

# Brockway Area Jr.-Sr. High School

## 2025 – 2026 Course Selection Guide



### Brockway Area Jr.-Sr. High School

100 Alexander Street  
Brockway, Pa 15824

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**District Administration:**

Mr. Brian Mulhollan, Superintendent

**High School Administration:**

Mr. Shannon Yeager, Principal

Mr. Benjamin Donlin, Principal

**Senior High Counselor:**

Mrs. Heather Anderson

**Junior High Counselor:**

Mrs. Jessi Donlin

**Director of Special Education:**

Mrs. Jessie Zamoski

**School Psychologist:**

Ms. Lauren Judge

The Brockway Area School District is an equal opportunity educational institution and will not discriminate on the basis of race, color, national origin, sex, and handicap in its educational programs, activities, and employment practices as required by Title VI, Title IX, and Section 504. For information regarding civil rights or grievance procedures, contact the Superintendent of Schools, Title IX and Section 504 Coordinator, Brockway Area School District, 40 North Street, Brockway, PA 15824

## **Mission Statement**

The mission of the Brockway Area School District, in partnership with our community, is to prepare our students to achieve their fullest potential in an ever-changing society.

## **Beliefs of the Brockway Area School District**

1. We believe education should help to prepare our students to become productive members of our community and its future.
2. We believe consistent standards of excellence, responsible behavior and recognition of achievement lead to self-discipline and academic success.
3. We believe we must provide all students with a quality education through certified teachers, excellent facilities, and a safe environment.
4. We believe in developing individual talents, a sense of self-worth and a desire for knowledge for a lifetime of learning.
5. We believe cooperation between school, parents and community is vital to the development of a successful school environment.
6. We believe all students can learn and should be challenged to achieve their fullest potential.

Dear Students and Parents,

This course selection guide has been developed to provide assistance in preparing and making decisions regarding your future endeavors and possible avenues to obtain your goals. The courses you choose now will impact your future and, hopefully, contribute to you becoming a productive member of your community.

The administration, counselors, teachers and faculty advisors are available and committed to assisting you with your future plans. Your questions are welcome and our team of professionals will work with you to help you achieve your fullest potential.

You are encouraged to review the entire course selection document and familiarize yourself with the courses prior to making your yearly selections. Students will select courses from either the **College Preparatory** or **Academic/Technical Preparatory** program. A description of these programs is provided on the following pages of this document. Also, the course descriptions in this document have been written by current teaching faculty to provide a full understanding of the course content before selections are made.

We believe a cooperative spirit is essential between school, parents and community and encourage you to contact us for any reason during your selection process. Read the course descriptions. Ask questions. And, take time to make the right choices for you. Your high school years pass quickly, and we want you to cherish them and all there is to garner at Brockway Area Jr.-Sr. High School. Good luck!

Sincerely,

Shannon Yeager, Principal  
Benjamin Donlin, Principal

## **School Counselor Services**

School counselors are available for consultation with you, your parents or teachers. The counselors are interested in your personal and social development as well as your educational and vocational plans. Occupational information, college catalogues and other guidance related materials are available in the library and the guidance offices. You are encouraged to make use of these materials.

The counselors will have personal interviews with students during the year. However, if you wish to talk with a counselor to discuss a specific matter, you may stop at the guidance office at any time. Situations needing immediate consideration will be given prompt attention. In non-urgent cases, an appointment will be scheduled. You may access additional school and guidance information on the district Website at [www.brockway.k12.pa.us](http://www.brockway.k12.pa.us).

## **Special Education Services**

The Brockway Area School District provides a full range of special education programs and/or services for students identified as exceptional, either through those operated by the district or those contracted either from the Riverview Intermediate Unit. Programs and services are provided at no cost to parents and are individualized to meet the educational needs of each student.

Parents with a child who is experiencing academic, social/emotional, behavioral and/or communication difficulty may request a screening. They may also request a detailed written explanation of the district's special education referral process by contacting the high school guidance offices at 814-265-8414.

## **Class Drop and Withdrawal Policy**

You may withdraw from a course without penalty or notation on the permanent record card no later than the eighth scheduled day of class. Those who withdraw after the eighth day, but prior to the forty-sixth day of school shall have notated on their permanent record card a W. If you withdraw, for other than legitimate purposes as determined by the administrative staff, after the beginning of the second nine weeks grading period, you will receive a 50% for the course. Any changes made after the first 45 days of school must have administrative approval.

Students requesting to withdraw from an AP course must have administrative approval.

## Courses of Study

The curriculum offered is based on Pennsylvania Department of Education Chapter 4 regulations incorporating local determination of student need.

The courses of study for the seventh and eighth grades are much the same for all students. Spanish, German, and Algebra I are offered in eighth grade. In ninth through twelfth grades, there are more opportunities for individual choices as student's schedule to meet graduation requirements. Students have a choice of two programs of study: College Preparatory or Academic/Technical Preparatory. The College Preparatory program is designed for the student who plans to continue education in a baccalaureate program at an institute of higher learning. There is an emphasis on math and science courses or liberal arts. The Academic/Technical Preparatory program is designed for the student who plans on pursuing a degree or certification in a technical program. The emphasis is on technology and practical applications.

Students in eighth grade will have the opportunity to apply for admission to the area vocational technical school. Students will be accepted for varied four-year programs.

Our curriculum offers 9 AP classes for dual enrollment credit from Mt. Aloysius. In addition, Honors Biology II/Anatomy I and Principles of Management receive dual enrollment credit from Mt. Aloysius and Pitt Bradford respectively.

## Jeff Tech

Students in the Brockway Area School District have the opportunity to apply for admission to the Jefferson-County-DuBois Area Vocational Technical School in Reynoldsville upon completion of eighth grade. All eighth-grade students receive an orientation and those interested may receive a tour of the facility. Students in grades nine through twelve are also eligible to apply for admission to the Jeff Tech programs.

Vocational Technical programs offered at Jeff Tech include:

Advanced Manufacturing  
Automotive Collision Repair Technology  
Automotive Technology  
Building Trades  
Computer Technology  
Cosmetology  
Culinary Arts

Diesel Mechanics  
Digital Media Arts  
Electrical Construction  
Engineering Technology  
Health Assisting  
Heating, Ventilation, Air Conditioning /Refrigeration  
Welding/Metal Fabrication Technology

Any student wishing to attend Jeff Tech should notify their school counselor.

## Promotion Policy Including Graduation Policy

### Seventh and Eighth Grade

In grades seven and eight, you must pass a majority of major subjects, excluding band and chorus, and minor subjects to be promoted. If you fail English, History, Mathematics, or Science a second time in grades seven and eight, you may not be promoted.

### Ninth through Twelfth Grade

In grades nine through twelve, you shall obtain at least 24.25 units of credit. One class from each content area (Math, English, Social Studies, and Science) must be taken each year until the end of the junior year. When possible, you must schedule for seven class periods a day.

English	4.00 credits
Mathematics (which may include Personal Finance)	4.00 credits
*Science	4.00 credits
Social Studies	3.00 credits
**Arts and Humanities	2.00 credits
Health and Physical Education	1.00 credits
Electives	6.25 credits
(Career Exploration is required for graduation)	

\*\* Starting in 9th grade, any student who passes the following class will receive a Science credit:

- Animal Science
- Wildlife I
- Wildlife II
- Electrical and Small Engine
- Greenhouse and Plant Science
- Forestry and Land Management

\*\*However, students are still required to pass the two required Science classes in 9th and 10th grade

\*\*\*Arts or Humanities requirements are met by Elective Art, Creative Art, Family and Consumer Science, Sports in American History and Society, Psychology/Anthropology, Competitive Social Studies, Principles of Management, Student Run Manufacturing Enterprise, Accounting I, Accounting II, Retail Management, Yearbook, Band, Wood Tech, AG Mechanics I-Wood, AG Mechanics I-Metal, AG Mechanics II-Wood, AG Mechanics II-Metal, Modern Band, Senior High Chorus, Technical Theatre, Music 9, Piano I, Piano II and Music Appreciation.

## Units of Credit for Grade Placement

Ninth Grade .....	Promotion from Eighth Grade
Ninth to Tenth Grade.....	5 Credits
Tenth to Eleventh Grade.....	11 Credits
Eleventh to Twelfth Grade.....	17 Credits
Twelfth to Graduation.....	24.25 Credits

To be considered a senior, you must show evidence that can meet graduation requirements. Seniors are required to complete a culminating graduation project, meet ACT 158 requirements, and obtain all career readiness artifacts.

## Senior Graduation Project

According to Brockway Area School District Policy, seniors are required to complete a senior graduation project. The purpose of the graduation project is for students to demonstrate career or post-secondary education readiness. The student will use academic skills and an inherent passion to complete a senior graduation project that culminates with a positive benefit for the community or society. The project will be the culmination of required activities and goals (as listed below) as the student moves from their freshman to senior year.

### **Freshman Year:**

- Participate in the Industry Day and complete reflection
- 2 hours of Community Service (Documentation must be provided)

### **Sophomore Year:**

- 2 hours of Community Service (Documentation must be provided)
- Various career artifacts will be completed in Career Exploration (a list of required artifacts can be found under Student Resources on the Brockway High School webpage)

### **Junior Year:**

- 2 hours of Community Service (Documentation must be provided)
- Resume writing in google drive
- Mock Interview
- Job Shadow and complete required documentation
- Business Plan (completed in Gov't /Econ Class or AP Gov't Class)
- Individualized Career Plan

### **Senior Year:**

- Ensure all artifacts from grades 9-11 are documented in your career readiness/graduation folder located in guidance

## To Future Eighth Grade Students

The majority of courses are required for students in eighth grade, but in some cases your child has to make a choice in course selection. You will need to examine the curriculum sheet, discuss it with parents/guardians, select the courses and sign/return it where indicated.

It is important to have accurate placement in the 8<sup>th</sup> grade in Advanced Algebra I, Pre-Algebra, or Fundamentals of Pre-Algebra. Student placement is determined through the analysis of several indicators which include an algebra prognosis test, prior PSSA test scores, current course grades, and teacher recommendation.

Appropriate placement in a world language is important. As learning a world language requires a great deal of individual effort, it is recommended that a student have an **English average of 85** before scheduling a world language. If the English grade is below 85, it may be necessary to reevaluate the selection.

Your child will have an opportunity to discuss curriculum choices in a group meeting with a School Counselor. Any questions should be directed to the appropriate member of the guidance department at 814-265-8414.

## To Future Tenth, Eleventh and Twelfth Grade Students

Students in grades ten, eleven and twelve will be provided information relating to the curriculum for each of the last three grades of high school. Each student is asked to prepare a plan of studies for the years prior to graduation. This indicates a goal for the student.

The plan consists of reviewing the curriculum sheets and courses the student wishes to take during their tenth, eleventh and twelfth grades of high school. The parent/guardian is asked to inspect the student's plan for courses. He/She should approve and sign the plan. If the parent/guardian disapproves, or approved with reservations, he/she may write comments on the curriculum sheet.

Once a high school program has been planned and approved, any changes will have to have the approval of the counselor and consent of the parent/guardian. The change may also require administrative approval. It is important for a parent/guardian to assist a student early in his/her school years to choose wisely the courses to complete.

At least 24.25 credits, which includes Career Exploration, in grades 9, 10, 11 and 12 are required for graduation. Seniors are required to complete a culminating graduation project, meet ACT 158 requirements (details on following page), and obtain all career readiness artifacts.



Act 158 Graduation Pathway Graphic Keystone Proficiency Pathway		
<b>Proficient or Advanced</b> in Algebra I	<b>Proficient or Advanced</b> in Biology	<b>Proficient or Advanced</b> in Literature



Keystone Composite Pathway		
At least 1 Keystone score is <b>Proficient or Advanced</b>	No score is <b>Below Basic</b>	Composite Keystone Score is <b>4452 or Greater</b>



CTE Concentrator, Alternative Assessment, and Evidence Based Pathways	
Meet local grade-based requirements for Keystone content in which student is <b>less than Proficient</b>	Satisfy additional requirements from ONE of the following...

## Option #1

## Option #2

## Option #3

<b>Career and Technical Education</b>  1 piece of evidence	<b>Alternate Assessment</b>  1 piece of evidence	<b>Evidence Based</b> <ul style="list-style-type: none"> <li>❖ 3 Pieces of Evidence Consistent w/student goals</li> <li>❖ ONE or more from the first seven</li> <li>❖ No more than TWO from the last five</li> </ul>
<ul style="list-style-type: none"> <li>• Industry-based competency certification</li> <li>• Likelihood of industry-based competency assessment success</li> <li>• Readiness for continued engagement in Career and Technical Education (CTE) Concentrator Program of Study</li> </ul>	<ul style="list-style-type: none"> <li>• Attainment of one alternative assessment score or better: ACT (21), ASVAB AFQT (31), PSAT/NMSQT (970), or SAT (1010)</li> <li>• Attainment of Gold Level or better on ACT WorkKeys</li> <li>• Attainment of 3 or better on AP Exam(s) related to each Keystone content area in which less than Proficient</li> <li>• Attainment of 4 or better on IB Exam(s) related to each Keystone content area in which less than Proficient</li> <li>• Successful completion of concurrent course(s) related to each Keystone content area in which less than Proficient</li> <li>• Successful completion of a pre-apprenticeship program</li> <li>• Acceptance into 4yr Institution of Higher Education (IHE) for college-level coursework</li> </ul>	<ul style="list-style-type: none"> <li>• Attainment of 630 or better on any SAT Subject Test</li> <li>• Attainment of Silver Level or better on ACT WorkKeys</li> <li>• Attainment of 3 or better on <i>any</i> AP Exam</li> <li>• Attainment of 3 or better on <i>any</i> IB Exam</li> <li>• Successful completion of <i>any</i> concurrent or postsecondary course Industry-recognized credentialization</li> <li>• Acceptance into an other-than-4yr Institution of Higher Education (IHE) for college-level coursework</li> <li>• Attainment of Proficient or Advanced on any Keystone Exam</li> <li>• Successful completion of a service-learning project</li> <li>• Letter guaranteeing full-time employment or military enlistment</li> <li>• Completion of an internship, externship, or cooperative education program Compliance with NCAA Division II academic requirements</li> </ul>

**Students must obtain a passing grade in the academic content area associated with every Keystone Exam for which the student earned basic or below basic**

Each student's schedule is made up of required and elective courses that depend upon the requirements of the curriculum he/she has chosen. **Each student is expected to carry a minimum of 35 periods of class a week.** Exceptions must have administrative approval. Students may select courses from any curriculum, providing that their schedule permits.

Ninth, tenth and eleventh grade students will have an opportunity to discuss this curriculum sheet in a group meeting with the School Counselor and choose from either the College Preparatory or Academic/Technical Preparatory program.

Each of the curricula (College Preparatory or Academic/Technical Preparatory) will require certain course units to meet the requirements of the program. To be considered College Preparatory, the student must have two credits in a world language during grades eight through twelve.

## Ag Admissions Policy

In the event that Ag classes are at capacity (as determined by the administration, teacher, and OAC) students who are on track to complete the program will have preference when signing up for the Ag classes. Students will then be accepted on a first come, first serve basis until the class is filled.

## Articulation Agreement

The Brockway Area School Agricultural Education class has an articulation agreement with BC3 that if these classes are successfully completed students can receive college credit contingent upon the following:

- Students must earn the grade of an A or B to be eligible to apply for and receive BC3 credit.
- Students will receive credit on their BC3 transcripts after successful completion of 12 college-level credits at BC3.
- To receive credit for BC3's BIOL 103 – Environmental Biology course, students also need to achieve an advanced score on the Agricultural Productions Operations PA NOCTI exam and submit scores to the Records and Registration Office.

Your child will have an opportunity to discuss curriculum choices in a group meeting with a School Counselor. Any questions should be directed to the appropriate member of the guidance department at 814-265-8414.

## Course Selection Guide Glossary

A/T:	Academic/Technical Preparatory
CP:	College Preparatory
0 Credit:	Students in grades seven and eight are not on credit count for graduation. (Requirements for promotion are detailed on page 6 of this document.)
.15 Credit:	Students in grades nine through twelve who successfully complete course requirements receive .15 credit for courses that meet three times weekly for nine weeks.
.2 Credit:	Students in grades nine through twelve who successfully complete course requirements receive .2 credit for courses that meet two times weekly for eighteen weeks.
.25 Credit:	Students in grades nine through twelve who successfully complete course requirements receive one quarter credit for courses that meet daily for nine weeks.
.3 Credit:	Students in grades nine through twelve who successfully complete course requirements receive .3 credit for courses that meet three times weekly for eighteen weeks.
.5 Credit:	Students in grades nine through twelve who successfully complete course requirements receive one half credit for courses that meet daily for eighteen weeks.
.4 Credit	Students in grades nine through twelve who successfully complete course requirements receive .4 credits for courses that meet two times weekly for thirty-six weeks.
.6 Credit:	Students in grades nine through twelve who successfully complete course requirements receive .6 credits for courses that meet three times weekly for thirty-six weeks.
1 Credit:	Students in grades nine through twelve who successfully complete course requirements receive one credit for courses that meet daily for thirty-six weeks.
1.4 Credit:	Students in grades nine through twelve who successfully complete course requirements receive 1.4 credits for courses with a lab that meet for thirty-six weeks.

**ENGLISH DEPARTMENT****BASIC ENGLISH 7****1 YEAR****0 CREDIT**

This course is designed to teach Basic English concepts. Introductory information will be reviewed including studying the parts of speech and basic sentence patterns. This is a learning support course and will parallel the Regular 7<sup>th</sup> grade English course. Students will apply the content while writing in journals, homework assignments and in reports. We will also read and understand literature. The goal of this is to help students develop the knowledge necessary to achieve success in either regular English 8 or support English 8. This course is modified and adaptations are made in order to insure success to each student. This course will emphasize concepts and skills that are defined in the Pennsylvania Core.

**ENGLISH 7****1 YEAR****0 CREDIT**

This course is designed to enhance the reading and writing skills of the students. The students will read various genres of literature, including short stories, nonfiction, plays, poetry, and novels, and will be given instruction in the skills necessary to analyze and interpret these forms of literature. Through the concepts and thoughts gathered in these various forms of literature, the students will compose persuasive, descriptive, and informative pieces of writing to document their thoughts and feelings on the readings. The goal of this course is to improve the students' abilities to be successful in English 8.

**BASIC ENGLISH 8****1 YEAR****0 CREDIT**

This Learning Support course will have students write research papers using the MLA style of writing. They will become very familiar with the library and learn to use various sources. We will work at a slower pace in which the students will be given many examples and individual attention. This course is modified and adaptations are made in order to insure success to each student. Students will demonstrate in writing their understanding of nouns, pronouns, adjectives, action verbs, conjunctions and interjections, subjects and predicates, sentence patterns, and the writing process. Students will improve critical thinking, reading and composition skills by reading a novel which they will analyze and interpret. When given a prompt, students will write a five-paragraph essay using a graphic organizer to find a topic and details to support that topic. They must include a topic sentence, introduction, body and conclusion.

**ENGLISH 8****1 YEAR****0 CREDIT**

This course is designed to provide students with reading and composition skills. It will continue in greater depth and detail the skills taught in seventh grade English. Students will be instructed in the skills necessary to analyze and interpret literature and compose essays (persuasive, narrative, expository, and descriptive) in MLA format. This will be done through reading and writing assignments of various lengths in hopes of improving critical thinking, reading, and composition skills. The goal is to improve students' abilities in composition and critical reading.

**BASIC ENGLISH H.S.****1 YEAR****1 CREDIT**

This Learning Support course will have students work at a slower pace in which they will be given many examples and individual attention. This course is modified and adaptations are made in order to insure success to each student. Students will demonstrate in writing their understanding of writing complete sentences using correct punctuation and spelling. We will review the parts of speech and demonstrate the purpose and parts of a paragraph by improving their paragraphs from last year. They will write personal and business letters, learn to write messages and memorandums, and how to address envelopes. These students write a three (3) to five (5) page research paper using a Thesis Statement. They must back their statement and communicate their findings. Students will read and write about mythology and gain an understanding of both fiction and non-fiction literature.

**ENGLISH 9-AT****1 YEAR****1 CREDIT**

This course affords ninth grade students the opportunity to begin to interpret literature based on their own field of reference and experience. By reading both fiction and non-fiction, prose, poetry, and dramatic literature, the students will learn to identify character, plots, and themes in relation to their own lives. They will apply various literary terminology in order to promote intellectual discussion in a classroom setting. They will learn to express these relationships in both written and oral form, writing essays and reading orally as often as time permits. Students will also learn to raise the maturity level of their writing through critical thought/analysis and improved grammatical skills. Classes will be paced as best conducive to student learning and successful outcomes. The skills students develop in this class will allow them to advance in language arts, science, social studies, technical applications, and the workforce, where the abilities to read, understand, and write are vital. These skills will also help prepare students to transfer into a technical and/or trade school after graduation.

**ENGLISH 9-CP****1 YEAR****1 CREDIT**

This course affords ninth grade students the opportunity to begin to interpret literature based on their own field of reference and experience. By reading both fiction and non-fiction, prose, poetry, and dramatic literature, the students will learn to identify character, plots, and themes in relation to their own lives. They will apply various literary terminology in order to promote intellectual discussion in a classroom setting. They will learn to express these relationships in both written and oral form, writing essays and reading orally as often as time permits. Students will also learn to raise the maturity level of their writing through critical thought/analysis and improved grammatical skills. Students will improve their vocabulary, study skills, and standardized test preparation through various activities and assignments that have a primarily academic focus. The skills they develop in this class will allow them to advance in language arts, science, and social studies where the abilities to read, understand, and write are vital. These skills will also help prepare for entrance into an establishment of higher education.

**ENGLISH 10-AT****1 YEAR****1 CREDIT**

This course will teach students how to research a topic using various tools and sources to write a formal thesis paper following MLA. Students will read critically a variety of writings by American authors. Through this literature, they will be expected to enhance their understanding of various literary terms and apply these terms to their analysis of literature. Students will develop stronger reading, writing, and speaking skills that can be used in business, technology and practical application programs upon graduation.

**ENGLISH 10-CP****1 YEAR****1 CREDIT**

This course will teach students to research a topic using various tools and sources to write a formal thesis paper following MLA. Students will read critically a variety of writings including fiction, non-fiction, poetry and drama by American authors. Through this literature, they will be expected to enhance their understanding of various literary terms and apply these terms to their analysis of literature. A major goal in this course is that students will develop stronger reading, writing, and speaking skills that are necessary for entrance to, and success in, a higher educational institution.

**ENGLISH COMPOSITION****1/4 YEAR****.25 CREDIT**

This course will teach students how to analyze the composition of complex texts to determine the author's purpose, the author's style, and the literary merit of the work, much like they analyze literature on standardized tests. Using that knowledge, students will develop and strengthen their own writing skills by planning, revising, editing, rewriting, or trying a new approach. The writing will focus on addressing what is most significant for a specific purpose and audience through two modes: writing informative/explanatory essays that examine and convey complex ideas and information clearly, and writing argumentative essays that support claims in analysis of substantive topics.

**ENGLISH 11-AT****1 YEAR****1 CREDIT**

This course focuses on improving the reading, speaking, listening, and composition skills needed in the workplace. Students are expected to read and comprehend text materials as they are used in the course. Students will also be expected to take notes during teacher presentations and respond to oral information presented in the class. A key expectation is that students will be able to develop precisely written compositions and compose the basic written documents needed in the business and technological workplace.

**ENGLISH 11-CP****1 YEAR****1 CREDIT**

This course will examine the growth of the English language and the literature of the many British writers. Students will be expected to interpret and analyze the use of literary elements used by the writers. The students will further be expected to analyze the impact of this literature on society through the analysis of literature running from the Anglo-Saxons to the Modern age. A strong emphasis will be placed on the use of composition. Students will be expected to articulate in written form their analysis and interpretation of this literature. Throughout the course, students will be assessed on their ability to improve their composition and editing skills.

**ENGLISH 12-AT****1 YEAR****1 CREDIT**

This course will focus on reading and writing skills for the first semester. Students will read a variety of short stories, books and essays from a variety of sources. They will be able to write a well-developed five-paragraph essay and cite sources when needed. Students will research a non-fiction topic of their choice to research and develop a thesis. They will write a formal research paper with proper documentation. During the second semester, students will study resume writing and letter writing. Special emphasis will be placed on career selection, interview skills and job applications. Students will study workplace ethics and learn telephone skills for the workplace. Students will create their own business on paper and write the advertising for the business. Students will refine their public speaking skills by presenting several speeches throughout the year, but especially during the final nine weeks of the course.

**ENGLISH 12-CP****1 YEAR****1 CREDIT**

This course will focus on literature-based writing. Students will read various novels, poems, short stories, plays and essays from a variety of sources. Using literary terms, students will determine the author's point of view and assess the author's reason for using a particular point of view used in order to accomplish the purpose for the piece. Students will determine and evaluate themes of the selection; predict resolution of conflict. Students will compose original pieces using an assigned role and audience and purpose. Students will apply their knowledge of role (narrator), audience and purpose by revising their own original pieces. Students will research topics, develop a thesis, write and present papers using citations following MLA format.

**AP ENGLISH****1 YEAR****1 CREDIT**

This course is to provide the learner with literature coursework and writing equivalent to that of a first-year college course. The student will be engaged in careful reading and critical analysis of literature from various genres. Students will complete reading assignments in order to: deepen their understanding of the way authors use languages for both meaning and pleasure; carefully observe textual details in order to create an interpretation of a piece of literature; write and rewrite formal and in-class analyses. Extensive periods of time will be spent on reading, analyzing and writing in this AP course. Students should be willing to accept the challenge of a rigorous academic curriculum. **Mt. Aloysius offers dual enrollment credit for this course.**

## MATH DEPARTMENT

### **BASIC MATH 7**

**1 YEAR****0 CREDIT**

This course will help students grasp basic math skills and concepts enhanced by tying them to applications. Nearly every lesson opens with an application that connects the content to the student's real world. This Learning Support Course will parallel the Regular Ed 7<sup>th</sup> grade course. We will work at a slower pace in which students will be given many examples and individual attention. This course is modified and adaptations are made in order to insure success to each student. The Learning Support goal is to complete all chapters up to Chapter 6 which includes: Rounding, Estimation, Using Patterns, Order of Operations, Variables and Expressions, Problem Solving, Graphs, Mean, Median, Mode, Comparing and Ordering Decimals and Fractions, Adding and Subtraction, Decimals and Fractions, Powers and Exponents, Multiplying and Dividing Decimals, Area, Solving Equations, Prime Factorization, Simplifying Fractions, Least Common Multiples, Greatest Common Factors, Writing Decimals as Fractions and Fractions as Decimals. Students will succeed now and in the future by learning to generalize (Algebra), think spatially (Geometry), and reason probabilistically (Probability Statistics).

### **FUNDAMENTALS OF MATH 7**

**1 YEAR****0 CREDIT**

This fundamental course is designed to concentrate on the concepts needed to be proficient on the PSSAs. The concepts that are reinforced include basic understanding of computing and problem solving with integers, decimals, fractions and percent. Other concepts include introductory levels of algebraic expressions and equations, inequalities, ratios and proportional reasoning, two- and three-dimensional geometry, angle measurements, and an introduction to statistics and probability. Students will practice applying concepts learned to real life situations as well as use technology in the classroom.

### **MATH 7**

**1 YEAR****0 CREDIT**

This course focuses on an in-depth understanding of computing and problem solving with rational numbers. Other concepts include algebraic expressions and equations, inequalities, ratios and proportional reasoning, two- and three-dimensional geometry, angle measurements, and an introduction to statistics and probability. Students will practice applying concepts learned to real life situations as well as use technology in the classroom.

### **ADVANCED MATH 7**

**1 YEAR****0 CREDIT**

This advanced level course is designed for the advanced seventh grade student. This course emphasizes the core goals of Math 7 at an accelerated level and incorporates higher-level concepts including multi-step equations, introduction to functions and linear equations. Students will practice applying concepts learned to real life situations as well as use a variety of technology in the classroom.



**MATH APPLICATIONS 7****¼ YEAR****0 CREDIT**

This nine-week course for 7<sup>th</sup> grade students is designed to practice and reinforce key concepts in preparation of the 7<sup>th</sup> grade Mathematics PSSA. Students will use Get More Math and other supplementary material to strengthen skills required to be advanced or proficient on the PSSA. This preparation will include opportunities to practice current concepts from their regular math class, review past concepts, and provide test taking strategies.

**MATH APPLICATIONS 8****¼ YEAR****0 CREDIT**

This course for 8<sup>th</sup> grade students is designed to practice and reinforce key concepts in preparation of the 8<sup>th</sup> grade Mathematics PSSA. Students will use Get More Math and other supplementary material to strengthen skills required to be advanced or proficient on the PSSA. This preparation will include opportunities to practice current concepts from their regular math class, review past concepts, and provide test taking strategies.

**BASIC MATH 8****1 YEAR****0 CREDIT**

This course parallels the 8<sup>th</sup> grade regular education math class, but the curriculum is taught at a slower pace. At the beginning of the course the basic skills of addition, subtraction, multiplication, and division from the previous year is always a focus of much review. Students are tested after each section, or new skill learned, instead of a whole chapter or unit. All test and assignments are adapted and modified to meet each child's individual needs. The students are also given repetition and examples when learning these new skills. This course allows for one-on-one instruction, which is very necessary for some Learning Support students. Decimals, divisibility patterns, greatest common factor, simplifying fractions, mixed and improper fractions, least common multiple, writing decimals as fractions, and fractions as decimals, addition, subtraction, multiplication, and division of fractions, ratio, proportions, percents, and investigations with integers, are the topics covered, in order to provide students with the knowledge of basic math skills.

**FUNDAMENTALS OF PRE-ALGEBRA****1 YEAR****0 CREDIT**

This course will provide students with the opportunity to develop basic math and algebra skills through practice, homework, and projects. They will problem solve using several different strategies including graphing, solving, estimating and proportional reasoning. Students will practice applying concepts learned to real life situations. Students will also use appropriate math tools as well as use technology in the classroom.

**PRE-ALGEBRA****1 YEAR****0 CREDIT**

This course is an introductory level class designed for 8<sup>th</sup> grade students as a transition from Math 7 to Algebra. This course emphasizes the core goals of Math 7 but also focuses on evaluating algebraic expressions, simplifying algebraic expressions, and solving equations and inequalities. This course also provides an in-depth understanding of positive and negative numbers, as well as rational and irrational numbers. Students will practice applying concepts learned to real life situations as well as technology use in the classroom.

**ADVANCED ALGEBRA I****1 YEAR****0 CREDIT**

This course is an advanced level Algebra I designed for the advanced 8<sup>th</sup> grade student who exhibits a strong preparation for Algebra. This course emphasizes the fundamental goals of Algebra I including open sentences, systems of equations, graphing of linear functions and relations, polynomials, factoring, algebraic fractions, exponents, radicals, quadratic conditions, and computer and calculator activities. In addition to these core objectives, this course also concentrates on real world applications within the course content, interpretation and analysis of results and a function's approach is emphasized. At the conclusion of this course, all students are required to take a Keystone end-of-course assessment.

**BASIC MATH HS****1 YEAR****1 CREDIT**

This Learning Support Course will parallel the Regular Ed 10<sup>th</sup> through 12<sup>th</sup> grade math course. We will work at a slower pace in which students will be given many examples and individual attention. This course is modified and adaptations are made in order to insure success to each student. This course focuses on Pre-Algebra, Metric Measurements, Fractions, Decimals, Ratio Proportion and Percent, Statistics and Probability, Problem Solving and money management skills.

**FUNDAMENTALS OF ALGEBRA IA****1 YEAR****1 CREDIT**

This course is designed to help students study, at a more relaxed pace and with less rigor, most of the concepts of Algebra I. Topics include open sentences in one and two variables, solving formulas, solving linear equations and inequalities. Emphasis will be given to relations and functions.

**FUNDAMENTALS OF ALGEBRA IB****1 YEAR****1 CREDIT**

This course is designed to help students study, at a more relaxed pace and with less rigor, most of the concepts of Algebra I. Topics in this year include solving systems of equations and inequalities, operations with polynomials, algebraic fractions, factoring, quadratic functions, radicals and computer and calculator activities. At the conclusion of this course, all students are required to take a Keystone end-of-course assessment.

**ALGEBRA I****1 YEAR****1 CREDIT**

This course is the foundation for all high school mathematics courses. Topics include open sentences in one and two variables, systems of equations, graphing of linear equations and relations, polynomials, factoring, algebraic fractions, exponents, radicals, and quadratic conditions. Students will practice applying concepts learned to real life situations as well as use technology in the classroom. At the conclusion of this course, all students are required to take a Keystone end-of-course assessment.

**FUNDAMENTALS OF ALGEBRA II****1 YEAR****1 CREDIT**

This course is designed to help students study, at a more relaxed pace and with less rigor, a few of the concepts of Algebra II. This will build upon their skills learned in Algebra I. Students will actively participate in the calculations, demonstration and application of concepts, which include real

numbers, solving equations in one and two variables, solving inequalities in one and two variables, graphing linear equations, simplifying polynomials, basic operations with polynomials, writing equations of lines, rational expressions, irrational and complex numbers.

**ALGEBRA II****1 YEAR****1 CREDIT**

This course is designed to allow students the opportunity to apply high-level mathematical understanding of algebra concepts to real world situations. This will build upon their skills learned in Algebra I while preparing them for higher level mathematics courses. Students will actively participate in the calculation, demonstration, and application of concepts, which include, real numbers, solving equations in one and two variables, solving inequalities in one and two variables, graphing linear equations, simplifying polynomials, basic operations with polynomials, writing equations of lines, rational expressions, irrational and complex numbers, quadratic equations and functions, variation.

**HONORS ALGEBRA II****1 YEAR****1 CREDIT**

This course is an advanced level Algebra II course designed for the advanced 9<sup>th</sup> grade student who exhibits strong algebraic skills. This Algebra II class is designed to allow students the opportunity to supply high-level mathematical understanding of algebra concepts to real world situations. This will build upon their skills learned in Advanced Algebra I while preparing them for higher level mathematics courses. Students will actively participate in the calculation, demonstration, and application of concepts, which include, real numbers, solving equations in one and two variables, solving inequalities in one and two variables, graphing linear equations, simplifying polynomials, basic operations with polynomials, writing equations of lines, rational expressions, irrational and complex numbers, quadratic equations and functions, variation.

**FUNDAMENTAL GEOMETRY****1 YEAR****1 CREDIT**

This course is designed to ensure that students will gain a working knowledge of the vocabulary, concepts and methods of Euclidean geometry. Concepts covers include points, lines, angles, perpendicular lines, proofs, triangle congruence, parallel lines, perimeter, area, quadrilaterals, regular polygons, similar polygons, circles and the Pythagorean Theorem, right triangles, areas and volumes of solids and compass and straightedge constructions. Congruence and similarity of triangles as well as ways to prove lines parallel will be established using appropriate theorems and column proofs. Properties of triangles, quadrilaterals, polygons and circles will be discussed.

**GEOMETRY****1 YEAR****1 CREDIT**

This course is designed to develop Geometry skills as applied to points, lines, planes and polygons. Students will review Algebra I and II, study deductive proof, constructions, congruence, plane geometry, the Pythagorean Theorem, inductive reasoning, and analytical geometry. Use of group learning and individual learning through worksheets, activities, and the textbook will provide students with practice of these skills. Topics covered include points, parallel lines and planes, angles, congruence and similarity of polygons, constructions of geometric shapes, right triangle relationships, circles and problem solving through the use of direct/indirect proofs. Many definitions, postulates, and theorems of geometry will be discussed and applied to the problem-solving process.

**HONORS PRE-CALCULUS****1 YEAR****1 CREDIT**

This honors course in Pre-Calculus is for students who intend to take some higher level math courses especially Calculus or AP Calculus in the future. It extends prior experiences with many topics of algebra, algebra II and geometry. This course will address the following topics: polynomial functions and their inverses, complex numbers, matrices, systems of equations and inequalities, sequences, series, logarithmic and exponential functions and their applications, trigonometric functions, trigonometric identities and applications of trigonometry.

**CALCULUS****1 YEAR****1 CREDIT**

This class is designed to allow students the opportunity to supply high-level mathematical understanding of calculus concepts to real world situations. Students will expand upon the concepts previously learned in Pre-Calculus. They will actively participate in the calculation, demonstration, and application of concepts, which include functions, limits, derivatives, and integrals. The course will emphasize all of the Pennsylvania Mathematics Standards. This course does not need to be taken prior to AP Calculus.

**AP CALCULUS AB****1 YEAR****1 CREDIT**

This Advanced Placement class is designed to allow students the opportunity to supply high-level mathematical understanding of calculus concepts to real world situations. Students will expand upon the concepts previously learned in Pre-Calculus. They will actively participate in the calculation, demonstration, and application of concepts, which include functions, limits, derivatives, integrals, inverse functions, and conic sections. Students, at the end of the course may elect to take the Advanced Placement Calculus AB exam for possible college credit. **PREREQUISITE COURSES: Pre-Calculus. Mt. Aloysius offers dual enrollment credit for this course.**

**AP CALCULUS BC****1 YEAR****1 CREDIT**

This Advanced Placement class is designed for the student who has successfully completed AP Calculus. This course builds upon the concepts learned in AP Calculus, focusing on the skills necessary to prepare a student for the Advanced Placement Calculus BC exam. Students may elect to take the Advanced Placement Calculus BC exam at the end of the course for possible college credit. Other advanced topics will be added to better prepare a student for his/her mathematics coursework in college. **PREREQUISITE COURSE: AP Calculus AB.**

**STATISTICS****1 YEAR****1 CREDIT**

This course is designed to expand upon the Keystone eligible content of data analysis from Algebra I and Algebra II. It will provide a broad introduction to statistical concepts of analyzing data, sample surveys and experimentation, probability, and basic inference. This course is geared for students that need an introduction to statistics for their future. If students wish to pursue AP Statistics, this can act as an introduction course for them. Majors that require statistics include but are not limited to: Health care (nursing), bioinformatics, genetics, business, mathematics, architecture, engineering, any of the sciences or the social sciences including psychology, sociology, political science and education. In fact, college statistics is now required for most majors. **PREREQUISITE COURSE: Algebra II**

**AP STATISTICS****1 YEAR****1 CREDIT**

This Advanced Placement course is designed to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students will be exposed to four broad conceptual themes:

- Exploring Data: Describing patterns and departures from patterns
- Sampling and Experimentation: Planning and conducting a study
- Anticipating Patterns: Exploring random phenomena using probability and simulation
- Statistical Inference: Estimating population parameters and testing hypotheses

This course is geared toward students with an interest in careers related to: medicine, bioinformatics, genetics, business, mathematics, architecture, engineering, any of the sciences or the social sciences including psychology, sociology, political science and education. In college statistics is now required for most majors. **Mt. Aloysius offers dual enrollment credit for this course.**

## **BUSINESS DEPARTMENT**

### **Student Run Manufacturing Enterprise (SRME)      1 YEAR      1 CREDIT**

This course, also known as Rover Innovative Solutions, is a student-run manufacturing course designed to expose students to the opportunities provided by the manufacturing sector. This course will be offered to students in 10-12th grade. Students will be given the opportunity to run their own enterprise from designing graphics to the production and shipping of products. This course will bridge the gap between students and the many manufacturing job opportunities in our community. Students will meet with multiple local manufacturing companies to get a firsthand experience.

### **CAREER EDUCATION & FINANCIAL LITERACY   ¼ YEAR      0 CREDIT**

This course is designed to teach our students the skills needed to succeed in the modern workplace. This quarter class centers around the skills identified in the state's "Academic Standards for Career Education and Work." It addresses the following four areas of study: career awareness and preparation, career acquisition (getting a job), career retention and advancement, and entrepreneurship. While completing the class, students will create or complete assignments that will be added to their career portfolio as evidence of their learning.

### **CAREER EXPLORATION      ¼ YEAR      .25 CREDIT**

This course is designed to ensure that the students will acquire the skills to investigate the world of work by using computer programs: onetonline.org, careerbuilder.com, as well as information from other websites. They will acquire an awareness of their interests and personal skills by completing a career matchmaker interest assessment and a skills assessment. Using the results of these assessments, students will explore various career profiles including job descriptions, working conditions, typical earnings and education required. Through this process students will develop an understanding of the relationship between personal qualities, education, and the world of work. They will develop and maintain a personal plan that they can use and update throughout their high school career.

### **PERSONAL FINANCE      1 YEAR      1 CREDIT**

This course will require that students use their mathematical and critical thinking skills in managing money, spending wisely, and investing. Topics include banking, financial record keeping, wages, deductions, fringe benefits, buying and maintaining major items, taxes, credit and insurance. This course will help students become efficient and effective consumers, informed citizens and valued employees. Students will be required to open a checking and/or savings account. This course will satisfy the requirements of Act 35 of 2023 in addition to 1 math credit for graduation.

**PERSONAL FINANCE****½ YEAR****.5 CREDIT**

This course will require that students use their mathematical and critical thinking skills in managing money, spending wisely, and investing. Topics include banking, financial record keeping, wages, deductions, fringe benefits, buying and maintaining major items, taxes, credit and insurance. This course will help students become efficient and effective consumers, informed citizens and valued employees. Students will be required to open a checking and/or savings account. This semester course will satisfy the requirements of Act 35 of 2023 for graduation.

**8<sup>th</sup> GRADE CODING****½ YEAR****0 CREDIT**

This course is mapped to Computer Science Teachers Association (CTSA) standards. The course takes a wide lens on computer science by covering topics such as problem solving, programming, physical computing, user centered design, and data, while inspiring students as they build their own interactive coding projects, games and animations in Scratch.

**ACCOUNTING I****½ YEAR****.5 CREDIT**

This course is designed to provide students with the knowledge and skills necessary for a solid understanding of accounting principles. When you consider today's entrepreneurial economic climate, this course is extremely useful for anyone who plans on working in business, starting their own business, or who simply wants a good understanding of basic finances. This course introduces accounting for business and personal use, and serves as a good foundation for business opportunities, employment, and post-secondary studies in all areas of business. Topics covered include cash control, payroll, financial statements, the accounting cycle, and fundamentals of bookkeeping.

**ACCOUNTING II****½ YEAR****.5 CREDIT**

This course will go in depth on Managerial Accounting topics including an introduction to accounting, accounting information systems, time value of money, and accounting for merchandising firms, sales and receivables, fixed assets, debt and equity. **Prerequisite: Accounting I**

**RETAIL MANAGEMENT****1 YEAR****1 CREDIT**

This course will provide students an opportunity to run a successful school-based enterprise and develop the skills and attitudes required for any career field. Students learn and practice customer service, advertising, sales, pricing, market research, and merchandising techniques. All students work in a variety of positions and receive on-the-job training. Students in this class have the chance to be members of DECA, providing the opportunity to travel, practice leadership, and compete with students from around the world.

**PRINCIPLES OF MANAGEMENT****1 YEAR****1 CREDIT**

This course is for 11th and 12th grade students and will focus on the basic management functions in business. The emphasis is on developing teamwork, leadership and communication skills. Topics covered include management theory, planning, organizing, leading, motivating and controlling as

well as management ethics, change and global perspectives. This course will be offered as a college in the high school course through the University of Pittsburgh-Bradford. **University of Pittsburgh offers dual enrollment credit for this course**



## SCIENCE DEPARTMENT

### **EARTH & SPACE SCIENCE 7**

**1 YEAR****0 CREDIT**

This course is designed to teach how Earth & Space Science affects everyday life, and to enlighten students with an understanding of Earth's resources; Earth's features; rocks and minerals; water; objects in the sky; meteorology and climate; and soil. The course will emphasize those Earth & Space Science concepts and skills that are defined in the Pennsylvania Core Standards.

### **LIFE SCIENCE 8**

**1 YEAR****0 CREDIT**

This course is designed to teach the basic concepts and characteristics of all living things in the six kingdoms of life. Introductory information will include the study of cells and the scientific tools used in the life sciences. Instructional content will focus on viruses, bacteria, plants, and animals, and how these organisms are classified. Students will apply content while reading, writing, classifying, drawing, and making observations. The goal is to help students develop core basic knowledge necessary to achieve success in Biology and Advanced Biology II. This course will emphasize concepts and skills defined in the Pennsylvania Core Standards.

### **GENERAL SCIENCE I**

**1 YEAR****1 CREDIT**

This course is designed to teach fundamental and basic concepts of Physics, Chemistry, and Biology. It will review some of the basic principles of science but will be reinforced with lab work and mathematical concepts. Some of the topics covered; units, measurements, matter, changes in matter, motion and energy, forces, biomes, ecosystem interactions, enzymes, anabolic and catabolic reactions, and genetics. Teachers will use classroom note taking, problem solving, use of laboratory equipment, and group activities for hands on experience and concept reinforcement. General Science I should equip the student choosing higher science courses such as chemistry and physics with the basic knowledge necessary for these courses. This course will also provide additional content information for either Honors Biology or Biology I, which can be taken concurrently or at a later time.

### **GENERAL SCIENCE II**

**1 YEAR****1 CREDIT**

The course is designed to teach how environmental science affects everyday life. Topics covered will include earth's watersheds and wetlands, weather & physical sciences, nonrenewable and renewable resources, environmental health, food chemistry and environmental laws and regulations. Activities will be done to reinforce these concepts. This course is focused on the skills outlined in the Pennsylvania Core Standards. **PREREQUISITE: successful completion of both General Science and Biology.**

**BIOLOGY I****1 YEAR****1 CREDIT**

This course is designed to teach sophomore level students the nature and interconnectedness of living things. Students, already familiar with the anatomic differences between plants and animals and the

similarities shared by all living things as introduced in life science, are introduced to the molecular basis of life and the systems discovered to date that indicate the shared heritage of all life.

Students gain a fundamental understanding of cell structures and functions, genetics, evolution and their implications in current and future technologies. Students will also increase knowledge of organic compounds and how they are biochemically significant to living systems. Vocabulary developed throughout the course prepares students to become scientifically literate and understand the impacts of biotechnologies and medical advancements. Students are required to take the state Keystone exam for biology at the end of this course.

**HONORS BIOLOGY****1 YEAR****1 CREDIT**

This honors course is for grade 9 students and is taken concurrently with General Science I. This course is taken in lieu of Biology I. Designed for academically advanced students; defined as those who have been academically successful in Life & Earth Science and are proficient in two areas of the PSSA, as well as recommendation from the Grade 8 Science teacher. This is an inquiry-based Biology course introducing comprehensive vocabulary and emphasizing inquiry skills, designed to reinforce understanding of the nature of science, cell biology, genetics and biotechnologies, and biochemistry with a goal to prepare the student for advanced science courses including Biology II. Each student will be required to take the Keystone exam in Biology at the end of this course.

**HONORS BIO II/ANATOMY I****1 YEAR****1.4 CREDIT**

This honors course is designed to take students to a deeper level of understanding of the intricate processes of living things through an intensive laboratory setting. Molecular studies of photosynthesis and cell respiration, as well as the process of gene transcription and translation are applied in laboratory activities, brief projects and class discussion. Each student collects data for 1 long-term research project in genetics. Students will study anatomy and physiology as it relates to humans. Students will dissect fetal pigs to study animal anatomy. All topics will emphasize bioethical issues of current science technology and research. **Mt. Aloysius offers dual enrollment credit for this course.**

**HONORS BIO II/ANATOMY II****1 YEAR****1 CREDIT**

This honors course is designed to take students to a deeper level of understanding of the intricate processes of living things through an intensive laboratory setting. Comprehensive molecular and biochemical studies of cellular processes in living systems are related to the concepts of structure and function, and homeostatic balance within the human body. Emphasis is placed on the integration of systems as they relate to normal health. This course continues dissection methods and tools to closely examine cells, tissues, organs, and the organ systems of the human body. Sheep kidneys and

eyeballs are utilized for dissection purposes as the urinary and senses are studied. As part of their studies, students will be required to research and compose a health brochure on an infectious disease that the lymphatic system helps to eliminate. **Pending approval, Mt. Aloysius offers dual enrollment credit for this course. PREREQUISITE: Honors Bio II/ANATOMY I**

**AP BIOLOGY****1 YEAR****1.4 CREDIT**

This Advanced Placement course is designed for the student interested in the further study of biology. Emphasis is placed on the following big ideas:

1. The process of evolution drives the diversity and unity of life.
2. Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis.
3. Living systems store, retrieve, transmit and respond to information essential to life processes.
4. Biological systems interact, and these systems and their interactions possess complex properties.

This course will emphasize scientific inquiry. This course is the equivalent of a one-year college level course in general biology for science majors and is designed to prepare students for the Advanced Placement General Biology test administered annually in May. **PREREQUISITE: Grade of 85% in Biology and have taken or are taking Chemistry concurrently. Must have scored proficient on the Keystone Biology/OR a recommendation from a science teacher. Mt. Aloysius offers dual enrollment credit for this course.**

**ACADEMIC CHEMISTRY****1 YEAR****1.4 CREDIT**

This course is designed as an introductory course for those students who plan to go to college. The course is accompanied with dedicated laboratory time. The topics include atomic structure, measurements and calculations, periodic law, chemical bonding, reactions, stoichiometry, gas laws, and acids and bases. Students who take this course will also be able to better evaluate personal, societal, and environmental issues that involve chemical principles. It also provides a background for students who will be taking a second-year chemistry course. This course emphasizes Pennsylvania's Core Standards.

**HONORS CHEMISTRY****1 YEAR****1.4 CREDIT**

This honors course is designed as a first-year course for sophomores who may have the talent or desire to pursue a science-oriented career in science. This course has dedicated lab periods. It will include atomic structure, measurements and calculations, periodic law, chemical bonding, reactions, stoichiometry, gas laws, solids and liquids, solutions and introductory acids and bases. Students who take this course will be able to better evaluate personal, societal and environmental issues that involve chemical principles. This course will prepare students for Advanced Placement Chemistry and emphasizes Pennsylvania Core Standards.

**AP CHEMISTRY****1 YEAR****1.4 CREDIT**

This Advanced Placement course is designed as a second-year course to build on an introductory year of chemistry for those students who plan on a science related major in college. This course is equivalent to two semesters of college level chemistry and emphasizes chemical calculations. The topics include gases, stoichiometry, electrochemistry, quantum mechanics, nuclear chemistry, equilibria, acids and base equilibria, and organic chemistry. This course will have a dedicated lab period. Students who elect to take an AP exam and pass it may submit this to a college as college credit. This course emphasizes AP Chemistry Standards from the College Board. **Mt. Aloysius offers dual enrollment credit for this course.**

**HONORS ORGANIC CHEMISTRY****1 YEAR****1 CREDIT**

This honors course will be offered as an introductory course in the structure, properties, and reactions of simple organic compounds. Students interested in chemistry, biology, or medicine as a major should consider this course. **PREREQUISITE: Only students that have successfully taken AP Chemistry will be eligible.** This will be offered only if the teacher schedule permits.

**PHYSICS****1 YEAR****1.4 CREDIT**

This course is designed to teach fundamental concepts of Physics. It will review some basic principles of science, but will stress a higher level of conceptual understanding, reasoning, and problem solving. The Physics classroom will consist of lessons on theory, problem-solving, and the use of laboratory equipment for conceptual understanding. Topics covered will include kinematics, dynamics, forces in one- and two-dimensions, gravitation, rotational motion, momentum, energy, and waves. Physics should equip students choosing higher education at the college level with the knowledge and work habits necessary for success in these courses. Students not choosing higher education will be equipped with a wide variety of topics for practical application later in life. **PREREQUISITE: Algebra II.**

**HONORS PHYSICS****1 YEAR****1.4 CREDIT**

This course is designed as a first-year Physics class for academically advanced students. This class will consist of lessons on theory, problem-solving, and the use of laboratory equipment for a deeper understanding of concepts. Topics covered will include kinematics, dynamics, forces in one- and two-dimensions, gravitation, rotational motion, momentum, energy, and waves. This course will prepare students for AP Physics should they choose to take it. It will also prepare students for college-level physics classes for those majoring in a science, medical field, or engineering. **Prerequisite: Algebra II and recommendation of Honors Chemistry teacher.**

**AP PHYSICS****1 YEAR****1.4 CREDIT**

This course is designed as a second-year course to build upon concepts learned in a first-year physics class. This course is for those students who plan on a science, engineering, or medical related major in college. Topics covered follow the AP Physics 1 standards from the College Board and include kinematics, dynamics, forces, gravitation, work, energy, rotational motion, momentum, simple

harmonic motion, and waves. These topics will be covered in much more depth than in first-year physics. This course will have a dedicated lab period. This course prepares students to take the AP Physics 1 Exam in May. **Prerequisite Course: Physics or Honors Physics. \*Mount Aloysius offers dual enrollment credit for this course.**

**ANIMAL SCIENCE****1 YEAR****1 CREDIT**

This course in general animal science will focus on animals used in agriculture. Lectures focus on the selection, nutrition, reproduction, and management of horses, beef cattle, goats, swine, poultry, and sheep. Other topics taught in a general animal science course include animal anatomy and physiology, animal diseases and animal research. This course can be used as a science credit in grades 9th through 12th grade.

**FORESTRY AND LAND MANAGEMENT****1 YEAR****1 CREDIT**

This course will focus on skills and information necessary to manage land for several different purposes such as: nutrient management plans, landscaping and hardscaping (residential property care), care and maintenance of the agricultural facilities, and will have a focus on the forestry industry and how soils impact our daily lives. This class will give the students the chance to get out into the community to make improvements and could help to fulfill the requirements for the senior project. This course can be used as a science credit in grades 9th through 12th grade.

**GREENHOUSE AND PLANT SCIENCE****1 YEAR****1 CREDIT**

This course is designed to teach students how to be responsible for the care and maintenance of the plants in the greenhouse and high tunnel. Students will explore various fields of plant science including, floriculture, agribusiness, and agriculture production. This class will educate students on the many aspects of plant science including genetic engineering, plant genetics and grafting, and the scientific development of the green industry. This course can be used as a science credit in grades 9th through 12th grade.

**WILDLIFE I****1 YEAR****1 CREDIT**

This course will focus on mammals, reptiles, birds, plants, fish, macro invertebrates, and natural resources management. Students will study native wildlife and plants through observation and identification. Emphasis will be placed on conservation, habitat evaluation, environmental analysis, and game management. The importance and methods of sound management of our natural resources will be studied along with various perspectives of species and habitat management. This course can be used as a science credit in grades 9th through 12th grade.

**WILDLIFE II****1 YEAR****1 CREDIT**

This course will focus on mammals, reptiles, birds, plants, fish, macro invertebrates, and natural resources management. Students will study native wildlife and plants through observation and identification. Emphasis will be placed on conservation, habitat evaluation, environmental analysis, and game management. The importance and methods of sound management of our natural resources will be studied along with various perspectives of species and habitat management. This course can be used as a science credit in grades 9th through 12th grade.

**PREREQUISITE: Wildlife I**

## **SOCIAL STUDIES DEPARTMENT**

### **WORLD HISTORY 7**

**1 YEAR****0 CREDIT**

This course exposes students to the history of the world from prehistoric times through the Enlightenment (1800). The course will build on the historical concepts developed in grades 1-6. The course is region based. Each region of the world will be taught individually as opposed to a complete world history taught chronologically. The course will focus on The Dawn of Civilization, Early India, China, Rome, and the Americas, The Rise of Europe, The Development of the Middle East and the Muslim World, The Global Age of Europe, the Americas, and Asia. Students will read and discuss appropriate textbook selections. They will also complete various hands-on activities as independent practice for skills to be developed. These skills include map reading, understanding charts and graphs, drawing conclusions from material, analyzing primary sources, using computers, and writing to express themselves. The course is a building block to the eleventh grade World Cultures course that picks up at the age of Enlightenment. This course serves as an introduction to historical thinking and problem solving as well as introducing content. Students will be able to draw connections between past events and present world situations.

### **PENNSYLVANIA HISTORY**

**¼ YEAR****0 CREDIT**

This course will trace the geographical, social, political and economic history of Pennsylvania from colonial times to the present. They will examine the shifts and analyze the causes of the change through readings in the textbook as well as primary source documents. The class will complete tests and quizzes as well as projects surrounding Pennsylvania's contribution to the political process, the Revolutionary and Civil Wars, labor relations, industry, transportation and communication

### **U.S. HISTORY I**

**1 YEAR****0 CREDIT**

This course begins with the Colonial period of America (1492) and concludes with the American Civil War and Reconstruction (1877). Students will learn the basic vocabulary, events and leaders of the eras. The framework of this course will accurately reflect the current Pennsylvania standards that replicate the Political and Cultural contributions of individuals and groups to the history of this nation. Primary Documents such as the Mayflower Compact, the Declaration of Independence, the Constitution, the Bill of Rights and the Gettysburg Address will be analyzed and discussed. Students will identify the social groups like the Pilgrims, Puritans, and Founding Fathers, and will analyze the contributions of individual men and women within those groups. Students will research and write papers illustrating their understanding of how events, groups, and individuals affected American History and Culture. Students will identify, analyze, and learn to evaluate how and why continuity and change has occurred in United States History. The course will identify social groups that immigrated to America and will study the cooperation and conflict that arose among those social groups. The students will analyze the cultural elements of those social groups and organizations to better understand the uniqueness of this nation called the United States of America. The students will analyze the various wars, political parties, and issues such as slavery that caused conflict within our nation. The course will aid the basic learner and encourage the advanced student, and will conclude with a final that promotes lifelong learning and the grasp of essential ideas and concepts that helped shape our nation.

**U.S. HISTORY II****1 YEAR****1 CREDIT**

This course begins with the Reconstruction Era following the American Civil War and will examine the effects of that event on the political, economic and culture of the late 19<sup>th</sup> century. The course will analyze the events, the leaders, the political movements and the Doctrine of Manifest Destiny that shaped the expansion of the United States. The students will study the western expansion of the great wagon train trails, cattle drives, mining, and the completion of the railroad. The students will discuss and analyze the Populist and Progressive movements, the Age of Imperialism and the Spanish-American War, the growth of big business and the expansion of the United States as a world power as we enter W.W.I. The students will discuss and examine the history and cultural effects of War I, the Roaring 20's, the Jazz Age, and the political/economic/social impact of the Great Depression. The course will end with the conclusion of WW II.

**CIVICS****¼ YEAR****.15 CREDIT**

This course will accurately reflect the current National Standards with reference to Principles and Documents of Government, the Rights and Responsibilities of Citizenship, and how Government works. This course is a brief overview of the Roots of American Citizenship, our political heritage, the Constitution and the Bill of Rights; and how this heritage and documents affect us as citizens and our communities. The student will identify early documents and analyze their rights contained within the Bill of Rights. They will study and discuss various principles and Supreme Court case law that affects them as students and our nation. The students will discuss and evaluate their responsibility to their school, community, and nation. The course will examine and analyze the political and election process used to provide political leaders within our local, state and national governments; and will evaluate the political participation of various social, economic, cultural groups today. The students will list, compare, and contrast the various types of Governments in the world today. Students will discuss and analyze how the government works and how a bill becomes law. Students will list and discuss the three branches of the United States Government and evaluate their effect on our lives.

**U.S. HISTORY III****1 YEAR****1 CREDIT**

This course will examine the history of the United States from the causes of World War II through the conflicts of the present-day Middle East. This course is a comprehensive study of the political, social, economic and cultural history of the United States from the mid-20<sup>th</sup> century to the present day 21<sup>st</sup> century and will continue the historical saga where it left off in U. S. HISTORY II with the end of the Great Depression. Important documents, events, people, legislation and groups that cooperated and caused conflict will be analyzed during the Cold War Era that spawned major conflicts in Korea, Vietnam and the Middle-East, as well as minor conflicts in Central/South America and Europe. The Arms Race, the Space Race, the introduction of the Nuclear Era, and the political/cultural fall-out will be major points of emphasis as the United States becomes the world's first superpower in the post-World War II age. Of special interest will be the cultural changes brought on by the prosperity of the post-war 50's, the counterculture movement of the 1960's, music, art, and fashion. Polarizing events like the assassination of Martin Luther King Jr and the Civil Rights Era, Richard Nixon and Watergate, Jimmy Carter and the Ayatollah Khomeini, Reaganomics and the Iran-Contra Affair, the resurgence of the Conservative Era, the impeachment of Bill Clinton, the War on Terror and the Patriot Act will be discussed, analyzed and examined for their effects on the American economic, political and social culture.



**HONORS U.S. HISTORY III****1 YEAR****1 CREDIT**

This course will examine the history of the United States from the causes of World War II through the conflicts of the present day, both domestic and abroad. This course is a comprehensive study of the political, social, economic and cultural history of the United States from the mid-20<sup>th</sup> century to the present day 21<sup>st</sup> century and will continue the historical saga where it left off in U. S. HISTORY II with the end of the Great Depression. Important documents, events, people and groups that cooperated and caused conflict will be analyzed during the Cold War Era that spawned major conflicts in Korea, Vietnam and the Middle East. The Arms Race, the Space Race and the introduction of the Nuclear Era, and the political/cultural fall-out will be major points of emphasis as the United States becomes the world's first SuperPower in the post-World War II age. Of special interest will be the cultural changes brought on by the anti-establishmentarian movement (Hippies) of the 1960's and the judicial activism of the United States Supreme court. Polarizing events like the assassination of Martin Luther King and the Civil Rights Era, Watergate, Jimmy Carter and the Ayatollah Khomeini, Reaganomics and the Iran-Contra Affair, the resurgence of the Conservative Era, the impeachment changes of William Jefferson Clinton, the War on Terror and the Patriot Act will be discussed, analyzed and examined for their effects on the American political/social culture. This course will follow the same order of events as the regular sophomore history course, but it will be taught at a faster pace, which will include a more in depth look at American history from WWII to the present. This course will help learners acquire the necessary skills to come to conclusions based on informed judgments and provide sound reasoning and evidence for those judgments. This course will include an increased focus on writing to help prepare students for the rigors of AP U.S. HISTORY.

**GOVERNMENT/ECONOMICS****1 YEAR****1 CREDIT**

This course is designed to teach the fundamental concepts of Government and Economics to students of all ability levels. This course builds upon the concepts of American History, American Cultures and United States Civics previously taught in grades 8 – 10. The course varies in levels of learning from the knowledge level of new vocabulary to the advancement of critical thinking skills by encouraging the analysis and evaluation of the complex Governmental and Economic themes of Federalism, Separation of Powers, Checks and Balances, Civil Rights and Liberties, Constitutional Interpretations and their effects on American culture; and comparing the American Capitalistic economic system of Micro/Macro-economics, Supply and Demand, Competition and Incentives, Market Structures, Labor and Wages, Government Revenue and Spending, Gross Domestic Product Inflation and the effects of Fiscal and Monetary policy upon American lifestyles and standard-of-living. The goal of this course is to enable students to integrate and interpret the effects of all the social sciences on each other and to gain the basic skills needed to succeed in their lives as they enter the controversial world that awaits them. The course will emphasize the basic government skills defined in the Pennsylvania Civics and Government standards and the basic economic skills defined in the Pennsylvania Economic standards.

**HONORS GOVERNMENT/ECONOMICS****1 YEAR****1 CREDIT**

This honors course is designed to teach the fundamental concepts of Government and Economics through the incorporation of essays to help the student develop a deeper understanding of the basic government skills defined in the Pennsylvania Civics and Government standards and the basic

economic skills defined in the Pennsylvania Economic standards.. This course builds upon the concepts of American History, American Cultures and United States Civics previously taught in grades 8 – 10. The course varies in levels of learning from the knowledge level of new vocabulary to the advancement of critical thinking skills by encouraging the analysis and evaluation of the complex Governmental and Economic themes of Federalism, Separation of Powers, Checks and Balances, Civil Rights and Liberties, Constitutional Interpretations and their effects on American culture; and comparing the American Capitalistic economic system of Micro/Macro-economics, Supply and Demand, Competition and Incentives, Market Structures, Labor and Wages, Government Revenue and Spending, Gross Domestic Product Inflation and the effects of Fiscal and Monetary policy upon American lifestyles and standard-of-living. The goal of this course is to enable students to integrate and interpret the effects of all the social sciences on each other and to gain the basic skills needed to succeed in their lives as they enter the controversial world that awaits them.

**MODERN WORLD HISTORY****1 YEAR****1 CREDIT**

This course is designed to teach the basic events of world history from 1450 to the present, the evolution of cultures and the development of technology and philosophy. This course will focus on five key regions of the world: A) The Middle East B) Europe C) Africa D) Asia E) Americas. As the study progresses the students will see the rise of civilizations, the evolution of religious, political, and social ideologies, languages, forms of government and economic systems found around the world. Emphasis will be placed on key empires, leaders, inventions and the diverse lifestyles of the ages. This course will begin with a review of material taught in seventh grade. Main focus of the course will be to explore the major themes that have shaped our world and its cultures over the past 500 years. Over the course of the year, students will gain a deeper understanding of how religion, trade and exploration, enlightenment philosophy, technology and innovation, nationalism, and competing socio political/religious beliefs have steered human civilization to our current existence. Various instructional strategies will be used, including map studies, primary source analysis, research projects, lectures, multimedia projects, and reading assignments designed to familiarize students with the major concepts of world history. This course will also be writing intensive, which will help the students to express their ideas in written form. This course is designed to prepare students for more advanced work at the college level by giving them a basic understanding of world events and the connections that exist between all societies, as well as improving their writing ability.

**HONORS MODERN WORLD HISTORY****1 YEAR****1 CREDIT**

This honors course is designed to teach the basic events of world history from 1450 to the present, the evolution of cultures and the development of technology and philosophy. This course will focus on five key regions of the world: A) The Middle East B) Europe C) Africa D) Asia E) Americas. As the study progresses, the students will see the rise of civilizations, the evolution of religious, political, and social ideologies, languages, forms of government and economic systems found around the world. Emphasis will be placed on key empires, leaders, inventions and the diverse lifestyles of the

ages. This course will begin with a review of material taught in seventh grade. Main focus of the course will be to explore the major themes that have shaped our world and its cultures over the past 500 years. Over the course of the year, students will gain a deeper understanding of how religion, trade and exploration, enlightenment philosophy, technology and innovation, nationalism, and competing socio political/religious beliefs have steered human civilization to our current existence. Various instructional strategies will be used, including map studies, primary source analysis, research

projects, lectures, multimedia projects, and reading assignments designed to familiarize students with the major concepts of world history. This course will also be writing intensive, which will help the students to express their ideas in written form. The goal of this course will be to investigate further, the interconnectivity of our world and our shared history. Students will exit the course better prepared for the more rigorous workload that is expected from a college level world history course. This will be accomplished by additional writing assignments, independent readings (novels-fiction/nonfiction), greater exposure to primary source analysis, and greater detail being given during the interactive lecture sessions.

**AP UNITED STATES HISTORY****1 YEAR****1 CREDIT**

This Advanced Placement course will introduce students to expectations that they will encounter in their first year of college. APUSH is designed to provide learners with the opportunity to think critically and to gain factual knowledge of US history from Columbus to the present. Students will learn to analyze and critique historical materials and skills to come to conclusions based on informed judgments and provide sound reasoning and evidence for those judgments. Each of the parts in the course provides students with the survey of US history topics in which they analyze problems and themes for each era through supplementary activities and readings while developing and deepening their understanding of the events, people and places that were relevant during each time period. Students will also learn to assess primary and secondary sources. This course is meant to have students think conceptually about the issues facing the United States and how those issues have influenced our history, rather than just memorizing facts and dates. Students will write often in this course both in the form of short answers and essays. These writings will require students to think critically and thoughtfully on different topics and on different interpretations of history that are presented in the lessons. **Mt. Aloysius offers dual enrollment credit for this course.**

**AP U.S. GOVERNMENT AND POLITICS****1 YEAR****1 CREDIT**

This Advanced Placement course is designed to help students understand key concepts of the constitutional system and political culture of the United States. Students will read and analyze U.S. foundational documents, Supreme Court decisions, and other pertinent texts. The objectives are to gain an understanding of the relationships and interactions between political institutions and behavior. Students will read and interpret data, develop evidence-based arguments, and engage in applied civics or politics-based, research-based projects. The course is divided into five Big Ideas which are then broken down into Learning Objectives and Essential Questions. The curriculum aligns with all state and national standards for social studies education as well as targets many reading and writing standards for language arts. **Mt. Aloysius offers dual enrollment credit for this course.**

## READING DEPARTMENT

### **BASIC LANGUAGE ARTS 7**

**1 YEAR****0 CREDIT**

This learning support course is designed to run as close to the regular Language Arts 7 course as possible. This course is taught in a small group and at a slower pace. The course will build upon the reading skills established in sixth grade. It will expand skills and concepts, introduce new strategies, and enable students to become higher-level thinkers. To achieve this, the following topics will be covered throughout the course: literature appreciation, genres, literary terms and techniques, use a variety of forms and techniques, use the writing process, reading/thinking strategies, media and visual literacy, vocabulary and study skills, multicultural awareness and appreciation, habits and attitude, life skills and consumer and job-related skills. The Pennsylvania edition of McDougal Littell, *Where Great Lessons Begin/Literature* will serve as the foundation for developing a variety of skills in reading. This text also provides an online tutorial service [www.classzone.com](http://www.classzone.com) to supplement the instruction and supplemental CDs for students who do not have access to the internet. The reading of various genres, discussion, group activities, and the writing process will provide students with the necessary tools to become independent readers. Their future depends upon their ability to read, comprehend, and respond verbally and in written form to the content presented. The course will emphasize the reading concepts and skills that are defined in the Pennsylvania Reading Standards.

### **LANGUAGE ARTS 7**

**1 YEAR****0 CREDIT**

This course is designed to build upon the reading skills established in sixth grade. It will expand skills and concepts, introduce new strategies, and enable students to become higher-level thinkers. To achieve this, the following topics will be covered throughout the course: literature appreciation, genres, literary terms and techniques, use a variety of forms and techniques, use the writing process, reading/thinking strategies, media and visual literacy, vocabulary and study skill, multicultural awareness and appreciation, habits and attitude, life skills, and consumer and job-related skills. The Pennsylvania edition of McDougal Littell, *Where Great Lessons Begin/Literature* will serve as a foundation for developing a variety of skills in reading. This text also provides an online tutorial service [www.classzone.com](http://www.classzone.com) to supplement the instruction and supplemental CDs for the students who do not have Internet service. The reading of various genres, discussion, group activities, and the writing process will provide students with the necessary tools to become independent readers. Their future depends upon their ability to read, comprehend, and respond verbally and in written form to the content presented. The course will emphasize the reading concepts and skills that are defined in the Pennsylvania Reading Standards.

### **7<sup>th</sup> GRADE STUDY SKILLS**

**1/4 YEAR****0 CREDIT**

This course will provide students with the basic skills required to be successful in high school. While diagnostic tools will be used to address weaknesses, students should expect to focus on academic reading, note-taking, listening skills, organization, time management, study skills, and academic writing.

**BASIC LANGUAGE ARTS 8****1 YEAR****0 CREDIT**

This learning support course will be taught at a slower pace and in a smaller group setting. This course will run as close to the Language Arts 8 class as possible. It is designed to build upon the reading skills established in seventh grade. It will expand skills and concepts, introduce new strategies, and enable students to become higher-level thinkers. To achieve this, the following topics will be covered throughout the course: literature appreciation, genres, literary terms and techniques, use a variety of forms and techniques, use the writing process, reading/thinking strategies, media and visual literacy, vocabulary and study skills, multicultural awareness and appreciation, habits and attitudes, life skills, and consumer and job-related skills. The Pennsylvania edition of McDougal Littell, *Where Great Lessons Begin/Literature* will serve as a foundation for developing a variety of skills in reading. This text also provides an online tutorial service [www.classzone.com](http://www.classzone.com) to supplement the instruction and supplemental CDs for the students who do not have Internet service. The reading of various genres, discussion, group activities, and the writing process will provide students with necessary tools to become independent readers. Their future depends upon their ability to read, comprehend, and respond verbally and in written form to the content presented. The course will emphasize the reading concepts and skills that are defined in the Pennsylvania Reading Standards.

**LANGUAGE ARTS 8****1 YEAR****0 CREDIT**

This course is designed to build upon the reading skills established in seventh grade. It will expand skills and concepts, introduce new strategies, and enable students to become higher-level thinkers. To achieve this, the following topics will be covered throughout the course: literature appreciation, genres, literary terms and techniques, use a variety of forms and techniques, use the writing process, reading /thinking strategies, media and visual literacy, vocabulary and study skill, multicultural awareness and appreciation, habits and attitude, life skills, and consumer and job-related skills. The Pennsylvania edition of McDougal Littell, *Where Great Lessons Begin/Literature* will serve as a foundation for developing a variety of skills in reading. This text also provides an online tutorial service [www.classzone.com](http://www.classzone.com) to supplement the instruction and supplemental CDs for the students who do not have Internet service. The reading of various genre, discussion, group activities, and the writing process will provide students with the necessary tools to become independent readers. Their future depends upon their ability to read, comprehend, and respond verbally and in written form to the content presented. The course will emphasize the reading concepts and skills that are defined in the Pennsylvania Reading Standards.

## WORLD LANGUAGE DEPARTMENT

### **EXPLORATORY GERMAN**

**¼ YEAR****0 CREDIT**

This course is designed to introduce students to some basic vocabulary terms and phrases in German and provides some general information about the culture of the German-speaking world. We will focus on a variety of topics including basic greetings, numbers up to 100, days of the week, classroom objects, and family members. In addition to these vocabulary topics, students will learn a world language. This course is designed to elicit interest in the language that will inspire future study.

### **GERMAN I**

**1 YEAR****0-1 CREDIT**

This course will introduce 8-12th grade students to the German language and culture. Basic grammatical structures, pronunciation and vocabulary necessary for second language acquisition will be covered, and students will develop a deeper understanding of the German language and culture. Students will be expected to gain novice-level oral and written proficiency in the language while discussing topics such as introducing oneself and family, free time activities, differences between schools in both countries, weather and food. Students receive grades based on oral and written examinations, class participation and homework. Students will use technology extensively in this course in the form of watching and creating videos. This course will emphasize the world language concepts and skills set forth in the Pennsylvania World Language Standards.

### **GERMAN II**

**1 YEAR****1 CREDIT**

This course is for students who have successfully completed German I. There will be a review of grammar and other topics from German I. Students will be able to apply structures that are more advanced and use additional vocabulary to discuss topics such as: clothing, shopping, free time activities, travelling in Germany and planning for a trip. Students will participate in creative activities involving oral and written expression in which they may integrate certain aspects of the German-speaking world in a meaningful, personal context. Students will be expected to gain oral and written proficiency at a novice level. Students receive grades based on oral and written class examinations, class participation and homework. Students will use technology extensively in this course in the form of watching and creating videos. This course will emphasize the world language concepts and skills set forth in the Pennsylvania World Language Standards.

### **HONORS GERMAN III**

**1 YEAR****1 CREDIT**

This course is for students who have successfully completed German II and wish to continue to improve their ability to communicate in German. This third-year course encourages the further development of vocabulary and grammar skills. Advanced language structures will be introduced and students are encouraged to speak in German during class. Emphasis will be placed on reading materials and conversation. Students will develop oral and written proficiency at an intermediate level. Students receive grades based on oral and written class examinations, class participation and homework. Students will use technology extensively in this course in the form of watching and

creating videos. This course will emphasize the world language concepts and skills set forth in the Pennsylvania World Language Standards. **PREREQUISITE: Teacher recommendation.**

**HONORS GERMAN IV****1 YEAR****1 CREDIT**

This honors course is taught in conjunction with German III and is for students who have successfully completed German III and wish to further advance their knowledge of the German language and culture. This course may also consist of independent work. Students will continue working with advanced language structures and be introduced to some German technical vocabulary. An introduction to German literature will be provided and students will be expected to read and interpret themes from authentic German texts. Students will receive grades based on oral and written class examinations, class participation, and homework. Students will use technology extensively in this course in the form of watching and creating videos. This course will emphasize the world language concepts and skills set forth in the Pennsylvania World Language Standards. **PREREQUISITE: Teacher recommendation.**

**EXPLORATORY SPANISH****¼ YEAR****0 CREDIT**

This course is designed to introduce some basic vocabulary terms and phrases in Spanish and to provide some general information about the cultures of the Spanish-speaking world. We will focus on a variety of topics including basic greetings, classroom objects, numbers, time, personal descriptions, the body, colors, clothing, the family, food and the house. In addition to these vocabulary topics, the benefits of learning world languages, culture lessons about birthdays, special holidays, Spanish-Speaking countries and several tools used in the study of world languages. This course is designed to elicit interest in the language that will inspire future study. The course will emphasize those world language concepts and skills set forth in the Pennsylvania World Language Standards.

**SPANISH I****1 YEAR****0-1 CREDIT**

This course is designed to introduce the Spanish language and the cultures of the Spanish-speaking world. The course serves as the beginning of a survey of basic Spanish grammar and the development of the four language skills of listening, speaking, reading, and writing. Some aspects of everyday life in the Spanish-speaking world will be introduced along with a basic sound system, basic/common vocabulary forms, and basic structural forms in speaking and writing. Simple vocabulary, sentences and question structures will be introduced through listening, reading, writing, and oral repetition enabling the student to communicate at specific levels in the present tense. The goal of this course is to enable the student to acquire a “survival language skill” level of communication through speaking and writing, which will serve as a foundation for further study in Spanish. The course will emphasize those world language concepts and skills set forth in the Pennsylvania World Language Standards.

**SPANISH II****1 YEAR****1 CREDIT**

This course begins with a review of grammar and verb conjugations and continues the development of the listening, speaking, reading comprehension, writing skills that were established in Spanish I. Other grammatical structures [object pronouns] and verb tenses [preterit, imperatives, present

progressive, reflexive] are studied to prepare the students for Spanish III. There is an emphasis on creating and developing more advanced sentence structures and language skills in both oral and written forms. Students will continue to explore different cultural aspects of the Spanish-speaking world and to make comparisons to their own culture. Students are encouraged to communicate in Spanish during class. The course will emphasize the world language concepts and skills set forth in the Pennsylvania World Language Standards.

**HONORS SPANISH III****1 YEAR****1 CREDIT**

This honors course is designed to teach students how to speak and write in the present, preterit, imperfect, future, conditional, present perfect, past perfect, present subjunctive and progressive tenses. They will view a 5-part video series and re-tell the story in their own words. This writing project will enable the students to use the Spanish language creatively and to further develop advanced writing skills. The final project will involve library research and a written report along with an oral presentation, which is video-taped. Students are encouraged to communicate in Spanish during class. The goal of this level is for the students to develop finesse in communicating orally and in writing. Spanish III is taught in conjunction with Spanish IV. The course will emphasize those world language concepts and skills set forth in the Pennsylvania World Language Standards. **PREREQUISITE: Teacher recommendation.**

**HONORS SPANISH IV****1 YEAR****1 CREDIT**

This honors course is taught in conjunction with Spanish III. In Spanish IV the students will know how to speak and write in the present, preterit, imperfect, future, conditional, present and past perfect, present and past subjunctive, and progressive tenses. They will research various topics and write informative reports, make oral presentations and create visual displays. These writing projects will enable them to use the Spanish language creatively and to further develop advanced writing skills. The final project will involve library research and a written report along with an oral presentation, which is videotaped. Students are encouraged to communicate in Spanish during class. The goal of this level is for students to develop finesse in communicating orally and in writing. The course will emphasize those world language concepts and skills set forth in stages 2 and 3 of the Pennsylvania World Language Standards. **PREREQUISITE: Teacher recommendation.**

**SPANISH FOR HEALTH CAREERS****½ YEAR****.5 CREDIT**

This course is designed for students who are planning to continue their education in the healthcare field, i.e. physicians, nurse practitioners, physician assistants, nurses, hospital technicians, physical therapists, and medical administrators. This course will help bridge the gap between healthcare professionals and Hispanic/Latino patients. This course is offered to students in 10 – 12<sup>th</sup> grades. Vocabulary lists have been selected to correspond with common health care related conversations, for example: Where does it hurt? Can you show me? How can I help you? Have you had any surgeries? What medications are you taking? etc. Before taking this class, a student should be accustomed to memorizing and assimilating vast quantities of information. There is no prerequisite needed to take this course. **PREREQUISITE: Must have completed Spanish I**



## **FAMILY & CONSUMER SCIENCE DEPARTMENT**

### **FAMILY AND CONSUMER SCIENCE 7      ¼ YEAR      0 CREDIT**

This course will provide students with a variety of basic skills in personal and household maintenance. Students will learn proper kitchen cleaning methods, effective methods for food selection, preparation and storage, nutrition, stain removal, and hand sewing. Students will take daily notes, view demonstrations, and participate in various labs and activities.

### **FAMILY & CONSUMER SCIENCE 8      1 YEAR      0 CREDIT**

This course is designed to teach students the effective methods for food selection, preparation and storage, nutrition, sewing, clothing care, cooking, cleaning, knitting and/or embroidery, and household budgeting. Eating disorders, cleaning products, and advertising are also studied. Students will take daily notes, view demonstrations, and participate in various labs and activities. Some projects will be independent, but students must be willing to work in groups to complete tasks within a set amount of time, showing their ability to manage in “real life”.

### **FAMILY & CONSUMER SCIENCE 9 or 10      1 YEAR      1 CREDIT**

These courses will focus on personal development, the family unit, and growth and human development. This class will empower 9<sup>th</sup> or 10<sup>th</sup> grade students to manage personal, familial, and community challenges. Students will learn to make decisions and solve problems based on values, goals, and standards, work collaboratively and communicate effectively. Students will take notes and participate in small group and class discussions. Students will conduct research and create presentations. Students will complete sewing, cooking, baking, knitting, budgeting, and needlework projects. Activities will be done in small groups as well as independently.

### **FAMILY & CONSUMER SCIENCE 11 & 12      1 YEAR      1 CREDIT**

These courses are designed to ensure students have the necessary skills related to food selection, preparation and storage, nutrition, sewing, clothing care, cooking, cleaning, knitting, and household budgeting. Basic classroom procedures will be reviewed, but students are expected to be able to complete advanced projects requiring many skills. Students will be able to select their own projects, determine how they will be evaluated, estimate how long the project will take, create an evaluative plan, and execute the plan without direct instruction. Students choosing this class are encouraged to join the nationally recognized Family Career and Community Leaders of America organization. Career opportunities available in the Family and Consumer Science field will be explored.

**PREREQUISITE: Must have successfully completed a year in either FCS 8, FCS 9, or FCS 10.**

## TECHNOLOGY EDUCATION DEPARTMENT

### **STEM 7**

**¼ YEAR****0 CREDIT**

This course is a 9-week course in which students will learn the meaning of STEM. Students will learn and develop problem-solving skills through a series of projects. Some of the projects will be paper based, but most will be projects based in the working lab. Students will be able to identify the “Engineering and Design Process”. They will be expected to use this process throughout the entire class while navigating through the challenge-based projects. This process will enable students to have the mindset of an Engineer. One example of the type of activity to be completed in this class consists of bridge building at a scaled ratio. Designing and building bridges will help the students to grasp a Structural Engineer’s view point. They will comprehend stress points, payloads, and weight span on bridges. Another activity students will be completing is the “Egg Drop” activity. These students will learn about gravity, force, impact, and acceleration. Students will be expected to build a structure to cradle an egg so that when it is dropped from 3 different heights, the engineered structure takes the impact, but also keeps the egg safe from cracking. These are only two examples of the different educational activities that students will be completing during this project-based STEM 7 class.

### **STEM 8**

**¼ YEAR****0 CREDIT**

This course is an intermediate course that builds on techniques and strategies gained in STEM 7. Problem solving, engineering tendencies, and research and development will all be used and refined in this course. This course will be a project-based learning environment. Students will learn a broad spectrum of subjects and theories pertaining to Science Technology Engineering and Math. They will research and educate themselves on each particular subject, learning proper terms and basic knowledge about the subject. They will then take that knowledge and apply it to a STEM challenge that is presented. This course will be part of a nine-week rotation that all 8<sup>th</sup> graders will enroll in.

### **STEM 9**

**½ YEAR****.5 CREDIT**

This course is designed to give students an opportunity to “explore” a variety of architectural and manufacturing related career topics. In this course, students are introduced to architectural plans, construction styles, alternative materials and processes, dimensioning, measuring and architectural sustainability. Students will use a 3D architectural software program to create an environmentally friendly home. They will be introduced to LEED (Leadership in Energy and Environmental Design) which is the most popular “Green Building” certification system in the world.

### **ENGINEERING DESIGN AND ROBOTICS**

**¼ YEAR****.15 CREDIT**

This course is a robotics, project-based class where you will learn to analyze and solve problems utilizing the Engineering Design Process. You will design, build (using tools and materials), program, control, test, and redesign, if necessary, a robot. The robot will be required to perform a series of complex tasks.

**WOOD TECH****1 YEAR****1 CREDIT**

This course is designed to teach advanced woodworking concepts and practices to students of all ability levels. It includes a review of the material taught in Wood I. Students in this course will prepare detailed plans and will construct projects that will advance their working knowledge of the basic concepts of project planning and furniture/ cabinet construction.

**FUNDAMENTAL ENGINEERING AND CAD (COMPUTER ASSISTED DRAWING) DESIGN****1 YEAR****1 CREDIT**

This course will introduce students to the fundamentals of engineering, drawing and design. Using synchronous design, students will learn engineering and design concepts and principles. This course will enable students to become proficient with two “state of the art” CAD programs: Autodesk Inventor 2016 and Solid Edge ST6. Students will be able to assemble, animate, evaluate, and test design ideas. With the addition of the 3D printer, students will also have the ability to print various objects. This course will prepare students for a career in design, engineering, architecture or technology.

**ARCHITECTURAL DRAWING WITH CAD (COMPUTER ASSISTED DRAWING)****1 YEAR****1 CREDIT**

This course is designed to help students master the fundamentals of the ARCHITECTURAL drawing and design process. In it, students will become proficient with Autodesk Revit 2015 and will draw both residential and commercial buildings. Students will create floor plans, roof and floor systems, elevations and sections, construction schedules and documents. They will be given “real-world” projects to include the designing of your “dream house”. This course will help prepare students for a career in design, engineering, architecture or technology.

## AG DEPARTMENT

### **INTRO TO AGRICULTURE SCIENCE**

**¼ YEAR****0 CREDIT**

This course is an 8th grade introductory class that will provide an overview of the many fields of the Agricultural Industry. Students will be introduced to animal science, plant science, environmental science, wildlife and fisheries sciences, the FFA, and much more of the Agriculture Industry. Students will then be able to take what they have learned and apply it to real world situations through use of the greenhouse, high tunnel, barn, orchard, and any other resources available.

### **INTRO TO AG MECHANICS (8<sup>th</sup> gr) Metal/Wood**

**1 YEAR****0 CREDIT**

This course is an 8th grade introductory class designed to introduce students to the basics of welding, metalworking, project design and woodworking. Students will also learn to safely use various tools and equipment in the shop. Students may also complete independent projects throughout the year.

### **AG MECHANICS I (METAL)**

**1 YEAR****1 CREDIT**

This course is a 9th grade class designed to teach the basics of welding, metalworking, and CNC design. Students will also learn to safely use various tools and equipment in the shop. Students will also complete independent projects throughout the year.

### **AG MECHANICS I (WOOD)**

**1 YEAR****1 CREDIT**

This course is designed to teach basic woodworking concepts and practices to students of all ability levels. Skills will include joining wood, finishing, tool and equipment use and safety, and more. Students in this course will prepare plans and will complete independent projects throughout the year that will give basic knowledge of wood working.

### **AG MECHANICS II (METAL)**

**1 YEAR****1 CREDIT**

This course is designed to ensure students will have advanced training on arc, MIG, and TIG welding. In addition, students will work with plasma cutting, oxy-fuel cutting, and Advanced CNC design. Students will also learn to safely use various tools and equipment in the shop and complete independent projects throughout the year.

### **AG MECHANICS II (WOOD)**

**1 YEAR****1 CREDIT**

This course is designed to teach advanced woodworking concepts and practices to students of all ability levels. Skills will include joining wood, finishing, CNC design, tool and equipment use and safety, and more. Students in this course will prepare plans and will complete independent projects throughout the year that will advance their knowledge of wood working.

**AG SHOP SKILLS****1/4 YEAR****.15 CREDIT**

This course is designed to teach students the very basics of shop skills including: measuring, project design, safety, tool ID and tool use.

**ELECTRICAL AND SMALL ENGINES****1 YEAR****1 CREDIT**

This course will connect scientific principles with mechanical skills. The course will help students develop an understanding and basic skills in the areas of mechanical principles and household wiring. We will cover safety, switches, outlets, electrical principles and wiring, the internal combustion engine, strokes and theory including tools and parts, and an engine rebuild. This class will be offered to students in grades 11 and 12. In addition, students may use this class for a required Science credit.

**FFA/SAE****1 YEAR****1 CREDIT**

This course is a practical application of knowledge integrated with the FFA and the Agricultural curriculum. Students are able to gain hands-on experiences from many different areas related to agriculture, from work experience, to raising an animal, and everything in between. The students will work independently on an SAE project through the AET online system. Students will also be able to get a better understanding of the FFA through their SAE projects and through participation in the activities offered by the FFA. Students enrolled in this course should either have an SAE or be an active FFA officer.

## **HEALTH, PHYSICAL, & DRIVERS EDUCATION**

### **PHYSICAL EDUCATION 7**

**1 YEAR****0 CREDIT**

This course builds upon skills and knowledge from the previous year's activities. In this course, the focus is on learning basic skills in individual and team sports including: badminton, volleyball, personal fitness and weight room, softball, gator ball, soccer, ultimate frisbee, eclipse ball and use of the cardio room. Each student is offered the opportunity to discover, develop, and use physical, social, and mental attributes that are essential to a well-adjusted life.

### **PHYSICAL EDUCATION 8**

**½ YEAR****0 CREDIT**

This course builds upon skills and knowledge from the previous year's activities. In this course, the focus is on learning basic skills in individual and team sports including: badminton, volleyball, personal fitness and weight room, softball, gator ball, eclipse ball, soccer, ultimate frisbee and use of the cardio room. Each student is offered the opportunity to discover, develop, and use physical, social, and mental attributes that are essential to a well-adjusted life.

### **PHYSICAL EDUCATION 9**

**1 YEAR****.4 CREDIT**

This course is designed to teach each student the basic skills in individual and team sports including: badminton, volleyball, personal fitness and weight room, softball, gator ball, eclipse ball, soccer, ultimate frisbee, and use of the cardio room. Each student is offered the opportunity to discover, develop, and use physical, social, and mental attributes that are essential to a well-adjusted life.

### **PHYSICAL EDUCATION 10**

**1/4 YEAR****.25 CREDIT**

This course is designed to teach each student the basic skills in individual and team sports including: badminton, volleyball, personal fitness and weight room, softball, gator ball, eclipse ball, soccer, ultimate frisbee, and use of the cardio room. Each student is offered the opportunity to discover, develop, and use physical, social, and mental attributes that are essential to a well-adjusted life.

### **PHYSICAL EDUCATION 11**

**1 YEAR****.4 CREDIT**

This course is designed to teach each student the basic skills in individual and team sports including: badminton, volleyball, personal fitness and weight room, softball, gator ball, eclipse ball, soccer, ultimate frisbee, and use of the cardio room. Each student is offered the opportunity to discover, develop, and use physical, social, and mental attributes that are essential to a well-adjusted life.

### **PHYSICAL EDUCATION 12**

**½ YEAR****.5 CREDIT**

This course is designed to teach each student the basic skills in individual and team sports including: badminton, volleyball, personal fitness and weight room, softball, gator ball, eclipse ball, soccer, ultimate frisbee, and use of the cardio room. Each student is offered the opportunity to discover, develop, and use physical, social, and mental attributes that are essential to a well-adjusted life.

**WEIGHT TRAINING****½ YEAR****.3 CREDIT**

This course is designed for students interested in weight training to build muscle strength and endurance. The students will be introduced to multiple types of workout programs including but not limited to: heavy resistance training, high intensity interval training, and aerobic resistance training. Students will also be taught proper technique for exercise and proper equipment safety. This course will also help students create and design weight training programs to fit their personal needs.

**HEALTH I****½ YEAR****0 CREDIT**

This course is designed to help students understand the human body, how it works, and ways that they can maintain a healthy lifestyle. This course meets five times per week for one semester. The course focuses on nine units. Within the units, the topics are: physical fitness, nutrition, weight management, eating behaviors, drugs, alcohol, tobacco, disease and disorders, body systems, adolescence, adulthood, family life, human development, reproductive health, reproduction, pregnancy, sexually transmitted diseases and AIDS.

**HEALTH II****1 YEAR****.4 CREDIT**

This course is designed to expand on a student's understanding of the human body and factors that affect one's health. Classes meet twice per week for one year. Much of the material from each learning unit will be applicable to a student's current lifestyle; however, emphasis is also placed on a healthy lifestyle through adulthood. The core topics covered in this course are: body systems, nutrition and weight management, physical fitness, reproduction and sexuality, alcohol, tobacco and drug education.

**DRIVER'S EDUCATION****¼ YEAR****.25 CREDIT**

The course is offered every day of a nine-week session. Students will learn about all aspects of becoming responsible, safe drivers. The course is divided into four units. Students will focus on the following topics: decision making process, perception and driving strategies for Pennsylvania's environments, responsibilities under Pennsylvania's driver licensing system, man-made laws, natural laws in relation to driving a motor vehicle, psychological, physiological and adverse conditions, alcohol and other drugs, financial responsibility, trip planning, buying and maintaining a car.

## ART DEPARTMENT

### **ART 7**

**½ YEAR****0 CREDIT**

This course is designed as an introduction to art. Through this course, students will explore different art techniques in a variety of media (such as drawing, painting, pastels, etc.) In addition to gaining confidence and proficiency working with a variety of media, students will learn about art elements and principles of design. The students will produce artwork that demonstrates creativity and problem-solving ability.

### **ART 8**

**¼ YEAR****0 CREDIT**

This course is designed for students to develop an understanding and knowledge of the basic concepts of art which are; line, space, form, color, value, texture, and space, and also the principles of design, which are; balance, contrast, emphasis, movement, pattern, rhythm and unity. The course will continue in areas of drawing, color, art history, and crafts. Hands on activities, using a variety of media will be used to complete assigned projects. Written exams as well as evaluation of student artwork will be used to evaluate each student's progress. Using a variety of media, which will prepare the student for future classes and for everyday living experiences and eventual employment. The students will find the basic concepts and principles of art are used in daily life skills. Upon completion of the course, students will have a broader knowledge of art.

### **CREATIVE ART**

**1 YEAR****1 CREDIT**

This course is designed for students in 9<sup>th</sup> & 10<sup>th</sup> grade who enjoy art and would like to go more in depth than they were able to do in 8<sup>th</sup> grade art. It will require creativity and patience as well as the ability to adapt everyday knowledge and use it in class. Students will use a variety of artistic materials and techniques that include, but are not limited to, drawing, painting, ceramics, sculpture, and printmaking. Using a variety of medias will prepare the student for future classes and for everyday living experiences and eventual employment. The students will find the basic concepts and principles of art are used in daily life skills. Upon completion of the course, students will have a broader knowledge of art.

### **ELECTIVE ART**

**1 YEAR****1 CREDIT**

This course is a sampling course designed for students who want to experiment with a wide variety of artistic materials and techniques. It will require creativity and patience as well as the ability to adapt everyday knowledge and use it in class. Students will get to explore drawing, painting, ceramics, sculptures, printmaking, and other projects throughout this course. This course is for beginning artists as well as advanced artists. There will be research, color mixing, composition, design, and problem solving and art history. In this class students will develop insight on the work and lifestyles of various artists and careers.



## MUSIC DEPARTMENT

### **MUSIC 7**

**½ YEAR****0 CREDIT**

This course is designed to expose the students to various genres of music to help them appreciate the basic elements of music, through listening and performance. This course will be a continuation of the knowledge and skills attained in elementary music classes, with greater depth and detail. Basic music notation, periods of music, elements of music, composers, major works, and multiple styles/genres will be the lessons offered to provide the skills and appreciation of all music. Students will experience a variety of skills by listening, creating and performing. Being exposed to these experiences will inspire a lifelong desire to interact with music as a consumer, performer, and/or composer. The students will be exposed to a variety of musical experiences, which include listening, performing and creating music. They will develop a working knowledge of the elements of music and the ability to recognize elements in various genres of music.

### **MUSIC 8**

**¼ YEAR****0 CREDIT**

This course will be a continuation of skills and knowledge presented in Music 7. Students will continue to develop a thorough vocabulary of musical terms and elements through applied music-making. The course will explore the following elements of music: rhythm, melody, and harmony. Students will use drumming and ukuleles to build the skill and knowledge required to understand these musical elements. Through taking this course, students will be prepared for a variety of music electives offered in grades 9-12.

### **MUSIC 9**

**¼ YEAR****.15 CREDIT**

This course will require students to use the knowledge gained from Music 7 and 8 to explore other subjects through the lens of music. The class will guide students through the areas of mathematics, science, social studies, and language arts by using music as a medium for learning. The course will introduce students to various topics such as 12-tone compositions, the Eurovision Song Contest, the families of instruments, and film music. Completion of the Music 7 and Music 8 courses are not prerequisite for taking the class, but having taken said courses would be greatly beneficial.

### **JUNIOR HIGH CHORUS**

**1 YEAR****0 CREDIT**

This course provides students with the opportunity to rehearse and perform unfamiliar choral music artistically. They will continue to develop the skills acquired through their 6<sup>th</sup> grade choral experience. The focus will be on posture, vocal tone production, diction, intonation and part singing which will enable students to perform a variety of good choral literature. The repertoire will consist of two and three-part mixed choral music. Students will work toward using correct breathing and in-tune singing, enunciating words clearly, use of basic music signs and terms and sight-reading simple melodies. They will practice proper rehearsal etiquette in order to meet performance expectations. They will perform music from different cultures and periods and perform a variety of repertoire, including folk, art, and contemporary music. Students will learn to perform songs in two and three parts mixed.

**SENIOR HIGH CHORUS****1 YEAR****1 CREDIT**

This course will expose students to knowledge used in the choral and theatre arts fields. This course emphasizes singing skills used in both choir and musical theatre settings as a continuation of the skills learned in 7<sup>th</sup> and 8<sup>th</sup> grade choir. Students will pursue repertoire for performance in the theatrical productions produced by the Drama Club and other venues. This course will also contain knowledge on theatre arts technology and acting/stage skills all of which are used in quality performances both in theatre and in music. Through performance of modern music, acting, and technical designs, students will develop a lifelong desire to interact with music and the theatre as a consumer, performer, and/or creator.

**TECHNICAL THEATRE****1 YEAR****1 CREDIT**

This course will expose students to knowledge used in the theatre arts fields. This course emphasizes design, technology, planning, and trade skills knowledge required to manage or put on theatrical productions. Students will work with lighting and audio equipment, rigging, paint and art supplies, models, and other production specific technologies. Students will work toward individual designs for a variety of theatrical performances including those productions produced by the Drama Club. Students will also learn about safety in theatre and the proper terminology and practices for stage management. Through design and production, students will foster a lifelong desire to interact with theatre as consumer, performer, and/or creator.

**PIANO I****1 YEAR****1 CREDIT**

This course will serve as a period of the day where students can receive personalized piano lessons. Students will learn out of various piano method books to read melodic and rhythmic notation as well as to acquire the fundamental techniques necessary for piano playing. The class will be tailored to each pianist in that all students will be paced uniquely so as to accommodate different learning styles. Checkpoints will be set as the class progresses to help monitor students' progress. The concepts learned in this piano course will serve as a foundation from which a multitude of other musical skills can be built.

**PIANO II****1 YEAR****1 CREDIT**

This course is an expansion of the techniques, skills, and abilities previously taught in Piano I. Students will continue to work through ability level-appropriate method books picking up where they left off in the previous year. Students at this level will be expected to work very independently and with less one-to-one instruction from the teacher than before. After taking this course, students are expected to be at an intermediate to proficient performing level. Students should be able to guide their own learning through this course by continuing at their chosen pace.

**HONORS PIANO III****1 YEAR****1 CREDIT**

This honors course is designed to teach the students how to further their skills in and knowledge of piano playing from where the previous piano class had left off. Students will be expected to complete one method book (a book more brief yet more comprehensive) per semester as they continue to work independently through the curriculum. A higher level of diligence and ability is

expected in the course compared to others in the music area. Completion of the course should leave students at a higher-intermediate performing level. **PREREQUISITE: full completion of both method books from Piano I-II**

**KADET BAND****1 YEAR****0 CREDIT**

This course for 7th and 8th graders will provide students the opportunity to rehearse and perform unfamiliar band music artistically. This course will continue to develop the skills already acquired through their 5<sup>th</sup> and 6<sup>th</sup> grade band experience. Students will learn correct posture, tone production, rhythm, and intonation needed to perform a variety of good band literature. They will practice correct breathing and in-tune playing. They will learn correct rhythms, develop and use their knowledge of basic music signs and terms, and be able to use sight-reading to perform simple melodies. Students will learn and practice proper rehearsal etiquette to work toward meeting performance expectations. An emphasis will be on the appreciation and performance of music from different cultures and periods. They will perform a variety of repertoire: folk, art, contemporary, etc.

**BAND****1 YEAR****1 CREDIT**

This course will provide students the opportunity to rehearse and perform unfamiliar band music artistically. Students will continue to develop the skills already acquired through their 7<sup>th</sup> and 8<sup>th</sup> grade band experience. Posture, tone production, and intonation will provide students the necessary skills needed to perform a variety of good band literature. Students will learn and practice correct breathing and in-tune playing, use their knowledge of basic music signs and terms and practice sight-reading with simple melodies. An emphasis will be on using proper rehearsal etiquette in order to meet performance expectations. The focus of the course will be toward appreciation and performance of music from different cultures and periods. The students will perform a variety of repertoire, including folk, art, and contemporary music.

**MARCHING BAND****½ YEAR****0-.5 CREDIT**

This course is open to all students in grades 7-12. The ensemble is constructed of wind and percussion instruments. Color Guard should also enroll in this course. The ensemble performs at football games, competitions, and parades. Through the employing of visual imagery and production of good music literature, a field show is practiced and performed. Students are expected to attend all rehearsals and performances. All skills acquired in band classes and rehearsals are applied within this ensemble with the outcome being a meaningful aesthetic performance and experience. **This course meets outside of the regular school day.**

**MUSIC APPRECIATION****1 YEAR****1 CREDIT**

This course will allow students to express and experience music through multiple mediums. Students will be integrated into various musical electives offered at the high school. Observation of rehearsals and performances will allow students to experience music at their own pace. Through student-driven learning and opportunities presented by the instructor, students will interact with elements of the musical arts. This course allows for the unique offering of exploring learning while continuing to appreciate the creative arts.

**INDEPENDENT STUDY****1 YEAR****.5-1 CREDIT**

This course is reserved for students who are unable to schedule a band, chorus, or music theory course. An advanced music theory course may also be scheduled with the instructor's permission. A scheduled time for the course will be arranged by the instructor and student following registration. Students may register for an independent study course within the music discipline with the approval of the instructor.

## COMPUTER DEPARTMENT

### **KEYBOARDING CLASS**

**½ YEAR****0 CREDIT**

This course is designed for 8th graders who have little or no training in keyboarding or for students who do not key efficiently. Students are introduced to techniques that will allow them to progress past pecking at the keys. Students are provided an opportunity to learn to touch type on the computer keyboard using correct techniques as well as the development of speed and accuracy. No prior keyboarding experience is necessary. The course stresses typing without looking at the computer keyboard or backtracking to fix mistakes.

### **KEYBOARDING CLASS**

**½ YEAR****.5 CREDIT**

This course is designed for 9<sup>th</sup> – 12<sup>th</sup> graders who have little or no training in keyboarding or for students who do not key efficiently. Students are introduced to techniques that will allow them to progress past pecking at the keys. Students are provided an opportunity to learn to touch type on the computer keyboard using correct techniques as well as the development of speed and accuracy. No prior keyboarding experience is necessary. The course stresses typing without looking at the computer keyboard or backtracking to fix mistakes.

### **TECHNOLOGY APPLICATIONS I**

**¼ YEAR****0 CREDIT**

This course will develop student's technology capabilities for education and business environments. Students will reinforce their existing knowledge and expand their abilities with computer hardware and software so that they can become effective users of technology. Emphasis will be placed on advanced Google and Microsoft applications, communicating and visualizing information, responsible use of technology, and navigating online media. Students will be assessed through projects that integrate knowledge and skills to accomplish realistic tasks. This course will provide a foundation for students to meet the expectations of both the school and the workplace of the future.

## **ARTS/HUMANITIES/ELECTIVES**

### **COMPETITIVE SOCIAL STUDIES**

**1 YEAR****1 CREDIT**

This course is available to students in grades 9-12 and will offer them a dynamic, competitive environment for students interested in deepening their understanding of global issues, governance, and historical research. Students will engage in rigorous academic activities designed to build critical thinking, public speaking, and research skills. Students who elect to enroll in this class will be mandated to participate in the Model United Nations (Model UN), Model European Nations (Model EU), and National History Day (NHD) competitions.

### **ANTHROPOLOGY/PSYCHOLOGY**

**1 YEAR****1 CREDIT**

This course is an upper level elective class designed to provide a fundamental understanding of prehistoric archaeology, human biology, genetics, linguistics, and socio-cultural developments we as a species have experienced. The goal of this course is to enable students to think critically and introspectively about the origin of humanity and how this evolution has shaped our world. This course will include interactive lectures, class-wide discussions, projects, and writing assignments to accomplish this goal. Psychology is a senior level elective course designed to provide an understanding of the fundamental concepts of human behavior. This course deals with the history and ongoing research in the field of psychology. The course varies in levels of learning from the knowledge level of vocabulary to the advanced level of critical thinking skills by encouraging the analysis and evaluation of the bio-psychological, behavioral, psychoanalytic, cognitive and socio-cultural approach to present-day psychology. This course follows the NCSS teaching standards for psychology. The goal of the course is to enable students to integrate and interpret the effects of the brain, body and behavior, and the subjects of sensation and perception, motivation and emotions, information processing, consciousness, cognitive processes, intelligence and personality. This course is designed to give students a basic understanding of psychology to help prepare them for psychology classes at the university level. The course will include numerous activities and simulations that demonstrate psychological principles, which will allow the students to gain a better understanding of the content presented to them.

### **TURNING POINTS IN HISTORY**

**1 YEAR****1 CREDIT**

This course will examine four major themes that impacted United States History; Major Conflicts, U. S. Presidents, Dictators and the Holocaust. The course will analyze the Presidents of the United States in periods; G. Washington to J.Q. Adams, A. Jackson to J. Buchanan, A. Lincoln to G. Cleveland, W. McKinley to F.D.R. and H. Truman to B. Obama. Students will examine their programs and ideology and their effect on the progress and culture of the United States. The course will examine the role of the United States in the Spanish-American War, W.W. I, W.W. II, the Cold War, the Korean Conflict, the Vietnam Conflict and various military actions in the Middle East operating under the United Nations Charter. The students will analyze the cause and effects of those conflicts and the resulting impact on America's foreign affairs. Of special interest will be the turning points of those conflicts, battles, documents, people and events. The course will highlight the actions

and policies of major World Dictators of those eras and their roles in causing conflict resulting in World Wars, the Cold War, genocide and The Holocaust.

**YEARBOOK****1 YEAR****1 CREDIT**

This course in which the students will be responsible for the production of the high school's yearbook. As an elective, this course provides the study of and practice in gathering and analyzing information, interviewing, and photography for the purpose of writing, editing and publishing the school's yearbook, Dawn. This course includes instruction and practice in effective journalistic writing and techniques as well as planning a yearbook ladder, developing a theme, creative layout planning and design, photography, copywriting, proofing and advanced desktop publishing techniques. The students will plan and distribute the school's yearbook and are expected to be responsible, self-motivated and prompt in meeting deadlines.

**SPORTS IN AMERICAN HISTORY AND SOCIETY****1 YEAR****1 CREDIT**

This course is an analysis of American history and society using sport. We will explore the role of sports in American society from a historical perspective. We will focus on sporting events and time periods that help show the growing of America through class, gender, race, and politics. We will look at people such as Babe Ruth, Billie Jean King, and Jesse Owens. Some of the events that will be looked at are the participation in the Hitler Games, (1936 Olympics) Black Sox Scandal, and Title IX. This class will consist of films, primary and secondary source readings and images, discussions, and independent research.

**INDEPENDENT LIVING****1 YEAR****0 CREDIT**

This learning support course blends academic, daily living, person/social, occupational skills, basic health concepts to ensure success and well being into integrated lessons designed to help students learn to function independently in society. Managing personal finances, selecting and managing a household, caring for personal needs, safety awareness, using recreational facilities and engaging in leisure activities, achieving self-awareness, how to deal with stress, achieving socially responsible behavior, knowing and exploring occupational options, exhibiting appropriate work habits and behavior, seeking, securing, and maintaining employment.

**INDEPENDENT LIVING****1 YEAR****1 CREDIT**

This learning support course blends academic, daily living, person/social, occupational skills, basic health concepts to ensure success and well being into integrated lessons designed to help students learn to function independently in society. Managing personal finances, selecting and managing a household, caring for personal needs, safety awareness, using recreational facilities and engaging in leisure activities, achieving self-awareness, how to deal with stress, achieving socially responsible behavior, knowing and exploring occupational options, exhibiting appropriate work habits and behavior, seeking, securing, and maintaining employment.