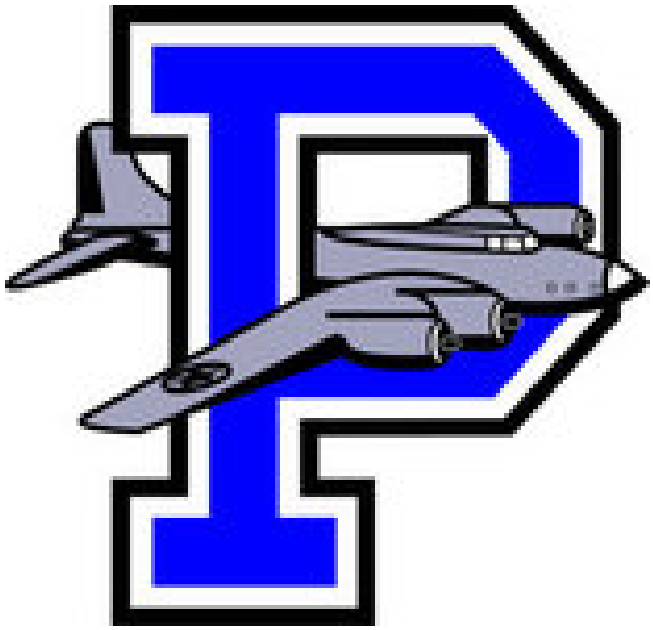
PALMERTON AREA HIGH SCHOOL



2026 - 2027

Program of Studies

This booklet describes all courses contained in the Palmerton Area High School program of studies. Please note that every course may be offered during a particular school term. The forms distributed at the time of registration will contain the official list of courses to be offered for the coming school term.

High School Administration

Mrs. Paula A. Husar – Principal
Mr. Justin Petersen - Assistant Principal/Athletic Director

Administrative Staff

Dr. Angela Friebolin – Superintendent
Dr. Daniel Heaney – Assistant Superintendent for Academic Programs & Technology
Mr. Ryan Kish – Assistant Superintendent for Finance & Facilities
Mrs. Demi Rohlfing – Special Education Director
Mrs. Kelly Beblavy – Supervisor of Curriculum & Instruction

High School Guidance Counselors

Ms. Vicki McHugh (Class of 2027 and 2028)
Mr. Kevin Wertz (Class of 2029 and 2030)

Main Office Secretaries

Mrs. Terry Freed
Mrs. Amanda Lentz

Guidance Secretary

Mrs. Kelly Heinrich

Athletic Secretary

Heather DeReamus

Palmerton Area School District is an equal opportunity education institution and will not discriminate on the basis of race, color, national origin, sex, and handicap in its activities, programs, services, or employment practices as required by Title VI, Title IX, and Section 504. For information regarding civil rights, activities, and facilities that are accessible to and usable by handicapped persons, or grievance procedure, contact Demi Rohlfing, Parkside Education Center, Palmerton, PA, l8071, 610-826-7101, the Title IX and Section 504 Coordinator for the Palmerton Area School District.

Table of Contents

A Message from Your Principal

February 2026

Dear Parents, Guardians, and Students,
The high school staff and I, in conjunction with Ms. Kelly Beblavy, Supervisor of Curriculum and Instruction, have prepared this Program of Studies booklet to assist you and your child with the course selection process. This booklet includes course descriptions designed to help students choose an academic program aligned with their interests, abilities, and—most importantly—their future academic and career goals. High school students face many important decisions and an ever-expanding range of postsecondary options. Developing a Program of Studies that meets the diverse needs and interests of all students is a challenging and collaborative process that requires significant time and thoughtful input.

This year's document reflects several updates, including additions and revisions made last year to better support our mission and commitment to academic excellence. A number of changes were implemented for the 2025–2026 school year. Our primary goal is to provide families with clear information, guidance, and individualized support to assist in making informed course selections. One notable addition to this year's Program of Studies is Robotics, which will be taught by our STEM teacher, Mr. William Zeky.

The scheduling process we have implemented is cooperative in nature and includes input from students, parents, advisors, counselors, and teachers. While many questions regarding courses and career planning can be answered by reviewing this booklet, nothing replaces the value of a personal meeting with a guidance counselor. Please do not hesitate to reach out to your guidance counselor, teachers, or me with any questions, comments, or concerns.

Guidance counselor assignments for the 2026–2027 school year are as follows:

- Ms. Vicki McHugh – Grades 11 and 12
- Mr. Kevin Wertz – Grades 9 and 10

We look forward to planning for the upcoming school year and supporting our students as they continue to grow into successful, contributing members of society.

Sincerely,

Paula A. Husar
Principal

District Mission Statement

The Palmerton Area School District, in partnership with home and community, is committed to providing resources and opportunities that foster an environment where students can recognize their full potential and become high character citizens in a globally connected society.

Vision Statement

The vision of Palmerton Area High School is to educate and prepare all students for success in a competitive society. This shall be accomplished through activities that enhance their social, mental, and physical well-being.

Shared Beliefs

- Learning is a lifelong process, encouraged through a partnership of home, school and community.
- Effective communication among all students, faculty, administration, school board, parents, and the community are essential for a quality school system.
- Through the promotion of a challenging standards-based curriculum and quality instruction, students are more likely to achieve their full potential.
- Technology in our schools will enhance our curriculum and provide an effective learning environment.
- Community involvement, through various projects and public events, will improve the overall success of our students.
- The student learning process is a shared responsibility among parents, students, and teachers.
- Students are individual learners that deserve a quality education designed to meet their individual needs.
- Effective learning occurs in a welcoming environment that offers safety, understanding and genuine guidance.

#
#

Counseling Services

We urge you to meet with our counselors to discuss your career plans and course selections. Your curriculum requests should reflect your career plans and occupational interests. The function of the counselors is to assist you in the decision-making process. Meeting with your counselor will aid you in planning your course of study, meeting graduation requirements, and meeting the requirements of your specific post high school educational program or vocation.

Your parents and/or guardians may arrange for a conference by calling the Palmerton Area High School Guidance Office at (610) 826-3155, extension 2224. You may arrange for a conference by visiting the guidance office and speaking with the secretary.

Levels of Courses

Palmerton Area High School offers various levels of courses to suit students' different learning styles. Appropriate course levels in core content areas (math, language arts, social studies, & science) will be pre-determined for each student individually based on standardized test scores, benchmarking assessments, past course performance (final grades), individual learning styles, core-content teacher recommendations, and prerequisite grades.

The following levels of courses are available to our students:

Essentials

Essentials-level courses are offered in the areas of language arts, mathematics, science, and social studies. Essentials courses provide students with the Board-approved PASD curriculum in each content area including all the required Pennsylvania Core Standards needed to obtain a high school diploma.

An Essentials curriculum is designed to:

- Allow students more time on academic tasks during the class period by moving at a slower pace and utilizing more hands-on techniques and instructional methods.
- Offers students multiple opportunities and more time in class to achieve curricular goals.
- Allow for more teacher-to-student direct instruction for content delivery and academic practice.

Academic

Academic-level courses are offered in the areas of language arts, mathematics, science, and social studies. Academic courses provide students with the Board-approved PASD curriculum in each content area including all the required Pennsylvania Core Standards needed to obtain a high school diploma and prepare a student for post-secondary education, whether traditional or technical.

In addition, an academic curriculum is designed to:

- Be more theoretical in nature.
- Cover core content and standards at a faster pace than that of an Essentials class.
- Allow students to spend some time on academic tasks during the class period and require students to spend additional time on work outside of the classroom.
- Require a higher level of independent work on the part of the student.
- Provide students with curricular concepts beyond those taught in an Essentials curriculum in certain content areas (example: Math).

Honors

Honors classes are offered in English, mathematics, science, social studies, and foreign languages. These programs are designed to be very rigorous with high expectations for student achievement. Honors programs are much more complex and demanding than typical academic classes. Students must be willing to commit a great deal of time and effort to classes at these levels. Due to the workload demands of these courses, higher weighted grades are used to acknowledge student achievement.

Please understand that there are no exceptions to this. These classes expect and require students to do extra work. If your child is one that is absent a lot or plans on missing more than three days in a semester, these classes are not for them.

Advanced Placement®

The AP® Program currently offers more than 30 courses across multiple subject areas. Each course is developed by a committee composed of college faculty and Advanced Placement® teachers, and covers the breadth of information, skills, and assignments found in the corresponding college course. These courses are taught according to curriculum approved by the College Board. Students in these courses are eligible to take an Advanced Placement® Exam that could allow them to earn college credits, a decision that is dependent upon the college or university that each student is planning to attend. The student demand is like that for honors courses. There is a significant amount of independent work required of students taking AP® courses.

AP Courses offered at PHS:

AP Biology
AP Calculus
AP Computer Science Principles
AP Economics
AP English Language
AP English Literature
AP US History

College Courses

There are a number of options available for students to receive college credits while still in high school. Dual enrollment classes are taken through LCCC (Lehigh Carbon Community College). Classes can be taken in-person (LCCC professor comes to PHS), on-line or on campus. See below for guidelines and your School Counselor for courses available.

Lehigh Carbon Community College

Dual Enrollment (DE)

The Pennsylvania Dual Enrollment Program allows school districts to partner with eligible post-secondary partners to offer high school juniors and seniors the chance to earn college credit while completing their high school requirements. Students must carry at least 4 classes per semester. This can be a combination of PHS and LCCC classes.

Dual enrollment, referred to as concurrent enrollment; in the School Code, is a locally administered program. The Palmerton Area School District (PASD) has entered a Dual Enrollment partnership with Lehigh Carbon Community College (LCCC). Students will be responsible for tuition and textbook fees.

A summary of enrollment eligibility requirements is listed below. For complete information go to www.palmerton.org.

Dual Enrollment Eligibility Requirements

1.You are a high school senior or junior.

2. You are making satisfactory progress toward fulfilling the Palmerton Area School District graduation requirements. Satisfactory progress will be determined by the following:

Classroom courses: The school district will determine satisfactory progress based on credits earned and teacher recommendation to the dual enrollment course.
Online courses: The school district will determine satisfactory progress based on credits earned and a cumulative GPA of 3.00 or better at the time of your application to the dual enrollment program.

3. You demonstrate readiness for college-level classes by meeting course eligibility and prerequisites as determined by LCCC.

4. You demonstrate acceptable behavior as shown on your disciplinary record. If you have had prior suspensions or are on a Level II of the disciplinary code, you may not be eligible.

5. You may not be on or have been on in the past year, a PASD attendance contract with school administration or consistently receive attendance letters from the school's attendance office. You cannot have received a 6-day or beyond attendance letter.

6. LCCC courses cannot be substituted for any Palmerton High School graduation required courses.

7. You must maintain a 2.0 GPA at LCCC. Failure to meet the 2.0 GPA will make you ineligible from further participation in the program.

NOTE: Students taking an on-line class or classes at LCCC are only required to be at Palmerton High School for their required high school courses. Students taking a course taught by an LCCC professor at the high school are only required to be at the high school on days that the course meets. Dual Enrollment students with signed permission slips may arrive late to the high school or leave early when they do not have classes scheduled.

Early College Program through LCCC

The Early College Program is a collaboration between the high school and LCCC. This program would provide you with the opportunity to experience challenging and high-quality college courses while completing your high school requirements. After completion of the two-year college degree, you will acquire the confidence to succeed academically at the four-year college or university of your choice.

- Students should apply to the program in the spring of 10th grade and must start the program at the start of 11th grade. Students must take the Reading, Writing and Math placement tests (unless they meet our SAT exemptions) and be eligible to take college-level classes.

- Our suggestion to schools is that the program is best suited for their strongest students who are able to meet the academic and personal/emotional demands of rigorous, full-time college enrollment (at least 15 credits per semester). Students with 90% or higher GPAs in college preparatory classes are the best candidates.

- There is not a maximum number of students who can participate in the program.

- Students in the Early College program use LCCC credits to meet the requirements for both high school graduation and the General Studies associate degree. They are assigned to an academic advisor who keeps them on track from one semester to the next and is in contact with the school counselor to alert them to academic issues and share midterm and final grades.

- Admitted students can take classes on campus, online/remote, or a combination of both. They are enrolled in class sections with other college students. We recommend the campus experience as much as possible, and on-campus is the preference for most Early College students.

- Early College students would be able to take the Dual Enrollment sections of classes that run at Palmerton (assuming that the high school is in favor of that option).

- Early College students are responsible for paying for tuition and textbooks (they receive the reduced "dual enrollment" rate). The approximate cost for tuition and textbooks would be $1600 per semester.

- Early College students must maintain a 2.0 average to remain in the program. They are subject to the same Code of Student Conduct and Academic Honesty Policy as all other students and can be dismissed from the program for violations that warrant that sanction.

- Early College students are entitled to and encouraged to use all of the support services offered to any other LCCC students (tutoring, transfer advising, accommodations, student life opportunities, etc.).

Note: This program is not for all students. The guidelines are strict and are not negotiable. Some students are strong students but do not necessarily "fit" into the traditional high school. In these cases, this may be the appropriate program.

Students are also not eligible for financial aid with the program. The financial responsibility is on the student and his / her family.

Carbon County Technical Institute

CCTI (Carbon County Technical Institute) is a comprehensive career and technical high school, providing both academic and career education for students in grades 10, 11, and 12. (An exploratory program is available for grade 9.) Students enrolled at CCTI will learn the skills necessary to be successful in a career or technical field. They will also realize that academics are an important foundation for a successful career. The goal of CCTI is to provide first-rate career and technical training, valuable academics, and hands-on experience that will offer the first steps to a rewarding career. Upon completion of their coursework students will be issued a diploma from CCTI. Further information can be found at www.carboncti.org.

Students who attend CCTI are still eligible to play sports for PAHS. Transportation is arranged as needed.

For a student to attend CCTI they must complete an application which is available in the guidance office. They must also earn six credits as a freshman at PAHS. Students need to have their English, math, science, and social studies credits, along with two additional credits.

Though we communicate frequently with CCTI, please understand that your child's acceptance to CCTI is up to the CCTI guidance counselors and administrators. We certainly advocate for all our students. However, the ultimate decision is theirs to make.

The list below indicates the technical areas offered at CCTI.

CCTI Technical Areas

- Auto Collision Repair
- Auto Service Technician
- Carpentry
- Engineering Technology
- Cosmetology
- Culinary Arts
- Drafting and Design Technology
- Electrical Distribution and Automation/Electrician
- Graphic Design
- Health/Medical Assistant/Aide
- Heating, Ventilation and Air Conditioning
- Digital Marketing & Business Fundamentals
- Precision Machine Technology
- Welding

CCTI Post-Secondary Opportunities

Students can earn FREE college credits while attending CCTI. CCTI has an articulation agreement with LCCC and NCC. If they want to go to any other community college, they would have to go through the SOAR program by visiting College transfer.net.

Articulation Credit

An articulation credit allows high school students to receive college credit for technical courses they completed while in high school. The articulation process eliminates the need for duplication of courses at the college level so that students can seamlessly continue their education in a related program at a postsecondary institution. Our technical programs are organized so that students may choose from a variety of post-secondary options including technical or business schools, community colleges, or a four-year college program. Having earned articulation credits will save time and money. Articulation credits are absolutely FREE. Articulation Credits are received through an agreement between CCTI and a post-secondary institution. CCTI currently has Articulation Agreements with Lehigh Carbon Community College (LCCC), Northampton Community College, Pennsylvania College of Technology, Johnson & Wales University, Universal Technical Institute, and a number of other institutions.

In addition, The Students Occupationally and Academically Ready Program (SOAR) allows qualified high school students enrolled in an approved career and technical Programs of Study to receive college credit toward a diploma or certificate in a similar program at a postsecondary institution. There are 15 Pennsylvania community colleges listed and 14 PA State System of Higher Education universities. Learn more at https://www.patrac.org.

We encourage you to examine the following websites relating to articulation credits and career resources: PATrac.org, PACareerStandards.com, PACareerZone.org, GettingThemThere.com, and PACollegeTransfer.com.

Academic Year

The Palmerton Area High School year is divided into two semesters, each of which includes three thirty day marking periods. Report cards are distributed at the end of each marking period. Families who do not receive their student's report cards at home should call the HS Guidance Office to request that a paper copy of the report card be sent home with the student. Parents and students are encouraged to access the PowerSchool© on a regular basis for up-to-date information on individual students' grades and attendance.

Block Scheduling

Palmerton Area High School operates on a 4x4 block schedule that allows students to take eight (8) courses per school year, four (4) in the fall semester and four (4) in the spring. Each school day is divided into four eighty-minute classes with a fifty-minute (50 min.) enrichment period and twenty-five-minute (25 min.) lunch period in the middle of the day. There are no study halls.

Scheduling Process

It is particularly important to discuss course selections in the spring of 2025 with the teacher of the course offered to determine if the selection is appropriate for fall of 2025. The Guidance Counselors will meet with the whole grade to go over course selection and information. Individual meetings will be scheduled as needed. Students initially register for their next year's courses during the spring of each year. Students must register for a minimum of eight (8) semester courses for each academic year with core content course levels having been predetermined by core content teachers based on a student's standardized test scores, benchmarking assessments, past course performance (final course grades), content teacher recommendations, and prerequisite grades. Elective courses should be chosen based on a student's personal interests and/or career goals. It is essential that students carefully consider course and alternate course selections (used for scheduling conflicts only) during the initial registration phase. Budgetary, staffing, and curricular decisions are made because of the initial student registration process. The school administration reserves the right to cancel or postpone courses for reasons of insufficient enrollment, lack of physical facilities, and/or non-availability of teaching personnel.

Students will receive scheduling information during class meetings. The schedules need to be reviewed and signed by a parent.

Final student schedules are mailed home to students in August. It is important that, once again, parents/guardians review their student's schedule for the upcoming school year to check for accuracy.

Schedule Changes

Because of the complexity of a master schedule, class sizes, and staff assignment, we are not able to consider schedule changes if a student was properly assigned to a course based on academic data or student request. Likewise, a schedule change will not be considered to alter the period the course is offered, to change the teacher assignment, or because a student had a change of heart.

Schedule changes will be permitted for the following reasons:

1. Correction of a human or computer error
2. Change in program (e.g., College Prep to CCTI)
3. Failure to meet prerequisites for a course (e.g., fails a summer school course)
4. Once the school year begins, a scheduled class cannot be dropped without appropriate extenuating circumstances as well as permission from the parent and the sending and receiving teachers. Written requests from the teachers and parents will be required to consider the change.

5. Any student who fails a major subject during the first semester should see his/her guidance counselor to review adjustments to their second semester schedule.

The guidance counselors will work in August to make necessary schedule changes prior to the start of the school year.

IMPORTANT NOTE

Due to the importance of students attending a class from the very first day of the semester, student schedules will not be changed after five school days from the first scheduled student day of the school year. Information regarding summer appointments with guidance counselors for the purpose of discussing student schedules will be sent home with the student's final schedule.

Prerequisite Requirements

Course prerequisites are listed with the courses in this booklet. There is an extremely high correlation between meeting the prerequisite requirements and successful course completion. Due to specific skill components and curricular alignment, students will be required to meet the specified prerequisites and follow the prescribed sequence of courses. Questions or concerns related to prerequisite requirements should be directed to the student's individual counselor by the end of the current school year.

Promotion Policy

Students at the Palmerton Area High School in grades 9-12 must satisfactorily complete all requirements for graduation to receive a diploma and to participate in commencement exercises. A student who fails a required course must either reschedule the course for the next school year or retake it or an equivalent course approved by Palmerton Area High School on a tuition basis. Rescheduling courses during the next school year may result in the loss of required elective courses and other graduation requirements, thereby resulting in delayed graduation.

Grading

Grade Point Average

Grade point average (GPA) is the calculated average inclusive of all final grades. To calculate cumulative GPA, each final course grade is added together and divided by the total number of credits attempted. All courses are included in the calculation of GPA, including classes taken at CCTI and LCCC.

Weighted Grades

Honors and AP courses will receive weighted grades. These grades are to reflect the higher academic expectations for these courses. Courses will be weighted at 1.1.

Honor Roll

Recognition will be given each marking period to students who meet the following scholastic standards:

High Honors: 3.75 to 4.00+

Honors: 3.25 to 3.74

Final Exams and Grades

Students are expected to take the final exam at the time the exam is scheduled unless they have a reason that is considered an emergency. The school calendar is approved and released in April for the following school year. This should give you more than enough time to plan accordingly for your family vacations. Please note that a vacation will not be considered an emergency. All students must make up all final exams within two weeks of when the exam is given for Semester 1 finals or two weeks after the last day of school for Semester 2 finals. Each marking period grade is 2/7ths of a student's overall final grade. The final exam / project is 1/7th of a student's overall average.

Graduation Requirements for Palmerton Area High School full-day students

To graduate from Palmerton Area High School, students must have successfully completed the following minimum pattern of courses. Please remember that world language is not required for graduation. If a student is planning to attend a four-year college or university after high school, it is recommended that they take two years of the same language.

Academic Area	Required Credits
English	4
Math	4
Science	4
Social Studies	4
Personal Finance	1
Specials (Art/PE/Health & Music/PE/Health)	2
Specials Elective	1
Technology	2
Electives (Including World Language*)	6
Total Academic Credits	28
Total Required	28

Types of Diplomas

Standard Diploma

The following requirements apply to all students seeking to graduate from Palmerton Area High School. Depending on the student's career path, the student is permitted to make relevant selections within the academic and elective areas.

Students considering attending a more competitive four-year college should review the entrance requirements of that particular school when making course selections.

Students in the Class of 2023 and beyond will need to pass the Keystone Exam for Algebra I, Biology, and Literature. Students have multiple chances to take the test with remediation built into the schedule for students who are not successful. Students who are not successful on the exam will have alternate pathways provided by the state to meet the graduation requirement.

*All students planning to attend either a two- or four-year college should take a minimum of two years of the same foreign language. Depending on the student's post-secondary choices, a third and/or fourth year of the language should be taken. However, it should be noted that foreign language classes are not required for graduation.

Diploma with Distinction

Students considering attending a more competitive four-year college should review the requirements of a "Diploma with Distinction." Students must maintain a Cumulative Grade Point Average of 3.5, and graduate with a total of 32 credits. Depending on the student's career choice, the student can make different selections within the academic and elective areas.

Keystone Exam Information

The Keystone exams are end-of-course assessments mandated by the Commonwealth of Pennsylvania for all students seeking to graduate from public high schools. The exams are designed to evaluate proficiency in Algebra I, Biology, and Literature. The Keystone Exams will be administered during a state-directed window during the winter and the spring of each school year. Ninth grade students will take the Algebra I Keystone after completion of the full year Algebra or Accelerated Algebra I course. Tenth grade students will take the Biology and Literature exam based on the semester in which they have Biology and English.

Students will be offered multiple opportunities to demonstrate "Proficiency" on these tests. Proficiency on these tests is a component of the Commonwealth's high school graduation requirements.

Graduation Pathways.

Act 158 of 2018, provides alternates to Pennsylvania's statewide requirement of attaining proficiency on the Keystone exams (Algebra I, Biology & Literature) for a student to achieve graduation requirements. Students have the opportunity to demonstrate college, career, and community preparedness through five different pathways.

Pathway 1 – Keystone Proficiency Pathway

Proficiency on the Algebra I, Biology and Literature Keystone exams
Students will take these exams at the end of the course.
Algebra I (8th or 9th grade)
Biology (9th or 10th grade)
Literature (10th grade)
If students reach proficiency on all three exams, they have completed the pathway. Students will have the opportunity to retest a on any exam that they did not reach proficiency. Students with an IEP will be considered on an individual basis as far as retesting.

Pathway 2 – Keystone Composite Pathway

Students must reach proficiency on at least one of the keystone exams. No score can be in the below basic range. The three numeric scores added together must reach 4452 to complete this pathway. Students who receive an initial score in the basic or below basic range can retest to attempt to reach the composite score.

Pathway 3 – CTE Concentrator Pathway

Students can achieve an industry credential. Students attending CCTI can receive competency certification through their technical areas.

Pathway 4 – Alternative Assessment Pathway

Students have an opportunity to demonstrate proficiency by attaining an established score on other standardized tests. Students will have the opportunity to take these tests at the high school. The scores that need to be attained are as follows:
PSAT - 970
SAT - 1010
ACT – 21
ASVAB – 31
This pathway also considers acceptance into a four-year institution of higher learning as demonstration of college and career readiness. This would also complete the pathway.

Pathway 5 – Evidence Based Pathway

This pathway requires students to attain three pieces of evidence from the following categories.

Category 1 – One or more from this category

- Score of 630 on SAT subject test
- Attainment of a 3 or better on an AP exam
- Successful completion of a dual-enrollment course
- Industry recognized credential (Can be earned through Smart Futures)
- Acceptance into a 2-year college or technical school

Category 2 – No more than two from this category

- Attainment of Proficient of Advanced on any Keystone exam
- Successful completion of a service-learning project
- Letter guaranteeing full-time employment or military enlistment after high school
- Compliance with the NCAA Division II academic requirement
- Completion of a cooperative learning program

Summer Course Recovery Requirements

If a student does not earn sufficient credits, to meet our graduation requirements, he/she will not graduate. The Palmerton Area High School will offer a credit recovery program. Using an online software program, a student must complete a minimum number of hours of coursework to earn credit for the course. The coursework will be done at the high school and will be monitored by a teacher. Additional Information will be available through the guidance office.

** A student who receives an "E" (50% - 59%) as a final grade in a course is eligible to participate in the credit recovery program. This does not apply to Algebra I

** A student who receives an "F" (below 50%) as a final grade will not be given the opportunity to participate in the credit recovery program.

** Students will be limited to two summer recovery courses during their four-year tenure at the Palmerton Area Senior High School. The computer system / program will only be available between the hours of 8:00 AM to 12:00 PM. Students must earn a total minimum grade of 70% on the assignments to complete a course. Every one of the course assignments must be completed.

** The Keystone courses (Biology, Algebra I, and English) may not be taken as part of the summer recovery program.

Art

*Art for Everyone (810) Grade 10-12

This course breaks down the fundamentals of art into simple, easy to understand steps proving that EVERYONE can be an artist. Students will learn the Elements & Principles of art/design, as well as the Studio Habits of mind, which are interdisciplinary skills that will serve them in all subject areas. You will eventually possess the ability to string these skills together to create stronger works of art. Whether you are using this course as a steppingstone to Advanced Art or as a chance to work beyond stick figures, willing and open-minded students are guaranteed to show growth after one semester of Art for Everyone.

*Introduction to Graphic Arts (811) Grade 10-12

Prerequisite: One semester of "Art for Everyone"

This course is designed to inform students of the various uses of graphic art within our everyday lives. Students will learn the basics of Photoshop and Illustrator and use them to create a variety of digital and physical products. Students can earn a technology credit from taking this elective.

*Advanced Art (840) Grade 10-12

Prerequisite: One semester of "Art for Everyone"

The course is comprised of self-motivated students working at all different skill levels. Each student's level of expertise will be determined and modifications for project difficulty will be made to accommodate them. Advanced Art students will be working with a wider variety of art mediums than they experienced in Art for Everyone, to expand their artistic toolkit and quality craftsmanship. There is a 3D clay requirement in this course, we will be hand-building and throwing on the wheel.

Business/Technology Education

All students are required to take two credits in Technology to fulfill the graduation requirement. The first course should be taken in the 9th grade year. The second course may be taken at any time during grades 10, 11, or 12. However, waiting until the second semester of the senior year is not recommended.

The goal of the technology sequence is to place students in courses where they can be successful and maximize their individual growth. The Business/Technology Department will determine the best placement for incoming 9th grade students and assist them in determining the best option for their second credit to help achieve this goal. The courses listed as Grade 9 indicate that grade 9 students may take the course. This does not mean that these classes are exclusive to grade 9 students.

Technology Sequence

Essentials	Academic	Advanced
Computer Information Processing (610)	Computer Information Processing (610)	Computer Applications I - Office 2019 (651)
Choice of Technology (Except Comp. App II)	Choice of Technology (Except Comp. App II)	Choice of Technology Elective Below

Technology Electives

- Introduction to Computer Science (615)
- AP Computer Science Principles (616)
- Web Design (644)
- Cybersecurity (647)
- Digital Media Productions (648)
- Computer Applications 1 - Office 2019 (651)
- Computer Applications 2 - Office 2019 (652)
- Robotics (656)

Business

*Personal Finance (605) Grades 10-12

This course is designed to cover topics that impact teenagers now and, in the future, for them to make educated financial decisions throughout their lives. The course content keeps up with ever-changing economic issues and provides exposure to many different areas that are vital to students' overall financial success. Topics include Career Exploration, employment forms and paystubs; banking, with an emphasis on checking and savings accounts, investments with an emphasis on the Stock Market; income tax preparation; establishing and maintaining credit; insurances with an emphasis on automobile insurance; PA permit and driving laws; household budgets, and an Introduction to Entrepreneurship.

*Entrepreneurship (650) Grade 11-12

This course is designed to help students explore the world of business. Students will explore the characteristics needed to be an entrepreneur and learn topics such as recognizing business opportunities, business organization, economic demands, market, and industry research, and planning a business model. This will include creating marketing strategies, employment practices, researching locations, cash flow analysis, and types of business structures. Professional communication skills and practices, problem-solving, ethical, and legal issues, and the impact of effective live presentation skills will be enhanced to prepare students for further study in business. Students will be creating a business model for an innovative business of their choice.

*Accounting I (621) Grades 10-12

Accounting I will emphasize basic terminology, principles, and concepts of accounting for use in sole proprietorships, merchandising businesses, and corporations using classroom activities, problem solving, and computer work. Topics covered include basic accounting terminology; transactions with debits and credits; journalizing transactions; posting to ledgers; cash control systems; adjusting and closing entries; financial statements; special journals; payroll records, payroll taxes, and reinforcement projects. High achievement in Accounting I will prepare the student for an introductory accounting course in college.

*Accounting II (630) Grades 11-12

Prerequisite: Successful completion of Accounting I

Accounting II is an advanced course open to the student who has successfully completed Accounting I. This course delves into advanced accounting concepts used in partnerships, departmentalized businesses, and corporations. Topics include special journals for departmentalized businesses; departmental payroll; financial reporting for a departmentalized business; inventory management; uncollectible accounts; accounting for plant assets; accounting for notes payable, prepaid expenses and accrued expenses; accounting for unearned revenue, accrued revenue, and installment notes; and accounting for corporations, including dividends, treasury stock, bonds, financial reporting, and statements of cash flows.

*Career Essentials (640) Grades 11-12

Students will take career inventories, learn about the current trend in career openings, and learn about the career employment process. They will complete a career portfolio that includes a resume, cover letter, job application, reference list, and mock interview. Employee skills such as teamwork, problem solving, communication, and performance evaluations will be taught. Independent living skills such as personal banking, income taxes, credit cards, and budgeting will be covered. Students will be given written assignments and deliver a career related presentation.

Technology

*Computer Information Processing (610) Grades 9-10

Prerequisite: Teacher Recommendation

The course objective is to provide an in-depth study of Microsoft Word 2019. Students will prepare standard office documents, web forms, reports, and resumes/cover letters. In addition, they will learn basic spreadsheets and slide presentations. The students will be expected to work efficiently and utilize good keyboarding and proofreading skills. This class meets the graduation requirement for one of two technology credits.

*Computer Applications I (651) Grades 9-10

Prerequisite: Teacher Recommendation

This course will include in depth study of Microsoft Word (word processing), Excel (spreadsheets)Access (database), and PowerPoint (presentation software). These programs are useful for personal, academic (high school and college), and employment purposes. This class meets the graduation requirement for one of two technology credits.

*Computer Applications II (652) Grades 10-12

Prerequisite: Successful completion of Computer Applications I with a 90%

This course will cover the advanced features and formulas in Word, Excel, Access, and PowerPoint for Microsoft Office 2019. It is a continuation of the concepts learned in Computer Applications I and will solidify the skills needed in many areas of today's workforce and higher learning institutions. This class will meet the graduation requirement for one of two technology credits.

*Google Apps (653) Grade 9

Prerequisite: Teacher Recommendation

This course is designed to introduce the student to basic Google tools and applications through the completion of real-world, student-centered activities. Students will learn how to create a Google account and learn its many benefits for the classroom and business world. Students will practice navigating through the general interface, the searching, organizational, communication, and collaboration components of Google products. This class will meet the graduation requirement for one of two technology credits.

*Introduction to Computer Science (615) Grades 11-12

This course is designed to offer an introduction to computer science for students with little to no experience. Students will learn the basics of computer programming while emphasizing computational thinking and developing the ability to solve complex problems. This class will meet the graduation requirement for one of two technology credits.

Prerequisite: Successful completion of Algebra I.

*AP Computer Science Principles (616) Grades 11 -12

APCSP will offer students the opportunity to learn the basics of computer programming along with the design knowledge and application to create dynamic websites and text-based games. Students will learn how computers and technology impact on our daily lives by examining the apps we use, how our personal data is collected, and how technology can have positive and negative consequences on our community and the globe. The material emphasizes computational thinking and helps develop the ability to solve complex problems. Students enrolled in this section will take the AP Computer Science Principles Exam, which includes the submission of a Digital Portfolio created throughout the class. This class will meet the graduation requirement for one of two technology credits.

Prerequisite: Successful completion of Algebra I & Teacher Recommendation.

*Web Design (644) Grades 10-12

This course will focus on user experience (UX) design, and how this practice is used to plan, design, and create websites while thinking deeply about the purposes and people they serve. Students will explore the practices, tools, and mindsets needed to design websites and tools for the modern world. This is a project-based course helping students develop an understanding of the fundamental principles of design, covering essential elements like layout, typography, color theory, responsive design, and basic coding languages (HTML and CSS) to build interactive web pages, allowing them to design and develop user-friendly websites that adapt to various devices. This class meets the graduation requirement for one of two technology credits.

*Cybersecurity (647) Grades 11-12

Cybersecurity introduces the tools and concepts of cybersecurity and encourages students to create solutions that allow people to share computing resources while protecting privacy. Students will learn cybersecurity topics such as (but not limited to) software security, networking, system administration, risk management and identification, adversarial thinking, and the basics of cryptography and programming. This course will prepare students for entry level technology certification. This class will meet the graduation requirement for one of two technology credits.

*Digital Media Productions (648) Grades 11-12

This course is designed to offer an introduction to video editing and script writing for various production needs. Students will have the opportunity to work on YouTube videos, create images in PhotoShop, and edit videos using Premiere Pro. Students will learn the fundamental aspects of creating podcasts, radio shows, live streaming, video recording, and video editing. This class will meet the graduation requirement for one of two technology credits.

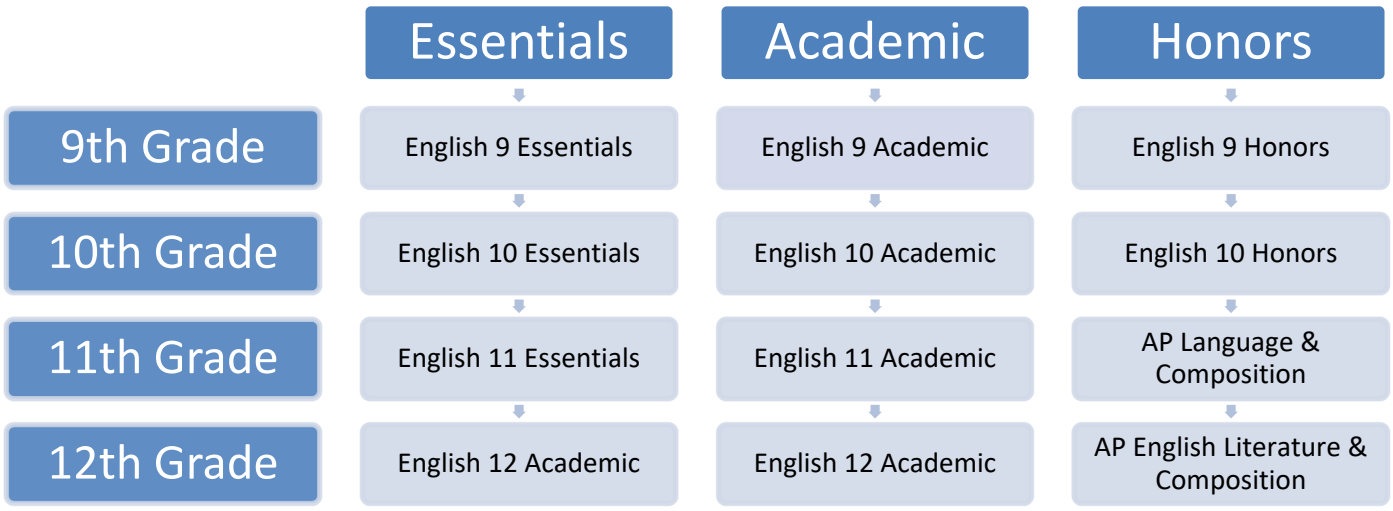
*Robotics (656) Grades 10 -12

Students will explore the principles of mechanical design, electronics, and computer programming through the creation of autonomous robots. This is a project-based course that uses VEX V5 hardware and VEXcode C++, students will design, build, and program robots to complete real-world challenges that emphasize problem solving, teamwork, and creativity. The course introduces students to the engineering design process, automation, and control systems while highlighting how robotics impacts modern industry, society, and emerging technologies such as artificial intelligence. This course fulfills one of the two technology credit requirements for graduation.

Prerequisite: Successful completion of Algebra I, Geometry, and teacher recommendation

English

Below is the typical sequence of English courses a student would take in high school. A student must choose one English class per year.



***English 9 Honors (101)** **Grade 9**

Prerequisite: Recommendation from 8th grade English teacher and completion of summer reading journals

The English 9 Honors program is designed to challenge students who meet the criteria for the course by presenting material that is more demanding in quality and quantity than other 9th grade English classes. The curriculum includes the study of grammar and mechanics, vocabulary, composition, speech, and major literary genres, including short stories, poetry, drama, a novel, and poetry. Students will learn the writing process by preparing a 4–5-page argumentative research paper. This course will also incorporate the application of Keystone reading and comprehension standards.

***English 9 Academic (100)** **Grade 9**

This course includes a review of grammar and usage, vocabulary, practice in composition and speech, and a study of representative poems, short stories, a play, and a novel. Students will also write a 3–5-page research paper. This course will incorporate guided reading instruction and application of Keystone Exam standards.

***English 9 Essentials (102)** **Grade 9**

This course includes the study of basic grammar and usage, composition, speech, and vocabulary. Students will also study several selections of literature including short stories, poetry, a play, and a novel. This course will also incorporate guided reading instruction and application of Keystone reading standards.

*English 10 Honors (112) Grade 10

The Honors English 10 program is designed to challenge and enrich students who meet the entrance criteria for the course. The curriculum for Honors English 10 includes the study of American Literature, grammar and mechanics, composition, research paper writing, speech, and vocabulary. This course will also incorporate applications of Keystone reading standards. The material presented in this course is more demanding in quality and quantity than the material in other sections of English 10.

Qualifications for Acceptance into Honors English 10:

1. Students must have a minimum of an 85 (B) yearly average in English 9 Honors or a 93 (A) average in English 9 Academic.
2. Students must be recommended for the program by their current teacher. The recommendation is dependent upon work ethic, attendance, and academic honesty.
3. Students must submit, on or before an established deadline, an expository essay on a topic determined by the English Department each year.

*English 10 Academic (111) Grade 10

This course includes the study of American Literature, grammar and mechanics, composition, research writing, speech, and vocabulary. Students will write a 3–5 page research paper. This course will also incorporate guided reading instruction and application of Keystone reading standards.

*English 10 Essentials (110) Grade 10

This course includes the study of basic grammar and composition, research writing, speech, and vocabulary. Students will also study several literary selections. This course will also incorporate guided reading instruction and application of Keystone reading standards.

*AP English Language and Composition (122) Grade 11

The Advanced Placement English Language and Composition course replaces Honors 11. The curriculum includes the AP Language and Composition curriculum, which is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situations, claims and evidence, reasoning and organization, and style, using non-fiction texts. Students will also write a 5+ page argumentative research paper.

This course prepares students to take the Language and Composition Advanced Placement test. However, it is not required that students take the AP exam. This course may also be seen as a foundation for AP English 12 Literature and Composition, though it is not a prerequisite.

Qualifications for Acceptance into English 11 Advanced Placement:

1. Students from English 10 Honors must have a minimum of an 85 (B) yearly average; those from English 10 Academic must have a minimum of a 93 (A) average.
2. Students must be recommended for the program by their current teacher. The recommendation is dependent upon work ethic, attendance, and academic honesty.
3. Students from English 10 Academic must submit, on or before an established deadline, an expository essay on a topic determined by the English Department each year.

*English 11 Academic (121) Grade 11

This course includes the study of English literature from *Beowulf* to the end of the 19th century, with particular emphasis on Shakespeare. A unit on the English novel will include one written by a British author. Grammar and mechanics, composition, research paper writing, speech, and vocabulary will also be taught throughout the course.

*English 11 Essentials (120) Grade 11

This course includes the study of basic grammar and composition, research writing, speech, and vocabulary. Students will also study several literary selections from British Literature, *Macbeth* by William Shakespeare, and a novel.

*AP Literature and Composition (132) Grade 12

Advanced Placement English Literature includes the study and analysis of works of literature from various time periods, including fiction, poetry, novels, and drama. Students will engage in close reading and critical analysis of literature to deepen understanding of the way writers use language to convey meaning. This class is for highly motivated students. Students will have the option to take the AP Literature exam in May of their senior year for possible college credit.

Qualifications for Acceptance into English 12 Advanced Placement:

1. Students from English 11 Advanced Placement must have a minimum of an 85 (B) yearly average; those from English 11 Academic must have a minimum of a 93 (A) average.
2. Students must be recommended for the program by their current teacher. The recommendation is dependent upon work ethic, attendance, and academic honesty.
3. Students from English 11 Academic must submit, on or before an established deadline, an expository essay on a topic determined by the English Department each year.

*English 12 Academic (131) Grade 12

The college preparatory English 12 course is designed to prepare students for college courses in which they will have to read and write well. The demands are not as high as in the AP course, but this is still a demanding course that requires commitment and dedication from each student. Even those students not planning to go directly to college will benefit from the course work and from the opportunity to read and write. The focus will be on the following: grammar, literary analysis, a Shakespeare play, and an argumentative research paper.

*English 12 Essentials (130) Grade 12

Specifically for students concentrating in business or vocational careers, the sequence seeks to impart a high degree of proficiency in English grammar, writing skills, and public speaking skills. Students will also study literature from around the world, including Shakespeare's *Hamlet* and a novel.

English Electives

*Comparative Mythology (142) Grades 10-12

Students in Comparative Mythology will explore the continued impact of mythology on modern life through the study of myths from around the world, the connection to archetypal myths, and the hero cycle. Students will also study the epic genre through *The Epic of Gilgamesh*, *Dante's Inferno* and Joseph Campbell's *Hero with a Thousand Faces*. Students will read *The Hobbit*. This is not a college level course but does involve college level reading and comprehension skills.

*Creative Writing (143) Grades 11-12

This is a course for anyone who wants to write beyond the standard curriculum. Creative writing includes short stories, poetry, dramatic scripts, and any other form of writing that an individual student wants to try. Students will work closely with the teacher and will be required to revise and edit their own works.

*Journalism (146) Grades 10-12

The Journalism elective provides a general introduction to the field of journalism and helps students acquire basic journalism skills. The class focuses on the process of newsgathering and writing in the four core forms of journalism – news, sports, features, and editorials-suitable for both print and online publications. Units of study include the ABCs of Reporting, Understanding Bias and Angle, The High School Newsroom, and Media Law and Ethics. Students also learn effective interviewing and reporting techniques, how to proofread and edit accurately, and the art of collaboration and peer review. This course also explores general topics and issues related to the field, including responsible reporting, First Amendment rights, the history of American journalism, and other modern-day trends. Students will be able and encouraged to submit articles to *Avenger*, the school newspaper. This course will not only introduce students to these components of journalism but also provide them with knowledge and skills that will have a real-life application beyond the

classroom. The course will utilize the Journalism Education Association's Standards for Journalism as well as the PA State Standards of English.

Health and Physical Education

*Anatomy/Physiology (904) Grades 11-12

Prerequisite: "Must have a B average in ALL Sciences" or "Highly recommended to have a B average in ALL Sciences."

Anatomy and Physiology is an intensive elective course. The purpose of this course is to give students a more thorough look into the systems of the body. This course is preparation for advanced biological studies and careers such as nursing, physical/occupational therapy, athletic training, and any other medical field. Students will become familiar with the anatomical names as well as the physiological processes that are involved. Anatomy and Physiology is an essential elective for those seeking a career in the medical sciences.

This is a science elective and does not count as a science credit.

*Fitness and Wellness (907) Grades 11-12

This course is designed to teach students various strategies for achieving health and wellness for a lifetime. Course materials will consist of units covering physical fitness, nutrition, as well as first aid and CPR. Students will complete both physical (gymnasium) assignments and theory assignments done in the classroom. There will be emphasis placed on current health and fitness along with future wellness and fitness concepts. Each student will develop an individualized wellness plan.

Industrial Technology

*Intro to Woodworking (700) Grades 9-12

This course will introduce students to basic woodworking through a hands-on approach. Students will learn to use a variety of power machinery and hand tools while creating individual wood projects safely and efficiently. Students will complete 1-2 introductory projects per marking period. Each project will focus on building upon the skills learned from the previously constructed assignment. Students will be able to plan and create a final project of their choice, upon approval of the instructor. Students who have successfully completed the course should leave the semester experience feeling comfortable and confident about safely using basic woodworking machinery.

Students who have excelled in woodworking may return for a second semester to complete more complex projects, including an Adirondack chair. Returning students will be required to aid the instructor and assist with demonstrations. Enrollment for a second semester requires instructor approval.

*Introduction to Computer Aided Drafting (715) Grades 9-12

This course introduces students to the basic concepts of computer-aided modeling and design through the Solidworks modeling program. Students will develop problem-solving skills while they cover the basic building blocks of engineering design to create 2D sketches and 3D models. In addition to working with design software in the computer lab, students will become familiar with the engineering design process firsthand as they complete both group and individual engineering design challenges. Students will create projects using tools and materials in the shop and the laser engraver.

As a final project students will design, build, and test working hovercraft. Successful designs will lift and move students through the use of high horsepower leaf blower motors and other materials sourced by the students.

**This course can be used to fulfill one credit towards the technology course graduation requirement. **

Library Electives

*Children's Literature (154) Grades 9-12

The focus of the Children's Literature course is to foster ideas that allow students the opportunity to engage in reading books written for children, as well as develop skills for aspiring children's writers and illustrators. This course will be beneficial to students who are looking to enter education, social work, or any field in which the student would be working with children or with literature relating to young children.

*Media Literacy (155) Grades 9-12

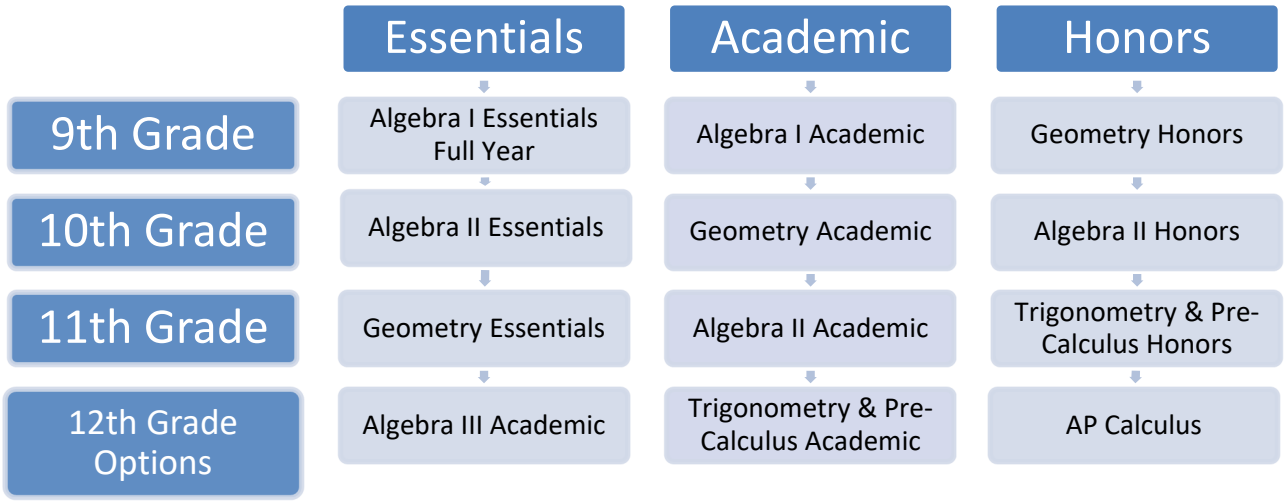
This course will focus on media literacy, in other words, informing students of the many ways by which media platforms, (including but not limited to literature, film, television, music, video games, and social media) shape their worldviews. Media literature students will be able to draw their own inferences from various media platforms and be able to critically analyze media productions even outside the classroom. This course would be good for any type of student – those who are seeking to enter the workforce after graduation or those who wish to attend college.

*Young Adult Literature (156A) Grades 9-12

Who am I? Chances are at one point or another you have stopped to ask yourself this question. Exploring your one identity – what makes you, you – are central to the journey each one of us embarks on as we move from childhood to adulthood. Young adult authors attempt to focus their writing on many of these issues and topics, sometimes effectively and sometimes they miss the mark. In this course, students will examine issues and concerns of adolescence, focusing on identity and the many different forces and factors that shape who we are and how we got there. They will be exposed to literature representing a wide variety of perspectives and literary styles.

Mathematics

Each student will be required to take a math class each year. Below is the typical sequencing of classes that would be taken for the four years of high school mathematics depending on the track you are in. Students must successfully pass the previous class(es), (60% or better) in the sequence to be able to take the next course in the sequence.



*Geometry Honors (413) Grade 9

Prerequisite: 90% in Grade 8 Algebra 1

This course includes a quick review of basic geometric concepts learned in earlier courses. Students will learn to recognize and work with geometric concepts in various contexts. They will develop their understanding of plane and solid geometry in the coordinate plane and build on ideas of inductive and deductive reasoning, logic, concepts, and techniques to develop a better understanding of mathematical structure, method, and applications of Euclidean plane and solid geometry, including coordinate proofs. Students will find surface area and volume of three-dimensional figures and relate them to the use of transformations. Topics of study include points, lines, angles, triangles, right triangles, quadrilaterals and other polygons and circles. Projects and hands on activities are a component to this course, along with high expectations, as they relate to rigor and a higher order of thinking. Students will be challenged with open-ended questions.

*Algebra 1 Academic (411) Grade 9

Algebra I Academic is a semester-long course comprised of topics that include linear and quadratic equations, inequalities, functions, graphs, systems of equations and inequalities, polynomials, exponents, radicals, and rational expressions. This course includes a quick review of basic math skills learned in earlier courses. Students will learn to recognize and work with algebraic concepts in various concepts. This class is offered to an incoming 9th grade student who has successfully passed Math 8.

*Algebra I Essentials (403/404) Grade 9

Algebra I Essentials is a year-long course comprised of two consecutive courses—Algebra I Course 1 Essentials will be taken during the first semester, followed by Algebra I Course 2 Essentials in the second semester. Algebraic concepts and reasoning are developed through equations and inequalities by a continuing arithmetic review of foundation knowledge of mathematical concepts in the rational number system. Use of percent's, decimals, fractions, along with the use of variables are studied and reviewed for understanding and preparation for Algebra I Course 2 Essentials. Additional concepts covered will be functions, linear systems, quadratic equations, factoring, polynomial and polynomial functions, radical functions, and rational exponents.

Student must pass Algebra I Course 1 Essentials, Semester 1 to move on to Algebra I Course 2 Essentials, Semester 2.

*Algebra II Honors (402) Grade 10

Prerequisite: 90% in Geometry Honors

This course will build on knowledge and skills that are gained in Algebra 1 and reinforced in Geometry by reviewing linear equations, systems, and inequalities. Students will be guided through graphs, polynomials and radical expressions, quadratic equations, functions, exponential and logarithmic expressions, probability, and some trigonometry. Students will use technology and graphing calculators to explore solutions and concepts to many mathematical models. Projects and hands on activities are a component to this course, along with high expectations, as they relate to rigor and a higher order of thinking.

*Geometry Academic (421) Grades 9-10

This course includes a quick review of basic geometric concepts learned in earlier courses. Students will learn to recognize and work with geometric concepts in various contexts. They will develop their understanding of plane and solid geometry in the coordinate plane and build on ideas of inductive and deductive reasoning, logic, concepts, and techniques to develop a better understanding of mathematical structure, method, and applications of Euclidean plane and solid geometry, including coordinate proofs. Students will find surface area and volume of three-dimensional figures and relate them to the use of transformations. Topics of study include points, lines, angles, triangles, right triangles, quadrilaterals and other polygons and circles. Projects and hands on activities are a component to this course. Students must have successfully passed Algebra I Academic to take this course.

*Algebra II Essentials (415) Grade 10

This course is designed to strengthen basic Algebra I skills and extend the student's knowledge in new areas. Algebraic concepts and reasoning will be further developed through equations, inequalities, and systems of equations. The use of percent, decimals, and fractions, along with the use of variables, will be extended beyond Algebra I concepts. Students will be introduced to the basics of graphing quadratic functions, rational and radical expressions, and imaginary numbers. Exponential, logarithmic, and

polynomial expressions and equations will be introduced as well. Students must have successfully passed Algebra I Essentials I to take this course.

*Trigonometry & Pre-Calculus Honors (428) Grade 11

Prerequisite: 87% in Algebra II Honors

This course is intended for the students who have passed the honors math program and have the desire to study higher mathematical concepts at an accelerated pace and more challenging level and will take some level of college mathematics, including calculus, in the future. It extends prior experience with many topics of algebra and emphasizes the use of a graphing calculator. This course will address the following topics: Logarithmic and Exponential Functions and their Models, Trigonometric Functions and their Applications, Analytic Trigonometry which includes Trigonometric Identities, Sum and Difference Formulas, and Trigonometric Equations. The course will then continue with the study of the Law of Sines and Cosines, Polar Coordinates, and their graphs. Students will get an introduction to Analytic Geometry by studying Conic sections of Ellipses, Hyperbolas, and Parabolas. The course will finish with the introduction of calculus by exploring limits and using limits to find derivatives.

*Algebra II Academic (412) Grades 10-11

This course will build on knowledge and skills that are gained in Algebra 1 and reinforced in Geometry by reviewing linear equations, systems, and inequalities. Students will be guided through graphs, polynomials and radical expressions, quadratic equations, functions, exponential and logarithmic expressions, probability, and some trigonometry. Students will use technology, graphing calculators, to explore solutions and concepts to many mathematical models. Students must have passed Geometry Academic to take this class.

*Trigonometry & Pre-Calculus Academic (427) Grades 11-12

This course is intended for the students who will take some level of college mathematics, including calculus, in the future. It extends prior experience with many topics of algebra and emphasizes the use of a graphing calculator. This course will address the following topics: Logarithmic and Exponential Functions and their Models, Trigonometric Functions, Analytic Trigonometry which includes Trigonometric Identities, Sum and Difference Formulas, and basic Trigonometric Equations. The course will then continue with the study of the Law of Sines and Cosines, Polar Coordinates, and their graphs. Students will get an introduction to Analytic Geometry by studying Conic sections of Ellipses and Hyperbolas. The course will finish with exploring limits and using limits to find derivatives. Students must have passed Algebra II Academic to take this course.

*Algebra III Academic (432) Grades 11-12

This course builds on the concepts from Algebra II and Geometry. Topics include Inverse Functions, Operations with Complex Numbers, solving rational functions, logarithms, exponential functions, and the unit circle. Students will solve problems using properties of Trigonometry. Properties of Algebra will be used to solve cubic and quartic equations. This class covers tools necessary to prepare for college level Algebra classes. Students must have passed Algebra II Academic to take this course.

*Geometry Essentials (422) Grade 11

This course includes a review of basic geometric concepts learned in earlier courses. Students will learn to recognize and work with geometric concepts in various contexts. They will develop their understanding of plane and solid geometry in the coordinate plane. Students will find surface area and volume of three-dimensional figures and relate them to the use of transformations. Topics of study include points, lines, angles, triangles, right triangles, quadrilaterals and other polygons and circles. Projects and hands on activities are a component to this course. Students must have passed Algebra II Essentials to take this course.

*Calculus AB AP (434) Grade 12

Prerequisite: 87% in Trigonometry & Pre-Calculus Honors

This course is for the students who have been pursuing the honors math program and have the desire to continue in the honors program and has demonstrated the ability to study higher mathematical concepts. This course is equivalent of a first college Calculus course. The goal of the course is to prepare the student for the AP Calculus AB Test and to have a true understanding of Calculus. Material covered includes an in-depth understanding of functions, graphs, limits, derivatives, integrals, applications of derivative and integrals, and the embedded use of technology throughout the course.

*Calculus Academic (426) Grade 12

This course will provide the college-bound student with an introduction to Calculus. It is for the student who has the desire to learn introductory concepts in Calculus in preparation to succeed in college Calculus I. Material covered will include an introduction to functions, graphs, limits, derivatives, integrals, applications of derivative and integrals, and the use of technology throughout the course. The course will be taught at a pace for students to understand beginning calculus concepts in material covered. Students must have passed Trigonometry & Pre-Calculus to take this course.

*Probability and Statistics Academic (436) Grades 11-12

Prerequisite: Successful Completion of Trigonometry & Pre-Calculus or Algebra III. Only exception: Senior with a 93% or better in Algebra II

This course is designed to introduce students to concepts of Probability and Statistics through real-world problems and applications. Students will explore the different types of statistics, concepts of probability, distributions, correlation and regression, hypothesis testing, and confidence intervals. The use of technology, formulas, and tables are key components in this course.

*Everyday Mathematics (438) Grade 12

This course engages students with real-world financial applications while maintaining deep mathematical rigor. Each of the course's units blends one core personal finance topic with one relevant math concept.

Mathematic Career Pathway Recommendations

Careers

- Engineering
- Doctors
- Computer Science
- PA, PT
- Nurse
- Scientist
- Finance
- Pharmacist

Recommended Track

Honors/AP

- Geometry Honors
- Algebra 2 Honors
- Trig & Pre-Calc Honors
- Calculus AP

*Additional Course: Probability & Statistics

Academic

- Algebra 1 Academic
- Geometry Academic
- Algebra 2 Academic
- Trig & Pre-Calculus Academic
- Calculus Academic

*Additional Courses:
Probability & Statistics, Everyday Mathematics

- Teachers
- Business Administration
- Realtor
- CPA

Essentials

- Algebra 1 Essentials (Full Year)
- Algebra 2 Essentials
- Geometry Essentials

*Additional Course: Everyday Mathematics

- Lineman
- Welding
- Contractor
- Cosmetology
- Landscaping



Music Electives

***Concert Band (971)** **Grades 9-12**

The ensemble is offered to any student with an instrumental background. The Concert Band will study and perform a wide variety of wind band literature through performances throughout the school year. Students will gain musical skills, ensemble skills, technical skills, and overall musical knowledge.

***Guitar I (841)** **Grades 9-12**

In this class, students will be taught the skills necessary to perform solo and accompany guitar music. We will discuss the anatomy of guitars along with its history. Students can expect to learn how to read music and tablature when in this class. This introductory guitar class will study many genres of guitar music as well.

***Music Theory (963)** **Grades 9-12**

With this course, students will gain a deeper understanding of the underlying principles of music. Students will be able to understand, recognize, and describe the approaches to the development of aural, sight-singing, written, analytic, and compositional skills. Students will also explore technological resources that are used to create, evaluate, arrange, and perform music.

Science

Below is the typical sequencing of classes that would be taken for the four years of high school science depending on your track.

	Essentials	Academic	Honors
9th Grade	Natural Science Essentials	Natural Science Academic	Biology I Honors
10th Grade	Biology I Essentials	Biology I Academic	Chemistry I Honors
11th Grade	Physical Science Essentials	Chemistry I Academic	Physics I Honors **or** Biology II Honors
12th Grade	Environmental Science Essentials	Physics I Academic **or** Environmental Science Academic	Physics I Honors **or** Chemistry II Honors

*Students who take Biology I Honors in grade 9 can use Biology II or Chemistry II as their fourth core science credit but cannot use both in place of Physics

*Students may accelerate (take 2 sciences in one year) in science provided they have satisfactorily completed the previous science course and have sufficient mathematics credits.

*Biology I Honors (515) Grades 9-10

Prerequisite: Combined score of 150 between Honors Biology entrance exam (taken at the end of 8th grade) and 8th grade science course average and must have taken Algebra I, or 95% yearly average in Natural Science Academic and 95% in Algebra I Accelerated.

This course will acquaint students with the basic principles of living things and their surroundings. Areas of study will include (time permitting): ecology, the cells, DNA, genetics, and evolution. Lectures, demonstrations, experiments, and laboratory activities are an integral part of the course. This course is designed for the student who is willing to work harder and to go into more detail than Biology Academic.

*Natural Science Academic (504) Grade 9

This course is designed to provide a foundation in biology and chemistry courses our students will take in grades 10-11. Students will enhance their basic math, problem solving, and computer skills, while acquiring an idea of what to expect in their upper-level science classes. Areas of study will include matter, energy, ecology, and the environment. This course, along with biology, will provide the necessary preparation for the Biology Keystone exam taken in 10th grade.

*Natural Science Essentials (506) Grade 9

This course is designed to provide a foundation in biology and chemistry courses our students will take in grades 10-11 Students will enhance their basic math, problem solving and computer skills, while acquiring an idea of what to expect in their upper-level science classes. Areas of study will include matter, energy, ecology, and the environment. This course, along with biology, will provide the necessary preparation for the Biology Keystone Exam taken in 10th grade. This course is designed for those currently not planning to attend college after graduation.

*Biology I Academic (510) Grade 10

This course will acquaint students with the basic principles of living things and their surroundings. Areas of study will include (time permitting): ecology, the cells, DNA, genetics, and evolution. Lectures, demonstrations, experiments, and laboratory activities are an integral part of the course. This course is designed as a college preparatory class.

*Biology I Essentials (511) Grade 10

This course will acquaint students with the basic principles of living things and their surroundings. Areas of study will include (time permitting): ecology, the cells, DNA, genetics, and evolution. Lectures, demonstrations, experiments, and laboratory activities are an important part of the course. This course is designed for those not planning on attending college after graduation.

*Chemistry I Honors (531) Grades 10-11

Prerequisite: Minimum of a 95% yearly average in Biology Academic or 87% in Biology Honors. Minimum 95% Algebra I Accelerated and 95% Geometry OR minimum 90% Algebra I Honors and 90% Geometry Honors.

This is an accelerated, comprehensive course in chemistry designed for students who are planning to attend a four-year college, school of nursing, or major in the sciences. Class material will focus on an in-depth study of topics that are covered in Chemistry I. Students taking this course should have strong Algebra skills since Chemistry uses a mathematical problem-solving approach to the scientific concepts. Chemical topics include matter, change and energy; conversion and measurement; the periodic table; atomic structure and quantum mechanics, chemical formulas, and interpretation of formulas; chemical equations and reactions; the mole and chemical measurements, stoichiometry, solution chemistry, and gas laws. Laboratory experiments and lab reports, as well as lecture and demonstrations are basic to this course.

*Chemistry I Academic (530) Grade 11

Prerequisite: Students must have a 70% or higher in Algebra I Academic. Students who have taken Essential Math courses must have an 85% or better in previous Math classes and/or completion of Physical Science Essentials with an 80% or better average.

This is an introductory course dealing with the composition of matter and its changes. The ability to handle basic mathematical functions, such as addition, multiplication, etc., is assumed as basic algebra. Calculators are necessary. The chemical areas covered are matter and its changes, the mole, chemical formulas and equations, chemical calculations and reactions, basic atomic structure, and an introduction to solution chemistry. Laboratory experiments and other lab activities, as well as lectures and demonstrations are basic to this course.

*Physical Science Essentials (544) Grade 11

This course is designed specifically for students considering a business or vocational career (see course descriptions) and/or students who do not have sufficient math background to take chemistry or physics. The course will be divided into two sections which cover the fundamental concepts of Chemistry and Physics. Chemistry topics will include matter and atomic structure, phases of matter, chemical bonding, chemical formulas, reactions, and energy in chemical reactions. Physics topics will include Newtonian physics, linear motion, work, energy, and machines.

*Physics I Honors (522) Grade 12

Prerequisite: Minimum 93% in Chemistry I Academic, or minimum 83% average in Chemistry I Honors. Minimum 90% in the following math courses: Algebra I Academic, Algebra II Academic, and Geometry Academic. Those from Algebra I Honors, Honors Algebra II and Honors Geometry must have a minimum of an 87% average.

This course is similar to 521 Physics. It covers mechanics but moves at a faster pace and covers the concepts in greater depth. It is recommended for students with strong math skills and a career interest in science, engineering, technology, or a related field.

*Physics I Academic (521) Grade 12

Prerequisite: Minimum 70% average in Algebra I Academic.

Recommended: Minimum 70% average in Algebra II Academic.

This course is an investigation into the physical laws that govern the universe. It explores the relationships between matter, motion, and energy and builds a framework for understanding their relevance to everyday life. The focus of this course involves the study of classical Newtonian physics, which includes the concepts of velocity, acceleration, force projectile motion, work, energy, and momentum.

*Environmental Science Essentials (520) Grade 12

This course is designed to introduce students to concepts that apply to everyday living. It acquaints students with the environment and its resources, establishing a relationship between man and the environment. This course addresses pertinent environmental issues such as climate change, energy resources, biodiversity and conservation, human population trends, environmental health, and environmental issues within Palmerton. The student should develop a deeper appreciation of our environment and a sense of responsibility for its preservation.

*Environmental Science Academic (523) Grade 12

This course is similar to 520 Environmental Science. It covers the same concepts but with a stronger laboratory component and a heavier emphasis on data analysis. Basic math skills, such as calculating an average and percentage, creating a graph, etc., are required. Students who have taken Physical Science Essentials should have a minimum 90% average.

Science Electives

Additional sciences courses are recommended for students planning to pursue a career in science, engineering, health, or other STEM related fields.

*Earth and Space Science (500) Grades 9-12

This course is an overall view of the perspective of the earth's place in the universe and the dynamic force in continuous action on and within the planet, which are constantly changing its personality. Areas of study include geology, diastrophism, meteorology, astronomy, oceanography, and geologic history. The course emphasizes the students' understanding of the real world surrounding their everyday life.

* Biology II Honors (540) Grades 11-12

Prerequisites: Minimum 85% average in Biology I Honors, or 90% average in Biology Academic and successful completion of Chemistry I.

This course is designed for those who have an interest in pursuing a biology-related career or for those who have a strong interest in living things. We will be building on foundations that were taught in Basic and Honors Biology. Major areas of study will be dealing with energy and how it is used in living things, genetics, and evolution. Some time will also be spent on dissections, which will be a requirement. *This is a science elective and <u>does not</u> count as a science credit except for students who took Honors Biology I in grade 9.*

*Chemistry II Honors (543) Grades 11-12

Prerequisite: Minimum 85% average in Chemistry I Honors OR minimum 90% average in Chemistry I Academic OR recommendation from Chemistry teacher.

This is a sequential course following Chemistry I or Honors Chemistry I. It is intended for students who are planning to take chemistry beyond the high school level. Students are actively involved in the laboratory part of the course. Topics include acid/base chemistry, thermodynamics, molecular theory and bonding, gas laws, chemical periodicity, electrochemistry, and reduction/oxidation processes. *This is a science elective and <u>does not</u> count as a science credit except for students who took Honors Biology I in grade 9.*

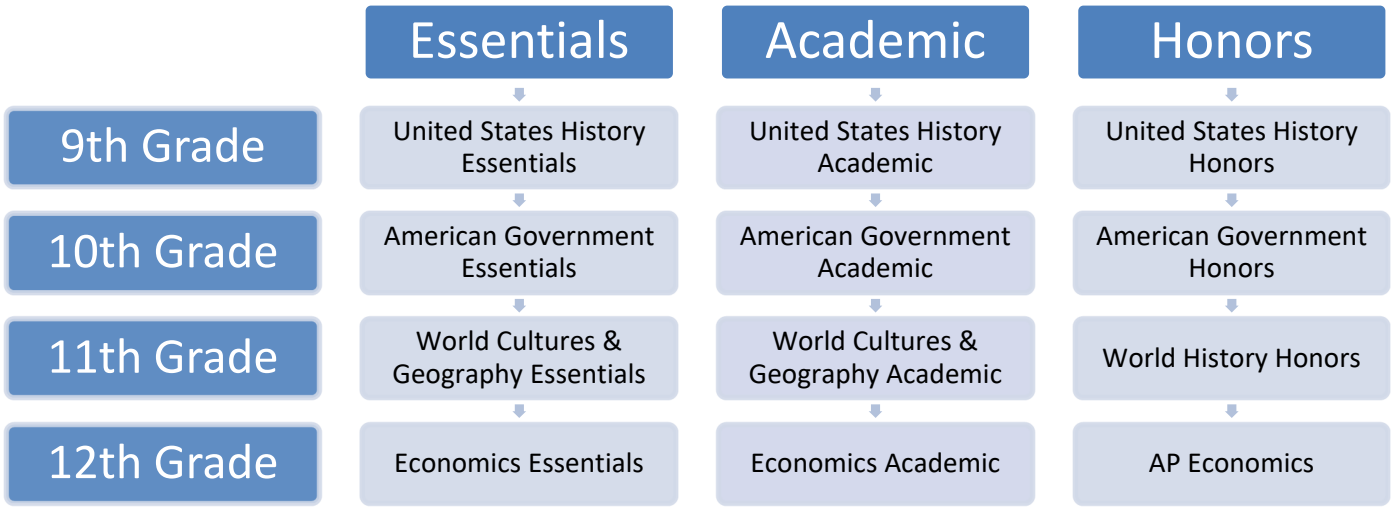
*AP Biology (516) Grades 11-12

Prerequisite: Minimum 85% average in Biology II Honors.

AP Biology is an introductory college-level course. Students cultivate their understanding of biology and science practices through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. *This is a science elective and <u>does not</u> count as a science credit.*

Social Studies

Students must select one of the required social studies courses each year. Additional selections may be made from the elective options.



*United States History Honors (204) Grade 9

Prerequisite: Minimum 93% in 8th Grade American Cultures

This course is a continuation of our study of our country's development. Students will gain insight into our country's political, social, cultural, and economic growth. The course begins at the turn of the 20th century and culminates with an examination of recent US history. This class involves more depth and/or projects. It is for highly motivated students. Students who take this course will have the individual option to take the Advanced Placement test in US History in the spring semester of their sophomore year to possibly earn college credit.

*United States History Academic (205) Grade 9

Prerequisite: Minimum 85% in 8th Grade American Cultures

This course is a continuation of our study of our country's development. Students will gain insight into our country's political, social, cultural, and economic growth. The course begins at the turn of the 20th century and culminates with an examination of recent US history. This is a more challenging class for the motivated student.

*United States History Essentials (200) Grade 9

This course is a continuation of our study of our country's development. Students will gain insight into our country's political, social, cultural, and economic growth. The course begins at the turn of the 20th century and culminates with an examination of recent US history.

*American Government Honors (216) Grade 10

American History Academic.

This course examines the origins, development, and functions of the American Government. The transformation of the government at the local, state, and federal levels and the responsibilities of its citizens are explored. The impact that government has had on recent American history will be investigated to evaluate how the government has evolved since its inception. Students should be highly motivated to learn in Social Studies and be willing to write essays. Students who take this course will have the individual option to take the Advanced Placement test in American History in the spring semester of their sophomore year to possibly earn college credit.

*American Government Academic (215) Grade 10

Prerequisite: Minimum 85% final grade in American History or 70% in American History Honors

This course examines the origins, development, and functions of the American Government. The transformation of the government at the local, state, and federal levels and the responsibilities of its citizens are explored. The impact that government has had on recent American history will be investigated to evaluate how the government has evolved since its inception. This is a more challenging class for the motivated student.

*American Government Essentials (210) Grade 10

This course examines the origins, development, and functions of the American Government. The transformation of the government at the local, state, and federal levels and the responsibilities of its citizens are explored. The impact that government has had on recent American history will be investigated to evaluate how the government has evolved since its inception.

*United States History Advanced Placement (202) Grades 11-12

Prerequisite: Minimum 90% in American History Academic AND in American Government Academic OR minimum 87% in American History Honors AND American Government Honors

The AP US History course focuses on developing students' understanding of American history from 1492 to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society) that students explore throughout the course in order to make connections among historical developments in different times and places. Students will have the opportunity to take the AP test for college credit.

* World History Honors (221) Grade 11

Prerequisite: Minimum 85% in American Government Honors OR minimum 90% in American Government Academic

World History is the story of the human community. It explores how people lived daily, how they shared ideas, how they ruled and were ruled, and how they fought. Students will also study conflicts, distinct societies, political systems, physical geography, culture, trade, and the quest for self-determination, the struggle for individual rights, technology, resources, and the pursuit of power over the course of modern history. This course gives a much more in-depth study of the history of the world we live in and will require students to evaluate the history of the world theoretically, conceptually, analytically, and collaboratively.

*World Geography and Cultures Academic (225) Grade 11

Prerequisite: Minimum 85% in American Government Academic OR minimum 70% American Government Honors

World Geography and Cultures is a social science that is global in nature. The course initially focuses on the physical and human geography of regions around the world. It also concentrates on the understanding and appreciation of cultures. Students will be studying history, traditions, economics, daily life, and the role of a particular region in the world today. This is a more challenging class for the motivated student.

*World Geography and Cultures Essentials (220) Grade 11

World Geography and Cultures is a social science that is global in nature. The course initially focuses on the physical and human geography of regions around the world. It also concentrates on the understanding and appreciation of cultures. Students will be studying history, traditions, economics, daily life, and the role of a particular region in the world today.

*Economics AP (234) Grade 12

Prerequisite: Minimum 85% in World History Honors OR minimum 90% in World Geography and Cultures Academic

This course includes the study of Economics focusing on basic concepts of production, distribution, and consumption and how they apply to the American mixed economy. In addition, different economic systems used throughout the world will be examined. Taxes and personal finance will also be introduced. This class is for highly motivated students. Students will have the individual option of taking an Advanced Placement test for possible college credit in the spring semester.

*Economics Academic (232) Grade 12

Prerequisite: Minimum 85% average in World Geography and Cultures Academic OR minimum 70% in World History Honors

This course includes the study of Economics focusing on basic concepts of production, distribution, and consumption and how they apply to the American mixed economy. In addition, different economic systems used throughout the world will be examined. Taxes and personal finance will also be introduced.

*Economics Essentials (230) Grade 12

This course includes the study of Economics focusing on basic concepts of production, distribution, and consumption and how they apply to the American mixed economy. In addition, different economic systems used throughout the world will be examined. Taxes and personal finance will also be introduced.

Social Studies Electives

*Current Events (245) Grades 9-10

This course is a study of events and issues that are in the news during the current semester. Students will examine national and international issues and events and their impact on us as American citizens. Students will be evaluated through individual and group assignments/projects. A research paper will be required.

*Civil/Criminal Law (240) Grades 10-11

This is an introductory course to personal and practical law and is designed to help prepare students to recognize and understand how the law works in the United States. This class will provide information and problem-solving opportunities to develop the knowledge and skills necessary in our litigious society. A study of the United States Constitution will be reviewed to understand our rights, liberties, and responsibilities. Civil Law will cover such topics as torts, consumer, family, and housing law. Criminal Law will cover such topics as causes, victims, crime classification, defense, and the justice process.

*Human Relations (242) Grades 10-12

This course gives students an opportunity to understand the complexities of human interactions and their applications in contemporary society. Topics examined may include communications, ethics, personal and organization values and attitudes, social structures, customs and more. Methods used in presenting this course may include debates, lectures, reading selections, discussions, projects, reports, and testing.

*American History on Film (250) Grades 10-12

Have you ever seen the movie *Hidden Figures*? How about *Forrest Gump*? Are these films really showing us the truth about the past or are they exaggerations by Hollywood? In *American History on Film*, students will view films that deal with various topics in American History and discuss their accuracy and importance. Examples of films to be shown are *The Alamo, Dances with Wolves,* and *42.* Students will be required to create written evaluations and conduct research on some of the topics and characters profiled in the movies. Regular attendance will be of the utmost importance since films will be viewed in class.

* History of American Popular Culture (252) Grades 10-12

This course is designed to serve as an introduction to the study and analysis of American Popular Culture and its ties to American History.
This course will explore how the events of American history have been reflected in the daily lives of American citizens through television, music, movies, clothing styles, and other trends or fads.

*American History in Sports (253) Grades 10-12

This course is designed to serve as an introduction to the study and analysis of sports and sporting events as they help shape the course of American History, This course will provide an opportunity to explore a broad range of sports subjects and how they impacted or mirrored American History. Examples include but are not limited to the following: impactful individuals such as Muhammad Ali, politicized sporting events like the Olympics, and the multibillion-dollar globalization of U.S. sports.

Humanities

Students will spend 30 school days in each of the three specified specials for Specials 9 and Specials 10.

*Specials 9 (901) Grade 9

Art: The student is exposed to the six basic elements of design, line, shape, and value, to allow the students to experiment with as many media as possible within the time frame. This fundamental course centers on materials and media usage, with numerous projects culminating with a year-end art exhibition of quality works.

Health: In this course students will become reflective and deliberate decision makers when it comes to situations involving human sexuality and wellness. Students will understand and respect the different ideas and values presented to them throughout the course. Students will recognize the types of pressures placed on adolescents to participate in sexual activity and understand the physical, mental/emotional, and social impact of such behavior. Furthermore, students will demonstrate several types of refusal skills in relation to sexual activity.

Physical Education: A variety of team activities will be offered on a seasonal basis. Outdoor games in the spring and fall stress participation, skill, sportsmanship, and team play. The winter portion of the program will emphasize volleyball and indoor games.

Specials 10 (902) Grade 10

Health: Topics covered in this course are: Mental Health, Suicide Awareness, Prescription Drug Use/Abuse, Over the Counter Drug (OTC) Use/Abuse, Tobacco/Nicotine products including E-cigarettes/Vaping, Alcohol Abuse, and Illegal Drug Abuse. Students will examine the impact that these topics have on individuals as well as society. Students will develop confidence when dealing with these topics to make lifelong positive decisions.

Physical Education: A variety of team activities will be offered on a seasonal basis. Outdoor games in the spring and fall stress participation, skill, sportsmanship, and team play. The winter portion of the program emphasizes volleyball and indoor games.

Music: The students will be introduced to various components of music to build an appreciation of music in their lives. An overview of various aspects of music relevant to today's youth is presented. Music of our culture and other cultures will be examined. Focus will also be placed on developing perceptive listening skills.

World Languages

Students may accelerate and take a world language during each semester, or they may elect to take both foreign languages.

Qualifications for Continuation in World Language Courses:

In World Languages classes, to pass from Level I to Level II and from Level II to Level III, students must obtain a grade of 70% or higher. To pass from Level II to Level III, students must have a 75% or higher. If less than the required grade is earned, students may be able to continue with the recommendation of their corresponding Level I or Level II teacher, in consultation with the guidance department, based on individual circumstances.

German

*German I (300) Grades 9-12

Prerequisite: *Minimum of a C+ average in 8th Grade English OR students must have a minimum of a B- average in English 9*

Emphasis on this level is placed on understanding and speaking the German language as it is written today. The vocabulary used is chosen for its usefulness and frequency of occurrence in everyday speech. Grammar study is limited to very basic concepts and structures. Students are introduced to cultural aspects of the language through cultural reading selections. Listening comprehension is strengthened using audio files which accompany the text. Writing is introduced using textbook and workbook exercises. Evaluation is written and oral.

*German II (310) Grades 9-12

Prerequisite: Successful completion of German I

Emphasis is placed on listening, speaking, reading, and writing. Students continue the study of German culture through various topics chosen for the age group. The second year improves the student's ability to use the language by increasing vocabulary and introducing new points of grammar. Supplementary reading materials are used. Evaluation is written and oral.

*German III (320) Grades 10-12

Prerequisite: Minimum 75% in German II AND/OR Teacher Recommendation

The skills of listening, speaking, reading, and writing continue to be developed. The students read and discuss selections from the textbook and supplementary materials. The major grammar concepts are strengthened and then applied in oral and written assignments. New points of grammar continue to be introduced. The students increase their understanding of the German culture through various activities. Evaluation is written and oral.

*German IV Honors (330) Grades 11-12

Prerequisite: Minimum 83% average in German III AND Teacher Recommendation from German III Teacher

The Honors German IV program is designed to challenge and enrich students who meet the entrance criteria for the course. The language skills of listening, speaking, reading, and writing are expanded. Grammar is reviewed throughout the course. Composition is expanded. Using supplemental readings such as short stories, magazine and newspaper articles, the student will express his/her ideas orally and in writing. Evaluation is accomplished by written and oral testing, the development of projects, and the presentation of projects and compositions. The expectations and materials presented in this course are more demanding in quality and quantity. *This course is a 1 credit, weighted course*.

Spanish

*Spanish I (301) Grades 9-12

Prerequisite: *Minimum of a C+ average in 8th Grade English OR students must have a minimum of a B- average in English 9*

Spanish I is designed to give the student an introduction to both, the Spanish language, and the Hispanic culture. Using a multimedia approach to learning, emphasis is placed on teaching basic grammar and vocabulary while general cultural information is covered within the academic content. All four language skills – listening, speaking, reading, and writing are explored.

*Spanish II (311) Grades 9-12

Prerequisite: Successful completion of Spanish I

Spanish II is a continuation and reinforcement of the skills taught in Spanish I, plus further development of new vocabulary and grammar, especially the use of past tense. Improving writing and speaking skills are highly encouraged.

*Spanish III (321) Grades 10-12

Prerequisite: Minimum 75% average in Spanish II AND/OR Teacher Recommendation.

Spanish III is a continuation and reinforcement of skills learned in Spanish I and II. Emphasis is on reading comprehension and new vocabulary thus encouraging conversation and self-expression. Reading selections include literature, poetry, topics of current interest and folklore of Spanish-speaking countries. Activities include original skits, short stories, and seasonal projects.

*Spanish IV Honors (331) Grades 11-12

Prerequisite: Minimum 83% average in Spanish III AND teacher recommendation from Spanish III teacher.

Spanish IV is a flexible program for students who have mastered the fundamentals of the language and are ready to apply their ability in a wide variety of subject areas. Themes of universal interest, as well as those pertinent to Spain and Spanish speaking countries, are explored. *This is a 1 credit, weighted course.*

Dual Enrollment

The following classes are taught at Palmerton High School by LCCC professors. The classes meet two days a week, just as a college class would meet. A student earns an elective, high school credit and can earn three college credits for each course. Tuition is charged by LCCC for the college credits. These courses are open to 11th and 12th grade students who are on track to graduate.

*Intro to Psychology DE (975A) Grades 11-12

This introductory course will provide students with an overview of the current body of knowledge and methods of the science of psychology. With an emphasis on empirical examination, the course focuses on the historical and contemporary foundations of psychology, cognition, emotions, learning, memory, consciousness, human development, biological bases of behavior, personality, psychological disorders, therapy, and social behavior. Emphasis will be placed on the application of psychology to diverse human endeavors and on students' ability to recognize and cope with uncertainty and ambiguity in human behavior. *Three college credits are earned. NOTE: Tuition will be charged.*

*Intro to Sociology DE (975L) Grades 11-12

This course introduces students to the scientific study of society. We examine the way our society is structured and the social inequalities that shape the lives of different classes, racial and ethnic groups, and genders. We explore how social institutions create these inequalities and how they teach us to understand and act in our world. We study some of the consequences of globalization for work, wealth, inequality, migration, and social change. *Three college credits are earned. NOTE: Tuition will be charged.*

*Speech Communication DE (195) Grades 11-12

This is an introductory course in the art of public speaking. The communication process is examined as a basis for developing the communication skills needed for becoming an effective speaker both in the classroom and in the real world. Speech preparation strategies, delivery methods, language, and visual aid use are studied. Preparation and delivery of a wide variety of speeches are central to the course. Developing strong communication skills for life and fostering confidence in one's speaking capabilities are reinforced. *Three college credits are earned. NOTE: Tuition will be charged.*