -Diversified Health -Emergency Medical Technician -Sports Medicine -Veterinary Medicine -Environmental Science

English

English 9: 1209



Grade 9 - Year – 1.0 credit

English 9 is designed to develop college and career readiness during which students will build foundational skills for effective reading, writing, speaking, listening, and research*. Students are expected to demonstrate a thorough understanding as they read, write, and discuss both literary and informational texts and use strong, relevant textual evidence to support comprehension, interpretation, analysis, evaluation, and synthesis of texts in a variety of genres and from a variety of cultural, historical, and social perspectives. Students will demonstrate their PA Core Standards-based skills through verbal and written response to reading, the completion of papers and projects, and a variety of academic discussions. Through active engagement with learning activities, students will also develop competencies in collaboration, everyday communication, technology, critical thinking, and problem solving.

*Research will be presented in the latest version of the Modern Language Association (MLA) format.

Prerequisites: None

Honors English 9: 1109



Grade 9 - Year – 1.0 credit

Honors English 9 is designed to further enhance established skills in effective reading, writing, speaking, listening, and MLA format research. Students will demonstrate a sophisticated understanding of a variety of materials via oral and written expression. Students will produce verbal and written responses to texts, several papers and projects, and numerous academic discussions. Students will utilize their skills to support higher-level thinking skills using apt, specific, and sufficient textual evidence from a selection of materials covering various perspectives. Heavy emphasis will be placed on college and career ready skills such as collaboration, communication, technology, critical thinking, and problem solving.

Prerequisites: A teacher recommendation from the student's 8th grade English teacher along with a recommended grade of 87% or higher.

English 10: 1210



Grade 10 – Year – 1.0 credit

English 10 is designed to develop college and career readiness during which students will develop skills for effective reading, writing, speaking, listening, and research*. Students are expected to demonstrate a thorough understanding as they read, write, and discuss both literary and informational texts and use strong, relevant textual evidence to support comprehension, interpretation, analysis, evaluation, and synthesis of texts in a variety of genres and from a variety of cultural, historical, and social perspectives. Students will demonstrate their PA Core Standards-based skills through verbal and written response to reading, the completion of papers and projects, and a variety of academic discussions. Through active engagement with learning activities, students will also develop competencies in collaboration, everyday communication, technology, critical thinking, and problem solving. *Research will be presented in the

latest version of the Modern Language Association (MLA) format. All 10th grade students enrolled in this course are required to take the Keystone Exam.

Prerequisites: English 9

Honors English 10: 1110



Grade 10 – Year – 1.0 credit

Honors English 10 is designed for students who have completed and passed 9th grade Honors English. This course is designed to develop college and career readiness. Students will continue to develop skills for effective reading, writing, speaking, listening, and research*. Students are expected to demonstrate a thorough understanding as they read, write, and discuss both literary and informational texts and use strong, relevant textual evidence to support comprehension, interpretation, analysis, evaluation, and synthesis of texts in a variety of genres and from a variety of cultural, historical, and social perspectives. Students will demonstrate their PA Core Standards-based skills through verbal and written response to reading, the completion of papers and projects, and a variety of student-led academic discussions. Through active engagement with learning activities, students will also develop competencies in collaboration, everyday communication, technology, critical thinking, and problem solving. *Students will enhance their research skills by completing a variety of assignments in the Modern Language Association (MLA) format, using an assortment of appropriate media sources and strategies. All 10th grade students enrolled in this course are required to take the Keystone Exam.

Prerequisites: A teacher recommendation from Honors English 9 along with a recommended grade of 87% or better or a teacher recommendation from English 9 along with a recommended grade of 87% or better.

English 11: 1211



Grade 11 – Year – 1.0 credit

English 11 is designed to develop college and career readiness during which students will further develop skills for effective reading, writing, speaking, listening, and research*. Students are expected to demonstrate a thorough understanding as they read, write, and discuss both literary and informational texts and use strong, relevant textual evidence to support comprehension, interpretation, analysis, evaluation, and synthesis of texts in a variety of genres and from a variety of cultural, historical, and social perspectives. Students will demonstrate their PA Core Standards-based skills through verbal and written response to reading, the completion of papers and projects, and a variety of academic discussions. Through active engagement with learning activities, students will also develop competencies in collaboration, everyday communication, technology, critical thinking, and problem solving.

*Research will be presented in the latest version of the Modern Language Association (MLA) format.

Prerequisites: English 10

AP English Language and Composition: 1113



Grade 11 – Year – 1.0 credit

The AP English Language and Composition course engages students in becoming skilled readers of both fiction and non-fiction written in a variety of genres, time periods, disciplines, and rhetorical contexts and in developing writing skills for composition in a variety of modes. The course focuses on reading critically, analyzing, and evaluating the rhetorical strategies used by writers and the purposes for the rhetorical choices they make. The readings will also serve as models for student writing. Students use research

skills for both projects and papers that follow the documentation format appropriate to the project's or paper's discipline. Students will also analyze and respond to visual texts such as artwork, advertising, and film as both supplements for written texts and as texts themselves. Reading selections are theme-based and address a number of topics from politics to philosophy to memoir.

Prerequisite: Admission to the AP program is based on the AP enrollment procedures and a recommended grade of 87% or above in a previous department subject. Students that do not have the recommended grade of 87% or above will need to meet with their counselor. Any student interested in this course should complete the AP Course Request Sheet located in the Guidance Office and bring it with them when they meet with their counselor for scheduling.

English 12: 1212  
Grade 12 – Year – 1.0 credit

English 12 is designed to develop college and career readiness during which students will seek mastery in skills for effective reading, writing, speaking, listening, and research*. Students are expected to demonstrate a thorough understanding as they read, write, and discuss both literary and informational texts and use strong, relevant textual evidence to support comprehension, interpretation, analysis, evaluation, and synthesis of texts in a variety of genres and from a variety of cultural, historical, and social perspectives. Students will demonstrate their PA Core Standards-based skills through verbal and written response to reading, the completion of papers and projects, and a variety of academic discussions. Through active engagement with learning activities, students will also develop competencies in collaboration, everyday communication, technology, critical thinking, and problem solving.

*Research will be presented in the latest version of the Modern Language Association (MLA) format.

Prerequisites: English 11

AP English Literature and Composition: 1114  
Grade 12 – Year – 1.0 credit

AP English, Literature and Composition course guides students through careful reading, analysis and evaluation of a combination of World, American and English literature encompassing prose, poetry, nonfiction and drama from both pre and post 20th century writers. Through close reading, students deepen their understanding and appreciation of how writers use language to provide meaning and pleasure to their works. The literature studied becomes the basis for developing critical and analytical reading, writing and evaluative skills. As they read, students consider a work's structure, style and themes as well as smaller-scale elements such as the use of figurative language, tone and symbolism. The material included on the AP test will also stand as a frame for the content of the class. Students will write short, analytical essays weekly and formal critical pieces bi-weekly. Students will use research and library skills to compose a formal critical paper following Modern Language Association guidelines criticizing two works from a Nobel Laureate author by the end of the course.

Prerequisite: Admission to the AP program is based on the AP enrollment procedures and a recommended grade of 87% or above in a previous department subject. Students that do not have the recommended grade of 87% or above will need to meet with their counselor. Any student interested in this course should complete the AP Course Request Sheet located in the Guidance Office and bring it with them when they meet with their counselor for scheduling.

Required Summer Work: Completion of summer work is required for this class. Summer work will be graded and included in the 1st marking period overall grade. Students that do not complete the summer

work by the first day of school will receive a grade of 0 on these assignments to begin the year. Please see the High School website for the most current information on summer work.

Introduction to College English: 1812 **Grade 11, 12 – Year – 1.0 credit**



Introduction to College English is designed to prepare almost proficient students for college English by specifically identifying and addressing the prerequisites of Northampton Community College's English 101 course. Students will engage in critical thinking, reading, and writing in a supportive, collaborative environment. These writing skills include research, reaction/analysis, argumentative, theme-related, and comparison/contrast. Students will learn and apply the strategies and develop the skills needed to understand challenging academic reading and to write academic essays. The students will strengthen their literature skills, vocabulary, grammar, and sentence structure in context with the reading selections and writing. The students are required to complete a research based project and/or oral presentation. Any 11th grade student that enrolls in this class will take College English I & II for 12th grade english.

Prerequisite: Students will be selected by PSAT verbal scores, Keystone Literature Exam scores, and counselor/teacher recommendation.

*This course will fulfill the graduation requirement of English 11 or 12 if taken in the high school.

College English I and II: 1813 **Grade 12 – Year – 1 credit PV/6 Credits NCC**



College English I and II is a combination of two Northampton Community College courses. Students must dually enroll in both NCC courses, which carry tuition charges, in order to remain in this class. This class includes college-level reading and writing assignments, study in rhetoric and literary analysis, and independent research. Candidates for this course will already possess strong skills in critical thinking, text analysis, synthesizing sources to defend, refute, or qualify an argument, strategic use of syntax and rhetorical strategy, vocabulary, and grammar. Successful completion of College English I and II, in accordance with NCC guidelines, earns students six transferable college credits. The course is taught by an NCC professor and supported by a PV English teacher who coaches students through their class assignments.

From the NCC course catalog:

ENGL101 (English I - MP 1, 2)

This course gives close attention to the writing process in various forms of thesis-based writing. The course develops skills in logical and focused writing, through thesis development using supporting ideas and evidence. In addition, students learn to integrate and document information from sources.

ENGL151L (English II - MP 3, 4)

Students continue to develop the academic writing and critical reading skills begun in English I. Students may elect to work on introduction to literature (L), report writing (R), or technical writing (T).

*This course will fulfill the graduation requirement of English 11 or 12 if taken in the high school.

Prerequisite: Students will be admitted based on PSAT verbal scores, Keystone Literature Exam scores, and counselor/teacher recommendation.

English Electives

Creative Writing: 1613 
Grade 9, 10, 11, 12 - 90 days - .5 credit

The Creative Writing semester course is designed for students to explore the world of writing. Students will write short fiction from a variety of genres. Each assignment will focus on the importance of a writing technique and literary device and students will explore each in depth, then use them in their writing. Students will read a mentor text that aligns with the writing technique and literary device being taught. Students will analyze and discuss the mentor text and student examples. Students will participate in whole and small group brainstorming.

Prerequisites: None

Journalism: 1612 
Grade 9, 10, 11, 12 - Year - 1.0 credit

This elective is a year-long course in which students design, create, publish and distribute the school's newspaper. Students will study/review the background of newspaper production, content, coverage, layout, design, typography, copy editing, photography, advertising and meeting deadlines. They will create layouts and complete editions of the newspaper, producing an attractive and journalistically sound newspaper.

* BEARS ACADEMY students have the option of selecting this class as one of their electives. It is the responsibility of the family to provide transportation to and from the school. Please contact the PVHS School Counselor about the class' availability.

Application Only Course: Any student interested in taking this course should complete an application located in the Guidance Office and bring it with them when they meet with their counselor for scheduling.

Prerequisites: None

Public Speaking: 1513 
Grade 9, 10, 11, 12 - 90 days - .5 credit

Public Speaking provides instruction and experience in planning and delivering speeches within a public setting. Emphasis is on developing verbal and nonverbal communication skills, preparation, delivery, and evaluation of informative, persuasive, and special occasion speeches. Upon completion, students should be able to prepare and deliver well-organized speeches while also demonstrating the speaking, listening, and interpersonal skills necessary to be effective communicators in academic settings, in the workplace, and in the community.

Prerequisites: None

Theater: 1713**Grade 9, 10, 11, 12 – 90 days – .50 credit**

Theater focuses on the development of creative skills with an emphasis on speaking and listening through an integration of public speaking and dramatic presentations designed to enhance self-esteem, self-awareness, and self-confidence. Performance in improvisational activities, group activities, scenarios, and team-building games is a major requirement of the course. Further emphasis will be placed on theater in historical context, theater vocabulary, and the basic essentials of acting. Evaluations will consist of assessments of student work as it relates to the improvement of skills.

Prerequisites: None**Video Production: 1711****Grade 9, 10, 11, 12 – 90 days – .50 credit**

The purpose of this course is to give students the opportunity to learn the techniques of video and audio production. The use of production equipment as well as editing software is an integral part of the course. Emphasis, however, is placed on the creation of student generated projects. Students will learn a variety of skills such as script writing, interviewing, production layout techniques, photographic principles, and program planning utilizing a hands-on approach.

Prerequisites: None**Advanced Video Production 1718****Grade 10, 11, 12- 90 days .50 credit**

Advanced Video Production is a follow-up to Video Production where students will build on the skills developed in the prerequisite course. Students will explore techniques to gain a more in-depth understanding of the video production and editing processes through project creation. Each student will learn and develop the skills necessary to plan, organize, write, direct, produce, and evaluate a video program. Emphasis is placed on advancing the pre production process, camera operation, audio techniques, lighting, and editing skills.

Prerequisites: Video Production**PVTV: 1719****Grade 10, 11, 12 – Year 1 credit**

This class is a follow-up to Video Production where students will build on the skills developed in the prerequisite course to create the daily PVTV broadcast. Students will gain an in-depth understanding of the television production process using studio and television control room equipment, including the video switcher, teleprompter, graphics, audio mixer, and video playback, as well as producing feature news stories.

Prerequisites: Video Production

Application Only Course: Any student interested in taking this course should complete an application located in the Guidance Office and bring it with them when they meet with their counselor for scheduling.

Digital Media: 1720

Grade 10, 11, 12 - Year - 1.0 Credit

This course introduces students to the fundamentals of visual communication and design through hands-on experience with both digital and traditional media. Students will utilize graphic design principles, typography, image editing, illustration, and layout techniques using industry-standard software and tools. Emphasis is placed on creativity, problem-solving, and developing a professional portfolio. Students will also have the unique opportunity to create and display content on the stadium scoreboard, gaining real-world experience in large-format visual communication. Projects may include digital graphics, print media, branding, advertising, and multimedia presentations. This course prepares students for careers in graphic design, marketing, digital media, and related fields, while fostering artistic expression and visual literacy.

Prerequisites: Graphic Design

Social Studies

American Studies: 2209



Grade 9 - Year - 1.0 credit

The 9th Grade American Studies course is a social, political, cultural, and intellectual inquiry of United States history. The primary goal is for the students to gain a comprehensive understanding of our national history in relation to the entire world. Students will be exposed to the pageant of history through a variety of teaching-learning methods and activities that include the utilization of technology and the investigation of primary historical documents, images, and artifacts. Students will build logic and reasoning skills, research and information gathering skills, presentation and debate skills, and an understanding of the pluralistic nature of society, as well as our common American heritage.

Prerequisites: None

AP United States History: 2109



Grade 11, 12 – Year – 1.0 credit

In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

Prerequisite: Admission to the AP program is based on the AP enrollment procedures and a recommended grade of 87% or above in a previous department subject. Students that do not have the recommended grade of 87% or above will need to meet with their counselor. Any student interested in this

course should complete the AP Course Request Sheet located in the Guidance Office and bring it with them when they meet with their counselor for scheduling.

World Studies: 2210  
Grade 10 – Year– 1.0 credit

World Studies is a course in which students examine world history from the beginning of time through the French Revolution. Students will examine the major events, movements, people, and issues which have shaped the world. Included are an analysis of Prehistory, Fertile River Valley Civilizations, Ancient Civilizations, Ancient Greece, Ancient Rome, The Byzantine Empires, the Middle Ages, Global Exploration, the Renaissance, the Protestant Reformation, the Enlightenment, and the French Revolution. Students will acquire an understanding of the forces shaping the world in which they live. Students use reading and writing strategies, analyze primary and secondary source material, use research and information skills, and actively engage in evaluation, analysis, and synthesis of historical event

Prerequisites: None

AP World History: Modern: 2110  
Grade 10 – Year – 1.0 credit

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

Prerequisite: Admission to the AP program is based on the AP enrollment procedures and a recommended grade of 87% or above in a previous department subject. Students that do not have the recommended grade of 87% or above will need to meet with their counselor. Any student interested in this course should complete the AP Course Request Sheet located in the Guidance Office and bring it with them when they meet with their counselor for scheduling.

*This course will fulfill the graduation requirement of World Studies.

American Government: 2211  
Grade 11, 12 –90 days - .50 credit

The primary goal of the American government course is for the students to gain a comprehensive understanding of the structure, function, and relevance of American Government and politics. Students will explore the American Government through a variety of teaching-learning methods and activities that include the utilization of technology and the investigation of primary historical documents, and images. Students will build logic and reasoning skills, research and information gathering skills, and presentation and debate skills. Students will gain an understanding of the origins, philosophy, structure, functions and processes of the American political and legal systems that are necessary for productive citizenship.

*This course is required to graduate. This course can be replaced by AP United States Government and Politics.

Prerequisites: None

AP United States Government and Politics: 2111



Grade 11, 12 – Year – 1.0 credit

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. The concepts of constitutionalism, federalism, civil liberties, and civil rights will be emphasized. Students will study U.S. foundational documents, Supreme Court decisions and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. Students will also engage in disciplinary practices that require them to read and interpret data and primary documents, make comparisons and applications, and develop evidence-based arguments.

*This course will fulfill the graduation requirement of American Government.

Prerequisite: Admission to the AP program is based on the AP enrollment procedures and a recommended grade of 87% or above in a previous department subject. Students that do not have the recommended grade of 87% or above will need to meet with their counselor. Any student interested in this course should complete the AP Course Request Sheet located in the Guidance Office and bring it with them when they meet with their counselor for scheduling.

Economics: 2212



Grade 11, 12 – 90 days - .50 credit

Economics is designed to introduce the students to the basic economic principles and theories. Emphasis will be placed on American capitalism and how it functions. Some of the selected topics will be: cost analysis, supply and demand in price setting, business organizations and their structures, and an in-depth analysis of competition, monopoly, monopolistic competition, and oligopoly. Students will be expected to interpret and construct graphs, charts, and tables and to analyze statistical information to formulate a conclusion.

***This course is required to graduate. This course can be replaced by AP Microeconomics or AP Macroeconomics.**

Prerequisites: None

AP Microeconomics: 2112



Grade 11, 12 – Year – 1.0 credit

AP Microeconomics is a college-level course that introduces students to the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and

the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

*This course will fulfill the graduation requirement of Economics.

Prerequisite: Admission to the AP program is based on the AP enrollment procedures and a recommended grade of 87% or above in a previous department subject. Students that do not have the recommended grade of 87% or above will need to meet with their counselor. Any student interested in this course should complete the AP Course Request Sheet located in the Guidance Office and bring it with them when they meet with their counselor for scheduling.

AP Macroeconomics: 2114  
Grade 11, 12 – Year – 1.0 credit

AP Macroeconomics is a college-level course that introduces students to the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination. It also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

*This course will fulfill the graduation requirement of Economics.

Prerequisite: Admission to the AP program is based on the AP enrollment procedures and a recommended grade of 87% or above in a previous department subject. Students that do not have the recommended grade of 87% or above will need to meet with their counselor. Any student interested in this course should complete the AP Course Request Sheet located in the Guidance Office and bring it with them when they meet with their counselor for scheduling.

Social Studies Electives

Criminal Justice: 2414 
Grade 9, 10, 11, 12 - 90 days - .5 credit

Criminal Justice is designed to teach students the foundations and processes of the American criminal justice system by providing them with a practical understanding of their legal rights and corresponding responsibilities. Topics covered in this course include elements of crimes, policing, criminal trials, landmark Supreme Court cases and the rights of the accused, and the corrections and juvenile justice systems. At the conclusion of this course, students will be able to interpret and apply the law to their daily lives as well as analyze and evaluate legal disputes.

Prerequisites: None

AP Human Geography: 2115  
Grade 9, 10, 11, 12 – Year – 1.0 credit

AP Human Geography introduces high school students to college-level introductory human geography or cultural geography. The content is presented thematically rather than regionally and is organized around the discipline’s main subfields: economic geography, cultural geography, political geography, and urban geography. Culture is firmly embedded into each chapter of the class. Students will learn why people move from place to place, analyze different religions that are practiced throughout the world, discover how food is made and consumed throughout the planet, and explore how, why, and where homes are constructed on our diverse planet. The approach is spatial and problem oriented. Case studies are drawn from all world regions, with an emphasis on understanding the world in which we live today. This will better prepare students to become productive citizens in a growing and complex society. Historical information serves to enrich analysis of the impacts of phenomena such as globalization, colonialism, and human–environment relationships on places, regions, cultural landscapes, and patterns of interaction.

Prerequisite: Admission to the AP program is based on the AP enrollment procedures and a recommended grade of 87% or above in a previous department subject. Students that do not have the recommended grade of 87% or above will need to meet with their counselor. Any student interested in this course should complete the AP Course Request Sheet located in the Guidance Office and bring it with them when they meet with their counselor for scheduling.

Modern US History: 2314 
Grade 10, 11, 12 - 90 days - .50 credit

The Modern US & World history course is an in-depth investigation of recent United States and world history from 1960 to the present. The course will trace the social, political, and economic progression of the United States as a global power. Special emphasis will be placed on the events of the Cold War, the successes and failures of various human rights movements, the foreign and domestic policies of presidential administrations from John F. Kennedy to the present, the context and the emergence of the ongoing War on Terror, as well as the evolution of American culture and society. The course will emphasize the relevance of historical events as a means to provide context for a critical analysis of contemporary issues and events.

Prerequisites: None

Psychology: 2413 
Grade 10, 11, 12 – 90 days - .5 credit

Psychology introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, consciousness, emotion and motivation, stress, personality, cognition, learning, and memory. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas.

Prerequisites: None

AP Psychology: 2116



Grade 10, 11, 12 – Year – 1.0 credit

AP Psychology introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.

Prerequisite: Admission to the AP program is based on the AP enrollment procedures and a recommended grade of 87% or above in a previous department subject. Students that do not have the recommended grade of 87% or above will need to meet with their counselor. Any student interested in this course should complete the AP Course Request Sheet located in the Guidance Office and bring it with them when they meet with their counselor for scheduling.

Mathematics

Algebra I: 3209



Grade 9, 10, 11 – Year – 1.0 credit

Algebra I consists of a study of the real number system, sets, variables, open sentences, axioms, negative numbers, equations, sentences in two variables, factoring, rational and irrational numbers and problem-solving using variables. The emphasis is on the structure of real numbers, algebraic concepts, deductive reasoning, and precision of language. ****Note: All students enrolled in this course are required to take the Keystone Exam.***

Prerequisites: None

Pre-Algebra: 3308



(Not NCAA approved)

Grade 9 – Year – 1.0 credit

This course is designed as a foundational stepping stone for incoming 9th-grade students who require a comprehensive review and deep conceptual understanding of key mathematical topics necessary for success in Algebra I and subsequent high-school mathematics. The curriculum focuses on reinforcing arithmetic skills with all real numbers, developing algebraic thinking, and applying problem-solving strategies to real-world contexts. Students will build mathematical fluency, critical thinking, and confidence through a structured, interactive, and problem-based approach.

Prerequisites: Failed Math 8.

Algebra IB: 3310   (NCAA approved for only .5 credit)

Grade 10, 11 – Year – 1.0 credit

Algebra IB will begin with a basic review of Algebra 1A with topics such as writing and solving equations and inequalities. Applications of real-world problems will be emphasized. The course will then move to the study of graphing linear equations, factoring, systems of equations, and data analysis. (Course requirements include: tests, quizzes, projects, presentations, notebook, daily homework, and usage of calculators.) It is highly recommended that each student have a calculator. The pacing of this course will provide time to review and cement fundamental skills and spiral the algebraic concepts learned.

***Note: All students enrolled in this course are required to take the Keystone Exam.**

Prerequisites: Algebra 1A

Algebra Foundations: 3415

Grade 10, 11, 12 – 90 days – .5 credit

Students are placed in this course by considering multiple data points. The aim of the course is to prepare students to be more successful on the SAT, PSAT & Keystone Exams. In addition, it will assist students with academic success. Students in this course will take the Keystone Exam for accountability purposes.

Prerequisites: Students have previously taken either Algebra I or Algebra 1B and are placed in the Algebra Foundations course to ensure student success with the graduation pathways.

Algebra II: 3210  

Grade 9, 10, 11 – Year – 1.0 credit

Algebra II is primarily an extension of Algebra I. However, a more rigorous approach is taken in the study of the real number system. The first part of the course involves real number concepts and skills, the solution of linear equations and inequalities, solving verbal problems, properties of polynomials, and rational expressions. The second part of the course deals with relations and functions, irrational numbers and quadratic relations. Students that have successfully completed Algebra 1B must take either Algebra II or Geometry to fulfill the three math credits required for graduation.

Prerequisites: Algebra I or Algebra IB.

Honors Algebra II: 3110 

Grade 9, 10 – Year – 1.0 credit

The Honors Algebra II course is both accelerated and enriched. In addition to the topics delineated in Algebra II 3210, the students will be challenged by higher-order thinking problems, equations and graphs, conic sections and logarithms.

Prerequisites: A teacher recommendation from the student's Algebra I teacher along with a recommended grade of 87% or higher.

Geometry: 3211  
Grade 9, 10, 11, 12 – Year – 1.0 credit

Geometry is a course that emphasizes logical reasoning, spatial visualization skills, and their application to problem solving. Students are expected to write two column deductive formal proofs, and use algebraic skills to set up and solve problems based on geometric representation. Additionally, students will solve problems related to plane, solid and coordinate geometry.

Students that have successfully completed Algebra 1B must take either Algebra II or Geometry to fulfill the three math credits required for graduation.

Prerequisites: Algebra I, Algebra 1B.

Honors Geometry: 3111 
Grade 9, 10, 11 – Year – 1.0 credit

The Honors Geometry course accelerates the pace and enhances the depth of the regular Geometry curriculum. Geometry is a course that emphasizes logical reasoning, spatial visualization skills, and their application to problem solving. Students are expected to write two column deductive formal proofs, and use algebraic skills to set up and solve problems based on geometric representation. Additionally, students will solve problems related to plane, solid and coordinate geometry. Students enrolled in Honors Geometry must have a final average of 87% or above in Algebra I & an Algebra I teacher recommendation.

Prerequisites: A teacher recommendation from the student's Math teacher along with a recommended grade of 87% or higher.

Probability & Statistics: 3214 
Grade 11, 12 – Year – 1.0 credit

Probability & Statistics poses a challenge to the analytic mind. Students will learn topics such as descriptive statistics, normal distributions, sampling, confidence intervals, hypothesis testing, correlation, regression, and probability. Students should have adequate reading comprehension skills.

Prerequisites: Algebra I or Algebra 1B

AP Statistics: 3113  
Grade 11, 12 – Year – 1.0 credit

The purpose of this college level course is to introduce students to the major concepts and tools for collecting, analyzing, and writing extensive conclusions from various, real world, word problems. Students are exposed to four broad conceptual themes: Exploring Data: Describing patterns and a departure from patterns; Sampling and Experimentation: Planning and conducting a study; Anticipating Patterns: Exploring random phenomena using probability and simulation; Statistical Inference: Estimating population parameters and testing hypotheses.

Prerequisite: Admission to the AP program is based on the AP enrollment procedures and a recommended grade of 87% or above in a previous department subject. Students that do not have the

recommended grade of 87% or above will need to meet with their counselor. Any student interested in this course should complete the AP Course Request Sheet located in the Guidance Office and bring it with them when they meet with their counselor for scheduling.

Pre-Calculus: 3114



Grade 10, 11, 12 – Year – 1.0 credit

Pre-Calculus introduces and reinforces many of the ideas basic to success in calculus. Some of the topics studied are equation solving, functions and graphing, trigonometry, logarithms, sequence and series, and limits

Prerequisites: A teacher recommendation from the student's Math teacher along with a recommended grade of 87% or higher in Algebra II.

AP Pre Calculus: 3311



Grade 10, 11, 12 – Year 1.0 credit

In AP Precalculus, you'll explore concepts such as polynomial and exponential functions that can help you calculate your rise to influencer status, and many more concepts related to functions, logarithms, and trigonometry that can be applied beyond the classroom.

Prerequisite: Admission to the AP program is based on the AP enrollment procedures and a recommended grade of 87% or above in a previous department subject. Students that do not have the recommended grade of 87% or above will need to meet with their counselor. Any student interested in this course should complete the AP Course Request Sheet located in the Guidance Office and bring it with them when they meet with their counselor for scheduling.

AP Calculus AB: 3313



Grade 11, 12 – Year 1.0 credit

This course is intended to be on a level with a typical college calculus class. The topics covered are those typically found in the first semester and some of the second semester of a college level calculus course. This includes functions, graphs, limits, rate of change, differentiation, applications of the derivative, integration, applications of integration, and transcendental functions. A calculator from the TI-84 family of calculators is recommended for this course. Students are expected to have a strong background (minimum grade of a "B") in Honors Algebra 2, Honors Geometry, and Honors-Pre-Calculus. This course consists of a full academic year of work in calculus and topics covered in courses at the college level.

Prerequisite: Admission to the AP program is based on the AP enrollment procedures and a recommended grade of 87% or above in a previous department subject. Students that do not have the recommended grade of 87% or above will need to meet with their counselor. Any student interested in this course should complete the AP Course Request Sheet located in the Guidance Office and bring it with them when they meet with their counselor for scheduling.

AP Calculus BC: 3314



Grade 12 – Year 1.0 credit

This course is intended to be on a level with a typical college calculus class. The topics covered are those typically found in the first two and one half semesters of college level calculus courses. Topics include a review of all AB topics as well as advanced methods of integration, additional applications of integration, transcendental functions, differential equations, convergence and divergence of sequences and series, Taylor polynomials, polar equations, vectors and parametric equations. Students are expected to have a strong background (minimum grade of a “B”) in Honors Algebra 2, Honors Geometry, Honors Pre-Calculus and AP Calculus AB. Graphing calculators will be used extensively in the course and are required on the Advanced Placement examination. A calculator from the TI-84 family of calculators is recommended for this course.

Prerequisite: Admission to the AP program is based on the AP enrollment procedures and a recommended grade of 87% or above in a previous department subject. Students that do not have the recommended grade of 87% or above will need to meet with their counselor. Any student interested in this course should complete the AP Course Request Sheet located in the Guidance Office and bring it with them when they meet with their counselor for scheduling.

AP Computer Science Principles: 7115 Grades 11, 12 – Year – 1.0 credit



Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation design. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cyber security concerns, virtual reality and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in the art of computer science.

Prerequisite: Admission to the AP program is based on the AP enrollment procedures and a recommended grade of 87% or above in a previous department subject. Students that do not have the recommended grade of 87% or above will need to meet with their counselor. Any student interested in this course should complete the AP Course Request Sheet located in the Guidance Office and bring it with them when they meet with their counselor for scheduling.

Science

Biology: 4210



Grade 9, 10 – Year – 1.0 credit

Biology is a required science course for high school graduation. It will focus on basic biological concepts. The course will explore the nature of science, biochemistry, bioenergetics, cellular transport, cell biology, and genetics, ecological principles, and evolution. This course aligns with the recommended biology curriculum standards outlined through the PA Department of Education, as well as the outlined standards for the Biology Keystone Exam. Successful completion of this course ensures students are prepared to take the Keystone Assessment in Biology. ***Note: All students enrolled in this course are required to take the Keystone Exam.**

Prerequisite: None

Honors Biology: 4100  
Grade 9, 10 – Year – 1.0 credit

Honors Biology is a first year Biology course that will emphasize important content in preparation of the Biology Keystone Exam, while meeting the needs of advanced learners. Students will develop a deep body of knowledge about the structures, functions, and changes that differentiate living organisms from non-living systems. Students will develop an understanding of cell structure and function, genetics, ecology, and the embedded evolutionary evidence that explains biological relationships. ***Note: All students enrolled in this course are required to take the Keystone Exam.**

Prerequisite: A teacher recommendation from the student's 8th grade science teacher along with a recommended grade of 87% or higher.

Biology Foundations: 4200
Grade 10, 11, 12 – 90 days – .5 credit

Students are placed in this course by considering multiple data points. The aim of the course is to prepare students to be more successful on the SAT, PSAT & Keystone Exams. In addition, it will assist students with academic success. Students in this course will take the Keystone Exam for accountability purposes.

Prerequisites: Students have previously taken Biology and are placed in the Biology Foundations course to ensure student success with the graduation pathways. **This is a Pass/Fail Course.**

Elements of Chemistry: 4117  
Grade 10, 11, 12 – Year – 1.0 credit

This course introduces the basic concepts of chemistry and their application in the everyday world to prepare students with the knowledge necessary to safely use and choose products for use at home and on the job, and focuses on qualitative and descriptive chemistry as well as the practical use of chemistry in our daily lives. Students will learn concepts in class through lab experiences, projects, tests, and common applications. Topics covered will include subjects that students can expect to encounter in daily life such as chemistry related to the human body, diet and nutrition, health and fitness, drugs, beauty products, fireworks, the environment, household products, lawn and garden care, and the basic background information needed to understand each.

Prerequisites: Algebra IA or Algebra I

Chemistry: 4211  
Grade 10, 11, 12 – Year – 1.0 credit

This is a college preparatory course designed to prepare students to meet the challenges of college-level Chemistry successfully. Students planning to major in science in college should choose Honors Chemistry. Topics such as classification of matter, atomic structure, nomenclature, stoichiometry, bonding, kinetics, and equilibrium will be explored in the course.

Prerequisite: Algebra I & Biology

Honors Chemistry: 4116 
Grade 10, 11, 12 – Year – 1.0 Credit

This is an elective course designed to meet the needs of the academically superior student who intends to pursue a science or math related degree in college. This class is a required prerequisite for AP Chemistry (Chemistry cannot replace Honors Chemistry to meet this criteria). Much emphasis is placed on the quantitative aspects of chemistry and the ongoing development of the ability to think critically and logically. This course is rapid-paced and demands that the student has well developed independent study skills. Students are expected to spend a minimum of five hours per week in individual study outside of the classroom. Students are required to produce lab reports and writing assignments throughout the duration of the course. Topics such as quantum theory, chemical formulas, equations, and reactions, stoichiometry, gasses, and bonding are explored.

Prerequisite: A teacher recommendation from the students Honors Biology teacher along with a recommended grade of 87% or better in Honors Biology & Honors Algebra II or a teacher recommendation from the students Biology teacher along with a recommended grade of 87% or better in Biology & Algebra I.

Science Electives

AP Biology: 4110  
Grade 11, 12 – Year – 1.0 credit

AP Biology is offered to highly motivated academic students who are college bound. Students are assessed primarily through the required laboratory work and examinations similar to the College Board AP Exam. The primary emphasis of AP Biology is focused on developing a deep understanding of biological concepts, understanding and application of the scientific process, integration of the major themes of biology, and critical thinking about environmental and societal issues.

Prerequisite: Biology and Chemistry. Admission to the AP program is based on the AP enrollment procedures and a recommended grade of 87% or above in a previous department subject. Students that do

not have the recommended grade of 87% or above will need to meet with their counselor. Any student interested in this course should complete the AP Course Request Sheet located in the Guidance Office and bring it with them when they meet with their counselor for scheduling.

AP Chemistry: 4111



Grade 11, 12 – Year – 1.0 Credit

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: Atomic Structure and Properties, Compound Structure and Properties, Properties of Substances and Mixtures, Chemical Reactions, Kinetics, Thermochemistry, Equilibrium, Acids and Bases, Thermodynamics and Electrochemistry. AP Chemistry is equivalent to a college-level general chemistry course.

Prerequisite: Honors Chemistry. Admission to the AP program is based on the AP enrollment procedures and a recommended grade of 87% or above in a previous department subject. Students that do not have the recommended grade of 87% or above will need to meet with their counselor. Any student interested in this course should complete the AP Course Request Sheet located in the Guidance Office and bring it with them when they meet with their counselor for scheduling.

Anatomy & Physiology: 4118



Grade 10, 11, 12 – Year – 1.0 credit

Anatomy/Physiology is organized around the basic structure and function of the human body. The course will cover an introduction to human anatomy and physiology, an overview of tissues, and an in-depth study of the eleven systems of the body. Laboratories and dissections will illustrate the concepts presented during lectures. During the course, students will complete projects. Laboratory reports and writing/analysis assignments. This course is for the student interested in learning about the human body and its functions.

Prerequisite: Biology

Honors Anatomy & Physiology: 4118



Grade 10, 11, 12 – Year – 1.0 credit

This rigorous, laboratory-intensive, honors-level course is designed for highly motivated students pursuing future careers in healthcare, medicine, or biological research. It provides an in-depth, systems-based study of the structure (anatomy) and function (physiology) of the human body, emphasizing the complex interrelationships between the major organ systems and the mechanisms of homeostasis. Students will engage in advanced investigative techniques, including detailed dissection and physiological experimentation, apply knowledge through the analysis of clinical case studies, and develop sophisticated scientific communication and critical-thinking skills required for post-secondary biological sciences.

Prerequisite: Honors Biology or a teacher recommendation from the student's Biology teacher along with a recommended grade of 87% or higher in Biology.

Earth and Space Explorations: 4321



Grade 9, 10, 11, 12 – 90 days - .50 credit

This class focuses on life science, physical science and earth/space science. Within these areas topics include learning about the physical structure and chemical development of the Earth, its spheres, and its environment over time including the formation of the universe and Earth's place in space, and how they influence life on the planet. Topics will include physical, chemical and biological nature of the geosphere, biogeochemical cycles, geologic time, formation of the universe and solar system, interactions between the Earth, Moon and Sun and how they affect life on the planet. This lab based course is taught in an investigative manner by teachers in the science department using hands-on laboratory experiences and students should expect to participate in lab design, data analysis, and student-led research and to become familiar with data analysis techniques.

Prerequisite: None

Ecology: 4214 

Grade 9, 10, 11, 12 – Year – 1.0 credit

Ecology is designed for students interested in learning more about their local environment. The material will focus primarily on the flora and fauna of Pennsylvania's diverse ecosystems. Topics covered throughout the semester include ecological relationships, ecosystem structure and function, the ecology of natural systems, and issues. Four major units will be discussed: forestry, raptors, mammals, and aquatics.

Prerequisite: None

Environmental Science: 4213 

Grade 9, 10, 11, 12 – Year – (1.0 credit Brick & Mortar, .5 credit Bear's Academy)

Environmental Science is a college preparatory course designed for students intending to pursue a college career. The course will cover topics relevant to students pursuing a wide variety of college majors, including: the sciences, engineering, law, politics, economics, writing, and business. This course will focus on topics covered in the PA State standards for environment and ecology, and will include sustainability, water management and pollution, atmosphere management and pollution, renewable and nonrenewable energy resources, environmental health, agriculture and society, ecosystems and their interactions, biodiversity, humans and the environment, and environmental laws and regulations.

Prerequisite: None

AP Environmental Science: 4114  

Grade 11, 12 – Year – 1.0 credit

The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems,

evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science. Students are required to take the Advanced Placement examination in May.

Prerequisite: Completion of Biology & Chemistry. Admission to the AP program is based on the AP enrollment procedures and a recommended grade of 87% or above in a previous department subject. Students that do not have the recommended grade of 87% or above will need to meet with their counselor. Any student interested in this course should complete the AP Course Request Sheet located in the Guidance Office and bring it with them when they meet with their counselor for scheduling.



Forensic Science: 4422

Grade 9, 10, 11, 12 – 90 days - .50 credit

Forensic Science is an introduction to the methods and principles guiding crime scene investigation and forensic analysis. It will focus on the collection, identification and laboratory techniques of crime scene evidence. Emphasis will be placed on the methods that link the suspect, victim, and crime scene. Laboratory exercises and topics will include: fingerprint and handwriting analysis, firearms and ballistics, blood typing, glass analysis, hair and fiber examination, and DNA analysis. Other topics will include: current events, entomology, anthropology, the history of forensic science and case studies involving the psychology of serial murderers. Students with career interests in Law Enforcement, Criminology or Criminal Justice are recommended to take this course.

Prerequisite: None



Exploring Oceanography & Meteorology: 4322

Grades 9, 10, 11, 12 -90 days - .5 credits

This class focuses on life science, physical science and earth/space science. This course is designed to study fundamental physical, chemical and biological principles related to the oceans and atmosphere. This lab based class taught by our science teachers will provide a basic understanding of fluid dynamics of the hydrosphere, cryosphere, and atmosphere and their interactions with the biosphere. Topics will include oceanography, marine biology, factors that influence climate and weather, with a focus on how these concepts influence life on Earth. Students should expect to participate in lab design, data analysis, and student led research and to become familiar with data analysis techniques.

Prerequisites: None

Elements of Physics: 4215

Grades 10, 11, 12-Year-1.0 Credit

Elements of Physics is a non-mathematical, conceptual introductory course that explores the core ideas of classical mechanics, properties of matter, energy, and waves. The course emphasizes critical thinking and qualitative reasoning to understand *why* things happen in the physical universe. It is ideal for students fulfilling a general science requirement, those interested in a broad scientific literacy, or students who prefer a less mathematically intensive approach to the physical sciences.

Prerequisites: None

Physics: 4212 

Grade 11, 12 - Year – 1.0 Credit

This comprehensive course offers a rigorous introduction to the fundamental principles of physics, covering matter, motion, energy, and forces, and is specifically designed to develop strong quantitative reasoning and problem-solving skills for future STEM endeavors. The curriculum spans essential topics beginning with Kinematics and Dynamics, where students analyze motion using equations and apply Newton's Laws to understand force and equilibrium, followed by a detailed study of Work, Energy, and Power, focusing on the principles of energy and momentum conservation. Time permitting, the course introduces the basic properties of Waves, Sound, and Light, including reflection and refraction, and concludes with an introduction to Electricity and Magnetism, covering concepts like charge, voltage, Ohm's Law, and simple circuits. The core instruction is heavily supported by hands-on laboratory investigations to ensure practical application of concepts and foster scientific methodology.

Prerequisites: None

AP Physics 1: Algebra Based: 4115  

Grade 11, 12 - Year – 1.0 Credit

This course is equivalent to a first-semester college course in *algebra-based* physics. It covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. This course will prepare students for the AP Physics 1 exam in May. Due to the emphasis on quantitative study, students should have successfully completed or be concurrently enrolled in pre-calculus to elect this course.

Prerequisite: Currently enrolled in or past completion of pre-calculus. Admission to the AP program is based on the AP enrollment procedures and a recommended grade of 87% or above in a previous department subject. Students that do not have the recommended grade of 87% or above will need to meet with their counselor. Any student interested in this course should complete the AP Course Request Sheet located in the Guidance Office and bring it with them when they meet with their counselor for scheduling.

Business, Computer, & Information Technology

AP Personal Finance:

Grade 11, 12 - Year - 1.0 Credit

AP Personal Finance is an accelerated, project-based course that covers the core principles of personal finance, entrepreneurship, and basic business operations, aligning with the College Board's AP Career Kickstart™ initiatives. Students will develop foundational financial acumen in areas like budgeting, investing, credit management, and risk protection, while also exploring business concepts like marketing, accounting, and strategic decision-making. The course emphasizes quantitative analysis, case studies, and project-based learning to simulate real-world financial challenges.

Prerequisite: Admission to the AP program is based on the AP enrollment procedures and a recommended grade of 87% or above in a previous department subject. Students that do not have the recommended grade of 87% or above will need to meet with their counselor. Any student interested in this course should complete the AP Course Request Sheet located in the Guidance Office and bring it with them when they meet with their counselor for scheduling

Accounting I: 6310

Grade 9, 10, 11, 12 – 90 days – .5 credit

Ever wonder how your favorite athlete, streamer, or a company like Nike really makes and manages its money? They all speak the same language, and it's called accounting. This class is your ticket to understanding that language. Through the use of our accounting program, you'll figure out how to track where every dollar comes from and where it goes. Whether you want to launch your own brand, invest in the stock market, or just be in complete control of your own financial future, Accounting 1 gives you the skills to make it happen.

Prerequisites: None

Accounting II: 6311

Grade 9, 10, 11, 12 – 90 days – .5 credit

This intermediate accounting course builds on the foundations students created in Accounting I and expands students' understanding of more complex accounting concepts. Accounting for corporations and departmentalized businesses are major components of this course. Students will continue to use both manual and automated accounting systems. Any student who plans on majoring in a business related field in college would find this course an excellent background for their college study of accounting.

Prerequisites: Accounting I

Accounting III: 6312

Grade 10, 11, 12 – 90 days – .5 credit

This course is designed for students seeking a deeper understanding of the diverse career pathways within the accounting profession. Moving beyond standard financial reporting, students will engage in high-level analysis through immersive case studies that simulate real-world scenarios. The curriculum explores specialized fields including forensic accounting, taxation, managerial accounting, and auditing. Students will utilize spreadsheet modeling to solve complex financial problems, emphasizing ethical decision-making, critical thinking, and professional communication.

Prerequisites: Accounting I & II

Introduction to Business: 6409

Grade 9, 10, 11, 12 – 90 days - .5 credit

How does the world of money, being a consumer, our economic system, career awareness, and business stock market influence the global economy? This course will enhance your skills sets to investment, money management, basic understanding of economic systems, basics of organizing your personal finances, plan for the future, and create projects applying the role of business concepts and how social media impacts our world. Online Simulations enhance this course.

Prerequisites: None

Marketing In Today's Society: 6614 **Grade 9, 10, 11, 12 - 90 days - .5 credit**

Marketing is an essential part of business! It is all around us and ever changing. This course is designed to show the students the essentials of marketing in today's society including social media. This course is introducing the students to how marketing plays a role in today's society including the marketing mix, promotional concepts and displays. This will be introduced through hands-on activities in a variety of subject areas such as sports and entertainment as well as a business format.

Prerequisites: None

Computer Programming I: 6209 **Grade 9, 10, 11, 12 90 days - .5 credit**

Ready to stop just using technology and start creating it? You'll learn the beginner-friendly Python programming language, explore Java and C++ with activities, as well as physical computing by building exciting, hands-on projects with Raspberry Pi—a tiny, affordable computer with endless possibilities. These are the skills that will put you ahead of the game, opening up awesome opportunities for college and future careers in technology.

Prerequisites: Algebra I

Computer Programming II: 6213 **Grade 11, 12 – 90 days – .5 credit**

Transition from technology consumption to high-level creation in this rigorous Computer Programming II course, where you will deepen your technical expertise through project-based learning. Moving beyond introductory concepts, the curriculum centers on advanced Python applications, focusing on complex data structures, algorithms, and applied object-oriented programming (OOP) principles. Simultaneously, you will gain critical experience with the performance and architecture of Java and C++, studying topics like memory management and system-level programming to prepare for real-world software engineering challenges. The course culminates in the design and implementation of sophisticated embedded systems and physical computing projects using Raspberry Pi, integrating software and hardware to solve practical engineering problems, equipping you with the versatile, in-demand skills necessary for competitive university placement and advanced technology careers.

Prerequisites: Computer Programming & Algebra I

Esports Streaming: 6508
Grade 9, 10, 11, 12 - Year - .5 Credit

This course introduces students to the rapidly growing world of esports—organized, competitive video gaming. Students will explore the fundamentals of game strategy, teamwork, communication, and sportsmanship while gaining insight into the broader esports industry. Through a combination of gameplay analysis, hands-on practice, and project-based learning, students will study topics such as game design principles, tournament structures, shout-casting and broadcasting, and the roles that support competitive teams (coaches, analysts, managers, and content creators). In addition to developing strategic thinking and collaboration skills, students will learn about responsible gaming, digital citizenship, and maintaining a healthy balance between competition, academics, and well-being. Opportunities may include participation in school-based competitions, league play, or student-run tournaments. This course is ideal for students interested in gaming, communications, technology, or sports management. No prior competitive gaming experience is required—just a willingness to work as part of a team and engage in a growing 21st-century field.

Prerequisites: None

Financial Literacy: 6509 
Grade-11— 90 days – .5 credit

This course provides instruction in two vital areas to meet state requirements for both Career Education and Work readiness as well as Personal Finance skills. Students will hone valuable skills in everyday communication, effective study habits, and time management. They will create, follow, and refine a post-high school plan and curate artifacts that meet graduation requirements. Additionally, through the personal finance component of the course, students will learn money skills and enhance awareness of opportunities in our financial systems. They will investigate the stock market, investments, credit, and taxes. Projects will encourage students to handle future finances including basic banking, budgets, and bill paying as well as renting/buying property.

Prerequisites: None

Physical Education and Health

Wellness & Health I: 0309 
Grade 9, 90 days – .5 credit

The main objective of the physical education program is to motivate students to engage in physical activity in a manner that promotes health and physical well-being over one's lifetime. Individual student performances are evaluated in the five fitness components, personal goals are set, and responsible decision-making is encouraged. Activity selections include individual and team sports, personal fitness and leisure activities. Students who are physically capable to participate in regular and adapted programs are required to successfully complete the four year program.

The second part of this course is designed, through a conceptual approach, to provide a wide scope of health related issues to be examined, analyzed, and evaluated through the aspects of healthy living and safety and injury prevention: health care products and services, adult health consumer choices, media's effects on adult personal health and safety, decision making process for short and long term health goals, learn basic first aid and CPR/AED skills, interrelationship between environmental factors and community health, personal and legal consequences of unsafe practices in home, school and community, injury management, violence on the victim and surrounding community, benefits, risks and safety factors associated with self-selected life-long physical activities. *In this course, students have the opportunity to become certified in CPR and AED.*

Prerequisites: None

Wellness & Health II: 0310 
Grade 10– 90 days – .5 credit

The main objective of the physical education program is to motivate students to engage in physical activity in a manner that promotes health and physical well-being over one's lifetime. Individual student performances are evaluated in the five fitness components, personal goals are set, and responsible decision-making is encouraged. Activity selections include individual and team sports, personal fitness and leisure activities. Students who are physically capable to participate in regular and adapted programs are required to successfully complete the four year program.

The second part of this course is designed, through a conceptual approach, to provide a wide scope of health related issues to be examined, analyzed, and evaluated through concepts of health: impact of growth and development during adulthood, impact of body systems and applying protective/prevention strategies, issues relating to use/non-use of drugs, factors that influence the prevention and control of health problems.

Prerequisites: Wellness & Health I

11th & 12th grade students are required to take two advanced wellness courses to graduate. Each Advanced Wellness course will be one of the following: Responding to Emergencies, Aerobic Cardio Fitness, Weightlifting, or Exercise Physiology/Nutrition.

Advanced Wellness & Responding to Emergencies: 0311 
Grade 11/12– 90 days – .5 credit

The main objective of the physical education program is to motivate students to engage in physical activity in a manner that promotes health and physical well-being over one's lifetime. Individual student performances are evaluated in the five fitness components, personal goals are set, and responsible decision-making is encouraged. Activity selections include individual and team sports, personal fitness and leisure activities. Students who are physically capable to participate in regular and adapted programs are required to successfully complete the four year program.

The second part of this course is a comprehensive First Aid/CPR/AED program that is designed to help students recognize and respond appropriately to cardiac, breathing and first aid emergencies. This course will teach students the knowledge and skills needed to give immediate care to an injured or ill

person and to decide whether advanced medical care is needed. Students will become certified in First Aid, AED, and CPR for infants, children, and adults. Included in the framework of the course will be classroom and practical experiences. Students are responsible for the cost of the certification card, related reference materials they keep and course supplies.

Prerequisites: Completion of Wellness & Health I and Wellness & Health II

Advanced Wellness & Weightlifting: 0312 
Grade 11/12– 90 days – .5 credit

The main objective of the physical education program is to motivate students to engage in physical activity in a manner that promotes health and physical well-being over one's lifetime. Individual student performances are evaluated in the five fitness components, personal goals are set, and responsible decision-making is encouraged. Activity selections include individual and team sports, personal fitness and leisure activities. Students who are physically capable to participate in regular and adapted programs are required to successfully complete the four year program.

The second part of this course is weight training and will give the student the opportunity for regular, supervised workouts while learning lifting techniques and safety. Muscle structure and movement will be taught along with specific lifts, which develop each muscle group. Health related fitness activities will be done to include cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance-based skill elevations. This course can replace a student's 11th or 12th grade physical education requirement.

Prerequisites: Completion of Wellness & Health I and Wellness & Health II

Advanced Wellness & Aerobic Cardio Fitness: 0313 
Grade 11/12– 90 days – .5 credit

The main objective of the physical education program is to motivate students to engage in physical activity in a manner that promotes health and physical well-being over one's lifetime. Individual student performances are evaluated in the five fitness components, personal goals are set, and responsible decision-making is encouraged. Activity selections include individual and team sports, personal fitness and leisure activities. Students who are physically capable to participate in regular and adapted programs are required to successfully complete the four year program.

The second part of this course is Aerobic/Cardio Fitness and will provide the student with regular workouts as well as knowledge about aerobic exercise. A variety of workout types will be explored in keeping with current fitness trends. Nutrition and calorie awareness will be discussed. The student will learn how to develop a personal workout program. Ongoing assessment includes both written and performance-based skill evaluations. This course can replace a student's 11th or 12th grade physical education requirement.

Prerequisites: Completion of Wellness & Health I and Wellness & Health II

Advanced Wellness & Exercise Physiology/Nutrition: 0314 
Grade 11/12– 90 days – .5 credit

The main objective of the physical education program is to motivate students to engage in physical activity in a manner that promotes health and physical well-being over one's lifetime. Individual student performances are evaluated in the five fitness components, personal goals are set, and responsible decision-making is encouraged. Activity selections include individual and team sports, personal fitness and leisure activities. Students who are physically capable to participate in regular and adapted programs are required to successfully complete the four year program.

The second part of this course is Exercise Physiology/Nutrition and will incorporate weight training and conditioning techniques that implement various training principles and theories of exercise science. Students will become cognizant of the scientific aspect as well as “use” progressive resistance exercise, flexibility training, plyometric techniques, and aerobic conditioning. Participation in this class will aid student performance in lifelong activities and athletics while encouraging physical fitness throughout the year. Students will be evaluated through testing in strength and fitness, journal logs, completion of required assignments and knowledge of principles being studied. The student must keep in mind that they will be re-evaluated by the teacher each year in order to be considered for continuation of this class. Due to the physical requirements of this class, it is strongly recommended that student-athletes taking this course enroll for the class in their off-season.

Prerequisites: Completion of Wellness & Health I and Wellness & Health II

World Languages

The skills of listening, speaking, reading and writing foreign language, and the appreciation of various cultures are developed in the following world language courses. A minimum of a two-year sequence of the same world language is recommended for all students planning to continue with post-secondary education.

Spanish I: 5109 

Grade 9, 10, 11, 12 – Year – 1.0 credit

Spanish I is designed to provide a basis in language proficiency and cultural enrichment by completing the first half of the textbook, Paso a Paso. Basic vocabulary from the Spanish Exploratory class will be reviewed. As the course progresses, students will learn grammar structures (such as verb tenses) in addition to gaining new vocabulary to achieve a basic understanding of the Spanish Language and Culture. The class emphasizes everyday life vocabulary, pronunciation via the study of phonetics, and various grammatical and cultural components. An enhanced linguistic fluency and appreciation for diverse cultures will prepare students well beyond their high school years. Spanish Exploratory is highly recommended prior to enrollment in this course.

Prerequisites: None

Spanish II: 5110



Grade 9, 10, 11, 12 – Year – 1.0 credit

This course will further the study of the Spanish language by completing the second half of the Paso a Paso I textbook. Initially, Spanish I concepts such as present tense and thematic vocabulary will be reviewed. As the course progresses, the student will learn more complex grammar structures (such as preterit and imperfect tenses) in addition to gaining new vocabulary related to each chapter.

Prerequisites: Spanish I

Spanish III: 5111



Grade 10, 11, 12 – Year – 1.0 credit

This course is an intermediate level language class which will further the study of the Spanish language by expanding vocabulary and cultural knowledge. Basic vocabulary will be reviewed as well as significant grammar structures from Spanish I and II. As the course progresses, the student will learn more complex grammar structures (such as present subjunctive mood, imperative, preterit tense, imperfect tense, future tense and conditional tense), as well as add new vocabulary.

Prerequisites: Spanish II

Spanish IV: 5112



Grade 11, 12 – Year – 1.0 credit

This course has been designed to give students the opportunity to review several grammar concepts learned in Spanish III and to learn new verb conjugations and vocabulary through reading, writing, and oral activities. The textbook that is required for this course is Paso a Paso (second section); the topics included in the textbook relate to real-life situations. Many of the activities allow the students to express their own views on topics and questions of interest through dialogues and role playing.

Prerequisites: Spanish III

AP Spanish Language & Culture: 5113



Grade 12 – Year – 1.0 credit

The Spanish Advanced Placement Program is intended for students who want to develop their foreign language proficiency and is predominantly taught in Spanish. Students who enroll should have a strong knowledge of the language and culture, and should have attained proficiency in listening comprehension, speaking, and writing. All accepted students must complete required summer reading, projects, analysis, and writing assignments.

Prerequisite: Admission to the AP program is based on the AP enrollment procedures and a recommended grade of 87% or above in a previous department subject. Students that do not have the recommended grade of 87% or above will need to meet with their counselor. Any student interested in this course should complete the AP Course Request Sheet located in the Guidance Office and bring it with them when they meet with their counselor for scheduling

French I: 5215



Grade 9, 10, 11, 12 – Year – 1.0 credit

French 1 is designed for students to learn to communicate basic ideas and preferences in French. Using the first half of the text, *D'accord!*, while focusing on developing vocabulary, grammar, reading, writing, listening, and speaking skills. Students will learn about the French-speaking world with its many cultures, including Canadian, Caribbean, North and West African, Middle Eastern, and Southeast Asian regions.

Prerequisites: None

French II: 5216



Grade 10, 11, 12 – Year – 1.0 credit

This course will further the study of French language by completing the second half of the text, *D'accord!* Students will first review major grammar concepts, vocabulary, and culture from French 1. As the course progresses, students expand on these ideas to learn the past tense (the composed past and imperfect), in addition to gaining a wider vocabulary in areas related to the chapters covered (weather, food, hobbies, holidays, and events).

Prerequisites: French I

Visual Arts

Students interested in any art-related career should schedule the **Foundations in Art** courses early, so that they have ample time to schedule the Advanced Arts, and the Advanced Placement Studio Art Honors courses. Students need to develop a quality portfolio for most college admissions evaluations. The other art courses are complementary to this art track and can be taken at any grade level. **You may not gain admittance to the National Art Honor Society without first successfully completing Foundations in Art.**

Foundations in Art: 7116

Grade 9, 10, 11, 12 – 90 days - .5 credits

Students will receive a comprehensive introduction to art through this course which includes both studio art work and art history. Students will learn how to apply the design elements and principles to create realistic artworks. This foundational course will teach hands-on drawing techniques and color theory, including observation methods to render images. Students will also use a more mechanical method using compasses and rulers through mathematical constructions to illustrate objects realistically. An exploration of linear perspective demonstrates how to create the illusion of depth in architectural drawings. Students will also research, evaluate, and respond to art techniques, styles, and periods throughout the Western World. A thorough investigation of civilization's art will provide links to current trends. Students will learn to appreciate the social importance of art found throughout history.

Prerequisite: None

Advanced Drawing & Painting: 7111

Grade 10, 11, 12 – Year – 1.0 credit

Students will build upon the previous art courses. This program emphasizes strengthening technical and creative skills and providing exposure to even more types of drawings and paintings that span different periods of art history from around the globe. This course is intended to enhance student's abilities in drawing and painting through experimentation in a variety of media. Students will be encouraged to develop their own personal creative vision, while working on refining their artistic skills through traditional studies. Students' experience will include some of the following: pencil, marker, pen and ink, chalk pastels, oil pastels, charcoals, scratchboards, watercolors, acrylics, and mixed media. Emphasis on drawing from observation will be used in developing all artwork whether it involves design, realistic pictures or imaginary work. Strong composition and quality craftsmanship in personal solutions to project lessons will determine the major portion of the student's grade.

Prerequisite: Foundations in Art, and/or Color and Design with Freehand Drawing

Graphic Design: 6114

Grade 9, 10, 11, 12 – 90 days – .5 credit

Students will be taught the basic concepts behind advertising and print documents. Students will use photo editing software to create media used in marketing products. Students will learn basic concepts needed to create a well-balanced document. Students will create flyers, brochures, invitations, posters, calendars, logos, announcements, and much more. Students will learn how to create effects that will catch the eye of the consumer to create an effective advertisement. Students will have a chance to use the digital camera in order to create digital media that they will then manipulate for the purpose of advertisement and print documents.

Prerequisites: None

AP Art & Design Program: 7113

Grade 11, 12 – Year – 1.0 credit

The advanced placement program in Studio Art enables students to perform on the college level manipulating every 2-D and 3-D medium available. Students are offered the encouragement to create as well as investigate the formal and conceptual avenues in art production. It emphasizes making art as an ongoing process to focus on three areas: quality and craftsmanship, concentration, and breadth. Students will have completed a body of art work suitable for submission to any art college or university. Students will be eligible and are required to take the advanced placement examination in May.

Prerequisite: Students must have completed two of the following: Foundations in Art, Color and Design, Freehand Drawing, or Advanced Drawing and Painting, and/or show proficiency in Ceramics, Sculpture or Photography. Admission to the AP program is based on the AP enrollment procedures and a recommended grade of 87% or above in a previous department subject. Students that do not have the recommended grade of 87% or above will need to meet with their counselor. Any student interested in this

course should complete the AP Course Request Sheet located in the Guidance Office and bring it with them when they meet with their counselor for scheduling

AP Art History: 7114

Grade 11, 12 - Year – 1.0 credit

The AP Art History course should engage students at the same level as an introductory college art history survey. Such a course involves critical thinking and should develop an understanding and knowledge of diverse historical and cultural contexts of architecture, sculpture, painting and other media. It also provides an opportunity for schools to strengthen an area neglected in most curricula. In this course, students examine and critically analyze major forms of artistic expression from the past and the present from a variety of cultures. While visual analysis is a fundamental tool of the art historian, art history emphasizes understanding how and why works of art function in context, considering such issues as patronage, gender, and the functions and effects of works of art.

Prerequisite: Admission to the AP program is based on the AP enrollment procedures and a recommended grade of 87% or above in a previous department subject. Students that do not have the recommended grade of 87% or above will need to meet with their counselor. Any student interested in this course should complete the AP Course Request Sheet located in the Guidance Office and bring it with them when they meet with their counselor for scheduling

Digital Photography: 7209

Grade 9, 10, 11, 12 – 90 days - .5 credit

This course is an introduction of digital photography, image editing, and photographic techniques. During this eighteen week course an understanding of the processes and concepts that take place in the digital lab will be developed. Creating interesting and strong compositional images with the camera will be stressed. The student photographer will expand their knowledge and vocabulary as it relates to both traditional and contemporary photography. As studio work and the study of master photographers come together, awareness as to the role of photography in the world of visual arts will be acquired. High quality cameras, tripods, studio lighting, and Photoshop will enhance the digital experience.

Prerequisites: None

Color and Design: 7211

Grade 9, 10, 11, 12 – 90 days - .5 credit

Students will apply color theory to create two-dimensional compositions by manipulating images to develop patterns, designs and abstractions. Various mediums, such as colored pencils, markers, pastels and paint, will be explored throughout the course. Color psychology will be studied and applied to understand how color can dramatize a design or artwork. The final project will be a painting that demonstrates good use of color mixing.

Prerequisites: None

Computer Animation & 3D Design: 7117

Grade 9, 10, 11, 12– 90 Days - .5 credits

This course is designed to bring together storytelling, character and environment design to create digital animations. Students will learn animation skills with the same technology that is used by professionals in the media and entertainment industry. Students will design in three-dimensional, virtual space and build

a working knowledge of the basic tools used in computer modeling and rendering. Students will use many different digital tools within these programs to manipulate virtual images to build volumetric objects. Finished projects may then be rendered through either two-dimensional digital or printed images, or three-dimensional models using a 3-D printer.

Prerequisites: None

Freehand Drawing: 7213
Grade 9, 10, 11, 12 – 90 days - .5 credit

Any person can draw! This course provides the basic skills for art students and non-art students to draw successfully. Students will learn a natural sequence of drawing techniques, mostly from life sources. Some emphasis will be placed on inventive and imaginative artworks.

Prerequisites: None

Introduction to Ceramics: 7310
Grade 9, 10, 11, 12 – 90 days - .5 credit

This course provides an introductory exposure to the history of ceramics and a beginning level experience in the use of clay as a fine art medium. The emphasis of the course is the understanding and manipulation of clay through hand building with experiences in glazing, surface development, and basic kiln operations. Both the functional and sculptural ceramic traditions will be explored.

Prerequisites: None

Yearbook Production: 1512
Grade 10, 11, 12 – Year – 1.0 credit

Students in the course will create our printed yearbook. In this course, students will gain skills in page design, copywriting, editing, photography, record keeping, time management, teamwork, marketing, and leadership skills. This includes the basics of photography, camera usage, and compositional skills. We will also focus on layout and page design. Writing assignments will include interviewing techniques, caption writing, and printed story methods, including polls, surveys, feature stories, and headline construction. In addition, we will focus on ethics in journalism, including libel, copyright, and proper use of trademarked materials. A special emphasis will be on staying organized, teamwork, critiquing, editing, and meeting authentic deadlines. Editors will take a larger role in theme selection, page layout and creation, decision-making, and developing teamwork amongst their fellow students.

Prerequisites: Successful completion of Digital Photography, Journalism, or Creative Writing, as well as a minimum GPA of 87.

Application Only Course: Any student interested in taking this course should complete an application located in the Guidance Office and bring it with them when they meet with their counselor for scheduling.

Advanced Ceramics: 7311

Grade 9, 10, 11, 12 – 90 days - .5 credit

This course provides students with the opportunity to use their prior knowledge and experience for deeper and broader understanding of clay. Students will continue to develop technical skills and will be challenged as artists creatively. Students will produce clay works in response to a personal investigation in technique, form and function. Mastery of hand building will complement proficiency on the potter's wheel. Research in contemporary trends will provide motivation for students to develop a personal style in three-dimensional form.

Prerequisite: Introduction to Ceramics.

Introduction to Sculpture: 7312

Grade 9, 10, 11, 12 – 90 days - .5 credit

Students will experience and control a variety of sculpture media, including current arts related technologies. Students will evaluate, interpret, and analyze sculpture based on historical content, construction techniques, effective use of elements and principles, and aesthetic significance. Students will analyze the expressive potential of sculpture media, techniques and processes. Students will practice safe and responsible use of art media, equipment, and studio space. Students will analyze and compare sculptures using a variety of aesthetic approaches.

Prerequisites: None

Music

Acceptance into the music program is based upon student and parent understanding that evening performances are required as well as special uniforms, costumes, make-up, etc. Students are expected to comply with these course requirements.

Concert Band: 7520

Grade 9, 10, 11, 12 - Year – 1.0 credit

The high school concert band is composed of students from the 9th, 10th, 11th, and 12th grades who have had previous instrumental training at the elementary or middle school level, and are musically and emotionally prepared for intermediate and advanced musical training and development. The expectation of this class is to have everyone participate in a culminating successful evening performance at both the winter and spring concerts. Band students receive approximately one weekly 45-minute lesson on a rotating basis.

* BEARS ACADEMY students have the option of selecting this class as one of their electives. It is the responsibility of the family to provide transportation to and from the school. Please contact your PVH School Counselor about this class' availability.

Prerequisites: PVI/PVM Band

Piano Lab: 7513

Grade 9, 10, 11, 12 – 90 days – .5 credit

Piano Lab is a hands-on method for learning about music. Students will learn to interpret and perform music notation, signs, and symbols through class song literature. Students will play on classroom keyboards. No prior musical skills are necessary to be successful in this course. Students who already play piano will be given challenging supplemental solos to perform.

Prerequisites: None

AP Music Theory: 7515

Grade 10, 11, 12 - Year – 1.0 credit

The AP Music Theory course introduces students to musicianship, theory, musical materials and procedures. The course integrates aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition and , to some extent, history and style. Musicianship skills such as dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of this theory course. The student's ability to read and write musical notation is fundamental to such a course. It is also strongly recommended that the student will have acquired at least basic performance skills in voice or on an instrument.

Prerequisite: Admission to the AP program is based on the AP enrollment procedures and a recommended grade of 87% or above in a previous department subject. Students that do not have the recommended grade of 87% or above will need to meet with their counselor. Any student interested in this course should complete the AP Course Request Sheet located in the Guidance Office and bring it with them when they meet with their counselor for scheduling

Acoustic Guitar: 7615

Grade 9, 10, 11, 12 – 90 days - .5 credit

This course provides students with the history and fundamentals of music and acoustic guitar playing. Students will have the opportunity to study and perform various genres of guitar music, including rock and music of today. Topics covered include music history, parts of the guitar, care of the instrument, tuning, note reading, strum techniques, chord and tablature reading, and guitar performance. Instruments are provided in class and are not required for home. No prior guitar experience is necessary.

Prerequisites: None

Concert Chorus: 7620

Grade 9, 10, 11, 12 – Year – 1.0 credit

The student enrolled in Chorus will learn to interpret music notation, signs and symbols, perform choral music of various styles and periods of music, and perform in public concerts. Students will also learn how to develop good vocal tone through choral exercises. No audition is required, just a desire to sing.

*** BEARS ACADEMY students have the option of selecting this class as one of their electives. It is the responsibility of the family to provide transportation to and from the school. Please contact your PVH School Counselor about this class' availability.**

Prerequisites: None

Basic Music Theory: 7616
Grade 9, 10, 11, 12 – 90 days – .5 credit

Students in this class will learn all the basics of music theory which include reading notes on the musical staff, rhythms, scales, and chords. This course is recommended for students who want to learn more about how to read music and play songs. It is recommended that you play an instrument or be able to sing prior to taking this course. This course is a great introduction to AP Music Theory.

Prerequisites: None

Vocal Techniques (Sing Like an Idol): 7713
Grade 9, 10, 11, 12 – 90 days – .5 credit

This course is designed for group instruction for the voice. Students will interpret music notation, signs and symbols through vocal performance. They will develop healthy vocal tone habits and expand their vocal range. They will also sing vocal solos from a variety of styles and periods of music including classical music, folk songs, jazz, and Broadway. Students will develop performance skills by performing for others in class.

Prerequisites: None

Music Appreciation (From Bach to Rock): 7714
Grade 9, 10, 11, 12 – 90 days – .5 credit

Students will trace the evolution of music from Gregorian chant to modernism to late 20th century music. Students will recognize what constitutes music as opposed to mere sound and identify the principal instruments for making music. Students will interpret the characteristics of the leading styles in the history of western music, in which the major musical forms have developed. Students will relate historical events with musical events and their effect upon composers and their compositions.

Prerequisites: None

Family and Consumer Science

Foods - Baking: 5510
Grade 9, 10, 11, 12 – 90 days – .5 credit

In this course students will gain hands-on experience in baking things such as breads, rolls, and various pies and pastries. Food safety, nutrition, proper measuring techniques, and mixing methods are also addressed. Students will gain experience in planning and preparing by identifying the necessary ingredients and proper equipment needed to prepare a dish.

Prerequisites: None

Foods and Nutrition: 5511
Grade 9, 10, 11, 12 – 90 days – .5 credit

Foods and Nutrition is designed to introduce students to cooking various foods. Students study and prepare a variety of foods, including herbs and spices, eggs, dairy products, fruits, vegetables, grains, soups, meat, and poultry. Students learn and demonstrate food safety and sanitation procedures, as well

as measuring techniques and mixing methods. Students will gain experience in planning and preparing by identifying the necessary ingredients and the proper equipment needed to prepare a dish.

Prerequisites: None

Home and Interior Design: 5512
Grade 9, 10, 11, 12 – 90 days - .5 credit

Students will be provided with a basic knowledge of how to choose a place to live, basic home planning and construction details, individual room plans with furniture arrangement and color selection. Cultural and historical influences on today's homes will be considered. The main focus of this course is the creation of a student portfolio which will contain scaled drawings, furniture selection, color selections, painting techniques, and finishes. A basic knowledge of math is needed.

Prerequisites: None

Child Development: 5513
Grade 10, 11, 12 – 90 days – .5 credit

The Child Development course intends to help students evaluate their attitudes toward children and understand the responsibilities of becoming a parent and/or caregivers of children. The course includes the study of pregnancy through childbirth. Students will also study the emotional, social, intellectual, and physical development stages of children from infancy through the preschool years.

Prerequisites: None

Early Childhood Development and Learning I & II : 5514
Grade 11, 12 - 1 Year - 1 credit PV/6 Credits NCC

This course provides an introduction to child development theories and milestones from prenatal to age 9 in the context of cultural and developmental variations. Students learn inclusive teaching skills and strategies including English Language Learners (ELL). Students identify the value of developing respectful, reciprocal relationships with families and community partners to support learning. Art as a Way of Learning® (AWL) as a curriculum framework is introduced. Professional conduct in the context of the NAEYC Code of Ethics are also explored. Observational field experience hours outside of class are required. Early childhood majors must complete and submit clearance paperwork as required by the Pennsylvania Department of Education.

This course corresponds to Northampton Community College's EARL106 & EARL107 courses, and is part of a new Early Childhood Education pathway for high school students who are possibly interested in teaching young children to begin coursework and earning college credits while still in high school.

Prerequisites: None

General and Special Education Essentials: 5515
Grade 11, 12 - 1 Year - 1 credit PV/6 Credits NCC

EDUC115 Education for All Students (3 credits): This course provides a broad-based

overview of professional education: including philosophy, history, organization, ethics, and current issues in education. The course focuses on the effective teaching of all students with an introduction to important theorists, child development, and diversity. The unique characteristics and needs of English Language Learners are considered. Students learn to create a lesson plan, assemble a professional portfolio, and understand the path to teacher certification in PA, including how to demonstrate Basic Skills Competency. Field experience required. To successfully complete this class, education majors must complete and submit clearance paperwork as required by the Pennsylvania Department of Education.

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1. SPEC160 Introduction to Special Education (3 credits): This course provides an overview of special education and disability perspectives from birth through 21. It addresses philosophical, historical, foundational, legal, and evidence-based aspects concerning the education of students with disabilities and their families. Using the Individuals with Disabilities Education Improvement Act (“IDEIA”) and related federal and state laws as its framework, the course presents students with an overview of various disabilities, the special education process, equitable practices, and multiple evidence based educational approaches and strategies. Field experiences observation hours outside of class are required. Students must submit current clearance paperwork to meet Pennsylvania Department of Education requirements. Formerly SPED160

Prerequisites: None

Creative Sewing: 5620

Grade 9, 10, 11, 12 – 90 days - .5 credit

Sewing skills taught in this course include various sewing applications, the use of patterns, sewing machines, and hand sewing techniques. Students will have the opportunity to select and complete projects for personal use, decorating and home interior design.

Prerequisites: None

Family Living

5621 - Grade 9, 10, 11, 12 – 90 days – .5 credit

Family Living provides students the opportunity to discuss topics such as the role of families in society, cultural similarities and differences, values and goals, dating and relationships. Students will learn how to improve communication skills, resolve conflicts, cope with stress, adapt to change and handle crisis situations.

Prerequisites: None

Industrial Technology Education

Wood I: 8109

Grade 9, 10, 11, 12 - 90 days – .5 credit

The purpose of this course is to emphasize the safe operation of woodworking machines, equipment and hand tools. Processes such as the manufacturing of construction and cabinet lumber, coated abrasives and finishing products are also discussed in detail. Selected projects built are designed toward the technical processes involved rather than the complexity of the project. Students enrolling in Wood I do not need prior experience in woodworking.

Prerequisites: None

Wood II: 8110

Grade 9, 10, 11, 12 – 90 days– .5 credit

Wood II is designed to emphasize furniture and cabinet making through advanced machine, portable equipment and hand tool use. Woodworking and technology related careers are discussed throughout the course. Furniture processes such as frame and panel door construction and cabinet-drawer construction are discussed in detail. Student projects are selected and designed to meet criteria in each of the areas discussed.

Prerequisite: Wood I

Wood Mastery: 8112

Grade 11, 12 - Year – 1.0 credit

Wood Mastery is intended to provide the student with the opportunity to expand upon their wood working skills by emphasizing precision and creativity. Students will have the option to produce a lathe turning, inlay multi colors of wood and carve or shape wood. Wood Mastery will incorporate the use of various materials, such as plastics, metals and laminates. This course will provide knowledge and craftsmanship required in producing various historical furniture and other forms of woodwork.

Prerequisite: Wood I and II

Electricity: 8116

Grades 9, 10, 11, 12 - 90 days – .5 credit

Electricity introduces students to the basics of electricity, how it is produced and how it is utilized in our everyday lives. Students will need a strong understanding of algebra and some scientific principles to apply to electricity. They will understand and apply the laws in electricity such as Ohm's Law and Kirkoff's law while learning and creating different types of circuits. Throughout the course, they will be introduced to influential people and careers such as engineering (aeronautical, industrial, and electronic), auto mechanics, diesel mechanics, aviation mechanics, heating, and refrigeration. This class is especially helpful to students who are planning to study physics. Students will also learn various basic home wiring skills, components of electronics, basic soldering skills and apply basic theories as they construct small electronic - 51 - projects.

Prerequisites: None

Metal I: 8209

Grade 9, 10, 11, 12 - 90 days– .50 credit

Metal I will help students develop a knowledge of the physical and chemical properties of common metals found in consumer products. Students will perform basic operations in the areas of sheet metal fabrication and welding, with an emphasis on applied math and science. This course provides the basic knowledge essential to many occupations such as sheet metal fabrication, welding, mechanics (auto, diesel, and aviation), engineering (mechanical, metallurgical, industrial, and aeronautical), industrial design, and heating and plumbing. Students will construct a sheet metal project that emphasizes craftsmanship and problem-solving skills

Prerequisites: None

Metal II: 8210

Grade 9, 10, 11, 12 – 90 days – .50 credit

The Metal II curriculum will help students develop knowledge of the foundry, heat treating, lathe & milling machine, with an emphasis on applied math and science. This course also provides the basic knowledge essential to many occupations such as welding, tool and die making, mechanics (auto, diesel, and aviation), engineering (mechanical, metallurgical, industrial, and aeronautical), industrial design, and heating and plumbing. Students will machine a small project. They will also design & construct a project of their own choice that emphasizes craftsmanship and problem-solving skills.

Prerequisite: Metal I

Metal III: 8211

Grades 10, 11, 12 – 90 days - .50 credit

Metal III will allow students to further enhance their knowledge of the physical and chemical properties of common metals found in consumer products. Students will be introduced to oxy-acetylene welding and heating, brazing and soldering and learn how to create a sand mold and produce aluminum castings while emphasizing applied math and science. This course will provide the students an opportunity to then create individualized projects based on their interest essential to many occupations such as sheet metal fabrication, welding, mechanics (auto, diesel, and aviation), engineering (mechanical, metallurgical, industrial, and aeronautical), industrial design, and heating and plumbing. Students will construct projects that emphasize craftsmanship and problem-solving skills.

Prerequisite: Metal I and II

Principles of Engineering: 8118

Grades 9, 10, 11, 12 - 90 days - .5 credit

This overview details the Principles of Engineering (POE) course, a comprehensive, project-based curriculum that explores a broad spectrum of engineering disciplines, focusing on design, analysis, and practical prototyping. Principles of Engineering (POE) is an advanced, project-based STEM course that introduces students to the core concepts and principles of engineering design and problem-solving across various fields, including mechanical, civil, electrical, and aerospace engineering. The course utilizes a rigorous, hands-on approach where students apply math, science, and technology knowledge to solve authentic engineering challenges.

Students learn to conceptualize, model, and detail their engineering plans, thereby bridging the gap between theoretical design and physical construction. Through major projects and technical documentation, students will develop strong collaboration and technical communication skills.

Prerequisites: None

Introduction to Robotics & Manufacturing: 8218



Grade 9, 10, 11, 12 – 90 - .5 credit

Combining the best parts of science, math, and technology; students will control LED's, sensors, and motors through coding. The curriculum walks students through the design and building of their robots while presenting them with relevant STEM and coding principles. The class is coding centered while students also design and build circuits and robots. The class will include the basics of various robots and present the student with challenges that their programming will help complete. Students will need adequate computer skills as well as math ability to be successful in this class.

Prerequisites: None

Advanced Robotics & Manufacturing: 8220



Grade 9, 10, 11, 12 – 90 - .5 credit

After successful completion of Introduction to Robotics, students will dive further into the world and abilities of robotics. They will continue to apply concepts and skills learned from Introduction to Robotics to develop more detailed and specific programs that the robots will perform. The class will include the Vex robot, One-Bot mobile robot, and a programmable drone. Robots will compete in sumo-bot, sweeper-bot, maze, line following, and other challenges.

Prerequisites: Introduction to Robotics & recommended that students possess a strong understanding of computer skills and programming.

Special Education Services and Programs

In the Commonwealth of Pennsylvania, special education regulations are found in Chapter 14 & Chapter 16 of the State School Code, as well as within the federal law, Individuals with Disabilities Education Act (IDEA). A student who meets the eligibility requirements for special education services has the right to participate in the general education curriculum in the regular education classroom in the Least Restrictive Environment (LRE) to the maximum extent possible. The program of support and services is described in a student's Individualized Education Plan (IEP) and/or Gifted Individualized Education Plan (GIEP). Providing a Free and Appropriate Public Education (FAPE) for a student with a disability begins with the consideration of services in the LRE. The organization and delivery of special education services are planned as a student centered team in a flexible and responsive manner to accommodate the student's special needs of eligibility without removing the student, unnecessarily, from the general education curriculum in the regular education classroom. Supplementary aids and services received by the student are dependent on his/her individual needs and identified within their IEP or GIEP. The Pleasant Valley School District supports and seeks to provide inclusive opportunities for all students following state and federal guidelines. Students shall participate in the general education curriculum in the regular education classroom to the maximum extent appropriate. Instruction may be accommodated, adapted, or modified. To this end, the Pleasant Valley School District provides a full continuum of services and programs. Eligible students may be provided instruction through supplemental curricula and services.

Service/program options may be considered when the program of study must be intensified in order to meet the student's overall needs. As students look to the future, Transition planning for students holding an IEP begins at age 14. The IEP team will decide what courses will best prepare the student for life after high school through the transition planning process. The IEP team, including the student and parent will plan transition activities to prepare the student for post-high school experiences. Discussions during transition planning may include: college or post-high school planning; employment exploration; and independent living, including recreation or leisure activities. The transition planning includes consideration of types of courses the student will take during high school. Early planning encourages a coordinated effort between present and future goals of the student. Students are encouraged to prepare for a post-high school education, whether it is college or a trade/technical school. Students who are considering college are encouraged to take both the PSAT and SAT assessments, with or without accommodations. Some students may elect a vocational curriculum and attend the Monroe Career & Technical Institute (MCTI) which offers a wide range of programs and industry based certifications. All students receiving special education services are guaranteed the right for the opportunity to earn a high school diploma. The IEP and/or GIEP Team determines how a student will be awarded a diploma. Most pointedly, the eligible student must successfully complete all required courses and credits, as well as meet performance standards on curriculum based assessments or through the IEP transition goals.

Co-Taught Courses

Co-teaching is a research-based philosophy for helping students in need of academic intervention and designed to assist students in meeting the increased literacy demands required for career and college readiness. Co-taught classes have two teachers who share responsibility for the teaching of all students assigned to the classroom. For example, a content area certified teacher, such as in English or mathematics, and a special education certified teacher.

The purpose of a PV High School Co-Teaching classroom is to provide quality instruction to academically at-risk students (those not currently showing proficiency) in a high expectations-high supports environment. The program is designed to deliver standards-based instruction aligned to the PA academic standards and district graduation requirements, with high levels of support in place to meet those requirements. High levels of support include adaptations such as a concept-oriented focus, alternative methods of instruction and assessment, and more intensive student/teacher contact time.

Students will be supported in their Core Learning courses while developing personal skills in an engaging setting. Classroom roles and responsibilities are defined, targeted individualized support is provided to students, curriculum is delivered on grade level with appropriate adaptations and modifications and the pervasive belief that effort produces achievement.

As aforementioned, there are two teachers in the co-taught classes. Each teacher has a different but equally important role, as they work together with the students to promote academic growth and success. These teachers have equal responsibility for planning and instruction. All students are held to high expectations and are given high levels of support from both teachers.

Gifted Seminar

Gifted Seminar: 9509
Grade 9, 10, 11, 12, 90 days - .5 credit

Gifted Seminar will be scheduled by the school counselor upon completion of student schedules. Courses are specifically designed for those that have been evaluated by the district's Multidisciplinary Team (MDT) identified as mentally gifted and in need of specially designed instruction.

***BEARS ACADEMY students have the option of selecting this class as one of their electives. It is the responsibility of the family to provide transportation to and from the school. Please contact your PVH School Counselor about this class' availability.**

Prerequisites: Students must have a Gifted Individualized Educational Plan (GIEP) with a consented, signed and dated Notice of Recommended Assignment (NORA) prior to enrollment.

Learning Support

Learning Support: 9409

Grade 9, 10, 11, 12 - 45 days - Year -1.0 credit

Learning support will be scheduled by the school counselor upon completion of student schedules. Courses are specifically designed for those that have been evaluated by the district's Multidisciplinary Team (MDT), identified with an exceptionality and in need of specially designed instruction. Each student must have an Individualized Educational Plan (IEP) with a consented, signed and dated Notice of Recommended Education Placement (NOREP) prior to enrollment. At times, a student may require that instruction be delivered through different materials or levels than their chronological peers. Some of our students with disabilities may even participate in regular education environments with different goals than their peers. These environments can provide opportunities for communication and socialization which may be designated in the student's IEP. Because we strive to develop programs and plans to meet the individual needs of students, there are some students whose goals have a life skills focus. The special education teacher is responsible for the delivery of the services as they work collaboratively with general education staff to provide programs for students within our school community.

*** BEARS ACADEMY students have the option of selecting this class as one of their electives. It is the responsibility of the family to provide transportation to and from the school. Please contact your PVH School Counselor about this class' availability.**

Prerequisites: Each student must have an Individualized Educational Plan (IEP) with a consented, signed and dated Notice of Recommended Education Placement (NOREP) prior to enrollment.

Supplemental Math: 9113

Grade 9, 10, 11, 12 Year - 1.0 credit

This course is designed to help students understand Algebra, Geometry, and Statistics in the real world. Reading and interpreting equations, applying problem solving strategies, using formulas, finances and time management are some of the concepts taught in this course. Students that meet certain criteria will be placed into this course.

Supplemental Reading: 9320

Grade 9, 10, 11, 12 - Year - 1.0 credit

This course is designed to provide students with instruction using various literature to gain knowledge through content assignments and activities. Concepts will be taught through fiction and non-fiction text, vocabulary, writing, and research information. This course will increase students' understanding of English by analyzing, applying, and making their own predictions of text. Students that meet the criteria will be placed into this course.

PAES® Lab: 9322

Grades 9, 10, 11, 12 – Year – 1 credit

The Practical Assessment Exploration System Program (PAES®) Lab is a research based, age appropriate transition assessment of employability skills, functional skills, work behaviors, and interests. The program is designed for high school students as well as special populations. There are a total of 264 hands-on tasks giving students the opportunity to solve problems and complete projects that simulate entry level tasks in five components. PAES® identifies: 1) aptitude for community based employment, 2) functional skills, 3) interests, 4) work behavior strengths and 5) barriers to success. PAES® is conducted in a simulated work environment within a classroom setting where students work on simulations of actual tasks performed in community based jobs.

Adapted Physical Education: 0116

Grades 9, 10, 11, 12 - 90 days - .5 credit

Adapted Physical Education is an individualized physical education program developed to meet the needs of students in one or more of the following areas: physical and motor fitness, fundamental motor patterns and skills and/or individual, lifetime, and team sports skills. General and adapted physical education have similar goals and objectives; however, an adapted physical education program makes modifications to general physical education activities for safe and successful participation by the student with a disability.

English Language Development ELD: 9613

Grade 9,10,11,12

English Language Development (ELD) is designed for students whose first or home language is other than English. Instruction focuses on developing fluency to interact socially and engage academic content in English. The four skills of reading, writing, speaking, and listening are practiced contextually using materials from all classes and disciplines as well as real-world sources. Time is devoted to building cultural and social competence to increase individual participation and exercise of agency in the community and post-graduation plans. Admittance into the class is determined by the Home Language Survey, the ESL Program Specialist, and the WIDA Screener.

School-To-Work Program

Diversified Occupations. Sending School Program Option: 8813/8814

Grade 12 – Year – 3 credits

Grade 12 – 90 days - 1.5 credits

The Diversified Occupations (DO) program is a direct relationship/partnership between a local business/industry and the school. Career competencies and manipulative aspects of skills are developed at the job training station site. Diversified Occupations serves heterogeneous groups of 12th grade students from more than one vocational education area of instruction and/or those students having a vocational objective that cannot be met by any of the existing in-school vocational programs. Enrollment is limited to seniors who are good standing with their graduation requirements. Any courses that are needed for graduation take priority over DO. Prior to the start of the school year, all enrolled students must have an approved work site to continue enrollment in the program. If students are requesting DO for the second semester of their senior year, they need to notify their school counselor prior to the start of the school year, for scheduling purposes. Failure to do so would prevent them from participating in DO. Students enrolled in DO must meet with the program teacher on Thursdays and Fridays during 6th

period, before leaving for their jobsite. DO students are required to take the NOCTI examination during the spring of their senior year. More information will be given by the program teacher.

Eligibility Requirements: Minimum GPA of 75% or higher and no classes that need credit recovery. Students must have enough credits to graduate entering senior year and be in good academic standing.

***Bears Academy students participating in Diversified Occupations MUST come to the building Thursdays and Fridays for Period 6.**

NCAA Eligibility Information for any potential student athlete

[Division I Academic Standards](#)

[Division II Academic Standard](#)



PROFESSIONAL EXCELLENCE IN CAREER AND TECHNICAL

MCTI is an extension of the four school districts of Monroe County and provides tuition-free career and technical education for high school students. Students in grades 10 – 12 attend a half-day at MCTI and a half-day at their sending high school. MCTI also offers a full-day program for 9th grade students.

An MCTI education provides students with more opportunities to learn practical skills using state-of-the-art equipment, develop leadership skills, obtain industry credentials, and earn college credits all while gaining real-world experiences.

SENDING SCHOOL DISTRICTS



East Stroudsburg Area School District



Stroudsburg Area School District



Pleasant Valley School District



Pocono Mountain School District

MCTI Programs

MCTI offers students 23 Pennsylvania Department of Education (PDE) approved programs that articulate a secondary career and technical education to a postsecondary degree, diploma, or certificate programs. These programs align the secondary courses to a postsecondary program to complete a degree or certificate. Our programs are divided into the following five Career Clusters:

TRANSPORTATION

- Automotive Collision Repair
- Automotive Technology
- Diesel Technology
- Outdoor Power Equipment Technology

CONSTRUCTION

- Carpentry
- Electrical Technology
- HVAC Technology
- Masonry

Plumbing

ENGINEERING TECHNOLOGY

Drafting & Design Technology
Electronics Technology
Precision Machining
Welding Technology

SERVICE

Business and Hospitality Management
Cosmetology
Criminal Justice
Culinary Arts
Health Professions
Horticulture
Sports Medicine
Diversified Occupations

COMMUNICATIONS

Computer Information Science
Computer Networking & Security
Graphic Communications

For further information/descriptions regarding MCTI programs, please visit our website at www.pvbears.org to find the MCTI program of studies. Physical hard copies are also available in the Pleasant Valley Guidance Office.
If any student is interested in MCTI, please contact your counselor.

MCTI
Pleasant Valley High School Credit Tracking Worksheet
2026-2027 School Year

Students will find this worksheet helpful in planning their high school program.

Subjects listed are required for graduation.

Elective courses should be selected with your career goal in mind.

9th Grade Full Time MCTI Pathway

The chart below should be followed by only students that attended MCTI as a 9th grade student.

9th grade	10th grade	11th grade	12th grade
<ul style="list-style-type: none"> ● English 9 (1 credit) ● Math (1 credit) ● Science (1 credit) ● Social Studies (1 credit) ● MCTI Program (3 credits) ● Wellness Log (.5 credit) 	<ul style="list-style-type: none"> ● English 10 (1 credit) ● Math (1 credit) ● Biology (1 credit) ● MCTI Program (3.5 credits) 	<ul style="list-style-type: none"> ● English 11 (1 credit) ● Economics (.5 credit) ● American Government (.5 credit) ● Wellness & Health I (.5 credit) ● Financial Literacy (.5 credit) ● MCTI Program (3.5 credits) 	<ul style="list-style-type: none"> ● English 12 (1 credit) ● Math/Science/Social Students (1 credit) ● Wellness & Health II (.5 credit) ● Advanced Wellness (.5 credit) ● MCTI Program (3.5 credits)
Total Credits: 7.5	Total Credits: 6.5	Total Credits: 6.5	Total Credits: 6.5

*Wellness log: 9th grade full time MCTI students will be required to complete a wellness log. Students will meet with their school counselors for more information.

10th-12th Grade MCTI Pathway

(The chart below should be followed by students that **did not** attend MCTI as a 9th grade student.)

9th grade	10th grade	11th grade	12th grade
<ul style="list-style-type: none"> ● English 9 (1 credit) ● Math (1 credit) ● Biology (1 credit) ● Social Studies (1 credit) ● Wellness & Health I (.5) ● Electives (2 credits) 	<ul style="list-style-type: none"> ● English 10 (1 credit) ● Math (1 credit) ● Wellness & Health II (.5) ● Advanced Wellness (.5) ● MCTI Program (3.5 credits) 	<ul style="list-style-type: none"> ● English 11 (1 credit) ● American Government (.5 credit) ● Math (1 credit) ● Financial Literacy (.5) ● MCTI Program (3.5 credits) 	<ul style="list-style-type: none"> ● English 12 (1 credit) ● Chemistry (1 credit) ● Economics (.5 credit) ● Advanced Wellness (.5) ● MCTI Program (3.5 credits)
Total Credits: 7	Total Credits: 6.5	Total Credits: 6.5	Total Credits: 6.5

*Any student that attends MCTI during their high school career, will need to individually meet with their school counselor to ensure that all graduation requirements are met.

- Students enrolled in MCTI may, if necessary, replace up to one required credit each in Social Studies, Science, and/or Mathematics with a course aligned to their career goals (up to three total credits). Eligibility for pursuing such a credit replacement toward graduation will be determined by the principal in consultation with the student, parent, guidance counselor, and the MCTI administration (or his or her designee).