

Shamokin Area Middle-High School Program of Studies



Shamokin Area Middle-High School

2017-2018 SCHOOL YEAR

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MISSION STATEMENT

“All students graduating from the Shamokin Area School District will possess the learning skills needed to communicate effectively and be productive and responsible citizens. All students and staff will respect individuals and society and will possess the ability to adapt to diversity and change.”

MESSAGE FROM THE PRINCIPAL

Welcome to Shamokin Area Middle/High School. With each new year come new experiences, new friends, new opportunities, new challenges and new goals. We encourage you to set your goals high in order to be a successful citizen in our community.

The administrators, teachers, and staff are here to help you. We want you to learn, enjoy your time in school, and be successful. If you cooperate and comply with policies, procedures, and expectations that have been established, I know that you will have a most successful and enjoyable school year. I look forward to being your principal during this school year.

Chris Venna – Principal

MESSAGE FROM THE GUIDANCE OFFICE

One purpose of the Guidance and Counseling Department is to assist you as you form your adolescent and adult identity. To this end, activities are planned in individual and small group formats for grades 7-12. These activities are designed to help you identify individual strengths, talents, areas of personal and career interest, and aspects that may need improvement or academic remediation.

Counselors help their advisees plan and evaluate their academic programs, monitor progress toward graduation, and assemble postsecondary alternatives. The choices students make each year directly affect the life options they have upon graduation. Don't hesitate to ask for advice, search through career and scholarship databases, visit with admissions and military representatives, and keep your family informed of your progress. With careful searching, thoughtful course selections, and honest effort and persistence, you can take pride in yourself and look forward to what life holds in store for you!

I. **INTRODUCTION**

The course description booklet provides information for students and parents in planning and selecting the student's secondary school program. It contains information concerning the educational opportunities offered at Shamokin Area Middle/High School which will enable students to plan a program of studies best suited for them in terms of interest, aptitudes, abilities, needs and goals.

II. **TO THE PARENT AND STUDENT**

Students and their parents are responsible for selecting those courses, which will enable students to meet future plans. Teachers and counselors will assist students and parents in the selection process. Students will meet with counselors to finalize all course selections. Parents are encouraged to meet with counselors or call counselors at 648-5731, extension 3507 for Mrs. McCabe; or extension 3509 for Mr. Weller. Appointments may be scheduled during the school day (7:25 a.m. to 3:00 p.m.) or by special arrangement in the evening. Course selection sheets are due in the guidance office by specific deadlines. Please observe these deadlines, or a schedule will be assigned to the student, and requests for changes will not be honored.

The number of sections of elective courses will be dependent upon student enrollment and staff availability. Students should consider alternate electives.

III. **SCHEDULE CHANGES**

Careful attention to course selection is extremely important. Each student's schedule will be considered complete as of the last day of the 2016-17 school year. Adjustments will be made to accommodate course failures and/or summer school attendance. In general, requests for schedule changes after the last day of school will be denied. However, special circumstances may be appealed to the Curriculum Review Appeals Committee.

The process of reviewing a student's schedule for accuracy of course selection and placement begins with the student and ends with the decision of the Curriculum Review Appeals Committee. To begin, students must request a "Schedule Review Form" from their counselor within the first five (5) days of school. The completed form, which includes parental/guardian signature, is due to the counselor by the 6th day of school. The request is then brought before the Curriculum Review Appeals Committee, whose membership includes the student's counselor and all teachers whose classes would be affected by the requested change. The Committee reviews the request, issues a decision, and the counselor informs the student of this decision. Requests, which are submitted after the deadline, may be reviewed at the discretion of the committee.

IV. **GRADUATION REQUIREMENTS**

Minimum graduation requirements have been established by the Pennsylvania Department of Education and the Shamokin Area School District. These minimum requirements must be met before a high school diploma will be awarded. Credits from an accredited public secondary school will be recognized at the credit value and minimum passing grades of the sending school.

In order to graduate from the Shamokin Area Middle/High School, a student will demonstrate a minimum rated score of Proficient on state assessments administered prior to or during the 11th grade for Literature, Algebra I, and Biology.

A student who continues to score below the proficient levels in any areas of the 11th and/or 12th grade assessments must demonstrate at least a proficient level of achievement in reading, writing, and/or math on local 12th grade assessments. Such assessment tools include, but are not limited to:

- Standardized, teacher-made criterion-referenced or curriculum-based assessments
- Performance and authentic assessments rated in terms of a predetermined standard (e.g. lab demonstrations, original compositions, research papers, science projects, etc.)
- Successful completion of significant activities occurring within a series of planned courses as determined by assessments, projects and teacher observation
- Exhibitions of growth and mastery of skills and knowledge shown through an accumulation of evidence contained in a portfolio

All students must earn the minimum of credits in grades nine through twelve as listed below. In addition all students **MUST** complete a senior graduation project in order to graduate. Students must contact Mr. Weller.

GRADUATION REQUIREMENTS

COURSE	CREDITS
English	4.0
Mathematics	4.0
Science	3.0
Social Studies	3.0
Arts and Humanities	2.0
Health and Physical Ed.	2.5
Electives	<u>5.5</u>
	24.0
	CREDITS-Minimum Required

V. **HONORS AND AP COURSES**

Several elective courses for our students are designed to stretch the abilities of our most talented students through rigorous mental exercise. The courses require that students do a great amount of research outside of class without specific teacher guidance in order to prepare for equally challenging sessions with the teacher in the classroom. They are classes designed for most able students who are willing to be challenged and intending to further their education.

All colleges and universities ask for student's transcripts, and may specifically ask students to list the Honors courses they have successfully completed. It is to the student's advantage to list Honor and AP courses; colleges value these credits highly.

The requirements for an Honors Course designation are the following:

1. A commitment to academic excellence.
2. Rigorous scholarship beyond the level found in regular high school courses.
3. Extensive out of class research and development.

HONORS COURSES:

Art Major	Calculus	Algebra II Honors	Organic Chemistry	Honors Chemistry
Spanish III	Spanish IV	French III		

ADVANCED PLACEMENT COURSES

Advanced Placement (AP) Courses allow students to complete college level coursework while still in high school. These courses require extensive work both in and outside of class and should be selected only by highly capable and motivated students. **Independent readings and additional activities may be required during the summer prior to the start of class.**

The Shamokin Area School District believes that students who are successful in Advanced Placement courses should be mandatory to take College Board Advanced Placement test(s). **All students who sign up for an AP course will be required to complete the AP assessment at the end of the year. If students are not able to provide funds to cover the costs, the district will help with funding.** It is further believed that students who score successfully should be recognized and rewarded for their efforts.

All students earning a grade of 80% or higher in a school district Advanced Placement course shall be eligible for reimbursement of the cost of admission to the respective advanced placement examination under the following schedule:

1. Fifty percent (50%) of the cost of admission after completion of the examination.
2. Remaining fifty percent (50%) of the cost of admission after providing evidence of having earned a "3" or better on the examination.

Strong performance on the Advanced Placement Test allows students to gain college credit prior to officially starting college.

ADVANCED PLACEMENT COURSES:

AP Calculus, A.B.	AP Biology	AP Chemistry
AP English Literature Composition	AP Physics I	AP Psychology
AP English Language Composition	AP Physics II	AP Calculus, B.C.

VI. RANK IN CLASS

Rank in class is numerical rank order of students based upon the number of courses, course unit value, academic challenge of the courses taken, and the grades earned by taking these courses. All students have a class rank computed each year on a cumulative basis for the first four (4) years of high school beginning with grade 9. The rank in class is calculated according to the following formula:

$$(\text{Grade}) (\text{Course Unit}) (\text{Academic Weight}) = \text{Quality Points}$$

- a. Grade equals final grade earned in a course that has been passed.
- b. For a full year course, the marking period grade is equal to 22.5% of the final grade. The total percentage of 4 nine weeks combines to 90% and therefore the final exam grade is 10% of the final grade.
- c. Course Units (c.u.) are assigned to a course based upon the length of time of a course. One (1) c.u. equals a course that meets five (5) days per week for thirty-six (36) weeks. Fractional courses are in direct proportion to this measure.

- d. **Academic Weight:** All courses are assigned an academic weight which is based upon the academic challenge of a course as assigned by the certified staff of the department in which the course is taught and as approved by the Academic Standards and Professional Practices Committee.

Category	Academic Weight
Alternative Education	1.00
Special Education	1.00
General Education	1.00
College Prep	1.10
Honors Courses	1.15
Advanced Placement & Pre-Approved College Courses	1.25

The quality points for each course that has been passed are added together. This total is cumulative each year during the first four (4) years of high school. The student with the most quality points in his/her graduating class is ranked the highest. The student with the next highest cumulative total quality points is ranked second, et cetera.

Courses that are graded on a Pass/Fail basis do not accumulate quality points.

The greatest number of course units that may be utilized for class rank purposes are based upon the number of periods in a high school day, i.e., eight at the present time. Students who are approved to take college courses in conjunction with high school are still limited to eight. College courses are treated as follows: Six semester hours equal one c.u.

In the event that students surpass the maximum courses that may be included, course work taken in the Shamokin Area School District shall count first towards the limit. An additional transferable credit that may be counted towards the maximum is at the discretion of the student.

Only course units that are earned during the regular school year may be counted towards class rank. Transfer students may be included in class rank only after one year of full time studies at Shamokin Area Middle/High School.

VII. **SCHEDULING REQUIREMENTS**

Forty (40) class periods per week will be available. Every student must schedule a minimum of 35 periods. A class schedule of 40 periods is recommended. There will be eight class periods per day, and one lunch period will appear on each student's schedule. All classes meet five periods per week. A student is required to remain in a course, whether required or elective, for its full term.

PROCEDURE FOR DROP/ADD

Written permission must be received from the following:

1. Student's parent.
2. Teacher whose class student is dropping.
3. Teacher whose class student is entering.
4. Guidance counselor.

Up to four weeks: A student may drop a full year course with the above permission. The student must schedule another course. The course dropped is removed from the student's transcript

Four weeks to nine weeks: A student may drop a full year course with the above permission. The student must schedule an equivalent course. The course dropped is noted on the student's transcripts as a withdrawal (W) for final grade and the course average will be the first marking period grade on the report card. Credit will be adjusted accordingly. The grade earned will be counted toward honor roll calculations, but will not be counted in either annual GPA or class rank.

Second to fourth marking periods: Any student requesting to be transferred to a different course during this time must put the request in writing stating why he or she should be transferred to a different course. A committee will review this request. Should approval be granted, the student will be given a withdrawal (WP or WF) dependent upon the average at the time of withdrawal. The course dropped will not be counted in either annual GPA or class rank.

VIII.
MIDDLE SCHOOL 7TH AND 8TH GRADES SCHOOL CURRICULUM POLICY

Grade Placement Requirements:

Grade 8: To be promoted to grade 8, students will earn a minimum of 6.0 middle/high school credits and be required to earn a minimum of 6.0 middle/high school credits in the following subject areas: Reading, English, Math, Science, American History I, and Phys. Ed.

Grade 9: To be promoted to grade 9, students will earn a minimum of 12.0 middle/high school credits and be required to earn a minimum of 8 middle/high school credits in the following subject areas: Reading 7 & 8, English 7 & 8, Honors English 8, Math 7 & 8, Algebra I, Science 7, Science 8, American History I and II, and Phys. Ed.

MIDDLE SCHOOL CURRICULUM

Grade 7	Grade 8	Grade 9
English 7	English 8	English 9
Reading 7	Reading 8	Algebra I
Math 7	Math 8	Biology I
Science 7	Science 8	Civics
American History I	American History II	Foreign Language I (French or Spanish)
PE	PE	PE
		Elective
		Elective

IX.
SCHEDULING PATTERNS

In order to advance to the tenth (10th) grade level homeroom, all students must earn five credits. Students must earn a minimum of 11 credits to be considered a junior. Sixteen (16) credits will classify a student as a senior.

In addition to the above, students will select elective courses which will prepare them for future educational and Career goals as well as enable them to meet the graduation requirements as specified in Section IV. If students transfer final credits to Shamokin Area Middle/High School, the minimum passing average of the sending school stands, as does the credit awarded for those courses passed.

When selecting courses, students must meet the prerequisite requirements. With each course description, grade levels are indicated. This indicates the grade or grades in which students usually take the course and, thus, should be used as a guide. Prerequisite requirements always take precedence.

X. SPECIAL PROGRAMS

ADVANCE COLLEGE EXPERIENCE PROGRAM/DUAL ENROLLMENT

Qualified, mature and motivated juniors and seniors at the Shamokin Area Middle/High School (SAM/HS) have an opportunity to participate in approved programs designed to challenge them in accredited undergraduate courses. This statewide initiative is referred to as Dual Enrollment (DE). Through this program, SAHS students have the opportunity to enroll in pre-approved college courses that are scheduled after 6th period and/or in the evenings. College courses taken through DE are counted as .50 high school credits for each 3.0 college credit course, up to an annual maximum of 2.0 high school credits and 12 undergraduate credits. The academic weight of DE courses is the same as that for Advanced Placement (AP) courses. The percentage grades earned in these courses are included in calculations of GPA, honor roll, and class rank. Only those college courses taken within the parameters of the DE program are included in said calculations or in graduation credit totals, and may be reimbursable via any grant received through the DE program grant funds. **Families assume all student costs related to DE program participation, including tuition, fees, texts and transportation to and from the college. Families must pay all college bills by the dates specified by the colleges.** Reimbursements for tuition, fees, and books will be processed to eligible students if state grant funds are made available to the Shamokin Area School District.

Two approved options exist through Dual Enrollment (DE): the Advance College Experience (ACE) at Bloomsburg University and coursework at the Luzerne County Community College site in Shamokin. The selection process occurs annually, and is scheduled during course selection time for the 2017-18 academic school years.

Interested candidates must meet the initial screening criteria, listed below.

- 85% cumulative GPA as of mid-year
- 90% attendance rate, as of mid-year
- 90% on-time arrival to school, as of mid-year
- Absence of credit deficiencies as of mid-year
- Ability to graduate on time with the class
- Absence of ISS/OSS disciplinary actions as of mid-year

Candidates indicate their interest in writing on their course selection sheets. This will generate a follow-up invitation to an informational session where both colleges' representatives explain their respective programs. Students and families make their decisions to pursue admission and complete the assigned steps for each program. The colleges make decisions about admission based upon their respective criteria.

Shamokin Area counselors and faculty members become involved in registration decisions as credits are monitored and specific college classes are selected. Students must have a 90% average in the subject area of college interest, verified by the student's assigned counselor. If a student's current average is below the 90% level, the student's assigned counselor, the current teacher in the high school course, and the subject area coordinator of that department, reviews the student's case. Registrations are processed in advance of college deadlines; students must have parental, counselor and college approval to make any changes to the registrations

once they are processed. Families are responsible for all expenses incurred by changes in college classes or withdrawals prior to course completion. Grant funds, if received, **will not** be used to reimburse families whose children withdraw from a college course prior to the end of the semester.

One earned grade < B in any undergraduate course place the student on DE probation for one semester. Any additional grade of < B results in dismissal from the DE program for the balance of the student's high school career. In addition, DE students are required to maintain the standards set in the initial screening process, as noted above. Students are responsible for securing official college transcripts when they declare their intent to apply to, or enroll at, any undergraduate institution after graduation from high school.

The **ACADEMICALLY TALENTED (Gifted) PROGRAM** is operated by the school district for those students who meet state established criteria and elect to participate in this program.

SUMMER SCHOOL PROGRAM is available to Shamokin Area School District students based on demand/enrollment. At this time, participation is limited to students who have failed courses during the school year and need to make up credits. A fee is charged for all summer school courses. There is no guarantee that a summer school session will be held. Admission to summer school will be denied to students who have below a 50% average in the class or have more than 10 absences from school, unless approved by the principal or his designee. Summer school grades will be pass or fail.

XI. **ARTS AND HUMANITIES**

Every student must earn two credits in arts and humanities as a part of the graduation requirements. The courses, which will satisfy this requirement, include all courses in art, foreign languages, music, family and consumer sciences, technology education/industrial arts, elective social studies, business, and English courses.

XII. **SPECIAL NOTES**

A. ATHLETIC ELIGIBILITY

1. To be eligible for interscholastic athletic competition, a pupil must pursue a curriculum defined and approved by the principal as a full-time curriculum. Where required, this curriculum or its equivalent must be approved by, and conform to, the regulations of the State Board of Education and the Pennsylvania School Code, as well as any local policies established by the local school board. The pupil must maintain an acceptable grade in such approved curriculum, as certified by the principal. As provided in Article X, Section 2 of the PIAA manual, eligibility shall be cumulative from the beginning of a grading period, and will be reported on a weekly basis.

2. To be eligible for interscholastic athletics, a student must have passed at least four full-credit subjects, or the equivalent, during the previous grading period, except as provided in Section 5.

3. In cases where a student's work in any preceding grading period does not meet the standards provided for in Section 2, said student shall be ineligible to participate in interscholastic athletics for at least fifteen (15) school days of the next grading period where the school has four (4) grading periods per school year, or for at least ten (10) school days of the next grading period where the school has six (6) grading periods per school year, beginning on the first day report cards are issued, except as provided in Section 5.

4. **New Students Must Meet Eligibility Requirements On Curriculum.** Students who are enrolled for the first time must comply with the requirements of the curriculum rules. The standing required for the preceding week, the preceding grading period of the preceding year should be obtained from the records of the last school, which the student has attended.

5. **Use of Final Credits at End of School Year.** At the end of the school year, the student's final credits in the student's subjects rather than the student's credits for the last grading period shall be used to determine the student's eligibility for the next grading period.

All students participating in inter-scholastic sports (including cheerleading) are required to pass six classes on a weekly basis. Please see the athletic handbook for more information.

In addition, any student who signs into school after 8:15 a.m. is ineligible to participate in any way in the athletic activity. Also, an absence from school makes a student ineligible for athletic participation. Any exceptions must be approved beforehand by the athletic director and/or principal.

Coaches are encouraged to stress rules and expectations for their athletes. Coaches and the athletic director will deal with any violations of conduct, including sportsmanship.

B. ALTERNATIVES TO SUMMER SCHOOL

Information is available in the Guidance Office for those students who have failed a course but are unable to attend summer school. Seniors who have failures to make up should also see the counselors on this option. Students are not permitted to make up credits/courses on independent study.

C. ESL/ELL SERVICES

ESL AND ELL services are available to any student whose native language is not English, and therefore needs help in order to improve communication skills. Every effort will be made to encourage these students to succeed. Please complete a registration form at the entrance to the business office, located on the ground floor of the middle high school building. For more information, call 648-5752 and ask for Tina Barnabe.

If an ESL or ELL student or parent/guardian is not satisfied with services provided, please request a complaint form from the principal's office. You may also call the ESL program director, at 648-5721, for additional help and information.

D. AMENDMENTS/EXCEPTIONS

The Superintendent or his designee has the right to amend course selection requirements.

Exceptions to course selection requirements must be approved by the Principal or his designee.

Required courses will be scheduled first, electives will then be added. Students should be aware of conflict situations; there might be a need to select alternative electives that fit their schedule.

Due to Advanced Placement requirements, students enrolled in Advanced Placement science courses may be required to enroll in an independent physical education course, which may include journal writing, research, and skills testing.

SHAMOKIN AREA HIGH SCHOOL
REQUIRED COURSES

The curriculum is intended to prepare students for higher education. This may include four-year colleges or universities, two-year associate degree programs, nursing schools (degree or diploma) and business or technical/trade schools. The emphasis will be degree program preparation, but enrollment in the courses listed will be open to all students. The sequence of courses is intended to provide rigorous and broad preparation for college study, applicable to all fields. In most cases, the required courses will exceed college entrance requirements.

ACADEMIC EDUCATION

Courses named are basic requirements that students need for graduation. Adjustments to this course outline may be made on the basis of student competency in mathematics and sciences.

GRADE 9	CREDITS
English 9	1.00
Algebra I or Geometry	2.00/1.00
Biology I	1.00
Civics	1.00
Phys. Ed.	1.00
Foreign Language I	1.00
Electives	<u>1.00/2.00</u>
	8.00
GRADE 11	CREDITS
English 11	1.00
Algebra II or Alg. III/Trig.	1.00
Science Elective	1.00
Health	0.50
Phys. Ed.	0.50
Electives (Minimum)	<u>4.00</u>
	8.00

GRADE 10	CREDITS
English 10	1.00
Algebra II or Geometry	1.00
Biology II	1.00
Ancient World History	1.00
Phys. Ed.	0.50
Foreign Language II	1.00
Business Essentials	0.50
Electives	<u>2.00</u>
	8.00
GRADE 12	CREDITS
English 12	1.00
Algebra III/Trig. or Calculus	1.00
Science Elective	1.00
Social Studies Elective	1.00
Electives (Minimum)	4.00
	8.00

CREDITS SCHEDULED	
Grade 9	8.00
Grade 10	8.00
Grade 11	8.00
Grade 12	<u>8.00</u>
	32.00

CAREER-TECHNOLOGY EDUCATION

The Northumberland County Career and Technology Center offers students options to meet their interest, abilities, and talents. Students may select from 12 different courses of study. Each has a hands-on-shop experience as well as classroom instruction in theory. Each shop carries elective credits toward graduation.

The Northumberland County Career and Technology Center is a full day senior program. Students interested in exploring career-technical education should consult their guidance counselors.

This new delivery system to Northumberland County Career and Technology Center will enable students to have more time on task. Lesson plans will be delivered uninterrupted with an emphasis on continuity of instruction to better serve the students of Shamokin Area.

INSTRUCTIONAL AREAS	WEIGHT	CREDITS	GRADES
Collision Repair Technology	1.0	7.00	11/12
Automotive Repair Technology	1.0	7.00	11/12
Welding	1.0	7.00	11/12
HVAC	1.0	7.00	11/12
Cooperative Education	1.0	7.00	11/12
Cosmetology	1.0	7.00	11/12
Electrical Construction	1.0	7.00	11/12
Culinary Arts	1.0	7.00	11/12
Health Occupations Careers	1.0	7.00	11/12
Occupational Child Care	1.0	7.00	11/12
Protective Services	1.0	7.00	11/12
Carpentry	1.0	7.00	11/12

**NORTHUMBERLAND COUNTY CAREER AND TECHNOLOGY CENTER
RECOMMENDED PROGRAM REQUIREMENTS**

Automotive Repair Technology: Math, Science, Reading, and Computers.
Carpentry: Math, Algebra I, and Geometry.
Collision Repair Technology: Math, Geometry, Science, Reading and Computers.
Cosmetology: Biology (Anatomy & Physiology), and Math
Culinary Arts: Algebra I, II, and Mathematical Applications.
Electrical Construction: Algebra I, and II
Health Occupations Careers: Anatomy & Physiology, and Algebra.
HVAC: Math, Science, Reading
Occupational Child Care: Algebra I, Geometry, Child Development I, II and Biology.
Protective Services: Reading Skills, Writing Skills, and Math.
Welding: Mathematical Applications, and Reading Skills

Career students may apply for Cooperative Education after receiving a recommendation of the instructor in any of the above-mentioned courses.

Area career and technology school education and training make people more productive and versatile. Productive and versatile people will build a stronger and better America. Automation and economic changes necessitate high objectives to keep pace with new methods, materials, and occupations. Skilled craftspeople with their specialized skills will work with scientists and engineers as teams in developing new applications for industry.

The career-technology curriculum provides a general education for students and an area of specialization. Required courses for all career-technology students for the class of 2017-18 include the following:

English	4.0	credits
Mathematics	4.0	credits
Science	3.0	credits
Social Studies	3.0	credits
Humanities	2.0	credits
Health	0.5	credits
Physical Education	2.0	credits
Career/Technical Elective	7.0	credits

Art

COURSE SELCTIONS GRADES 7 – 12

ART

	ART MAJOR	Grades Offered	12
Credit	1 (Full year – 5 periods per week)	Prerequisite:	Portfolio review and teacher approval
Weight	1.15		

Skills: Independent research and higher level critical thinking skills.

Purpose: Art Major is an advanced elective art course to build a firm foundation in the Visual Arts through intensive study and exploration.

Description: Emphasis is on mastery of learned skills to complete an art portfolio; materials will be discussed and projects will be designed by student and teacher following a strict set of deadlines. Students must demonstrate the ability to work independently and be self-directed; students will also explore the design principles in-depth, creative expression, originality, craftsmanship, aesthetic perception, art heritage, criticism, assessment and aesthetic valuing. Students are required to keep, a journal, homework assignments, worksheets, critiques, a photo file, thumbnail sketches, sketchbooks, exercises, and establishment of a slide portfolio.

	ART I (<i>formerly Painting Studio and Drawing</i>)	Grades Offered	9-12
Credit	0.5 (18 weeks – 5 periods per week)	Prerequisite:	None
Weight	1.0		

Skills: Painting media may include watercolor, acrylics, oils, pastels, and gouache and possible use of mixed media combinations. Specific subjects will be assigned for each painting medium. Drawing includes graphite pencil, charcoal, cone, metal point, colored pencil, pastels, and pen and ink.

Purpose: This course focuses on the operations of color and composition. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history, and aesthetics. This introductory course is in the fundamentals of drawing. Beginning as well as more advanced students should take this course.

Description: This is an introductory course in the fundamentals of painting and incorporating design and composition. Activities in composition and design will be used throughout the course. Beginning as well as more advanced students should take this course. Instruction and demonstration will precede each painting activity. Students will be allowed more freedom of subject matter to be used with each painting medium.

Design and composition concepts will be an integral part of the instruction in the drawing portion of the course. Some possible subject matter may include: still life, landscapes, portraiture, figure studies, nature objects, lettering and poster design as well as working from imagination. Exercises will include experimenting with drawing materials including mixed media. Design and composition concepts will still be emphasized as an integral part of the lesson. Students will be allowed more freedom of subject matter to be used with each drawing experience.

	ART II (<i>formerly Ceramic/ Pottery and Sculpture</i>)	Grades Offered	9-12
Credit	0.5 (18 weeks – 5 periods per week)	Prerequisite:	None
Weight	1.0		

Skills: The possibilities for this Art course include multiple construction methods such as pinch, coil, slab and wheel thrown ceramics and/or pottery. Through sculpture, the students will have the opportunity to visually communicate thoughts using design elements of shape, texture, space, planes, value and color.

Purpose: Ceramics is a foundation course focusing on the structural techniques of hand building; coiling, and slab work; and integrated with the sculptural technique of modeling. This sculpture portion of the course provides an opportunity for students to extend their understanding of three-dimensional art forms by focusing on the basics, understanding the process and practice of the medium of sculpture.

Description: Students can expect to complete pieces utilizing multiple techniques centering on functional as well as non-functional concepts and finalized with various glazes and/or finishing approaches. All assignments will involve advanced hand-building and the potter's wheel in some fashion. Traditional pieces are to include vessels, tea pots, mugs, jars, bowls, etc. Non-traditional pieces will appear sculptural and architectural in concept. Surface treatment, decorative techniques, and the firing process will be broken down and explored.

Students will analyze the sculptural fundamentals of technique, form, and content. These design elements will be arranged using the principles of: order, balance, proportion, unity, variety, repetition, and movement to achieve form. The final art forms may be figurative or non-figurative. Students may carve, cast, model, and/or fabricate using combinations of techniques. Create non-objective and representational sculptures using wire, wood, metal, papier-mâché, modeling compound, clay, found objects, and more.

**Business,
Computer, &
Information
Technology
(BCIT)**

BUSINESS, COMPUTERS, and INFORMATION TECHNOLOGY (BCIT)

Business education is an essential component of secondary education. Educating students for and about business practices and economic issues, developing skills necessary to use technology proficiently, acquiring knowledge to become a wise consumer, and preparing individuals for post-secondary education and the workplace, are the goals of the business education program. The program hopes to provide each student with marketable skills that will help them to succeed in business and in life.

BCIT looks at technology trends in industry and education to determine the goals and objectives of integrating the technology into the curriculum. These courses are versatile and applicable to all students.

	BUSINESS ESSENTIALS	Grades Offered	10
Credit	.5 (Half year – 5 periods per week)	Prerequisite:	None
Weight	1.0		

Purpose: This technology-rich introductory course is designed to provide a basic understanding of how business affects your everyday life in today's society. This course is an excellent introduction for students seeking to major in business at the college level. Others will find it beneficial to gain basic business knowledge and obtain lessons for life's learning.

Description: As information managers of the 21st century, our students will need to be able to think critically, solve problems, make informed decisions, and form value judgments. Basic life skills include the ability to work cooperatively, to communicate effectively, and to use technology competently. This course offers introductory-level information on basic business topics such as: Career Assessment and Exploration; Banking Topics; Financial Literacy; Technology Needs; Introduction to business procedures; Role in our global economy; Online Research; Leadership Skills; Resume Writing and Interview Techniques; Collaboration and Teamwork

Requirements: Reading, speaking, listening, and writing skills; basic math skills are used throughout the course; technology use required regularly; quizzes, tests, and projects on content vocabulary and concepts, classwork assignments. Preparation for class and participation are important and expected. Gmail account will be required as this course is 95% green.

	BUSINESS MATH	Grades Offered	9-12
Credit	1 (Full year – 5 periods per week)	Prerequisite:	
Weight	1.0		

Purpose: This course will provide students with financial and personal skills that allow students to experience realistic solutions to real-life and important financial problems. This course is far more than just math skills.

Description: A review of fundamental arithmetic processes is provided through concurrent work on basic business materials. The materials cover the following topics: cash receipts and payments records including checking accounts, gross and average pay, regular and overtime pay, deductions, take-home pay, fringe benefits, job expenses, working on commission, interest, compound interest, and promissory notes.

Requirements: Reading and writing assignments, quizzes and tests on vocabulary and math topics, class/homework assignments. A calculator will be helpful in the latter part of the course. Preparation for class and participation are important and expected.

	ACCOUNTING	Grades Offered	10-12
Credit	1 (Full year – 5 periods per week)	Prerequisite:	Business Math, Pre-Algebra or Algebra I
Weight	1.0		

Purpose: Accounting I is a course for those students who intend to enter the business field. Instruction will focus on debit and credit rules, interpretation of accounting records and financial reports, banking, and the preparation of worksheets and special journals. Students will also apply the basic accounting principles using computer software in a Windows environment to perform automated accounting procedures. Instruction includes a long-term simulation of managing accounts for a partnership.

Description: Students will develop accounting skills beginning with an understanding of the basic elements and concepts of double-entry accounting systems. Students will gain knowledge of the accounting cycle, enter transactions in journals, post to ledgers, and file end-of-year worksheets.

- Define concepts of generally accepted accounting principles and demonstrate an understanding of the fundamentals of the accounting equation.
- Classify items as assets, liabilities or owner’s equity.
- Analyze business transactions using source documents or narration and describe the effect on the accounting equation.
- Journalize business transactions using various journal entries.
- Post information from journals to ledgers.
- Prepare and analyze various financial statements.

	BUSINESS PROCEDURES (LAW)	Grades Offered	11-12
Credit	1 (Full year – 5 periods per week)	Prerequisite:	Business Essentials
Weight	1.0		

Purpose: This course provides a solid foundation in understanding legal issues in business and an important familiarity with the core topics of business law, integrated with the most relevant personal law topics. *The exceptional textbook for this class is equivalent to an undergraduate level course.*

Description: The students will learn about essential legal topics, ranging from the U. S. Constitution to corporate expansion and regulation. Other special topics include ethics, domestic violence, drug use and computer crime. They will also cover contracts, negotiable instruments, and marriage and divorce laws. In addition, some of the most common crimes and torts are discussed including traffic violations, drunk driving, search and seizure laws, vandalism and shoplifting.

Requirements: Reading and writing assignments, quizzes and tests on legal vocabulary and law topics, and class/homework assignments. Preparation for class and participation are important and expected.

	KEYBOARDING & COMPUTER APPLICATIONS	Grades Offered	9-12
Credit	.5 (Half year – 5 periods per week)	Prerequisite:	None
Weight	1.0		

Skills: Keyboarding skills, Internet skills, and basic software application skills needed in virtually every career.

Purpose: Students will master the basics of letter-key operations by touch (*correct keystroking*); report writing, simple table formats, business language, communication, and office related skills to carry them forward in school and post-secondary education or the workplace environment will be introduced.

Description: This course is designed to introduce the student to keyboarding fundamentals using **MicroType Pro5** and word processing software – in the introduction and mastery of the keyboard. Touch method of keying, proofreading, editing, and language skills are emphasized. Keyboarding correspondence, academic reports, tables, charts, basic Internet searching, presentations, and composition at the keyboard are main elements of this half-year long course. Culminating projects may be required. The keyboarding curriculum content is current and updated regularly and it is customized to meet the interests of today's middle/high school students.

	PERSONAL FINANCE AND MARKETING	Grades Offered	10-12
Credit	1 (Full year – 5 periods per week)	Prerequisite:	None
Weight	1.0		

PERSONAL FINANCE

Purpose: This part of the course is designed to help every student be informed and capable in everyday financial situations.

Description: The topics that will be presented to the students include money management, credit use, risk management, consumer rights and responsibilities, and money management. There will also be a focus on paychecks, benefits, income tax preparation and banking services. A unit on credit use will include defining credit, credit bureau information, minimizing credit costs, and ways to avoid credit problems. Students will also be acquainted with various types of risks, and strategies to manage these risks, using property, liability, life, health, and car insurance. Lastly, students will be informed of common fraudulent and deceptive marketing practices, laws available to protect them, and dispute resolution methods.

Requirements: Reading and writing assignments, quizzes and tests on vocabulary and concepts, class/homework assignments, and projects. A calculator will often be useful. Preparation for class and participation are important and expected

MARKETING

Purpose: Students will understand why marketing is an important activity in today's world. They will know how successful businesses develop an approach to market planning that responds to the needs of customers so that customers will be satisfied with the products and services they purchase.

Description: This course will begin by defining marketing and why it is necessary. Students will then cover how marketing has changed over the years in its approach to the customer and why developing a marketing strategy is crucial to marketing success. Consumer behavior and motivators will be covered, as well as the proper steps for decision-making. The importance of understanding the marketing mix and how to properly develop a marketing plan will also be discussed. Other topics that will be covered include developing new products, how to make the products successful, and the use of advertising.

Requirements: Reading and writing assignments, quizzes and tests on vocabulary and concepts, class/homework assignments and projects. A calculator will often be useful. Preparation for class and participation are important and expected.

	MICROSOFT® OFFICE APPLICATIONS	Grades Offered	10-12
Credit	1 (Full year – 5 periods per week)	Prerequisite:	
Weight	1.0		

Skills: A must have class for every student’s high school career and their future! The computer skills learned are necessary for current and continued post-secondary education, the business environment and personal use. It is an indispensable course for survival in today’s technological world.

Description: This course consists of computer applications using Microsoft® Office 2013 in a windows environment and Microsoft® Office 2011 on the Macintosh OSX. Students will learn all aspects necessary for success in educational and business, using Microsoft® Word, Excel, Access, and PowerPoint. This highly important curriculum in 21st Century learning will include creating, modifying, formatting, and editing documents in all major elements of the software applications. Students will work with use touch-typing skills, sorting data, adding charts, graphics, and tables for a variety of projects and reports. Basic to advanced presentation skills will be offered through a wide variety of assignments. Collaborative projects will be utilized within the course.

Requirements: Students will use their problem-solving abilities relative to material, processes, and products used in our every changing technological society. A determination to use these software titles to enhance projects in other curricular areas and beyond high school will be essential.

Health & Physical Education

HEALTH AND PHYSICAL EDUCATION

	PHYSICAL EDUCATION 7	Grades Offered	7
Credit	1.0 middle/high credit (5 periods per week)	Prerequisite:	
Weight	1.0		

Physical education is a required course for each grade level from 7th grade through 12th grade. It is considered a major subject during the semester in which it is scheduled.

All students must pass the semester course for each grade level before he/she can take the next level course. This means that the courses must be passed for every grade level and passed in progressive order. Students may not be scheduled for more than one physical education course in any one-year while in grades 7 through 11 unless approved by the Principal or his designee. Uniforms approved by the physical education department are mandatory. All classes are co-educational.

	PHYSICAL EDUCATION 8	Grades Offered	8
Credit	1.0 middle/high credit (5 periods per week)	Prerequisite:	
Weight	1.0		

Physical education is a required semester course for each grade level from 7th grade through 12th grade. It is considered a major subject during the semester in which it is scheduled.

All students must pass the semester course for each grade level before he/she can take the next level course. This means that the courses must be passed for every grade level and passed in progressive order. Students may not be scheduled for more than one physical education course in any one-year while in grades 7 through 11 unless approved by the Principal or his designee. Uniforms approved by the physical education department are mandatory. All classes are co-educational.

	PHYSICAL EDUCATION 9	Grades Offered	9
Credit	1.0 (5 periods per week)	Prerequisite:	
Weight	1.0		

Physical education is a required semester course for each grade level from 7th grade through 12th grade. It is considered a major subject during the semester in which it is scheduled.

All students must pass the semester course for each grade level before he/she can take the next level course. This means that the courses must be passed for every grade level and passed in progressive order. Students may not be scheduled for more than one physical education course in any one-year while in grades 7 through 11 unless approved by the Principal or his designee. Uniforms approved by the physical education department are mandatory. All classes are co-educational.

	PHYSICAL EDUCATION 10	Grades Offered	10
Credit	.5 (5 periods per week – 18 weeks)	Prerequisite:	
Weight	1.0		

Physical education is a required semester course for each grade level from 7th grade through 12th grade. It is considered a major subject during the semester in which it is scheduled.

All students must pass the semester course for each grade level before he/she can take the next level course. This means that the courses must be passed for every grade level and passed in progressive order. Students may not be scheduled for more than one physical education course in any one-year while in grades 7 through 11

unless approved by the Principal or his designee. Uniforms approved by the physical education department are mandatory. All classes are co-educational.

140011	PHYSICAL EDUCATION 11	Grades Offered	11
Credit	.5 (5 periods per week – 18 weeks)	Prerequisite:	
Weight	1.0		

Physical education is a required semester course for each grade level from 7th grade through 12th grade. It is considered a major subject during the semester in which it is scheduled.

All students must pass the semester course for each grade level before he/she can take the next level course. This means that the courses must be passed for every grade level and passed in progressive order. Students may not be scheduled for more than one physical education course in any one-year while in grades 7 through 11 unless approved by the Principal or his designee. Uniforms approved by the physical education department are mandatory. All classes are co-educational.

	PHYSICAL EDUCATION 12	Grades Offered	12
Credit	.5 (5 periods per week – 18 weeks)	Prerequisite:	
Weight	1.0		

Physical education is a required semester course for each grade level from 7th grade through 12th grade. It is considered a major subject during the semester in which it is scheduled.

All students must pass the semester course for each grade level before he/she can take the next level course. This means that the courses must be passed for every grade level and passed in progressive order. Students may not be scheduled for more than one physical education course in any one-year while in grades 7 through 11 unless approved by the Principal or his designee. Uniforms approved by the physical education department are mandatory. All classes are co-educational.

	STRENGTH AND CONDITIONING electives	Grades Offered	9-12
Credit	.5 (5 periods per week – 18 weeks)	Prerequisite:	
Weight	1.0		

Strength 1: Strength training and conditioning will enable students to gain an in-depth understanding of strength training concepts and techniques. At the same time, students will experience an increase in muscular development through a carefully planned and regulated training program. Successful completion of a Physical Education class is required.

Strength 2: Course content and instruction will vary to meet the students' individual needs. Specific training programs will be designed for students interested in development to complement their participation in varsity athletics. A general program will also be available for those individuals who are mainly concerned with improving their level of personal fitness.

	HEALTH EDUCATION	Grades Offered	11-12
Credit	.5 (5 periods per week – 18 weeks)	Prerequisite:	
Weight	1.0		

Health Education is a required course and must be passed to meet graduation requirements. Subjects covered in the semester course may include stress management, suicide prevention, prevention and treatment of drug abuse, personal care of the body, infectious and non-infectious diseases, coping with death and dying, fitness,

tobacco, alcohol and drug abuse, human sexuality; including anatomy, fetal development, childbirth, abstinence and other forms of birth control, sexually transmitted diseases, rape, date rape, abuse, and abortion.

SWIMMING REQUIREMENTS

Every student must take a semester, physical education course (7th – 12th grades) each year of school. Within each physical education course, a 15-20 day swimming unit will be required. Swimming shall count as 17% of the final grade.

Attendance and all other criteria used in determining the swimming grade will be part of the general physical education grade for the marking period.

The main criterion for determining the swimming grade is participation. Participation includes all of the following:

1. Wearing a bathing suit.
2. Getting into the water.
3. Showing effort in attempting and performing skills.
4. Demonstrating good conduct.
5. Causing no safety hazard which could endanger oneself or others.

Nonparticipation/Non credit includes any one of the following:

1. No bathing suit.
2. Not getting in the water.
3. Showing no effort in the water.
4. Misconduct.
5. Causing a safety hazard for oneself or others.

(Any one of these occurring at any time during a class may result in a nonparticipation/non credit class.)

English
Language
Arts

ENGLISH

English is a required course in each of the four years of high school. In order to meet graduation requirements in the area of English, students must pass (4) of the following courses: English 9, English 10, English 11, English 12, AP English or pre-approved English composition courses approved through dual enrollment. Students who are eligible for special education services must meet the goals of their IEP. The topics taught include basic grammar, composition, literature, and speech. The emphasis in the department is upon composition and the development of a clear, concise writing style.

If a student fails an English class, the student must repeat and pass the class before taking the next level of English; however, seniors may take more than one English class if they failed at a lower level.

The mechanics of writing are also reviewed during the study of literature. Students in grades 9, 10, and 11 prepare a research report, while students in grade 12 must complete a major research project.

A newly added component of the English Curriculum is the Accelerated Reader program (AR). The AR program is designed to enhance a student's reading comprehension level while allowing him or her to choose which books to read. To keep expanding these skills, each student will be required to take an AR quiz within two/three/four weeks of a new school year.

Reading material can be accessed through the district Web site at: www.indians.k12.pa.us. Scroll over the Middle/High School tab and look for the AR Book Finder. Each English teacher has set a point value to attain every marking period. Please see the individual teacher for more information.

Reading Lists for 7 – 12th grade students:

Suggested Summertime Reading Lists will be distributed to all students in grades 7 – 12. Students who complete the readings and journal their books will be eligible to submit their name to receive a Kindle through a grade level drawing for a winner.

	ENGLISH 7	Grades Offered	7
Credit	1 (Full year – 5 periods per week)	Prerequisite:	Successful completion of 6 th grade English
Weight	1.0		

Skills: Reading, writing, speaking and listening.

Purpose: This course is designed to improve the writing and speaking abilities of students.

Description: This course is a review of the correct grammar, punctuation and capitalization rules. We will also be incorporating correct writing procedures and styles. Students will also learn the correct format for writing a 5-paragraph essay. Additional creative writing pieces will be assigned. This course will also focus on vocabulary development and correct oral presentation techniques.

Requirements: Students will be required to complete daily bell ringer activities, weekly vocabulary activities, multiple projects and presentations, quizzes, tests, written class work and homework. In addition, students will be expected to actively participate in class discussions and keep an organized notebook.

	READING 7	Grades Offered	7
Credit	1 (Full year – 5 periods per week)	Prerequisite:	Successful completion of 6 th grade reading
Weight	1.0		

Skills: Reading, writing, listening, and speaking

Purpose: The course will introduce the students to a variety of short stories, drama, folk tales and novels. The students are taught to critically read and analyze the selections.

Description: This reading course is literature based. It includes short stories, drama, narrative and informational nonfiction, poetry, myths, fables, legends, and novels. Literary terms and techniques are discussed throughout the course. Story elements such as plot, characters, setting, conflict, rising and falling action, climax and resolution are discussed. Read Naturally, a fluency based language arts program is a component of the curriculum. Students must complete two book reports throughout the course. PSSA preparation will be stressed.

Requirements: Oral and silent reading, written responses to literature, homework assignments, tests, quizzes, and class discussion.

	ENGLISH 8	Grades Offered	8
Credit	1 (Full year – 5 periods per week)	Prerequisite:	Successful completion of 7 th grade English
Weight	1.0		

Skills: Reading, Writing, Speaking.

Purpose: This course is designed to improve the writing and speaking abilities of students.

Description: This course is an introduction to correct writing procedures and styles. It also includes the incorporation of grammar, punctuation, and capitalization rules. Students will learn the correct format for writing a 5-paragraph essay in both the informational and persuasive writing style. Additional creative writing pieces and journal writings will also be assigned. This course will also focus on vocabulary development and correct oral presentation techniques.

Requirements: Students will be required to complete daily bell ringer activities, weekly vocabulary activities, multiple projects and presentations, quizzes, tests, written class work and homework. In addition, students will be expected to actively participate in class discussions and keep an organized binder of all assignments.

	READING 8	Grades Offered	8
Credit	1 (Full year – 5 periods per week)	Prerequisite:	Must pass 7 th grade Reading
Weight	1.0		

Skills: Reading, writing, listening, discussion.

Purpose: The course will introduce the students to a variety of short stories, folk tales, myths, and novels. The students are taught to critically read and analyze the selections.

Description: The course consists of a variety of classic and contemporary selections from literature. Stories include *Sing Down the Moon*, *Flowers for Algernon*, *Hatchet*, *Cub Pilot on the Mississippi*, *Diary of Anne Frank*, by authors such as Arthur Conan Doyle, O Henry, Jack London, Mark Twain, James Herriot, Gary

Paulsen, Langston Hughes, and Daniel Keyes. The students will read the selections that contain a variety of literary elements. Student will identify and increase their knowledge of element like plot, main ideas, summaries, context clues, inference, stereotyping, theme and analyzing characters. The students are expected to express their own ideas about the characters, stories, and authors. The class encourages student participation and expression.

Requirements: Day to day reading assignments, written class or homework assignments, tests or quizzes, and class discussion.

	HONORS ENGLISH 8	Grades Offered	8
Credit	1 (Full year – 5 periods per week)	Prerequisite:	90% and higher in 7 th grade English
Weight	1.0		

Skills: Writing, reading, speaking, and listening.

Purpose: This course is designed for students who already have a general understanding of grammar and writing. This course will provide students with the opportunity to apply their knowledge of writing and grammar in many creative ways.

Description: This course focuses on writing procedures and styles. It also includes grammar, punctuation, capitalization rules, and vocabulary development. Along with the regular 8th grade curriculum, Honors English will incorporate more elaborate writing, in-depth reading, projects, and enhance communication skills.

Requirements: Students will be required to complete daily bell ringer activities, writing assignments, weekly vocabulary activities, a journal, written class work, homework, projects, presentations, tests, group work, and reading. In addition, students will be expected to actively participate in class discussions and keep an organized binder/notebook of all assignments.

	ENGLISH 9	Grades Offered	9
Credit	1 (Full year – 5 periods per week)	Prerequisite:	English 8
Weight	1.1		

Skills: Reading, writing, listening and speaking.

Purpose: This course is designed for all 9th grade students. A main goal is to improve the students' reading, writing, listening, and speaking skills while integrating literature with grammar, the five paragraph essay, and a research paper.

Description: English 9 places special emphasis on reading and writing. Students compare and contrast their own ideas with those of short story writers, novels, poetry, and a Shakespearean play. Novels and play may include: Johnny Tremain, A Separate Peace, The Chocolate War, and Romeo and Juliet. Vocabulary and grammar are continually stressed in conjunction with constant writing and revising of short essays, a research paper, and a book report each marking period. Remedial grammar lessons are given when deemed necessary to re-teach a concept. Class discussion is encouraged in order to emphasize student participation, the ability to express oneself, and tolerance of differing viewpoints. PSSA and SAT preparation are constantly stressed to prepare the students for future graduation and collegiate requirements.

Requirements: Day-to-day reading assignments, vocabulary study, projects, tests, quizzes, written homework, and participation in class discussions.

	MASS MEDIA I	Grades Offered	9-12
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Credit	1 (Full year – 5 periods per week)	Prerequisite:	85% in English
Weight	1.0		

Skills: Writing, computer skills, interviewing, familiarity with Google Docs, Adobe Photoshop, photography, and creativity.

Purpose: Explore all areas of mass communication.

Description: Using the above skills, students will be responsible to create all materials needed to publish the on-line publication of the *Indian Times* using the popular publishing software InDesign®.

Requirements: Students will write features, sport's articles, editorials, school news, and add photographs when needed. Students will demonstrate their reporting skills for interviews for the newspaper.

	CREATIVE WRITING	Grades Offered	9-12
Credit	1 (Full year – 5 periods per week)	Prerequisite:	None
Weight	1.0		

Skills: Students will use literary devices, sound devices, and language devices.

Purpose: Experience creativity through writing.

Description: Creative writing students will learn how to manipulate words and images to make writing come alive. Students will write poetry and prose in conjunction with various creative assignments.

Requirements: Students will write an autobiography, short story (including fables, legends, and fairytales), features, editorials, drama, and poetry.

	ENGLISH 10	Grades Offered	10
Credit	1 (Full year – 5 periods per week)	Prerequisite:	Successful completion of English 9
Weight	1.1		

Skills: Formal Writing using transitions, Reading Comprehension, Formal Speaking, Literary Analysis

Purpose: This course is designed to prepare all students in 10th grade for college level work. This course gives an overview of many different genres. Short Stories, novels, poetry, and drama are explored from many different writers and eras. Students will not only read these works of literature, but they will write about them as well.

Description: Students will read and comprehend works from many genres. They are responsible for writing about everything that is read in some way. Students will also study vocabulary that goes along with every reading. There will also be a review in grammar with every unit covered.

Requirements: Reading Assignments, essays, original stories, quizzes, tests, projects, and homework.

	KEYSTONE LITERATURE 11	Grades Offered	11
Credit	1 (Full year – 5 periods per week)	Prerequisite:	
Weight	1.0		

KEYSTONE Literature 11 is designed to prepare students to take the Keystone Literature exam. This test is aligned to specific PA standards, which will be covered during the duration of this course. The main objective

of this course is for students to progress to a superior level of excellence in literature, which will in turn be demonstrated on the Keystone exam.

Students who score proficient on the Study Island benchmarks administered in the 10th grade year and/or obtain a 95% - 100% may be excused from the Keystone Literature 11 course upon review of a student's records by guidance personnel and administrators.

	ENGLISH 11	Grades Offered	11
Credit	1 (Full year – 5 periods per week)	Prerequisite:	Successful completion of English 10
Weight	1.1		

Skills: Literary analysis, expansion of writing skills/techniques, reading comprehension, presentations.

Purpose: This course is designed to prepare students for college level work. Emphasis is placed on reading closely; analysis of texts, poetry, and nonfiction; editorials as debate; a college-level research paper; and PSSA preparation.

Description: This course is designed to challenge students to find correlations between literature and everyday life. Students will contrast content, hone writing skills, debate issues, and promote the use of technology through the Mac books available in the room. Presentations, podcasts, and other media will be used throughout the year, culminating in a technology project incorporated into the final.

Requirements: Reading and writing assignments, quizzes and exams, class work, and projects using the Mac books.

	AP ENGLISH LITERATURE COMPOSITION	Grades Offered	11-12
Credit	1 (Full year – 5 periods per week)	Prerequisite:	93% in English 10 or English 11
Weight	1.25		

Skills: Critical and abstract thinking, analytical writing, reading, listening, speaking, and class participation in discussions.

Purpose: Advanced Placement English: Literature and Composition is a college-level course for highly motivated students who desire an intensive study of literature. The course's primary objective is to develop critical and analytical thinking, writing, and communication skills through different genres and literary periods.

Description: AP English provides students with the opportunity to utilize collegiate-level materials and instructional strategies to analyze literature on an in-depth basis, taking various socio-economic, political, and cultural ideas into consideration. Students will be required to read and analyze literature to determine the author's commentaries on his or her time period, culture, and society of the time. They will reflect on these readings through class discussion, extensive writing, and topic-centered projects. Students will learn MLA format by writing a 5-8 page research paper. A sequential vocabulary regimen and weekly studies of the previous tests will prepare the students for the National Advanced Placement examinations which may result in their earning college credit. Novels, novellas, plays, poetry, and philosophy will be read. Authors may include: Orwell, Camus, Sartre, Fitzgerald, Chopin, Flaubert, Ibsen, Bronte, Plato, Descartes, Nietzsche, Hesse, and Dante. A research paper must be completed for class in order to pass the class.

Requirements: Day-to-day reading assignments, vocabulary study, in-class essays, formal essays completed outside of class, research paper, projects, tests, quizzes, written homework, and participation in class discussions and analysis.

	AP ENGLISH LANGUAGE COMPOSITION	Grades Offered	11-12
Credit	1 (Full year – 5 periods per week)	Prerequisite:	93% in English 10, 11 or AP Literature Composition
Weight	1.25		

Prerequisite: 93% or higher in English 11 or AP Literature and Composition. Additionally, students must submit two writing samples to the teacher to determine a student's eligibility.

Skills: Class participation and analysis of varying texts, writing with a clear tone, audience, and purpose, and close reading of texts.

Purpose: Advanced Placement Language and Composition offers students a diverse body of texts to be discussed, critiqued, and analyzed. Students who take AP Composition should anticipate college-level work and an emphasis on creating responses that are concise and articulate. Writing skills are a must as well as an innate love of critically assessing texts for their value, intimations, arguments, and effectiveness. This requires students to forego summary answers and illuminate an answer in a detailed response without being vague or general.

A large emphasis is placed on rhetorical strategies, the rhetorical triangle, audience, tone, and vocabulary. Writing prompts are focused on, but not limited to, argument, analysis, and synthesis. Timed responses are given frequently as well as sample AP multiple-choice questions.

Thematic units include, and are not limited to: politics, family, work, sports/fitness, education, and popular culture. Students will assess poetry, non-fiction, imaginative texts, and visual texts, for bias and cultural values. Additionally, two novels will be discussed.

Requirements: Students should anticipate four hours of work outside the classroom per week. This work may include writing assignments, reading, vocabulary strategies, projects, tests, or quizzes.

There will be no extra credit. Students will take the AP exam in the spring, thus allowing them an opportunity to forego taking a composition course at a college/university or the former plus receiving college credit. Only those who can commit to such an arduous workload should take the course.

	YEARBOOK	Grades Offered	11-12
Credit	1 (Full year – 5 periods per week)	Prerequisite:	Completion of Adobe Photoshop and English 10/11 with an 85%
Weight	1.0		

Skills: Critical thinking, planning, photo taking and up loading, computer work with Elite Vision and Adobe Photoshop.

Purpose: To plan, layout, and photograph those necessary pictures and copy which will complete the sections of the yearbook including opening, senior section, faculty/administration, clubs and activities, sports, and ads. The final product of this class is the Totem Pole, a school yearbook of 160 pages.

Description: Yearbook is a class needing hands-on experiences. Various pages are assigned and students and section editors check to make certain the assignments for photos and copy are ready for the computer lay out. They will then print out the pages so that they can proofread the pages; give them to the editor for his-her proofing; and finally gives the pages to the advisor so the pages can be prepared for shipment to Taylor Publishing. A computer disk of the shipment pages will then be made and the necessary paperwork for shipping must be completed.

Requirements: Willingness to work, take photos, use a computer including Elite Vision and Adobe Photoshop, outside assignments with regard to extra-curricular events.

	ENGLISH 12	Grades Offered	12
Credit	1 (Full year – 5 periods per week)	Prerequisite:	Completion of English 11
Weight	1.1		

Skills: Writing, reading, listening, speaking, critical and analytical thinking, making inferences, and interpreting.

Purpose: This course is designed for students who are planning to attend college, obtain employment, join the military, or seek technical training/education after high school. In addition to practicing the skills listed above, the student will gain a comprehensive view of British literary and social history from the Anglo-Saxon Age to Modern England. This course is designed to develop strategies for understanding and appreciating language through the study of literary works and the historical context in which they were produced. They should then use those strategies as a springboard for writing creatively and critically with the use of technology as a key writing tool.

Description: English 12 is a survey course in English literature beginning with a discussion of Anglo-Saxon England, Medieval and Elizabethan Ages, as well as contemporary writers. Students will read a play by Shakespeare (Macbeth) as well as other literature of the seventeenth and eighteenth centuries. They will also study writers of the Romantic and Victorian periods. Contemporary writers will be read and discussed. They will read short stories, plays, poems, and essays: the works will be analyzed for their thematic and literary qualities. Functional grammar, usage, punctuation, and capitalization will be reviewed. Vocabulary will be done on a regular basis. A research paper (on a topic of their choice) must be completed for class in order to pass the class.

Requirements: Reading assignments, writing assignments, quizzes, exams, class work, and homework.

	MYTHOLOGY: Semester I (Greek/Roman)	Grades Offered	9-12
Credit	.5 (Half year – 5 periods per week)	Prerequisite:	85% in English
Weight	1.0		

	MYTHOLOGY: Semester II (World)	Grades Offered	9-12
Credit	.5 (Half year – 5 periods per week)	Prerequisite:	85% in English
Weight	1.0		

Skills: Reading comprehension; verbal discussion, writing, analysis, synthesis and evaluation of reading materials; making connections between ancient beliefs, customs and literature to those in modern life; and demonstration of parallels to the structure and themes of myths of diverse cultures.

Purpose: To study the literary heritage of people from ancient times around the world; to read and interpret myths and some of the ways they function in societies and cultures; to read and interpret mythic metaphors symbols, and analogies; to compare and contrast significant characters, events, symbols, and actions (called motifs) in one story with similar events in another story; to evaluate archetypal mythological stories and figures as they appear in a variety of the world's cultures; to describe and discuss the cultures that produced the myths; to improve analytical, conceptual, connective writing skills; to discover what these stories have to do with our lives today.

Description: Semester I offers an introduction to the myths of the Greeks and Romans. Semester II concentrates on myths from Norse, Indian, Japanese, Chinese, Native American, African, and various other cultures. These courses will include, but is not limited to, myths about creation, deities/supernatural beings, love and romance, epic heroism (Perseus, Theseus, Herakles, *Iliad*, *Odyssey*, etc.), and tragedies (Agamemnon, Oedipus Rex, Medea, etc.). This course will also focus on word origins, concentrating on vocabulary from Latin and Greek root.

Important Note: Once a student completes either, or both, semesters; he or she is ineligible to take the courses again. The courses are not sequenced so it does not matter which one you choose to take first.

World Language

FOREIGN LANGUAGE

The foreign language department currently offers four years of instruction in Spanish and three years of instruction in French. The department is able to meet the students' demands with these two language offerings. Expansion of the course offerings will take place based upon students' interest and demand as defined by the curriculum regulations.

	FRENCH I	Grades Offered	9-12
Credit	1 (Full year – 5 periods per week)	Prerequisite:	
Weight	1.0		

This course introduces students to the structure of the French language, and uses a variety of resources including a textbook to help students master basic concepts of the French language.

Skills: All students will apply reading, writing, listening and speaking skills in the classroom.

Purpose: Instruction is presented in both French and English while students learn vocabulary, grammar, and culture.

- Vocabulary lessons include greetings and feelings, introducing oneself, describing people and things, expressing likes/dislikes, telling time, talking about school, and describing family and where one lives.
- Grammar lessons include sentence structure, regular and irregular verbs in the present tense, and adjective agreement.
- Culture lessons include French geography, greetings, social customs, food, friends, school environment, and families.

Requirements: Class participation, willingness to speak French, group work, tests, quizzes, homework, projects.

	FRENCH II	Grades Offered	10-12
Credit	1 (Full year – 5 periods per week)	Prerequisite:	
Weight	1.0		

This course is a continuation of what was introduced in French I. Students will further their knowledge of present tense verbs and will begin using verbs in the past tense. They will also learn about direct, indirect, and reflexive pronouns.

Skills: All students will apply reading, writing, listening and speaking skills in the classroom.

Purpose: Instruction is presented frequently in French, and students are expected to use French as much as possible while applying reading, writing, listening and speaking skills in the classroom.

- Vocabulary lessons include travel and modes of transportation, sports/activities, fashion and shopping, daily routine, health and fitness.
- Grammar lessons include regular and irregular verbs in the present tense and in the passé composé, reflexive verbs, adjective placement/agreement/comparative/ superlative.
- Culture lessons include the importance of food and fashion industries in France, and popular sports and activities in France.

Requirements: Class participation, willingness to speak French, group work, tests, quizzes, homework, projects.

	FRENCH III	Grades Offered	11-12
Credit	1 (Full year – 5 periods per week)	Prerequisite:	
Weight	1.15		

This course builds on everything learned in French I and French II. Students will continue using verbs in the present and past tenses, but will also learn the imperfect, and they will work regularly with direct and indirect object pronouns.

Skills: Reading, listening, speaking, translating, practical application.

Purpose: Instruction is presented mostly in French, and students are expected to use French consistently while applying reading, writing, listening and speaking skills in the classroom.

- Vocabulary lessons include automobiles and driving, winter sports/activities, travel and hotels, banking, post office, telephone, and daily life.
- Grammar lessons include regular and irregular verbs in the present tense, passé composé, imparfait, future, and conditional, reflexive verbs in the past tense, and direct and indirect pronouns.
- Culture lessons include the roles of hotels, banks, post offices, and telephones in the daily lives of the French, and making comparisons with those in the daily lives of Americans.

Requirements: Class participation, willingness to speak French, group work, tests, quizzes, homework, projects.

	SPANISH I	Grades Offered	9-12
Credit	1 (Full year – 5 periods per week)	Prerequisite:	
Weight	1.0		

Skills: Reading, listening, speaking, translating, practical application.

Purpose: Acquaint students with basic Spanish and Hispanic culture and basic communication in Spanish.

Description: Spanish I is a presentation of Spanish vocabulary, grammar and culture, at a basic level. It is designed to foster listening and speaking skills, and to further study of the language.

Requirements: Class participation, tests, quizzes, homework, projects.

	SPANISH II	Grades Offered	10-12
Credit	1 (Full year – 5 periods per week)	Prerequisite:	Successful completion of Spanish, Level I
Weight	1.0		

Skills: Reading, writing, listening, speaking.

Purpose: This course is designed for the students to acquire expanded vocabulary and grammar skills through developing their speaking and listening ability.

Description: Students will expand their vocabulary through discussions of means of transportation, restaurants, telecommunications, shopping and pastimes. Grammatical points include, but are not limited to the regular and irregular forms of past tenses; comparisons of the Spanish past tenses; and the future tense. Each chapter will also discuss various cultural topics, including Spanish foods, markets, communications and pastimes.

Requirements: Writing assignments to be used as the basis for classroom discussions in the target language, reading assignments, quizzes, chapter tests, exams and homework.

	SPANISH III (honors)	Grades Offered	11-12
Credit	1 (Full year – 5 periods per week)	Prerequisite:	Successful completion of Level II
Weight	1.15		

Skills: Reading, writing, listening, speaking.

Purpose: This course is designed to further expand vocabulary and grammar knowledge through increased discussions of narratives and reading passages.

Description: This course uses more real-life situations, such as newspaper articles, excerpts from books and the like for the basis of classroom discussions in order to improve listening and speaking abilities. Some topics for discussion are Spanish tourist sites, daily life, likes and interests, events and ceremonies. Grammatical points include: uses of present and past subjunctive moods, intransitive verbs, regular and irregular future and conditional conjugations. Some authors presented are Gertudis Gómez de Avellaneda, Laura Esquivel, Miguel Mihura, and Ana María Matute.

Requirements: Reading assignments with accompanying classroom discussions, writing assignments, quizzes, exams, group projects, and homework.

	SPANISH IV (honors)	Grades Offered	12
Credit	1 (Full year – 5 periods per week)	Prerequisite:	Successful completion of Level III with at least an 85 average
Weight	1.15		

Skills: Reading, writing, listening, speaking.

Purpose: This course is designed to complete the textbook series and use that material in conversations and compositions.

Description: Students have a chance to fine-tune their listening, speaking, reading and writing skills. Various topics, such as historical events, cultural values, and health issues will be discussed. Students also have the opportunity to create their own vocabulary and grammar lesson through a textbook-like presentation. Works of Spanish authors Abenámbar, Pío Baroja, and Gabriel García Márquez will be discussed.

Requirements: Reading assignments, writing assignments, group projects and development of vocabulary presentation.

**Family &
Consumer
Science**

FAMILY AND CONSUMER SCIENCE (Elective)

Family and Consumer Sciences is an academic discipline that combines aspects of social and natural science. Family and Consumer Sciences deal with the relationship between individuals, families, communities, and the environment in which they live; to help them make informed decisions about their well-being, relationships, and resources to achieve optimal quality of life.

	FOOD PREPARATION and INTERNATIONAL COOKING	Grades Offered	10-12
Credit	1.0 (Full Year – 5 periods per week)	Prerequisite:	
Weight	1.0		

Skills: Observation, critical thinking, cooperative learning, hands-on application, team work, performance, responsibility and respect.

Purpose: This course is designed to introduce students to various skills and techniques used in daily food preparation. Students learn the importance of teamwork, time management and cooperation through hands-on activities that enhance instructional lessons. The International portion of this course provides students with an awareness of different countries customs, cultures, traditions and their effects on their culinary styles.

Description: This course includes a concentration of food preparation skills while recognizing the need to improve the nutritional wellbeing of the students. Some of the units covered include: Cookies, Eggs, Soups, Vegetables, Pastries, Casseroles, Salads, Meats, and Pastas. Students learn the importance of working as a team and time management skills. International Cooking students will study nine countries and their culture, customs, food traditions and history. Students will sample and prepare food using each country's culinary style.

	LIFE MANAGEMENT	Grades Offered	9-12
Credit	.5 (18 weeks – 5 periods per week)	Prerequisite:	
Weight	1.0		

Skills: Observation, critical thinking, cooperative learning, hands-on application, team work, performance, responsibility and respect.

Purpose: Preparing students with the necessary skills to live independently while learning to set career goals and identifying personal values that will guide them in life.

Description: Students will learn how to survive after leaving home with units on budgeting, banking, careers, values, goals and advertisements, meal planning, food preparation, housing, clothing and textiles and organization of space.

	FAMILY LIFE	Grades Offered	9-12
Credit	.5 (18 weeks – 5 periods per week)	Prerequisite:	
Weight	1.0		

Skills: Observation, critical thinking, cooperative learning, hands-on-application, team work, performance, responsibility and respect.

Purpose: This is a self-discovery course. Students examine personal qualities of themselves that are 'rooted' in the foundation of their personalities.

Description: A study of the changing nature of relationships within one's life beginning with the development of personality, birth order, love and dating, marital options, weddings, types of families, stress, divorce and the steps towards self-actualization.

	PARENTING/TODDLERS	Grades Offered	9-12
Credit	1.0 (Full Year – 5 periods per week)	Prerequisite:	
Weight	1.0		

Skills: Observation, critical thinking, cooperative learning, hands-on application, team work, performance, responsibility and respect.

Purpose: This course provides students with an awareness of the responsibility, expenses, and care needed to raise a child in a modern world.

Description: This full-year course introduces students to the responsibilities, expenses, health issues, emotional, and physical development of a child. The students will care for a "Reality Baby", discuss pregnancy, FAS, and the effects of drug use and smoking during pregnancy. Students wear the empathy belly and discuss the responsibility of parenting. In addition, the students will visit a local daycare center to observe a toddler's daily routine. Students study language development, reading, eating habits, discipline, childcare and safety of toddlers.

Dual Enrollment Classes in Early Childhood Education

Penn College NOW is a program that allows students to take college classes while in high school. The courses are taught at the career and technology center by Penn College approved high school instructors. To enroll in a Penn college NOW course you must have passed the most recent state assessment tests at the “proficient” or “Advanced” level. If you do not meet this requirement, contact your school’s point of contact.

Generally, 11th and 12th grade students are eligible to participate in the program. Recommended high school subjects: three years of English and at least one year of child development.

Child Development

EDU100

Overview of typical growth and development of young children from birth age eight. Cognitive, language, physical growth, gross and fine motor, emotional and social development milestones are the focus of this course, with a special emphasis on the implications they have for the care and education of young children. Other topics include an introduction to the basic concepts of major development theories; principals of learning and development; and developmentally appropriate practice. A strong focus on a family-centered approach is integrated throughout the course. 3 Credits (3 Lecture – 0 Lab)

This class will be offered at the NCCTC Monday through Friday from 1:00 – 2:30 during the first and second marking periods. Live lab occurs on Wednesday throughout the session.

Health, Safety, and Nutrition for Early Childhood

EDU201

Study of the specific health and hygiene concerns of early childhood. Discussion includes common childhood diseases, chronic illnesses, disorders, and conditions, with emphasis on identification and management within an early childhood setting. Additional topics include assisting young children in the development of personal hygiene, safety skills, and nutrition education. State licensing regulations and community service agencies in health, safety, and nutrition will be examined. 3 Credits (3 Lecture – 0 Lab)

Technology

Education

Industrial Arts

TECHNOLOGY EDUCATION/INDUSTRIAL ARTS

	IMPACTS OF TECHNOLOGY	Grades Offered	9-12
Credit	1.0 (Full year – 5 periods per week)	Prerequisite:	None
Weight	1.0		

This course will focus on the benefits and risks associated with technological advancements. Current events will be studied.

Objectives:

- Recognize the difference between technology, science, and engineering.
- Explore how technology has evolved over time and how the pace of technological advancement has increased.
- Learn and use the engineering design process and the components associated with the design process.
- Investigate the areas of technology: Manufacturing, Construction, Communication, Energy and Power, Transportation, and Biological and Chemical Technologies.
- Students will practice conservation and ‘Going Green’.
- Students will realize that with all technologies there are both benefits and risks creating an impact on our society and environment.

	BASIC TECHNICAL and ARCHITECTURAL DRAWING & DESIGN	Grades Offered	9-12
Credit	1.0 (Full year – 5 periods per week)	Prerequisite:	
Weight	1.0		

The first portion of this course is for the beginner who is interested in a career as a draftsman, engineer, industrial designer, architect, graphic designer, clothing designer, auto mechanic and the fine arts. The second portion of this course is designed to give the student exposure to design and application of building a house and the basics of residential architectural. Students interested in a career in architecture, architectural drafting, and construction trades or the housing industry will find this course helpful. The student will complete a set of working drawings for a residence, and build a model house.

Objectives:

- Learn how to use draftsmen’s tools.
- Learn proper lettering and dimensioning techniques.
- Learn to draw multi-view or working drawings.
- Learn to create isometric drawings.
- Learn basic descriptive geometry.
- Learn to use drawing as a means of communicating ideas
- Learn about different architectural periods and styles.
- Learn about residential design, including room relationships and sizes, exterior design factors, environment and site orientation.
- Learn about floor plans and floor plan symbols.

Skills: Problem solving, measuring, planning, drawing, and mathematics.

	MANUFACTURING	Grades Offered	9-12
Credit	1 (Full year – 5 periods per week)	Prerequisite	None
Weight	1.0		

Description: “Manufacturing” is a technology course that emphasizes skills that can be used in a modern industrial setting. Students will interact with technology that is typically found in these settings. In addition, students will also complete a construction unit, which will introduce basic electrical, plumbing, and construction methods found within a residential setting.

Objectives:

- Measurement
- Safety in an Industrial Setting
- Proper Use of Machinery
- Wood Working Concepts
- Concepts of Industry Practices
- Residential Plumbing, Electrical, and Construction

	PHOTOGRAPHY	Grades Offered	10-12
Credit	.5 (Half year – 5 periods per week)	Prerequisite:	
Weight	1.0		

This course will introduce students to the processes in film and digital photography.

Objectives:

- Learn about the history of photography.
- Use an SLR manual camera.
- Successfully expose film, develop into negatives and chemically process into prints.
- Execute more advanced dark room procedures such as high or low key vignettes.
- Explore digital photography and basic image manipulation using Adobe Photoshop.

	GRAPHIC TECHNOLOGY & ADOBE PHOTOSHOP	Grades Offered	10-12
Credit	1 (Full year – 5 periods per week)	Prerequisite:	
Weight	1.0		

This course will introduce students to various careers in the areas of graphic arts and graphic design. In addition, the students will be acquainted with to the industry-leading imaging and graphics program, Adobe® Photoshop. Students will discover the benefits of Photoshop through basic and intermediate skills, including placing type in an image, understanding layers, creating special effects, and creating documents for the Web. Additional skill coverage includes working with colors, type, filters and the use of masks. This will be accomplished through a variety of interesting projects and independent challenges. Basic computer experience is expected.

Objectives:

- Learn the basics of design.
- Apply the basic design principles by creating flyers, logos, mouse pads, t-shirts, and stationery.
- Learn the basics of bindery operations, and graphic production.
- Apply the basics of bindery operations and graphic production by creating and producing a notepad and assisting with in school printing projects.
- Explore basic digital imaging techniques and forms of image modification.

- Demonstrate a command of basic digital imaging techniques by manipulating given images.
- Demonstrate a solid grasp of how to utilize commonly used tools to edit images.
- Learn the value of layers to create dynamic images
- Demonstrate an ability to use the Type tool – become familiar with the character palette, various fonts, settings, and effects to communicate effectively through text.
- Utilize Action Frames
- Complete projects from beginning concept to finished product

	ELECTRONICS	Grades Offered	10-12
Credit	1 (Full year – 5 periods per week)	Prerequisite:	Algebra I
Weight	1.0		

This course is designed to allow students to survey electricity and electronics.

Objectives: Learn the basics of electronics and apply their knowledge on the following: Theory & Practice; Properties of Resistance; Electron Flow; Tools & Testing Equipment; Circuits; Direct Current and Alternating Current Applications, Safe Practices, and Technological Impacts.

Experiences will include bread boarding, design and problem solving, use of test equipment, and electronic project assembly/troubleshooting.

Mathematics

MATHEMATICS

The schematic, at the end of this document, represents the course structure of the math curriculum for grades 7-12. The math committee will place all students into appropriate math courses.

8th Grade Algebra I will be a consecutive double period. Completion of this course will make the student eligible to take Algebra II or Geometry as a 9th grader.

Mathematics is offered each year of the four-year high school program. Courses include pre-algebra, algebra, geometry, trigonometry, statistics, and beginning and advanced placement courses in calculus.

	MATH 7	Grades Offered	7
Credit	2 (Full year – 10 periods per week)	Prerequisite:	
Weight	1.0		

Description: This course is a follow up to Math 6 and is taught using the Pre-Algebra textbook. This course is designed to help students develop the ability to solve problems in class, on assessments, and in the context of real world situations. A secondary element of this course is the integration of necessary select PSSA topics to ensure student growth of PA state assessment tests.

Topics: The Number System; Algebraic Expressions and Integers; Equations and Inequalities; Functions; Factors, Fractions and Exponents; Ratios, Proportions and Percent; Linear Functions and Graphing; Spatial Thinking; Data Analysis and Probability; and Geometry.

Requirements: Tests, quizzes, homework, and active class participation.

	MATH 8	Grades Offered	8
Credit	2 (Full year – 10 periods per week)	Prerequisite:	
Weight	1.0		

Description: This course is a follow up to Math 8 and is taught using the Algebra 1 textbook. This series provides an engaging program that will show you the power of mathematics and help you to develop lifelong skills. In addition, it will allow you to make sense of the mathematics you encounter in and out of class each day.

Topics: Variables, Functions Patterns and Graphs; Rational Numbers; Solving Equations; Solving Inequalities; Exponents and Exponential Functions; Systems of Equations; and Transformations.

Requirements: Tests, quizzes, homework, and active class participation.

	ALGEBRA I	Grades Offered	8-12
Credit	2 (Full year – 10 periods per week)	Prerequisite:	
Weight	1.0		

Description: Throughout this course, much work will involve setting up and solving equations and inequalities. Some problems will be drawn from real life situations, which could be solved with algebra. Symbolic language, along with signed numbers, will also make up a major portion of the course. Additional topics will be graphing, factoring expressions, the four basic operations and how they affect mathematical expressions, exponents, etc. This course is required of ninth grade students who will enter the college preparatory program. Successful completion of Algebra I is also required for entrance into the electrical union.

Requirements: Tests, quizzes, homework, and active class participation.

	GEOMETRY	Grades Offered	9-12
Credit	1 (Full year – 5 periods per week)	Prerequisite:	Algebra I
Weight	1.0		

Description: This study of Euclidean geometry emphasizes the interrelationship of both plane and solid geometry with concepts of algebra and arithmetic. Topics include the real numbers, including irrational numbers and their properties, deductive reasoning and the two-column proof, perpendicular lines, angles and their measure, parallel lines and planes, congruency, triangles, quadrilaterals and other polygons, triangle inequalities, similarity, circles, area and volume. An emphasis on right triangular solutions permeates most topics.

	PROBABILITY/STATISTICS	Grades Offered	9-12
Credit	1 (Full year – 5 periods per week)	Prerequisite:	Algebra I 80%; Geometry
Weight	1.1		

Description: This course covers elementary topics in both probability and statistics. This course is highly recommended for students wishing to major in any science-based degree program after leaving high school. This includes (but is not limited to) biology, chemistry, pre-med, nursing, psychology, sociology, actuarial sciences, pharmacology, and applied mathematics.

Technology: In this course, students will be required to familiarize themselves with a graphing calculator. The model of calculator used for this class will be the TI-83. Students are NOT required to purchase a calculator to take this course. Also, students will be utilizing data software packages provided by the textbook publisher. Therefore, students should already have basic computer competencies (turning a computer on/off, using a keyboard/mouse, etc.) when registering for this course.

	ALGEBRA II	Grades Offered	9-12
Credit	1 (Full year – 5 periods per week)	Prerequisite:	Algebra I
Weight	1.0		

Description: Algebra II continues the development of concepts introduced in Algebra I. Further study includes solving equations and inequalities, linear functions and relations, systems of equations, radicals, irrational numbers and quadratic equations.

Topics: Tools of Algebra; Functions, equations and Graphs; Linear Systems; Quadratic Equations and Functions; Polynomials and Polynomial Functions; and Radical Functions and Rational Exponents.

Requirements: Tests, quizzes, homework, and active class participation.

	PRE-CALCULUS	Grades Offered	10-12
Credit	1 (Full year – 5 periods per week)	Prerequisite:	Algebra II
Weight	1.1		

Description: This course is offered to college preparatory students. The majority of the year will be focused on advanced algebra topics including expansions from Algebra II on equations & inequalities, graphing, and the complex number system. Also covered will be functions, exponential functions, and logarithms. Approximately one-third of the year will be focused on trigonometry, including the trigonometric functions, trigonometric identities, and trigonometric equations.

	CALCULUS	Grades Offered	10-12
Credit	1 (Full year – 5 periods per week)	Prerequisite:	Minimum grade of 80% in either Pre-Calculus or Honors Pre-Calculus.
Weight	1.15		

Description: This course is an ideal culmination of a high school mathematics program. It calls on the skills and knowledge acquired in Algebra I, Geometry, Algebra II, and Algebra III/Trigonometry to solve problems applied to real-world situations. This course is recommended for any student planning on attending a two or four-year university to major in a science/math related field. Also, students must pass this course before registering for Advanced Placement Calculus AB.

	AP CALCULUS, A.B.	Grades Offered	11-12
Credit	1 (Full year – 5 periods per week)	Prerequisite:	Minimum grade of 90% in Calculus and teacher recommendation.
Weight	1.25		

Description: Building enduring mathematical understanding requires students to understand the why and how of mathematics in addition to mastering the necessary procedures and skills. To foster this deeper level of learning, AP Calculus is designed to develop mathematical knowledge conceptual, guiding students to connect topics and representations throughout the course and to apply strategies and techniques to accurately solve diverse types of problems. AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus.

Technology: In this course, students will be required to familiarize themselves with a graphing calculator. Each student will be assigned a TI-83 calculator to use both in the classroom and at home. Many assignments can only be done by utilizing the graphing calculator. Students are welcome to use their own model of graphing calculator (TI-89, Casio FX-9860G, etc.) for this course. However, any devices that are stylus-driven or have a 'QWERTY' keyboard are prohibited.

	AP CALCULUS, B.C.	Grades Offered	12
Credit	1 (Full year – 5 periods per week)	Prerequisite:	Minimum grade of 85% or better in AP Calculus and teacher recommendation.
Weight	1.25		

Description: Calculus BC is an extension of Calculus AB rather than an enhancement; common topics require a similar depth of understanding. Both courses are intended to be challenging and demanding, and each is designed to be taught over a full academic year. AP Calculus BC is roughly equivalent to both first and second semester college calculus courses; it extends the content learned in AB to different types of equations and introduces the topic of sequences and series.

Technology: In this course, students will be required to familiarize themselves with a graphing calculator. Each student will be assigned a TI-83 calculator to use both in the classroom and at home. Many assignments can only be done by utilizing the graphing calculator. Students are welcome to use their own model of graphing calculator (TI-89, Casio FX-9860G, etc.) for this course. However, any devices that are stylus-driven or have a “QWERTY” keyboard are prohibited.

	KEYSTONE ALGEBRA I	Grades Offered	9-11 only
Credit	1 (Full year – 5 periods per week)	Prerequisite:	Successful completion of Algebra I: <i>Students shall enroll in the course only if they have not passed the Pennsylvania Keystone Algebra 1 Exam.</i>
Weight	1.0		

Description: This course is designed to provide students the skills and knowledge necessary to pass the Pennsylvania Keystone Algebra 1 Exam. Topics include, but are not limited to, simplifying radical expressions, creating and solving systems of equations and inequalities, solving problem situations using algebra, simplifying rational expressions, factoring, and determining the GCF and LCM of groups of monomials. Students will also explore the introductory probability and statistics topics of identifying/drawing lines of best fit and calculating compound probability.

	HONORS PRE-CALCULUS	Grades Offered	9
Credit	2 (Full year – 5 periods per week)	Prerequisite:	8th grade Algebra 1 with a final grade of a 90% or better.
Weight	1.15 - Double Period		

Description: Equations and inequalities are extended to include irrational and quadratic examples. Students will analyze linear and quadratic relations through graphing techniques and will use the fundamental operations in working with irrational numbers. Other units of study will include polynomial, logarithmic, and exponential functions, as well as zeros, roots, graphs, and inverses of higher order equations. Topics are covered at a faster pace and more in-depth than Algebra II. The course content is enriched to provide the student with a challenging and advanced experience.

Music

MUSIC

The music program will prepare students in the following areas: 1) reading, interpreting and performing music notation, 2) performing music independently and with others, 3) analyzing music and performing with expression, 4) listening to and evaluating music using critical thinking skills. The music students have the opportunity to participate in large group performing organizations such as band, orchestra, and chorus, as well as additional small performing ensembles. Students may also elect comprehensive musicianship, which includes music theory. Opportunities to participate in PMEA district, regional and state band, orchestra and chorus festivals are available to those who qualify.

	HIGH SCHOOL BAND	Grades Offered	9-12
Credit	1 (Full year – 5 periods per week)	Prerequisite:	Prior instruction on a wind or percussion instrument and/or director discretion.
Weight	1.1		

Skills: Application, critical thinking, performance, cooperative learning, physical coordination, commitment, responsibility.

Purpose: The course is designed to teach students the technical music skills of their respective band instrument as well as musicianship and sight-reading skills involved in large and small group performance of the art. The student will gain a historical and stylistic perspective of the music he/she is studying. Members who qualify will participate in PMEA District, Regional, and All-State Music Festivals.

Description: The Band is a performing group open to all students in grades 9-12 who play a wind or percussion instrument. Band encompasses **both** marching and symphonic band including after school rehearsals and performances. Band students are required to participate in all football games, parades, and public concerts each school year. Other performances include exhibitions, and music festivals.

Requirements: Small group rotational pullout lessons once every five-day cycle. Students are expected to practice regularly at home: Attendance at all rehearsals and performances including football games and parades is required. Absence from any performance will result in a make-up assignment, which must be completed in lieu of the event.

Other performance opportunities available for band members are Competition Marching Band, Wind Ensemble, and a variety of small ensembles.

	CHORUS	Grades Offered	9-12
Credit	1 (Full year – 5 periods per week)	Prerequisite:	Open to all students; must audition for correct vocal part placement.
Weight	1.0		

Skills: Application, critical thinking, performance, cooperative learning, physical coordination, responsibility and commitment.

Purpose: This course is designed to teach students fundamental music reading skills and sight-reading skills as well as vocal and choral ensemble performance skills.

Description: Chorus is a performing group for students with limited music reading and sight-singing skills and vocal technique. Emphasis is placed on the development of correct vocal technique, music reading, and general performance practice. Literature from various music history periods will be studied and performed.

Requirements: Attendance at rehearsals and concerts (both in and out of school); written tests, writing samples and performance assessments. A taped assessment of the concert music must be scheduled and completed by the student in lieu of the concert.

	HS CHORALE	Grades Offered	9-12
Credit	1 (Full year – 5 periods per week)	Prerequisite:	Audition with director in Spring of preceding year
Weight	1.1		

Skills: Application, critical thinking, performance, cooperative learning, physical coordination, responsibility and commitment.

Purpose: This course is designed to teach students fundamental music reading skills and sight-reading skills as well as vocal and choral ensemble performance skills.

Description: Chorale is a performing group for more students with more advanced abilities in music reading, sight-singing, and vocal technique. Emphasis will be placed on singing a distinctive and select repertoire, which develops performance skills and musical independence. Literature from various music history periods will be studied and performed.

Requirements: Attendance at rehearsals and concerts (both in and out of school); written tests, writing samples and performance assessments. A taped assessment of the concert music must be scheduled and completed by the student in lieu of the concert.

	COMPREHENSIVE MUSICIANSHIP	Grades Offered	9-12
Credit	1 (Full year – 5 periods per week)	Prerequisite:	Must be a member of the HS Chorale and have Choral director's permission.
Weight	1.1		

Skills: Application, critical thinking, performance, cooperative learning, physical coordination, responsibility and commitment.

Purpose: This course is designed to give music students a comprehensive knowledge of music with study in vocal technique, choral ensemble skills, written and aural theory, and music appreciation/history.

Description: Select members of the HS Chorale will participate in this course for extended study of proper vocal technique (breathing, production and intonation) and choral singing (balance and blend). In addition to Chorale music, students will also study written and aural theory through study of various types of composition, sight-singing, ear training, and traditional-based harmony. This course is designed for students with an interest in further pursuing music at the college level. Chamber Choir members should register for this course.

Requirements: Class and concert attendance (both in and out of school); written tests, writing samples, theory assignments and tests; performance assessments. A taped assessment of the concert music must be scheduled and completed by the student in lieu of the concert.

	HIGH SCHOOL ORCHESTRA	Grades Offered	9-12
Credit	1 (Full year – 5 periods per week)	Prerequisite:	Prior instruction on a stringed instrument and/or invitation by the director.
Weight	1.1		

Skills: Critical thinking, performance, cooperative learning, physical coordination, commitment, responsibility.

Purpose: This course is designed to teach students the music skills of their respective instruments as well as musicianship and sight-reading skills involved in both large and small group performance of the art. Through study and performance, student musicians will gain a historical and stylistic perspective of music from the baroque, classical, romantic and contemporary periods. Members who qualify will participate in PMEA District, Regional and State Music Festivals.

Description: High School Orchestra is a performing group that is open to all students in grades 9-12 who play on orchestral stringed instrument. The orchestra is a symphony orchestra consisting of instruments of the string, woodwind, brass and percussion

Families. Woodwind, brass and percussion students who are band members and who demonstrate a sufficient degree of advancement on their instruments may be invited to join the class for credit. Their selection to the group is at the discretion of the orchestra director. Orchestra students are required to participate in three public concerts during the school year: one during the winter holiday season and two during the second semester. All students are responsible for learning their music.

String students are given a weekly instrumental lesson during the school day on a rotating basis.

A special opportunity available to orchestra members is the string ensemble. The ensemble studies and performs a wide variety of challenging music literature. **Public performances** are an important activity for this group.

Requirements: Small group rotational lessons once per week; attendance at rehearsals and all performances; written tests, writing samples, and performance assessments. Absence from any performance will result in a make-up assignment, in the form of a taped assessment of concert music, which must be completed in lieu of the performance.

Sciences

SCIENCE

Students considering careers in mathematics, the sciences or medical fields should elect the college preparatory courses. All other students may elect the level dependent upon their interests, career goals and general abilities.

	GENERAL SCIENCE 7	Grades Offered	7
Credit	0.5 (Half year – 5 periods per week)	Prerequisite:	None
Weight	1.0		

Skills: Inferences, application, problem solving laboratory technique.

Purpose: This course introduces students to the basic concepts of biology.

Description: General Science 7^l is a course designed to introduce students to the structure and function of organisms and how those organisms interact in the environment.

Requirements: Homework, class work, quizzes, tests, laboratory activities, projects, class participation.

	GENERAL SCIENCE 8	Grades Offered	8
Credit	0.5 (Half year – 5 periods per week)	Prerequisite:	None
Weight	1.0		

Skills: Laboratory investigations, theoretical applications, problem solving.

Purpose: This is designed to introduce students to the basic concepts behind matter, energy, and motion.

Description: General Science 8 is a course designed to give students an understanding of the connection between matter and energy as well as the principles of motion. Topics included in this course will include the structure and interaction of matter, principles of energy and energy transformation, the motion of objects, simple machines and electricity.

Course Outline:

Unit 1: Matter
Unit 2: Energy

Unit 3: Motion
Unit 4: Electricity

Requirements: Homework, class work, quizzes, tests, laboratory activities, projects, class participation.

	EARTH/SPACE SCIENCE	Grades Offered	8
Credit	.5 (Half year – 5 periods per week)	Prerequisite:	
Weight	1.0		

Skills: Problem solving skills, laboratory technique, inferences.

Purpose: This course gives the student an accurate account of stellar astronomy, the structure of the earth and the makeup of the surface, and an introduction of meteorological factors. Laboratory work is included to give the student a better understanding of the subject. Throughout the course, emphasis is placed on patterns and cycles in a natural setting.

Description: Earth and Space Science is a laboratory-based science, which investigates Geology, Meteorology, and Astronomy.

Requirements: Homework, class work, quizzes, tests, laboratory activities, projects, class participation.

	ENVIRONMENT AND ECOLOGY	Grades Offered	7
Credit	.5 (Half year – 5 periods per week)	Prerequisite:	
Weight	1.0		

Skills: Observations, Inferences, Analysis, Application, Problem Solving, Mathematics, and Laboratory manipulations.

Purpose: This course is designed to immerse students in the concepts and terms associated with the field of ecology and current environmental topics and issues. After finishing the course, students will be able to make wise environmental decisions.

Description: This course will include studies on the following topics: ecosystems and their interactions, renewable and nonrenewable energy sources, watersheds and wetlands, current environmental health problems, biodiversity, and environmental laws and regulations. The class time will be divided into discussions, laboratory investigations, cooperative learning activities, and projects.

Requirements: Homework, class work, quizzes, tests, laboratory activities, projects, class participation.

	BIOLOGY I	Grades Offered	9
Credit	1 (Full year – 5 periods per week)	Prerequisite:	None
Weight	1.0		

Skills: Observations, Inferences, Analysis, Application, Problem Solving, Mathematics, and Laboratory skills.

Course Description: This course is designed to introduce students to the study of living things. Promoting guided inquiry during laboratory activities will emphasize the process of studying life scientifically. The course will include studies on the following topics: the study of life, chemical structure and function, cell structure and function, photosynthesis and cellular respiration, and regulation of the internal environment. **Students will be required to take Biology II following the successful completion of this course.**

Requirements: Homework, class work, quizzes, tests, and laboratory activities.

	BIOLOGY II	Grades Offered	10
Credit	1 (Full year – 5 periods per week)	Prerequisite:	Biology I
Weight	1.0		

Skills: Observations, Inferences, Analysis, Problem Solving, Mathematics, and Laboratory skills.

This course is designed to cover topics not included in Biology I. Promoting guided inquiry during laboratory activities will emphasize the process of studying life scientifically. The course will include studies on the following topics, cell reproduction, patterns of inheritance, DNA and protein synthesis, genetic technology, evolution, biodiversity and ecology. Students will be required to complete the Pennsylvania Keystone Biology Exam at the end of this course.

Requirements: Homework, class work, quizzes, tests and laboratory activities.

	INTRO TO PHYSICS	Grades Offered	10-12
Credit	1 (Full year – 5 periods per week)	Prerequisite:	Algebra I
Weight	1.0		

Skills: Problem solving, analysis, observation, and laboratory manipulation.

Purpose: This course is designed to give students a conceptual understanding of Physics concepts while limiting the mathematical problem solving required in the regular Physics course. Scientific problem solving skills will be taught throughout the course. This course would be useful for those planning on attending a technical school

Description: This course will provide a conceptual understanding of mechanics, thermal energy, optics, sound, electricity, and magnetism.

Requirements: Tests, quizzes, team lab exercises, lab reports, homework, and active class participation.

	ENVIRONMENTAL SCIENCE	Grades Offered	11-12
Credit	1 (Full year – 5 periods per week)	Prerequisite:	85% in 7 th & 8 th grade science; or Biology
Weight	1.1		

Skills: Observations, Inferences, Analysis, Application, Problem Solving, Mathematics, and Laboratory manipulations.

Purpose: This course is designed to immerse students in the concepts and terms associated with the field of ecology and current environmental topics and issues. After finishing the course, students will be able to make wise environmental decisions and will be prepared to take environmental science courses at the collegiate level.

Description: This course will include studies on the following topics: environmental philosophy, ecosystems and their interactions, renewable and nonrenewable energy sources, population principles and demographics, land-use planning, biodiversity, current environmental health problems, and environmental laws and regulations. The class time will be divided into discussions, laboratory investigations, cooperative learning activities, and projects.

	CHEMISTRY	Grades Offered	10-12
Credit	1 (Full year – 5 periods per week)	Prerequisite:	Algebra I
Weight	1.1		

Description: This course is designed for students planning to enter college in majors that will require science courses, including the health profession. This course will cover all topics in introductory chemistry, with an emphasis placed on mathematical calculations and problem solving. This is a lab-based course, with many demonstrations and hands-on activities included. Students completing this course will be prepared to enter an introductory chemistry course in college.

	HONORS CHEMISTRY	Grades Offered	10-12
Credit	1 (Full year – 5 periods per week)	Prerequisite:	See Below
Weight	1.1		

Prerequisite: Minimum 85% in Algebra I and recommendation of Algebra I teacher. Those not meeting the pre-requisite must take Chemistry.

Skills: Mathematical problem solving, analysis, observation, and laboratory manipulation.

Purpose: This course is designed to prepare the student for college chemistry and AP Chemistry. This course must be taken as a prerequisite for AP Chemistry.

Description: This course will cover all of the topics that the AP chemistry course does but with slightly less detail. This course is for students who wish to go to college to study science and is highly motivated.

Requirements: Tests, quizzes, team lab exercises, lab reports, homework, and active class participation.

	AP CHEMISTRY	Grades Offered	10-12
Credit	1 (Full year – 5 periods per week)	Prerequisite:	Honors Chemistry or 85% in Chemistry
Weight	1.25		

Skills: Mathematical problem solving, analysis, observation, and laboratory manipulation.

Purpose: This course is designed to prepare students for studying chemistry in college as well as preparing them for the AP chemistry exam.

Description: This is an extremely difficult course, which will provide the student with the workload and stresses faced by freshman college chemistry students. It is strongly recommended that the student should take Chemistry prior to this course but is not necessary if a student is academically talented. Only those who can commit to such a challenge should undertake this course. If you can succeed in this course, you will possess the skills and knowledge required to be successful on the AP exam as well as studying science in college. Course topics:

Requirements: Tests, quizzes, team lab exercises, lab reports, homework, and active class participation.

	AP BIOLOGY	Grades Offered	10-12
Credit	1 (Full year – 5 periods per week)	Prerequisite:	85% or better in Biology
Weight	1.25		

Skills: Inference, observation, application, problem solving, instrument manipulation, prediction, analysis, research.

Purpose: This course is for those students intending to major in science at a 4-year college. The course is designed to prepare students to pass the AP Biology Exam in May.

Description: AP Biology is designed to be the equivalent of a 2-semester introductory biology course taken at the university level. Students who are highly motivated to learn and are planning on a science related career should enroll. This is a course offering that investigates living things at the cellular and molecular level. Heredity and evolution, the structure and function of plants and animals as well as population dynamics are explored. Twenty five percent of class time is devoted to laboratory investigations.

	ANATOMY/PHYSIOLOGY	Grades Offered	10-12
Credit	1 (Full year – 5 periods per week)	Prerequisite:	85% in Biology
Weight	1.1		

Skills: Inferences, application, problem solving instrument manipulation, predicting, observation, analysis, and independent study.

Purpose: This is course is to prepare students who pursue the medical and health related professions track with a working knowledge of human anatomy and physiology at a 4 year college/university.

Description: Anatomy/Physiology is a lab-centered, basic anatomy and physiology program of studies. Topics include anatomical terminology, gross structures, microscopy, cytology, biotechnical related to health, histology, molecular activity and cells, the skeletal system, skeletal muscle physiology, the major skeletal muscles, perception and coordination, the circulatory system, the respiratory system, the excretory system, and the endocrine and reproduction systems.

Requirements: Quizzes, tests, laboratory activities, homework and class work assignments.

	PHYSICS	Grades Offered	10-12
Credit	1 (Full year – 5 periods per week)	Prerequisite:	Algebra 1
Weight	1.1		

Skills: Mathematical problem solving, analysis, observation, and laboratory manipulation.

Purpose: This course is designed to prepare students for their first semester of college physics.

Description: This course will focus purely on mechanics, the study of the movement of objects. The main topics will be velocity, acceleration, force, work, power, momentum, and energy for linear systems. This course uses math in theoretical and laboratory situations. Success in this course requires the student to possess mastery of basic algebra as well as basic geometry. Course outline is as follows:

- | | |
|-------------------------------|---------------------------------|
| 1. Vectors | 5. Application of Newton’s Laws |
| 2. One Dimensional Kinematics | 6. Energy and Work |
| 3. Two Dimensional Kinematics | 7. Momentum and Collisions |
| 4. Newton’s Laws (Forces) | |

Requirements: Tests, quizzes, team lab exercises, lab reports, homework, and active class participation.

	AP PHYSICS I	Grades Offered	10 -12
Credit	1 (Full year – 5 periods per week)	Prerequisite:	Algebra II
Weight	1.25		

Skills: Mathematical problem solving, analysis, observation, and laboratory manipulation.

Purpose: This course is designed to prepare students for the AP exam as well as mirroring the first semester of Intro to Physics in college.

Description: This course is for academically talented and motivated students who want to move at a more accelerated pace than is found in regular physics. The course will cover linear and angular mechanics, sound, and electrical circuits. Students do not need to complete regular physics in order to take this course. There is no extra lab period in this class as there was before with the previous AP Physics course.

	AP PHYSICS II	Grades Offered	10 -12
Credit	1 (Full year-5 periods per week)	Prerequisite	AP Physics I
Weight	1.25		

Skills: Knowledge of linear and angular mechanics, waves, and electricity.

Purpose: This course is designed to prepare students for the AP exam as well as mirroring the second semester of Intro to Physics in college.

Description: The course will cover electricity, magnetism, optics, and nuclear physics. There is no extra lab period in this class as there was before with the previous AP Physics course.

	ORGANIC CHEMISTRY/BIOCHEMISTRY	Grades Offered	11-12
Credit	1 (Full year – 5 periods per week)	Prerequisite:	86% in Chemistry
Weight	1.15		

Organic Chemistry is the study of the chemistry of carbon-containing substances. A background in Chemistry is required to take this course, as is a dedication to learning the subject matter. Topics to be discussed and investigated in Organic Chemistry are: the different classification groups of organic compounds and their properties; reactions that organic molecules undergo; and, the relationships between cell function and processes in terms of chemical reactions and energy changes. Many other topics will be discussed that will relate back to the activities of your daily life. NOTE: This course uses a college level book, and teaches college level content. You will be expected to perform at a higher academic level for this advanced course.

Social Studies

SOCIAL STUDIES

	AMERICAN HISTORY I (Beginnings to 1877)	Grades Offered	7
Credit	1 (Full year – 5 periods per week)	Prerequisite:	
Weight	1.0		

This American history course covers Discovery; European contributions and forces; Spanish and Portuguese conquests in the Americas; English, French, and Dutch in the Americas; The 13 English Colonies in America; Accomplishments of nationalistic groups; Beginnings of an American identity; War of Independence; establishment of a new nation, the launching of a new Republic, western development, and frontier influence; cultural and constitutional growth; internal dissension and international problems; The Civil War, North vs. South and ends with reconstruction of our nation in 1877.

	AMERICAN HISTORY II (1877 to present)	Grades Offered	8
Credit	1 (Full year – 5 periods per week)	Prerequisite:	American History I
Weight	1.0		

Description: This course is a survey of America’s modern political, economic, intellectual, social, and religious development. The course will give special attention to the important twentieth-century interpretations of American History.

Objectives: Students will be able to identify and discuss the major political, economic, intellectual, social, and religious forces, which have influenced the course of American history from 1877 to the present time.

	PENNSYLVANIA HISTORY	Grades Offered	9-12
Credit	1 (Full year – 5 periods per week)	Prerequisite:	
Weight	1.0		

This offering is designed to integrate the study of Pennsylvania with the study of American culture. Emphasis will be focused upon the role of our state in the development of the United States from the time of William Penn to present. The study of the geography of Pennsylvania will lay the foundation for highlighting our climb to national eminence.

The students may become better-informed citizens through the discussion of (a) the political socialization of American values and (b) local, state, national, and international events. Mass media will serve as the basis for instruction. Students will research a contemporary problem and will present their findings orally in class.

	ANCIENT WORLD HISTORY I	Grades Offered	10
Credit	1 (Full year – 5 periods per week)	Prerequisite:	
Weight	1.0		

The primary purpose of this sophomore course is to give students an opportunity to learn about the economic, political, and social developments that created the western civilization of which they are a part. The course includes the Ancient Middle East and Egypt, Ancient Greece and Rome, the Middle Ages and the Rise of Nation States, The Renaissance and the Reformation.

	ANCIENT WORLD HISTORY II	Grades Offered	11-12
Credit	1 (Full year – 5 periods per week)	Prerequisite:	Successful completion of Ancient World History I
Weight	1.0		

In Ancient World History II students will be learning about the political, economic, and cultural aspects of societies and empires from the years 800 to 1900 AD.

	INTRODUCTION TO MICROECONOMICS	Grades Offered	11-12
Credit	1 (Full year – 5 periods per week)	Prerequisite:	80% or higher in Algebra II
Weight	1.0		

An overview of the modern market economy as a system for dealing with the problems of scarcity. Operation and decision-making of economic units; supply, demand and resource allocation; analysis of various market and industry structures; shortages, controls, social costs and benefits; international trade; comparative systems.

	INTRODUCTION TO MACROECONOMICS	Grades Offered	11-12
Credit	1 (Full year – 5 periods per week)	Prerequisite:	80% or higher in Algebra II
Weight	1.0		

An overview of the modern market economy as a system for dealing with the problem of scarcity. The analysis of relationships among such variables as national income, employment, inflation and the quantity of money. The roles of government expenditure, taxation and monetary policy; international finance; economic development.

	PSYCHOLOGY	Grades Offered	11-12
Credit	1 (Full year – 5 periods per week)	Prerequisite:	
Weight	1.0		

Time will be divided equally between Psychology and Sociology. Psychology is the scientific study of behavior and mental processes. This course is a survey course of a variety of specialized areas. These include clinical, cognitive, educational, experimental and social psychology. Additional areas are biopsychology, child development, counseling and psychopharmacology — the effect of drugs on behavior.

Sociologists ask how human societies are changing. This course will be focusing on groups and patterns of relationships among people rather than the individuals themselves, the study of sociology helps equip students with knowledge and skills to understand, analyze and improve their world. The discipline's subject matter ranges from the intimacy of family life to the hostility of the mob, from religious behavior to criminal behavior. Sociology teaches that our membership in groups and our interaction with larger social forms both shape and are shaped by our personal action.

	CIVICS	Grades Offered	9
Credit	1 (Full year – 5 periods per week)	Prerequisite:	
Weight	1.0		

This course is a required class. This class provides an in depth study of the U.S. Constitution including an understanding of the background leading to the Constitution. The course content includes types of power, governmental branches, civil liberties, amending procedures, separation of powers and the Electoral College system. The course is designed to make students understand their rights and responsibilities. Students will realize the importance of individual citizen's participation in making our democracy a success.

	AP PSYCHOLOGY	Grades Offered	11-12
Credit	1.0 (Full year – 5 periods per week)	Prerequisite:	85% in Psychology
Weight	1.25		

The Advanced Placement course in Psychology is an in-depth study of empirically-supported psychological facts, research findings, terminology, and phenomena associated with each of the major content areas within psychology; as well as in-depth study of major figures, perspectives and experiments in the history of psychology. The course also provides an understanding of the ethics and research methods used in psychological science and practice. The class prerequisite is an 85% average or higher in Psychology.

SHAMOKIN AREA SCHOOL DISTRICT NON-DISCRIMINATION POLICY

All activities and courses, including industrial arts, vocational technical education, family consumer sciences and physical education courses at Shamokin Area School District are available to all students as required by Title VI, Title IX and Section 504. If there are prerequisites, they are based on your ability and aptitude, not on your race, color, national origin, sex or any handicapping conditions. If you are physically or mentally handicapped, you may qualify for special services and any other instruction, and equipment modifications so you can successfully complete the course or participate in any activity.

If you have any questions concerning equal opportunities or complaints of harassment or discrimination, contact Mr. James T. Zack, Superintendent, at 2000 West State Street, Coal Township, PA 17866 (570) 648-5752, extension 4116.