BURGETTSTOWN AREA HIGH SCHOOL

2026-2027
COURSE DESCRIPTION GUIDE

104 Bavington Rd.
Burgettstown, PA 15021
724-947-8100
724-947-3325 (fax)
www.burgettstown.k12.pa.us

Burgettstown Area High School

Course Description Guide

Grades 9 – 12

BURGETTSTOWN AREA SCHOOL DISTRICT MISSION STATEMENT

We, at Burgettstown Area School District, aim to create a better everyday life for students by empowering them to develop a curiosity for learning while discovering their interests.

BURGETTSTOWN AREA SCHOOL DISTRICT VISION STATEMENT

Within a nurturing and supportive school community, Burgettstown Area School District's students will become confident, future-focused, life-long learners who proudly provide meaningful contributions to society.

SCHOOL PRINCIPALS

Dr. Shaun Cooke, Principal	724-947-8100	scooke@burgettstown.k12.pa.us
Mrs. Brooke Hoffman, Assistant Principal	724-947-8100	bhoffman@burgettstown.k12.pa.us

SCHOOL COUNSELORS

Mrs. Beth Roman, Middle School Counselor	724-947-8106	broman@burgettstown.k12.pa.us
Mrs. Holly Riley, High School Counselor	724-947-8107	hriley@burgettstown.k12.pa.us

INTRODUCTION

This booklet is designed as a guide for students enrolled in Burgettstown High School. It is essential that students and their parents fully understand the graduation requirements that are outlined below. These requirements will:

- Assure that the student will graduate on time with the appropriate required courses and sufficient graduation credits to meet the Burgettstown Area School District graduation requirements,
- Insure courses taken as electives will meet future vocational and/or educational needs, and
- Satisfy the educational challenge for the student

Students should prepare for course selection by discussing options with parents/guardians, counselors, mentors and teachers. Parents may make arrangements to discuss course selections with either a school counselor, principal or teacher.

PENNSYLVANIA DEPARTMENT OF EDUCATION ACT 158 GRADUATION REQUIREMENT

The Board of Education for the Commonwealth of Pennsylvania established PDE Act 158, identifying five different pathways for high school students to meet graduation requirements and offering alternatives to scoring proficient or advanced on all three Keystone Exams (Algebra I, Biology, and Literature). Students must meet the requirements of at least one of the five pathways to graduate. The five pathways include the Keystone Proficiency Pathway, Keystone Composite Pathway, Career and Technical Education (CTE) Pathway, Alternative Assessment Pathway, and Evidence-Based Pathway.

BURGETTSTOWN AREA SCHOOL DISTRICT GRADUATION CREDIT REQUIREMENT

The Board of Directors of the Burgettstown Area School District established that all Burgettstown graduates must successfully accumulate 26 credits for graduation purposes. A Burgettstown graduation credit shall be identified as the equivalent of one year-long course successfully completed in Grades 9 - 12. The required credits are:

English - 4 credits
Social Studies - 4 credits
Math***** - 3 credits
Science***** - 3 credits
Information Technology - 1 credit
Health / Physical Education - 1.5 credits
Personal Finance - 0.5 credits (class of 2030 and beyond only)
Family Consumer Science- 0.5 credits (classes of 2027, 2028, 2029 only)
Fine Arts - 0.5 credits
Electives - 7.5 credits

***Students must also take 1 additional credit of either Math or Science.**

Beginning in the 2026-27 School Year, Personal Finance is offered and is a required course for those in the class of 2030 and beyond. Students in the Classes of 2027, 2028, and 2029 may enroll in the course for elective credit.

(Credit substitutions may be granted on a case by case basis as determined by Administration.)

ACCUMULATION OF CREDITS

- Students can review their accumulated credits with the high school counselor to review progress toward graduation.
- Students must realize that there is limited flexibility for dropping a course without taking another course in its place. Twenty-six graduation credits in grades 9-12 leaves limited opportunities for open slots in student schedules.
- Students attending Western Area Career & Technology Center must maintain a “C” average or better in their vocational classes at Western Area and in their academic subjects at BHS or attendance at Western Area may be jeopardized. Attendance requirements must be met to maintain membership in the Western Area program.

GRADE-LEVEL CLASSIFICATION

Designation of sophomore, junior, or senior standing in the high school is based upon a minimum of credits earned each year.

- To be advanced to a 10th Grade homeroom, a student must have earned at least 6 credits
- To be advanced to an 11th Grade homeroom, a student must have earned at least 12 credits
- To be advanced to a 12th Grade homeroom, a student must have earned at least 18 credits

GRADING SCALE

GRADE	RANGE	NON-WEIGHTED QPE	WEIGHTED QPE
A	93-100	4.0	5.0
A-	90-92	3.7	4.7
B+	87-89	3.4	4.4
B	83-86	3.0	4.0
B-	80-82	2.7	3.7
C+	77-79	2.4	3.4
C	73-76	2.0	3.0
C-	70-72	1.7	2.7
D+	67-69	1.4	2.4
D	63-66	1.0	2.0
D-	60-62	0.7	1.7
F	0-59	0.0	0.0

WEIGHTED COURSES

The following courses are weighted for grade point average purposes and thus present greater academic challenge:

Honors English 9
Honors English 10
Honors English 11
Honors English 12
Advanced Placement English Literature
Advanced Placement English Language
Honors Geometry
Honors Algebra 2
Honors Pre-Calculus
Advanced Placement Statistics
Advanced Placement Calculus
Advanced Placement Computer Science A
Honors Biology with Lab
Honors Chemistry with Lab
Honors Physics with Lab
Advanced Placement Chemistry with Lab
Advanced Placement Biology with Lab
Advanced Placement German
Honors Economics
Honors Sociology
Advanced Placement U.S. History
Advanced Placement Psychology

ADVANCED PLACEMENT COURSES

Research shows that exposure to rigorous classes in high school is a key indicator of post-secondary success. In addition to preparing students for the rigors of college, challenging coursework like Advanced Placement (AP) enables students to dig deeper into subjects that interest them and build analytical and problem solving skills that build confidence and are essential for success in any career path. Advanced Placement courses ensure that more students have access to the challenging classes that will prepare them for future success. In addition, AP students who score a 3 or higher on AP exams are more likely to earn a college degree on time, which can save students and families both time and money. All students who enroll in an AP course are required to take the AP exam in May, and must pay for the exam.

DUAL ENROLLMENT COURSES

Burgettstown Area School District may accept both on-campus and online college dual enrollment courses for high school units towards graduation with prior approval. Students will have the opportunity to earn both high school credits (1 per course) and college credits through the program. To enter the Dual Enrollment Program, students must meet the following eligibility requirements:

A. The student must be a high school junior or senior.
B. The student must be making satisfactory progress towards fulfilling graduation requirements as determined by the Guidance Office, or by a non-public, cyber/charter or home school program.
C. The student must have a minimum cumulative grade point average of 2.75.
D. The student must demonstrate readiness for college-level coursework in the intended subject area of study, as determined by the district and the college. Placement exams at the college may be required for course enrollment.
E. Students who do not meet the criteria listed in A-D may be permitted to enroll in dual enrollment courses if approval is received from both the school district and the college.
F. In order to remain in the program, the student must maintain a grade point average of 2.75 in the high school and a 2.0 ("C" average) in each dual enrollment course.
G. The student must have and maintain satisfactory attendance and citizenship as determined by the district and the college.

Courses offered in the college setting are subject to the application and enrollment requirements of the college. Each approved semester course successfully completed at a college will equal 1 Burgettstown graduation credit. Dual enrollment courses will not count towards a student's Burgettstown GPA or class rank. Generally, the course must be academic (English, math, history, or science departments) and not be an elective course.

All courses must be approved by the Guidance Office and the Principal for high school credit prior to registration. Any course tuition costs, fees, and book charges must be paid by the students and family at the time of course enrollment.

All students interested in Dual Enrollment courses are strongly encouraged to contact the Admissions Office of each college they will be applying to in order to determine if the dual enrollment credits will be accepted for transfer to the college the student will enroll in after high school graduation.

STUDY HALLS

Students will not be permitted to take more than 1 study hall per semester, unless they request and receive permission from the Principal. Study Halls do not earn credits towards graduation.

REQUESTS FOR SCHEDULE CHANGES

Once schedules for the upcoming school year are released to students within Alma, there will be a limited amount of time to request a course change via a Schedule Change Request form. Information on the process to request a change will be sent via email prior to the start of the school year. This will be the only opportunity to request a change. With the possible exception of extenuating circumstances, which will require administrative review and approval, requests for schedule changes will not be accepted after the start of the first semester. NOTE: There will not be a window to request schedule changes at the start of the second semester. All requests must be submitted before the first day of school. There are no guarantees that requests

will be granted as there are limited courses that have space available to add students. In addition, every class is not available every period and may not align with other required courses. Please note that changes will NOT be permitted for purposes of switching a teacher or period, or for dropping a required course.

WORK RELEASE PROGRAM

The Work Release Program is available to students in 12th grade who are in good standing, who are on track for graduation, and who want to spend part of their school day working outside of school . Enrollment in the program is dependent on the attendance, discipline and academic records of the applicant. Requests for enrollment can be denied if there are concerns in any of these areas. Once enrolled, students are required to maintain excellent attendance along with passing grades in all classes, and have no discipline issues. If any of these areas become a concern, enrollment in the Work Release Program can be revoked. Securing a job and transportation to the job is the responsibility of the student.

NATIONAL CAREER CLUSTERS

The National Career Clusters® Framework is comprised of 14 Career Clusters that contain occupations in the same field of work that require similar skills. Reviewing this framework can help you focus plans towards obtaining the necessary knowledge, competencies, and training for success in a particular career pathway. You can review the framework at Career Clusters - Advance CTE.

When selecting your courses, think about possible career clusters that interest you. Each department in the Course Description Guide has symbols beside them representing the career cluster that best matches the courses. Review the 14 Career Clusters before choosing your courses for next year, so your course selections match your interests and skills.

	**Advanced Manufacturing** - The Advanced Manufacturing Career Cluster blends innovative technologies and practices to enhance design and production. It covers areas such as engineering, research and development, automation and artificial intelligence, equipment maintenance, safety protocols, and quality control. This Cluster aims to increase efficiency, reduce waste, ensure safety, and produce high-quality goods, driving the industry's growth and adapting to modern demands. Subclusters include Engineering, Industrial Machinery, Production & Automation, Robotics, and Safety & Quality Assurance.
	**Agriculture** - The Agriculture Career Cluster concentrates on scientific advancement of agriscience, cultivation, processing, and distribution of agricultural products, employing advanced technologies and sustainable practices to optimize global food systems. This Cluster also supports other plant- and animal-based industries including regenerative agriculture, sustainable logging, and fisheries. This Cluster has meaningful connections with the Energy and Natural Resources Cluster, highlighting a symbiotic relationship that emphasizes stewardship and resilient communities. Subclusters include Agribusiness, Agricultural Technology & Automation, Animal Systems, Food Science & Processing, Plant Systems, and Water Systems.
	**Arts, Entertainment, & Design** - The Arts, Entertainment, & Design Career Cluster combines creative roles in visual and performing arts, film, journalism, fashion, interior design, and creative technologies. This Cluster focuses on creating, producing, and sharing artistic and design work across multiple platforms, aiming to entertain, inform, beautify, and inspire. Subclusters include

	Design & Digital Arts, Fashion & Interiors, Fine Arts, Lighting & Sound Technology, Media Production & Broadcasting, and Performing Arts.
	**Construction** - The Construction Career Cluster focuses on professions involved in designing, planning, managing, and executing projects in the built environment. It emphasizes sustainable building practices to ensure that structures are both environmentally responsible and resilient. Careers in this cluster are pivotal in creating durable infrastructure that meets present needs without compromising future generations' ability to meet their own, covering a range of roles from architects and engineers to construction managers and skilled tradespeople. Subclusters include Architecture & Civil Engineering:, Construction Planning & Development, Equipment Operation & Maintenance, and Skilled Trades.
	**Digital Technology** - The Digital Technology Career Cluster focuses on developing digital systems for communication and data storage using critical technologies such as artificial intelligence (AI), data analytics, and cybersecurity. This Cluster builds skills necessary for all careers to navigate and lead in the constantly evolving tech landscape and drives innovation across all industries to tackle complex challenges and opportunities in communities and economies. Subclusters include Data Science & Artificial Intelligence, Information Technology (IT) Support & Services, Network Systems & Cybersecurity, Software Solutions, Unmanned Vehicle Technology, and Web & Cloud.
	**Education** - The Education Career Cluster spans careers aimed at fostering learning from early childhood to adulthood, including teaching, instructional design, counseling services, community engagement, learner support, and educator training. This Cluster emphasizes quality education standards and lifelong learning, preparing individuals for success through all life stages by nurturing knowledge, skills, and critical thinking and encouraging personal and societal growth in a constantly evolving world. Subclusters include Early Childhood Development, Education Administration & Leadership, Learner Support & Community Engagement, and Teaching, Training & Facilitation.
	**Energy & Natural Resources** - The Energy & Natural Resources Career Cluster spans careers in traditional and renewable fuel production, power generation and energy conversion, utilities, environmental preservation, ecological research, and resource extraction. These industries focus on efficient and responsible resource management, including conservation, transmission, distribution and storage, to minimize environmental impacts and meet global energy needs. Careers in this cluster are dedicated to creating a sustainable future, innovating cleaner energy solutions, and preserving our planet's natural resources for generations to come. Subclusters include Clean & Alternative Energy, Conservation & Land Management, Ecological Research & Development, Environmental Protection, Resource Extraction, and Utilities.
	**Financial Services** - The Financial Services Career Cluster encompasses careers in managing and advising financial transactions, including banking, lending, corporate finance, debt management, accounting, insurance, and real estate. These careers contribute to economic stability and growth by supporting the financial health of individuals and organizations. Subclusters include Accounting, Banking & Credit, Financial Strategy & Investments, Insurance, and Real Estate.
	**Healthcare & Human Services** - The Healthcare & Human Services Career Cluster promotes whole health in individuals and communities through a diverse array of services. This sector includes technical, mental, and therapeutic services and personal care, supported by medical and social sciences. By addressing social determinants of health and leveraging health data and science, this Cluster aims to enhance the overall health and resilience of individuals, families, and communities.

	Subclusters include Behavioral & Mental Health, Biotechnology Research & Development, Community & Social Services, Health Data & Administration, Personal Care Services, and Physical Health.
	**Hospitality, Events, & Tourism** - The Hospitality, Events, & Tourism Career Cluster encompasses a broad range of services and experiences related to food and beverage, lodging, travel, events, and conferences. This Cluster focuses on delivering quality customer service, memorable experiences, and seamless logistics to cater to the needs and preferences of guests, tourists, and event participants. The Cluster is characterized by its diversity, including everything from luxury hotels and international travel to local dining, cultural events, and business conferences, aiming to enhance the overall experience of visitors and attendees. Subclusters include Accommodations, Conferences & Events, Culinary & Food Services, and Travel & Leisure.
	**Management & Entrepreneurship** - The Management & Entrepreneurship Career Cluster involves skills and occupations that are essential across all industries, focusing on business administration, operations optimization, strategic planning, workforce management, and entrepreneurship. It merges key areas such as data management and analysis, human resources, general operations, administrative support, project management, and organizational leadership. This Cluster ensures that businesses across all industries efficiently meet their goals, adapt to market changes, and maintain competitive advantage. By emphasizing entrepreneurship, this Cluster supports the creation of new ventures, driving economic growth and innovation and making it a cornerstone of modern economies. Subclusters include Business Information Management, Entrepreneurship & Small Business, Leadership & Operations, Project Management, and Regulation.
	**Marketing & Sales** - The Marketing & Sales Career Cluster focuses on promoting products, understanding consumer needs, engaging with communities, and driving sales. It integrates digital marketing, data analysis, brand promotion, customer relationship management, strategic communications, human-centered design, and retail strategies to build strong customer connections and support business growth. This Cluster is essential in all industries for creating value, effectively reaching and engaging target audiences, and achieving commercial success in a competitive marketplace. Subclusters include Market Research, Analytics, & Ethics, Marketing & Advertising, Retail & Customer Experience, and Strategic Sales.
	**Public Service & Safety** - The Public Service & Safety Career Cluster encompasses roles in local, state, and federal government; legal and justice systems; security; and military operations, all aimed at promoting civic responsibility and ensuring the well-being, security, functionality, and resilience of communities, states, and countries. Subclusters include Emergency Response, Judicial Systems, Local, State & Federal Services, Military & National Security, and Public Safety.
	**Supply Chain & Transportation** - The Supply Chain & Transportation Career Cluster encompasses the transfer, coordination, and management of goods from production to consumption, ensuring efficient movement across various modes of transportation including air, ground, and water, as well as maintenance of the respective transport modes. This Cluster integrates logistics and distribution networks to facilitate the seamless flow of materials and products, playing a crucial role in global commerce, economic development, and community health. Subclusters include Air & Space Transportation, Ground & Rail Transportation, Maintenance & Repair, Marine Transportation, Planning & Logistics, and Purchasing & Warehousing.

LANGUAGE ARTS DEPARTMENT



In grades 9-12, 4 credits of English are required for graduation. Electives are available for additional credit. *The Language Arts Department makes a recommendation to every student on the next course the student should take in the English sequence.*

English (4 credits required)

English 9 (or) Honors English 9
English 10 (or) Honors English 10
English 11 (or) Honors English 11
English 12 (or) Honors English 12

English Electives (0 credits required)

Advanced Placement English Literature
Advanced Placement English Language
Video Production
Speech/Communications
Yearbook
Journalism
Dystopian Literature
Media Literacy & Analysis

COURSE	CREDIT VALUE	LENGTH
English 9	**1.0**	**Year**
Studies in grammar, usage and mechanics help students enhance their sentence construction skills. Writing in the informational, narrative, and persuasive modes, using the PA Common Core Standards, is emphasized. The study of literature emphasizes the recognition of literary elements and devices and the development of vocabulary skills. Projects and a consistent use of technology provide opportunity for hands–on application of understanding in literature units. Vocabulary definitions and contextual use is studied throughout the academic year. Literature (which will include essays, poems, nonfiction and *Romeo and Juliet*) is read and discussed critically.		
Honors English 9	**1.0**	**Year**
Grammar studies in usage and mechanics help students enhance their sentence construction skills and decode reading. Compositions constructed are through the PA Common Core Standards. Selections across a variety of literary genres assist in critical thinking of literary elements and vocabulary development. Analyses of literary works continue on a higher level with the employment of literary nomenclature. Increase in usage and understanding of college bound vocabulary.		
English 10	**1.0**	**Year**
This course builds essential skills in literature, composition, grammar, and vocabulary through a year-long study of diverse texts. Students will read and analyze short stories, poetry, drama (including a Shakespearean play), and may work toward studying a novel if time allows. Emphasis is placed on developing strong reading comprehension, interpreting literary elements, and understanding works within their historical and cultural		

contexts. Students will write in the informational, narrative, and argumentative modes aligned to PA Core Standards, with a focus on clear organization, effective evidence, and refined language skills. Grammar and vocabulary instruction support students in producing coherent writing and expanding academic language. Independent/DEAR reading is incorporated throughout the year to build fluency and engagement. English 10 prepares students for advanced high school English courses and the Keystone Literature exam.

Honors English 10	**1.0**	**Year**

This advanced course builds on skills developed in Honors English 9 through an accelerated study of literature, composition, grammar, and vocabulary. Students will analyze a range of texts, including short stories, poetry, drama (featuring a Shakespearean play), and will read at least one novel, with the goal of working toward several novels throughout the year. Emphasis is placed on higher-level critical thinking, deeper literary analysis, and the use of precise academic and literary terminology. Honors students will write in the informational, narrative, and argumentative modes aligned to PA Core Standards, producing sophisticated, well-organized compositions supported by strong textual evidence. Grammar and usage study reinforces clarity and control in writing, while vocabulary instruction incorporates advanced, college-bound terminology. Independent/DEAR reading is integrated throughout the year to build fluency and broaden literary exposure. Honors English 10 prepares students for upper-level English coursework, including AP pathways, as well as the Keystone Literature exam.

English 11	**1.0**	**Year**

This course integrates the study of American literature, nonfiction, vocabulary, and composition. Through diverse literary selections, students develop analytical reading skills and an understanding of American literary traditions, literary elements and devices, and relevant historical and cultural contexts. Exposure to multiple genres strengthens vocabulary development, critical thinking, and socio-emotional connections while deepening students' understanding of their world; independent vocabulary units further expand students' lexicons. Writing instruction aligns with the PA Common Core Standards, and grammar study builds on the foundation established in English 10 to enhance clarity, precision, and sophistication in communication.

Honors English 11	**1.0**	**Year**

Honors English 11 is a rigorous, college-preparatory course centered on the study of American literature and American literary traditions within their historical, cultural, and social contexts, though select texts beyond the American canon are possible. Students refine advanced skills in critical reading, analytical thinking, research, and discussion through complex texts across multiple genres and time periods.

Instruction emphasizes close reading, analytical discussion, rhetorical and literary analysis, evidence-based writing, and academic inquiry, through which students produce analytical, argumentative, and synthesis-based writing aligned with PA Common Core Standards. Grammar and vocabulary study reinforce clarity, elevate expression, and increase the sophistication of written and verbal communication. Through elevated reading, writing, and discussion, Honors English 11 prepares students for upper-level English coursework.

English 12	**1.0**	**Year**

This course provides a comprehensive study of grammar, essay writing, vocabulary development, and world literature, while also supporting students' growth in executive functioning, study skills, character

development, and social-emotional learning. Students refine their understanding of usage and mechanics to produce clear, coherent sentences and well-structured essays. Vocabulary instruction draws from a range of level-appropriate sources to strengthen language, reading, and communication skills.

The literature component emphasizes critical reading, discussion, and global perspectives. Students explore a wide variety of genres and styles—including myths and epics, folktales and oral traditions, poetry from diverse cultures, modern and classical drama, short stories and contemporary fiction, reflective nonfiction, and multicultural narratives that highlight different voices and worldviews. Emphasis is placed on analyzing themes, cultural contexts, and literary techniques across regions and time periods. Independent reading is encouraged throughout the year to build fluency, empathy, and personal literary interest.

Writing instruction focuses on informational, narrative, and persuasive modes aligned with the PA Common Core Standards. Students apply learned skills across multiple genres to develop strong, purposeful, and confident writing. Integrated instruction in executive functioning and study skills supports organization, time management, planning, and academic resilience. Character development and social-emotional learning are embedded throughout the course, helping students strengthen self-awareness, empathy, responsible decision-making, and collaborative communication.

Overall, the course aims to cultivate capable, reflective, and globally aware learners who can read, write, and think with clarity and confidence.

Honors English 12	**1.0**	**Year**

This honors-level course offers an advanced study of grammar, essay writing, vocabulary development, and world literature while intentionally integrating executive functioning, study skills, character development, and social-emotional learning. Students engage in sophisticated analysis, independent inquiry, and structured academic challenges designed to prepare them for college-level reading, writing, and discourse.

The literature curriculum emphasizes deep critical reading and global perspectives across a wide range of genres and styles. Students examine world myths and epics, philosophical and reflective nonfiction, multicultural short fiction, diverse poetic forms, classical and modern drama, and contemporary international narratives. Throughout the year, they conduct comparative analyses across cultures—such as exploring how myths or epics from different regions reveal shared archetypes or distinct worldviews. They annotate nonfiction texts for argument structure, philosophical claims, and rhetorical devices, and they participate in Socratic seminars that demand text-based questioning, real-time synthesis of ideas, and thoughtful academic dialogue. Students also learn to apply literary theory lenses, such as feminist, postcolonial, psychoanalytic, or structuralist perspectives, to enhance their interpretation and deepen their understanding of how texts reflect and influence societies.

Writing instruction challenges students to produce sophisticated, purposeful work across informational, narrative, and persuasive modes aligned with the PA Common Core Standards. Honors students engage in multistep research projects that require close reading, evaluation of academic sources, and synthesis of ideas into original arguments. Narrative writing tasks encourage experimentation with structure, point of view, and stylistic craft, while persuasive assignments require students to incorporate counterclaims, relevant evidence, and rhetorical strategy. Timed writing experiences further strengthen their ability to communicate with precision, clarity, and critical focus under academic pressure.

Executive functioning and study skill development are embedded throughout the course to help students manage advanced expectations. Instruction emphasizes long-term planning, effective organization systems,

metacognitive reflection, and note-taking methodologies that support independent learning. Character development and social-emotional learning are woven into class discussions and reflective activities to promote resilience, empathy, global awareness, collaborative communication, and a growth mindset. By the end of the course, students demonstrate not only strong analytical and writing skills but also the personal and academic habits essential for success in college and beyond.

Overall, Honors English 12 cultivates highly capable, reflective, and intellectually curious learners who are equipped to engage with complex ideas, communicate with sophistication, and meet rigorous academic challenges with confidence.

Advanced Placement English Literature and Composition	**1.0**	**Year**

AP Literature and Composition is a college-level course designed for students with a strong interest in literature and a commitment to advanced study in reading, writing, and critical analysis. The course is scaffolded to support students with varying levels of prior ELA experience while maintaining the rigor expected of an AP curriculum. Students are expected to manage time well, demonstrate independence, meet deadlines reliably, and fully commit to the demands of a college-level academic environment. Throughout the year, students will engage in the close reading and critical analysis of works of recognized literary merit across multiple genres, periods, and cultures. Instruction emphasizes three major modes of literary engagement: experiencing literature as readers, interpreting literature through analysis, and evaluating literature in terms of artistic quality, cultural significance, and thematic depth. Students will deepen their understanding of how writers use language (examining elements such as structure, style, voice, figurative language, imagery, symbolism, and tone) to create meaning and effect. Class discussions, inquiry-based tasks, and collaborative problem solving will help students generate original ideas, pose analytical questions, and sustain thoughtful dialogue about complex texts. Writing is a central component of the course. Students will produce frequent expository, analytical, and argumentative essays, with an emphasis on crafting clear claims, selecting and embedding textual evidence, and developing sophisticated commentary. Timed writing practice will prepare students for the AP Exam's expectations. Students enrolled in this course are required to take the AP Literature and Composition Exam in the spring.

Advanced Placement English Language and Composition	**1.0**	**Year**

The AP English Language and Composition is a rigorous course appropriate for upperclass students interested in the study of dynamic texts, language, and argument. Structured around the concepts of synthesis, rhetorical analysis, and argument, the course focuses mainly on non fiction and exposes students to a range of texts from various cultures, genres, and time periods. The reading selection models effective argument and dynamic rhetorical choice and also increases students' knowledge of historical and contemporary social issues/problems, which becomes students' evidence in written argument. As the course aligns to introductory college-level rhetoric and writing curriculum, students develop evidence-based analytical and argumentative essays and closely consider their own rhetoric as a tool for persuasion as they develop and support a position or evaluate, synthesize, and cite research. AP Language and Composition commonly takes a thematic approach to reading to engage students with multiple perspectives and, to encourage students to make connections, and to build a repertoire of texts that enable success on the AP Exam. The reading also offers valuable opportunities for dynamic discussions, critical reading, essential problem solving, and a range of writing experiences. Additionally and significantly, reading and writing opportunities act as vehicles for students to grow as independent, critical thinkers. AP Language and Composition is specifically designed for students desiring a more academically rigorous English course as students move at an accelerated pace and cover a greater breadth and depth of textual study. Students taking this course are required to take the AP exam at the end of the year.

Video Production	**0.5**	**Semester**
This course will teach the principles of shooting, capturing and cataloging of audio and video for multimedia projects and will focus on the creativity, writing, pre-production planning, editing, collaboration and post-production strategies of digital video for media that reflect the modern responsibilities of those working in the broadcast journalism profession. Students will learn about the history of broadcast journalism and develop the foundations of journalism such as story generation, interviewing, investigation, analysis and writing and then learn to apply these skills by producing projects that can and will appear in a variety of mediums: print and/or online newspapers and magazines as well as web-based video news and entertainment sites.		
Speech / Communications	**0.5**	**Semester**
This course recognizes the fundamentals of communication and the importance of public speaking in today's world. Early in the semester, students will concentrate on speech basics: using one's voice as a tool to increase engagement, listening to others, improving pronunciation, evaluating the audience, and accepting constructive criticism. In time, the focus will shift to preparing and presenting speeches by refining topics, researching, documenting, and delivering formal speeches. Thus, students will learn MLA documentation of sources. In addition to delivering informative and persuasive speeches, students will examine noteworthy speeches, participate in a creative communication/speech unit, and deliver impromptu speeches, a speech-type that dramatically improves critical thinking and verbal skills.		
Yearbook	**0.5**	**Semester**
This semester-long elective introduces students to foundational journalism and publication skills through the creation of a yearbook. Students will work collaboratively to plan and design the yearbook while developing strong teamwork, communication, and project-management skills. Areas of study include content development, coverage planning, interviewing and reporting, copywriting, headline and caption writing, editing, photography, typography, layout and design, graphics, advertising, and distribution. Students will also engage in creative brainstorming and concept development to shape the overall theme and visual style. This course is ideal for students interested in journalism, photography, graphic design, publishing, or collaborative creative work.		
Journalism	**0.5**	**Semester**
Students will be introduced to the historical importance of journalism in America. The class will include discussion, workshops, group and individual meetings, writing, revising, and online publishing. They will study the basic principles of print and online journalism as they examine the role of print news media in contemporary society. They will learn investigative skills, responsible reporting, and journalistic writing techniques. In addition to discussing editorial positions, students will read, respond to, and write their own news and feature articles. They will also conduct interviews, research, write, design, produce, and edit their own online newspaper. Voice, tone, syntax, vocabulary, structure, and editing techniques will all be addressed in a writing workshop atmosphere.		
Dystopian Literature	**0.5**	**Semester**
This project-based course refines critical thinking skills through the study of dystopian literature and film as social, political, and philosophical commentary. Students examine how cautionary fiction reflects, critiques, and exaggerates real-world systems of power, progress, happiness, stability, and control. Guided by essential		

questions—such as whether a true utopia can exist and why utopian impulses so often collapse into dystopia—students analyze authorial purpose and the tension between the familiar and the strange. Students will read a range of dystopian texts and view films to compare how authors and filmmakers scrutinize their own societies. Instruction emphasizes close reading, discussion-based analysis, and synthesis of ideas across texts and media, while the coursework encourages students to examine the roles and responsibilities of citizens within their own societies.

Media Literacy & Analysis	**0.5**	**Semester**

Media Literacy and Analysis is designed to help students develop the critical thinking skills required to be a media literate consumer of all types of digital and print. We will examine, interpret, and evaluate media messages and assess the cultural, personal, and social impact that media and technology can have on our lives. This course exposes the student to the complexities of media literacy through the development of critical thinking skills and provides the methods of analysis necessary to interpret media content, and strengthens critical debate, discussion, and presentation skills. Our *goal* is to study most, if not all, of the topics listed below and our activities and discussions will often take diversions based on timely events in our lives.

- Media Literacy and understanding media messages
- The evolution and analysis of the communication process
- The history, growth, future, and impact of:
    - Advertising
    - Print including books, newspapers, magazines, and other written materials
    - Radio
    - TV and movies
    - Music
    - Video Games
    - The Internet
    - Social Media
    - Media Ownership

SOCIAL STUDIES DEPARTMENT



In grades 9-12, 4 credits of Social Studies are required for graduation. Electives are available for additional credit. *The Social Studies Department makes a recommendation to every student on the next course the student should take in the Social Studies sequence.*

Social Studies (4 credits required)

Grade 9
American History

Grade 10
Civics and Government

Grade 11
World Cultures

Grade 12
Economics (or) Honors Economics (semester 1)
Psychology (and/or) Honors Sociology (semester 2)

Social Studies Electives (0 credits required)

Holocaust and Genocide Studies A & B
Advanced Placement U.S. History
Advanced Placement Psychology

COURSE	CREDIT VALUE	LENGTH
American History	**1.0**	**Year**
Students will study U.S. History from 1890 through present. Students are expected to develop an understanding of American Culture and Society in the world in which we live based upon our recent history. The first semester will cover the years 1890-1945 exploring the "Gilded Age", the Progressive Era, WWI, the Jazz Age,and the Great Depression. The second semester will cover the years 1945-2020 and will focus on the Cold War era as well as the civil rights movement. Additionally, the cultural and historical circumstances surrounding the 1960's and 1970's counterculture in conjunction with the Vietnam War will be studied in depth. Additional topics include, but are not limited to: Watergate, Détente, supply side economics, the Middle East and other contemporary issues.		
Civics and Government	**1.0**	**Year**
Students will study the form and function of Government as well as citizen rights and responsibilities. Topics that will be emphasized, but are not limited to: the impact of domestic policy, U.S. foreign policy and its global impacts, government role in civil and human rights, characteristics and methods used by government, the election process, powers and limitations of government agencies, and interpretation of U.S. and PA Constitutions by the courts, conflict resolution in society and government, and role of the media in the creation and resolution of conflict in society.		

World Cultures	**1.0**	**Year**
The course investigates the factors that shape civilizations and how different civilizations interact throughout different time periods. Students will study the relationship between historical culture and present day issues to help them to understand the interaction and cultural influences throughout the world. Enrolled students will be expected to read, create, and develop projects independently in addition to utilizing technology when possible.		
Economics	**0.5**	**Semester**
This course will be a combination of both microeconomic and macroeconomic principles. The student will be introduced to fundamental economic concepts including financial investments, labor and wages, traditional and market economics, the Federal Reserve System, and Gross Domestic Policy.		
Honors Economics	**0.5**	**Semester**
The main purpose of this course is to improve students' understanding of economics by raising their interest in economic issues and by teaching them to reason carefully about economic activity. The content material emphasizes traditional microeconomics and macroeconomics. A special unit on the stock market has been developed and is used extensively. This is intended to be an advanced level course.		
Psychology	**0.5**	**Semester**
This course will offer a brief introduction to the world of Psychology and the impact major current mental health events have on the world. The unit of study will include, but not limited to: historical formation of Psychology, neuroscience and behavior, personal development, as well as, thinking critically, psychological disorders, substance abuse, therapy, motivation, personality formation, and states of consciousness.		
Honors Sociology	**0.5**	**Semester**
Sociology studies human society and social behavior with emphasis on the group. This class explores those classic areas of sociological study. Oral and written presentations are made. The written work includes: individual research papers, research in sociology, results, and graphic presentations. Students would be well served to have experience in the formal organization and writing of a research paper before electing this course. This is intended to be an advanced level course.		
The Holocaust and Genocide Studies A & B	**0.5 or 1.0**	**Semester 1 or Year**
Students will gain insight into the many historical, social, religious, political, and economic factors that cumulatively resulted in the Holocaust and worldwide acts of genocide. Enrolled students will be expected to complete intense reading and writing assignments as well as research independently. Due to the mature nature of the content, this course is best suited for grades 11 and 12 with approval from the instructor. At the discretion of the Burgettstown Area School Board, field trips may be taken to enhance and reinforce course objectives. Holocaust & Genocide Studies A is a prerequisite for Holocaust & Genocide Studies B.		
Advanced Placement U.S. History	**1.0**	**Year**
This Advanced Placement (AP) United States History course is a rigorous, college-level course which requires good writing and analysis skills. It is a comprehensive study of the United States from the pre-Columbian civilizations to the present day. APUSH is designed to develop critical thinking skills,analysis of primary and		

secondary sources, and utilization of evidence in developing historical narratives. Aside from extensive vocabulary acquisition, students will engage with comparison, contextualization, continuity, change, and argumentation within United States history.
* This course is open to both juniors and seniors. Students are required to take the AP exam at year's end to possibly earn college credits.

Advanced Placement Psychology	**1.0**	**Year**

The Advanced Placement Psychology course is a college level course. The textbook and study guides are standard books for college freshmen in this area. While the work is challenging, it is not impossible. Students need to make a strong personal commitment before electing this class. Students need a very strong foundation in reading, writing and the social sciences to be successful in psychology. Students will briefly be introduced to the APA style of writing and research. The units of study include, but are not limited to: history and approaches, neuroscience and behavior, personal development, sensation and perception, psychological disorders, therapy, motivation, states of consciousness, social psychology, and cognition.
*It is recommended that a student has taken or is currently enrolled in Anatomy and Physiology. This course is open to both juniors and seniors, with preference being given to seniors. All students will take the AP Psych exam at the year's end to possibly earn college credit, no exemptions. Students are also encouraged to have taken Honors English 9 or 10 and to have taken or be simultaneously enrolled in a Statistics class.

MATHEMATICS DEPARTMENT



In grades 9-12, 3 credits of Math are required for graduation. Electives are available for additional credit. *The Mathematics Department makes a recommendation to every student on the next course the student should take in the mathematics sequence.* ***Students must also take 1 additional credit of either Math or Science.**

Mathematics (3* credits required)

Fundamental Math
Algebra 1
Geometry (or) Honors Geometry
Algebra 2 (or) Honors Algebra 2
Financial Algebra
Pre-Calculus (or) Honors Pre-Calculus
Advanced Placement Calculus A/B
Statistics
Advanced Placement Statistics

Math Electives (0 credits required)

Introduction to Computer Science
Advanced Placement Computer Science A

COURSE	CREDIT VALUE	LENGTH
Fundamental Math	**1.0**	**Year**
The following topics are studied: operations with exponents and real numbers, data analysis using mean, median, mode, range and scatter plots, operations with rational numbers, theoretical probability, experimental and compound probability, solving multi-step equations, using equations to solve word problems. Other topics include: finding and estimating square roots, applying the Pythagorean theorem, solving and graphing inequalities in one variable, graphing relations functions and writing function rules, direct and inverse variation.		
Algebra 1	**1.0**	**Year**
In Algebra 1, students will explore operations with real numbers, using equations to solve word problems, solving multi-step equations and inequalities, graphing relations and functions, writing function rules, linear equations/inequalities and their graphs, systems of linear equations/inequalities and their graphs, experimental and compound probability, interpreting and creating data displays (mean, median, mode, range, and scatter plots), systems of linear equation and inequalities, finding and estimating square roots, exponents and exponential equations, and polynomials operations (addition, subtraction, multiplication, factoring).		
Geometry	**1.0**	**Year**
In Geometry the following topics are studied: Measures of angles, midpoint and distance formulas, writing equations of lines; using properties of parallel lines to determine angle measures; using deductive reasoning;		

proving triangles congruent and similar. Other topics include: area, surface area and volume of geometric figures; applying properties of quadrilaterals to find missing sides and angles; defining and using properties of circles to find missing angles, and chords.

Honors Geometry	**1.0**	**Year**

Prerequisites: Successful completion of Algebra 1 and teacher recommendation. Honors Geometry is designed for advanced students. The topics studied are the same as Geometry, but will be covered at a faster pace and at a more in-depth level. Topics include measures of angles, midpoint and distance formulas, writing equations of lines; using properties of parallel lines to determine angle measures; using deductive reasoning; proving triangles congruent and similar Other topics include: area, surface area and volume of geometric figures (including three-dimensional figures); applying properties of quadrilaterals to find missing sides and angles; defining and using properties of circles to find missing angles, and chords.

Algebra 2	**1.0**	**Year**

Prerequisites: Successful completion of Algebra 1 and Geometry. Algebra 2 A is a college preparatory course that expands on the topics of Algebra 1, containing concepts and problems which require higher order thinking skills. Topics include solving inequalities, absolute value, linear functions, linear systems, quadratic functions, complex numbers, polynomial equations, radical and rational exponents.

Honors Algebra 2	**1.0**	**Year**

Prerequisites: Successful completion of Algebra 1 and Geometry and teacher recommendation. Honors Algebra 2 is a college preparatory course that expands on the topics of Algebra 1. This course differs from Algebra 2 with respect to pace of instruction, additional topics covered and overall rigor. Topics include absolute value functions, linear systems, quadratic functions, complex numbers, polynomial functions, radical and rational exponents and functions, arithmetic and geometric sequences and series, and exponential and logarithmic functions. A summer assignment will be required for incoming students.

Financial Algebra	**1.0**	**Year**

Prerequisite: Successful completion of Algebra 1. This course is recommended as a third or fourth math credit for those students with no intention of applying to college. It can also be an additional elective for those students who plan on attending college. We will study the mathematics used in everyday life. Topics include basics of employment, banking and interest, consumer credit and loans, automobile ownership and insurance, income taxes, retirement planning and investment strategy, and life insurance. **(Note: this course will not fulfill NCAA math requirements.)**

Pre-Calculus	**1.0**	**Year**

This course is recommended for students completing Algebra II . This course will cover a large amount of the same material as the Honors Pre-Calculus, but will move at a slower pace, and not quite as in depth. The topics will include: Equations and their graphs, functions,(including domains), combinations of functions, composition of functions, inverse functions, and finding zeros of polynomials.This course continues with the topics: rational functions, roots, complex numbers, trigonometric functions, and their graphs, trigonometric identities, trigonometric applications, exponential growth and decay.

Honors Pre-Calculus	**1.0**	**Year**
This course is recommended for students after completing Honors Algebra 2. This course is a bridge between Algebra II and Calculus. The course will review the main Algebra concepts needed to perform well in Calculus, such as equations and their graphs, functions (including domains), combinations of functions, composition of functions, inverse functions, finding zeros of polynomials, rational functions, roots and complex numbers. The course continues with an in-depth review of trigonometric functions and their graphs, trigonometric identities, trigonometric applications, exponential growth and decay, conic sections including: parabolas, ellipses and hyperbolas, polar coordinates and parametric equations. Upon successful completion of this course the students will receive the necessary foundations to perform well in Calculus.		
Advanced Placement Calculus A/B	**1.0**	**Year**
The AP Calculus A/B course is equivalent to a one-semester college course in Calculus. Calculus builds upon the concepts learned in Algebra II and Pre-Calculus. Advanced Placement Calculus begins with a study of limits, the derivative, differentiation rules, and application of differentiation as they apply to functions. Upon completing differentiation, the focus will be antiderivatives, integrals, rules of integration and applications of integration as they apply to functions. Students who take Calculus must have a strong background in Algebra. Students opting to take this course should have successfully completed Honors Pre-Calculus. AP Calculus AB students are required to take the AP exam at the end of the year.		
Statistics	**1.0**	**Year**
In Statistics students are introduced to the concepts and tools for collecting, analyzing, and drawing conclusions from data. The course teaches methods of descriptive statistics. Topics include data collection and description, correlation and regression, with probability. Students will develop an understanding of concepts through the use of technology, investigations and problem solving. Emphasis is placed on numerical analysis and its interpretation. Additionally, this class teaches methods of inferential statistics. Topics include probability distributions, the normal distribution, the Central Limit Theorem, hypothesis testing, and the analysis of variance and contingency tables. Emphasis is placed on numerical analysis and its interpretation. Strong critical thinking skills are important. Strong critical thinking skills are important. Students opting to take this class should have successfully completed Algebra 2.		
Advanced Placement Statistics	**1.0**	**Year**
The AP Statistics course is equivalent to a one-semester, introductory college course in statistics. Students are introduced to the concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will study the four major topics in AP Statistics: exploring data, sampling and experimentation,		

anticipating patterns, and statistical inference. Students will develop understanding of concepts through the use of technology, investigations and problem solving. Writing to convey understanding will be an integral part of the learning process and in preparation to take the AP Statistics test. Students opting to take this course should have successfully completed Honors Algebra 2 or Algebra 2. AP Statistics students are required to take the AP exam at the end of the year. **Students who are planning to take an AP science course their senior year will benefit greatly from taking AP Statistics during their junior year.**

Introduction to Computer Science	**1.0**	**Year**

This is the first course in computer science programming. It is recommended for those students intending to major in computer science in college, and who have not had any previous experience that involves programming in JAVA. This course may also be of interest to students who intend to major in one of the social sciences or humanities. This course would be a prerequisite to any programming in JAVA course. The focus of the course is on problem analysis and the development of algorithms and computer programs in a modern high level language. **Students must have successfully completed Algebra I to be eligible for this class.**

Advanced Placement Computer Science A	**1.0**	**Year**

The AP Computer Science A course embraces problem solving, hardware, algorithms, and perspectives that help people utilize computers to address real-world problems in contemporary life. Students who take the AP Computer Science A course and exam are well prepared to continue their study of computer science and its integration into a wide array of computing and STEM-related fields. The current language studied in this course is Java. AP Computer Science A students are required to take the AP exam at the end of the year. **Prerequisite: Introduction to Computer Science**

SCIENCE DEPARTMENT



In grades 9-12, 3 credits of Science are required for graduation. *The Science Department makes a recommendation to every student on the next course the student should take in the science sequence.*
***Students must also take 1 additional credit of either Math or Science.**

Science (3* credits required)

Environment and Ecology
Biology (or) Honors Biology with Lab
Chemistry (or) Honors Chemistry with Lab
Anatomy and Physiology
Physics (or) Honors Physics with Lab
Advanced Placement Biology with Lab
Advanced Placement Chemistry with Lab

Science Electives (0 credits required)

Oceanography
S.T.E.M. Starry Night Astronomy
Genetics
Forensic Science

COURSE	CREDIT VALUE	LENGTH
Environment and Ecology	**1.0**	**Year**
Environment and Ecology is a phenomenon-based course designed to introduce two core principles of life science. Following the innovative instructional model of OpenSciEd and aligned with the Pennsylvania STEELS Standards the curriculum emphasizes inquiry-based learning, challenging students to investigate real-world phenomena and to build scientific understanding. This involves developing questions, planning and conducting investigations, developing evidence-based explanations, and collaborating as a classroom community. Major units explore the ecosystem interactions & dynamics and matter & energy. Students will engage in data analysis, experimental design, scientific discussion, and research.		
Biology	**1.0**	**Year**
Biology is a phenomenon-based course designed to introduce the core principles of life science. Following the innovative instructional model of OpenSciEd and aligned with the Pennsylvania STEELS Standards the curriculum emphasizes inquiry-based learning, challenging students to investigate real-world phenomena and to build scientific understanding. This involves developing questions, planning and conducting investigations, developing evidence-based explanations, and collaborating as a classroom community. Major units explore the molecular basis of life, heredity, and the mechanisms of biological evolution. Students will engage in data analysis, experimental design, scientific discussion, and research.		
Honors Biology with Lab	**1.5**	**Year**
Honors Biology is an accelerated, phenomenon-based laboratory course designed for highly motivated students seeking a rigorous introduction to the core principles of life science. Following the innovative instructional model of OpenSciEd and aligned with the Pennsylvania STEELS Standards (based on NGSS), the		

curriculum emphasizes inquiry-based learning, challenging students to investigate real-world phenomena and to build scientific understanding. This involves developing questions, planning and conducting investigations, making evidence-based explanations, and collaborating as a community. Major units explore the molecular basis of life (biochemistry and cell structure), heredity (DNA, genetics, and biotechnology), matter and energy flow in organisms and ecosystems (photosynthesis, cellular respiration, and ecology), and the mechanisms of biological evolution, including natural selection and the unity and diversity of life. Students will engage extensively in advanced data analysis, experimental design, scientific argumentation, and independent research.

Chemistry	**1.0**	**Year**

Chemistry is a lab-based course that builds upon skills learned in middle school Physical Science. This course is designed to provide students with a fundamental understanding of the composition, structure, properties, and changes of matter and its associated energy transformations. The curriculum, aligned with the Pennsylvania STEELS Standards, covers essential concepts including classification of matter, properties of mixtures, atomic structure, the periodic table, atomic theory, chemical reactions and relationships, and behavior of gases. Students are scheduled for five periods per week; lab will be conducted periodically depending on content and topic.

Honors Chemistry with Lab	**1.5**	**Year**

Honors chemistry builds upon skills learned in geometry and algebra. Students should have completed Geometry, with a grade of “C” or better and it is recommended they have completed Honors Biology with a minimum of a “B” or Biology with an “A”. This course is usually required for admission to a four year college or university. The class meets on an alternating schedule of 80 minutes one day and 40 minutes the next. Topics include: structure of the atom, bonding, chemical reactions, gasses, and concentrations, limiting reactants, Stoichiometry, balancing equations . If the student does not have a strong math background they should take this course in their junior year instead of the sophomore year.

Anatomy and Physiology	**1.0**	**Year**

Anatomy and Physiology will provide 11th and 12th grade students with an opportunity to examine the structure and function of the human body. Students will explore anatomical and medical terminology to expand their knowledge regarding the human body. The curriculum used for this course is well designed for high school students and should aid those who are looking to pursue a path of medical studies in post secondary education. It is a goal for students to encounter multiple dissections in this course to gain hands-on experience and direct observations to analyze an actual specimen.

Physics	**1.0**	**Year**

Physics builds upon skills learned in middle school Physical Science class in the Physics content area. The content is based on the S.T.E.E.L.S state science standards and delivered according to the OpenSciEd curriculum. The main focus of the standards are:

1. Approach science as a reliable and tentative way of knowing and explaining the natural world and designed world.
2. Weigh evidence and use scientific approaches to ask questions, investigate, and make informed decisions.
3. Make and use observations to analyze relationships and patterns in order to explain phenomena, develop models, and make predictions.

4. Evaluate systems, in order to connect how form determines function and how any change to one component affects the entire system.
5. Explain how the natural and designed worlds are interrelated and the application of scientific knowledge and technology can have beneficial, detrimental, or unintended consequences.

Labs and practical hands on activities will be placed intermittently through the course to align with material delivery and enhance student understanding.

Honors Physics with Lab	**1.5**	**Year**

Honors Physics is designed to meet the needs of today's students as well as to satisfy the requirements of a college-prep physics program. Strong emphasis is placed on problem-solving skills and using the scientific method to discover facts and processes while performing experiments. There are a few project based assessments assigned where students demonstrate practical use along with theory. The main topics of the class are kinematics, dynamics, rotational kinematics, electric fields, electronics and waves**.**
***** Since mathematics is the language of Physics, strong algebra, geometry and **trigonometry** skills are vital to success in this course. It is required that the student has completed geometry; it is highly recommended that the student has completed Algebra II and takes **Pre-Calculus** concurrently, or higher.

Advanced Placement Biology with Lab	**1.5**	**Year**

AP Biology is a college-level laboratory course that is aligned with the College Board's curriculum framework and the Pennsylvania STEELS Standards, providing a rigorous and accelerated examination of the biological sciences. The course is structured around the College Board's eight instructional units: chemistry of life, cell structure and function, cellular energetics, cell communication and cell cycle, heredity, gene expression and regulation, natural selection, and ecology. Advanced Placement Biology emphasizes the development of advanced scientific inquiry and reasoning skills through frequent, in-depth guided investigations and open-ended laboratory work. Students are expected to complete substantial independent reading, critical analysis of scientific literature, and extensive mathematical modeling of biological processes. Students are required to take the Advanced Placement Exam offered in May of the school year as a component of this course. Summer reading and assignments are required. Failure to complete summer assignments will lead to withdrawal from the course. Students should have a strong background in biology before attempting an AP Biology course.

Advanced Placement Chemistry with Lab	**1.5**	**Year**

AP Chemistry is a full year course conducted under the guidelines of The College Board. This course is designed for the student considering college. This is an advanced course in chemistry that introduces students to Thermochemistry, Electrochemistry, Quantum Mechanics and more. Laboratory work is an integral part of the course. This course is recommended for 11^{th} -12^{th} grade students who have completed Honors Biology, Honors Chemistry, and Algebra 2. Students are **required** to take the Advanced Placement Exam offered in May of the school year as a component of this course. Students should have a strong background in chemistry and solid math background before attempting an AP Chemistry course.

Oceanography	**0.5**	**Semester**

The course will provide the opportunity for juniors and seniors to explore and discover exciting findings about the Earth's oceans. Topics to be discussed are plate tectonics, ocean circulation, marine biology, marine ecology and more. In addition, students will be introduced to various careers offered through oceanic studies.

S.T.E.M. Starry Night Astronomy -- Interactive Sky Simulator	0.5	Semester
The sky is enormous, distant and filled with mysterious things. Astronomy is a humbling and character building experience that challenges everyone's curiosity of our place in the universe. During your Starry Night interactive sky simulator experience, you will explore the heavenly bodies surrounding our 3rd rock from the Sun, map the sky with an understanding of constellations, experience the life cycle of stars, explore the Milky Way Galaxy and challenge yourself to understand the evolution of the universe. All of this will be completed with interactive computer simulations and physical exploration with hands-on learning.		
Genetics	**0.5**	**Semester**
This course will provide an opportunity for students who are interested in the biological sciences, a chance to examine genetics more in-depth than covered in the Biology and Honors Biology courses. Topics will include pressing current issues that build from the biology knowledge base. Processes such as CRISPR, in vitro gene editing, and moral/ethical implications of these powerful tools will be the main focus of this class.		
Forensic Science	**0.5**	**Semester**
This course will provide insight for sophomores, juniors and seniors into the field of forensic science using tools and techniques that are commonly used in the field of forensics. Students will be taught concepts in forensics, and use these tools to solve problems to solve fictional crimes. Topics will include an introduction to forensics, crime scene investigation, material analysis of hair, fibers and fingerprints, soil and remains, DNA evidence and analysis, blood pattern analysis, introductions to toxicology, and using markings to identify firearms or weapons. Students will be expected to work with peers to solve problems posed to the group, and must work together in a variety of roles to complete tasks. Collaboration, critical thinking, and communication skills are also essential to success in the Forensic Science course. Chemistry is a prerequisite or corequisite for taking this course.		

BUSINESS EDUCATION / INFORMATION TECHNOLOGY DEPARTMENT



In grades 9-12, 1 credit (two semester courses) of Information Technology courses are required for graduation. These 2 courses are identified in the left column below. Additional courses in Business Education may be taken for elective credit. Students should consider these electives if future career plans are in business, accounting, management or computers.

Information Technology (1 credit required)

Grade 9
Information Technology (semester)

Grade 11
Career Readiness (semester)

Business Education Electives (0 credits required)

Accounting 1
Accounting 2
Accounting 3
Introduction to Entrepreneurship

COURSE	CREDIT VALUE	LENGTH
Information Technology	**0.5**	**Semester**
Information Technology is a BASD graduation requirement. The course will reinforce and provide mastery of advanced word processing, presentation, and Internet skills. This course is designed to develop and enrich student understanding and applications of various technology skills needed in their academic endeavors. Students will not only master Google Docs and document formatting, but learn professional and ethical electronic communication skills (Internet/Social Media safety), researching methods, and presentation software such as Google Slides. They will also spend time with career-based software (Smart Futures) learning about how to plan for careers, career success, and career goals. Students will meet the state business and career-ready standards.		
Career Readiness	**0.5**	**Semester**
Career Readiness is a Burgettstown Area School District graduation requirement. This course prepares students in constructing a resume, cover and thank you letters, proper interviewing skills, performing in an interview, business etiquette, public speaking, and various other tasks needed to procure a job, including how to properly answer typical interview questions. Students will examine personality types, attitudes and		

aptitudes, career clusters and pathways, programs/majors in higher education, look at schools/colleges, and personal interests using career planning websites, primarily Smart Futures. Students will also be exposed to entrepreneurship and will write a basic business plan based on a company that they would start up. One of the larger projects in the class is the Job Shadow project. They will set it up, turn in a proposal to the teacher, spend a minimum of 4 hours at the site, and then create and present a slide show based on their experience. The course culminates in a mock interview where students will have the opportunity to go through all phases of a job interview situation. Students will meet the state business and career-ready standards.

Accounting 1	**1.0**	**Year**

Accounting 1 is an introductory course teaching students how to plan, maintain, analyze, and interpret financial records. Students will learn basic accounting theories and practices as well as explore job opportunities in the accounting profession. Students will learn accounting terminology and complete a series of accounting activities to record financial information for a service business organized as a proprietorship. QuickBooks and Microsoft Excel are integrated to reinforce manual concepts and practices. Students will also complete a personal banking simulation requiring them to successfully maintain a personal checking account. Students will continue to develop accounting concepts and practices as they relate to an accounting system for a merchandising business organized as a partnership. At the end of the course, students will demonstrate their knowledge and understanding of the complete accounting cycle by completing a business simulation. The simulation provides the students with activities for one fiscal period that relate to practices used in the business world. *Students who are considering pursuing any business related profession are encouraged to take this course.* Ninth grade students electing this course are required to have taken Algebra I in the eighth grade and passed the course with a grade no lower than a "B".

Accounting 2	**1.0**	**Year**

Accounting 2 expands upon the accounting concepts and practices learned in Accounting 1. Students interested in pursuing a business-related post secondary academic program or an entry-level accounting employment position would benefit from this course. The student will learn the accounting theory and practices involved in corporate accounting. In addition to a more in-depth coverage of concepts and practices introduced in Accounting 1, the topics of payroll, notes, taxes, and capital investment will be introduced. At the end of this course, students will use QuickBooks to complete an automated accounting project which simulates the experiences encountered as an entry level accountant in a corporation. Recommendation for success: "C" or better in Accounting 1.

Accounting 3	**1.0**	**Year**

Accounting 3 builds on the knowledge obtained in the Accounting 2 course. The first semester course guides students through learning how to evaluate options when acquiring capital for growth and the procedures for acquiring and expensing the costs of plant assets and intangible assets. Various Merchandise Inventory methods will be learned to account for inventory costs to ensure gross profit and net income are reported accurately on the financial statement. Accounting for accruals and deferrals is expanded in this course. Accounting software applications are integrated into each lesson to teach students how technology tools solve real business problems. Accounting 3 focuses on the end-of-fiscal period work for a merchandising business organized as a corporation and partnership. The second semester course expands in-depth knowledge of financial statements, and a statement of cash flows is presented for the first time. Students will learn how to form and dissolve a partnership, as well as distribute earnings of a partnership and prepare financial statements for a partnership. Students will learn the challenges and accounting for international sales and how to record Internet sales. At the end of the semester, an engaging online simulation providing

hands-on, real-world experience in accounting practice will be completed. *Prerequisites: Accounting 1; Accounting 2* Recommendation for Success: "B" or better in Accounting 2		
Introduction to Entrepreneurship	**0.5**	**Semester**
Introduction to Entrepreneurship is a semester-long elective course. This course will teach students the basics of entrepreneurship. Throughout the course, students will explore many concepts surrounding entrepreneurship, such as creating a business idea, developing a business plan, funding a business, local and global opportunities, pricing, marketing, emerging technology and its impact, and more. Students will apply the skills they have learned to develop a simple business plan of a business of their choice. This class will allow students the opportunity to learn many entrepreneurial skills, while also leaving students with an opportunity to take their business plan beyond the class and into the real world if they choose to do so. Students will meet the course objectives based on the Business, Computer, and Information Technology Standards and the Academic Standards for Entrepreneurship.		

HEALTH / PHYSICAL EDUCATION DEPARTMENT



In grades 9-12, 0.5 credits of Health and 1 credit of Physical Education are required for graduation. Physical Education credit may be selected from the list of courses. Additional courses may be taken for elective credit.

Health (0.5 credits required)
Health - Grade 9

Elective
Wellness

Physical Education (1 credit required)
Physical Education
Movement Physical Education
Conditioning

COURSE	CREDIT VALUE	LENGTH
Health	**0.5**	**Semester**
Health provides an overview of the body systems. Topics may include Heredity, Self Esteem, Pregnancy and Childbirth, Sex Education, Mental Health, Social Health. CPR Training, and Drug and Alcohol Awareness.		
Physical Education	**0.5**	**Semester**
Physical Education is a co-ed course which focuses on individual and team fall/winter/spring sports and provides participants with training in activities and physical fitness for a total of one full semester. The activities may include but are not limited to: flag football, physical fitness workouts, basketball, hockey, volleyball, pickleball, nitroball, table tennis, etc. In the fitness center, students will be given a pre-assessment and instruction as to proper technique on each machine.		
Movement Physical Education	**0.5**	**Semester**
Movement Physical Education is a co-ed course that provides an opportunity for students to learn a variety of exercise modes and experience new fitness trends. Activities will include yoga, pilates, weight training, cardiovascular endurance training, pickleball, nitroball, heart rate zone training, table tennis, etc.		
Conditioning	**0.5**	**Semester**
Conditioning provides students with individual weight training and cardiovascular activities designed to increase the strength, stamina, and physical well-being of the student. Since class size must be limited, scheduling preference will be given to juniors and seniors. Sophomores will be accepted if space is available.		
Wellness	**0.5**	**Semester**
This course is a health and physical education elective offered to sophomores, juniors and seniors that will include topics such as first aid, nutrition, and exercise. Some days will take place in the health room, while other days will be activity days in either the gymnasium or the fitness center. The regular Health course is a prerequisite for this course**. (This course does NOT count as part of the required physical education credit for graduation).**		

FINE ARTS DEPARTMENT



In grades 9-12, 0.5 credits of Fine Arts are required for graduation. Additional courses may be taken for elective credit.

Fine Arts (0.5 credits required)
Art
Ceramics
Band
Chorus
Piano Musicianship

COURSE	CREDIT VALUE	LENGTH
Art	**0.5**	**Semester**
This semester-long foundations course provides students with a strong introduction to the elements and principles of design. Through hands-on art production, the study of art history, and engagement with aesthetics and art criticism, students will develop a deeper understanding of how artworks are created and interpreted. The class emphasizes active exploration—students learn by doing as they experiment with a variety of artistic elements, techniques, and media.		
Ceramics	**0.5**	**Semester**
This course is designed for students with a strong interest in working with clay. Students will explore both hand-building and wheel-throwing techniques as they create functional and sculptural works. Emphasis is placed on craftsmanship, discipline, and the development of solid technical skills. Glazing and firing processes will also be introduced and practiced. Enrollment is limited to 12 students.		
Band	**0.5**	**Semester**
Students continue their musical growth via daily skill building activities. Although prior experience is not required, students apply advanced instrumental techniques to a diverse musical repertoire including popular music (modern band), jazz, and classical (traditional concert band). Students will participate in several public performances throughout the school year, including the annual Commencement Ceremony, as a required part of the course.		
Chorus	**0.5**	**Semester**
High School Chorus should be considered the top performing ensemble at BMHS. This choir is the culmination of years of singing experience in previous grades. Singers in this ensemble perform challenging music at a high caliber. Opportunities to audition for Pittsburgh area choral festivals throughout the year are also offered. Members study advanced singing and performance techniques through a variety of musical styles and genres. Concerts held outside of the school day are graded and necessary for the success of the		

ensemble. Students join all performing ensembles with the understanding that performances are a requirement of the course.

Piano Musicianship	**0.5**	**Semester**

Piano Lab/Musicianship is designed to teach the fundamentals of music theory and the piano. Students will perform assignments and assessments on keyboards/pianos in the chorus room, and will learn the basics of playing the piano, and reading music in simple time signatures and on the grand staff. The Musicianship component of this course is sequential music theory instruction that includes reading and writing, pitch identification, note values, time signatures, key signatures, enharmonic pitches, expressive notation, and intervals. Students will receive individualized instruction with the instructor on a weekly basis. No prerequisite for this course is required.

Students can choose to take an additional Piano Lab/Musicianship course. A prerequisite for this course is successful completion of a prior semester of Piano Lab/Musicianship. It is designed to build upon the fundamentals of the initial Piano Lab/Musicianship course. Students will perform assignments and assessments on keyboards/pianos in the chorus room, and will further learn the basics of playing the piano, and reading music in compound time signatures and on the grand staff. The musicianship component of this course is sequential music theory instruction that includes reading and writing, intervals, major and minor keys, chords, and scales. Students will receive individualized instruction with the instructor on a weekly basis.

FOREIGN LANGUAGE DEPARTMENT



In grades 9-12, Foreign Language credits are not required for graduation. Courses may be taken for elective credit. Students considering attending four–year colleges are strongly encouraged to take at least two years of the same foreign language to fulfill potential college admissions requirements.

Foreign Language Electives (0 credits required)

German 1
German 2
German 3
Advanced Placement German Language
German Literature
Spanish 1
Spanish 2
Spanish 3

COURSE	CREDIT VALUE	LENGTH
German 1	**1.0**	**Year**
German 1 is a class for the serious student with good note taking skills, who wishes to master the German language and experience German culture. The objective of German 1 is to develop a desire to “use” the language and become proficient speakers. For this reason, the class is taught entirely in German beginning with day one. In addition to hearing German spoken every day, students will speak, read and write in German on a daily basis. While studying German 1, students will master a number of grammatical points including but not limited to: word order, conjugations of regular and irregular verbs, present tense, nominative and accusative cases and future tense. The textbook used is Deutsch Aktuell (EMC Paradigm Publishing, 1998) Some topics to be explored include: basic greetings, family, descriptions, free-time activities, school life, living and reading basic short stories. In addition to daily course work, the students will “use” their German to complete various projects and or reports for each chapter. Due to the communicative nature of this class, a portion of the semester final will include a 5-10 minute oral interview with the teacher. Interview questions are based on vocabulary and themes discussed in each chapter. Students are highly encouraged to speak German on a daily basis.		
German 2	**1.0**	**Year**
German 2 is a class for the serious student with the objective of continuing to build upon the knowledge acquired in first year German. The goal of German 2-A is to help the students develop a desire to "use" the language and become proficient speakers of German and, for this reason, the class is taught entirely in German beginning with the first day. In addition to hearing German spoken every day, students will speak, read and write in German on a daily basis. While studying German 2, students will master a number of		

grammatical points including—but not limited to: nominative, accusative and dative cases; simple past tense, future tense and positive, comparative and superlative adjective forms. The textbook used is Deutsch Aktuell 2 (EMC Paradigm Publishing, 1998). Some of the topics to be addressed include: travel plans; youth hostels; transportation; house and surroundings; grocery shopping in Germany; daily routines; In addition to daily coursework, the students will "use" their German as they complete various projects. Due to the communicative nature of this class, a portion of the semester final will include a 10 minute oral interview with the teacher. Interview questions are based on the themes discussed in each chapter. Prerequisite: B or better in German 1

German 3	**1.0**	**Year**

German 3 is a class for the very serious and hard-working student. German 3 is a highly-communicative class in which students will display their German language proficiency acquired from levels I and II. In addition to speaking, reading, and listening to German on a daily basis, students will hone their writing skills by writing lengthy essays and fairy tales in German. Students will read and discuss in German Die Weisse Rose, a novel about a group of teenagers and their struggles during WWII. Students will expand their knowledge of German grammar and gain proficiency by mastering the following grammatical points: active and passive voice, indicative, imperative, and subjunctive moods. In addition to daily course work, the students will "use" their German as they will complete various projects. Due to the communicative nature of this class, it is highly encouraged that students actively participate in class and complete all work assigned. Prerequisite: B or better in German 2

Advanced Placement German Language	**1.0**	**Year**

All Students are required to take the Advanced Placement exam in May. German 1 through 3 have provided a solid foundation for success in this class. Students will continue to expand their knowledge of German by studying, analyzing, and using such grammatical structures as passive voice, general subjunctive, superlative forms, word order with separable prefix verbs combined with subordinating conjunctions. In addition to these grammar points, the students will read the biographical short story Die Weisse Rose by Inge Scholl. The main textbook used is *Handbuch zur deutschen Grammatik*, New York: Houghton Mifflin Company 2001.

Given the emphasis on preparing our students for the Advanced Placement Exam in May, students will complete practice tests. The components of the exam include essay writing, speaking, reading, grammar and short answer questions. Students will also read, analyze, compare and “use” idiomatic expressions in German. Upon completion of the AP exam, students will study German government. Students will compare and contrast our government with that in Germany. Upon completion of this lecture series, students will write a letter to either the current German Chancellor or the German President. This has been very successful in the past years as students often receive responses. It is recommended students have a 90% in German 3 in order to enroll in this course. Prerequisite: A or better in German 3

German Literature	**1.0**	**Year**

Upon completion of the Advanced Placement German Language Exam, students are encouraged to increase their language proficiency with the study of German literature. In this course, the serious student will hone the skills acquired during previous years as they analyze and explore an array of authentic and unabridged German literary works. The texts will be representative of distinct literary periods including but not limited to Romanticism, Classicism, Storm & Stress, and literature from the Weimar Era. While studying these masterpieces, students will develop an appreciation and understanding of German culture and way of life during these particular eras. In addition, Students will delve into the exciting and enchanting world of the

German fairy tale. From the Brothers Grimm to Hoffmann's Der Struwwelpter, students will explore the dark, yet didactic side of tales as they compare and contrast these oral traditions with fairy tales as we know them today. Students will complete a variety of interesting and thought-provoking projects as they gain insight into German culture past and present. Prerequisite: Successful completion of Advanced Placement German Exam. *(This course may not be offered every year.)*

Spanish 1	**1.0**	**Year**

The goal of Spanish 1 is to introduce the language and culture to the students and develop their skills over the length of the course. Students will become effective communicators as they will be expected to speak Spanish throughout the course. The course will cover but is not limited to the following topics from *Buen Viaje-Glencoe 1*: greetings, adjectives, numbers, time, classroom objects, clothing, food, family, sports, health, summer and winter activities, and travel. The following grammatical structures will be heavily emphasized: present tense, irregular verb conjugations, and stem changing verbs, verbs that use an indirect object pronoun, ser and estar, and direct object pronouns. Culture will also be included within the class focusing on major holidays and celebrations that take place in Spanish-speaking countries.
Prerequisite: "C" or better in English.

Spanish 2	**1.0**	**Year**

After reviewing from Spanish 1, the students will continue with *Buen Viaje-Glencoe 2*. This course will quickly become an oral communicative classroom environment. The students will be expected to converse and generate opinions and feelings on a variety of topics. The topics covered but not limited to include: travel, restaurants, store items, pastimes, medical emergencies, country and city atmospheres, highways and professions. The following grammatical structures will be heavily emphasized: present tense, preterite and imperfect, irregular verbs, future and conditional tense, and direct and indirect object pronouns Culture will continue to remain a discussion in class. Writing ,speaking, and listening in the Spanish language will be encouraged throughout the course. Prerequisite: "C" or better in Spanish 1.

Spanish 3	**1.0**	**Year**

Students will continue with supplemented material from *The Comprehensible Classroom* curriculum. The course will be developed into a highly communicative classroom where oral discussions on a variety of topics will occur. The topics covered but are not limited to: travel, routines, pastimes, ceremonies, successes, values, and health. The students will be given a variety of projects to complete dealing with Hispanic speakers and cultural festivals. All of these projects will be researched and presented to the class. The grammatical structures will be closely redefined from the past two years. In addition, students will also conjugate in the perfect and imperative tenses. Culture will continue to be presented throughout the course.
Prerequisite: "C" or better in Spanish 2.

FAMILY & CONSUMER SCIENCE DEPARTMENT



0.5 credits of Family & Consumer Science is required for graduation for those in the Classes of 2027, 2028, and 2029. Students in the Class of 2030 and beyond are not required to take a Family Consumer Science credit for graduation, however courses may be taken for elective credit.

In grades 9-12, Family & Consumer Science credits are not required for graduation. Courses may be taken for elective credit.

Family and Consumer Science (0.5 credits required for Classes of 2027, 2028, and 2029)

Child Development
Family & Consumer Science
Foods

COURSE	CREDIT VALUE	LENGTH
Child Development	**0.5**	**Semester**
Students interact with children who live within the school district who are ages 3, 4 and 5, in a lab setting. This course is an introduction to Early Childhood Education. Students are introduced to teaching methods, theories and pedagogy. High School students must be willing to read aloud to preschoolers and lead daily circle time. Good attendance is necessary for success in the class. Students must also sign and comply with a Code of Conduct.		
Family & Consumer Science	**0.5**	**Semester**
This class will engage students with hands-on learning in the area of Family Consumer Sciences. Topics may include but are not limited to: Sewing (both hand sewing and machine sewing), Interior Design, Personal Finance, Mental Health, Pregnancy and Childbirth, Relationships and Dating, Family Relationships, and Career Exploration.		
Foods	**0.5**	**Semester**
This semester-long course is an introduction to the food preparation skills that will be experienced in a kitchen setting and with group members. Units covered will include: nutrition & diet, food & kitchen safety, knife skills & safety, measuring techniques, etiquette, quick breads, yeast breads, fruits, vegetables, grains, proteins, soups & stews, salads, eggs, casseroles, pies & cakes, candy & cookies, Holidays, and international cuisine.		

TECHNOLOGY EDUCATION DEPARTMENT



In grades 9-12, Technology Education credits are not required for graduation. Courses may be taken for elective credit.

Technology Education Department (0 credits required)
Building Technology
Graphic Communications Technology
Introduction to ESports
STEAM/Product Development
Stage Technology & Production
Computer Aided Drafting & Design

COURSE	CREDIT VALUE	LENGTH
Building Technology	**0.5**	**Semester**
In this course, students will explore a variety of technology and learn to identify, apply and safely use a variety of tools, machines, materials, and techniques to solve problems. This course focuses on construction technology and skills necessary to become a skilled, independent home owner. Students will be involved in designing, planning and applying all the necessary resources to successfully solve construction related problems. Topics covered will include home construction, drywall installation, finishing & repair, electricity, electrical systems and wiring, all culminating in a final project to build a functional structure.		
STEAM / Product Development	**0.5**	**Semester**
This course is designed to introduce students to how products are designed, manufactured and marketed. Students in this course will use their knowledge of science, technology, engineering, art, and math to create a solution to a problem they have identified. This course gives students a unique hands-on opportunity to design, create and market a brand new product. Through this process students will learn valuable problem solving skills as they are guided through the development process of turning an idea from a concept into a working product sample. Students that take this course multiple semesters will be further challenged to identify and work with a local industry to help them develop designs and solutions for their industry.		
Graphic Communications Technology	**0.5**	**Semester**
Students in this course will be introduced to the fundamentals of graphic communications through a variety of exercises. Students will generate creative ideas and make use of professional software to create designs. This process will include an exploration of the elements and principles of design such as shape, texture, color, balance, rhythm and harmony while making use of *Adobe Photoshop*, *Illustrator* and *InDesign* to create original works. Items explored in *Photoshop* will include photo resolution, file size, saving formats and image enhancement. Items explored in *Illustrator* will include its application in graphic communication and tools used to create “vector” based files. Teaches basic drawing and tracing techniques, and creating line art and		

logos. *InDesign* software is used for the creation of advanced publications. Potential career paths include Graphic design, Web Design, Production artist, and Advertising & Marketing Design.		
Stage Technology & Production	**0.5**	**Semester**
This course will cover the principles and techniques of stagecraft, including stage terminology, theatre architecture, scenic construction, set painting, tool and machine use, set materials, and production organization. Basics of lighting design, programming computer light boards, programming computer sound boards, and utilizing color theory. Ultimately, all efforts will be centered toward the creation of a functional space, mood, and style for each school production.		
Introduction to Esports	**0.5**	**Semester**
The Introduction to Esports Course is a comprehensive program designed to help learners gain a deep understanding of the Esports community, education, technology, networking opportunities, and industry leadership skills. This course starts with an overview of some of the historical timelines of esports and provides students with a detailed understanding of the industry's evolution. Additionally, learners will explore the various career opportunities available in the Esports industry and gain a more profound understanding of all aspects of Esports.		
Fundamentals of Engineering	**0.5**	**Semester**
Students in this course will be introduced to fundamental skills used by engineers. Students will use the engineering design process and a variety of technologies to explore, observe, analyze and reflect on problems similar to those engineers face everyday. Through project-based exploration, students will apply their knowledge of Science, Technology, Engineering, Art and Math to solve the multi-faceted problems presented to them. Students will learn about the materials used in manufacturing, the machines and methods of manufacturing, and related careers.		
Computer Aided Drafting & Design A	**0.5**	**Semester**
This course is designed to give students an introduction to how engineers use computer aided drafting & design tools. Autodesk software will be utilized on a PC platform. Programs used will include AutoCAD and Inventor. Students will learn techniques of drawing, dimensioning, modeling, symbol use, layout and annotation. Areas of engineering addressed will include mechanical, civil, and structural. Both 2D and 3D modeling will be addressed including rendering.		
Computer Aided Drafting & Design B	**0.5**	**Semester**
This advanced course is designed to guide students in the development of advanced skills in Computer-Aided Drafting & Design. Students will be introduced to advanced modeling techniques including assemblies, exploded assemblies, and presentation models. Reverse engineering and 3D printing multi-part models. Focuses on the completion of a work portfolio. Prerequisite CADD A or Fundamentals of Engineering		

PERSONAL FINANCE



Beginning with the Class of 2030, 0.5 credits of Personal Finance is required for graduation. Students in the Classes of 2027, 2028, and 2029 may enroll in Personal Finance for elective credit.

Personal Finance	**0.5**	**Semester**
The Personal Finance Course at Burgettstown Area School District is a comprehensive one-semester course designed to equip students with the essential financial literacy skills necessary for making informed financial decisions. Aligning with the National Standards for personal finance education and the Pennsylvania Department of Education curriculum guidelines, this course covers vital areas including: ● Personal Finance Fundamentals ● Income ● Spending ● Savings and Investing ● Risk and Insurance ● Credit Students will engage in real-world applications and critical thinking exercises that emphasize practical strategies for budgeting, debt reduction, retirement planning, taxes, and overall risk management. This course prepares students to set financial goals and make financial decisions that foster long-term financial security and independence.		

WESTERN AREA CAREER & TECHNOLOGY CENTER



The Burgettstown Area School District, in cooperation with other local school districts, offers programs in vocational-technical education for interested students in grades 10 - 12 at Western Area Career & Technology Center (WACTC), located in Canonsburg, PA. Students who enroll in these programs will continue to pursue all academic work at Burgettstown High School and will have their vocational-technical training at WACTC. Transportation to and from WACTC will be provided by the school district. Students who are interested in any of the programs listed below should see the School Counselor for additional information concerning the programs. WACTC emphasizes both theory and hands-on training for all students that will prepare them to enter the workforce or go on to post-secondary education. More information on the programs offered at WACTC can be found at WACTC .

There is an application process to request enrollment at WACTC, which considers the attendance, discipline and academic records of the applicant. Requests for enrollment can be denied if there are concerns in any of these areas. Once enrolled, students are required to maintain excellent attendance along with passing grades in all classes, and have no discipline issues. Both students and parents must sign a WACTC contract regarding these enrollment requirements. If any of these areas become a concern, enrollment at WACTC can be revoked.

Auto Mechanics	Diagnostics and repair of vehicles, operating a variety of hand and machine tools, repairing and maintaining automobiles of all kinds, use up-to-date shop equipment
Automation & Robotics Engineering Technology	Operations and control, equipment selection, equipment maintenance, troubleshooting, repair of machines and systems found in facilities where high-tech equipment is used
Carpentry	Blueprint reading, building codes, rough framing, window and door installation, drywall installation and finishing, cabinet construction and installation, OSHA regulations
Collision Repair Technology	Mechanical and electrical components, painting, refinishing, detailing, non-structural analysis, damage repair, plastics, adhesives, frame straightening, gas welding, MIG welding, windshield repair and replacement
Cosmetology	Anatomy and physiology, chemical texturizing, hair color, haircutting, styling, salon business skills
Culinary Arts / Baking	Baking, banquets, grilling, broiling, braising, stewing, cuisines around the world, culinary math, food costs, knife skills, meat, poultry, restaurant set-up, OSHA, ServSafe practices
Electrical Occupations	Conduit bending, electrical lighting, OSHA, National Electric Code, residential wiring, commercial wiring, industrial wiring
EMT Public Safety	Basic firefighting, CPR, AED, first responder skills, hazmat awareness, basic patrol duties
Health Occupations	Lab exercises, simulations, real-world clinical experiences, anatomy and physiology, medical terminology, infection control, nursing law and ethics, health assessment, patient education, basic nursing skills and procedures
Heating and Air Conditioning	Basic safety, power tools, hand tools, blueprint reading, piping practices, basic electricity, cooling, heating air distribution systems, hydronic systems, troubleshooting, repair, installation
Machine Tool Technology	National Institute of Metalworking Skills (NIMS), troubleshooting, CNC operations, manual machining, Master Cam, grinding

Masonry	Brick, block, stone, concrete, tuck pointing, ceramic tile, artificial stone, construction, blueprint reading, chimneys, fireplaces, arches, block/brick types, brick bonds, line work, masonry saws
Networking	Hardware building, setup, repair, hardware, software, maintenance, troubleshooting, networking concepts, cabling, OSI, network models, security concepts
Rehabilitation Aide / Sports Medicine	Biomechanics, kinesiology, general nutrition, anatomy and physiology, medical terminology, infection control, healthcare law and ethics, human growth and development, therapeutic modalities, exercise science, basic athletic training skills and procedures
Welding	Shielded metal arc welding, gas metal arc welding, gas tungsten arc welding, flux cored arc welding, plasma arc cutting, oxy-acetylene cutting,oxy-acetylene welding, brazing, welding safety, measuring devices, electrical principals, grinding, hand tools, fabrication layout, bill of materials, cost estimation, metallurgy, blueprint reading, welding symbols

Keystone Exam Remediation



Overview

The Keystone Exams are Pennsylvania's end-of-course assessments used to measure student proficiency in key academic areas. At Burgettstown Area High School, students take the Keystone Exams in Biology, Literature, and Algebra I.

Purpose of the Remediation Course

The Keystone Exam Remediation course is a targeted, standards-aligned program that supports students who did not reach proficiency on one or more Keystone Exams. The course is designed to strengthen content knowledge and test-literacy skills so students are prepared to retake the Keystone Exam during the next available administration.

Program Structure and Content

- Eligibility: Students who score in the Basic or Below Basic ranges on a Keystone Exam are enrolled in the appropriate remediation course or intervention.
- Course Focus: Instruction emphasizes eligible Keystone content and strategic literacy skills that support comprehension and application across subject areas. Course activities include targeted lessons, practice

assessments, item-analysis, test-taking strategies, and opportunities for guided remediation aligned to state standards.

Assessment and Retake Opportunities

- Multiple Attempts: Students are provided multiple Keystone retake opportunities throughout their high school career. All students who do not demonstrate proficiency will retake the exam at the next scheduled Keystone administration after completing the remediation program.
- Data-Driven Placement: Enrollment in remediation is informed by student score data. When score reports become available, families and students will receive official results and placement information. (Burgettstown Area High School used available raw data to identify students in need of remediation and to create remediation sections; official score reports will be distributed as soon as they are released by the PA Department of Education.)

Parent and Student Guidance

- Parental Notification: Families will be notified of remediation placement and course selection changes that are necessary to provide the supports students require. Course schedules may be adjusted to include mandated interventions aligned with the student's Keystone results.
- Encouragement: We encourage students to take their scheduled Keystone Exams seriously. The remediation program exists to provide structured, effective supports when initial proficiency is not achieved; participation is intended to help students meet state graduation requirements.

Contact
For questions about remediation placement, course content, or scheduling, please contact the Burgettstown High School counseling office or the building principal.