

Course Curriculum Guide 2022 - 2023

Susquehannock High School



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Susquehannock High School is accredited by the Middle States Association of Secondary Schools and Colleges and offers a program of studies approved by the Pennsylvania Department of Education.

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FOREWORD

This guide is designed to help students and parents decide which courses are best suited to students' goals, interests, aptitude, and abilities. The high school guide offers a flexible course of study that allows students to select courses that meet their academic needs. To assure the greatest possible school success, all students are encouraged to assess their aptitudes and future plans before selecting courses.

The descriptions in this guide provide an excellent overview of all the courses offered at Susquehannock High School. The document should be beneficial in helping students plan four successful and enjoyable years of high school.

Students' choices determine their success or failure; therefore, students are urged to carefully select their courses. This important educational decision should be thoroughly discussed with parents. For more information concerning course selection, college admissions and requirements, or employment demands, students and parents should consult a school counselor.

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Program of Studies

The following pages contain the program of studies offered at Susquehannock High School for grades 9 through 12. We have no clearly defined curriculum format such as pathways or academies. Academic and honors/advanced placement courses are available in English, science, math, world language, and social studies. Recommendations are made by instructors in core subjects and upper-level electives in order to maximize academic learning and success in classes. Each student's schedule is individualized to maximize one's full potential. The worlds of post-secondary education, the military, and the workplace are rapidly changing as these areas and organizations continue to work towards meeting the demands of a rapidly changing world. As our world continues to evolve, students graduating from Susquehannock High School will need to enter the postsecondary world equipped with a skill set that will enable them to be both career and college ready.

The Program of Studies contains a list of subjects required of all students. These requirements consist of those subjects that are uniform in every student's background. You will find a wide variety of electives listed; and it is from this list of electives that the individual student, with the aid of the student's parents, counselors, and teachers, must carefully choose the remainder of the courses for each year.

Our program of studies is flexible and allows freedom of choice in many subjects. Choosing subjects should be done with thoughtful consideration. When choosing an elective, one should consider present and past school performance in individual subjects and tests. Personal interests, preparation for future employment, college, or other post-high school training are additional factors that should influence your choice of electives. Each elective should be selected with care and thought. Each student should choose a variety of courses since many students either do not know their future plans or change their minds later. A student, likewise, may also discover new interests.

STEM Careers

Students who plan to pursue a career in Science, Technology, Engineering, and/or Mathematical (STEM) fields will be best prepared by taking engineering and/or technical education courses, additional science and mathematics courses and computer and design courses. Suggested STEM courses are indicated with a "π" sign after the course title.

Students who Study Abroad

Students who study abroad will have grades reported on their Susquehannock High School transcript as pass/fail. These grades will not be calculated into their GPA.

Students Planning to Attend Post-Secondary Institutions

Students pursuing post-secondary education must meet certain course requirements for admission. While these requirements vary according to institution, seniors whose transcripts include the following credits can be reasonably assured of meeting the minimum course requirements for admission into most bachelor degree programs:

Courses	Credits
English	4
Social Studies	4
Mathematics	4
Lab Science	2
World Language (French, Spanish, or Latin)	2 Years of One

Requirements/recommendations for highly selective or selective schools generally exceed those of traditional colleges. In general, students seeking admission to these types of schools are encouraged to take at least 4 years of math and science and 3 to 4 years of a world language.

As early as possible students should research the course requirements of the institution that they are considering to ensure that all course requirements are being met. Four-year college requirements generally differ from two-year and other institutions.

Information regarding entrance requirements is available in the Counseling Office. Students planning to major in math, science, business, engineering, etc. in college will want to take as many math courses as possible.

In order to meet the admissions requirements for many post-secondary institutions, it is recommended that students complete no less than three courses in math and two consecutive world language courses of the same language during their high school career (grades 9-12). Prospective world language majors in college should take 4 years of one language and at least 2 years of another in high school. Students majoring in liberal arts or international business should also pursue world language study.

All electives should be chosen based on the student's abilities and interests, or for reasons of exploration, usefulness and practicality.

Students Seeking Immediate Employment

Students not planning to attend a post-secondary school should choose electives suitable for their career choice.

Students who plan to pursue a career in the field of business should acquire as many skills as possible. This kind of preparation equips the individual to go directly from high school to a job/career, or may be the basis of further business

training. Courses such as Accounting I and II, Computer Applications I, Tech Shed (Student Help Desk), Finance, Entrepreneurship, Diversified Occupations, and Your Employability Skills (YES) are particularly useful in this kind of preparation. Choosing the highest level of mathematics that a student can master considerably enhances opportunities in many fields.

Students who are undecided as to what job they are seeking should keep avenues open for advanced training and better jobs by electing the highest level of math and science that is consistent with their abilities. In addition, electives in

industrial technology education, family and consumer science, and business will help in the student's job placement.

The world of work is becoming more technical with each passing year. Office and manufacturing machinery is becoming more automated, requiring specialized skills. The best jobs of the future will go to those who have best prepared themselves in high school as well as specialized training programs after high school. **Students should expect that training after high school will be needed either to obtain or maintain a particular job/career.**

Graduation Requirements

Class of 2023

Course	Credits
English (English 9, 10, 11, 12)	4.0
Math	3.0
Science Physical Science: Chemistry Principles, Chemistry, <u>or</u> Physics (H) Biology or Chemistry (H) Science Elective or AP Biology	3.0
Social Studies: United States History <u>or</u> United States History (Pre-AP) AP United States History <u>or</u> 2 of the following: - American History Through Media - Contemporary American History - United States Military History - American History Through Sports AP Human Geography <u>or</u> 2 of the following: - Contemporary World - Global Cultures - Holocaust and Genocide Studies - International Relations-Model UN United States Government and Economics <u>or</u> AP United States Government & Politics	4.0
Arts & Humanities	2.0
Health I and II	1.0
Personal Fitness and Sport	.5
Physical Education Elective	.5
Computer Technology *	.5
Career Seminar	.5
Graduation Project	.5
Electives	5.5
TOTAL	25.0

*The Computer Technology requirement can be met by passing one of the following courses:

Computer Applications I
Computer Programming
Basic Design Concepts

Introduction to Video Production
Electronic Arts I
Courier Production Staff
(formerly known as Digital Media)

Student Help Desk
AP Computer Science A
Robotics

Seniors will be required to pass a minimum of 4 credits to graduate, regardless of the student's accumulated total. Four credits are the minimum number of credits needed to meet PIAA participation requirements.

Graduation Requirements




Starting with the Class of 2024

Course	Credits
English (English 9, 10, 11, 12)	4.0
Math *	3.0
Science ** Foundations of Chemistry, Chemistry, <u>or</u> Physics (H) Biology or Chemistry (H) Science Elective or AP Biology	3.0
Social Studies: United States History <u>or</u> United States History (Pre-AP) AP United States History <u>or</u> 2 of the following: - American History Through Media - Contemporary American History - United States Military History - American History Through Sports AP Human Geography <u>or</u> 2 of the following: - Contemporary World - Global Cultures - Holocaust and Genocide Studies - International Relations-Model UN United States Government and Economics <u>or</u> AP United States Government & Politics	4.0
Arts & Humanities	2.5
Health I and II	1.0
Personal Fitness and Sport	.5
Physical Education Elective	.5
Career Seminar	.5
Graduation Project	.5
Electives	5.5
TOTAL	25.0

Seniors will be required to pass a minimum of 4 credits to graduate, regardless of the student's accumulated total. Four credits are the minimum number of credits needed to meet PIAA participation requirements.

PA Statewide High School Graduation Requirements (2018)

Beginning with the graduating Class of 2022, Pennsylvania re-enacted statewide graduation requirements for all high school students via proficiency on the Algebra, Literature, and Biology Keystone Exams. Students who have not achieved proficiency on all three Keystone Exams by the end of the 11th grade year may meet the requirement through one of the three alternate pathways below.

<u>Keystone Exam Requirement:</u> Exhibit proficiency on the Algebra I, Literature, and Biology Keystone Exams (Minimum score of 1500 on each exam)		
		
<u>Keystone Composite Pathway:</u> <i>Proficient or Advanced on one Keystone Exam (Algebra I, Literature, or Biology) and Basic on the remaining exam(s) with a composite score of 4452.</i>	<u>Alternate Assessment Pathway:</u> Earn a passing course grade in Algebra I, English 10, and Biology/Human Biology classes, and successfully complete <u>one</u> alternate method of assessment.*	<u>Evidence Based Pathway:</u> Earn a passing course grade in Algebra I, English 10, and Biology/Human Biology classes, and provide <u>three</u> pieces of evidence consistent with the student's goals and career plans.**

***Alternate Assessment Pathway:**

Earn a passing course grade in Algebra I, English 10, and Biology/Human Biology classes, **AND** met **one** of the following alternate assessment criteria:

- Attainment of an establish score* on an approved alternate assessment
 *(SAT: 1010, PSAT: 970, ACT: 21, Armed Services Vocational Aptitude Battery ASVAB: minimum score to gain admittance to a branch in the year of graduation)
- Attainment of a '3' or higher on an Advanced Placement Program exam in an academic content area associated with each Keystone Exam on which the student did not achieve at least a proficient score
- Successful completion of a concurrent enrollment (dual enrollment) course in an academic content area associated with each Keystone Exam in which the student did not achieve at least a proficient score
- Successful completion of a state approved Pre-Apprenticeship program (Construction, Electrician, Manufacturing)
- Acceptance in an accredited 4-year nonprofit institution of higher education and evidence of the ability to enroll in college-level coursework.

**** Evidence Based Pathway:**

Earn a passing course grade in Algebra I, English 10, and Biology/Human Biology classes, **AND** provide **three** pieces of evidence consistent with the student's goals and career plans, including:

- a) *One* of the following:
 - i) A SAT subject test or Advanced Placement Program Exam,
 - ii) Acceptance to an accredited nonprofit institution of higher education other than a 4-year institution and evidence of the ability to enroll in college level coursework
 - iii) Attainment of an industry-recognized credential
 - iv) Successful completion of a concurrent enrollment or postsecondary course
- b) **AND** *two* additional pieces of evidence from the following:
 - i) A SAT subject test or Advanced Placement Program Exam,
 - ii) Acceptance to an accredited nonprofit institution of higher education other than a 4-year institution and evidence of the ability to enroll in college level coursework
 - iii) Attainment of an industry-recognized credential;
 - iv) Successful completion of a concurrent enrollment or postsecondary course
 - v) Satisfactory completion of a service learning project
 - vi) Attainment of a score of proficient or advanced on a Keystone Exam
 - vii) A letter guaranteeing full time employment
 - viii) A certificate of successful completion of an internship or cooperative education program
 - ix) Satisfactory compliance with the NCAA's core courses for college-bound student athletes with a minimum grade point average (GPA) of 2.0.

For more information, visit:

<https://www.education.pa.gov/K-12/Assessment%20and%20Accountability/GraduationRequirements/Pages/default.aspx>

Middle School Credits

Students who pass Algebra 1, Spanish 1, Latin 1, and/or French 1 while attending middle school will receive a high school elective credit for successfully completing the course. The course, credit, and final grade will be listed on the students' high school transcripts, but will not be factored into the students' cumulative grade point averages.

Students who pass Geometry while attending middle school will receive a high school math credit. The course, credit, and final grade will be listed on the students' high school transcript, but will not be factored into the students' cumulative grade point averages.

Any course beyond Geometry or the first level of a World Language taken while at Southern Middle School will be listed on the students' high school transcript. The student will receive a high school credit in that subject area. The high school course's weight (i.e. 1.2 for Algebra II (H), 1.1 for Latin II), will be applied and the course will be factored into the students' cumulative grade point averages.

Credit will only be given for courses taken at other schools, including middle schools, if that school awarded the student credit.

Standard Program of Studies

Grade 9: 7.0 Credits to be Scheduled			
Course	Credits	Course	Credits
English	1.0	Electives (chosen from):	2.0
Math	1.0	•Art, Band, Choir, Orchestra	
Physical Science: Foundations of Chemistry or Physics (H)	1.0	•Computer Applications I	
United States History	1.0	•Contemporary Fashion I	
Personal Fitness & Sport	.5	•Courier Production Staff	
Health I	.5	•Basic Design Concepts	
		•Foods I, II	
		•Metal, Power, or Wood Technology	
		•Technology Education	
		•Introduction to Video Production	
		•World Language	

Grade 10: 7.0 Credits to be Scheduled			
Course	Credits	Course	Credits
English	1.0	Biology or Chemistry (H)	1.0
2 Social Studies .5 credit options	1.0	Career Seminar	.5
Math	1.0	Electives	2.5

Grade 11: 7.0 Credits to be Scheduled			
Course	Credits	Course	Credits
English	1.0	Health II	.5
2 Social Studies .5 credit options	1.0	Physical Education Elective	.5
Math	1.0	Electives (chosen according to future plans)	2.0
Science Elective or AP Biology	1.0		

Grade 12: 6.0 to 7.0 Credits to be Scheduled (Seniors must have a minimum of 4.0** Credits.)			
Course	Credits	Course	Credits
English	1.0	Graduation Project	.5
United States Government & Economics	1.0	Electives (chosen according to future plans)	3.5

Elective Courses

Elective courses will be offered when the enrollment is sufficient to justify them. Upper-level courses in world languages, technology education, etc. may be combined when enrollment in each course is less than 10 students.

Arts and Humanities Electives

During their four years, students must earn two credits in Arts and Humanities. The courses listed below meet the requirements for Arts and Humanities.

Humanities:

French I, II, III, IV, AP French
Language and Culture
Latin I, II, III, IV
Spanish I, II, III, IV, AP Spanish
Language and Culture

Courier Production Staff
Yearbook Production Staff

Introduction to Psychology
AP Psychology
Introduction to Sociology

Music:

Band, Color Guard
Band, Concert
Music Performance

Band, Full Year
Concert Choir
Music Performance– Marching Band

Music Theory
Orchestra

Practical Arts:

Basic Design Concepts
Child Care I, II
Foods I, II

Foundations of Construction I, II
Metal Technology I, II, III, IV
Pre-Architecture I, II
Pre-Engineering I, II
Power Technology I, II, III, IV

Robotics I, II
Technology Education
Wood Technology I, II, III, IV
Wood Works Enterprise

Visual Arts:

Sculpture I, II
Art Seminar
Drawing I, II
Introduction to Art
Painting I, II

Introduction to Video Production
Advanced Video Production
Video Production Seminar

Electronic Arts I, II, III
Photography I, II
Photo/Design Seminar

Courses used to satisfy subject area requirements for graduation cannot be used to satisfy the 2 or 2.5 credits of art and humanities graduation requirements.

Susquehannock High School Graduation Project

SUSQUEHANNOCK HIGH SCHOOL GRADUATION PROJECT

The Graduation Project must be successfully completed as part of the students' graduation requirements. Students will work with school counselors and faculty to complete the project. In conjunction with the Career Seminar course and grade level activities, students will complete tasks that aid in career exploration. Those tasks include two field experiences, development of a career plan and resume, and a presentation of the student's research. The goal of the project is to assure that students are able to apply, analyze, synthesize, and evaluate career information and communicate their knowledge and understanding of the researched career(s).

GRADUATION PROJECT CRITERIA

SUCCESSFUL COMPLETION OF THE FOLLOWING:

1. Career Cluster Assessment and Reflection
2. Career Seminar course
3. Two Field Experiences – Job Shadow, Career Fair, Education Visit, Education Fair, and/or Part-Time Employment
4. Career Plan and Résumé
5. Completion of Junior Year Post-Secondary Survey
6. Oral Presentation and Portfolio Submission

GRADUATION GUIDELINES AND REQUIREMENTS

1. Project must demonstrate the student's understanding of the student's chosen career path.
2. The student must thoroughly complete the Graduation Checklist listed in Naviance.
3. Grading will be Pass/Fail. If students meet proficiency, 0.5 credit will be awarded.

Weighted Courses

Courses are weighted according to their degree of difficulty from 1.0 to 1.3. **These weights are used only for class ranking purposes and not for honor roll, which weights all subjects the same.** The averages for ranking are calculated as a cumulative weighted grade point average. This is done by calculating the product of the grade, credit weight for each course added to the previous quality point total, and then dividing by the total number of cumulative credits. The numerical equivalent of the letter grades are:

A+	99-100	=	4.25		B+	90-91	=	3.25		C+	81-82	=	2.25		D+	72-73	=	1.25
A	94-98	=	4.00		B	85-89	=	3.00		C	76-80	=	2.00		D	67-71	=	1.00
A-	92-93	=	3.75		B-	83-84	=	2.75		C-	74-75	=	1.75		D-	65-66	=	0.75
															F	0-64	=	0.00

Example:

Course	Grade	X	Weight	X	Credit	=	Product
English	B (3.00)	X	1.1	X	1.00	=	3.300
United States History	A+ (4.25)	X	1.1	X	1.00	=	4.675
Algebra II	B (3.00)	X	1.1	X	1.00	=	3.300
Biology	B- (2.75)	X	1.2	X	1.00	=	3.300
Concert Choir	A- (3.75)	X	1.0	X	1.00	=	3.750
Health	A (4.00)	X	1.0	X	0.50	=	2.000
Physical Education	A- (3.75)	X	1.0	X	0.50	=	1.875
					6.00		22.200

Weighted Grade Point Average (WGPA) = $22.200 \div 6.00 = 3.700$
(This calculation does not include previous cumulative credits or quality points.)

This system is used since different levels are offered in several courses. This system attempts to reward all students with credit relative to their degree of work and their ability. It will also not penalize the student taking the most advanced courses offered. Course weights appear on the Subject List beginning on page 15.

Independent Study / Research Program

An Independent Study is available for students in grades 10-12 who have an approved Independent Study contract. The student will construct a project, produce a paper, or show evidence of concentrated study in an academic area of their choice. Independent studies should encompass multiple 21st Century skills such as critical thinking, problem solving, collaboration, adaptability, initiative, effective communication, and curiosity. It is expected that the time needed to complete the Independent Study course will be taken outside of the regular school day. If the Independent Study is aligned to Susquehannock High School curriculum and overseen by a highly qualified teacher, it will be given a numeric grade. If the Independent Study is designed beyond the scope and sequence of the curriculum, it may be graded on a pass/fail basis. ***Students who are planning an Independent Study for next school year should have an advisor secured and the Independent Study Contract submitted and approved by the end of the current school year. Contract forms can be found in the appendix of this guide or in the high school counseling office.***

Pre-set topics of independent study/research will be offered in the following areas:

- Sports Management
- Sports Training
- Early Education
- Public Information/Communication
- IT Support Specialist

NOTE: Due to the limited number of positions available, students interested in participating in these programs must submit a letter of interest to the Principal and complete an interview process.

Dual Enrollment Courses – Grades 11 & 12

The Southern York County School District has partnered with colleges to offer juniors and seniors the opportunity to earn college credit while completing their high school requirements.

Finalized agreements with Penn State York, York College, and Harrisburg Area Community College permit eligible students to enroll in courses for a fraction of the normal cost. Students will receive college credits as well as high school credit for these courses. There are also opportunities for students to work with Harrisburg University, Middlebury College, and other colleges or universities pending administrative approval. Students should speak with their school counselor to review the admission criteria for their school of interest.

Students who wish to enroll in courses during the school day will be required to adjust or work around their current schedule. College classes may also be taken after school and during the evening. Interested students should schedule an appointment with their counselor to discuss eligibility and course scheduling feasibility.

Credit and course weight will be awarded as follows:

College Credit	SHS Credit Equivalent	SHS Weight
4-credit course	1 SHS Credit	1.3
3-credit course	1 SHS Credit	1.2
2-credit course	1 SHS Credit	1.1
1-credit course	.5 SHS Credit	1.0

Harrisburg Area Community College (HACC) Academy

Students may attend HACC Academy-York for a high school internship training program. Students may apply for a program in one of the following areas: Automotive Technology, Nurse Aide, and Welding. A student must meet eligibility requirements, adhere to a specific dress code, and commit to regular daily attendance (12:00-4:00 p.m.) Students can earn 1 to 3 credits per semester.

Online Courses

A variety of online ‘for fee’ elective courses are available for students. Susquehannock High School does not offer these courses, but they can be taken through an on-line provider approved by the administration. A select number of courses may be offered for credit recovery so students may stay on track to graduate. These courses will be offered based on availability, completion of prerequisites, and school counselor recommendation. Parents are responsible for all course fees (including software), supplying additional hardware (computer), and must understand that the school is not responsible for providing data access when the student is not in school. Interested students are encouraged to contact their school counselor for more information.

Susquehannock High School Senior Online Courses

The Southern York County School District offers online courses in English 12 and U.S. Government & Economics, through a computer-based curriculum. The online program is aligned with the district’s curriculum and state standards; it is a **rigorous** program in which students are required to be self-motivated, and work independently. English 12 and U.S. Government & Economics will be weighted 1.1 and awarded one (1) credit upon successful completion. Through the online courses, students will have access to their course work 24 hours a day, seven days a week. Students will be expected to complete their coursework independently at home and are responsible for submitting work by specific deadlines. If taking more than one online course, it is expected that the course be completed simultaneously with other online courses and students are expected to complete the required work according to the course time frame. There is a mandatory orientation for all online courses. This orientation will be scheduled at the start of the school year.

In addition, students will have the ability to meet with their instructors to receive individualized instruction whenever the students are struggling with the content. Students taking English 12 online are also required to meet with their English instructor when completing their research paper.

In order to operate the online program, the student’s home computer must have a high-speed Internet connection.

Flex Scheduling

The purpose of flex scheduling is to provide an opportunity to enhance personal responsibility and time management among students while being able to provide enrichment and/or remediation opportunities to meet student needs. Flex scheduling provides a forum for group collaboration, project development, research, peer tutoring, etc. ***Flexible scheduling is a time for students to produce academic work and/or make progress toward post-secondary goals.***

York County School of Technology

Students who wish to pursue a technical/vocational program while in high school may apply to attend the York County School of Technology (YCST). Admission is by formal application online at <http://www.ytech.edu/>. Applications are due in late November for first-round acceptance. YCST admits qualified 9th grade students without regard to an applicant’s race, color, national origin, sex, or disability. YCST has the following eligibility criteria to be used in processing student applications: aptitude, attendance, and interest. Additional information is available in the School Counseling Office.

Schedule Changes

Schedule changes must meet the following criteria:

1. The schedule change will not overload any class sections.
2. Parent permission is required for core courses and world languages
3. The following types of changes cannot be made:
 - Change of lunch period
 - Request for a specific teacher
 - Change of course from one period to another
 - Request for a course for which the student does not have the prerequisite
3. Changes from one level of a course to a higher or lower level (i.e. English to English Honors or AP US Government/Economics to US Government/Economics) require a teacher recommendation or a signed note from a parent/guardian.

Students who are repeating a failed course and receive the same teacher for the course that is being repeated have the option of requesting a different teacher, if available.

Any schedule change after the beginning of the school year would be granted as a result of school error or an incomplete schedule or with a doctor's note. Administrative approval may be needed.

Student Withdrawal from a Course

Withdrawals (if approved) after the beginning of the school year will result in a withdrawal failure (WF) grade for the course. This will be calculated as a zero for GPA and is reflected on the student transcript. The student will be scheduled for another course available during the same period for which the student has the necessary prerequisites or has not already taken.

Making Up Work and Incompletes

Any incomplete grade not made up by the start of the next school year (first day of school) will receive no credit for the incomplete work.

National Collegiate Athletic Association (NCAA)

Eligibility Center Requirements

All prospective Division I and II student-athletes must register with this organization to become eligible for participation in intercollegiate athletics as a college freshman. Students are encouraged to discuss this process with the Athletic Director or School Counselor or visit the website at www.eligibilitycenter.org.

Subject List						
SUBJECT	CREDITS	WEIGHT	RECOMMENDED YEAR OF SELECTION			
ART						
Sculpture I π	0.50	1.0	9	10	11	12
Sculpture II π	0.50	1.0		10	11	12
Art Seminar	0.50	1.0			11	12
Drawing I	0.50	1.0	9	10	11	12
Drawing II	0.50	1.0		10	11	12
Introduction to Art	0.50	1.0	9	10	11	12
Painting I	0.50	1.0	9	10	11	12
Painting II	0.50	1.0		10	11	12
Photography I π	0.50	1.0		10	11	12
Photography II π	0.50	1.0		10	11	12
Electronic Arts I * π	0.50	1.0	9	10	11	12
Electronic Arts II π	0.50	1.0		10	11	12
Electronic Arts III π	0.50	1.0		10	11	12
Photo/Design Seminar	0.50	1.0			11	12
Intro to Video Production * π	0.50	1.0	9	10	11	12
Advanced Video Production π	0.50	1.0	9	10	11	12
Video Production Seminar	0.50	1.0			11	12
BUSINESS EDUCATION						
Accounting I π	1.00	1.0		10	11	12
Accounting II π	1.00	1.1			11	12
Business Foundations	0.50	1.0	9	10		
Business Law π	0.50	1.0		10	11	12
Career Seminar	0.50	1.0		10		
Computer Applications I * π	0.50	1.0	9	10	11	12
Student Help Desk π	0.50	1.0		10	11	12
Finance π	0.50	1.0		10	11	12
Marketing π	0.50	1.0		10	11	12
Think Tank π	1.00	1.0			11	12
Entrepreneurship π	1.00	1.0			11	12
Diversified Occupations (DO)	1.00	1.0				12
Work Experience	0.50	1.0			11	12
Your Employability Skills (YES)	1.00	1.0			11	12
YCAL Pre-Apprenticeship Program	0.50	1.0				12
ENGLISH						
English 9	1.00	1.1	9			
English 9 (H)	1.00	1.2	9			
English 10	1.00	1.1		10		
English 10 (H)	1.00	1.2		10		
English 11	1.00	1.1			11	
English 11 (Pre-AP)	1.00	1.3			11	
English 12	1.00	1.1				12
English 12 Online	1.00	1.1				12
AP English Literature & Composition	1.00	1.3				12
Courier Production Staff* π	1.00/2.00	1.2	9	10	11	12
Courier Production Staff* π	0.50	1.2	9	10	11	12
Yearbook Production Staff π	1.00/2.00	1.2				12

Test Prep for your Future: SAT, ACT, and ASVAB	0.50	P/F		10	11	12
Science in Literature π	1.00	1.2			11	12
AP Seminar	1.00	1.3			11	12
FAMILY AND CONSUMER SCIENCE						
Child Care I	0.50	1.0			11	12
Child Care II	0.50	1.0			11	12
Child Care Senior Director I	0.50	1.0				12
Child Care Senior Director II	0.50	1.0				12
Contemporary Fashion I	0.50	1.0	9	10	11	12
Contemporary Fashion II	0.50	1.0		10	11	12
Foods I	0.50	1.0	9	10	11	12
Foods II	0.50	1.0	9	10	11	12
MATHEMATICS						
Algebra I π	1.00	1.1	9			
Algebra II π	1.00	1.1	9	10	11	12
Algebra II (H) π	1.00	1.2	9			
Algebra III π	1.00	1.1		10	11	12
Calculus π	1.00	1.2				12
AP Calculus AB π	1.00	1.3			11	12
AP Calculus BC π	1.00	1.3				12
Computer Programming * π	1.00	1.1		10	11	12
AP Computer Science A* π	1.00	1.3			11	12
Geometry π	1.00	1.1	9	10	11	12
Pre-Calculus with Trigonometry π	1.00	1.1		10	11	12
Pre-Calculus with Trigonometry (H) π	1.00	1.2		10	11	12
Keystone Algebra	1.00	P/F		10	11	
Probability and Statistics π	1.00	1.1		10	11	12
Test Prep for your Future: SAT, ACT, and ASVAB	0.50	P/F		10	11	12
AP Statistics π	1.00	1.3			11	12
MUSIC						
Band, Color Guard	0.50	1.0	9	10	11	12
Band, Concert	0.75	1.0	9	10	11	12
Band, Full Year	1.25	1.0	9	10	11	12
Choir, Concert	1.00	1.0	9	10	11	12
Music Performance	1.00	1.0	9	10	11	12
Music Performance – Marching Band	1.25	1.0	9	10	11	12
Music Theory	0.50	1.0		10	11	12
Orchestra	1.00	1.0	9	10	11	12
PHYSICAL EDUCATION/HEALTH/DRIVER EDUCATION						
Personal Fitness and Sport	0.50	1.0	9	10	11	12
Personal Fitness and Sport II	0.50	1.0		10	11	12
Competitive Sports for Fitness	0.50	1.0		10	11	12
Physical Education, Adaptive	0.50	1.0	9	10	11	12
Weight Training/Conditioning I	0.50	1.0		10	11	12
Weight Training/Conditioning II	0.50	1.0		10	11	12
Yoga/Pilates I	0.50	1.0		10	11	12
Yoga/Pilates II	0.50	1.0		10	11	12
Health I π	0.50	1.0	9			
Health II π	0.50	1.0			11	
Exercise Science	1.00	1.0			11	12
Driver Education	0.50	1.0		10		

SCIENCE						
Biology π	1.00	1.1		10	11	
AP Biology π	1.00	1.3			11	12
Human Biology	1.00	1.0			11	12
Foundations of Chemistry π	1.00	1.1	9			
Chemistry (H) π	1.00	1.2		10		
Chemistry II π	1.00	1.2			11	12
AP Chemistry π	1.00	1.3			11	12
Environmental Science π	1.00	1.1		10	11	12
AP Environmental Science π	1.00	1.3			11	12
Physics (H) π	1.00	1.2	9			
AP Physics 1 π	1.00	1.3	9	10	11	12
AP Physics C π	1.00	1.3		10	11	12
Introduction to Anatomy and Physiology π	1.00	1.2			11	12
Earth and Space Science π	1.00	1.0		10	11	12
Crime Scene Investigation π	1.00	1.0		10	11	12
Science in Literature π	1.00	1.2			11	12
Emergency Medical Technician (EMT) π	1.00	1.2			11	12
SOCIAL STUDIES						
AP Human Geography π	1.00	1.3			11	
AP Psychology π	1.00	1.3			11	12
AP Seminar	1.00	1.3			11	12
Introduction to Sociology π	0.50	1.1			11	12
Introduction to Psychology π	0.50	1.1			11	12
United States Government & Economics π	1.00	1.1				12
United States Gov't & Economics Online π	1.00	1.1				12
AP United States Government & Politics π	1.00	1.3				12
United States History	1.00	1.1	9			
United States History (Pre-AP)	1.00	1.3	9			
AP United States History	1.00	1.3		10		
American History Through Media	0.50	1.1		10		
Contemporary American History	0.50	1.1		10		
United States Military History	0.50	1.1		10		
American History Through Sports	0.50	1.1		10		
Contemporary World	0.50	1.1			11	
Global Cultures	0.50	1.1			11	
Holocaust and Genocide Studies	0.50	1.1			11	
International Relations-Model UN	0.50	1.1			11	
TECHNOLOGY EDUCATION						
Pre-Architecture I π	1.00	1.2		10	11	12
Pre-Architecture II π	1.00	1.2			11	12
Pre-Engineering I π	1.00	1.2		10	11	12
Pre-Engineering II π	1.00	1.2			11	12
Basic Design Concepts (BDC) * π	1.00	1.1	9	10	11	12
Metal Technology I π	1.00	1.0	9	10	11	12
Metal Technology II, III, IV π	1.00	1.0		10	11	12
Power Technology I π	1.00	1.0	9	10	11	12
Power Technology II, III, IV π	1.00	1.0		10	11	12
Robotics I (FALL ONLY) * π	0.50	1.2		10	11	12
Robotics II (SPRING ONLY) π	0.50	1.2			11	12
Technology Education π	0.50	1.0	9	10	11	12
Wood Technology I	1.00	1.0	9	10	11	12

Wood Technology II, III, IV	1.00	1.0		10	11	12
Wood Works Enterprise π	1.00	1.0		10	11	12
Foundations of Construction I π	1.00	1.0		10	11	12
Foundations of Construction II π	1.00	1.0			11	12
WORLD LANGUAGE						
French I	1.00	1.0	9	10	11	12
French II	1.00	1.1	9	10	11	12
French III	1.00	1.1		10	11	12
French IV	1.00	1.2			11	12
AP French Language and Culture	1.00	1.3			11	12
Latin I	1.00	1.0	9	10	11	12
Latin II	1.00	1.1	9	10	11	12
Latin III	1.00	1.1		10	11	12
Latin IV	1.00	1.2			11	12
Spanish I	1.00	1.0	9	10	11	12
Spanish II	1.00	1.1	9	10	11	12
Spanish III	1.00	1.1		10	11	12
Spanish IV	1.00	1.2			11	12
AP Spanish Language and Culture	1.00	1.3				12

* Meets Computer Technology Requirement

π Indicates Course Related to STEM Fields

Course Descriptions

Art

Introduction to Art	Grades 9,10,11,12	Weight 1.0	.5 Credit
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Introduction to different basic drawing and painting media with emphasis on design elements of line, form, shape, space, texture, value, and color. Lessons will incorporate a brief history of correlating artists. This is the foundation for students who have a curiosity in art and are seeking to take upper-level art courses. ***It is highly recommended that students purchase a sketchbook for the course.***

LEVEL 1: (Prerequisite for all Level 1 courses is Introduction to Art or teacher recommendation.)

Sculpture I	Grades 9,10,11,12	Weight 1.0	.5 Credit
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Students will study dimensions with this foundational course. The focus will be on two- and three-dimensional spatial problems, with reinforcement of design elements of line, space, color, texture, form, and composition. Students will explore successful compositions such as brochures, business cards and other designs. They will explore three-dimensional hand-building design techniques using clay, metal, found objects, and anything that the creative mind can imagine. Lessons will incorporate a brief history of correlating artists. ***It is highly recommended that students purchase a sketchbook for the course. Depending on their projects, students may need to provide various sculpture supplies during the course of the semester.***

Drawing I	Grades 9,10,11,12	Weight 1.0	.5 Credit
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Students will study two-dimensional techniques focusing on drawing media. They will gain a more advanced understanding of drawing media, processes and concepts, and they will learn about perspective, proportion, line, value making, shading and much more. Students will be using media such as graphite pencil, charcoal, pastels, and pen and ink. They will expand their knowledge and vocabulary as it relates to contemporary and historical drawings. Lessons will incorporate a brief history of correlating artists. ***It is highly recommended that students purchase a sketchbook for the course.***

Painting I	Grades 9,10,11,12	Weight 1.0	.5 Credit
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Students will explore two-dimensional techniques in the form of painting. They will become familiar with the techniques and processes of watercolor and acrylic paint, and they will develop a strong foundational base in painting ability, paving a way for other painting media. Lessons will incorporate a brief history of correlating artists as well as development of individual technique and original artwork. ***It is highly recommended that students purchase a sketchbook for the course.***

LEVEL 2:

Sculpture II	Grades 10,11,12	Weight 1.0	.5 Credit
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Prerequisite: Sculpture I and/or teacher recommendation is preferred. This course is an advanced level of design and students will build upon their existing knowledge of design from the Sculpture I course. Lessons will incorporate a brief history of correlating artists. ***It is highly recommended that students purchase a sketchbook for the course. Depending on their projects, students may need to provide various sculpture supplies during the course of the semester.***

Drawing II	Grades 10,11,12	Weight 1.0	.5 Credit
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Prerequisite: Drawing and/or teacher recommendation is preferred. This course will take drawing ability to a greater level. Basic drawing principles will be applied to expand artistic ability and creativity to develop successful portfolio pieces. Lessons will incorporate a brief history of correlating artists. ***It is highly recommended that students purchase a sketchbook for the course.***

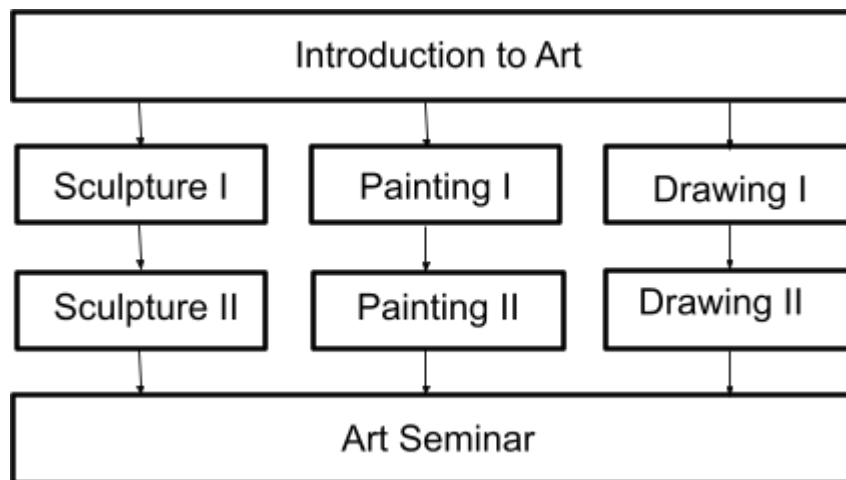
Painting II**Grades 10,11,12****Weight 1.0****.5 Credit**

Prerequisite: *Painting and/or teacher recommendation is preferred.* This course will take painting ability to a greater level. Basic painting principles will be applied to expand artistic ability and creativity to create successful portfolio pieces. Lessons will incorporate a brief history of correlating artists. ***It is highly recommended that students purchase a sketchbook for the course.***

Art Seminar**Grades 11,12****Weight 1.0****.5 Credit**

Prerequisite: *3 or more previous art classes; portfolio review. Teacher recommendation is preferred.* This is a rigorous art course for students planning to pursue a career in art beyond high school. Most of the assignments are student developed and teacher approved, however, some assignments are still teacher prescribed. As opposed to a typical classroom environment, the instructor supervises students as they work independently to develop their own portfolio. Students are expected to work with familiar materials/concepts, yet also take some artistic risks with assignments. The culmination of this class is a student's personal portfolio. This class is encouraged for all students considering art as a career and/or lifetime hobby. ***It is highly recommended that students purchase a sketchbook for the course.***

Fine Arts Suggested Sequence

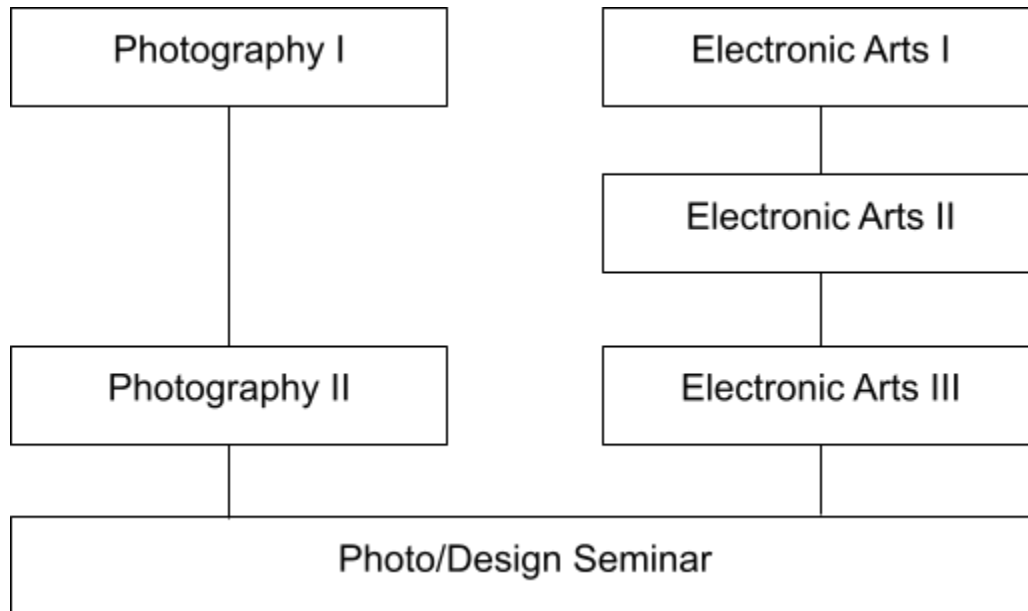
**Electronic Arts I****Grades 9,10,11,12****Weight 1.0****.5 Credit**

Successful completion satisfies the technology graduation requirement. This class is designed to instruct the students on the basic elements and principles of design that will assist them in creating successful layouts, designs, and artwork. Students will learn how to create digital artwork that can be used for illustration, graphic design or other digital media. Students will learn how to use programs such as Adobe Photoshop, Illustrator, and Adobe Flash. This knowledge will assist them in projects for college and career choices, as well as the classes that can be taken after completing the course. This class is a prerequisite for the Level II course. ***It is highly recommended that students purchase USB drives and sketchbooks for the course.***

*If a student loses, breaks, or has equipment stolen, the student is responsible for the replacement cost of that piece of equipment.

Electronic Arts II	Grades 10,11,12	Weight 1.0	.5 Credit
<p>Prerequisite: <i>Electronic Arts I.</i> This second level course will build upon the basic knowledge learned in Electronic Arts I. Emphasis will be on project planning and finding solutions to advanced graphic design scenarios, using technology to create computer-generated artwork. The students will explore the basic elements and principles of design, using hands-on applications. Students will learn and add to their knowledge of programs, such as: Adobe Photoshop; Illustrator; InDesign; Flash; and Dreamweaver. This class is a prerequisite for the Electronic Arts III course. <i>Depending on their projects, students may need to purchase film and other printing supplies. It is highly recommended that students purchase USB drives and sketchbooks for the course.</i></p> <p>*If a student loses, breaks, or has equipment stolen, the student is responsible for the replacement cost of that piece of equipment.</p>			
Electronic Arts III	Grades 11,12	Weight 1.0	.5 Credit
<p>Prerequisite: <i>Electronic Arts II.</i> This third level course will build upon the advanced knowledge learned in Electronic Arts II. Emphasis will be on preparing students for a career in graphic design. Students will be given authentic real-world projects where their application of design theory is tested at an advanced level. Students will learn and add to their knowledge of programs, such as Adobe Photoshop; Illustrator; InDesign; Flash; and Dreamweaver. This class is a prerequisite for the Design Seminar course. <i>Depending on their projects, students may need to purchase additional printing and presentation supplies. It is highly recommended that students purchase USB drives and sketchbooks for the course.</i></p> <p>*If a student loses, breaks, or has equipment stolen, the student is responsible for the replacement cost of that piece of equipment.</p>			
Photography I	Grades 10,11,12	Weight 1.0	.5 Credit
<p>This class is designed to give students the history and basic understanding of photography. They will be introduced to camera operation, 35mm photography, film developing, digital photography, and photo manipulation. <i>Depending on their projects, students may need to purchase film and other printing supplies. It is highly recommended that students purchase USB drives and sketchbooks for the course.</i></p> <p>*If a student loses, breaks, or has equipment stolen, the student is responsible for the replacement cost of that piece of equipment.</p>			
Photography II	Grades 10,11,12	Weight 1.0	.5 Credit
<p>Prerequisite: <i>Photography I.</i> This class will further the students' knowledge in 35mm and digital photography and apply more advanced procedures such as time exposures, close/macro studies, lighting and portraits. The students will gain a greater understanding in order to create successful fine art and commercial photography. <i>Students will need to purchase film and other printing supplies. It is highly recommended that students purchase USB drives and sketchbooks for the course.</i></p> <p>*If a student loses, breaks, or has equipment stolen, he/she is responsible for the replacement cost of that piece of equipment.</p>			
Photo/Design Seminar	Grades 11,12	Weight 1.0	.5 Credit
<p>Prerequisite: <i>Two or more previous graphic communications classes; portfolio review. Teacher recommendation is preferred.</i> In this class, the students will focus on preparing and expanding their knowledge in preparation for post-secondary training in the graphic arts, graphic design, and photography fields. Students will create graphic and photo concentrations. The students should have a diverse portfolio by the end of the semester. <i>Depending on their projects, students may need to purchase film and other printing supplies. It is highly recommended that students purchase USB drives and sketchbooks for the course.</i></p> <p>*If a student loses, breaks, or has equipment stolen, the student is responsible for the replacement cost of that piece of equipment.</p>			

Visual Communications Sequencing Chart



COMMUNICATIONS:

Introduction to Video Production	Grades 9,10,11,12	Weight 1.0	.5 Credit
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In this introductory course, students will develop and enhance their creativity by learning the basic skills and techniques used to tell will experience project-based learning to explore how to manipulate functions of a camcorder and components of video, composition angles used in film and media, continuity editing and sound production. Students will also become proficient in non-linear, computer accompanying applications. This class is a prerequisite for other classes in the Video Production program. ***All projects need to be for by the student. The school will provide most of the equipment. If a student loses, breaks, or has equipment stolen, the student replacement cost of that piece of equipment.***

Advanced Video Production	Grades 9,10,11,12	Weight 1.0	.5 Credit
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Prerequisite: Introduction to Video Production. In this course students will build on the concepts learned in the introductory course. Students will explore the 3 act plot structure of storytelling; learn advanced composition and editing techniques; learn the fundamentals of promotions and advertising and how to reach a target audience. Students will create a variety of productions. Students will also have the opportunity to learn the basics of special effects techniques and computer software. This course can be taken multiple times during a student's high school career. ***All projects need to be teacher approved and paid for by the student. The school will provide most of the equipment. If a student loses, breaks, or has equipment stolen, the student is responsible for the replacement cost of that piece of equipment.***

Video Production Seminar	Grades 11, 12	Weight 1.0	.5 Credit
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Teacher Recommendation Preferred. Prerequisite: Introduction to Video Production and Advanced Video Production. This course is open only to Juniors and Seniors. This class focuses on preparing and expanding student knowledge in preparation for post-secondary training in video/multimedia production fields. Students will identify and create diverse portfolio items. Crossover with graphic arts and marketing classes is possible. Students wishing to take this class will be expected to work independently. They must take initiative, be dependable, and complete work under the confines of deadlines. Some production work will be done outside of normal school hours. ***All projects need to be teacher approved and paid for by the student. The school will provide most of the equipment. Students are expected to purchase additional production props, as needed. If a student loses, breaks, or has equipment stolen, the student is responsible for the replacement cost of that piece of equipment.***

Business Department Course Offerings

Business Suggested Sequence

Level 1

Computer
Applications I

Business
Foundations

Level 2

Finance

Student Help
Desk

Career Seminar
(Required)
Grade 10

Marketing

Accounting I

Level 3

Entrepreneurship

Business Law

Accounting II

Your Employability
Skills **(YES)**

Think Tank

Level 4

DO Class
Grade 12 only

Work Experience
Scheduled with DO or
YES

YCAL
Pre-Apprenticeship
Grade 12 only

Business Education

Accounting I

Grades 10,11,12

Weight 1.0

1 Credit

This course is an introduction to basic accounting concepts. Learn how to analyze, record, and summarize business transactions in accounts, journals, worksheets, and financial statements. The course is recommended for students interested in pursuing careers in business, as well as those who would like to have a well-rounded background for any career path they choose. Students will also learn valuable skills such as paying attention to detail, being precise/accurate, organizing and analyzing financial information and preparing personal taxes.

Accounting II

Grades 11,12

Weight 1.1

1 Credit

Prerequisite: *Accounting I.* This course delves further into accounting for merchandising businesses, organized as corporations. Students will review the basic accounting concepts learned in Accounting I through simulation activities and then utilize computerized working papers and accounting software (such as Excel, QuickBooks and Peachtree) to learn and practice accounting procedures related to assets and depreciation, uncollectible accounts, inventory, notes and interest, accrued revenue and expenses, and end-of-fiscal-period work for a corporation. Students will also work with real-world information to extend critical thinking, analysis and application skills. This course may require more independent work with teacher support.

Computer Applications

Grades 9,10,11,12

Weight 1.0

.5 Credit

Successful completion satisfies the technology graduation requirement for students graduating in the Class of 2022 and 2023. This course will prepare students to be successful in today's digital-age environment. Students will learn to use technology to enhance the quality of created work whether used at school, home, or in the workplace. G Suite, a cloud based application package will be used to focus on: Digital Citizenship, Document Processing, Spreadsheets, and Electronic Presentations. ***This course is offered in a flex scheduling format for upperclassmen.***

Student Help Desk

Grades 10,11,12

Weight 1.0

1 Credit

Prerequisite: *Enrollment is based upon application and teacher recommendation. To be considered for Student Help Desk, students are required to complete an application and obtain two teacher references. Applications should be turned in to the SHS librarian prior to scheduling.* This course is a hands-on study of technology integration in education. Students will explore hardware, software, and web-based applications. Students are required to assess problem sets throughout the day and define the best approach to addressing or solving the problem. Along with troubleshooting for students and teachers, students will be required to learn content, complete projects, and educate the District on technology integration. The course also asks students to have a prior understanding of Google, Apple OS, and Microsoft Windows OS. To be considered for Help Desk, students are required to interview with a panel of SYCSD professionals. After completion of this course, students may enroll again.

Career Seminar

Grade 10

Weight 1.0

.5 Credit

This course is designed to explore the foundations of career success. Students will use online inventories to assist in career exploration, goal setting, and practical skills for living. Individual career and education plans will be developed, and students will create an initial résumé, complete a job application, and conduct a proper interview. Students will learn the importance of budgeting and financial management. ***Successful completion of this course is a required part of the graduation project. Details of the Graduation Project are found on page 5 of this course guide.***

Business Foundations

Grades 9,10

Weight 1.0

.5 Credit

This is an introductory course designed to expose students to the business community, basic terminology and current business concepts. Business management, organization, marketing, and finance are just a sampling of topics covered. Students will get a taste of what a career in business has to offer, what qualities it takes to be successful in the business community and whether to pursue more advanced high school business courses.

Business Law**Grades 11,12****Weight 1.0****.5 Credit**

This is an introductory course that gives students a glimpse into the world of law as it applies to business transactions. A variety of legal issues are discussed as well as the impact they have on our society, the individual businesses. Attention will be given to the development of contracts and how a minor can be affected in the contractual process.

Finance**Grades 10,11,12****Weight 1.0****.5 Credit**

This course examines consumerism, financial planning, credit, taxes, saving opportunities, and the economy. Students will also look closely at personal budgeting, but will also explore financing involved in the business world. Throughout this course, students will learn the necessary skills and decision-making process for life on their own. After successfully completing this course, students will feel more confident in their ability to make financial decisions.

Marketing**Grades 10,11,12****Weight 1.0****.5 Credit**

This course is designed to give students an introduction to marketing and its impact on business. Students will begin to understand how businesses create and deliver products through effective communication and exchange with a target customer. Students will be involved in many hand-on projects and work with local businesses to learn the basic concepts of marketing. Any student considering a career in business should take a marketing course.

Think Tank**Grades 11,12****Weight 1.0****1 or 2 Credit(s)**

Prerequisite: Teacher recommendation of at least one business or design class.

Empowering students to think differently, The Think Tank will challenge students to solve real-world problems. Students will learn how the power of design thinking can unlock and develop the natural creativity we all have. Design Thinking is an innovation tool that businesses and design firms use to solve complex problems. Throughout this year-long course, students will explore the power of effective leadership, communication, and collaboration while defining problems, conducting research, and identifying solutions. This co-taught course provides students with a flexible and open learning environment that fosters essential skills to prepare students for the ever-changing work environment.

Entrepreneurship**Grades 11,12****Weight 1.0****1 Credit**

Entrepreneurship is the practice of starting a new business. Entrepreneurs are critical in today's business world, for our economy is dependent on them. Students in this course will take a close look at different types of businesses and the marketing and finance functions involved with getting a new or existing business on the path to success. Throughout the course, students will develop a proper business plan for a business of their own. Any student that is considering a career in business should take this course.

Diversified Occupations (DO)**Grade 12****Weight 1.0****1 Credit**

A blending of classroom study in work orientation (personal responsibilities, job readiness, employability skills, etc.) and on-the-job learning experiences with local businesses provides students with an opportunity to gain and apply workplace skills and concepts. Students attend class daily to learn about topics such as employer expectations, current workforce trends, work-related laws, workplace communication, compensation and benefits, business organization, personal taxes and money management. They may then be released from school for practical on-the-job learning; this is contingent on the adherence to school behavior/attendance policies and maintaining passing grades in all subjects.

Work Experience MUST be scheduled for at least one semester of this course. (Current or past after-school work experience may be acceptable if Work Experience cannot be scheduled; please see instructor prior to scheduling DO.) A minimum of 18 credits toward graduation is required for students to be eligible.

Work Experience	Grades 11, 12	Weight 1.0	.5 Credit
<p>Provides on-the-job work experience to enhance understanding of concepts learned in Diversified Occupations (DO) or Your Employability Skills (YES). Students are responsible for obtaining employment by the start of each semester or must be employed within two weeks of the start of the semester; they must remain employed the entire semester to earn credit. Required daily, weekly, and monthly forms must be completed accurately. Appropriate employer evaluations and passing DO or YES course grades must be earned each quarter. The amount of release time for work experience in the community will be based on academic course schedule and credits needed for graduation.</p> <p>Students must be enrolled in either DO or YES for the entire school year. Release from school is contingent upon the adherence to school behavior/attendance policies and maintaining passing grades in all subjects. Students who are unemployed for more than 10 school days (or two full weeks) during a semester will not earn credit for work experience.</p>			

YCAL Pre-Apprenticeship Program	Grade 12	Weight 1.0	.5 Credit
<p>Seniors will have the opportunity to participate in a hands-on learning experience in various occupations such as construction, manufacturing and electrician to prepare them for entering a full apprenticeship program after graduation. Students will work with companies/organizations such as Kinsley Construction, South Central PA Manufacturers' Association and International Brotherhood of Electrical Workers (IBEW) to be introduced to relevant workplace tasks and topics through a mixture of on-site instruction, tours and practicums. Each program includes an orientation session and a closing reception where parents may be invited and encouraged to attend. On-site sessions are held at a business/training location off the school campus during the school day. <i>Students must provide their own transportation to all on-site events. Students must also be enrolled in DO for the entire school year.</i></p>			

Your Employability Skills (YES)	Grades 11, 12	Weight 1.0	1 Credit
<p>The YES program provides a foundation of basic skills for many career path opportunities, including those that require technical training and college. The curriculum focuses on skills all employers seek in a potential employee, including personal development for business success, business communications, teamwork, health and safety in the workplace, technology on the job, and quality of work. There will be an opportunity for practical on-the-job learning experiences through YES with local businesses, contingent on the adherence to school behavior/attendance policies and maintaining passing grades in all subjects. Work experience is optional. Juniors will be allowed no more than one period of release time for work experience in the community. Senior release time for work experience will be based on academic course schedule and credits needed for graduation.</p>			

English

The course levels are academic (grades 9-12), honors (grades 9-10), Pre-AP (grade 11), and Advanced Placement (grade 12). Student placement is based on teacher and counselor recommendation and a review of the student's academic record. Parental approval is also required. ***Students who do not demonstrate proficiency on the Keystone Literature Exam will be required to retake the Keystone Exam.***

English 9	Grade 9	Weight 1.1 - 1.2	1 Credit
<p>Designed to advance the student's proficiency in grammar and usage, as well as mechanics, and to increase writing abilities. Topics reviewed include paragraph and essay development in all modes of writing. In addition, there are lessons in vocabulary building, as well as units covering literary elements. Through the literature study, including poetry, short stories, drama, and novel units, students will critically analyze a text for the author's purpose, craft, structure, and style.</p>			

English 10	Grade 10	Weight 1.1 - 1.2	1 Credit
<p>Developed to provide a logical sequence of language and writing skills carried over from 9th grade. In this course, emphasis is placed on continuing to advance grammar and usage, as well as mechanics and writing and speaking abilities. Advanced skills in the informational, and argumentative modes are covered, along with advanced grammar and sentence writing skills and speaking skills. Through the literature study, including poetry, short stories, drama, and novel units, students will critically analyze a text for the author's purpose, craft, structure, and style.</p>			

English 11**Grade 11****Weight 1.1****1 Credit**

Students in this course are provided opportunities to further develop their reading, writing, speaking, vocabulary, and listening skills. A more intensive study of literature is incorporated into the program by concentrating on classics from American literature, including the historic period in which the literature was written. Lessons on grammar and speech are presented as necessary. Through the literature study, including poetry, short stories, drama, and novel units, students will critically analyze a text for the author's purpose, craft, structure, and style.

English 11 (Pre-AP)**Grade 11****Weight 1.3****1 Credit**

Successful performance in previous English courses and teacher recommendation are preferred. Intended to prepare the college-bound student to complete the Advanced Placement English Examination, which might allow a student to be exempted from freshman English at colleges that accept AP test results for credit. Designed on the level of a college freshman course. The main emphasis is on composition, rhetoric, vocabulary, and literature. Course intent is to familiarize students with advanced composition techniques to teach the workings of language in grammar, diction, and syntax, and to complete close analysis of various genres of literature. Students will complete in-class writings. In addition, each student will complete a research project, which develops some aspect of literature. Students are expected to take the AP exam for college credit in May of their senior year.

English 12**Grade 12****Weight 1.1****1 Credit**

Students in this course are provided opportunities to further develop their reading, writing, speaking, vocabulary, and listening skills. A more intensive study of literature is incorporated into the program by concentrating on both classic and contemporary fiction and nonfiction literature, organized by thematic units. Lessons on grammar and speech are presented as necessary. At this level, composition activities include literary analysis and research essays. For students not proficient on the Keystone Literature exam, this course will include a concentration on the completion of a Project Based assessment in order to meet Pennsylvania Department of Education graduation requirements.

English 12 Online**Grade 12****Weight 1.1****1 Credit**

Students in this course are provided opportunities to further develop their reading, writing, speaking, vocabulary, and listening skills. A more intensive study of literature is incorporated into the program by concentrating on both classic and contemporary fiction and nonfiction literature, organized by thematic units. Lessons on grammar and speech are presented as necessary. At this level, composition activities include literary analysis and research essays.

Due to the independent nature of the course, a high degree of self-motivation is required.

AP English Literature and Composition**Grade 12****Weight 1.3****1 Credit**

Successful performance in previous English courses and teacher recommendation are preferred. (This course is intended to prepare the college-bound student to complete the Advanced Placement Examination, which might allow a student to be exempted from freshman English at colleges that accept AP test results for credit.) Students are required to complete the assigned reading list of selected literature, including various genres such as novel, novella, poetry, drama, and non-fiction essays. Emphasis is placed on close reading, analysis, comparison, and evaluation of the texts and the authors' techniques. Students will write frequently to improve their essay skills and will be expected to contribute daily to class discussions of the literature. The culminating activity of the course will be a required 8-10 page literary analysis of a novel or play. **Students are encouraged to take the AP exam for college credit in May.**

Courier Production Staff	Grade 9,10,11,12	Weight 1.2	.5, 1, or 2 Credit(s)
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Teacher recommendation is preferred. This course does not satisfy graduation requirements for English. This course combines past digital journalism courses and studio production courses. Students will participate in digital journalism and broadcast journalism. During the year, student reporters will publish multiple types of articles to the school news website, the *Susquehannock Courier* (www.shscourier.com). They will apply the basics of photojournalism and social media principles to take photographs and to utilize social media platforms. Student reporters will also be involved in the use of the school's TV studio to create news broadcasts. They will explore studio production responsibilities, while engaging in broadcast media writing. Students will learn to produce on camera interviews and visual news stories. There may also be opportunities to create other TV broadcast programs, such as talk shows and sporting events. This course may be taken multiple times.

Yearbook Production Staff	Grade 12	Weight 1.2	1 or 2 Credit(s)
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Teacher recommendation is preferred. Designed to teach the techniques needed to plan and produce a yearbook. The first ten weeks of the course is technical instruction. The remainder of the year is the practical application of the learned skills as the class becomes a functioning staff, meeting necessary publishing deadlines to produce the yearbook. Course is presented through lecture, demonstration, text and reference books, and projects that give hands-on experience in book production. Because of the practical requirements of book production, the number of students will be limited. A selection procedure will be implemented should more than the acceptable number of students apply.

Science in Literature	Grade 11, 12	Weight 1.2	1 Credit
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Prerequisites: Junior or Senior w/recommendation of English or Science teacher preferred. In this course, students will explore how science is portrayed in both fiction and nonfiction texts. Throughout the year, students will study the truth behind science fiction, the ethical dilemmas of science, science as a dramatic presentation, the impact of literature on societal understanding of the environment, and the influences of bias on scientific reasoning. Students may elect to earn either a Science or an English credit for this course, depending on the focus of an independent research project. This class will be co-taught by a Science and an English teacher. This course is not designed as remediation for the Keystone Biology or Literature exam.

Test Prep for your Future: SAT, ACT, and ASVAB	Grade 10,11,12	PASS/FAIL	.5 Credit
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This is a half-credit course taught by the math and English departments designed to help students maximize their potential on tests taken during their high school careers in preparation for the next stage of their lives. Course content will include time management tips and specific approaches to the kinds of questions students will see on tests such as the PSAT, the SAT, the ACT and the ASVAB. As the primary purpose of this course is to prepare students for future testing, it is designated as Pass/Fail.

AP Seminar	Grades 11,12	Weight 1.3	1 Credit
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AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics by analyzing divergent perspectives. Using an inquiry framework, students practice close reading and analysis of a variety of fiction and non-fiction texts, listening to and viewing films, speeches, and broadcasts, and experiencing artistic works and performances. Students learn to synthesize information from multiple sources and develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information to craft and communicate evidence-based arguments.

Family and Consumer Science

Child Care I

Grades 11,12

Weight 1.0

.5 Credit

This course is a laboratory experience designed for students interested in pursuing a career in early childhood development/education. It focuses on four areas of child development: physical, emotional, social and intellectual. Daily schedules, behavior management and the caregiver's role are covered. Students will, plan, prepare and implement developmentally appropriate activities in our playschool, "The Growing Tree."

Child Care II

Grades 11,12

Weight 1.0

.5 Credit

Prerequisite: Child Care I. This course is a continuation of Child Care I. Lesson plans, classroom management and teacher observation skills are used as students interact with the preschool children.

Child Care Senior Director I

Grades 12

Weight 1.0

.5 Credit

This course is for seniors only, who have completed their junior year in both child care I and II and are approved for the leadership role by the teacher. Students are responsible for planning, organizing and modeling teaching for the preschool children and teachers of "The Growing Tree." This is an excellent experience for students pursuing a career in childhood development or education.

Child Care Senior Director II

Grades 12

Weight 1.0

.5 Credit

Prerequisite: Child Care Senior Director I. Students are responsible for planning, organizing and modeling teaching for the preschool children and teachers of "The Growing Tree." This is an excellent experience for students pursuing a career in childhood development or education.

Contemporary Fashion I

Grades 9,10,11,12

Weight 1.0

.5 Credit

This course is designed for fashion-minded students who enjoy sewing or want to develop basic sewing skills and techniques. This course will help prepare students for a career in textiles, fashion, or interior design. Beginning projects may include pillow or pillowcase, zippered bag, totebag, or hat. The second marking period will concentrate on construction of at least one garment, using commercial patterns. Although some fabric is available in the classroom, fabrics and supplies suitable to personal tastes may be needed. ***Students are responsible for supplying materials needed for their projects.***

Contemporary Fashion II

Grades 10,11,12

Weight 1.0

.5 Credit

After Contemporary Fashion I, students work independently on more advanced sewing projects that they choose, to continue to improve their sewing skills and develop their own sense of style. This class will help prepare them for a career in textiles, fashion or interior design. ***For more flexibility in scheduling, this class may be scheduled with Contemporary Fashion I. Students are responsible for supplying materials needed for their projects.***

Foods I

Grades 9,10,11,12

Weight 1.0

.5 Credit

Traditional cooking techniques are developed and used weekly with exposure to current trends and helpful tips. Practical reading and math skills are incorporated during food preparation. Social cooperation is an important part of the classroom experience. Cake decorating design is incorporated during gingerbread construction. These projects are displayed before the holiday season.

Foods II

Grades 9,10,11,12

Weight 1.0

.5 Credit

Prerequisite: Foods I. This course is designed for students who want to expand their cooking skills. Menu planning will be a central theme throughout the course. Foreign foods will be explored. Students will do a demonstration. Spices, garnishes, and low-calorie cooking will be subjects of study. Student eating habits will be self-analyzed.

Mathematics

Three different mathematics levels are offered: Academic, Honors, and Advanced Placement. Student placement is based upon teacher recommendation and a review of the student's performance in previous mathematics courses. Parents and students should refer to the flow chart at the end of this section.

Algebra I	Grade 9	Weight 1.1	1 Credit
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The foundational level of all math courses. All students should take this course and have a solid understanding of the core concepts to move forward in math at the high school. Concepts include: graphing and interpreting data, solutions to linear equations, inequalities and systems of equations, quadratics, factoring, systems of open sentences in two variables, and proportions.

Algebra II	Grades 9,10,11,12	Weight 1.1	1 Credit
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Prerequisite: Geometry. This course is a continuation of the algebraic concepts taught in Algebra I, with more emphasis placed on the understanding of functions. Topics include sequences; linear and quadratic equations and inequalities; systems of linear and nonlinear equations; inequalities in one and two variables; polynomials; rational, irrational, and complex numbers; exponential and logarithmic functions; and inverses.

Algebra II (H)	Grade 9	Weight 1.2	1 Credit
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Prerequisite: Geometry. Teacher recommendation is preferred. Designed for students who continue in Pre-Calculus with Trigonometry and Calculus. Covers all the topics of Algebra II plus the trigonometric functions and identities, as well as linear programming and matrices.

Algebra III	Grades 10,11,12	Weight 1.1	1 Credit
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Prerequisite: Algebra II. Teacher recommendation is preferred. The purpose of this course is to provide the opportunity for students who require higher mathematics but not at the Pre-Calculus with Trigonometry level. Topics that will be covered in this course are extending concepts of Algebra II (linear modeling, transformations of functions, exponential, logarithmic applications, and Polynomial Functions), trigonometry, and introduction to probability. Students must have a scientific calculator for all classwork and homework.

Calculus	Grade 11,12	Weight 1.2	1 Credit
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Prerequisite: Pre-Calculus with Trigonometry. An advanced course for students with previous achievement in mathematics and/or whose career interests include mathematics, engineering, and other sciences. Topics include detailed study of limits, differentiation and related problems, and integration with practical application problems.

AP Calculus AB	Grade 11,12	Weight 1.3	1 Credit
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Prerequisite: Pre-Calculus with Trigonometry (H) or Calculus. Teacher recommendation is preferred. The primary focus of this course is developing the student's understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The course will unify the themes of derivatives, integrals, limits, approximations, and applications and modeling. **Students are required to have a personal TI-89 graphing calculator for this course. Students are expected to take the AP exam for college credit in May.**

AP Calculus BC**Grade 12****Weight 1.3****1 Credit**

Prerequisite: *AP Calculus AB. Teacher recommendation is preferred.* The primary focus of this course is expanding the student's understanding of the concepts of calculus while providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The course will review concepts from AP Calculus AB while introducing calculus-based methods, procedures, and applications of sequences and series, polar equations, and parametric and vector functions. **Students are required to have a personal TI-89 graphing calculator for this course. Students are expected to take the AP exam for college credit in May.**

Geometry**Grades 9,10,11,12****Weight 1.1****1 Credit**

Prerequisite: *Algebra I.* Designed for students who desire to continue in the academic sequence. Topics include intuitive and deductive reasoning; properties of lines, angles, polygons, circles, etc.; parallel lines; congruency; indirect proof; ratio; and proportion with similar polygons and solids.

Pre-Calculus with Trigonometry**Grades 10,11,12****Weight 1.1****1 Credit**

Prerequisite: *Algebra II. Teacher recommendation is preferred.* This course develops proficiency in algebra and its underlying concepts. This is designed for students who plan to take Calculus in either high school or college. Topics include trigonometric functions and their graphs, solving trigonometric equations, polynomial and rational functions, exponential and logarithmic functions, and introductions to the calculus topics of limits, derivatives and integrals. **It is highly recommended that students have a personal TI-83 or TI-84 graphing calculator for this course.**

Pre-Calculus with Trigonometry (H)**Grades 10,11,12****Weight 1.2****1 Credit**

Prerequisite: *Algebra II (H). Teacher recommendation is preferred.* This course develops proficiency in algebra and its underlying concepts. This is designed for students who plan to take Calculus in either high school or college. Topics include trigonometric functions and their graphs; solving trigonometric equations, polynomial and rational functions; and exponential and logarithmic functions, vectors, polar functions, and introductions to the calculus topics of limits, derivatives and integrals. **It is highly recommended that students have a personal TI-83 or TI-84 graphing calculator for this course.**

Keystone Algebra**Grades 10,11****PASS/FAIL****.5 Credit**

Keystone Algebra is a required course for students who score Basic or Below Basic on the Algebra Keystone exam at the end of their Algebra course. This course is designed to meet the students' needs, based upon the Pennsylvania Algebra Standards. Depending upon their needs, students will either retake the Keystone Algebra I Exam and/or work to complete the Project Based Assessment. This course will count as 0.5 credit toward graduation; however, **it will not count as one of the three required math credits.**

Probability and Statistics**Grades 10,11,12****Weight 1.1****1 Credit**

Prerequisite: *Algebra II.* This course is designed for students with a background in Algebra II who wish to explore, collect, and make inferences from data. Topics covered include making, comparing, and interpreting distributions; analyzing correlation; creating and interpreting regression lines; sampling; designing studies; probability; confidence intervals; and tests of significance.

AP Statistics**Grades 11,12****Weight 1.3****1 Credit**

Prerequisite: *Pre-Calculus or teacher recommendation.* The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data, Sampling and Experimentation, Anticipating Patterns, and Statistical Inference. **It is highly recommended that students have a personal TI-83 or TI-84 graphing calculator for this course. Students are expected to take the AP exam for college credit in May.**

Mathematics Electives:

These courses do not count toward the three math credits required for graduation.

Computer Programming	Grades 10,11,12	Weight 1.1	1 Credit
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Prerequisite: *Geometry*. Designed for students who have an academic interest or need for programming. This course focuses on C++ computer language. Topics include review of computer literacy, algorithms, programming language, and various programming techniques. **Successful completion of this course satisfies the technology graduation requirement.**

AP Computer Science A	Grades 11,12	Weight 1.3	1 Credit
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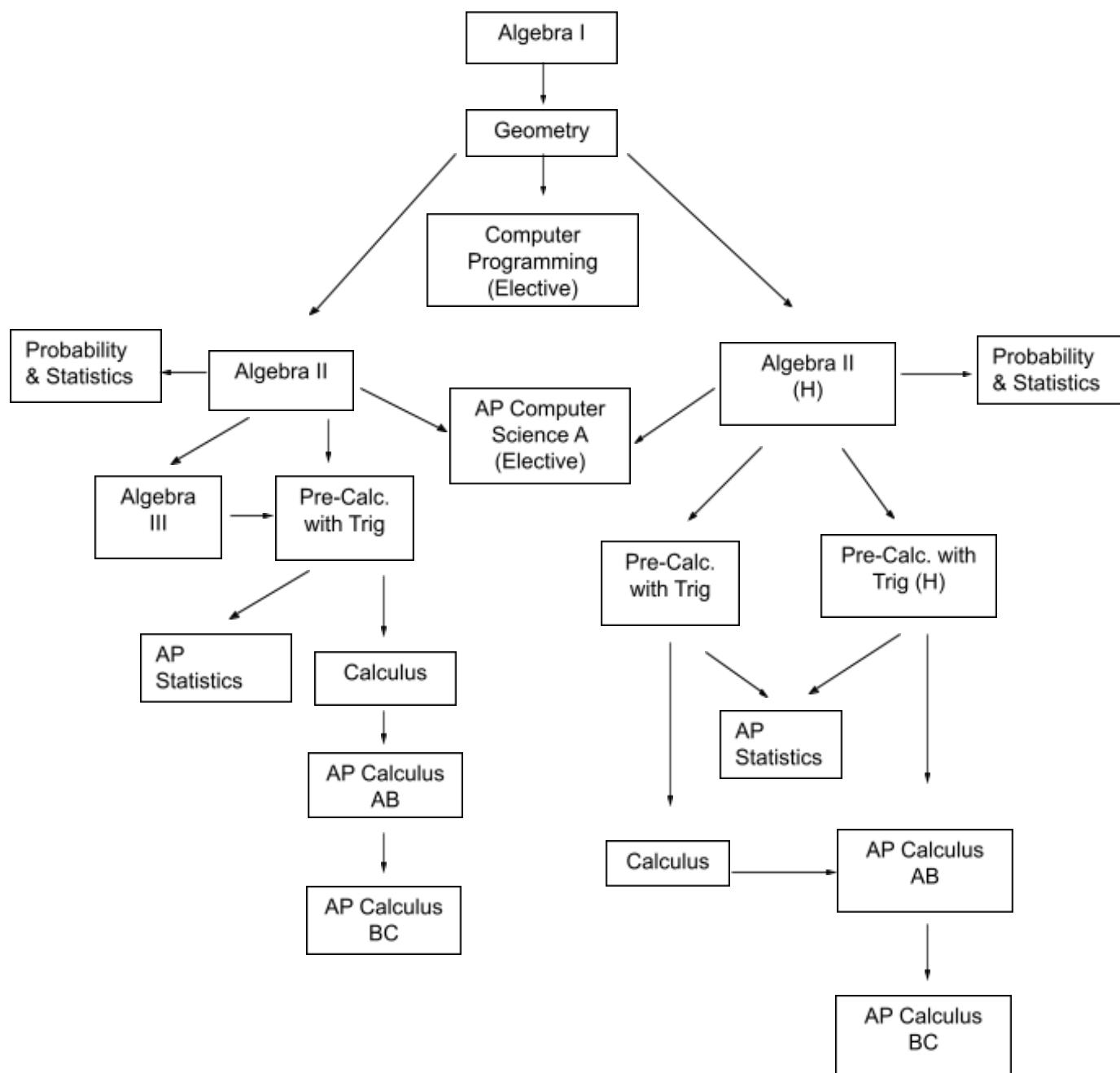
Prerequisite: *Algebra II*. **Programming experience is recommended.** Designed for students who desire to pursue computer-related studies after graduation. This includes students who plan an emphasis in computer science, programming, systems analysis, engineering, mathematics, etc. Major emphasis is on data structures, algorithms, and methodology. Applications of computing provide the context in which these subjects are treated. Activities include design and application of computer-based solutions to problems in several application areas, study of algorithms and data structures, practice in coding using high-level Java computer language, identification of hardware/software components of computer systems, and the ethical and social implications of computer use. **Students are expected to take the AP exam for college credit in May. Successful completion of this course satisfies the technology graduation requirement.**

Test Prep for your Future: SAT, ACT, and ASVAB	Grades 10,11,12	PASS/FAIL	0.5 Credit
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This is a half-credit course taught by the math and English departments designed to help students maximize their potential on tests taken during their high school careers in preparation for the next stage of their lives. Course content will include time management tips and specific approaches to the kinds of questions students will see on tests such as the PSAT, the SAT, the ACT and the ASVAB. As the primary purpose of this course is to prepare students for future testing, it is designated as Pass/Fail.

Math Sequencing Chart

The sequencing system for mathematics (shown below) is a recommendation, not a mandatory process. It is, however, a recommendation derived from the knowledge and years of experience of our mathematics teachers who are well prepared to give helpful and valid guidance in their content areas. It is possible for students to move from one sequence to another, both when conditions permit and the move is made before or early in the first marking period. The longer the marking period is in session, the more difficult it becomes to arrange this type of transfer. In addition, such moves would be made primarily for academic reasons only and will rarely be made after the first three weeks have passed unless circumstances determine that a change is essential.



Music

Band, Color Guard	Grades 9,10,11,12	Weight 1.0	.5 Credit
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A visual performing ensemble that consists of students from all grades who have an interest in performing dance, choreography, and synchronized and expressive movement and do not play a band instrument. Color Guard is part of the marching band and performs with flags, sabers, and other visual equipment. Performances include all marching band events. Students interested in this who also play a band instrument should schedule “Band, Full Year.” ***PERFORMANCES AND REHEARSALS ARE SCHEDULED DURING EVENINGS AND/OR WEEKENDS. ATTENDANCE AT ALL REHEARSALS AND PERFORMANCES IS EXPECTED.***

Band, Concert	Grades 9,10,11,12	Weight 1.0	.75 Credit
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The Concert Band course is for woodwind, brass, and percussion students who cannot fulfill the requirements of the “Band, Full Year” course. Its purpose is to develop and maintain an organization of sufficient skills and proper balance of instruments to play the standard works for band; to supply music for school and community events; to afford its members the pleasure of performing with a group; and to provide practical experiences for those students who wish to participate in musical organizations in the school, community, college, or to major in music. The band performs all styles of music intended for wind band, including contemporary compositions, transcriptions, jazz, and show tunes. Band students also have opportunities in other ensembles connected to the band, such as full orchestra, jazz band, District, Regional, and All-State Band, pit orchestra, flute ensemble, brass ensemble, and more. These students are required to attend all concerts and rehearsals, including those outside the school day, such as winter concert, spring concert, graduation ceremony, and the dress rehearsals. Membership as a woodwind, brass, or percussion player in band is on an audition or teacher recommended basis. ***PERFORMANCES AND REHEARSALS ARE SCHEDULED DURING EVENINGS AND/OR WEEKENDS. ATTENDANCE AT ALL REHEARSALS AND PERFORMANCES IS EXPECTED.***

Band, Full Year	Grades 9,10,11,12	Weight 1.0	1.25 Credits
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This is the primary band course for all woodwind, brass, and percussion students. It includes the marching and concert band experience. Its purpose is to develop and maintain an organization of sufficient skills and proper balance of instruments to play the standard works for band; to supply music for school and community events; to afford its members the pleasure of performing with a group; and to provide practical experiences for those students who wish to participate in musical organizations in the school, community, college, or to major in music. The band performs all styles of music intended for wind band, including contemporary compositions, transcriptions, jazz, and show tunes. Band students also have opportunities in other ensembles connected to the band, such as full orchestra, jazz band, District, Regional, and All-State Band, pit orchestra, flute ensemble, brass ensemble, and more. These students are required to attend all concerts and rehearsals, including those outside the school day, such as band camp, winter concert, spring concert, graduation ceremony, and the dress rehearsals. Membership as a woodwind, brass, or percussion player in band is on an audition or teacher recommended basis. ***PERFORMANCES AND REHEARSALS ARE SCHEDULED DURING EVENINGS AND/OR WEEKENDS. ATTENDANCE AT ALL REHEARSALS AND PERFORMANCES IS EXPECTED.***

Choir, Concert	Grades 9,10,11,12	Weight 1.0	1 Credit
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This is the primary course for all vocal students. Its purpose is to expose students to vocal music while developing proper vocal technique, building sight-reading skills, learning a wide variety of choral literature; to supply music for school and community events; to afford its members the pleasure of performing with a group; and to provide practical experiences for those students who wish to participate in musical organizations in the school, community, college, or to major in music. The choir performs public concerts in the winter and spring, as well as other school and community events throughout the year. These students are required to attend all rehearsals and concerts, including those outside the school day.

Concert Choir students also have opportunities in other ensembles connected to the choir, such as PMEA Choral Festivals including: District 7 Chorus, District 7 Vocal Jazz Ensemble, Region V Chorus, and All-State Chorus. Students in choir may also audition for Chanticleer (co-curricular) and various other choral groups that may be formed throughout the year.

PERFORMANCES ARE SCHEDULED DURING EVENINGS AND/OR WEEKENDS. ATTENDANCE AT ALL PERFORMANCES AND REHEARSALS IS EXPECTED.

Music Theory	Grades 10,11,12	Weight 1.0	.5 Credit
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Exposes students to the elements of music, theory-basic music symbols, and notation. Areas of study will include ear training (diction), fundamentals of music composition, basic arranging and songwriting.

Orchestra	Grades 9,10,11,12	Weight 1.0	1 Credit
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The orchestra is a performing ensemble consisting of instrumentalists on string, woodwind, brass, and percussion instruments, however only string players will take the course for credit. Woodwind, brass and percussion students participate on a voluntary basis based on their audition and selection into the orchestra. Acceptance into and continued membership in the group is contingent upon sufficient performance skills and good conduct. Students are selected to participate based on teacher recommendation. The group will maintain proper balance of instruments so as to be able to perform the standard works for orchestra. Students are exposed to various styles and periods of music. Practical experience is provided for students who choose to participate in musical organizations in the community, at college, or to major in music. The full orchestra performs fall, winter and spring concerts and community functions. The students study music for orchestra ensemble, chamber ensemble and solo instrument.

CONCERTS ARE SCHEDULED DURING EVENINGS AND WEEKENDS. ATTENDANCE AT ALL REHEARSALS AND PERFORMANCES IS EXPECTED.

Music Performance - Marching Band	Grades 9,10,11,12	Weight 1.0	1.25 Credits
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Music Performance-Marching Band is a combination of Marching Band/Color Guard and either Choir and/or Orchestra.

Music Performance	Grades 9,10,11,12	Weight 1.0	1 Credit
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Music Performance is any combination of Choir, Concert Band, and/or Orchestra. Students choosing this must be involved in at least 2 of the following: Choir, Concert Band, and/or Orchestra. Choir, Band and/or Orchestra are scheduled during the same time period allowing students to participate in more than one musical organization. Students choosing either of the performance options would divide their time among the musical organizations they have chosen. Music Performance allows students to participate in different musical organizations; however, students do not earn multiple credits for participating in more than one organization.

Physical Education / Health / Driver Education

For all physical education classes, students are required to furnish their own pair of red or black athletic shorts, a white or gray T-shirt (with school appropriate logos or slogans), athletic sneakers, and socks as their uniform for Physical Education classes. *Students are required to participate in each class. Student absences must be made up by arrangement with the teacher.*

PHYSICAL EDUCATION:

Personal Fitness & Sport	Grade 9,10,11,12	Weight 1.0	.5 Credit
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This is a required course designed to give students the knowledge and skills of movement that provide the foundation for enjoyment and continued social development through physical activity and access to a physically active lifestyle. The basic purpose is to motivate students to strive for lifetime personal fitness with an emphasis on the five health-related components of physical fitness. The knowledge and skills taught in this course include the process of becoming fit as well as achievement of some degree of fitness within the class through fitness activities, individual and team sports. Fitness testing and goal setting will be part of this course.

Personal Fitness and Sport II	Grades 10,11,12	Weight 1.0	.5 Credit
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Prerequisite: Personal Fitness and Sport I, with a passing grade. This course is designed to give the students the knowledge and skills to assess their fitness levels and develop their personal fitness plan. Students will be introduced to various forms of fitness technology including heart rate monitors, pedometers and cardiorespiratory fitness machines. Course curriculum also includes advanced fitness concepts including the FITTE principle overload, specificity, reversibility, phases of periodization, and heart rate training zones. Fitness testing and goal setting will be part of this course.

Competitive Sports For Fitness	Grades 10,11,12	Weight 1.0	.5 Credit
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Prerequisite: Personal Fitness and Sport, with a passing grade. Course is designed to give students the opportunity to compete in a competitive environment in various sports and fitness challenges. Sports and challenges will be used to improve fitness levels and teach valuable fitness concepts. Fitness testing and goal setting will be part of this course.

Physical Education, Adaptive	Grades 9,10,11,12	Weight 1.0	.5 Credit
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Provides opportunities for appropriate physical activity within the regular or adaptive physical education program. Special activities are provided according to the student's ability and as prescribed by a physician. Each student has the opportunity to develop a recreational capacity in a variety of seasonal and lifelong activities.

Weight Training/Conditioning I	Grades 10,11,12	Weight 1.0	.5 Credit
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Prerequisite: Personal Fitness and Sport, with a passing grade. Teaches the importance and benefits of weight training and conditioning by focusing on several areas directly related to physical fitness. Students are exposed to a variety of physical education and health topics, including nutrition, aerobic/anaerobic activities, flexibility, plyometrics, human anatomy, and weight training principles. Each student develops individual weight lifting and conditioning programs at the end of the first quarter marking period. Students exercise according to their program during the second quarter marking period. Once a month, students re-evaluate their program to recognize individual improvements. After determining their monthly progress, students adapt their programs to promote future improvement. The second marking period consists of a final evaluation of each student's exercise program as well as time to focus on some general physical education activities. Fitness testing and goal setting will be part of this course.

Weight Training/Conditioning II	Grades 10,11,12	Weight 1.0	.5 Credit
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Prerequisite: Weight Training and Conditioning I, with a passing grade. Focuses on the implementation of the Bigger, Faster, Stronger (BFS) program. This course is a comprehensive conditioning program for athletes and prospective athletes. Students will be assessed throughout the marking periods on individual positive physical development. Students must also keep accurate records of their activities and progress. Students will learn and be able to properly demonstrate many Olympic core exercises and plyometrics, as well as related auxiliary exercises, according to the BFS program. Fitness testing and goal setting will be part of this course.

Yoga/Pilates I	Grades 10,11,12	Weight 1.0	.5 Credit
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Prerequisite: Personal Fitness and Sport, with a passing grade. This yoga class will combine movement and poses with breath control and meditation techniques. It will promote concentration, flexibility, strength, endurance and relaxation. This invigorating sequence of yoga moves, balance poses, and breathing will help to reduce stress and anxiety and to promote overall health. The use of hand held weights, exercise balls, and other fitness equipment will further improve muscular endurance and strength. This is a challenging class open to everyone who wants an exhilarating yoga experience. Fitness testing and goal setting will be part of this course.

Yoga/Pilates II	Grades 10,11,12	Weight 1.0	.5 Credit
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Prerequisite: Yoga/Pilates I, with a passing grade. This advanced Yoga class will continue to combine movement, muscular strength and endurance along with cardiovascular fitness at a **higher skill level**. This yoga class will continue to incorporate breath control and meditation techniques. It will promote concentration, flexibility and relaxation. The use of hand held weights, exercise balls, and other fitness equipment will further improve your overall health. This invigorating sequence of yoga moves, balance poses, and breathing will help to reduce stress and anxiety and to promote overall health. Fitness testing and goal setting will be part of this course.

HEALTH:

Health I	Grade 9	Weight 1.0	.5 Credit
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Designed to acquaint students with topics of health education. Subjects covered include alcohol, drugs, tobacco, human sexuality (including an extensive study of HIV, AIDS, and related material), and mental health. Within the mental health unit such topics as emotions, behavior, self-concept improvement, communication skills, anorexia, and suicide are discussed. Students are placed into sections according to teacher and counselor recommendations. In compliance with state mandates, an AIDS education course is covered during the human sexuality unit.

Health II	Grade 11	Weight 1.0	.5 Credit
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Prerequisite: Health I, with a passing grade. Designed to acquaint students with various topics of health education. Subjects covered include death and dying, prudent heart living, skeletal and muscular systems, chronic diseases, and fitness and consumer education. Students are placed into sections according to teacher and counselor recommendations.

DRIVER EDUCATION:

Driver Education	Grade 10	Weight 1.0	.5 Credit
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The Pennsylvania State approved program consists of two parts, 75 hours of classroom theory and 6 hours of in-car driving. The classroom part covers problems of vehicles, roads, and people involved in highway safety. While not designed to develop auto mechanics or highway engineers, it does provide enough knowledge for the student to grasp a better concept of the problem of highway safety and to develop better attitudes toward driving. The in-car training consists of 6 hours. Students are eligible to enroll in the in-car phase after obtaining a learner's permit. Students learn the proper handling of an automobile in good weather and bad. **There is a fee for in-car training.** As students register, they are placed on the driving list. Students must pass both parts of the program in order to obtain a certificate for an insurance discount. Having passed both parts of the program, students can qualify for a senior license before the age of 18. **Ninth grade students may enroll only if they are 16 before the first day of 9th grade.**

ELECTIVES:

Exercise Science	Grades 11,12	Weight 1.0	1 Credit
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Prerequisite: Personal Fitness and Sport and Physical Education elective with passing grades. This course is designed for students interested in exploring careers in personal fitness, physical education, physical therapy, health promotion, wellness coaching, and strength and conditioning coaching. Students will spend half of the course in a classroom setting and half will be spent in a physical activity. Students will be exposed to various forms of health and fitness technology, including heart rate monitors, pedometers, accelerometers, body fat analyzers, fitness apps and extensions. Fitness testing will be part of this course. A physical education uniform is required during activity days.

SCIENCE

9th Grade Foundations of Chemistry Start

9th Grade

Foundations of Chemistry

10th Grade

Biology with
Keystone Biology End-of-Course Exam

11th and 12th
Grades

Science
Elective

NOTE: Electives may also be taken during the 10th, 11th and 12th grade year.

9th Grade Physics Start

9th Grade

Physics Honors or AP Physics 1

10th Grade

Chemistry Honors or Foundations of Chemistry

11th Grade

AP Biology with Keystone Biology
End-of-Course Exam

A good candidate for this option is a student who scored Advanced on the Algebra I Keystone Exam AND Advanced or Proficient on the 8th grade PSSA Science Exam.

The student who selects this option will take the Biology Keystone as an end-of-course exam his/her junior year.

NOTE: Electives may also be taken during the 10th, 11th and 12th grade year.

ELECTIVES

Biology

Human Biology
Intro to Anatomy & Physiology
AP Biology
Emergency Medical Technician (EMT)

Integrated

Environmental Science
AP Environmental Science
Crime Scene Investigation
Science in Literature

Chemistry

Chemistry II
AP Chemistry

Physics

AP Physics 1
Physics (H)
AP Physics C

Earth Science

Earth and Space Science

- A student who is preparing to go to college should select courses weighted 1.1 and higher.
- All students who are preparing to major in science in college should select 1.2 weighted courses as well as electives that allow the student to take second-level science courses in the intended major.
- All science courses are laboratory-based courses.
- Integrated science courses incorporate concepts from all science content areas.

Biology	Grades 10,11	Weight 1.1	1 Credit
Students will explore the key concepts of biology as they describe the relationship of molecules to living organisms. Guided inquiry lessons and investigations will enable the student to explain the structural and functional similarities and differences found among living things, describe and explain the chemical and structural basis of living organisms, describe how genetic information is inherited and expressed, and explain the mechanisms of the theory of evolution. Students will take the Pennsylvania state end-of-course Keystone Biology exam in May.			
AP Biology	Grades 11,12	Weight 1.3	1 Credit
Prerequisite: <i>Chemistry Honors or Biology.</i> Teacher recommendation is preferred. This course is designed to be the equivalent of two college introductory biology courses taken by biology majors during their first year. It is an inquiry-based course that provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology and to gain an appreciation of science as a process. It is highly recommended that students have a simple four-function calculator with square root for the AP Biology exam. Assignments include pre- and post-lab writings, reading, research, and preparation for individual and/or group presentations/projects. AP Biology is a rigorous course that will require time and effort both in and out of the classroom to master the subject and prepare for the exam. There is a summer assignment for this course. <i>Students are expected to take the AP exam for college credit in May.</i>			
Introduction to Anatomy and Physiology	Grades 11, 12	Weight 1.2	1 Credit
Designed for students who desire increased knowledge in human anatomy and physiology—those who plan careers in nursing, biology, and allied medical professions or other related fields. This course will provide a basic understanding and working knowledge of the human body. Areas of study will include organization of the human body, principles of support and movement, control systems of the human body, maintenance of the human body and continuity of life. This is a laboratory science course that will include mammalian dissection.			
Foundations of Chemistry	Grades 9,10,11,12	Weight 1.1	1 Credit
A Chemistry course that presents real-world connections to chemistry concepts. This course will use the inquiry approach as students study topics of matter, atomic structure, chemical bonding, concentration, and energy. Students will combine the concepts of real-world chemistry with basic algebra skills.			
Chemistry (H)	Grades 10,11,12	Weight 1.2	1 Credit
Prerequisite: <i>Physics (H) or Foundations of Chemistry.</i> Teacher recommendation is preferred. An algebra based chemistry course that presents real-world connections to chemistry with an emphasis on problem solving and scientific reasoning. Students will study atomic and molecular structure, chemical reactions, stoichiometry, solutions, acid/base chemistry, gas laws, and thermodynamics. The challenging concepts examined in the course will require students to prepare outside of class. <i>It is highly recommended that students have a scientific calculator.</i>			
Chemistry II	Grades 10, 11,12	Weight 1.2	1 Credit
Prerequisite: <i>Foundations of Chemistry.</i> This course is a second year academic chemistry course designed for students interested in continuing to study chemistry. It is an algebra-based chemistry course that presents real-world connections to chemistry with a strong emphasis on problem solving. Students will study light and electrons, chemical reactions, chemical kinetics, stoichiometry, equilibrium and acid/base chemistry. <i>It is highly recommended that students have a scientific calculator.</i>			

AP Chemistry	Grades 11,12	Weight 1.3	1 Credit
<p>Prerequisite: <i>Chemistry Honors or Chemistry II. Teacher recommendation is preferred.</i> Designed to be the equivalent of a college introductory chemistry course taken by chemistry or other science majors during their first year. Provides students with an understanding of chemistry fundamentals, a laboratory experience equivalent to a typical college course, and a competence in solving chemical problems (emphasis placed on chemical calculations and mathematical formulation of principles). Assignments include frequent lab reports, weekly problem sets, and weekly quizzes. AP Chemistry is a rigorous course that will require significant time and effort both in and out of the classroom. There is a summer assignment for this course. <i>It is highly recommended that students have a scientific calculator. Students are expected to take the AP exam for college credit in May.</i></p>			

Environmental Science	Grades 10,11,12	Weight 1.1	1 Credit
<p>Students will develop an awareness of basic ecological principles and gain insights about the interrelatedness of humans, their culture and their biophysical surroundings. This course presents an overview of ecology with an emphasis on man's influence—both positive and negative. An inquiry approach will be used to explore such topics as water, air, soil, food supply, energy, endangered species, pollution, and current issues. Students should complete the course equipped to make intelligent decisions about environmental issues.</p>			

AP Environmental Science	Grades 11,12	Weight 1.3	1 Credit
<p>Teacher recommendation is preferred. This course is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, along with the ability to analyze and identify environmental problems, to evaluate the risks associated with these problems, and to examine solutions for resolving and/or preventing them. Focuses on the “real science” behind environmental problems and issues. Laboratory and field study are important elements of the preparation for the individual and/or group presentations/projects. AP Environmental Science is a college level course and requires considerable reading outside the classroom. <i>Students are expected to take the AP exam for college credit in May.</i></p>			

Physics (H)	Grades 9,10,11,12	Weight 1.2	1 Credit
<p>Prerequisite: <i>Algebra I. Teacher recommendation is preferred.</i> This is an algebra-based physics course that presents real-world connections to physics concepts and mathematics. Uses an inquiry approach with an emphasis on mathematical computations and problem solving. Students will study forces and motion, energy in systems, matter, electricity, and simple circuits. Strong algebra skills are necessary for success in this course. <i>It is highly recommended that students have a scientific calculator.</i> Recommended for students who are enrolled in Algebra II.</p>			

It is recommended that a 9th grade student who chooses this option is one who scored Advanced or Proficient on the Algebra I Keystone exam and Advanced or Proficient on the 8th grade PSSA Science exam.

AP Physics 1	Grades 9,10,11,12	Weight 1.3	1 Credit
<p>Prerequisite: <i>Algebra II, Advanced in the Algebra I Keystone Exam (9th graders). Teacher recommendation is preferred.</i> This is an algebra-based physics course that is designed to be the equivalent of a college introductory course. AP Physics I provides the student with an in-depth understanding of factual knowledge and analytical skills needed for success in a rigorous problem-solving environment. Assignments will include labs, reading research, and tests and quizzes as seen in the AP format. This is a rigorous course that will require extensive work both in and out of the classroom to prepare for the AP exam. <i>It is highly recommended that students have a scientific calculator. Students are expected to take the AP exam for college credit in May.</i></p>			

AP Physics C	Grades 10,11,12	Weight 1.3	1 Credit
<p>Prerequisite: 9th grade Physics Honors or Physics. Teacher recommendation is preferred. Designed to be the equivalent to a first-year college course, AP Physics provides the student with an in-depth understanding of factual knowledge and analytical skills needed for success in a rigorous problem-solving environment. Assignments will include labs, reading, research, and test and quizzes as seen in the AP format. AP Physics is a rigorous course that will require extensive work both in and out of the classroom to prepare for the AP exam. <i>It is highly recommended that students have a scientific calculator.</i> Students are expected to take the AP exam for college credit in May.</p>			
Science in Literature	Grades 11,12	Weight 1.2	1 Credit
<p>Prerequisites: Junior or Senior w/recommendation of Science teacher. In this course, students will explore how science is portrayed in both fiction and nonfiction texts. Throughout the year, students will study the truth behind science fiction, the ethical dilemmas of science, science as a dramatic presentation, the impact of literature on societal understanding of the environment, and the influences of bias on scientific reasoning. Students may elect to earn either a Science or an English credit for this course, depending on the focus of an independent research project. This class will be co-taught by a Science and an English teacher. This course is not designed as remediation for the Keystone Biology or Literature exam. Students intending to take AP English as a senior should not take this course in place of Pre-AP English.</p>			
Earth and Space Science	Grades 10,11,12	Weight 1.0	1 Credit
<p>This course is designed to provide an introduction to the four major spheres of Earth and the solar system. An inquiry approach will be used to explain Earth's formation, processes, history, landscapes and changes over time. Students may study Earth's surface, minerals, rocks, plate tectonics, earthquakes, volcanoes, geologic time, meteorology, our solar system and the universe.</p>			
Crime Scene Investigation	Grades 10,11,12	Weight 1.0	1 Credit
<p>This course is designed to provide an introduction to some of the topics in forensic science that are used in crime scene investigations. Topics may include: basic examination of crime scenes, fingerprints, hair and fiber analysis, ballistics and firearms, and blood analysis. Classes will include lab activities and group discussion. Students will be expected to "think like an investigator" and be able to support any results or conclusions with appropriate evidence. This course may include pictures and descriptions of real crimes.</p>			
Human Biology	Grades 11,12	Weight 1.0	1 Credit
<p>Human Biology is a course that reinforces the concepts learned in biology, but from a human perspective. The course is based on the state standards and will prepare students for the Biology Keystone test, but should be considered for anyone wanting to strengthen their understanding of biological concepts. This course is designed to meet the students' needs, based upon the Pennsylvania Biology Standards.</p> <p>The course content will include: cell energetics, biochemistry, cell and cell environment, DNA, protein synthesis, continuity of life, genetics, heredity, evolution, and human impacts on ecological concepts.</p> <p>For those who need the opportunity to retake the Biology Keystone, they will take the Keystone Biology Exam in December. This course would fulfill the Biology remediation/project for students not proficient for the Biology Keystone Exam.</p>			

Emergency Medical Technician (EMT)**Grades 11,12****Weight 1.2****1 Credit**

This course is a rigorous class that is preparing students to take the National Registry of Emergency Medical Technician exam. The course is based on the National EMS Education Standards. This course is in conjunction with HACC Public Safety. Students are required to attend in-person lab sessions throughout the program to demonstrate their competency in numerous psychomotor skills, complete testing requirements and prepare for the National Registry of Emergency Medical Technicians (NREMT) examinations.

The EMT course is 220 hours of instruction that covers the following in accordance with the National EMS Education Standards:

- Anatomy and physiology
- Assessment of injuries and illnesses (medical and Trauma)
- Assisting patients with their own prescribed medications
- Cardiopulmonary resuscitation (CPR) and automated external defibrillation (AED)
- Environmental emergencies
- Lifting, moving and transportation of patients
- Pediatric and geriatric emergencies
- The overall roles and responsibilities of the EMT

Both the in-classroom and blended EMT Programs require mandatory corequisite courses listed below. The due dates for these courses are determined by your specific course syllabus and are to be completed in order to be eligible for your NREMT certification exam. More information will be provided at the first class.

- Hazardous Materials Response - Awareness
- NIMS IS-100: Introduction to Incident Command System (ICS)
- NIMS IS-200: ICS for Single Resources and Initial Action Incidents (Prerequisites: NIMS 100 and 700)
- NIMS IS-700: National Incident Management System (NIMS), An Introduction
- NIMS IS-800: National Response Framework, An Introduction

Course Requirements:

This 220-hour program serves as the foundation for emergency medical services, teaching you the overall roles and responsibilities of an EMT. The program prepares you to:

- Rapidly assess injuries and illnesses
- Administer cardiopulmonary resuscitation (CPR)
- Identify and treat shock
- Control external hemorrhage
- Provide care of musculoskeletal injuries
- Manage various medical emergencies, which may include; pediatric, environmental, diabetic, heart attack, strokes, seizures and breathing difficulty as a few examples.
- Properly lift and move patients
- Use an AED to perform automated external defibrillation
- Rapidly assess the scene for hazards
- Determine the most appropriate method to transport patients to the emergency department

After completion of this program, you may attend a Pennsylvania Department of Health/National Registry of EMT's psychomotor exam and the National Registry of EMT's cognitive exam, which will result in EMT certification through both of these agencies.

Social Studies

There are different levels in the social studies classes. Students are placed into academic or advanced placement. Students are placed into sections according to teacher and counselor recommendations and a review of academic records. Parental approval is also required.

United States History	Grade 9	Weight 1.1	1 Credit
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This course investigates American History from the American Age of Expansion to modern times. The causes and effects of major trends, events, and policies in our nation's history will be analyzed. From this course, students should have a better understanding and be able to evaluate their nation, its institutions, and their role in society.

United States History (Pre-AP)	Grade 9	Weight 1.3	1 Credit
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This course investigates American History from the American Age of Expansion to modern times. The causes and effects of major trends, events, and policies in our nation's history will be analyzed. From this course, students should have a better understanding and be able to evaluate their nation, its institutions, and their role in society. Due to the accelerated nature of this course numerous independent readings, writings, and research assignments may occur. There may also be summer work.

Tenth Grade Social Studies course offerings:

*Must take two of the following four OR AP US History

American History Through Media	Grade 10	Weight 1.1	.5 Credit
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This course examines the impact and influence of media (newspaper, radio, magazine, television, movies, the internet, etc.) in American beliefs, trends, domestic and foreign policy, and development. Students will be asked to evaluate the histories of different types of media. Learners will compare media's influence in the past to media's influence in the present. Pupils will analyze the repercussions media had on changing (for better or worse) American cultural norms and values. Students will predict the future of media and the long lasting impact of media in America.

Contemporary American History	Grade 10	Weight 1.1	.5 Credit
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In this course, students will identify and examine important social, political, cultural, and economic issues facing the United States today. They will investigate the ways that the recent past influences current trends in American society. Students will analyze perspectives on current issues throughout the week, and each week will culminate on Friday with a discussion activity. Through discussion of current events, they will develop their media literacy and critical analysis skills. Students select whatever "current issue" interests them the most and complete a culminating project on their chosen topic. In addition to the homework assignments and culminating project, students in this course are expected to participate in debate and discussion and stay current with the news via television, internet, and/or newspaper.

United States Military History	Grade 10	Weight 1.1	.5 Credit
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This course examines the impact of the United States military on American beliefs, domestic and foreign policy, and development. Students will be asked to evaluate the influence of the American military on society and the world. Learners will compare the military's influence in the past to the military's influence in the present. Students will analyze the repercussions of U.S. military involvement in foreign and domestic affairs. Students will predict the future impact of the U.S. military on American society and global conflicts.

American History Through Sports	Grade 10	Weight 1.1	.5 Credit
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This elective, one-semester course takes students on a thematic study of American History through the perspective of one of the nation's most popular and recognized forms of entertainment – sports. In this course, students will examine the intersectionality among sports, politics, race, gender, business, the heroic ideal and popular culture. The emphasis will be on helping students gain a better understanding of the inner relationship that sport has on the social, economic, cultural and political forces that are at work in the United States and across the globe. Students will examine the historical context as well as the significance of gender, race, ethnicity, social class and pop culture through readings, primary sources, audio and visual resources and class discussion.

AP United States History	Grade 10	Weight 1.3	1 Credit
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Successful completion of previous social studies courses and teacher recommendation are preferred. A college-level course using college-level text and a variety of supplementary materials. Examines the entire scope of United States history from exploration to the 21st century. Exposes students to the pertinent information and skills needed to prepare for the Advanced Placement United States History Examination for possible college credit. Good writing skills are an integral part of this course and will be considered in the recommendation of each student. (This course can supplement the United States History 10 course.) Due to the demanded rigor of AP, there will be numerous independent reading, writing, and research assignments. There will also be summer work requirements. **Students are expected to take the AP exam for college credit in May.**

Eleventh Grade Social Studies course offerings:

*Must take two of the following four OR AP Human Geography

International Relations-Model UN	Grade 11	Weight 1.1	.5 Credit
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Students in this course will learn about the variety of government structures throughout the world and the impact that they have on their citizens. Students will analyze these impacts and apply them to understand international situations and issues in the modern world. Learners will also learn about demographics and the impact geography has on them. Students will use their understanding of demographics to create understandings for themselves about the impact that geography and political structure has on a society's success. The course will culminate in a Model United Nations simulation that will require student application of skills and understandings learned from the course.

Holocaust and Genocide Studies	Grade 11	Weight 1.1	.5 Credit
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The Holocaust and Genocide Studies course explores the emergence, evolution, varieties, underlying causes, and means of confronting and coming to terms with genocide and other crimes against humanity in the twentieth century. Specific attention will be focused on the Holocaust of Nazi Germany during World War II. The aim is to provide an opportunity for students to analyze the dangers of unchecked biases, stereotypes, intolerance, prejudice, and conformity that have occurred throughout history. Students will examine the causes and effects of human behavior in such historic tragedies, as well as their relevance to 21st century society. Throughout the course, students will learn the ramifications of prejudice and racism, as well as the dangers of remaining silent and indifferent.

Global Cultures	Grade 11	Weight 1.1	.5 Credit
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Global Cultures is a survey course in which students have the opportunity to explore the world through examining societies, discussing complex topics, and studying diverse groups. Students will investigate what the term "culture" means and use this to learn about and explore different regions and cultures of the world. Throughout the course, an emphasis will be placed on cultural diversity, as well as patterns of political, linguistic, social, religious, legal, and cultural changes and differences throughout the world.

Contemporary World	Grade 11	Weight 1.1	.5 Credit
<p>In this course, students will identify and examine important social, political, cultural, and economic issues facing the world today. They will investigate the ways that the recent past influences current trends in global society. Students will analyze perspectives on current issues throughout the week, and each week will culminate on Friday with a discussion activity. Through discussion of current events, they will develop their media literacy and critical analysis skills. Students will select a topic that is relevant with their lives or is of a particular interest and complete a culminating project on their chosen topic. In addition to the homework assignments and culminating project, students in this course are expected to participate in debate and discussion and stay current with the news via television, internet, and/or newspaper.</p>			
AP Human Geography	Grade 11	Weight 1.3	1 Credit
<p>Successful completion of other social studies courses and teacher recommendation are preferred. This course explores human understanding, use, and alteration of the earth's surface from a cultural geographic perspective. The class will consider both the spatial character of human occupancy of the earth and the role of humans in shaping the earth's environments and landscapes. By the end of the course, students will be able to (1) understand the discipline of geography, including its tools, themes, and concepts; (2) think critically about geographic problems on the global, national, and local scales; (3) appreciate the diversity of global cultures, including their cultural and economic characteristics; and (4) understand how cultural landscapes are created and how they change over time. (This can supplement the non-AP Human Geography course.) Due to the demanded rigor of AP, there will be numerous independent reading, writing, and research assignments. There will also be summer work requirements. Students are expected to take the AP exam for college credit in May. This course is offered in a flex scheduling format.</p>			
United States Government & Economics	Grade 12	Weight 1.1	1 Credit
<p>This course provides students with an introduction to the United States' system of government and politics. Particular attention is paid to the constitutional foundations of the United States; the political beliefs and behaviors of Americans; the roles played by political parties, interest groups, the mass media and elections and campaigns in the political process; the branches of the federal, state and local governments; state and local government and politics, focusing particularly on the Commonwealth of Pennsylvania and York County; civil rights and civil liberties and the making and implementation of public policies at all levels of government. This course also provides students with an introduction to basic macroeconomic and microeconomic concepts, theories and practices. Particular attention is paid to the factors of production; opportunity cost; personal finance, saving and investment; supply, demand and market equilibrium; the elasticity of supply and demand and market efficiency; externalities including government intervention and taxes and public goods and choices.</p>			
United States Government and Politics Online	Grade 12	Weight 1.1	1 Credit
<p>This course provides students with an introduction to the United States' system of government and politics. Particular attention is paid to the constitutional foundations of the United States; the political beliefs and behaviors of Americans; the roles played by political parties, interest groups, the mass media and elections and campaigns in the political process; the branches of the federal, state and local governments; state and local government and politics, focusing particularly on the Commonwealth of Pennsylvania and York County; civil rights and civil liberties and the making and implementation of public policies at all levels of government. This course also provides students with an introduction to basic macroeconomic and microeconomic concepts, theories and practices. Particular attention is paid to the factors of production; opportunity cost; personal finance, saving and investment; supply, demand and market equilibrium; the elasticity of supply and demand and market efficiency; externalities including government intervention and taxes and public goods and choices. Due to the independent nature of this course, high degrees of self-discipline and self-motivation are required.</p>			

AP United States Government and Politics	Grade 12	Weight 1.3	1 Credit
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This college-level course provides students with the opportunity to gain a holistic understanding of the United States' system of government and politics. Particular attention is paid to the constitutional foundations of the United States, the political beliefs and behaviors of Americans, the roles played by political parties, interest groups, the mass media and elections and campaigns in the political process, the branches of the federal government, civil rights and civil liberties and the making and implementation of public policies. The rigor of an Advanced Placement course requires that numerous reading, writing and research assignments be completed independently. Successful completion of other social studies courses and teacher recommendation are preferred.

Students are expected to take the AP exam for college credit in May.

Introduction to Sociology	Grades 11,12	Weight 1.1	.5 Credit
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This semester course is an elective, which introduces students to the study of society, social institutions and social relationships. Topics including the sociological perspective and sociological research methods, culture, socialization and social structures, deviance and social control, social psychology, racial and ethnic inequality, gender and age stratification, family, education, political and economic institutions, religion and health, medicine and health care will be addressed. In the final weeks of the semester, students will investigate two contemporary sociological topics of their choice. These topics will serve as the basis for self-directed projects. There are no prerequisites for course enrollment.

Introduction to Psychology	Grades 11,12	Weight 1.1	.5 Credit
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This semester course is an elective, which introduces students to the basic principles and theories of psychology. Topics including the psychological perspective, biological psychology, learning and intelligence, cognition, motivation, emotion and personality, psychological disorders and the treatment of psychological disorders will be addressed. In the final weeks of the semester, students will investigate two contemporary psychological topics of their choice. These topics will serve as the basis for self-directed projects. There are no prerequisites for course enrollment.

AP Seminar	Grades 11,12	Weight 1.3	1 Credit
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AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics by analyzing divergent perspectives. Using an inquiry framework, students practice close reading and analysis of a variety of fiction and non-fiction texts, listening to and viewing films, speeches, and broadcasts, and experiencing artistic works and performances. Students learn to synthesize information from multiple sources and develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information to craft and communicate evidence-based arguments.

AP Psychology	Grades 11,12	Weight 1.3	1 Credit
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This college-level course is an overview of psychological principles and theories. It stresses the history and approaches to psychology, psychological research methods, biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing and individual differences, abnormal behavior, treatment of abnormal behavior and social psychology. Students may take this class for credit even if they previously earned credit for Introduction to Psychology. In comparison to Introduction to Psychology, several additional topics are addressed in this course; the depth in which students explore all topics is greater, focusing more on current research and trends and the application of theoretical psychological principles. The rigor of an Advanced Placement course requires that numerous reading, writing and research assignments be completed independently. Successful completion of other upper level courses is preferred. Previous exposure to statistics and human biology may be beneficial to students but is certainly not required to ensure success in this course. *Students are expected to take the AP exam for college credit in May.*

Technology Education

Our world is made possible by technology. Technology encompasses all of our human-made products and structures. In short, if you have it or use it and it is not naturally occurring in our world, then it has been created by our technological progress. The technology education department offers materials courses in metal and wood, power technology courses, and design, planning, and computer-aided-drawing courses of study. All students thinking about a career in a technical field are encouraged to enroll in either the exploratory materials course, Technology Education I (TE), or the introductory course for engineering, robotics, and architecture, called Basic Design Concepts (BDC).

Technology Education

Grades 9,10,11,12

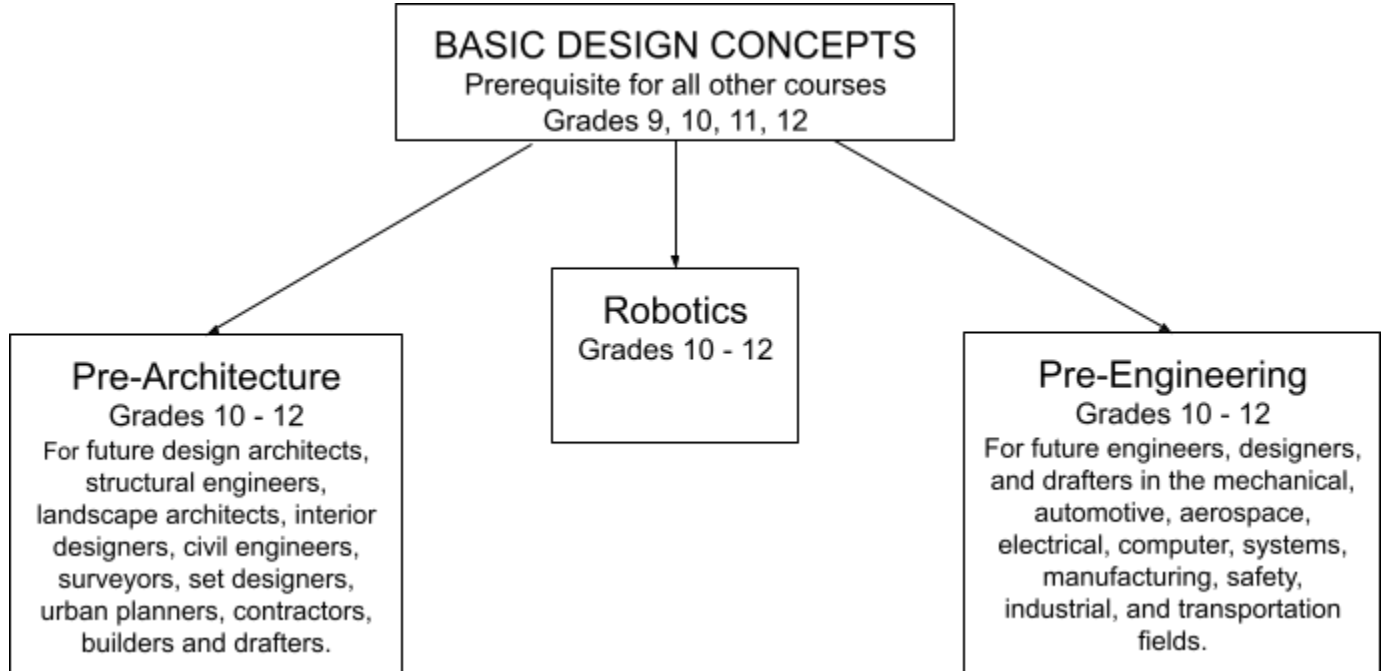
Weight 1.0

.5 Credit/Semester

TE is a hands-on course where students are expected to pay a fee for materials used to construct take-home projects.

- Students thinking about a career in a technical field are encouraged to enroll in this two-part course. Technology Education (TE) introduces students to wood and power technology throughout the semester. Students explore a man-made world and learn about potential careers by constructing projects. Successful completion of TE will position students favorably for upper-level technology courses in successive years. *TE is a hands-on course where students are expected to pay a fee for materials used to construct take-home projects.*
- Wood Technology – Basic cabinet-type woodworking that requires students to select a project, do a project drawing, complete a bill of materials, and write a plan of procedure. Course covers planning, design, safety, wood technology, correct use of layout tools and hand tools, the basic operation of various woodworking machinery, construction techniques, and finishing. Careful attention is given to safety and proper use of tools and equipment. Classroom lectures, demonstrations, individual instruction, films, and hands-on experiences are used in the instructional process. The objective is to enrich the students' skills acquired in middle school and broaden concepts, knowledge, and understanding of our technical society.
- Power Technology – Introductory one-quarter course designed to provide an overview of energy, power, and transportation systems. Includes classroom lectures, multimedia presentations, demonstrations, individual instruction, video, and practical hands-on problem solving activities. Areas of study include lab safety; energy sources; marine, land, air, and space transportation systems; simple machines; and the transfer of energy.

ARCHITECTURE, ENGINEERING & DESIGN



Basic Design Concepts (BDC)

Grades 9,10,11,12

Weight 1.1

1 Credit

This introductory-level design course is a prerequisite for all other design and engineering courses at SHS. Designing is the progression of an original idea from conception to reality. Drafting, often called the “language of industry,” is the precise development of drawings to communicate the designer’s intentions for one’s product. Learn how to represent three-dimensional objects in two-dimensional space. Designers are visual thinkers, so emphasis is placed on developing individual talents to gain confidence to completely and properly express original ideas. A variety of methods will be used, but the main tools are sketching, mechanical drawing, and computer-aided-design, using Auto CAD™ software. It is important to foster creativity, while developing technical competency. This course is the first step in an SHS pathway for future architects, engineers, and designers. Students who anticipate a career in any graphic or technical design field are encouraged to take this class as early as possible in their high school career. ***It is highly recommended that students purchase a computer USB and drafting kit. Successful completion of this course satisfies the technology graduation requirement.***

Pre-Architecture I	Grades 10, 11, 12	Weight 1.2	1 Credit
<p>Prerequisite: <i>Basic Design Concepts (BDC); Teacher recommendation is preferred.</i> Architecture is the study of buildings. How do students design buildings that both look attractive and stay standing? In Pre-Architecture I, students will explore the world of architecture and related professions. Students intent on or thinking about becoming a design architect, architectural engineer, interior designer, landscape architect, contractor, or civil engineer will find this course valuable. Students will build upon the battery of design skills learned in the BDC class. Basic architectural vocabulary, material selection, structural requirements, and site considerations are introduced, while computer-aided-design skills are furthered. Two- and three-dimensional working drawings will be prepared using multiple computer design software tools from AutoDesk™. However, designing a home for aesthetics is only part of the design process for architecture. Making sure the building is safe for humans to occupy is critical. Structural engineers use the design process to determine construction methods and to choose building materials. Students develop problem-solving skills by creating unique solutions to given structural challenges. Demonstrating an understanding of architectural engineering is accomplished through technical reporting. This course allows students a chance to synthesize the knowledge and concepts learned in previous math, science, and technology classes. Juniors and seniors without BDC, but with a strong math and science background, are encouraged to seek teacher permission to take Pre-Architecture I. <i>It is highly recommended that students purchase a computer USB, and a drafting kit. The cost of any additional construction materials, not supplied by SHS, is the student's responsibility.</i></p>			
Pre-Architecture II	Grades 11, 12	Weight 1.2	1 Credit
<p>Prerequisite: <i>Pre-Architecture I.</i> Advanced course provided for students who aspire to be design architects, structural architects, landscape architects, civil engineers, or work within other construction-related professions. Advanced architectural vocabulary, room layout, material selection, structural considerations, and advanced computer-design skills are emphasized. Students will design a larger, multi-level home with more details and builder specifications than the home they completed in the first-level course. This course allows a student to develop a full set of plans using AutoCAD™ and the three-dimensional design software from Auto Desk™ called Revit™. <i>It is highly recommended that students purchase a computer USB, and a drafting kit. The cost of any additional construction materials, not supplied by SHS, is the student's responsibility.</i></p>			
Pre-Engineering I	Grades 10, 11, 12	Weight 1.2	1 Credit
<p>Prerequisite: <i>Basic Design Concepts (BDC); Teacher recommendation is preferred.</i> Engineering can be defined as the application of science to meet the needs of humanity. Experts often consider mechanical engineering as the basis for all other engineering disciplines. With that in mind, students will learn how mechanisms work. Students will examine and endeavor to solve complex mechanical design problems. In addition, students will use advanced AutoCAD™ capabilities and AutoDesk™ Inventor three-dimensional design software to create their plans. This course builds on BDC by covering more sophisticated communication methods for your original design ideas. Cars, planes, toys, electronic goods, and consumer products are just a few of the many items that need to be described by engineers before they can be manufactured. Topics include selection of views, measuring, dimensioning, pictorials, and surface developments. Thinking and problem solving skills are stressed. The hands-on portion of Pre-Engineering I requires us to remember that our human-built world is the product of creativity, innovation, and inventiveness. Problem-solving skills are necessary to solve engineering challenges. Students will demonstrate an understanding of engineering by building a prototype of their idea, testing it and then reporting what they have learned. Engineering and design professions are in high demand in our technological society. This course is recommended for students with career interests in engineering, electronics, computers, automotive, aeronautical, consumer product design, machine trades, and drafting occupations. Students will synthesize the knowledge and concepts learned in previous math, science, and technology classes. Juniors and seniors without BDC, but with a strong math and science background, are encouraged to seek teacher permission to take Pre-Engineering I. <i>It is highly recommended that students purchase a computer USB, and a drafting kit. The cost of any additional construction materials, not supplied by SHS, is the student's responsibility.</i></p>			

Pre-Engineering II	Grades 11, 12	Weight 1.2	1 Credit
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Prerequisite: Pre-Engineering I The human-built world is the product of a process we call engineering design. It is the result of human creativity, innovation, and inventiveness. Engineering and design professions are in high demand in our technological society. This course further develops problem-solving skills by creating unique solutions to given challenges by building multiple projects. The course allows students a chance to synthesize the knowledge and concepts learned in previous math, science, and technology classes. Topics and projects focus on machines, individual mechanisms and vehicles, and explore how things move to perform work. Students who are considering a career path in engineering are exposed to complex mechanical design concepts. In addition, students will learn advanced AutoCAD™ capabilities as well as AutoDesk Inventor™ three-dimensional design software. Costs of any additional construction materials not supplied by the school are the student's responsibility.

Robotics I (Fall Only)	Grades 10, 11, 12	Weight 1.2	.5 Credit
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Prerequisite: Basic Design Concepts (BDC); Teacher recommendation is preferred. Robotics is a combination of mechanical engineering and computer programming. This multi-faceted course uses an inquiry-based approach to demonstrate that successful robotic design requires form to follow function. Concepts and knowledge learned in previous math, science, technology, and computer classes are combined to solve technical design challenges. College recruiters and employers look for capable problem solvers. Students will learn both the hardware components of our robotic system and different ways to control robots that automatically perform specific tasks. There is a possibility of attending off-campus robotics competitions.

Robotics II (Spring Only)	Grades 11, 12	Weight 1.2	.5 Credit
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Prerequisite: Robotics I. In this class, you will expand your robotics design skills and continue an inquiry-based approach where you will complete more diverse challenges than Robotics I. Both independent and group work is required. Advanced mechanical engineering and computer programming solutions are necessary for successful course completion. Students continue to synthesize concepts and knowledge learned in Robotics I and previous math, science, technology, and computer classes. There is a possibility of attending off-campus robotics competitions.

Metal Technology

Metal Technology I	Grades 9,10,11,12	Weight 1.0	1 Credit
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Provides the opportunity for students to broaden their knowledge of metal technology as it relates to our changing technical society. This is an intermediate course in metal fabrication that requires students to select a project(s), do project drawings, and come up with a plan of procedures. Project making is considered secondary to the development of a working knowledge of materials, tools, equipment, and processes. Classroom lectures, demonstrations, individual instruction, films, current events, and actual hands-on experiences are used in the instrumental process. Areas covered: welding (both arc and rig), soldering, sheet metal work, foundry work, forging, safety and proper use of metal hand tools and machines. **Students are expected to pay for all projects created, which the instructor must pre-approve.**

Metal Technology II, III, & IV**Grades 10,11,12****Weight 1.0****1 Credit**

Prerequisite: *Metal Technology I.* Teacher recommendation is preferred. Courses must be taken in sequential order. Advanced course designed to provide students with an in-depth and concentrated study of specific areas in metalworking. In addition to the areas of sheet metal, foundry, welding, and forging, new areas utilizing machine technology (surface grinder, lathe, and milling machine), precision measurement, materials testing, art metal, and pattern making are introduced and studied. Students will be required to do written work (tests, quizzes, shop math problems) but also will receive time to develop products involving each of the major areas and processes in the metal lab. Emphasis is placed on shop safety and creative problem solving.

Areas covered: welding (both arc and oxygen acetylene), brazing, sheet metal work, soldering, planning, layout, metal identification, safety, taps and dies, drill press work, forging chisels, rivets and riveting, reamers, spinning lathe, metal lathe, milling machine, surface grinder, heat treatment, spot welding, precision measuring and foundry.

Projects will be of an advanced nature. Students will draw a plan, make a bill of materials, and make up a sequence of operation before starting a project. Instructor must consider this satisfactory before students will be permitted to begin work in the lab. These are advanced courses and will be conducted as such. ***Students are expected to pay for all materials used in construction for lab requirements and projects.***

Power Technology**Power Technology I****Grades 9,10,11,12****Weight 1.0****1 Credit**

Introductory course designed to provide a study in energy, power, and transportation systems. This course is presented through classroom lectures, multimedia presentations, demonstrations, individual instruction, video, and practical hands-on problem solving activities. Areas of study include lab safety; careers; marine, land, air, and space transportation systems; external combustion engines; two- and four-stroke internal combustion engines; mechanical control and power conversion; renewable, nonrenewable, and alternative energy sources; basic electronics and D.C. circuits; fluidics; and robotic design and development. ***Students are expected to pay for all projects made in class.***

Power Technology II, III & IV**Grades 10,11,12****Weight 1.0****1 Credit**

Prerequisite: *Power Technology I.* Teacher recommendation is preferred. Courses must be taken in sequential order. Designed for students who desire to further their abilities in the technological areas of energy, power, and transportation systems. Course is presented through classroom lectures, multimedia presentations, demonstrations, individual instruction, and video and advanced hands-on problem solving activities. In-depth areas of study include advanced lab safety; career development and observation; marine, land, air, and space transportation systems; mechanical control and power conversion; renewable, nonrenewable, and alternative energy sources; and electronic topics. ***Students are expected to pay for all projects made in class.***

Wood Technology**Wood Technology I****Grades 9,10,11,12****Weight 1.0****1 Credit**

This is an intermediate woodworking course. Requires students to select a project(s), do project drawings, complete a bill of materials, and write a plan of procedures. Divided into four major areas—cabinetry, lathe, carving/sculpture, and laminating. Students must satisfactorily complete a project in each of the four areas listed above or incorporate the four areas into one or more projects. In addition, emphasis is on planning, design, safety, wood technology, advanced use of hand tools and operation of various woodworking machinery, construction techniques, and finishing. Careful attention is given to the safe and proper use of all tools and equipment, as well as their upkeep and maintenance. Project making is considered secondary to the development of a working knowledge of materials, tools, equipment, and processes. Classroom lectures, demonstration, individual instruction, films, current events, and actual hands-on experiences will be used in the instrumental process.

The objective is to provide the opportunity for students to broaden their knowledge of wood technology as it relates to our changing technical society. ***Students are expected to pay for all projects made in class.***

Wood Technology II, III & IV	Grades 10,11,12	Weight 1.0	1 Credit
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Prerequisite: *Wood Technology I. Teacher recommendation is preferred.* Courses must be taken in sequential order.

Course is similar to Wood II with the exception that it is of a more advanced nature. Level III students are required to make duplicate (two identical) lathe turnings and a cabinetry project. All projects must be teacher approved. Instructor must also approve Level IV projects. Students will be required to complete a report on industry, as well as complete an independent study program that will require projects, demonstrations, advanced setups, jigs, fixtures, lab maintenance, and the construction of visual aid projects. ***Students are expected to pay for all projects made in class.***

Wood Works Enterprise	Grades 10,11,12	Weight 1.0	1 Credit
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This course allows students to develop their own enterprise from scratch. The students' business plans will involve determining the product, mass-producing high quality furniture, fulfilling the orders, and accounting for the profit. The course uses hands-on experience to help students assess their personal skills, interests and values, understand the economic benefits of education, explore career options, and learn job-seeking skills.

Foundations of Construction I	Grades 10,11,12	Weight 1.0	1 Credit
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This construction class is offered for students who want to learn the basics of construction. The course will be a beginning level construction class. Students will learn basic hand tool and power tool operation. Students will learn how to build from the ground up with site excavation, blue print reading, masonry, carpentry, electrical, plumbing, roofing, siding, etc. The entire class will build at least one large project. A shed or outbuilding will be built from start to finish. There will be guest speakers from the construction field, and students will study careers in the field. This will be a hands-on class, and students will be expected to participate in learning how to build.

Foundations of Construction II	Grades 11,12	Weight 1.0	1 Credit
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This class will allow students to expand their construction skills and complete advanced projects. Students will work in groups as well as independently. Advanced construction techniques and knowledge from Foundations of Construction will be essential when taking this course. There will be guest speakers from the construction field and students will study careers in the field. Students will collaborate with the teacher to find projects that challenge their skills. This is a hands-on class and students are expected to participate in learning the building trades.

World Languages

French I	Grades 9,10,11,12	Weight 1.0	1 Credit
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Designed to introduce students to the French language by laying the foundation for all four language skills—oral comprehension, speaking, reading, and writing. Constant practice in pronunciation and intonation is accompanied by written exercises to promote a gradual acquisition of basic skills in reading and writing simple French. The study of grammar is emphasized to provide a solid foundation for the student throughout their French studies. Cross-cultural comparisons are made between the American and French cultures. A geographical glimpse is given of France and students will study the city of Paris. French classes should be taken consecutively.

French II	Grades 9,10,11,12	Weight 1.1	1 Credit
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Prerequisite: *French I. Teacher recommendation is preferred.* Reviews and expands the basic structures of French I. Emphasis is on expressing a sense of time by focusing on specific verb tense. Increasingly complex grammatical structures are presented in reading selections. Students develop their own writing with these structures and with the introduction of new, useful vocabulary. Students are expected to answer questions orally at a personal, self-expressive level and to practice authentic dialogues to develop facility with the language. French cultural contributions are noted during the year, and students study the regions of France. French classes should be taken consecutively.

French III	Grades 10,11,12	Weight 1.1	1 Credit
<p>Prerequisite: French II. Teacher recommendation is preferred. French III is designed to teach students to verbally communicate and write in French by focusing on readings about events and important figures from different time periods throughout history. Students will discuss topics that require an intensive use of advanced grammar patterns and vocabulary. Emphasis will be placed on correct pronunciation, inflection, intonation, as well as reading for content, theme, vocabulary development, cultural, and historical context. Students will pursue the study of literature and literary analysis through short stories, poems, novels, and passages from important works by French and Francophone (Canadian, African, Caribbean) writers.</p>			
French IV	Grades 11,12	Weight 1.2	1 Credit
<p>Prerequisite: French III. Teacher recommendation is preferred. Concentration is on improving the students' command of spoken and written French and further development of reading skills. Students are expected to be active participants as they work toward refining the four language skills through the study of French history, literature, films, poetry, or drama. A study of "Le Petit Prince" by St. Exupéry will end the year.</p>			
AP French Language and Culture	Grades 11,12	Weight 1.3	1 Credit
<p>Prerequisite: French III. Teacher recommendation is preferred. AP French Language and Culture will continue to build on the skills students learned from the first three levels of their study of French by developing and refining the major skills of listening, speaking, reading, writing, and cultural competency. Students will read authentic texts that include advanced grammatical structures and topics that are technical, scientific, philosophical, and literary. As the year progresses, students' written and oral French will reflect and use advanced grammatical structures with sophisticated, precise, and eloquent vocabulary. Students will become more adept at understanding the speech of native speakers, speaking at a normal rate of speed, in most situations. Students are expected to take the AP exam for college credit in May.</p>			
Latin I	Grades 9,10,11,12	Weight 1.0	1 Credit
<p>Emphasis is on basic vocabulary and grammatical principles, as well as Latin roots from which English words are derived. Memorization of Latin vocabulary and Latin word endings is crucial for success in the class. Students learn to read and write simple Latin sentences. Students also learn about daily life in Roman times, Roman religion and festivals, and the Roman gods and goddesses. Latin classes should be taken consecutively.</p>			
Latin II	Grades 9,10,11,12	Weight 1.1	1 Credit
<p>Prerequisite: Latin I. Teacher recommendation is preferred. Students continue to learn vocabulary and grammatical constructions with particular emphasis on verbs. Memorization of Latin vocabulary and Latin word endings is crucial for success in the class. Reading and writing in Latin are stressed. Roman culture, geography, and Republican history and government are also studied. Latin classes should be taken consecutively.</p>			
Latin III	Grades 10,11,12	Weight 1.1	1 Credit
<p>Prerequisite: Latin II. Teacher recommendation is preferred. The grammar previously studied is reviewed, and the subjunctive mood is introduced and practiced. Students concentrate on reading Latin literature and learning about the authors and times of the works. Composition projects and advanced grammar structures are major components of this course. Latin classes should be taken consecutively.</p>			
Latin IV	Grades 11,12	Weight 1.2	1 Credit
<p>Prerequisite: Latin III. Teacher recommendation is preferred. Composition projects and advanced grammar structures continue to be major components of the course. Previous grammar is reviewed as needed. The works of major Latin authors are discussed, including Virgil and Horace. In addition, students will revisit mythology with stories about Perseus and Jason and the Argonauts.</p>			

Spanish I	Grades 9,10,11,12	Weight 1.0	1 Credit
A brief geographical study introduces the Spanish speaking countries of the world and their holidays. Cross-cultural comparisons are made between the American and Hispanic cultures. Students practice the four basic language skills daily (reading, writing, speaking, and oral comprehension). Memorization of Spanish vocabulary is crucial for success in the class. The study of grammar provides a foundation for subsequent years of Spanish study. Spanish classes should be taken consecutively.			
Spanish II	Grades 9,10,11,12	Weight 1.1	1 Credit
Prerequisite: Spanish I. Teacher recommendation is preferred. Reviews and expands the basic structures of Spanish I. The four basic language skills are again emphasized. Memorization of Spanish vocabulary is crucial for success in the class. The study of grammar provides a foundation for subsequent years of Spanish study. Special attention is placed upon verbs and the past tense. Students are expected to answer questions orally at a personal, self-expressive level and to practice authentic dialogues to develop facility with the language. Everyday Spanish-culture is studied, including school life, typical vacations, and health. Spanish classes should be taken consecutively.			
Spanish III	Grades 10,11,12	Weight 1.1	1 Credit
Prerequisite: Spanish II. Teacher recommendation is preferred. Provides review and further expansion of grammatical structures with the emphasis upon using the language in class. The subjunctive mood is studied in depth. The Hispanic world of art and music is featured. Spanish classes should be taken consecutively.			
Spanish IV	Grades 11,12	Weight 1.2	1 Credit
Prerequisite: Teacher recommendation. This is a fast-paced, advanced course integrating and refining previously learned language skills to achieve a higher proficiency in communicative skills (reading, writing, listening and speaking). Through the study of contemporary life, history, and literature, students will compare the cultures of other countries and make connections with other disciplines. Advanced grammar usage is an additional key aspect of this course, with the students gaining exposure through authentic resources and communicative practice applying all tenses. All of the instruction will be in Spanish and students will be required to use only the target language in class.			
AP Spanish Language and Culture	Grade 12	Weight 1.3	1 Credit
Prerequisite: Teacher recommendation. AP Spanish Language and Culture focuses on the application of advanced skills in all modes of communication using authentic resources including online/traditional print (literature, essays, and magazine/ newspaper articles), audio, and visual resources. All of the instruction will be in Spanish and students will be required to use only the target language in class. It is imperative that students are willing to narrate, discuss, and express opinions integrating advanced vocabulary and linguistic structures as they build proficiency. <i>Students are expected to take the AP exam for college credit in May.</i>			

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Fax: (717) 227-1951

Susquehannock High School

P. O. Box 128, Glen Rock, PA 17327-0128

INDEPENDENT STUDY APPLICATION & CONTRACT

An Independent Study is available for students in grades 10-12 who have an approved Independent Study contract. The student will construct a project, produce a paper, or show evidence of concentrated study in an academic area of their choice. Independent studies should encompass multiple 21st Century skills such as critical thinking, problem solving, collaboration, adaptability, initiative, effective communication, and curiosity. It is expected that the time needed to complete the Independent Study course will be taken outside of the regular school day. If the Independent Study is aligned to Susquehannock High School curriculum and overseen by a highly qualified teacher, it will be given a numeric grade. If the Independent Study is designed beyond the scope and sequence of the curriculum, it may be graded on a pass/fail basis.

Students who are planning an Independent Study for next school year should have an advisor secured and the Independent Study Contract submitted and approved by the end of the current school year.

Contract approval may be based on the following:

- Cumulative GPA
- Academic good standing
- Attendance/discipline history

Student _____ Year of Graduation _____

Teacher Advisor _____ Student Number _____

Proposed Independent Study Title (30 characters/space maximum)

Summary of course (including area of study and concentration)

Student Signature and Approval _____ Date _____

Parent Signature and Approval _____ Date _____

To be completed by the advisor:

Educational Activities and Projects

How will you assess whether learning objectives have been successfully completed? List any assessment instruments that will be utilized.

Endorsement by Faculty Advisor

This is to certify that I am willing to serve as a faculty advisor for the Independent Study described above. I understand that my responsibilities as an advisor include the following:

- To assist in the planning of the course and the preparation of this contract
- To affirm my satisfaction with the academic content and rigor of this Independent Study
- To communicate with the student regularly each marking period as they complete this course
- To assess the Independent Study learning outcomes and provide marking period grades as well as a final grade

Teacher Signature and Approval _____ Date _____

For Office Use Only

Independent Study Name _____

Course Number _____ Yearlong Fall Spring Academic Year: 20_____

Credit: 0.50 1.00

Weight: 1.00 1.10 1.20 (Honors) 1.30 (AP)

Counselor Signature and Approval _____ Date _____

Principal Signature and Approval _____ Date _____



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Field Experience Reflection

What kind of field experience did you do?

Post-Secondary Education Visit	Post-Secondary Fair	College or Career Speaker Visit To SHS	Career Fair	Job Shadow

What important information did you learn about the school(s), career(s), or company you met with? (Be specific.) (4 or more sentences)

What did you like most about this experience? (Be specific.) (4 or more sentences)

What did you like the least about this experience? (4 or more sentences)

13.1.11.D - Evaluate school-based opportunities for career awareness and preparation.

13.1.11.G - Assess the implementation of the individualized career plan through the ongoing development of the career portfolio.

How has this field experience influenced your education and post-secondary plans and/or how do you plan on using this information to guide your future? (4 or more sentences)

Proof of Attendance:

IN-PERSON FIELD EXPERIENCE:

1. Print out the attendance sheet
2. Get it signed by the representative of the field experience. Take a photo of the form and insert the picture below.

VIRTUAL FIELD EXPERIENCE:

1. Screenshot proof of attendance (either an email confirmation or website confirmation)
2. Insert the screenshot below.

INSERT PICTURE HERE:



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Field Experience Reflection - Part Time Job

Work Permit Number: TRV-_____ - _____

Describe your duties and responsibilities at your job. (Be specific.) (4 or more sentences)

What skills have you learned through the job hunt and hiring process? (Be specific.) (4 or more sentences)

What work-related skills have you learned by working in your current job? (4 or more sentences)

Ex: Skills related to working with management, coworkers and customers as well as specific job tasks.

How has this part-time work experience impacted your decisions for your future? (4 or more sentences)



Susquehannock High School

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Graduation Project Proof of Attendance /Absence Excusal Form

Attendance Purposes

Student's Name	
Name of Institution/Business	
Date	
College/Career Speaker's Name	
College/Career Speaker's Signature	

Get this form signed as proof of attendance for your field experience. In the event that you missed school for your graduation project this form should also be presented to the attendance clerk in the SHS front office to excuse your absence. You will need to upload this proof of attendance and complete your reflection.

After the experience, **you will copy one of the reflection documents from the links below** to your Google Drive and then fill in your responses to the questions listed. Do not change the font or the font size inside each box for responses. When completed, upload this form as a cover page along with your copy of the reflection document into Naviance.

Campus Visit | Post-Secondary or Career Fair | SHS Speaker Visit | Job Shadow: <http://bit.ly/2G0pxog>

Part-Time Job: <http://bit.ly/2RmV7BQ>

Graduation Project Presentation

Student Guide/Rubric

DIRECTIONS:

Create a 3-5 minute presentation about your plans after high school and what career path you are considering. Use the following rubric to help you create your presentation. Use Google Slides as your visual presentation tool.

HELPFUL RESOURCES: [BLS](#) [Pa Career Zone](#) [Career One Stop](#) [O*Net](#) [Naviance](#)

RUBRIC		✓
CAREER CHOICE & FACTS		
Career Choice, Reasoning/Justification Identified the career choice considering after high school. Explanation/justification for considering the career.		
Nature of Work Identified the job description and day-to-day tasks performed. (CITE WORK)		
Training/Qualifications/Education Needed Identified and researched training, education, and qualifications needed to enter this career path. Included necessary skills and/or abilities needed. (CITE WORK)		
Job Outlook / Employment Statistics Identified and researched current employment outlook for the career either for the state or nationally. (CITE WORK)		
Salary/ Earnings Identified and researched potential earnings in this career path. (CITE WORK)		
FIELD EXPERIENCES		
Types / Reason Identified the field experiences chosen for junior year requirements and reasoning for choosing them. (Ex: Job Shadow; Schools Visited; Career Fair; School Fair; Part-Time Job) **Note: Field experiences don't have to relate to what career choice is being presented**		
Knowledge Gained/Benefits Identified what was learned and what benefits came about from field experiences. Some things to consider: Did it help confirm or rule out a career choice or pathway?		
PREPARATIONS/PLANS		

High School Experience <i>Identified what was done throughout high school to prepare for this career.</i>	
Post-Secondary Education Plan <i>Identifies what education plan is occurring after high school to gain the skills necessary for career choice (Ex: On-the-job-training, military, technical school, college, etc)</i>	
Identify Skills <i>Identifies skill sets that have been developed in high school, experiences and/or will have to possess in order to excel in career choice? (Ex:critical thinking, communication, analytical, creativity, empathy, etc)</i>	
Identify Next Steps to Take <i>Identified the next steps, while in high school, necessary to reach the career goal. (Ex: Bootcamp; Applying to School; Scholarships; etc...)</i>	
PRESENTATION GUIDELINES	
Introduction <i>Presenter grabbed the attention of the audience by creating a strong introduction. (Statistics, questioning techniques, videos, music, and/or images)</i>	
Slide Presentation <i>Slide presentation was organized, easy to read, free of grammatical errors, visually attractive, & engaging. The slide presentation is used as a guide for the presenter and not cluttered with information. The audience should NOT be able to simply read off the slides to gather the information. (6 x 6 rule - no more than 6 bullet points & 6 words per bullet point) (IMAGES CITED)</i>	
Professionalism and Preparedness <i>Presenter used professional language and tone. Presenter had clearly practiced and was well prepared. Presenter did not rely solely on slide presentation for effective communication. The majority of the information was given orally from the presenter rather than seen on the slide. Presenter's attire was appropriate for school and followed the SHS dress code. Presenter did not exceed 5 mins.</i>	
Document Upload and Share <i>Prior to presentation day, the presenter shared the presentation with the hosting teacher. In addition, the presentation was uploaded to Naviance as a PDF.</i>	
TOTAL CHECKMARKS	

****Senior presentation grade is based on a pass or fail system. In order to pass the presenter must receive 10 checkmarks.****

Susquehannock High School
Course Waiver Form

Student's Name & ID Number

Current grade

Your student has requested a different course than the one recommended by their teacher. If you approve of the course requested by your student, please sign this form and have your student return it to the counseling office. If we do not receive this form signed by a parent/guardian, the student will be scheduled for the course recommended by the teacher. Thank you for your attention to this matter.

Course recommended by the teacher

Course

No.

Course requested by student

Course

No.

Parent signature

Date

SCHEDULING CHANGE FORM

SCHEDULING CHANGE FORM MUST BE SIGNED BY A PARENT/GUARDIAN

Student Name: _____ Student ID: _____ Graduation Year: _____

Drop: _____ Add: _____

Drop: _____ Add: _____

Drop: _____ Add: _____

Drop: _____ Add: _____

Parent Signature (required): _____ Date: _____

Susquehannock Student HElp Desk (SHED)
Application for Positions

I am reaching out to you because your teachers believe you have superior talent and skill with technology that could be very useful to the school. I am hopeful that you consider applying for a position and possibly a leadership role in this organization. If you are interested and want to join our team please return this completed application to Mrs. Corrieri in the library as soon as possible.

Name: _____ Current Grade: _____

Why are you interested in joining the tech SHED? _____

Recommendations:

Please provide information for two faculty members that will vouch for your **academic ability, personal integrity, work ethic and skill**. It is always a good practice to explain to your teachers why you would like to use them as references. Teachers will be contacted to discuss your skills and character.

Name:

Subject/Department:

Please rate this student's character, integrity, responsibility, and technical skills based on your knowledge of the student. _____ (1-weak/no skill, 10 - superior skills and character)

Comments:

Teacher Signature: _____

Name:

Subject/Department:

Please rate this student's character, integrity, responsibility, and technical skills based on your knowledge of the student. _____ (1-weak/no skill, 10 - superior skills and character)

Comments:

Teacher Signature: _____

Please describe your strengths in technology and what interests you most regarding technology on the back of this page.

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