

# Leechburg Area School District

## Leechburg Area Junior-Senior High School



### Program of Studies

2010-2011

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### Choosing your Program of Studies

Your decisions as to what course of study you choose will be based upon what is best for you according to your educational and vocational goals. Careful planning is the basic requisite of any successful undertaking. The electives offered in all courses are subject to the availability of scheduling periods. The Guidance Department makes every effort to insure that programming is correct. However, it is the responsibility of each student to make sure that the quality of his/her work is acceptable and the credits total the requirements for graduation.

This Program of Studies book is provided for students and parents to help you understand what courses are offered, the graduation requirements and the senior project. Please review the guide together and prepare for a successful learning experience at Leechburg Junior-Senior High School. An on-line edition is also available on the district website.

## COMMUNITY SERVICE

Community service is a graduation requirement in the Leechburg Area School District. Students at the secondary level are required to render 30 hours of volunteer service to earn .25 credits toward graduation. The CS Coordinator tracks the thirty hours. Community service may be obtained through providing service without compensation to a member of the community. Activities may be generated at the school, in a neighborhood, for an organization or through a church.

Some of the services that apply are:

- Assisting senior citizens
- Volunteer work in hospitals, animal shelters, church organizations and other events where service is rendered
- Babysitting for working parents/guardians other than immediate family
- Participating in school functions that are performed for the benefit of the community outside of one's school day such as choral concerts and band events for special groups of people rather than traditional concerts
- Performing services for the elderly, young or needy as requested by a teacher or an administrator
- Performing tasks for the elderly or sick
- Working for non-profit organizations' fund drives such as the Red Cross or Salvation Army
- Assisting non-profit organizations
- Serving as a junior firemen
- Tutoring peers or younger students
- Serving as a teacher's assistant for elementary teachers
- Volunteering for the summer science/reading program.

Partial credit toward community service hours will be given for the following:

- Working as an aide to a secretary – 10 hours
- Helping with the Blood Mobile – 6 hours
- Exploring Childhood students involved with toddler education – 10 hours
- Assisting in the library – 10 hours
- Various hours for activities performed by school clubs or groups that benefit the community.

If a student has an activity that they wish to perform but is not certain if the activity will be accepted toward the hours, they may meet with the CS Coordinator to discuss the activity.

Community service cannot be obtained for the following:

- Participating in school functions such as sports programs, extra curricular activities and assemblies.
- Babysitting for members of one's family
- Performing tasks for one's family
- Participating in services at one's church.

**If a student fails to complete the required hours of community service, the diploma is held until such service is completed and verified.**

# ENGLISH

## **Reading 7**

Reading 7 focuses on basic reading skills through a variety of reading materials. Reading skills covered include word recognition, comprehension, reading rate, and study skills. Teaching strategies used in the classroom include cooperative learning, independent reading and study, oral reading and class instruction. Students work at levels appropriate for their best achievement.

## **PSSA Reading Preparation 7**

The primary objective of the course is to assist students in increasing their PSSA reading scores by improving students' reading skills and strategies, as well as test-taking strategies. A secondary, but not less important goal of the course is to promote life-long readers and writers. PSSA preparation units and lesson plans will be aligned with the Pennsylvania Academic Standards for Reading and Writing, as well as the Reading Assessment Anchors and Eligible Content and Reading Anchor Glossary. Pretests and posttests will be administered throughout the course in order to measure learning and progress, and lessons will be developed to meet the individual needs of the students. In addition, diagnostic practice tests will be administered.

## **PSSA Reading Preparation 8**

The primary objective of the course is to assist students in increasing their PSSA reading scores by improving students' reading skills and strategies, as well as test-taking strategies. A secondary, but not less important goal of the course is to promote life-long readers and writers. PSSA preparation units and lesson plans will be aligned with the Pennsylvania Academic Standards for Reading and Writing, as well as the Reading Assessment Anchors and Eligible Content and Reading Anchor Glossary. Pretests and posttests will be administered throughout the course in order to measure learning and progress, and lessons will be developed to meet the individual needs of the students. In addition, diagnostic practice tests will be administered.

## **Book Club**

The "Book Club" course seeks, as its primary objective, to provide seventh and eighth-grade students with a variety of literature from which to read, discuss, and critically analyze. As an elective, this course will provide all students the opportunity to read in an informal "book club" setting. Emphasis will be placed upon not only comprehending a variety of genres, but analyzing each book for its themes and symbols, and relevance to our everyday world. Students will be provided with the opportunity to read from a variety of genres including, but not limited to: realistic fiction, nonfiction, historical fiction, science fiction, fantasy, multicultural literature and classics.

## **English 7**

English 7 attempts to develop effective oral and written communication through instruction of grammar and grammatical skills combined with composition. The portion of the program devoted to literature aims to develop the ability of the students to read intelligently and to appreciate and respond to various writers.

## **English 8**

English 8 is designed to integrate reading skills into the English curriculum. The literature of the course includes a variety of genres, emphasizing legends, short stories and dramas, and novels. Vocabulary is part of the literature study. Instruction develops an understanding of basic parts of speech (emphasizing nouns, verbs, adjectives, and adverbs), sentence structure, usage, and mechanics.

## **English 9**

English 9 students, having formerly focused on grammar, will shift focus towards using reading skills in literature. The literature study includes a variety of genres particularly short stories, myths and folk tales, non-fiction and drama. Grammar is reviewed and incorporated into compositions, research and literature extensions. Some grammar, such as sentence patterns, clauses, phrases usage and punctuation is addressed in formal instruction. Vocabulary study and

usage is an ongoing process. Writing expository, persuasive and narrative essays, as well as keeping a reflective journal, will enhance students' writing skills. The students will also write an I-search paper and use the MLA format as they study researching methods and presentation.

### **English 10**

Students in sophomore English study the various types of literature throughout the year. During study of the short story, they examine the genre for both form and content. The historical tragedies of Shakespeare are introduced with the study of Julius Caesar. Possible novels include The Pearl, All Quiet on the Western Front, To Kill a Mockingbird, and Night. Grammar study constitutes a review of many elements and emphasizes incorporating effective sentence structure and sentence combining in the area of composition. Various types of multi-paragraph compositions will be studied and written throughout the course. Vocabulary study will be an ongoing process that encourages the writing and speaking vocabularies of the students.

### **English 11**

English 11 offers a general study of American literature from the colonial period to the present, including a variety of selections from the many diverse cultures that make up America today. While much of the literature is presented chronologically to show how it relates to or reflects the times in which it was written, other pertinent materials are included. For example, *The Crucible* (1953) is generally read during the study of colonial times although it was written long after. Through composition, the student will analyze ideas derived from the literature and express his/her feelings concerning those ideas. The student will learn to justify his reasoning and support his ideas using a variety of writing techniques. Grammatical concepts will be reviewed and mastered as deemed necessary by the students' own writing samples.

### **English 12**

For some students, senior year is the final year for their formal education; for others, it is the basis of their continuing education at a school of higher learning. Therefore, the senior year must serve to show the relevance of twelve years of education and emphasize the skills necessary to succeed in both the workplace and college. Senior English emphasizes British literature; students will explore the very earliest examples of Western literature (*Beowulf*, for example) through twentieth century writings (*Animal Farm*) and react to this in both oral and written form. Students will experiment with various forms of writing, including essays of definition, comparison and contrast, reflection, persuasion, etc. A research project will review research techniques and culminate in an oral and written presentation, which should demonstrate how the student has used the documented information to support his/ her views regarding a particular subject. As seniors, students are expected to be approaching or achieving mastery level of grammatical concepts; thus, student writing will determine the level of achievement in this area, and concepts will be taught as needed. The logic unit studied in small groups is intended to develop critical thinking skills necessary for college and the workplace. Overall, senior English is meant to provide a background suitable for entry into the workplace as well as success in post high school education.

## **ENGLISH ELECTIVES (HIGH SCHOOL)**

### **Honors English Prerequisites**

Requirements for admission into and retention in the Honors English program, which begins in ninth grade, are as follows:

Honors English is designed for the student who wants to accept the challenge of a weighted English class with more emphasis on composition and literary analysis. It is understood that a student in the Honors program has already mastered grammar and writing basics and can handle the study of language, literature, vocabulary, and composition at a faster, more intense and independent pace. Emphasis is also placed on college preparation, especially for SAT tests and college placement. In addition to covering more literature and some standard grade-level materials at a faster rate, students will also be required to complete summer reading assignments, generally two novels and accompanying projects (see more information on "Note" below).

Following are the requirements for admission into the Honors English program:

- 1] a 92% final average in regular grade-level English
- 2] the recommendation of the English teacher based on interest and participation in English class
- 3] an “Advanced” score on PSSAs in Reading
- 4] an “Advanced” or a “Proficient” score on PSSAs in writing
- 5] a letter from the student to his/her English teacher requesting the teacher’s recommendation for Honors English, along with reasons why the teacher should recommend the student. The typed letter must be turned before or by the deadline established by the English teacher and before the student schedules Honors English for the next school year. If this letter is not prepared and turned in by the deadline, the student will not be considered for the Honors program.

Students eligible for honors testing will be notified by their English teachers before they schedule classes for the next school year. Students should have also turned in their letters of request for English teacher’s recommendation before they schedule Honors English. Final acceptance into Honors English will not be made until the end of the school year for all students going into grades 9-12 and until PSSA Reading and Writing Scores for incoming freshmen and seniors are received in the summer.

**Important Note:** Admission into Honors English is not a competition. All students who qualify will be admitted to the class. However, to stay in Honors English each school year, students must maintain an 88% or better average. Students may be able to remain in the course if their final grades are lower than 88% only if they have the recommendation of their English teacher. But under no circumstances can any student drop below a final average of 84% and stay in the program. Additionally, once students have been admitted to Honors English, they will be required to complete summer reading along with corresponding written assignments. These assignments will be collected, checked, or even tested the first week of school. With these assignments, students may purchase the books or borrow ones from the English Department. The advantage to purchasing books is being able to highlight and make notes in the book. Students may not write in English Department owned books.

### **Honors English 9**

Honors English 9 is designed both for students designated as gifted and for students who have been recognized as showing exceptional ability in the field of English. Literature studied in this class is examined on a more intense level than it is in a regular freshman English course. The study of grammar is similar to that in a regular English class, but students in this class are expected to move through the material at a faster rate. Integration of grammatical forms into the students’ writing is emphasized. In the area of composition, freshman honors students are expected to go beyond the one paragraph composition much sooner than freshman students in a regular class; they should be mastering the multi-paragraph theme rather than just developing it. Because of the emphasis on literature and composition in this class, it is recommended that only those students interested in writing and reading classic literature and interpreting it on a more figurative level apply for this course.

### **Honors English 10**

The level of literature studied in this course is higher and more comprehensive than that studied in regular English 10. While the literature includes traditional selections for a sophomore class such as *Julius Caesar*, *All Quiet on the Western Front*, *Of Mice and Men*, and *To Kill a Mockingbird*, students will also read *The Iliad*, and *Oedipus Rex*, along with other world classics selections. If time allows, students may also read the play *Cyrano de Bergerac* and/or the novel *Fahrenheit 451*. The grammar covered is very similar to that of English 10 classes, but students in this class are expected to achieve mastery or maintenance of the material at a faster pace. Much of the grammar and usage covered will be on an “as-needed” basis. Honors students are expected to be writing multi-paragraph papers of various types at mastery level. Students will also work on a personal writing portfolio throughout the year. The portfolio will contain at least 30 selections of informal pieces the student has chosen from among at least 50 descriptive, narrative, and persuasive prompts. The course will also include a short research project and vocabulary study to enhance SAT preparation.

## **Honors English 11**

Students who take Honors English 11 will be expected to move at a faster pace and at a more difficult level than those enrolled in a regular English 11 class. Since students are expected to be nearing mastery level in grammar, grammar study will be on an “as needed” basis and will involve more independent work on the student’s part. Vocabulary study is one grade level above that of the regular class and includes more preparation for college entry tests. In addition to the writing done in a regular English class, Honors English 11 students will be required to do more literary analysis of the works read in class. All writing will be graded on a more stringent level. Literature studies in Honors English 11 are much more involved than that of a regular English class. Students will be expected to have read at least one assigned novel during the summer in preparation for their return to school. The student may purchase this book independently so that he/she may write ideas and comments in it, or the student may borrow a school owned book at the end of the year and take notes in a separate notebook. Students are encouraged to purchase their own books since studies have proven that interaction with the text during the reading process is one of the best ways to comprehend and interpret the material. While students in the Honors English 11 read some of the same novels as student in the regular class (*Great Gatsby*, *A Separate Peace*), they also read additional, more difficult novels. Examples of additional books that may be read include *A Raisin in the Sun*, *The Adventures of Huckleberry Finn*, *The Scarlet Letter*, and *The Skin of Our Teeth*, among others.

Honors English 11 students will also develop an independent literary project which involves reading poems, short stories, essays and novels, that concern a single theme. From this reading the student is required to complete a literary research paper and give an oral presentation to the class. Overall, students enrolled in this class should be prepared to work at a deeper level of understanding and at a more rigorous pace than they would in a regular class.

## **Honors English 12**

At the senior level, the Honors 12 class concentrates on critical thinking and refinement of all communication skills to prepare students for post high school education, especially at a college or university level. Students should have mastered basic English grammar by this point; therefore, any grammar study emphasizes mastery of the finer points of usage to improve writing for college-level work. Vocabulary study continues at an advanced level in preparation for college testing (SATs and ACTs). Students also undertake a critical thinking unit dealing with logic/fallacies in reasoning. The unit culminates in a project requiring students to locate, examine, and explain current examples of fallacies in print media. When students complete a research unit, they will “teach” their research to classmates in a one-period lesson. In addition to descriptive, narrative, expository, and persuasive writing, students also write essays for college entrance and more in-depth literary analysis than they would if they were in general English 12. Much of the literature associated with Honors English 12 contains a decidedly political theme that students can connect to their government studies in POD. Students examine and discuss literature also read by students in general English 12 (including *Beowulf*, *The Canterbury Tales*, *Everyman*, and *Macbeth*); however, the discussion and testing are at more intense and in-depth levels. Additional literature examined can include the following: *1984*, *Brave New World*, *Lord of the Flies*, and *Gulliver’s Travels*.

## **Public Speaking** grades 11 and 12

Public Speaking is a junior and senior elective which stresses the development of the necessary oral communication and listening skills needed to function effectively in the classroom, in the workplace, and in any speaking situation students may find themselves. Beginning with developing an awareness of their articulation and pronunciation with the short readings, announcements and informal speaking situations, students progress to more formal and practical speeches and projects including personal experience speeches, demonstration speeches, informative speeches, persuasive speeches and speeches for formal situations. Throughout the course, students will focus on making the content of their speeches useful and memorable for their audiences and on building skills and confidence in each new speaking situation. As a result of completing this class, students should be able to overcome self-consciousness when speaking in front of groups; develop effective use of body action while speaking; develop methods for finding topics and organizing speeches; develop standards for evaluating other speakers as well as themselves; understand the basic

strategies for preparing for various formal and informal speaking situations; integrate their speaking skills into other classroom, work, and social situations; and demonstrate an understanding of the various purposes of public speaking.

**Introduction to Journalism and Mass Media** grades 10, 11 and 12

This re-designed one-credit course is an integration of the world of media and the world of news. Its goal is to help students develop critical judgment of the media by improving viewing, reading, writing, and listening skills, thus providing students with the tools to detect propaganda, censorship, and bias in the news and in messages they receive through mass media. The course will acquaint students with the characteristics and influences of major mass media: newspapers, magazines, television, film, advertising, and music. In their examination of journalism and news, students will examine what determines news, why news is reported differently on television and in newspapers and magazines, and how press law both allows and prevents what can be reported in newspapers and magazines and on television. Ethical concerns dealing with all mass media will also be discussed. Students will also examine some basic journalistic reporting principles that they can apply to their academic writing, especially writing that involves research. Students will learn how to write without bias, how to report in the most objective, fair, and concise manner, and how to gauge an audience and topic to inform, persuade, educate, entertain, and provoke thought in the most effective forms.

As students examine television, film, advertising, and music, their study will be guided by five core concepts: all media messages are “constructed”; media messages are constructed using creative techniques to attract consumers’ attention; different people experience the same media message differently; media have embedded values and points of view; and most media messages are organized to gain profit and/or power.

Ultimately, the course should help students become aware of the powerful media that influence their lives and develop a critical attitude to examine what they are thinking from the media messages. All of the lessons in the course will employ skills they have been learning through their school years: reading, writing, researching, discussing, thinking, interpreting, debating, and creating.

**College Prep Composition** grades 11 and 12

College Prep Composition is a full year elective that concentrates on intensive work with the composition process. Unlike English classes that cover literature, language and composition, this course provides students with time when they can exclusively practice and experiment with their writing. Initially, students examine their experiences and attitudes as writers and develop goals for their specific abilities. They also analyze writing samples to determine what good, effective writing is and is not. The first semester introduces students to the components of writing, from word choice to sentence structure/variety to various techniques of generating ideas for composition. Additionally, some grammar/usage points may be examined depending on students' needs. After students become comfortable with the writing process, the second semester takes them to more intensive composition experiences. They examine clarity of expression in their writing through the process of learning to "show rather than tell." They practice peer review to critique each other's compositions in a non-threatening, constructive environment. Finally, students discover and organize material for various purposes through examination of expository structural patterns they will need for most college writing experiences.

**NEW Online English Electives**

These electives will be offered one period during the school day. All online English electives are semester courses. Students can schedule only one course per semester. One teacher will facilitate all online English electives during the same elected period. A minimum of 10 students must choose any of the electives below to run the class.

**Grammar, Language, Spelling & Vocabulary** grades 9-12

This course serves as an introductory or a refresher course. The course covers the finer points of grammar, usage, punctuation, capitalization, spelling, and vocabulary. Students will master standard English so they can succeed in the classroom, workplace, college, or technical arena. Students will also build a working vocabulary throughout the lessons.



### **Introduction to Short Stories** grades 9-12

Students will read various short stories and learn about the elements of plot, characters, and setting as well as other literary elements. Students will be impressed with the compact nature of this literary form and an author's ability to weave an exciting, interesting narrative in such a short, tight space. Students will learn the importance of being concise and realize that good literature does not necessarily have to be lengthy in order to be captivating.

### **A World of Short Stories** grades 9-12

Students will read high interest short stories dealing with universal themes. Designed as a sequel to Introduction to Short Stories, this course introduces a cultural context of literature from around the globe to developing readers. Prereading, journal exploration, and follow-up questioning provide focus on vocabulary and comprehension as well as cultural and literary appreciation. Students are expected to keep an active reader's notebook to gain and improve skills in critical reading. Each unit has a literary criticism as part of the unit exam.

### **Classic Mythology** grades 9-12

This course introduces students to the history and literature of classical mythology and reveals its relevance to modern life. Following an overview of world mythology, students learn about ancient Greece, Rome, and the European Renaissance. Students then concentrate on learning the pantheon of classical gods and goddesses, study more than twenty important myths organized in thematic units, and read about four of classical mythology's greatest heroes.

### **Mythology** grades 9-12

Designed as a sequel to Classical Mythology, this course will explore myths and legends from around the world. Longer pieces of literature define the ancient cultures that each represents. Cultural context and analysis are used to create a deeper understanding of both the myth and the culture. Each unit also explores elements of literary analysis and vocabulary.

### **Mystery and Science Fiction** grades 9-12

Students enrolled in this course will read, study and analyze stories that have defined these genres. Through the study of authors such as Flannery O'Connor, Stephen King, and John Steinbeck, students will gain an understanding and appreciation of these works. Students will learn how stories of this genre are developed, why they appeal to so many readers, and what characteristics they share. Interesting side notes about the authors, some "secrets" behind the stories, and the future of the genres are also included.

### **Creative Writing** grades 11-12

This course is a workshop course in which students will discover, analyze and apply the methods and forms used in various types of fiction and poetry. It emphasizes experimentation and practice by taking cues from published writers and poets. Creative Writing provides an opportunity for all participants to express themselves. This course allows students to focus on word choice, diction, form, editing, idea generation, and other skills useful in nonfiction writing.

## **MATHEMATICS**

### **Math 7**

In Math 7, students will build upon their ability to use computation, mental math, estimation and problem solving skills. Students will learn more about decimals and integers, equations and inequalities, exponents, factors and fractions. Other mathematic skills taught will include operations with fractions, ratios, proportions and percents and geometry.

### **Math 8**

Students will receive instruction in this supplementary two-day/week year long course that will help to improve their standardized test scores in mathematics by the use of various teaching methods and materials. Topics covered include

two and three dimensional geometry, probability and statistics, proportional reasoning and operations with real numbers, while placing emphasis on problem solving.

### **PSSA Mathematics Preparation 7**

Students in the seventh grade will have the opportunity to develop their understanding of mathematical concepts that are critical to success on standardized tests. This class will supplement the regular math class and will enable students to expand their basic math skills and problem solving abilities. Topics to be covered will include those within the five assessment categories of Numbers and Operations, Measurement, Geometry, Algebraic Concepts, and Data Analysis and Probability.

### **PSSA Mathematics Preparation 8**

Students in the eighth grade will have the opportunity to develop their understanding of mathematical concepts that are critical to success on standardized tests. This class will supplement the regular math class and will enable students to expand their basic math skills and problem solving abilities.

### **Pre-Algebra**

Pre-Algebra serves as a transition between arithmetic and Algebra I. Arithmetic skills and Algebra skills are presented simultaneously. The review of arithmetic skills necessary for Algebra I is integrated with the introduction of variables, expressions, equations, and mathematical properties. The course also connects Geometry to arithmetic, measurement and Algebra.

\*Prerequisites for Pre-Algebra in Grade 7 include: Must score 92% or higher in Grade 6 Math, Pre-Algebra Prognosis Test, score Proficient or Advanced on PSSA Math Assessment and Teacher recommendation.

### **Algebra I**

Algebra I is designed to reinforce students' skills in addition, subtraction, multiplication and division of real numbers. This course will also develop students' skills in simplifying algebraic expressions, solving equations, graphing equations and functions, simplifying algebraic fractions, solving systems of equations and inequalities, as well as enhancing problem solving skills. It will also provide an introduction to geometry.

### **Algebra I A & B**

This is a two-year Algebra I course that covers the same topics as a one-year Algebra I course.

### **Integrated Math A**

*Prerequisites: Successful completion of Algebra I*

Integrated Math Part A continues to expand on the development of concepts introduced in Algebra and includes the development of Spatial Geometry. This course will emphasize skills necessary for problem-solving and continued growth in mathematics. Students will apply concepts of number and operations, algebraic relationships, geometric and spatial relationships, measurement, and data analysis and probability.

### **Integrated Math B**

*Prerequisites: Successful completion of Algebra I*

Integrated Math Part B continues to expand and develop the concepts from Integrated Math Part A. This course emphasizes skills necessary for more advanced problem solving and continued growth in mathematics. Students will apply concepts of linear and quadratic functions, systems of equations and inequalities, operations with polynomials, coordinate and three dimensional geometry as well and introduction to triangular trigonometry.

### **Geometry**

*Prerequisites: Successful completion of Algebra I*

Geometry focuses on the study of the properties and relations of plane figures such as angles, triangles, polygons, and circles. It integrates the basic principles of Algebra I into this study to demonstrate a real-life application of these

algebraic principles. The course slowly develops proof and proof ideas. Geometry also provides abundant applications to real-life situations.

### **Algebra II**

*Prerequisites: Successful completion of Algebra I & Geometry*

Algebra II is a rigorous development of the math concepts introduced in Algebra I. Using these basic algebraic concepts as a foundation, Algebra II develops and expands the meaning and use of not only the linear equation and inequality, but also the quadratic equation. The course accomplishes this development through work with systems of equations, graphing, factoring polynomials, powers, roots and functions. Integral to each concept presented is the solving of problems that describe situations encountered in everyday life and also situations reflecting science applications.

### **Probability and Statistics**

*Students can take at the same time as Algebra II or Geometry.*

This course provides an introduction to elementary probability and data analysis. The students will use the TI-83+ graphing calculator to organize and analyze data relating to real-world problems. Students will learn to collect and display data, think critically, make predictions, draw conclusions, write summaries, make presentations, and discuss findings. The probability of events will be modeled through experimentation and technology. Students can take this course at the same time as Geometry or Algebra II.

### **Algebra III and Trigonometry**

*Prerequisites: Successful completion (76% or above) in Algebra II or Teacher recommendation*

Algebra III and Trigonometry is a combination of two courses. Algebra III is studied during the first semester and Trigonometry is studied during the second semester. Algebra III is a review and extension of the concepts learned in Algebra II. Topics such as functions, matrices, vectors, and conics are a few of the topics covered in Algebra III. Trigonometry is the study of functions of acute angles in a right triangle. The concepts of trigonometry are applied to real-life applications. Students should have use of a scientific or graphic calculator.

### **Advanced Placement (AP) Calculus AB**

*Prerequisites: Students must have an A or B in Algebra III/Trig.*

AP Calculus is designed to give students extensive instruction on limits, derivatives and the application of derivatives, the definite and indefinite integrals, as well as the application of integrals through analytical, graphical and algebraic approaches. AP Calculus is taught at an accelerated pace and offers students the opportunity to prepare for the AP Calculus AB exam. Participation in this exam is mandatory for all students who take this course and could lead to advanced placement and/or credits at the post-secondary education level.

## **SOCIAL STUDIES**

### **Geography 7**

Geography 7 is a geographical, historical modern living study of the world. The course focuses primarily on study of the Western Hemisphere. In this course students study the geography of the United States, Canada, and Mexico. Other areas of study include Central America and South America. Throughout the course students learn climate zones, economies of each country, and the culture of each group.

### **Civics 8**

Civics 8 is the study of the rights, duties, and responsibilities of U. S. citizens. Students will study the establishment of the U.S. Constitution, the organization of national, state and local government, the ways citizens can influence government, the economic decisions made in a mixed market economy, and the concept of global interdependence. Current events will be discussed when appropriate.

### **About PA History** - grade 8 requirement

PA History was designed to familiarize students with the history of their home state of Pennsylvania. Through reading the textbook, class discussion, and other activities, students will develop an understanding of Pennsylvania's role in the development of the United States and in world affairs from pre-colonial times to the present. Although the emphasis will be placed on history, we will also discuss geography, economics and government.

### **American History I** grade 9 requirement

American History I begins with the exploration of the Americas and concludes with the Civil War. The students will study the formation of our country geographically, socially, politically, and economically as it progresses to the Civil War.

### **Honors American History I** grade 9 elective

*Prerequisite: Student must have a 90% average in 8<sup>th</sup> grade social studies course with Teacher recommendation.*

Honors American History I will begin how America was colonized and ending with the American Civil War in 1865. Students will research, discuss, examine, and apply knowledge learned from these time periods. The course will be reading and writing intensive. Students will be expected to read historical novels, interpret historical documents, incorporate technology, and present projects. The object of this course is to challenge students academically so they are prepared for the next level of their education.

### **American History II** grade 10 requirement

American History II begins with the Westward expansion in the late 1800's. Industrialization, immigration and unionization during same period are covered. Students learn how the United States became a world power at the turn of the 20<sup>th</sup> century. Additional topics covered include: World War I, the Roaring 20's, the Great Depression, World War II, The Cold War, and the post Cold War era.

### **Honors American History II** grade 10 elective

*Prerequisite: Student must have a 90% average in American History I with Teacher recommendation.*

American History II begins with the birth of modern America (1865-1901) up to the present time. Students will learn and discuss political, economical, geographical, and social aspects from this time period. The course is reading and writing intensive. Students will be expected to read historical novels, interpret historical documents, incorporate technology, conduct historical research, write essays, and complete projects. The objective of this course is to further prepare our students for higher education.

### **World Cultures** grade 11 requirement

The objective of the World Cultures course is to promote the development of skills, attitudes and behaviors that will enable students to function as effective citizens in a changing world. Ours is an interdependent world, and it is important to understand and emphasize with the common humanity of its people. Today a global perspective and intercultural understanding are essential to prepare for the future.

### **Honors World Cultures** grade 11 elective

*Prerequisite: Student must have a 90% average in American History II with Teacher recommendation.*

Honors World Cultures will offer students an opportunity to explore the cultures of the world in an inductive manner. They will analyze a current crisis and trace its development through social, political, economic, geographic, and religious systems of that culture. This cultural perspective will enhance the student's capacity to experience empathy, appreciate the power of human choices and recognize how culture influences and impacts the world and themselves. Honors students will complete this course through various learning mediums in addition to those found in the regular World Cultures class. Students will be required to read Pulitzer Prize Winning Novels (Arab and Jew Wounded Sprits in a Promised Land by David Shipler and Guns, Germs, Steel and the Fates of Human Societies by Jared Diamond). They will also write position papers, debate world issues, and contact leaders of various countries and organizations to bring about change, in preparation for higher education.

**Principles of Democracy/Economics** grade 12 requirement

*Principles of Democracy* is a 25 week course designed to teach students civic understanding. This is accomplished through studying a brief history of the American government and comparing it to various other governments of the world. The main focus of the course is the United States Constitution and the three branches of our government that it establishes. The concepts of the curriculum are illustrated by applying the concepts to current world affairs. The inter-relationship of historical concepts and current problems, civil and criminal rights, civic responsibility, and an awareness of global events are the main points of focus.

*Economics* is an 11-week course focusing on the day-to-day application of basic economic principles. The course is designed to give the students a basic understanding of the principles that govern our economic system, and a practical knowledge of financial responsibility. The overall goal of the course is to make student intelligent consumers and investors by covering the following topics: business activities, savings, the stock market, taxes, and career decisions.

**Honors Contemporary Social Structures** grades 11 and 12

*Prerequisite:* Student must have a 90% average in all social studies classes.

Contemporary Social Structures is an advanced honors elective course that will deal with the scientific study of human behavior and the structures within society. The course will examine the history of sociology, science in sociology, methods of sociology, and the different aspects of today's society. Critical thinking, higher-level discussions, essays, debates, and projects are the main activities and techniques that will be used to help students study and understand society and how it impacts their lives.

**European History Elective** grades 10-12

This course examines five and a half centuries of European history, art, technology and philosophy. Beginning with the Italian Renaissance, we will trace Europe's rise to global power and study how our own world was shaped. Students will prepare for the Advanced Placement Test in European history, possibly earning college credits. Writing for the humanities & social sciences will be strongly emphasized.

## SCIENCE

**NOTE: All graduating classes beginning with the Class of 2013 will need 4 Science courses to graduate as opposed to the previous 3 required.**

**Earth Science 7**

Earth Science 7 provides the student with an introduction into the work of geologists through an exploration of the changes in the Earth's crust, the Earth's resources and its history, meteorology, and astronomy. This course will offer each student an opportunity to discover the complex interrelationships of the Earth and its various environments.

**Physical Science 8**

Physical Science stresses the fundamental aspects of chemistry and physics. This course will build on previous experiences and knowledge, adding depth to previous teachings and stressing the introduction of quantitative description and analysis. This course is intended to establish a foundation of basic concepts and knowledge that prepares students for further learning in the sciences. It will also provide a background that supports their decision-making as citizens of a technological society.

**Biology I** grade 9

*Prerequisite:* Must score Advanced or Proficient on the 8<sup>th</sup> grade Science PSSA test.

Biology gives the students the opportunity to explore the field of biology from the level of the cell to the planet as a whole. Topics covered in this class are related to natural selection, water and its properties, the cell, molecules of life, genetics, and cell division. This class is taught using hands-on techniques and each student is expected to participate in

various activities on a daily basis that can include but are not limited to: labs/lab reports, presentations, projects, classroom activities, dissections, internet activities, writing assignments, etc.

### **Applied Biology** grade 9

*Students who score Basic or Below Basic on the 8<sup>th</sup> grade Science PSSA test will be placed in this course.*

Applied Biology gives the students the opportunity to explore the field of biology at a basic level. Topics covered in this class are related to natural selection, water and its properties, the cell, molecules of life, genetics, and cell division.

### **General Science** Grades 10-12

General Science is designed as an elective for senior high students who wish to further their scientific knowledge about the world around them as well as prepare themselves for the PSSA in science. This course may include fundamental topics in the areas of Chemistry, Physics, and Earth and Space Science. Each topic will be explored with hands-on activities.

### **Chemistry I**

*Prerequisite: As a 10<sup>th</sup> grader: 84% or higher in Biology I and 80% or higher in Algebra I*

*As an 11<sup>th</sup> grader: 76% or higher in previous science class and 80% in Algebra I*

Chemistry is designed to provide a foundation in the major topics of inorganic chemistry. Topics include the background of chemistry, atomic structure and the periodic table, chemical equations, chemical reactions and their properties. A variety of hands-on experiences (simulations, laboratories, etc.) will be used to supplement the textbook and lectures. The class meets seven periods per week.

### **Ecology** grades 11 and 12

*Prerequisite: minimum 70% in either Biology 9 or Applied Bio-Chemistry*

Ecology is an elective course offered to those juniors and seniors who have an interest in the environment and outdoor education. The aim of the course is to provide the student with a basic understanding of the laws and principles that govern the ecological principles of the environment. Topics include: food webs and energy transfer throughout the ecosystem, the biomes and biodiversity of the Earth, population dynamics, endangered species, and pollution of air, land and water. It is hoped that through this class, each student will develop better insight into the importance of maintaining a clean and balanced environment through the major biological principles pertinent to Ecology. This class is taught using hands-on techniques and each student is expected to participate in various activities on a daily basis that can include but are not limited to: labs/lab reports, presentations, projects, classroom activities, dissections, internet activities, writing assignments, etc.

### **Nature of Science** grades 10 and 11

*Prerequisite: Students scoring basic or below basic on the 8<sup>th</sup> grade science PSSA will be required to take the course prior to taking the 11<sup>th</sup> grade science PSSA. Students who scored proficient or advanced on the 8<sup>th</sup> grade science PSSA may elect to take the course.*

The Nature of Science is a full year course that meets five days a week. It is designed to help students who score basic or below basic on the 8<sup>th</sup> grade science PSSA enhance their science skills in order to be successful in studying the various areas of science. A variety of real-world activities will be used in conjunction with the data collected from the 8<sup>th</sup> grade PSSA results will be used to tailor the course to the needs of the students enrolled.

### **Biology II** grades 11 and 12

*Prerequisite: Students taking Biology II are required to have earned a minimum grade of 76% in Chemistry I*

Biology II is designed to build upon the topics of Biology I both in depth and breadth. Topics include biochemistry, microbiology, botany, genetics, and physiology. A variety of hands-on experiences (simulations, laboratories, etc.) will be used to support and reinforce classroom studies. The class meets seven periods a week.

## **Chemistry II**

*Prerequisite: Students taking Chemistry II are required to have earned a minimum grade of 76% in Chemistry I prior to taking the course.*

Chemistry II is designed to build upon the topics of Chemistry I both in depth and breadth. Topics include gases, solutions, reaction rates and equilibrium, electrochemistry, organic chemistry. A variety of hands-on experiences (simulations, laboratories, etc.) will be used to support and reinforce classroom studies. The class meets seven periods a week.

## **Physics I**      Grades 11 and 12

*Prerequisite: Student must have 76% or higher in Chemistry I or previous science class; prerequisite/co-requisite: Algebra III/Trigonometry*

Physics I is designed as a college preparatory course. This course is designed to give students extensive instruction in vectors, kinematics, dynamics, statics, work and energy, rotational motion, and fluids. Detailed laboratory experiments are designed to support and reinforce classroom studies. The class meets seven periods per week. This course requires strong geometry and introductory trigonometry skills.

## **Physics II**      Grade 12

*Prerequisite: Students taking Physics II are required to score a 76% or higher in Physics I prior to taking the course.*

Physics II is designed as a college preparatory course and is an extension of Physics I. The course is designed to give students extensive instruction regarding waves, thermodynamics, electric and magnetic forces and fields, electrical circuits, optics and modern physics. Detailed laboratory experiments are designed to support and reinforce studies. Students entering Physics II should have strong geometry and trigonometry skills.

# **TECHNOLOGY EDUCATION**

## **Industrial Arts 7**

Industrial Arts 7 teaches drafting fundamentals and basic constructions and helps students develop the capacity to plan in an orderly fashion, to interpret the ideas of others, and to express themselves in an understandable manner. As students proceed with this course, they will become familiar with methods and processes used by industry. Woodworking emphasizes the importance of wood in our everyday lives, exploring the basic woodworking skills applicable to many areas of industrial endeavor and develops an appreciation for well-designed products. The problem-solving situations students encounter give them an opportunity to make practical applications of the Math and Science they have studied.

## **Industrial Arts 8**

Industrial Arts 8 provides a course in woodworking offering a wide range of manipulative and informative experiences with tools, materials and processes of industry. Woodworking provides basic information about wood and wood products; selection, safe use and care of hand and power tools; manufacturing applications; and proper woodworking procedures. Students will develop competent technical skills for performance in the broad areas of woodworking.

## **Industrial Arts 9-10**

Industrial Arts 9-10 is an intermediate woodworking course, which provides information and basic instruction in the areas of furniture/cabinet making and wood finishing. Demonstrations and class work illustrates many industrial machines, methods and processes. Project design is intended to broaden the scope of understanding for the typical woodworking student. The importance of safety is stressed throughout the course. *This course can only be taken one time for credit during the freshman and sophomore years.*

## **Industrial Arts 11-12**

Industrial Arts 11-12 offers students the opportunity to develop and practice skills necessary for vocational competence. Emphasis is placed on the development of critical thinking as related to materials. Students develop an

appreciation for good craftsmanship and design while developing recreational and vocational activities of a constructive nature. Safe working practices are stressed throughout the course. *This course can only be taken one time for credit during the junior and senior years.*

### **AutoCAD Fundamentals** grades 10-12

The ability to describe a part or a structure accurately and fully using CAD enables others to understand the object's appearance and workings. CAD communication can be extremely valuable to students considering a career in drafting, architecture, engineering, or any of several fields. Fundamentals is targeted for those who are new to AutoCAD commands and functions used to create, edit, store, and print engineering drawings.

### **AutoCAD Advanced** grades 10-12

*Prerequisite: Successful completion of Auto CAD Fundamentals*

Building on skills introduced and learned in AutoCAD Fundamentals, AutoCAD Advanced assumes a basic knowledge of AutoCAD. It covers surface modeling, rendering, and solid modeling. It also provides instruction in customizing AutoCAD's menus, introduces Auto LISP, and explains how to use AutoCAD's commands and features to import, export, and share files.

## **WORLD LANGUAGES**

### **French I**

French I focuses on learning the pronunciation, sound and vocabulary of the French language. The primary emphasis will be conversational French with more writing and grammar being introduced as the course progresses. Students will learn how to talk about themselves and others, describe personal possessions, express their opinions and give information on a variety of topics. Aspects of French culture are included in every area of study to give students a broader understanding of the Francophone (French-speaking) way of life. Students will complete a project on Paris and will discuss other major French cities.

### **French II**

*Prerequisite: Completion of French I with a minimum 76% (C) average*

French II begins with a review of the basic structures and vocabulary of French I. Students will build on this knowledge as they study the past tense, and essential conversation structures. Students will learn how to carry on a phone conversation, talk about actions in the past and discuss French food, to name a few. Dialogues, along with videos, CDs and computer activities will be used for practice and testing. Students will complete a travel project on a French region and will perform a number of skits throughout the year.

### **French III**

*Prerequisite: Completion of French II with a minimum 76% (C) average*

French III students will continue to expand their knowledge of the French language. The two past tenses as well as complex grammatical structures will be presented within the context of new vocabulary and situations. Students will research Francophone (French-speaking) areas and peoples. Students will be required to perform numerous oral and written assessments.

### **French IV**

*Prerequisite: Completion of French III with a minimum 84% (B) average*

Students taking French IV will extend and deepen their understanding of the French language through reading and film. The course will focus on three novels: *Candide* by Voltaire, *Pierre et Jean* by Guy de Maupassant, and *L'Etranger* by Albert Camus. These works have been chosen as representative of their respective eras and each will be accompanied by discussion and additional readings about the Enlightenment, The Romantic Era, and Post-Modernist France. All three works regularly appear on the required reading list for the College Board's French Literature Advanced Placement Exam. Students will also examine works of poetry by Baudelaire, Rimbaud, Appollinaire, and Prévert. Films



will include *Marie Antoinette, Manon des Sources, Jean de Florette, Balzac, Cyrano de Bergerac, and Le Colonel Chabert*. Students will explore poetry and film between units.

### **Spanish I**

Students begin the academic study of Spanish through four skills: reading, writing, listening, and speaking. Throughout all levels, vocabulary and grammar are taught in context to make communication in Spanish purposeful. The study of culture in many Hispanic countries is incorporated throughout the course. In Spanish 1, objectives include: expressing likes and dislikes, saying what you do and what you are going to do, as well as talking about your life (family, classes, clothing, foods, sports, etc). This course gives the student a foundation upon which to continue building proficiency in Spanish.

### **Spanish II**

*Prerequisite: Completion of Spanish I with a minimum 76% (C) average*

Students will reinforce the knowledge gained in Spanish I. They will also gain new vocabulary and grammatical structures. Language study continues with the skills of reading, writing, listening, and speaking. The study of culture in many Hispanic countries is incorporated throughout the course. In Spanish II, objectives include: giving directions & explaining locations, shopping, ordering in a restaurant, describing daily routines & chores, and telling what happened in the past. This course offers the student more exposure to Spanish in practical contexts.

### **Spanish III**

*Prerequisite: Completion of Spanish II with a minimum 76% (C) average*

Students will further build on the knowledge gained in Spanish I and II. There is continued practice with reading, writing, listening, and speaking while blending past material with new vocabulary and grammar. The study of culture in many Hispanic countries is incorporated throughout the course. In Spanish III, objectives include: talking about the past in various ways, telling a story, discussing professions, exploring art & literature in Spanish, giving advice, and talking about relationships. In this course, students will refine their knowledge of Spanish and begin to prepare for college level language study.

### **Spanish IV**

*Prerequisite: Students must have an overall "B" or better in Spanish III.*

Students will be challenged more in the practice of communicating in real life situations. The majority of the class will be conducted in Spanish. Vocabulary and grammar from earlier levels will be incorporated. There will be new, detailed vocabulary (depending on the context) and special grammatical structures, which will allow the student to increase proficiency. This course will continue to prepare the student for college level language study.

### **Spanish V**

*Prerequisite: Students must have an overall "B" or better in Spanish IV.*

In this course, students will be preparing for college level placement tests. The majority of the class will be conducted in Spanish. Students will have the opportunity to direct the topics of study, based on what they view is a practical need to function professionally in a Hispanic country.

## **ART**

### **Art 7**

Art 7 introduces the basic art skills used in drawing, painting, sculpting, and graphic communications. Art appreciation and the use of the elements and principles of design are the focus of the studies along with the exploration of Art as human expression. The aesthetic and practical natures of Art are explored with emphasis placed on Art as a dimension of human life.

## **Grade 8 Art**

As part of the intermediate instructional program, students enrolled in Art 8, will be provided with various opportunities for a visual arts experience. The teaching of basic elements and principles of design will be looked at more closely than in previous years. This will help to expand the quality of work produced. Also, art history will be a main subject throughout the course. The curriculum will integrate all aspects of learning to develop and enhance the student's skills. The course will run for 9 weeks.

## **Art 101**

This course will begin by teaching techniques such as value, color mixing, and proportions. The class will be exposed to two-dimensional and three-dimensional art forms. Art history, aesthetics, and criticism will be included. The main focus of this class will be techniques and art form. The class is a prerequisite to advanced level art courses. Students are to have this course prior to taking any other art classes unless the art instructor has approved a portfolio.

## **Art 102**

*Prerequisites: Any student in grade 9-12 who has taken Art 101 and passed with a C average for the year.*

Art 102 is a semester long hands-on art class that meets five days per week. Students taking this class, will be building a strong art background for future advanced level art classes. The subject matter will include technique, art history, multi-cultural experiences, aesthetics, vocabulary, and art critique. Projects will be expressed using drawing, painting, sculpture, and ceramic skills. Lessons will reflect cross-curricular activities and projects utilizing math, science, technology, reading, and problem solving skills.

## **Art 103**

*Prerequisite: successful completion of Art 102 with a B or higher average.*

Art 103 is a full year course in which the student must be motivated (with teacher assistance) and be able to work independently for a more studio-like atmosphere. As a part of the advanced instructional program, students will be provided with varied opportunities for a visual arts experience. The teaching of basic elements of visual arts, from previous years, will help expand the quality and quantity of skills utilized for this course. The advanced curriculum will integrate all aspects of learning to develop and enhance the student's art skills. The course will lead the student into a more independent studio atmosphere and higher-level thinking and problem solving processes. Basic elements and principles of art will be utilized through an attitude and style of teaching that uses art forms and techniques with supplemental handouts and demonstrations to provide each student with an enriched art experience. The students will have an opportunity to experience the major techniques and forms used in art, through the abundance of techniques and forms offered. Each student will develop and identify skills important to advancing to an upper level course.

## **Art 104**

*Prerequisite: students who have completed Art 101, 102, and 103 with an "A" average*

Art 104 is a hands-on art class. Students taking this class, should be highly motivated and interested in art. The subject matter will include technique, art history, multi-cultural experiences, aesthetics, vocabulary, and art critiques. Projects will be assigned on an individual basis to strengthen and broaden the artists abilities as well as build a strong portfolio create portfolio worthy work. The class will meet everyday for an entire year.

## **Senior Art grades 11-12**

The Senior Art course begins by examining art as a universal language and as expressive communication. The nature of a work of art is explored, and the role of the individual as both producer and consumer of art is examined. The program includes two-dimensional and three-dimensional studio work in various media. Art history aesthetics and art criticism are included, along with a focus on the use of the elements of art structure and the principles of design with emphasis on drawing skills.

## **Digital Photography 1 grades 7-12**

Digital Photography 1 is an introduction to the techniques of photography. This includes concepts, design principles, and materials. Students will learn how to take better pictures through their understanding of vocabulary, parts of the

camera, Adobe Photoshop, and the elements of art. Students will learn about composition, aesthetics, and manipulating their photos. In this class students will focus on vocabulary, the camera, and how to use the camera. There will be assignments that involve the student to complete outside of school

### **Digital Photography 2** grades 7-12

Digital Photography 2 will be a continuation of Digital Photography 1. This course will involve more camera time and more computer time. This course will focus on the actual art of photography and manipulation. Digital Photography 2 will involve at least one two hour assignment the students will be required to complete outside of school. Students may use their own cameras or the ones provided by the district. Students are responsible for all equipment taken out of the building.

## **FAMILY AND CONSUMER SCIENCE (FCS)**

### **Family and Consumer Science 7**

Family and Consumer Science 7 focuses on sewing machine safety and operation and teaches the student how to make simple clothing repairs and how to construct a basic project or garment. The student also analyzes their own food choices in terms of calories, nutrients, fat and caffeine consumption and the food pyramid. Kitchen skills are reviewed and recipe alterations practiced as a basis for simple, nutritious meal preparations.

### **Family and Consumer Science 8**

Family and Consumer Science 8, is a nine-week elective course, focusing on kitchen skills, safety, adjusting recipes and the food pyramid, including students' eating habits. Kitchen lab procedures are improved and more difficult recipes are prepared with emphasis on safety.

### **Child Rearing** grades 7-8

This course is a nine-week elective offered to students in **grades 7 and 8**. It is designed to prepare them to become successful and qualified babysitters. During this age, many students are interested in earning their own money, and babysitting is a desirable and available option for them. The class includes units in six areas: Definition of a Babysitter, Getting Started, Basic Guidelines, Caring for Various Ages, Common Problems and their Solutions, and Emergencies and First Aid. Improving student skills and confidences will be the main focus of the course.

### **Family and Consumer Science 9-10**

Family and Consumer Science is a full year course offered as an elective in grades 9 and 10. The course is designed to give an insight to other courses offered in later years. It includes units in five areas- Personal and Family Relationships, Human Development, Consumer Management, Foods and Nutrition, and Clothing and Textiles. Improving skills in these areas of day-to-day living will be the main focus. Another focus will be to assist students in searching out, recognizing, and evaluating life's opportunities related to work, play, family, community. Several community service labs are provided. Students will develop critical thinking skills, interpersonal communication skills, and skills needed to be psychologically and physically healthy, productive family members. They are encouraged to develop a global perspective regarding family issues including food, energy, and population as it affects our interdependence in today's world. *This course can only be taken one time for credit.*

### **Food Lifestyles** grades 10-12 elective

Food Lifestyles is a full year one credit elective food and nutrition course designed to simulate independent living situations whereby students create solutions. Students adapt menus to fit various food budgets and individual dietary/health needs. Students explore the regional differences of foods in the U.S.A. and how they relate to their ethnic heritage. Awareness of foodservice career choices is discussed, including how to conduct himself or herself in a restaurant as a customer or an employee. Students learn to entertain, and how to make ends meet, given an occupation,

use credit, and generally gain an understanding of "living on your own." Several community service labs are provided. *This course can only be taken one time for credit.*

**Exploring Childhood** grades 11-12

Exploring Childhood is a full-year elective, one credit course offered to students in grades 11 and 12, a course in which adolescents work with young children while learning about child development and their own identities. It gives young adults the chance to have responsive roles working with preschool children to develop the skills to perform those roles and to prepare for parenting and careers involving the care and welfare of young children. The Preschool practicum (12 weeks) at the end of the course provides a "hands on" experience for the students to observe a class of children, ages 3-5, plan and carry out suitable activities, play interaction, listening activities and prepare nutritious snacks to serve to the children. The young child is viewed as an active being endowed from the start with resources for coping, for growth, and for human interaction. The student's role is seen as supporting and extending a young child's normal daily experience. Equally important, they work with children over a period of time to see growth and change in them as well as in themselves.

## INFORMATION SYSTEMS TECHNOLOGY

**Accounting** grade 11 and 12

Accounting is designed to serve the needs of all students who are considering a career in business or who would like an introduction to the fundamentals of accounting. Students are taught the complete accounting cycle through the application of basic accounting concepts, principles, and procedures as they relate to sole proprietorships, partnerships and corporations. Included are basic accounting and basic payroll procedures necessary to operate a business. The course will also focus on issues concerning career decisions, ethical dilemmas, and business communications. Accounting is a necessity in all types of businesses and business related careers. It is also vital for understanding personal finance such as maintaining a checkbook, using the bank, borrowing, depreciation (car), etc. Students will develop and understanding of accounting and build a strong foundation in basic procedures. *This course is no longer considered a math credit.*

**Desktop Publishing I** grades 9, 10, 11 and 12

Desktop Publishing I is a semester elective that teaches the use of Adobe Pagemaker software to produce and publish documents. As a desktop publishing application, the software enables the quick and easy integration of text, graphics, spreadsheets, and charts. Students learn about and then create letterhead, brochures, newsletters, fact sheets and information sheets, along with completing additional publishing assignments.

**Internet** grade 8 requirement

*Internet* is a course where students learn in-depth information about the Internet. In this course, students will learn about email and sending email with an attachment, uploading and downloading files, search engines, keywords, and searching techniques. Students will be required to apply knowledge for accessing the Internet to retrieve information needed to complete class projects. This course will also introduce students to word processing that will be used with their projects.

**Windows/Webpage Design** grade 9 requirement

Windows/Webpage Design is a required semester course for 9<sup>th</sup> grade students but is available for other students to take if they have not previously taken it. This course teaches both Windows working environment and how to create a web page using Netscape Composer and Frontpage software. Included in this class will be instruction on the general features on Windows, multi-tasking, manipulating Windows, customizing the desktop, understanding file management, accessing disk drives, working with disks, folders and files, using shortcuts and understanding the use of system tools.

The web page component will include instruction on how to create a web page and will include: choosing a theme, learning how to manipulate and incorporate graphics and text, links, horizontal lines, tables, additional pages, clip art, scanned photos, fonts and formatting text, and uploading and posting a page on the internet.

**Introduction to Business** grades 11 and 12

This semester course is designed to give students an insight into various aspects of everyday living in the business environment. Topics include economic issues and problems that persistently face all of us, career planning in the world of high technology, occupational exploration and résumé preparation, interviewing simulations, consumer education, real-world banking procedures, business letter writing, and evaluation of types of insurance. Speakers, role-playing, case problems, videos, teamwork and simulations are utilized.

**Introduction to Marketing/Management** grades 11 and 12

*Prerequisite: Successful completion of Introduction to Business*

This semester course includes topics relating to research and development, product planning, business and marketing concepts, buying and pricing, effective communications for advertising and selling, along with functional areas of management including planning, organizing, staffing, directing, and controlling. Speakers, role-playing, case problems, videos, teamwork and simulations are utilized. In addition, students will select an idea for a new business and implement a business plan.

**Introduction to Word** grade 7 requirement

Students will apply their skills learned in Keyboarding to produce word processing documents using Microsoft Word. Proofreaders' marks, language and writing skills and skill building projects give students a variety of introductory activities using Microsoft Word.

**Microsoft Office Suite** grades 10-12

This course introduces the student to the spreadsheet, *Excel* as a tool to keep track of inventory, costs, etc; to record change; to illustrate the relationship between items as a result of changes; and to predict what will occur as the result of changes. The database, *Access* is introduced as a way to record information and sublevels of that information in a type of electronic filing system. Information may be reordered, reduced to the required level of information as the result of specifying conditions, and printed in report form. Questions may be answered as to who or what meets certain criteria. *Desktop Publishing* should be preceded by some word processing. It assumes the basic keying skills have already been acquired and the student is familiar with the basics of the software. The course then introduces the student to the advanced functions of *Microsoft Word* software and allows the student to apply those functions to graphic production. The software is used to create a pleasing appearance for forms that integrate text-based material with eye-catching and appealing format, using lines, characters, boxes and pictures already created, pictures created by the student, and WordArt. The *PowerPoint* software is included to construct and present effective graphic presentations. PowerPoint utilizes previously learned Desktop Publishing skills as well as newly acquired PowerPoint skills. Students will emphasize outline skills, organizational skills, and presentation skills that include applying templates, original backgrounds, fonts, bullets, graphics, and animation. The student will also present his/her presentations. *This course can only be taken one time for credit.*

**Graphic Arts** grades 10, 11, 12

*Prerequisites: Successful completion of Desktop I and Web Page.*

Graphic Arts class teaches the use of Adobe Photoshop software to create and produce raster/bitmap graphics. Photoshop is the industry standard. As a graphics arts application, this incredibly deep program is used for graphic and web design, image manipulation, photo restoration, digital illustration, and even creating textures for 3D modeling and animation. Students learn how to retouch, color correct, manipulate, and combine images using Photoshop while producing creative and real life projects throughout the class. *This course can only be taken one time for credit.*

**Personal Finance** grades 9-12

This course is designed to give students an insight into various aspects of everyday living. It is intended to turn students into the best and most intelligent consumers and money managers that they can be. Personal Finance will prepare students for all the financial encounters they will face in life and become more knowledgeable of those responsibilities.

## MUSIC

**General Music 7** grade 7 requirement

Offered as a nine-week class, this course will teach students the elements of music (melody, harmony, rhythm, tempo, dynamics, and timbre), instruments of the orchestra, and a study musical theater. Students will also have the opportunity to play in a percussion ensemble and play simple rhythms. Patriotic music will also be studied.

**Junior High Band** grades 7 and 8

Junior High Band is a full year course open to any student interested in performing in the Leechburg Area Middle School Band program. Previous experience is not necessary, but is encouraged. Students who do not have an instrumental background must take lessons outside of school. The Junior High band performs several concerts throughout the school year. Attendance is mandatory at each performance. Students will have small group lessons once every week and will expand their musical knowledge by learning new rhythms, instrument technique, and basic music theory. Students will play a variety of music including classical, rock/pop, marches, jazz, and Latin.

**Junior High Chorus** grades 7 and 8

Junior High Chorus is a performing ensemble that focuses on developing part-singing, performing skills, and team work through class rehearsals and mandatory performances each school year. Performing in the concert is a major part of the student's grade. The individual vocal ability of each student is continually developed by the instruction of proper vocal techniques such as breath control, diction, and phrasing. Repertoire consists of American and multi-cultural contemporary and traditional music. Students are encouraged to schedule small group sessions to help them develop their voices and to assist in learning their vocal parts. Participation in Chorus is open to all students, however, an audition is necessary for placement in a section.

**Senior Band** grades 9-12

Senior Band is a full course open to any student interested in performing in the LHS Band program. Previous experience is not necessary but is encouraged. Students who do not have an instrumental music background must take lessons outside of school. The LHS Marching Band will perform at all home and away football games during the first nine-week grading period, and the Symphonic Band will perform several concerts throughout the school year. Attendance is mandatory at all performances. Students will play a variety of music including classical, rock/pop, marches, jazz, and Latin. During the summer months, the band members will have music rehearsals and a 1-2 week band camp.

**Senior Concert Choir** grades 9-12

Senior Choir is a three-day per week, full year course that involves a performing ensemble of approximately 125 students by audition and as space permits. The focus of this course is to develop a love of ensemble singing by developing proper vocal techniques such as breath control, diction, phrasing, and part-singing. Students audition for placement in the choir and for a particular section. Students are scheduled for individual and small group lessons as needed. Within the larger group is a smaller advanced ensemble, which provides more in-depth study and performing opportunities. County, District, Region, and All-State festivals are open to qualifying students in tenth through twelfth grade. Since this is a performing group, all students are required to perform in all the concerts and rehearsals throughout the year, as this is a major part of their grade.

### **Advanced Senior Choir Ensemble**

Advanced Senior Choir Ensemble is a five-day per week, full year course that involves an ensemble of 30-35 students open by audition to all Senior Concert Choir students who wish to work on a more challenging choral curriculum and would like more opportunities for performing in the community. The focus of the course is to further develop the music and performing skills taught in the Senior Concert Choir, and to study a more advanced repertoire with an emphasis on performing skills and the rudiments of sight-singing. Students will study the music in the context of its' period, style, and cultural context. They will be given opportunities to perform at community and school functions.

### **Music Theory** grades 9-12

Music Theory/Appreciation is a course open to Senior High School students who are interested in studying the fundamentals of music in depth, understanding their particular instrument or voice, and studying various styles and historical periods of music. Emphasis will be on music writing skills, listening skills and analysis of music. Students will study music and composers, as well as the rudiments of music. In addition to weekly assignments, students will be required to write and present two research papers, and compose a musical piece for instrument and/or voice.

### **20<sup>th</sup> Century Music** grades 9-12

This is a semester course open to all students covering music of the 20<sup>th</sup> century such as jazz, rock and roll, country, pop, rap, etc. The course looks in depth into the history of 20<sup>th</sup> century music, the influences of culture and world events in music, and the effect of music in human nature. This class includes a project on a selected genre.

### **Music Appreciation** grades 9-12

This is a semester course open to all students covering music history and world music. It looks at the history of Western music, world music especially Eastern music, different music genres like Broadway, mariachi, etc. and music as a way of expression (weddings, funerals, ceremonies). This class includes at least one major project and presentation.

## **HEALTH AND PHYSICAL EDUCATION**

### **Adaptive Physical Education- General PE class**

Adaptive Physical Education is designed for individuals with medical or physical problems that are unable to participate in physical education for a short or extended period of time. This program, known as Academic Sportfolio, provides students with a cognitive base of knowledge in the many aspects of contemporary health and fitness. Each lesson includes resource reading and a student test.

### **Adaptive Physical Education**

Adaptive Physical Education is designed for individuals who are assigned by their Individual Education Program. This course helps students who are unable to participate in physical education classes with large numbers of students. Activities and sports are adapted to meet the student's needs on an individual basis. These adaptations are designed to improve the student's health and wellness.

### **Health 8**

Health 8 meets five times per week during one nine-week grading period. The course focuses on human anatomy and the systems of the body. Lessons include information relating to the body systems, wellness and total health, such as, basic nutrition, tobacco, alcohol and drug education, sexually transmitted infections, HIV/AIDS education, and basic safety education.

### **Health 11**

Health 11 is a semester class designed to guide the students to a greater understanding of themselves, their relationships with others, and their relationship with the community. Included in this course will be units on physiology of body systems, nutrition, drugs, alcohol, tobacco, human reproduction, and an extensive unit in human sexuality.

## **Physical Education**

Physical Education is designed to develop good health habits and life-long sport activities that will result in the student increasing his or her awareness of the importance of fitness and wellness. The sports and activities that can result in a lifetime of fitness through physical activity will be emphasized in Physical Education through the following activities: volleyball, basketball, football, soccer, handball, golf, table tennis, speedball, hockey, fitness and weight lifting, paddleball, aerobics, jogging, and jump rope. The 7<sup>th</sup> and 8<sup>th</sup> grade physical education classes will meet 5 days per week for one semester. The 9<sup>th</sup>-12<sup>th</sup> grade physical education classes will meet two days per week the entire academic year.

## **CAREER STANDARDS**

### **Online Career Explorations** grades 11-12

Students enrolled in this course will investigate careers that match their strengths, interests, abilities, and values. They will learn how to prepare for specific jobs and discover what additional training or preparation is needed. Job-seeking skills such as resume writing, interviewing, time management, and portfolio development are emphasized. Students will develop effective communication skills, find the right career path, and develop an action plan for successful school-to-work transition. The course provides students with the tools that they need to develop better workplace skills, understand the importance of technology in the workplace, and recognize how to respect and respond to cultural differences both in school and on the job. They will study career issues, money management, and balancing work and personal life. Guest speakers will also appear each week as an added bonus to this course.

## **DUAL ENROLLMENT/ COLLEGE WITHIN THE HIGH SCHOOL**

College Within the High School/ Dual Enrollment Programs are a cooperative educational programs offered by Leechburg Area School District and several local colleges, including Butler County Community College, Indiana University of Pennsylvania, Clarion University of Pennsylvania and Penn State New Kensington. These programs are designed for students who plan to go to college and have demonstrated strong academic performance by the end of their sophomore year. It offers a “taste of college” to these students who take college classes while in high school during their junior and senior year. A maximum of 15 credits may be taken in this time period, equivalent to one full semester of college work. These courses satisfy general education requirements. The cost of participation in the program varies depending on the post secondary institution and are the responsibility of the student/faamily. Also, these courses are offered according to the instructor’s schedule and is dependent upon meeting the participation requirements set by the post secondary institution. This program offers an opportunity to obtain a quality education, gain college experience, pay affordable prices, finish college early and attend college classes at convenient locations. For more informaion on these programs, see Mrs. Sadler.

## **LENAPE TECHNICAL SCHOOL**

Lenape Technical School is a full time program with students receiving instruction in disciplines such as Precision Machining, Advertising and Digital Technology, Computer Information Technology, CAD/Pre-Engineering, Computer Electronics / Engineering Technology, Carpentry / Construction Technology, Collision Repair Technology, Auto Technology, Cosmetology, Culinary Arts, Natural Resources, Environmental Controls, Welding Technology, Biomedical Technology and Allied Health/Sports Medicine. College preparatory classes are offered in the areas of Math, Science, English and Social Studies. An excellent choice of computer-related classes is also available for students. Applications are located in the High School Guidance Office.



# GRADUATION PROJECT

## Project Overview

### **Rationale:**

To increase the value of the project experience and to encourage quality work from all of our students, we have created a single Personal Project experience\*.

The Personal Project will be completed by all students during the sophomore year and will meet the graduation requirement for the state of Pennsylvania.

*PA Chapter 4 states:*

*"The purpose of the project is to assure that students are able to apply, analyze, synthesize and evaluate information and communicate a significant knowledge and understanding."*

### **Credit:**

Successful completion of the Personal Project will earn 1.0 credit toward Leechburg Area and PA graduation requirements.

### **Three P's to Pass the Personal Project (see Resources for details)**

- **Paper:** Between 2500 and 4500 total words. (not counting supporting documents) Use your Process Journal to help you write it.
- **Product:** The actual thing you created. If it was an event, experience, performance or something not able to be brought to school, turn in proof such as photos or a video of it.
- **Presentation:** All students will present their projects to an audience of evaluators. The presentation must be no less than 7 minutes and no more than 10. It must be oral and include a visual aid of some kind.

## Project Overview

### **Mentors:**

Students will be given the opportunity to work with an interested and qualified adult who will mentor the student throughout the project experience. Mentors can be chosen by the student, with permission from the parent, or assigned by the school. Students may decline the use of a mentor. In all cases, mentors should share expertise in the project topic as a resource and guide, but the project must be the student's own work. School-assigned mentors will assist in the project evaluation and grading. Outside mentors are advisors only.

### **\*Grading:**

Personal Projects will be scored against a rubric for each of 8 criteria. *Projects scoring a B or better will earn an Honors designation on the transcript and the .06 added value that accompanies Honors courses.*

***Failure to complete the project has serious consequences. The failing grade (F) will be recorded on the transcript and students will be required to complete the requirement the following year.***

## DEADLINES

Upon APPROVAL of the project topic, students are to begin the **research** they will need to know what they are doing and to develop the context of the project – the background of the topic, its current status, vocabulary appropriate to the topic, appropriate methods, etc. (see [What Do You Mean by Research....](#)for a detailed explanation of this component)

**DECEMBER 4** - AN ANNOTATED BIBLIOGRAPHY OF AT LEAST 7 SOURCES IN MLA FORM IS DUE .

Sources should include variety, i.e. books, articles, websites, people, newspapers, organization literature, documentaries, movies, instructional videos, samples of the product genre, etc. NO WIKIPEDIA.

**MARCH 24** - A DRAFT OF THE PAPER IS DUE

**APRIL 7** – DRAFT RETURNED TO STUDENTS FOR REVISION

**APRIL 15** - FINAL DUE DATE FOR PAPER AND PRODUCT (Late penalty is 2 points per week until April 30. After April 30, no projects will be accepted)

**ORAL PRESENTATIONS WILL BE SCHEDULED DURING MAY - SPECIFIC DATES TO BE ANNOUNCED**

## *What Do I Need to Do?*

Because of the diversity of talent areas represented in the Personal Projects, there is no one single way to put your work together. Most students, however, arrange all the *required elements* in a binder or portfolio. All *elements* listed below must be included, but students should organize their work in a way that is neat, logical and aesthetically pleasing, to best showcase their efforts. (Criterion E)

## ***Your project must include all of these things:***

- **Title Page and Table of Contents** (Criterion A, E)
- **Goal statement** and explanation of purpose for project (Criterion A)
- **Planning document(s)** (Criterion A)
- **Introduction to the topic including the background research that explains the project and why it was chosen** (Criterion B and C)

● **An explanation of the process followed – techniques or strategies used, including vocabulary of the topic. Tell “the story” of your project from beginning to end, including the HOW and WHY of the steps you followed (Criterion D)**

● **Your reflection on both the process and product, a self evaluation (Criterion F)**

● **Bibliography - you must include parenthetical citations for research you discuss in your paper (Criterion B)**

**Include at the end of all these elements a WORD COUNT of your paper. Your paper must be between 2500 and 4500 words. (not counting the Appendix or the Process Journal)**

● **The Product – the actual creation or if the project is an event or service, evidence of it (photos, video, testimonials) (Criterion D)**

● **Appendix of Supporting Documentation - things like receipts, correspondence, drafts, sketches, permission slips, advertising, flyers, photos, rosters, budgets, questionnaires, surveys, etc. (Criterion D, E, F)**

**SEPARATELY - A PROCESS JOURNAL (the notebook you kept about your progress)**

**FORMAL PRESENTATION - an oral explanation of your work including a visual aid. (Criterion G)**

## Evaluation and Grading

Personal Projects will be scored against a rubric for each of 8 criteria. *Projects scoring a B or higher will earn an Honors designation on the transcript and the .06 GPA added value that accompanies Honors courses. Late penalty is 2 points per week after April 15 until April 30. No projects will be accepted after April 30. One bonus point will be awarded for projects turned in before April 15.*

### Scoring Criteria:

A. Identification of Goal, Purpose and Planning	5 Points
B. Collection of Resources	5 Points
C. Analysis and Use of Research Information	10 Points
D. Choice of Techniques and Quality of Product	10 Points
E. Organization and Quality of Written Work	5 Points
F. Reflection on Process and Outcome	10 Points
G. Presentation to Audience	5 Points
H. Personal Engagement and Work Ethic	5 Points

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Scoring Rubric

55 total

Grade	Score
A+	55
A	53-54
A-	50-52
B+	46-49
B	42-45
B-	36-41
C+	30-35
C	22-29
C-	16-22
D	11-15
F	0-10

## Oral Presentation

At the conclusion of the Personal Project experience, all students must prepare an oral presentation about their work. This presentation should include the following components:

- **a summary** of what the project was about (goal, expected outcome and purpose)
- **the high points** of the experience (including problems overcome)
- **what new things were learned** as a result of both the topic and the experience
- **a visual aid** of some kind to support the oral content

The entire presentation is to be no fewer than 7 minutes and no more than 10. It will be delivered in front of an audience of teachers and administrators, including the student's mentor (if the mentor is a staff person).

**Answer these questions:** What did you do? Why did you do it? What happened along the way? How did it turn out? What did you learn about your topic? What did you learn about yourself? Show us something that represents your work: photos, a video, a chart, the actual creation, a model, a pattern, a blueprint, a webpage, a powerpoint,



## REQUIRED COURSES

<p><b>Grade 7</b></p> <p>English 7 Math 7 or Pre-Algebra Geography 7 Earth Science 7 Reading 7 Physical Education</p> <p>Nine Week Rotation:</p> <p>Microsoft Word 7, Art 7, General Music 7, Family &amp; Co 7</p>	<p><b>Grade 8</b></p> <p>English 8 Pre-Algebra or Algebra I Civics 8 Physical Science Internet (sem)/ PA History (sem) Physical Education</p> <p>Nine Week Rotation:</p> <p>Health 8, Industrial Arts 8, Research 8, Art 8</p>
<p><b>Grade 9</b></p> <p>English 9/ Honors English 9 Math course American History I/ Honors American History I Biology or Applied Bio-Chem. Physical Education</p> <p>Windows Web Page (semester-3 days/week)</p>	<p><b>Grade 10</b></p> <p>English 10/ Honors English 10 Math course American History II /Honors American History II Science course Physical Education</p>
<p><b>Grade 11</b></p> <p>English 11/ Honors English 11 Math course World Cultures/ Honors World Cultures Science course Physical Education Health 11</p>	<p><b>Grade 12</b></p> <p>English 12/ Honors English 12 Math course POD/ Economics Science course Physical Education</p>

\*Students will not be permitted to take electives (other than chorus and band) more than one time for academic credit. If a student desires to repeat a course for non-credit, he/she must get teacher approval from the teacher who teaches the course with the understanding that they will not receive credit for the course.