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**WEATHERLY AREA SCHOOL DISTRICT
2018-2019**

BOARD OF EDUCATION

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ADMINISTRATION

Mrs. Teresa Young Superintendent
Mr. Anthony Despirito Pre-K-12 Principal
Mr. Jeremy Stetler Pre-K-12 Vice Principal

HIGH SCHOOL ADMINISTRATION

Mr. Anthony DeSpirito, Principal Pre-K-12

Mr. Jeremy Stetler vice principal Pre-K-12

GUIDANCE DEPARTMENT

Mrs. Sarah Minnick

HIGH SCHOOL TEACHERS

Art	Mrs. Denise Stadnik
Business Education	Mr. Robert Boock
Computer Technology	Mr. James Pino
English	Mrs. Maria Whitley
	Mrs. Sarah Peterlin
Family & Consumer Science	Miss Bobbi Ann Kufro
Foreign Language	Mrs. Gina Dinko
Health & Physical Education	Mrs. Tracy Earhart
Health Services	Mrs. Rebekah McFadden
Mathematics	Mrs. Heather Katchur
	Mrs. Jamie White
Music	Mr. Daniel Derflinger
Online Instructor & Gifted	Dr. Katie Leach
Science	Mrs. Lori Rodgers
	Mr. Timothy Shiplett
Social Studies	Mr. Brian Kaminski
	Mr. Shane Moran
Special Education	Mr. Scott Zoscin
	Mrs. Nicole Groblewski
	Mrs. Jeniemarie Farrow
Technology Education	TBA

GRADUATION REQUIREMENTS

Graduation from Weatherly Area High School must be in accordance with the graduation standards established by the Pennsylvania Department of Education and the Weatherly Area School District Board of Education.

1. A student must satisfactorily complete a minimum of 27 credits during grades 9-10-11-12.
2. Students must obtain credits in these areas as part of the 27:
 - a. ENGLISH 4.0 (1 credit in each grade 9-12)
 - b. SOCIAL STUDIES 4.0 (1 credit in each grade 9-12)
 - c. MATHEMATICS 3.0 (1 credit in any grade 9-12)
 - d. SCIENCE 3.0 (1 credit in any grade 9-12)
 - e. PHYSICAL ED. 2.0 (1 credit in any grade 9-12)
 - f. HEALTH 1.0 (1 credit in grade 10)
 - g. ELECTIVES 7.0
 - h. MUSIC, ART, FAMILY & CONSUMER SCIENCE, AND TECHNICAL EDUCATION 3.0 (1 credit in any grade 9-12)

Any student failing two major subjects **MUST** attend a summer school program approved in advance by the high school principal. Any student failing three major subjects is not eligible for summer school and must repeat the grade.

- Minimum % Grade required for earned credit (numerical answer) -**70.00**
- 9th grade Biology will be a blocked class lasting two periods long per day. Students will earn 2 Science credits their Freshman year.
- 9th graders will have an option to take Algebra II or Modern Geometry. If they had Algebra II in 9th, they need to take Modern Geometry in 10th.

Satisfactory completion of an IEP shall also constitute adequate proficiency of student performance outcomes for special needs students.

Starting with the Class of **2019**, The Keystone State Exams are a graduation requirement. Each student is required to pass the Keystone Algebra I, Biology, and Literature exams provided with a score of “proficient” or “advanced”.

NONBINDING NOTE

This booklet describes all courses contained in the Weatherly Area High School program of studies. However, not all courses may be offered during one 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.

The school reserves the right to cancel or postpone courses for which insufficient enrollment, lack of physical facilities, or unavailability of teaching personnel necessitates such action.

SCHEDULE CHANGES

The Guidance Counselor will handle errors, conflicts, omissions and additions to students' schedules as soon as possible after the opening of school. Schedule changes will be made only for valid educational reasons. Change requests must be accompanied by teacher recommendation, counselor recommendation and written agreement of the parent. A student may be placed in an appropriate substitute class. Deadlines for schedule changes will be within the first 10 days of the 1st marking period. **No changes will be made after the 10th day of school unless initiated by a teacher recommendation.**

Dear Parents/Students:

The Weatherly Area High School guidance office schedules students' courses in the spring of each year. This Curriculum Planning Guide has been designed to enable the student and parents to cooperatively examine the courses that will be offered during the next school year.

The course selection process is one of the most critical areas you will encounter in your educational career. The decisions you make today may have impact on your future. For those reasons we encourage you to review this guide carefully and to make decisions only after all of your questions have been answered. You should pay particular attention to the area entitled Graduation Requirements in the Program of Studies to ensure that you are pursuing a course of studies which will culminate in high school graduation.

The approval of each student's schedule is the parent's responsibility and as such, parents are encouraged to contact Mrs. Sarah Minnick, Guidance Counselor, at (570) 427-8521 for a telephone conference if they have questions.

It is your education, what you put into it is what you will get out of it. Please take advantage of what Weatherly Area High School has to offer you as you prepare for your future.

Sincerely,

A handwritten signature in black ink that reads "Anthony DeSpirito". The signature is written in a cursive style with a large initial 'A' and a long, sweeping underline.

Anthony DeSpirito
Principal

Dear Parents/Guardians and Students:

I would like to express how much I am enjoying my position at Weatherly High School. The students are an absolute pleasure to work with. It has truly been a rewarding and wonderful experience thus far. With that said, one of the most important activities of the school year for every student is the annual selection of subjects/classes that they will take each year. This selection should be completed together by not only the student and parents/guardians, but also the individual teachers and guidance personnel. This process is important and should be taken seriously because the selection will be the basis of the student's full year of academic study as well as the amount of correct and completed credits accumulated towards graduation.

Prior to the subject/class selection process, we ask all to consider this information carefully so the proper choices can be made. Two important questions should receive attention before any course selection is made:

1. After considering my own abilities, interests and limitations, what do I think I may want to do after high school?
2. What are the most appropriate subjects/classes that I can take in high school to work towards and accomplish this?

Also, in finalizing your schedule, please do so carefully. Changing subjects once the school year begins is not encouraged due to the negative effect it can have on the start of the student's school year and overall academic program during their high school career. Please choose your subjects wisely. Thank you.

Respectfully,



Sarah K. Minnick
Guidance Counselor

Mission and Belief Statements

The mission of the Weatherly Area School District, in partnership with family, business and community, is committed to providing academic excellence in an educational environment that nurtures responsible, contributing citizens in a changing society. Such citizens can shape a nation.

Belief Statements

1. **We believe** that education is one of the most important influences on individuals and their roles in the global society.
2. **We believe** that educational change through ongoing staff development is necessary to meet the many challenges occurring in our society.
3. **We believe** that learning is a lifelong process that should begin with the family, and be encouraged and nurtured through the partnership of parents, students, administration, teachers, staff, businesses and community members.
4. **We believe** that the “whole child” can be nurtured in these developmental areas: *Emotional, Social, Physical, Intellectual, Creative, Ethical, and Aesthetic.*
5. **We believe** that our schools should provide a safe learning environment that offers security, understanding, acceptance, respect, and direction from caring adults.
6. **We believe** every individual had intrinsic worth and value.
7. **We believe** every individual should be sensitive to the diversity of others.
8. **We believe** every student has talents, skills, and gifts; high expectations for each student should be the foundation of the educational process fostering the student’s personal best.
9. **We believe** all students should develop life skills appropriate to their potentials.
10. **We believe** that a positive educational environment can enable every student to become a caring, responsible individual, who will care for himself/herself, each other and the community.
11. **We believe** it takes a whole community to educate a child.
12. **We believe** that all students will learn to communicate effectively, problem solve, develop higher level thinking skills, collaborate, and use technology efficiently.

**ALL COURSE OFFERINGS DEPEND UPON
AVAILABILITY OF STAFF AND STUDENT REQUESTS**

NINTH GRADE

The curriculum for all ninth grade students is designed to provide each student with a broad range of skills. All ninth graders take the same core subjects.

REQUIRED NINTH GRADE SUBJECTS ARE:

Academic English I, Academic Honors English I, or English I

U.S. History

Biology I

Algebra IA, Algebra IB, Algebra II, Algebra II Honors, Modern Geometry, Mod. Geometry Honors, or Integrated Math

2 Electives

Electives are:

Spanish I

Chorus, Band or Guitar

Technology Education

Fine Arts

Family & Consumer Science

Computer Technology

TENTH GRADE

TENTH GRADE SUBJECTS ARE:

English II, Academic English II, Academic or Honors English II

World History

Algebra IB, Algebra II, Modern Geometry, Modern Geometry Honors, or Integrated Math II

Health

Chemistry/Earth Science or Chemistry I

Electives are:

Spanish II

Family & Consumer Science

World of Work/Food Science

Computerized Accounting

Film Studies

Fine Arts or Advanced Fine Arts

Desktop Publishing & Advanced Microsoft Office

Graphic Design & Multimedia

Technology Education or Advanced Tech Ed

Computer Applications Using Microsoft Office

Adult Roles

Chorus, Band or Guitar

Web Page Design

ELEVENTH GRADE

ELEVENTH GRADE SUBJECTS ARE:

English III, Academic English III or Academic Honors English III
Law and Society, International Studies, or Economics
Algebra II, Pre-Calculus, Pre- Calculus Honors, Statistics & Probability or
Consumer Math
Physics I or Chemistry I

Electives are:

Spanish III	Chorus, Band or Guitar
Family & Consumer Science	Technology Education or Advanced Tech Ed
World of Work/Food Science	Fine Arts or Advanced Fine Arts
Adult Roles	Computer Applications Using Microsoft Office
Parenting	Film Studies
	Desktop Publishing & Advanced Microsoft Office
	Graphic Design & Multimedia
	Web Page Design
	Computerized Accounting
	Computer Programming
	Physical Education

TWELFTH GRADE

TWELFTH GRADE SUBJECTS ARE:

English IV, Academic English IV or AP English
Dual Enrollment**
Consumer Math, Pre-Calculus, Calculus, Calculus Honors, or Statistics/Probability
Chemistry II/Physics II, Environmental Science, Human Anatomy & Physiology
Physics, or AP Chemistry
International Studies, Economics, World History Honors or Fundamentals of Marketing

Electives are:

Spanish IV	Chorus, Band or Guitar
Family & Consumer Science	Technology Education or Advanced Tech Ed
World of Work/Food Science	Fine Arts or Advanced Fine Arts
Adult Roles	Computer Applications Using Microsoft Office
Parenting	Desktop Publishing & Adv. Microsoft Office
AP Music Theory	Physical Education
Film Studies	Graphic Design & Multimedia
	Web Page Design
	Computerized Accounting
	Computer Programming

****Upon guidance counselor approval - please see page 19 for descriptions**

CARBON CAREER & TECHNICAL INSTITUTE

Ninth grade students, who choose the vocational-technical program in their 10th grade year, complete the regular 9th grade curriculum at Weatherly Area High School.

All academics are at Weatherly Area High School. Vocational Technical classes are offered at Carbon County Technical Institute.

CCTI GRADUATION REQUIREMENTS

Graduation from Weatherly Area High School must be in accordance with the graduation standards established by the Pennsylvania Department of Education and the Weatherly Area School District Board of Education for CCTI students.

1. A student must satisfactorily complete a minimum of 25 credits during grades 10-11-12.
 2. Students must obtain credits in these areas as part of the 25:
 - a. ENGLISH 4.0 (1 credit in each grade 9-12)
 - b. SOCIAL STUDIES 2.0 (1 credit in any grades 9-12)
 - c. MATHEMATICS 3.0 (1 credit in any grade 9-12)
 - d. SCIENCE 2.0 (1 credits in any grades 9-12)
 - e. PHYSICAL ED. 1.0 (1 credit in any grade 9-12)
 - f. HEALTH 1.0 (1 credit in grade 10)
 - g. ELECTIVES (shop area) 12.0 (3 credits in each grade 9-12)
- **Any student who decides to attend CCTI full time, will still have the opportunity to graduate with Weatherly Area, as a Weatherly student upon completion of the CCTI credit/graduation requirements. If they choose to attend CCTI full time, the student must decide where they are going to graduate at the beginning of their senior year.**
 - **Any student who attends CCTI, but returns to Weatherly as a full time student must then complete Weatherly High School's required amount of full time credits in addition to the credits they have already earned at CCTI in order to graduate.**

INTRODUCTION TO INFORMATION TECHNOLOGY OCCUPATIONS

This one-semester course provides an opportunity for high school students to gain knowledge and skills in the area of Information Technology exploring it from both the business and technical aspects. Students will be exposed to core level certification programs such as A+, Net+ and others which are widely sought and accepted in the workforce. Classes will be structured to represent real world situations using experiential, individual, and team-based learning. Intel-based hardware and MS Windows operating systems are utilized.

Students will be exposed to local and regional career opportunities, including Pencor and other local and regional businesses. In addition, articulated postsecondary educational options at Lehigh Carbon Community College and other institutions will be reviewed as career pathways for students.

This course will be offered during the 2018-2019 school year at home high schools that request it. As it has done with the Electronics/Electrical program, CCTI will provide the instructor, necessary materials, and computer workstations as necessary. The course can be tailored to fit block or single period scheduling, but it must be a two-hour daily duration. Credit will be awarded by the home high school, based on time.

This course is recommended only for those junior and senior students who have successfully completed Algebra I and II.

INTRODUCTION TO ELECTRONICS AND ELECTRICAL OCCUPATIONS

This one-semester course provides an opportunity for high school students to gain knowledge and skills of the basic circuitry upon which the electronics and electrical industries are based. Through a variety of classroom and laboratory activities, students will experience practical applications of scientific principles which translate into the high technology so abundant in our society today. Equally important, students will be exposed to local and regional career opportunities. Each student will receive a tour of the Tobyhanna Army Depot (a major electronics network facility in Monroe County) and an electrical-related business location (Hayden Electric in Hazleton). In addition, articulated postsecondary educational options at Lehigh Carbon Community College and other institutions will be reviewed as career pathways, for students.

This course will again be offered during the 2010-2011 school year at home high schools that request it. CCTI will provide the instructor, necessary materials, and all equipment. The course can be tailored to fit block or single period scheduling, but it must be a two-hour daily duration. Credit will be awarded by the home high school, based on time.

This course is recommended only for those junior and senior students who have successfully completed Algebra I and II, recognizing that a solid mathematics background is essential to both the electronics and electrical career fields.

CCTI POST SECONDARY OPPORTUNITIES

Students can earn **FREE** college credits while attending CCTI. CCTI has partnered with post secondary institutions, providing articulation credits (college credits).

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 college, or a four-year college program. Having earned articulation credits will save time and money. Articulation credit is absolutely **FREE**.

Articulation Credits are received through an agreement between CCTI and a postsecondary 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 many more.

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

HOMEBOUND INSTRUCTION

Homebound instruction must be approved by the superintendent or his/her designee. The homebound instruction request form must be completed by the parent and submitted prior to the commencement of homebound. This form includes a physician's statement which provides a diagnosis description and a recommendation by the physician for homebound instruction.

VIRTUAL ONLINE EDUCATION

***A high degree of independent work is necessary. Permission from the high school principal and guidance counselor is required. If a course is completed prior to the end of the school year, the student will be assigned a study hall.**

Virtual online education is available for students in grades 9-12 as additional core course offerings not offered at Weatherly Area High School. Courses are offered in the core areas of: Social Studies, Mathematics, English, Science, Foreign Language and Business Education, but there are electives as well. For a specific list of courses offered, please refer to *The Keystone School*; www.keystoneschoolonline.com or info@keystoneschoolonline.com. Students may participate for enrichment purposes or graduation credit requirements. This mode of education incorporates virtual instructors and technology. Students will be monitored by a learning facilitator in a learning lab. Students should have access to the internet at home, or have opportunity to access the internet at a location outside of school. Students may stay after school to work online. **No changes will be made after the tenth day of school unless initiated by a teacher recommendation.**

ENGLISH AS A SECOND LANGUAGE (ESL)

English as a Second Language (ESL) program for the High School is a scope and sequence that builds and develops linguistic proficiency for non-native English speakers. All students are assured a high quality English linguistic learning experience based on the six language skills: listening, speaking, reading, writing, critical thinking/learning strategies, and culture.

MULTIPLE DISABILITIES SUPPORT (MDS)

The MDS program is a 9-12 grade classroom. A functional curriculum is provided for students with varying disabilities. Students learn life skills such as cooking, pre-vocational skills and budgeting for the future. This classroom also works in collaboration with the general education curriculum.

SPECIAL EDUCATION

Special Education services are available for students who are identified as being exceptional and in need of specially designed instruction in accordance with federal and state special education regulations. Special education programming is comprised of a continuum of services that maximize the intent to remain in a regular education classroom. Students are placed in a program that will best meet their academic, personal and/or emotional needs.

The purpose of the learning support program is to maintain, support, and strengthen students' academic and social abilities. During the evaluation process, the multi-disciplinary team identifies strengths and needs of each student and, if eligible, an Individualized Education Program (IEP) is developed. The IEP is designed to meet student's individual needs such as: ability level, rate of learning, or vocational training. The learning support program will follow the school's general education curriculum. Emphasis is placed on the acquisition, reinforcement and retention of basic skills through supporting or supplanting particular subject area(s) as assessed through the evaluation process.

If a student is eligible and in need of special education services other than what the learning support program offers, the school district may recommend placement in an alternate program. Other educational options may include emotional support, life-skills or autistic support.

HONORS/AP (ADVANCED PLACEMENT)

Gifted and high potential students may also be invited to participate in Honors and Advanced Placement (AP) courses at the high school. These programs are conducted in the areas of English, science, social studies and mathematics. Honors and AP programs have different content that is more complex and demanding. The student objectives, activities and resources used may differ. Due to the demands of these courses, weighted grades are used to acknowledge student achievement. In order for students to receive the weighted grade they must take the AP

test. Finally, the AP programs follow the College Examination Board standards and the required AP test is recognized by most colleges and is used to determine placement in their programs.

HONORS COURSES

The Weatherly Area High School offers AP**, Dual Enrollment and Honors courses. Since these classes entail more rigorous academic work, the grade the student receives will be weighted 5% at the end of each semester. For example: if a student receives a 96% final average in an Honors class their final weighted grade will be 101% ($96 \times .05$). Class rankings are based on percentage points so that a student who takes a more rigorous Honors course and does well will have a higher percentage. Regular classes will count the regular percentage a student receives.

NCAA ELIGIBILITY CENTER

The NCAA, an organization founded in 1906 that has established rules on eligibility, recruiting, and financial aid, regulates many college athletic programs. The NCAA has three membership divisions – Division I, Division II, and Division III. Institutions are members of one or another division according to the size and scope of their athletic programs and whether they provide athletic scholarships.

If you are planning to enroll in college as a freshman and you wish to participate in Division I or II athletics, you must be certified by the NCAA Initial Eligibility Center. The Center was established as a separate organization by the NCAA member institutions in January 1993. The Center ensures consistent interpretation of NCAA Initial Eligibility requirements for all prospective student-athletes at all member institutions.

Students should apply for certifications during the summer prior to their senior year if you are sure you wish to participate in athletics at the college to which you will be admitted. The Center will issue a preliminary certification report when you have had all your materials submitted. After you graduate, the Center will review your final transcript to make a final certification decision according to the following NCAA standards.

DIVISION I & II

Requirements:

- Satisfy high school graduation requirements;
- Have a grade-point average of a C or higher in 16 core academic courses** completed between 9th grade through 12th grade; and
- Must achieve a 68 (sum of scores on the four individual tests) on the ACT, or an 820 on the SAT. (Note: The highest scores achieved on the verbal and mathematics section of the SAT or the highest scores achieved on the four individual tests of the ACT may be combined to achieve the highest scores)

Required High School Core Courses:

- At least 4 years of English;
- At least 3 years of math (at the level of Algebra I or above);
- At least 2 years of natural or physical science (including 1 lab course, if offered by any high school attended by the student);
- At least 1 year of additional courses in English, math or natural or physical science;
- At least 2 years of social science; and

- 4 additional academic courses in any of the above area, or foreign language, philosophy or non-doctrinal religion.

** Only courses that satisfy the NCAA definition of a core course can be used to calculate your NCAA GPA. No special values are allowed for “+” or “-“ grades and no course carries a weighted value.

DIVISION III

The above mentioned requirements currently do not apply to Division III Colleges, where eligibility for financial aid, practice, and competition is governed by institutional, conference, and other NCAA regulations.

For more information about the NCAA initial-eligibility requirements, please refer to the NCAA Website at www.ncaa.org.

COURSE DESCRIPTIONS

Recommended Grade Levels Are Indicated

ART

The following art courses are electives:

FINE ARTS I **Grades 9, 10, 11, 12** **1 credit**

The Fine Arts program is designed for the student who is sincere in his/her desire to expand his/her basic art knowledge obtained in the Elementary/Middle School Art program. A firm foundation will be formed based on the elements and principles of design. Student skills will be strengthened, and techniques expanded upon throughout assignments in a wide variety of media. Students will be required to do a weekly sketchbook assignment. Also, a short research paper will be a requirement as part of a project.

ADVANCED FINE ARTS **Grades 10, 11, 12** **1 credit**

***A grade of 85% or better in Fine Arts to take Advanced Art.**

These courses include review and expansion of those skills developed in the previous Fine Arts I course. These courses are designed for the advanced student who wishes to pursue further interests in the Arts. Focus will be on different artists and art movements, reflecting on their own artwork and the work of others through art criticism, as well as, producing artworks. Students will be required to do sketchbook assignments and regular class assignments. Students will work on preparing a portfolio for admission to an art school. Also, a short research paper will be a requirement as part of a project.

FILM STUDIES **Grades 10,11,12** **1 credit**

Students taking International Business will recognize how business is conducted on a global basis. The future of the United States rests on how it can trade with the world. You will examine how business practices differ in other countries.

INTRODUCTION TO BUSINESS Grades 9, 10, 11, 12

1 credit

This is an introductory course for the student who is interested in the world of business. Students taking this course will discover how business is conducted on a daily basis. Students will identify the 4 “P’s” of business, what documents are necessary to facially run a business, and understand the concept of needs and wants.

COMPUTER SCIENCE

The following computer courses are electives:

COMPUTER APPLICATIONS Grades 9, 10, 11, 12

1 credit

Computer Applications is a course where students learn to use the features of Microsoft Office 2010, as well as the “Google Suite” of online programs. Students will gain functional experience with programs such as Microsoft Word, Excel, PowerPoint, Access, Docs, Sheets, Forms, and Slides. The course will give them a solid foundation in the basic features of each program.

Students will learn to use the word processing features of Microsoft Word and Google Docs to create business letters, memos, book reports, and short research reports. Students will learn to use Microsoft Excel and Google Sheets to create spreadsheets and charts for a variety of business related projects. PowerPoint and Google Slides will allow students to create multimedia presentations. Students will learn to add text, clipart, transitions, sounds text effects, and animation. Students will be required to give both individual and group presentations in front of the class. Students will learn to plan, organize, create, and maintain databases within Microsoft Access. They will create tables, forms, reports, and queries. Students will also complete some projects requiring them to integrate MS office applications. Students will examine the basic features of Google Forms and explore the importance of data collection through a variety of means.

Throughout the course students will be required to use the Internet to research information and obtain graphic images. They will work on projects that will require them to use research skills, interact with their peers, and work cooperatively with their classmates. Students will create a portfolio of their work.

WEB PAGE DESIGN

Grades 10, 11, 12

1 credit

Students will learn to create websites using the program Adobe Dreamweaver. Students will learn to create web pages using a project-oriented approach. Students will learn to add text and lists, create hyperlinks, add graphics, Dynamic Effects components, tables and frames to make web pages visually appealing. Advanced features using DHTML and JavaScript, themes, and forms will be covered. Students will also learn to use the program Adobe Fireworks to modify graphic images to be used in their websites.

Students will also learn to use the program Adobe Flash to add animation and movie clips to a website. Frame by frame, shape and motion tweening animations and movies will be covered.

Throughout the course students will work on individual and group projects that will require them to use creativity, problem solving, and cooperation to be successful. Students will be asked to create multi page websites for a variety of real world applications, and create a portfolio of their work.

**GRAPHIC DESIGN &
MULTIMEDIA**

Grades 10, 11, 12

1 credit

This course will require students to use popular multimedia and graphic design software like Adobe Illustrator, Adobe Photoshop, Adobe Premiere, MovieMaker, and SketchUp. Students will begin by learning to use the program Adobe Illustrator to create various forms of artwork by using the program's drawing and editing tools. Students will create original artwork, product advertisements, product drawings, cartoons, and other creative projects.

Students will use Adobe Photoshop to create artwork and to modify and enhance photographs. Students will obtain photos from the Internet, scanners, and digital cameras. They will then use Photoshop's features to enhance the photographs. Students will work on a variety of projects including creating photo albums, collages, CD covers, book covers, advertisements, posters, and other photo projects. Students will complete some projects using Google SketchUp.

Students will then work with video editing on a computer. Through the use of collaborative projects, students will use a camcorder to capture video. They will then use the computer to edit the video, add titles, record sound, add transitions, and add special effects to create a more professional video. Students will use Windows MovieMaker and Adobe Premiere.

Students will then progress into the area of multimedia. Sound effects, music, synthesized speech, and recorded speech will be covered. Students will learn how to combine drawings, photographs, sound, music, animation, movies, and interactivity into multimedia presentations.

**DESKTOP PUBLISHING &
ADVANCED MICROSOFT OFFICE/GOOGLE SUITE**

Grades 10, 11, 12

1 credit

Students will learn to create professional quality documents using a variety of programs including Printshop Deluxe, Adobe Indesign CC, Smartdraw, Microsoft Visio, Microsoft Publisher, Microsoft Word, Excel, Access and Powerpoint.

Using a program like Printshop Deluxe, students will create cards, invitations, flyers, appointment cards, business cards, banners, calendars, certificates, announcements, agendas, labels, and work on collaborative projects.

Students will move on to Microsoft Word, Publisher and Adobe Indesign where they will create brochures, newsletters, advertisements, business forms, product catalogs, training manuals, and multipage reports.

ENGLISH

ENGLISH I

Grade 9

1 credit

Ninth grade English is designed for students entering technical or business schools, two-year community colleges or entering the workforce. Students will study a variety of communication skills. Emphasis will be placed on basic writing skills and correct usage as well as tech-prep skills. Students will also study a variety of literature.

ACADEMIC ENGLISH I

Grade 9

1 credit

This course is designed to start ninth grade students on an academic track towards a post-secondary school education. In an integrated grammar approach, students will explore mechanics, parts of speech and word usage to employ in speaking and writing. They will complete extensive vocabulary work geared for college-bound students.

Literature studies will focus on short stories, nonfiction, poetry, and drama. Drama studies will include Thunder on Sycamore Street, as well as shorter modern plays, time allowing. Independent and group readings will be required. In addition, organizational skills to further individual competency and responsibility will be emphasized.

ACADEMIC HONORS ENGLISH I

Grade 9

1 credit

***Eighth grade teacher permission/approval is required in order to take this course.**

This course is designed to start exceptional ninth grade students on an accelerated academic track throughout high school and onto college. Grammatical skill building through intensive writing activities will be emphasized. Students will follow an accelerated course of vocabulary for college-bound students.

Literature studies will focus primarily on short stories, non-fiction, drama, and poetry and/or novels as additional readings. The study of poetry will include format, literary devices, poetic meaning, and composition of original poems by students. Individual and personal responsibility will be emphasized with regards to assignments and class work. Drama will focus on Greek theater as well as more modern plays. Students will be encouraged to become more self-sufficient.

ENGLISH II

Grade 10

1 credit

Tenth grade English is designed to meet the needs of students interested in attending a technical or business school, two year college degree programs or directly entering the workplace. This course will enhance and develop communication skills needed in today's workplace. Written and

verbal skill improvement will be covered. Short stories, drama, and poetry will be the literature focus. Vocabulary development will also be an important part of this course.

ACADEMIC ENGLISH II

Grade 10

1 credit

This course is designed to expand academic skills introduced in ninth grade and to refine and extend them. Course work will review grammar essentials, introduce an extensive work on sentence and paragraph structures. Vocabulary development will continue for use in reading and writing.

In literature, intense emphasis on analyzing and interpreting literary devices. Several short stories will be read, analyzed and discussed. Drama studies will encompass a variety of plays from many formats.

ACADEMIC HONORS ENGLISH II Grade 10

1 credit

***Teacher permission/approval is required in order to take this course.**

This course continues the accelerated academic track that was begun in Honors English I. In an integrated grammar approach, students will explore in-depth writing. Students will practice writing compositions in all three styles, and continue an accelerated course of vocabulary for college-bound students.

Literature studies will focus on the short story and drama. Points of study will include all literary devices. Drama will include extensive study of Shakespearean theater. Drama will include extensive study of Romeo and Juliet, including role playing and dramatic reading, with the opportunity to read an additional play, time allowing. Independent and group work will be required. A substantial amount of independent reading will be required, including simultaneous in-class and at-home readings, and self-sufficiency with regards to assignments and homework will be expected.

INTEGRATED ENGLISH III

1 credit

Students will be covering the standards set forth by the state of Pennsylvania for English Language. This course will include units of vocabulary, drama, writing, short story and novel study. Students will be assessed by means of quizzes, tests, classroom assignments, writing and formal assessments. Students will be prepared for the rigors of standardized testing. This course will meet the needs of diverse classrooms and create supportive learning environments for a range of learning styles.

ENGLISH III

Grade 11

1 credit

This standard 11th grade course includes units of grammar, drama, vocabulary, the American novel, reading and writing poetry, and the short story. *The Crucible* and *The Great Gatsby* will be read and studied as full works. Writing throughout the course will focus on literary analysis, creating writing assignments, and occasional research projects. Students will prepare and deliver

informational presentations, engage in small and large group discussions, and participate in dramatic readings.

**ACADEMIC HONORS
ENGLISH III**

Grade 11

1 credit

***Teacher permission/approval is required in order to take this course.**

This 11th grade accelerated course is intended for students who have completed Honors English II and who have the recommendation of their Honors English II teacher to continue in the Honors track of English studies. Content will include all of the above mentioned for English III, with a more demanding pace, additional independent readings and assignments, and longer written pieces. Authors studied will be covered more thoroughly, with additional readings. Students will be expected to have the time management and organizational skills necessary to succeed in a faster-paced, more academically demanding course.

ENGLISH IV

Grade 12

1 credit

This standard 12th grade course covers a broad range of British and World Literature, addressing the archetypal themes of hero/anti-hero, including units of study on Shakespeare, Greek and Roman Mythology, the Arthurian legend, and Sir Arthur Conan Doyle's Sherlock Holmes works. American novel *The Catcher in the Rye* and Shakespeare's *Hamlet* will be studied as complete works. Vocabulary will be drawn from the literary works. Students will participate in small and large group discussions, group and independent projects, presentations, and dramatic reading. College essay writing, personal essays, journaling, and creative writing will be covered.

ACADEMIC ENGLISH IV

Grade 12

1 credit

Academic senior students will focus on skills needed for collegiate success. A study of vocabulary for college-bound students continues in this course. Grammar and mechanics will be integrated into reading and writing. Writing units will focus on planning, outlining, writing and editing all forms of discourse. Particular emphasis is placed on the planning and writing of responses to college-type essay questions.

Literature study focuses on Greek Mythology and English literature and examples of short stories, essays, poetry, etc. will be read from the Anglo-Saxon, Medieval, Renaissance and Romantic eras. Shakespearean theatre and drama studies will include extensive work on Macbeth or Hamlet. Two group and/or individual writing assignments will be based on English novels and plays. This course will also cover the growth of the English language in Pre-English, Old English, Middle English and Modern English Stages. Modern English writers to be studied include D.H. Lawrence, H.G. Wells, Saki, and Somerset Maugham, as well as the American novel *The Catcher in the Rye*.

**AP ENGLISH: LITERATURE
AND COMPOSITION**

Grade 12

1 credit

***Teacher permission/approval is required in order to take this course. Completion of summer reading assignments required for admittance to course.**

This college-level 12th grade course is intended for students who have completed Honors English III and have the recommendation of their Honors English III teacher. This course engages students in the careful reading and critical analysis of college-level literature, including works from various genres by British and American authors from the 16th century to the present. Students will be expected to read extensively and critically, both in class and out, and to write frequent essays focusing on the critical analysis of literature. Students should be aware that the reading and writing assignments will be numerous and demanding.

Preparation for the spring AP English Literature & Composition exam will be the major focus of the course. The exam itself is a four-hour test, requiring critical analysis of previously unseen literary pieces and three critical essays written on the spot.

Successful completion of a pre-course assignment over the summer before 12th grade is required for admission to the first day of class. Failure to complete the summer assignment will result in reassignment to another 12th grade English course. Students will be expected to possess organizational, time management, and self-motivational skills in order to keep up and succeed in this college level course.

FAMILY AND CONSUMER SCIENCE

The following Family and Consumer Science courses are humanities or electives:

FAMILY & CONSUMER SCIENCE Grade 9, 10, 11, 12

1 credit

This is a one-credit course covering the following areas of instruction: life skills, nutrition and wellness, food preparation, meal planning, families and relationships, conflict resolution, personal development, and decision making. Grades are based on unit tests, homework, class participation, and individual and group projects. A community service class project is also part of the curriculum. Teaching aids include activities, projects, videos, computer programs, and a textbook. This class helps you understand yourself and the world around you.

PARENTING**Grades 11, 12****1 credit**

This course is an in depth study of the decision to become a parent, pregnancy, prenatal care, birth defects, the months of fetal development, the birth process, and the baby's first twelve months of life. The course is based on a textbook and supplemented with videos, resource people, field trips, child observations, and practical applications. This course is a good prerequisite for anyone who plans to someday be a parent, a daycare worker/operator, or has an interest in how they developed themselves.

**WORLD OF WORK/
FOOD SCIENCE****Grades 10, 11, 12****1 credit**

World of Work is a one semester course which provides students a chance to explore different career fields. Students have an opportunity to develop basic employment skills required of all beginning workers. Areas of instruction include personal and career development, the employment process, communication, and interpersonal skills, resume and cover letter development, as well as interviewing practice. Each student will complete a personal portfolio in the quest of figuring out who they are and what place they have in the workforce. This class helps you to realize who you are and provides direction.

The primary focus of Food Science is to prepare students to be comfortable in the kitchen by exploring different types of food and techniques to prepare them. This will be done in a group and individual setting. Special attention will be placed on organization, kitchen safety, nutrition, meal planning and meal appeal. Each lab will focus on different aspects of cooking with an evaluation process to follow. The class uses a textbook and supplementary materials, including videos and teacher generated activities. Each student will receive a class recipe book. This course provides you with skills to prepare your own healthy food with confidence.

ADULT ROLES**Grades 10, 11, 12****1 credit**

This course prepares students to develop skills for life. Some of the topics that will be covered include career preparation, money management/budgeting, checking and savings, consumerism, comparison shopping, interior design, renting apartments and buying cars. Skills of problem solving, decision-making, and goal setting will be developed through cooperative groups, simulated packets, project application, and computer programs. This class gives you information on how to be a responsible adult.

FOREIGN LANGUAGE

The following foreign language courses are first considered humanities, then electives once the required humanity credits for graduation are completed:

SPANISH I**Grade 9****1 credit**

Throughout this introductory course, students will be engaged in the areas of reading, writing, speaking, and listening, while also learning about the different cultures of the Spanish-speaking world. Conversational skills are developed through a communicative approach in both vocabulary and grammar exercises and through cooperative learning. Vocabulary topics that will be covered (but are not limited to) include; introductions, personal information, greetings, date, time, seasons, weather, family, foods, basic parts of the body, clothing, sports, activities, the home, transportation, the community, school subjects and corresponding adjectives. Grammar topics include: present tense of regular and some irregular verbs, questions, basic negative sentences, gender and number of nouns, definite and indefinite articles, subject pronouns, adjectives, ir+a+infinitive, the use of gustar/encantar, contractions, possession, demonstratives, and the difference between SER and ESTAR. Culture, holidays, traditions, foods and music will be incorporated throughout the year. There will be a concentration on speaking in the present tense and the priority of this course is that students will communicate on a novice-low level as defined by the A.C.T.F.L. proficiency guidelines.

SPANISH II**Grade 10****1 credit**

****Completion of Spanish I and a GPA of 80% or greater AND/OR recommendation of the instructor.***

Throughout this course, students will be engaged in the areas of reading, writing, speaking and listening, while also learning about the different cultures of the Spanish-speaking world. Grammar and vocabulary from Spanish I is reviewed, expanded upon, and integrated into the presenting of new material. Vocabulary, grammar, exercises, and activities are controlled to stress communication skills. Vocabulary topics that will be covered (but are not limited to) include: a brief review of vocabulary units covered in Spanish I, vacations, foods and the restaurant, childhood, reflecting on the past, the human body, animals, the airport, tourist attractions, as well as corresponding adjectives and adverbs. Grammar topics include: additional present tense study of stem-changing verbs, reflexive verbs, direct and indirect object pronouns, making comparisons, commands, and the present progressive and preterit verb tenses. Culture, holidays, traditions, foods, and music will be incorporated throughout the year. There will be a concentration on speaking in the present and preterit (past) verb tenses and the priority goal of this course is that students will communicate on a novice-mid level as defined by the A.C.T.F.L. proficiency guidelines.

SPANISH III**Grade 11****1 credit**

****Completion of Spanish I and II and a GPA of 85% or greater and/or recommendation of the instructor. Students must have the ability and desire to handle the increased academic demands of an upper-level foreign language course.***

Throughout this course, students will be engaged in the areas of reading, writing, speaking and listening, while also learning about the different cultures of the Spanish-speaking world. The most important grammar concepts covered in the previous levels are reviewed and integrated into the presentation of new material. Activities are chosen to stress communication skills and to aid mastery. This course centers heavily upon the grammatical structures of the Spanish language

and Spanish will be spoken a majority of class time. There will be a concentration on the indicative mood; this includes the present, progressive, preterite, and imperfect tenses. The imperative mood will also be discussed further. These verb tenses will be used homogeneously throughout the course with an array of vocabulary and supplementing parts of speech. Culture, holidays, traditions, foods, and music will be incorporated throughout the year. The priority of this course is that students will communicate on a novice-high level as defined by the A.C.T.F.L. proficiency guidelines.

SPANISH IV **Grade 12** **1 credit**
**Completion of Spanish I, II and III and a GPA of 90% or greater and/or recommendation of the instructor. Students must have the ability and desire to handle the increased academic demands of an upper-level foreign language course.*

Throughout this course, students will be engaged in the areas of reading, writing, speaking and listening, while also focusing on culture of the Spanish-speaking world. The most important grammar concepts covered in the three previous courses are reviewed and integrated into the presentation of new material, including the subjunctive mood. Emphasis is placed on advanced communication skills and reading/writing; students will be utilizing a variety of complex verb tenses and advanced grammar structures collectively and Spanish will be spoken the majority of class time. Culture, holidays, traditions, foods, and music will be incorporated throughout the year and both pinatas and sugar skulls will be made. The priority goal of this course is that students will communicate on the intermediate-low level as defined by the A.C.T.F.L. proficiency guidelines.

HEALTH AND PHYSICAL EDUCATION

HEALTH/DRIVER'S EDUCATION **Grade 10** **1 credit**

Health is designed to enhance the awareness and knowledge of healthy lifestyle choices. It focuses on comprehensive health education covering all areas of health. Topics of study include: physical, mental, and social health, bullying, physical fitness, first aid/CPR, nutrition, personal health, tobacco, substance abuse (alcohol/drugs), sex education (HIV, STD's, teen pregnancy).

Driver's Education offers a clear and easily understood digest of driving facts and theory. This course offers skills that build confidence and security for the young driver behind the wheel and peace of mind for parents at home. This course is certified by the state of Pennsylvania and is one semester in length. It is divided into ten modules of study, with a comprehensive final exam at the end of the course. Students must attain a grade of 80% or higher to move to the next module of study. This is a half year course.

PHYSICAL EDUCATION**Grades 9, 11, 12****1 credit**

Physical Education is a required course. Students will be exposed to various activities and sports. Students will understand the rules and regulations of the various sports and be able to perform the skills required to participate. Student will understand the importance of being active and the benefits of a lifetime sport.

MATHEMATICS**INTEGRATED MATHEMATICS I****1 credit**

Students will be covering the standards set forth by the state of Pennsylvania for Mathematics. Students will study Algebra I concepts in Integrated Math I. Students will be assessed by means of tests, quizzes, classroom assignments, and homework. Students will need preparation for the rigors of more difficult standards and proficiency tests, as well as the ability to successfully apply learning to daily challenges; including the challenges of the workplace. The course will meet the needs of diverse classrooms, keep learning up to date, relevant, and create supportive learning environments for a range of learning styles.

INTEGRATED MATHEMATICS II**1 credit**

Students will be covering the standards set forth by the state of Pennsylvania for Mathematics. Students will study Algebra I/II concepts. Students will be assessed by means of tests, quizzes, classroom assignments, and homework. Students will need preparation for the rigors of more difficult standards and proficiency tests, as well as the ability to successfully apply learning to daily challenges; including the challenges of the workplace. The course will meet the needs of diverse classrooms, keep learning up to date, and relevant and create supportive learning environments for a range of learning styles.

INTEGRATED MATHEMATICS III**1 credit**

Students will be covering the standards set forth by the state of Pennsylvania for Mathematics. Students will study Plane Geometry/Algebra II concepts. Students will be assessed by means of tests, quizzes, classroom assignments, and homework. Students will need preparation for the rigors of more difficult standards and proficiency tests, as well as the ability to successfully apply learning to daily challenges; including the challenges of the workplace. The course will meet the needs of diverse classrooms, keep learning up to date, and relevant and create supportive learning environments for a range of learning styles.

INTEGRATED MATHEMATICS IV

1 credit

Students will be covering the standards set forth by the state of Pennsylvania for Mathematics. Students will study Practical Mathematical concepts in a Consumer Math textbook. Students will be assessed by means of tests, quizzes, classroom assignments, and homework. Students will need preparation for the rigors of more difficult standards and proficiency tests, as well as the ability to successfully apply learning to daily challenges; including the challenges of the workplace. The course will meet the needs of diverse classrooms, keep learning up to date, and relevant and create supportive learning environments for a range of learning styles.

ALGEBRA IA

Grade 9

1 credit

***Pre-Algebra**

Algebra IA develops an understanding of the basic structures of Algebra with emphasis on operations with linear equations and inequalities. The student will develop an understanding of problem solving and critical thinking. Concepts such as solving equations for a variable, properties of exponents, properties and operations of polynomials. Other topics include writing equations in slope-intercept form, graphing equations and inequalities and factoring.

ALGEBRA IB

Grades 9, 10

1 credit

***Pre-Algebra**

This course is designed to continue where Algebra IA leaves off. It provides a smooth transition into Algebra II by taking a second year to look at some of the higher level thinking involved in Algebra. Topics include: graphing, polynomials, factoring, rational expressions and probability and statistics.

ALGEBRA II

Grades 9, 10

1 credit

***Algebra I**

Algebra II is a course that expands on, and applies in depth, methods, principles, and formulas from Algebra I. The course also examines the coordinate plane rules of exponents, slopes of lines, operations on polynomials, roots of numbers, solving equations in 2 variables, solving and graphing quadratic equations, solving and graphing solutions to inequalities, and other topics such as logarithms, matrices and probability. In addition, it addresses systems of linear equations and inequalities as well as graphs of specific quadratic functions such as parabolas, circles, hyperbolas, and ellipses.

CALCULUS HONORS**Grade 12****1 credit**

*** Must have passed Trigonometry or Pre-Calculus courses. Must have earned an average of 93% or greater in the previous year's math course. Teacher approval is required to take this course.**

This course is for students who have demonstrated superior ability in both Algebra II and Modern Geometry courses. It is designed to treat topics in more depth and at a quicker pace as its non-honors counterpart, Calculus.

MUSIC**BAND****Grades 9, 10, 11, 12****1 credit**

Band is composed of students from 9th through 12th grades who have had previous instrumental instruction or are wanting to start for the first time. Students taking this course will be challenged in all facets of music, from participating in concerts to marching in parades. By choosing Band as a course, students agree to participate in all of the band's activities.

Members of the Band are also eligible for several enrichment opportunities such as: County Band; auditioning for District Band, Region Band, and All-State Band; and National Honors Bands. An assortment of other events may also take place throughout the year.

CHORUS**Grades 9, 10, 11, 12****1 credit**

Chorus is composed of students from 9th through 12th grades who have an interest in music and singing. Students taking this course should be able to match pitch and/or read music notation; however, this is not a prerequisite. Students taking this course agree to participate in all of the Chorus's activities, including all concerts.

Students in chorus will have the opportunity to develop their singing voice and enhance their knowledge of music as it applies to singing. Students taking this course will also have the opportunity to sing many different styles and languages and will be instructed in basic techniques of vocal production.

GUITAR**Grades 9, 10, 11, 12****1 credit**

Guitar class is composed of students from 9th through 12th grades who are seeking to express themselves better by means of the guitar. Students will learn the basics of guitar playing and/or expand on previous experience. Students in the class will learn songs in a variety of styles and genres, learn fundamentals of music theory, and have various performing opportunities outside of class.

CHEMISTRY II/PHYSICS II **Grade 12** **1 credit**
***Chemistry I AND Physics I**

Chemistry II, the continuation of Chemistry I, will investigate additional topics important to the basic understanding of introductory chemistry. These topics include: Stoichiometry; rates of reaction, Solutions, Acid-Base-Salt Theory, Redox Reactions, and organic compounds. Laboratory experiments will complement the theoretical concepts as in Chemistry I.

AP CHEMISTRY **Grade 12** **1 credit**
Pre-requisites: 85% or greater in Chemistry I and Algebra II.

The Advanced Placement Chemistry course is designed to provide a college-level foundation of chemistry for students planning to pursue further studies in the sciences. Emphasis is placed on inorganic chemistry with a strong focus on atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. 25% of instructional time is devoted to extensive college-level inquiry-based investigations. The course prepares students to take the AP Chemistry test in May and to seek credit and/or appropriate placement of chemistry courses in college.

Physics II is concerned with the science of matter and energy. This course offers an investigation into the basic concepts of waves, sound, light, electrostatics, circuits, magnetism, atomic structure, and nuclear reactions. Laboratory investigations are strongly emphasized to help students solve scientific problems using critical thinking skills and creativity.

ENVIRONMENTAL SCIENCE **Grade 12** **1 credit**

This course is designed to introduce students to the global concepts facing our world today. The major focus of the course is an emphasis on ecological relationships and environmental problems. Problem-solving and hands-on learning experiences are an integral part of this course.

HUMAN ANATOMY & PHYSIOLOGY **Grade 12** **1 credit**
***Biology I AND Chemistry with a GPA of 85% or greater.**

This course will examine in depth the structure and function of the human body. It includes the study of basic chemistry, cells, tissues, and systems as they relate to the human body. The course is intended to introduce students interested in a science or health field to the intricate mechanisms of the human body.

SOCIAL STUDIES

U.S. HISTORY **Grade 9** **1 credit**

U.S. History is the first high school history course you will take during your freshman year. It spans the history of Reconstruction to the present. You will also learn how past events in the US have shaped the present. While studying history, you will build important skills that are essential for success in high school. Becoming a responsible citizen, and succeeding in college and in the real world. These skills include public speaking, project creation, writing, reading, critical thinking, and working as part of a team.

WORLD HISTORY **Grade 10** **1 credit** ***U.S. History**

World History is a sophomore level class that builds upon what the student learned in US History in 9th grade. In World History you will study the history of the world from the Middle Ages to the present. You will be studying western and non-western history and will learn about why our world is the way it is today. While studying history, you will build on the important skills you learned in US History. World History will also teach you to be more aware of the world that you live in and appreciative of the different histories and cultures of our world.

LAW & SOCIETY **Grade 11** **1 credit**

Law and Society offers students an opportunity to gain a practical view of basic issues which confront individuals in everyday life. Law and Society is designed to provide insights into specific areas of law such as civil, criminal, family, housing, and constitutional issues.

INTERNATIONAL STUDIES **Grades 11, 12** **1 credit**

International Studies draws upon principles taught in Geography, World Cultures, Civics and American History. Students are expected to bring the entire discipline of social studies together so they can discuss the events of today as they impact the history of tomorrow. The major events of the nation and world and their influence on the average American's life are reviewed daily. This course is designed for both college-bound students and those interested in keeping up with world affairs. Students in this course are expected to: review daily news in newspapers and on TV; participate in daily discussions; submit reports concerning nations and their leaders and engage in comprehensive map studies.

ECONOMICS **Grades 11, 12** **1 credit** ***Prerequisite for 11th grade: Algebra II with a 90% GPA.** ***Prerequisite for 12th grade: Algebra II with an 85% GPA.**

Consumer economics is designed with a practical application of economic skills. Students are introduced to the workings of the free enterprise system on a broad scale. Emphasis is placed on

the skills all Americans must have as adults, which include: financial management, insurance, tax filing, advertising, transportation and consumer rights and responsibilities.

WORLD HISTORY HONORS **Grades 11, 12** **1 credit**
***U.S. History AND World History**

World History Honors will be a class discussing the world's participation wars throughout the beginning of conflict to modern. The background of the class will deal with the context and criteria of each conflict as students should have knowledge of each war that will be studied. Students will focus on conflict beginning with the Crusades to present day conflicts.

FUNDAMENTALS OF MARKETING **Grades 11, 12** **1 credit**

Students will find out what it takes to market a product or service in today's fast-paced business environment. They will learn the fundamentals of marketing using real-world business examples. They learn about buyer behavior, marketing research principles, demand analysis, distribution, financing, pricing, and product management. The class will be a project based class that is designed to take basic economic principles, and utilizing the marketing content, create a more immersive look and dealings of marketing in the real world.

TECHNOLOGY EDUCATION

TECHNOLOGY EDUCATION I (Intro to Engineering and Technology)

Grades 9, 10, 11, 12 (1 credit)

This STEM driven course provides the students with an overview of engineering and technology including the different methods used in the engineering design process developing fundamental technology and engineering literacy. Students will demonstrate the skills and knowledge they have learned through various project based activities while using an engineering design process to successfully master the "E" in STEM.

Students will:

- **Demonstrate employability skills required by business and industry.**
- **Identify the history of technology and engineering and its impact on society in the past, present, and future.**
- **Develop an understanding of engineering and technology and describe the principal fields of engineering specializations (ex. aeronautical, automotive, chemical, civil, industrial, mechanical, computer software, electrical, and biomedical) and identify associated career tracks.**
- **Demonstrate and follow safety, health, and environmental standards related to the Science, Technology, Engineering, and Math (STEM) workplaces.**
- **Identify criteria of usage, care, and maintenance for tools and machines.**
- **Apply fundamental principles of the engineering design process.**
- **Apply fundamental principles of the engineering design process.**

ADVANCED TECHNOLOGY EDUCATION

Grades 10, 11, 12 (1 credit) *Prerequisite Technology Education I

This course will build upon the principles established in Technology Education I. The design process and engineering notebook will be utilized as part of the solution to each problem chosen. Problems to be solved will be chosen by the student with instructor approval and will come from the Technology Student Association High School Competitions list. Event selection is partially determined by supply/equipment availability.

- **Communications:** Learners use various communication skills in expressing and interpreting information.
- **Problem Solving and Critical Thinking:** Learners define and solve problems, and use problem-solving and improvement methods and tools.
- **Information Technology Applications:** Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.
- **Safety, Health and Environment:** Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.
- **Leadership and Teamwork:** Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

PRINCIPLES OF ENGINEERING

Grades 10, 11, 12 (1 credit) *Prerequisite Technology Education I

Principles of Engineering is the second course in the STEM series of courses. This course introduces students to the fundamental principles of engineering. Students learn about areas of specialization within engineering and engineering design, and apply engineering tools and procedures as they complete hands-on instructional activities. A large portion of this course will involve the use of robotic educational products.

Students will:

- **Describe the history and characteristics of engineering disciplines.**
- **Students will demonstrate the engineering design process.**
- **Students will solve problems using basic engineering tools and resources.**

- **Students will demonstrate a whole systems approach to engineering and problem solving.**
- **Students will apply engineering graphics and technical writing to communication of an engineering design.**

ENGINEERING COMMUNICATION

1 credit

Emphasis is placed on safety, geometric construction, fundamentals of Computer-Aided Drafting, and multi-view drawings. Students learn drafting techniques through the study of geometric construction at which time they are introduced to computer-aided drafting and design. T SkillsUSA, are integral components of both the core employability skills standards and the technical skills standards. SkillsUSA activities should be incorporated throughout instructional strategies developed for the course.

- Students will identify the disciplines related to engineering drawing and design professions.
- Students will apply appropriate skills to work safely, operate correctly, and maintain tools, equipment, and consumables in the drafting lab.
- Students will demonstrate the proper management of drawing consumables.
- Students will create technical freehand sketches.
- Students will demonstrate proper lettering techniques.
- Students will demonstrate the ability to utilize and understand proper scale.
- Students will create and dimension single view drawings
- Students will use orthographic projection to create and dimension multiview drawings

INTRODUCTION TO COMPUTER SCIENCE, PROGRAMMING, AND JAVA APPS

1 credit

This subject is aimed at students with little or no programming experience. It provides students with an understanding of the role computation can play in solving problems. It also helps students, regardless of their major, to feel justifiably confident of their ability to write small programs that allow them to accomplish useful goals. The class will use the Python™ programming language. This course also serves as an introduction to software programming, using the Java™ programming language. Students will learn the fundamentals of Java™. The focus is on developing high quality, working software that solves real problems.

LIBRARY

All students have access to the library and its resources. Students are able to come with their subject area teachers to work on curriculum related assignments. Students are also encouraged to use the library on their own time for additional research work. Students may also use the library at lunchtime and after school with at least one day notice give to the librarian.

Besides access to written materials, students may also use the following Internet programs; Access PA, Accelerated Reader, Job and Career Accelerator, Power Library, Microsoft Word, Excel, Publisher, Powerpoint, Adobe Acrobat, Google Earth, and websites. The students must follow the school's Internet policy when doing a search or their subject area teacher gives them their recommended websites. The library also has an automated circulation and card catalog system. When using the computers each student must log in with their student ID and password as well as on a sign-in sheet next to that computer. Each student has been assigned a barcode that is used for signing out materials.

The freshman class is given an overview of the library and its policies on their first visit to the library and then the sophomores, juniors and seniors are given a yearly review on their first visit to the library at the beginning of each new school year. Throughout the school year, each class or individual student is helped with his or her research and/or book selections as needed. The collection is maintained and updated as related to the curriculum, teacher, and student requests