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WEATHERLY AREA SCHOOL DISTRICT
2009-2010

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Mr. Thomas McLaughlin, Principal

GUIDANCE DEPARTMENT

Mr. Ronald H. Kelshaw

HIGH SCHOOL TEACHERS

Art	Mrs. Denise Stadnik
Business Education	Mr. Robert Boock
Computer Technology	Mr. James Pino
English	Mrs. Maria Whitley
	Mrs. Sarah Peterlin
Family & Consumer Science	Miss Bobbi Ann Kufro
Foreign Language	Miss Heidi Holinowsky
	Mrs. Judy Lagana
Guidance	Mr. Ronald Kelshaw
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Health Services	Mrs. Rebekah McFadden
Library Services	Miss Heidi Holinowsky
Mathematics	Mr. James McClafferty
	Mrs. Heather Katchur
	Miss Jamie Tatusko
Music	Miss Shannon Shughart
Online Instructor & CFF Coach	Mrs. Katie Leach
Science	Mrs. Lori Rodgers
	Mr. Timothy Shiplett
Social Studies	Mr. Brian Kaminski
	Mr. Matthew Neil
Special Education	Mrs. Dawn Stanley
	Mr. Scott Zoscin
	Mrs. Nicole Groblewski
Technology Education	Mr. Michael Ziegler

GRADUATION REQUIREMENTS

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

1. A student must satisfactorily complete a minimum of 27 credits during grades 9-10-11-12.

2. Students must obtain credits in these areas as part of the 24:

a. ENGLISH	4.0	(1 credit in each grade 9-12)
b. SOCIAL STUDIES	4.0	(1 credit in each grade 9-12)
c. MATHEMATICS	4.0	(1 credit in each grade 9-12)
d. SCIENCE	4.0	(1 credit in each grade 9-12)
(One credit must be a physical science.)		
e. HUMANITIES	2.0	(1 credit in 2 separate disciplines)
f. PHYSICAL ED.	2.5	(1 credit in any grade 9-12)
g. COMPUTER SCIENCE	2.0	(2 credits in any grade 9-12)
h. HEALTH	0.5	(.5 credit in grade 9 and 10)
i. ELECTIVES	4.0	

3. Beginning with the Class of 2012, a student must satisfactorily complete a minimum of 27 credits.

Any student failing two major subjects must attend a summer school program approved in advance by the high school principal.

Any student failing three major subjects is not eligible for summer school and must repeat the grade.

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

Students must also complete a High School Graduation Project in an area of concentrated study during the junior or senior year of high school.

The project shall incorporate the following guidelines:

- The student may choose his/her project theme with the approval of the teacher/advisor and shall be guided throughout the effort by a teacher/advisor.

- The student must demonstrate through the project the ability to apply, analyze, synthesize and evaluate information.

- Upon completion of the project, the student will present to an appropriate audience as approved by the teacher/advisor; the presentation shall be interactive in that the audience may ask questions of the student.

- The student has the option of presenting at the end of junior year or midway through senior year.

- The advisor and the panel will score the presentation on a scale of 1-4 (below basic to advanced).

NONBINDING NOTE

This booklet describes all courses contained in the Weatherly Area High School program of studies. However, not all courses may be offered during one school term. The forms distributed at the time of registration will contain the official list of courses to be offered for the coming school term.

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

SCHEDULE CHANGES

The Guidance Counselor will handle errors, conflicts, omissions and additions to students' schedules as soon as possible after the opening of school. Schedule changes will be made only for valid educational reasons. Change requests must be accompanied by teacher recommendation, counselor recommendation and written agreement of the parent. A student may be placed in an appropriate substitute class. Deadlines for schedule changes will be within the first 8 days of the 1st marking period. **No changes will be made after the 10th day of school unless initiated by a teacher recommendation.**

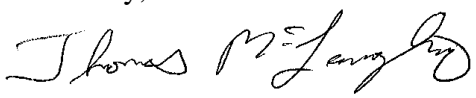
Dear Parents/Students:

The Weatherly Area High School guidance counselor schedules students' courses in the spring of each year. In order for you and your son/daughter to make an educationally sound decision in course selection, we have put together this Program of Studies Booklet to assist you with this decision-making process.

Studies have found that when student, parents, and school officials work collaboratively to plan a student's schedule, the student's achievement increases dramatically. Although the decisions are sometimes difficult to make, the key successful scheduling is – communication among all individuals involved in the scheduling process.

If you have any questions, please do not hesitate to contact Mr. Ronald H. Kelshaw, Guidance Counselor, at (570) 427-8521 for an appointment or a telephone conference. I would like to thank you for your cooperation and I look forward to working as a team with you to give your child the best education possible.

Sincerely,



Thomas McLaughlin
Principal

Dear Parents and Students:

One of the most important activities of the school year for students is the selection of the subjects that they will take each year. This selection should be a joint effort involving the student, parents, individual teachers and guidance personnel. It should be taken seriously because it will be the basis of a student's full year of academic study.

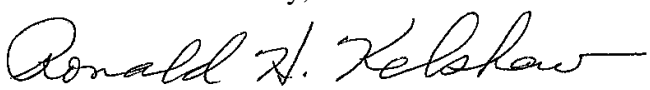
We ask all concerned to consider this information carefully so that the proper selections can be made. Two important questions should receive attention before any course selection is made.

1. After considering my own abilities, interests and limitations, what do I want to do after high school?

2. What are the most appropriate subjects that I can take in high school to accomplish this?

Also, in finalizing your schedule, please do so wisely. Changing subjects once the school year begins is not allowed because of the negative effect it has on the individual and the overall educational program. Please choose your subjects wisely.

Sincerely,



Ronald H. Kelshaw
Guidance Counselor

Mission and Belief Statements

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

Belief Statements

1. **We believe** that education is one of the most important influences on individuals and their roles in the global society.

2. **We believe** that educational change through ongoing staff development is necessary to meet the many challenges occurring in our society.

3. **We believe** that learning is a life long process that should begin with the family, and be encouraged and nurtured through the partnership of parents, students, administration, teachers, staff, businesses and community members.

4. **We believe** that the "whole child" can be nurtured in these developmental areas: *Emotional, Social, Physical, Intellectual, Creative, Ethical, and Aesthetic*.

5. **We believe** that our schools should provide a safe learning environment that offers security, understanding, acceptance, respect, and direction from caring adults.

6. **We believe** every individual had intrinsic worth and value.

7. **We believe** every individual should be sensitive to the diversity of others.

8. **We believe** every student has talents, skills, and gifts; high expectations for each student should be the foundation of the educational process fostering the student's personal best.

9. **We believe** all students should develop life skills appropriate to their potentials.

10. **We believe** that a positive educational environment can enable every student to become a caring, responsible individual, who will care for himself/herself, each other and the community.

11. **We believe** it takes a whole community to educate a child.

12. **We believe** that all students will learn to communicate effectively, problem solve, develop higher level thinking skills, collaborate, and use technology efficiently.

ALL COURSE OFFERINGS DEPEND UPON AVAILABILITY OF STAFF AND STUDENT REQUESTS

Ninth Grade

The curriculum for all ninth grade students is designed to provide each student with a broad range of skills. All ninth graders take the same core subjects. Beginning with the Class of 2012, a student must satisfactorily complete a minimum of 27 credits.

REQUIRED NINTH GRADE COLLEGE PREPARATORY SUBJECTS ARE:
Academic English I, Academic Honors English I, Applied English I
U.S. History
General/Earth Science
Algebra I, Algebra IB, Algebra II, Algebra II Honors, Applied Math I
Computer Applications using MS Office
Physical Education

Electives are:
German I or Spanish I
Band
Technology Education I
Fine Arts I
Chorus
Family & Consumer Science

REQUIRED APPLIED COURSES (BUSINESS EDUCATION PROGRAM)

This program is designed for students who plan to enter the world of work, community college, business school, or a four-year college. All ninth graders take the same core subjects.

The following subjects are recommended:

NINTH GRADE APPLIED
English I or Academic English I
U.S. History
General/Earth Science
Algebra I, Algebra IB, Algebra II
Introduction to Business
Computer Applications using MS Office
Physical Education

Electives are:
German I or Spanish I
Band
Family & Consumer Science
Technology Education I
Fine Arts I
Chorus

Tenth Grade

REQUIRED TENTH GRADE COLLEGE PREPARATORY

As the name indicates, this area of the curriculum is designed to help prepare students for post-high school study. It is very important that students select subjects that will enable them to meet entrance requirements of the colleges or institutions of their choice. The recommended sequence is as follows:

TENTH GRADE COLLEGE PREP.

Academic English II or Academic Honors English II
World History
Modern Geometry, Modern Geometry Honors
Health/Physical Education
Biology I

Electives are:

German II or Spanish II
Band
Chemistry I
Accounting I
Entrepreneurship
International Business
Fine Arts I
Fine Arts II
World of Work/Food Science
Adult Roles
Chorus
Technology Education II

TENTH GRADE APPLIED

English II or Academic English II, Applied English II
World History
Biology I
Algebra I-B, Algebra II, Applications of Algebra II
Health/Physical Education

Electives are:

German II or Spanish II
Band
Computer Applications Using Microsoft Office
Entrepreneurship
Technology Education II
International Business
Fine Arts I
Fine Arts II
World of Work/Food Science
Adult Roles
Chorus
Chemistry I

Eleventh Grade

ELEVENTH GRADE COLLEGE PREP.

Academic English III or Honors English III
Law and Society
Modern Geometry, Trigonometry, Trigonometry Honors
Chemistry I, Physics I or Human Anatomy & Physiology

Electives are:

German III or Spanish III
Parenting
Adult Roles
World of Work/Food Science
Entrepreneurship
International Business
International Studies
Accounting I
Accounting II
Technology Education II
Technology Education III
Band
Chorus
Fine Arts I
Fine Arts II
Fine Arts III
Graphic Design & Multimedia
Physical Education
Web Page Design
Desktop Publishing & Adv Microsoft Office
Computer Programming Using Visual Studio

ELEVENTH GRADE APPLIED

English III or Academic English III
Law and Society
Environmental Science I
Plane Geometry, Modern Geometry or Consumer Math

Electives are:

German III or Spanish III
Parenting
Adult Roles
World of Work/Food Science
Entrepreneurship
International Business
International Studies
Accounting I
Accounting II
Technology Education II
Technology Education III
Band
Chorus
Fine Arts I
Fine Arts II
Fine Arts III
Graphic Design & Multimedia
Physical Education
Web Page Design
Desktop Publishing & Adv Microsoft Office
Computer Programming Using Visual Studio

Twelfth Grade

TWELFTH GRADE COLLEGE PREP

Academic English IV or AP English
World History/Psychology/Sociology (Dual Enrollment)
Speech/College English (Dual Enrollment)
Precalculus, Calculus, Statistics/Probability
Chemistry II/Physics II, Biology II, Environmental Science or Anatomy & Physiology
International Studies or Economics

Electives are:

German IV or Spanish IV
Parenting
Adult Roles
World of Work/Food Science
Entrepreneurship
International Business
International Studies
Accounting I
Accounting II
Technology Education II
Technology Education III
Technology Education IV
Band
Chorus
Fine Arts I
Fine Arts II
Fine Arts III
Fine Arts IV
Graphic Design & Multimedia
Physical Education
Web Page Design
Desktop Publishing & Adv Microsoft Office
Computer Programming Using Visual Studio

TWELFTH GRADE APPLIED

English IV or Academic English IV
International Studies or Economics
Functions of Math or Consumer Math
Environmental Science or Biology II

Electives are:

German IV or Spanish IV
Parenting
Adult Roles
World of Work/Food Science
Entrepreneurship
International Business
International Studies
Accounting I
Accounting II
Technology Education II
Technology Education III
Technology Education IV
Band
Chorus
Fine Arts I
Fine Arts II
Fine Arts III
Fine Arts IV
Graphic Design & Multimedia
Physical Education
Web Page Design
Desktop Publishing & Adv Microsoft Office
Computer Programming Using Visual Studio

CARBON COUNTY TECHNICAL INSTITUTE

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

Students accepted at the Carbon County Technical Institute become half-time students at that school during the sophomore year. All academic are at Weatherly Area High School. Vocational Technical classes are offered at Carbon County Technical Institute.

CCTI GRADUATION REQUIREMENTS

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

1. A student must satisfactorily complete a minimum of 27 credits during grades 9-10-11-12.

2. Students must obtain credits in these areas as part of the 28/29:

a.	ENGLISH	4.0	(1 credit in each grade 9-12)
b.	SOCIAL STUDIES	2.0	(2 credits in grades 9-12)
c.	MATHEMATICS	4.0	(1 credit in each grade 9-12)
d.	SCIENCE **(One credit must be a physical science.)**	3.0	(3 credits in grades 9-12)
e.	PHYSICAL ED.	1.5	(1 credit in any grade 9-12)
f.	COMPUTER SCIENCE	1.0	(1 credit in grade 2)
g.	HEALTH	0.5	(.5 credit in grade 10)
h.	ELECTIVES (shop area)	12.0	(3 credits in grade 9-12)

Required ninth grade CCTI subjects are:
English I or Academic English I
US History
General/Earth Science
Algebra I, Algebra IB, Algebra II

Required tenth grade CCTI subjects are:
English II or Academic English II
Heath/Physical Education
Biology I
Algebra II, Modern Geometry

Required eleventh Grade CCTI subjects are:
English III or Academic English III
Social Studies Elective
Physical Education
Plane or Modern Geometry, Consumer Math, Functions of Math

Required twelfth grade CCTI subjects are:
English IV or Academic English IV
Science elective
Computer elective
Consumer Math, Trigonometry, Functions of Math

FLEX PROGRAM* (*new program) **12TH GRADE**

This is a special program geared to allow additional students within Carbon Country an opportunity to take advantage of the considerable resources at CCTI. Students may arrange to spend as little as 50 minutes up to several hours daily in a variety of CCTI programs. This can offer valuable hands-on training coupled with a rigorous academic program at the student's home high school.

Guidelines for FLEX Students at CCTI

- There must be an opening in the requested program. Full-day students shall receive priority over FLEX students.
- The requesting student must be in 12th grade and be on track to graduate on time. He or she must be highly motivated and willing to work independently at times.
- The FLEX student and program instructor shall develop a plan before admission. It shall be based on the student's interests, future plans, and the program task list.
- The sending district will determine the amount of credit awarded for the program. The FLEX instructor will provide a grade to the sending school guidance counselor each marking period.
- The amount of instructional time is flexible, as little as 50 minutes up to several hours daily. Students may apply within 30 days of the start of each semester and may enter at the beginning of each semester.
- The student, the sending district, and CCTI shall arrange transportation to and from CCTI.
- All applicants must complete an application form, including a report card and PSSA information in reading and mathematics.

CCTI FLEX Program Examples

1. **Auto Collision & Repair**
    - Utilize the correct materials and procedures for filing and removing dents
    - Prepare, paint and finish a panel
2. **Auto Service & Technology**
    - Perform a vehicle maintenance check
    - Write and complete repair orders and estimates
    - Learn the steps and perform a standard brake job
3. **Building Construction Trades**
    - Complete a safety performance assessment test
    - Identify common building materials and tools
    - Learn building techniques normally associated with flooring, framing, roofing, and siding
4. **Health/Medical Assistant/Aide**
    - Illustrate the many facets of patient personal and restorative care
    - Assist a professional medical person with a physical exam
    - Implement the principles of standard precautions in disease infection
    - Identify patient rights of privacy, confidentiality, and security
    - Learn various signs and symptoms of disease and conditions
5. **Electrical Construction/Maintenance**
    - Splice wires and properly install bell circuits
    - Learn various methods of single pole, 3- and 4-way switched light circuit
    - Plan and trace fire alarm wiring
    - Install a PVC conduit system

6. **Integrated Information Systems Technology**
    - Learn proper usage of various scopes and meters
    - Identify the basic types of business information systems, how they are used, and what benefits are delivered
    - Identify the popular classes of computer systems and discuss the role of each
    - Identify and describe the basic kinds of software
    - Perform and troubleshoot various certification systems
    - Install, configure, and mange DVD and CD-ROM devices
    - Install components of a telecommunications systems
7. **Graphic Design**
    - Perform image manipulation (Adobe Photoshop)
    - Perform fundamental of page layout (QuarkXpress)
    - Create video images
    - Edit a video using iMovie
8. **Marketing/Distributive Education**
    - Complete a national certification in customer service
    - Prepare various kinds of display arrangements
    - Identify the risks and benefits of entrepreneurship
    - Learn the five steps of market research
    - Create a marketing plan
9. **Plumbing/Heating/Air Conditioning/Refrigeration**
    - Apply OSHA standards in various institutions (safety course)
    - Properly use various electrical testing devices and meters
    - Properly cut and thread pipe
    - Identify difference types of condensers, controls, and gauges
    - Learn building codes and standards
    - Apply the principles of heat transfer to various heating/cooling systems
10. **Precision Machining Technology**
    - Accumulate hands-on engineering experiences
    - Perform general maintenance on various pieces of machine equipment
    - Read blueprint material to properly complete a job
11. **Culinary Arts/Quantity Foods**
    - Learn all facets of the restaurant/quantity foods business, including controlling costs and sanitation
    - Qualify for ServSafe certification
    - Learn culinary vocabulary and standards
    - Learn salad, sandwich, entrée, and vegetable preparation techniques
12. **Welding Technology**
    - Experience a basic level of oxyacetylene welding and cutting processes
    - Complete a basic safety requirement
    - Read blueprint material to properly complete a job

INTRODUCTION TO INFORMATION TECHNOLOGY OCCUPATIONS

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

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

This course will be offered during the 2008-2009 school year at home high schools that request it. As it has done with the Electronics/Electrical program, CCTI will provide the instructor, necessary materials, and computer workstations as necessary. The course can be tailored to fit block or single period scheduling, but it must be a tow-hour daily duration. Credit will be awarded by the home high school, based on time.

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

INTRODUCTION TO ELECTRONICS AND ELECTRICAL OCCUPATIONS

This one-semester course provides an opportunity for high school students to gain knowledge and skills of the basic circuitry upon which the electronics and electrical industries are based. Through a variety of classroom and laboratory activities, students will experience practical applications of scientific principles which translate into the high technology so abundant in our society today. Equally important, students will be exposed to local and regional career opportunities. Each student will receive a tour of the Tobyhanna Army Depot (a major electronics network facility in Monroe County) and an electrical-related business location (Hayden Electric in Hazleton). In addition, articulated post-secondary educational options at Lehigh Carbon Community College and other institutions will be reviewed as career pathways, for students.
This course will again be offered during the 2008-2009 school year at home high schools that request it. CCTI will provide the instructor, necessary materials, and all equipment. The course can be tailored to fit block or single period scheduling, but it must be a two-hour daily duration. Credit will be awarded by the home high school, based on time.

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

HOMEBOUND INSTRUCTION

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

INDEPENDENT STUDY Grade 12

***Prerequisite: To enroll in an independent study, a study must have the approval of the teacher, the guidance counselor and the high school principal.**

The Independent Study Program is designed for students who have demonstrated a high degree of motivation and have the ability to work independently. From time to time scheduling in a small school restricts the student's opportunity to select courses which he/she desires to take. The Independent Study Program allows some flexibility in scheduling. Applications are available in the guidance office.

Independent study courses will be offered in the following departments: English, social studies, mathematics, science, technology education and computer science. Grading may be based on pass/fail and/or percentage and/or letter grade.

VIRTUAL ON-LINE EDUCATION

***Prerequisite: A high degree of independent work is necessary. Permission from the high school principal and guidance counselor is required.**

Virtual on-line education is available for student in grades 9-12 as additional core course offerings not offered at Weatherly Area High School. In the core areas of: Math, Social Studies, English, Science and Foreign Language. Students may participate for enrichment purposes or graduation credit requirements. This mode of education incorporates virtual instructors and technology. Students will be monitored by a learning facilitator in a learning lab.

ENGLISH AS A SECOND LANGUAGE (ESL)

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

SPECIAL EDUCATION

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

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

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

HONORS/AP (ADVANCED PLACEMENT)

Gifted and high potential students may also be invited to participate in Honors and Advanced Placement (AP) courses at the high school. These programs are conducted in the areas of English and mathematics. Honors and AP programs have different content that is more complex and demanding. The student objectives, activities and resources used may differ. Due to the demands of these courses, weighted grades are used to acknowledge student achievement. Finally, the AP programs follow the College Examination Board standards. The content of these courses is predetermined, and students are required to take the AP test which most colleges recognize and use to determine placement in their programs.

GIFTED

Gifted education at Weatherly Area High School is offered to identified students as a means to strengthen and broaden academic skills and career interests. Students in this program are encouraged to participate in job shadowing experiences, as well as projects of their own interest.

In addition, students are encouraged to take **AP, honors, and dual enrollment** courses.

HONORS COURSES

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

NCAA CLEARINGHOUSE INFORMATION

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

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

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

DIVISION I & II (Class of 2008 and up)

Requirements:

- Satisfy high school graduation requirements;
- Have a grade-point average of 2.000 in 16 core academic courses** completed between 9th grade through 12th grade; and
- Must achieve a 68 (sum of scores on the four individual tests) on the ACT, or an 820 on the SAT. (Note: The highest scores achieved on the verbal and mathematics section of the SAT or the highest scores achieved on the four individual tests of the SCT may be combined to achieve the highest scores)

Required High School Core Courses:

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

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

DIVISION III

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

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

COURSE DESCRIPTIONS

Recommended Grade Levels Are Indicated

ART

The following art courses are electives:

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

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

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

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

BUSINESS EDUCATION

The following business courses are electives:

INTRODUCTION TO BUSINESS **Grades 9, 10** **1 credit**

In every job, in every career, we use important business concepts. Whether you become a professional athlete, manager, CEO, or a journalist, you will need good decision-making skills and an understanding of basic business skills that will help you work with others in a professional manner, manage and organize work, and manage other employees. Introduction to Business introduces you to these concepts and shows how they enhance good business decision-making.

ENTREPRENEURSHIP **Grades 10, 11, 12** **1 credit**

This course will take the student through the step-by-step process of owning his/her own business. Using text, lecture, and guest speakers, students will choose their own business, research it, and write a professional business plan. Upon completion of the course, students will understand the world of personal business, how to write a business plan, and how to run a small business.

INTERNATIONAL BUSINESS Grades 10, 11, 12 1 credit

This course will introduce students to the changing environment of international business. This class will investigate the global economy, cultural influences on global business, government control of world business, foreign exchange, and international legal agreements. It will also investigate international business career planning and how businesses have been transformed through globalization.

SPORTS MARKETING Grades 11, 12 1 credit
Prerequisite: Introduction to Business, Entrepreneurship, or International Business is recommended but is not prerequisites.

Sports and Entertainment Marketing examines marketing of sports and sports entertainment as well as the world of entertainment marketing is a growing industry. This course was developed for secondary students taking interested in sports and how to market games, players, and teams.

ACCOUNTING I Grades 10, 11 1 credit

The emphasis of this course is an introduction of the basic principles, concepts, and procedures used in accounting that a student must have if he/she expects to find a job in the business community. The goal of the course is to give students an understanding of the procedures used to record business transactions and to be able to analyze their effects upon the financial operations of the business. These principles and procedures are taught for both a manual or computerized accounting system.

COMPUTERIZED ACCOUNTING Grades 11, 12 1 credit
***Prerequisite: Accounting I**

Students will progress beyond simple data solution from proven entry with this latest computerized accounting class. Using PEACHTREE COMPLETE 2007 FOR ACCOUNTING introduces students to the leading Peachtree software while emphasizing the underlying accounting concepts behind the system. This course underscores the importance of and need for effective accounting systems in business today. Students gain an understanding of *why* systems work, as well as *how* to practice fundamental accounting concepts as they use Peachtree and analyze business events.

COMPUTER

The following computer courses are electives:

COMPUTER APPLICATIONS USING MICROSOFT OFFICE Grades 10, 11, 12 1 credit

Computer Applications is a course where students learn to use the features of Microsoft Office 2003. They will learn to use the common features of Word, Excel, PowerPoint, and Access. The course will give them a solid foundation in the basic features of each program.

Students will learn to use the word processing features of Microsoft Word to create business letters, memos, book reports, and short research reports. Students will learn to use Microsoft Excel to create spreadsheets and charts for a variety of business related projects. PowerPoint will allow students to create slide presentations. They will learn to add text, clipart, transitions, sounds text effects, and animation. Students will be required to give both individual and group

presentations in front of the class. The last part of Microsoft Office to be studied will be Access. Students will learn to plan, organize, create, and maintain databases. They will create tables, forms, reports, and queries. Students will also complete some projects requiring them to integrate MS office applications.

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

WEB PAGE DESIGN **Grades 11, 12** **1 credit**

Students will learn to create websites using the program Adobe Dreamweaver CS3. Students will learn to create web pages using a project-oriented approach. Students will learn to add text and lists, create hyperlinks, add graphics, Dynamic Effects components, tables and frames to make web pages visually appealing. Advanced features using DHTML and JavaScript, themes, and forms will be covered. Students will also learn to use the Program Adobe Fireworks CS3 to modify graphic images.

Students will also learn to use the program Adobe Flash CS3 to add animation and movie clips to a website. Frame by frame, shape and motion tweening animations and movies will be covered.

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

GRAPHIC DESIGN & MULTIMEDIA **Grades 11, 12** **1 credit**

This course will require students to use popular multimedia and graphic design software like Adobe Illustrator CS3, Adobe Photoshop CS3, Pinnacle Studio and Hyperstudio. Students will begin by learning to use the program Adobe Illustrator to create various forms of artwork by using the program's drawing and editing tools. Students will create original artwork, product advertisements, product drawings, cartoons, comic strips, and other creative projects.
Students will use Adobe Photoshop to create artwork and to modify and enhance photographs. Students will obtain photos from the Internet, scanners, and digital cameras. They will then use Photoshop's features to enhance the photographs. Students will work on a variety of projects including creating photo albums, collages, CD covers, book covers, advertisements, posters, and other photo projects.

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

Students will then progress into the area of multimedia. Sound effects, music, synthesized speech, and recorded speech will be covered. Students will learn how to combine drawings, photographs, sound, music, animation, movies, and interactivity into multimedia presentations. Students will then learn programs like Flash, Hyperstudio, and PowerPoint to combine various multimedia elements into a single presentation. Students will work on individual and collaborative projects. Students will create a portfolio of their work.

DESKTOP PUBLISHING & ADVANCED MICROSOFT OFFICE **Grades 11, 12** **1 credit**

Students will learn to create professional quality documents using a variety of programs including Printshop Deluxe, Adobe PageMaker, Adobe Indesign CS3, Smartdraw, Microsoft Visio, Microsoft Publisher and Microsoft Word.

Using a program like Printshop Deluxe, students will learn to create letterheads and logos for business letters and interoffice memorandums. They will create cards, invitations, flyers, appointment cards, business cards, banners, calendars, certificates, announcements, agendas, labels, and work on collaborative projects.

Students will move on to Adobe PageMaker and Adobe Indesign CS3 where they will create brochures, newsletters, advertisements, business forms, product catalogs, training manuals, and multipage reports.

Students will use two programs called Smartdraw and Visio to design organizational charts, flowcharts, network diagrams, Gantt charts, timeliness, electronic schematic diagrams, and home floorplans.

Students will learn to use the advanced features of Microsoft Word and Microsoft Publisher. Students will use advanced table features, drawing tools, multicolumn formats. They will be required to create business forms, newsletters, brochures, reports, fact sheets, and other forms of business documents. Students will create a portfolio of their work.

COMPUTER PROGRAMMING USING VISUAL STUDIO **Grades 11, 12** **1 credit**

Students will learn to write computer programs using the Visual Basic.Net, Java and Visual C++.Net programming languages. Students will begin by learning how to use problem solving methodology to create algorithms. Once the algorithm is created the student will then convert the steps into program code. They will then test and debug programs in the Visual Studio programming environment.

In Visual Basic.Net, students will work with forms, labels, variables, buttons, text boxes, message boxes, option buttons, dialog boxes, menus and other controls. Students will learn to create formulas, control program flow with decision structures and looping structures, and create and use existing procedures and functions. Students will create both the graphical user interface and the program code for a variety of business, scientific and general-purpose problems.

Students will then move on to Visual C++.Net and Java. Students will learn about input/output, variables, constants, and mathematical operations. Controlling program flow with decision structures and loops will be examined. Students will create a portfolio of their work.

DUAL ENROLLMENT

Dual enrollment courses permit high school students to take college level classes as part of their regular high school schedule. The courses are taught by the accrediting college during the regular school day. Upon successfully completing the course, the student receives both high school and college credit for the course. We offer dual enrollment for College English, Speech, Psychology, World History and Sociology for the 2009-2010 school year. The student would receive 1 credit towards high school and 3 credits toward college for each course. Students must enroll in all four

(4) classes for the year. The parent is responsible for the cost of the college course. In the past, assistance has come from the Dual Enrollment Grant through the Department of Education to cover portions of the tuitions. Weatherly Area High School is at the discretion of Lackawanna College to the instructional delivery of dual enrollment course(s).

PSYCHOLOGY **Grade 12** **1 High School Credit/3 College Credits**
SOCIOLOGY **1 High School Credit /3 College Credits**

The first semester of this course will include psychology. This introductory course will provide students with an overview of the current body of knowledge and methods of the science of psychology. With an emphasis on empirical examination, the course focuses on the historical and contemporary foundations of psychology, cognition, emotions, learning, memory, consciousness, human development, biological bases of behavior, personality, psychological disorders, therapy and social behavior. Emphasis will be placed on the application of psychology to diverse human endeavors and on the students' ability to recognize and cope with uncertainty and ambiguity in human behavior.

The second semester of this course will include sociology which studies how we define our social world, create and learn rules for interacting with one another, establish and maintain institutions such as the family, school, and church, divide and distribute work and wealth among ourselves, struggle for power and prestige, and adjust to new ideas and technologies. This course introduces students to the conceptual tools needed to explore these introduces students to the conceptual tools needed to explore these issues and to develop a critical understanding of the social world.

This is available on a dual enrollment basis. If a student elects the dual enrollment route, a grade of "C" or better enables the student to receive 3 college credits from Lehigh Carbon Community College. Students who elect psychology the first semester must elect sociology the second semester.

SPEECH **Grade 12** **1 High School Credit/3 College Credits**
COLLEGE ENGLISH **1 High School Credit/3 College Credits**

The first semester of this course will include speech. A public speaking course designed to develop self-confidence through several types of speaking situations; formal, informal, and impromptu. Students learn how to analyze an audience and how to prepare an effective presentation through research and use of visual aids. In addition, students learn to develop listening skills and a greater command of the English language. Constructive evaluation and videotaping of student speeches lead to self-improvement.

The second semester of this course will include College English I. Students write essays, develop a research paper, and master library skills. Students strive for sound logic, effective use of details, appropriate diction, and correct grammar and mechanics. Students study models of good writing, which include student essays as well as professionally written essays.

This is available on a dual enrollment basis. If a student elects the dual enrollment route, a grade of "C" or better enables the student to receive 3 college credits from Lehigh Carbon Community College. Students who elect speech the first semester must elect college English the second semester.

WORLD HISTORY **Grade 12** **1 High School Credit/3 College Credits**

This is a global history course focusing upon the twentieth century. It reviews the major political, social and economic events that have shaped the history of the modern world, including American, European, Asian, Middle Eastern and Latin American Civilizations. Emphasis is placed upon the two world wars, the breakup of the European colonial empires, the rise of Third World militancy and the pressing global issues that now threaten life on our planet.

ENGLISH

APPLIED ENGLISH I **Grade 9** **1 credit**

This class is the PSSA (Pennsylvania State English Test) preparation course. Most students who did not earn the level of "proficiency" on the grade 8 test should take this course in their freshmen year. Although this does not guarantee a "proficiency" grade on the grade 11 PSSA test, it does give students access to topics on the test they may not have had in another class. This is a required course for all freshmen who did not achieve the proficiency level on the grade 8 PSSA English test.

ENGLISH I **Grade 9** **1 credit**

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

ACADEMIC ENGLISH I **Grade 9** **1 credit**

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

Literature studies will focus on short stories, non-fiction, poetry, and drama. Lyric, narrative and dramatic poems will be read and analyzed for meaning, literacy, poetic devices, and format. Drama studies will include Thunder on Sycamore Street, as well as shorter modern plays, time allowing. Independent and group readings will be required. In addition, organizational skills to further individual competency and responsibility will be emphasized.

ACADEMIC HONORS ENGLISH I **Grade 9** **1 credit**
***Eighth grade teacher permission/approval is required in order to take this course.**

This course is designed to start exceptional ninth grade students on an accelerated academic track throughout high school and onto college. In an integrated grammar approach, students will review basic mechanics, parts of speech and punctuation, and will move on to cover parts of a sentence, phrases, clauses, and sentence structures. Grammatical skill building through intensive writing activities will be emphasized. Students will follow an accelerated course of vocabulary for college-bound students.

Literature studies will focus primarily on short stories, non-fiction and drama poetry, with poetry and/or novels as additional readings. The study of poetry will include format, literary devices, poetic meaning, and composition of original poems by students. Drama will include extensive study of Romeo and Juliet, including role playing and dramatic reading, with the opportunity to read an additional play, time allowing. Independent and group work will be required. Individual and personal responsibility will be emphasized with regards to assignments and class work. Students will be encouraged to become more self-sufficient.

APPLIED ENGLISH II **Grade 10** **1 credit**

This class is the PSSA (Pennsylvania State English Test) preparation course. Most students who did not earn the level of "proficiency" on the grade 8 test should take this course in their sophomore year. Although this does not guarantee a "proficiency" grade on the grade 11 PSSA test, it does give students access to topics on the test they may not have had in another class. This is a required course for all sophomores who did not achieve the proficiency level on the grade 8 PSSA English test.

ENGLISH II **Grade 10** **1 credit**

Tenth grade English is designed to meet the needs of students interested in attending a technical or business school, two year college degree programs or directly entering the work place. This course will enhance and develop communication skills needed in today's work place. Letter writing for personal and business purposes as well as written and verbal skill improvement will be covered. Short stories, content, and format will be the literature focus. Vocabulary development will also be an important part of this course.

ACADEMIC ENGLISH II **Grade 10** **1 credit**

This course is designed to expand academic skills introduced in ninth grade and to refine and extend them. Course work will review grammar essentials, introduce an extensive work on sentence and paragraph structures used in the four forms of discourse: Narrative, Expository, Persuasive and Descriptive. Vocabulary development will continue for use in reading and writing.

In literature, the short stories will be read focusing on format: plot, style, symbolism, setting, characters and conflict. Several short stories will be read, analyzed and discussed. A novel, such as Jump Ship to Freedom will be read, and a book report will be required that expands the class's work with fiction. Drama studies will encompass a variety of plays from many formats.

ACADEMIC HONORS ENGLISH II **Grade 10** **1 credit**
***Teacher permission/approval is required in order to take this course.**

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

Literature studies will focus on the short story and drama. Points of study will include all literary devices. Drama will include extensive study of both Greek and Shakespearean theater. A substantial amount of independent reading will be required, including simultaneous in-class and at-home readings, and self-sufficiency with regards to assignments and homework will be expected.

ENGLISH III **Grade 11** **1 credit**

Eleventh grade English is designed to meet the needs of students interested in attending a two-year community college, a business college, a technical college, or going directly into the work force. This course will concentrate on reading skills using American literature as well as writing, grammar, usage, mechanics, and vocabulary. The writing program is designed to refine the students' abilities with special focus on the writing process and development of a research paper. A selected American novel and dramatic work will also be incorporated into the curriculum.

ACADEMIC ENGLISH III **Grade 11** **1 credit**

This course is designed for students intending to go to college. Grammar will focus on the identification, use, and punctuation of phrases and clauses in reading and writing. Study of vocabulary for the college-bound will continue. Paragraph writing in the four forms of discourse, Exposition, Narration, Persuasion and Description, will continue through the year. In addition, the writing program is designed to refine the students' abilities with a special focus on the writing process and the development of a research paper.

Literature will focus on American literature during the Colonial, Revolutionary, and Romantic eras and then move on to authors who helped develop a professional literature in America. Authors such as Cooper, Poe, Hawthorne, Melville, Whittier, Longfellow, Dickinson, etc. will be read. American drama will be an area of independent and/or group work. The Crucible will be the drama focus. The Great Gatsby will be the novel used. Students will prepare written assignments for both.

ACADEMIC HONORS ENGLISH III **Grade 11** **1 credit**

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

This 11th grade accelerated course will focus on college entrance skills and college level writing and literature. Students will practice college application essays and interview techniques and will develop their skills in writing about literature in analytical and critical college-type essays and papers. Students will produce an extensive, analytical style research paper in MLA format and will present their findings in an oral mini-dissertation.

Literature for this course will consist of American writers and will cover the Colonial, Revolutionary, Romantic, and Modern Periods. Students will study The Salem Witch Trials and will read Arthur Miller's *The Crucible*, among other American plays. The primary focus of the literature portion will be an extensive unit on the modern American novel, and will include study of *The Great Gatsby, The Catcher in the Rye,* and *A Farewell to Arms,* or another American work of equal literary value.

ENGLISH IV **Grade 12** **1 credit**

This twelfth grade English course is designed for students entering technical or business schools, two-year community college degree programs or directly entering the work force. Students will study a variety of communication skills. Writings will consist of both technical and analytical writing, as well as activities relating to the world of business. The students will also engage in various speaking activities. Students will read literature designed to reinforce basic career ethics and social values on a universal level, as well as some accessible classics such as *The Catcher in the Rye*. A Shakespeare unit is also studied.

ACADEMIC ENGLISH IV **Grade 12** **1 credit**

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

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

AP ENGLISH: LITERATURE AND COMPOSITION **Grade 12** **1 credit**

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

Intended primarily for seniors who have followed the Honors program through eleventh grade and who will take the AP English Exam, **Literature and Composition** will engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students will deepen their understanding of the ways writers use language. Basic elements considered will include figurative language, imagery, symbolism, and tone. Literature studies will build on previous years' work.

Literature and Composition will encompass intensive study of representative works from various genres and periods, including British and American authors from the sixteenth century to the present. The course will focus on careful, deliberate reading of the samples of literature, and intensive focus and study of a few selected works. The readings will be accompanied by thoughtful discussion and writing about those works in a cooperative, group-intensive atmosphere.

Students will be expected to read actively and extensively, both in class and out, and to write frequent essays focusing on the critical analysis of literature. Writing will include expository, analytical, and argumentative essays, as well as some well-constructed creative writing assignments. Students will also be required to participate actively and thoughtfully in class discussions, and to critique and receive criticism graciously from peers as well as instructor.

Test preparation will be the major focus of the course, and students should be aware that the reading and writing assignments will be numerous and demanding.

SPEECH AND DRAMA **Grades 10, 11, 12** **1 credit**

This course offers instruction in the various types of oral communication from speech to acting. Students will perform and discuss the following activities: speeches, oral interpretation, pantomime, monologues, and various acting scenes. Good diction, voice discipline, and intelligent listening, as well as poise and presentation will be the focuses of the course.

FAMILY AND CONSUMER SCIENCE

The following Family and Consumer Science courses are electives:

FAMILY & CONSUMER SCIENCE Grade 9 1 credit

This is a one-credit course covering the following areas of instruction: life skills, nutrition and wellness, food preparation, meal planning, money management, financial planning, and careers. Grades are based on unit tests, homework, class participation, and individual and group projects. Teaching aids include worksheets, videos, computer programs, and a textbook.

PARENTING Grades 11, 12 1 credit

This course is an in depth study of the decision to become a parent, pregnancy, prenatal care, birth defects, the months of fetal development, the birth process, and the baby's first twelve months of life. The course is based on a textbook and supplemented with videos, resource people, field trips, child observations, and practical applications. The course will allow students to interact and observe preschool children in a nursery school setting and design teaching lessons appropriate for that age group. This course is a good prerequisite for anyone who plans to someday be a parent, a day care worker/operator, or a nursery school teacher.

ADULT ROLES Grades 10, 11, 12 1 credit

This course prepares students to develop skills for life. Some of the topics that will be covered include career preparation, money management/budgeting, financial planning, consumerism, insurance, taxes, and housing. Skills of problem solving, decision-making, and goal setting will be developed through cooperative groups, simulated packets, project application, and computer programs.

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

World of Work is a one semester course which provides students a chance to explore different career fields. Students have an opportunity to develop basic employment skills required of all beginning workers. Areas of instruction include personal and career development, the employment process, communication, and interpersonal skills, money management skills, and the workplace. Students are required to become involved in job shadowing experiences as a course requirement.

The primary focus of Food Science is to explore the biological and chemical bases of foods. Practical experimentation will assist in learning about such topics as the Food Guide Pyramid, the Periodic Table, digestion, and hazardous chemicals. As students progress through this course they use the scientific method to study nutrition, food preparation, preservation, and processing. Students will develop laboratory, writing, and critical reasoning skills by conducting laboratory experiments with food.

FOREIGN LANGUAGE

The following foreign language courses are electives:

GERMAN I **Grade 9** **1 credit**

This course is an introduction to the German language through speaking, reading, writing and translating. The emphasis is on spoken German. Basic grammar patterns are introduced and reinforced through speaking, other class work and written work. Cultural and historical material is also covered, including geography, holidays and customs of German speaking people. Emphasis is placed on basic comprehension, use of vocabulary, and the ability to communicate in German using simple phrases and sentences.

GERMAN II **Grade 10** **1 credit**

This course expands on the previous year. More emphasis is placed on comprehension and paraphrasing, more oral communication and advanced grammatical forms. In-depth cultural information is covered along with use of German websites and tutorial software.

GERMAN III & IV **Grade 11, 12** **1 credit**

Combined German III & IV level students begin with a transitional reader containing high interest reading and stimulating activities for personal involvement, interaction and communication. Students further develop their understanding of the structure of German by means of an intense grammar review and expansion. Emphasis is on the speaking and written forms of the German language are most important.

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

Each of the four language skills: listening, speaking, reading and writing are given individual treatment, with emphasis on speaking and listening. Conversational skills are developed through a communicative approach in both vocabulary and grammar exercises and through cooperative learning. Vocabulary topics include: school, numbers, calendar, time, sports, entertainment, food, descriptive adjectives, pets, clothing, colors, weather, places in the city, transportation, rooms of a house, family, number 0 – million, friends, parts of the body and table setting. Grammar topics include: present tense indicative of regular and irregular verbs, questions, negative statements, gender and plural of nouns, definite and indefinite articles, subject and prepositional pronouns, adjectives (tener expressions, ir+a+infinitive use of gustar), contractions, personal "a", possession and possessive adjectives. Culture includes a study of the geography of Central and South American countries and their capital cities. Holidays, traditions, foods, and music are incorporated throughout the year. The priority goal of the course is that students will communicate on a novice-low level as defined by A.C.T.F.L. Proficiency guidelines.

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

Grammar from Spanish I is reviewed, expanded upon, and integrated into the presenting of new material. Vocabulary, grammar, exercises, and activities are controlled to stress communication skills. Vocabulary topics include: school, in the home, family members through marriage and remarriage, leisure activities, the parts of the body, ordinal numbers, foods, animals, time expressions used in Europe and Central/South America, occupations, adverbs and adjectives.

Culture includes an intensive study of Spain's geography, history, famous artists, musicians and writers. Grammar topics include: additional present tense study of stem-changing verbs, reflexive verbs, affirmative, demonstrative adjectives and pronouns, comparative and superlative forms, nominalization, preterite of -AR verbs and hacer. The priority goal of this course is that students will communicate on a novice-mid level as defined by A.C.T.F.L. Proficiency guidelines.

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

***Prerequisite: Completion of Spanish I and II and a GPA of 86% or greater in level II. To have the ability and desire to handle the increased academic demands of an upper-level foreign language course.**

Basic grammar from the two previous levels is reviewed and integrated into the presentation of new material. Activities are chosen to stress communication skills and to aid mastery. Emphasis is placed on grammar skills and usage of the language. Vocabulary topics include: the restaurant, asking directions, food and clothing shopping, using a telephone, and making phone calls. Grammar topics include: preterite of -ER and -IR verbs and irregular verbs, difference of preterite and imperfect, direct and indirect object pronouns, the use of por and para, familiar commands, formal commands, future, conditional, present and past progressive tenses. Literature is emphasized with the reading of an abridged Don Quijote de la Mancha. Cultural study includes Mexico and the Indian civilizations, central and South America geography and history. Repasos rapidos or quick reviews are done of vocabulary and grammar points of Spanish I and II. The priority goal of the course is that students will communicate on a novice-high level as defined by A.C.T.F.L. Proficiency guidelines. Dia culturas are held on special days to cook, learn dances, take field trips play games in the language, and make piñatas.

SPANISH IV **Grade 12** **1 credit**

***Prerequisite: Completion of Spanish I, II and III and a GPA of 91% or greater in level III. To maintain the ability and desire to handle the increased academic demands of an upper-level foreign language course.**

The most important grammar concepts covered in the three previous courses are reviewed in repasos rapidos or quick reviews. Emphasis is placed on advanced communication skills and culture. Vocabulary topics include: the human body, health (doctor's office/emergency room), airport, airplane and customs. Grammar topics include: learning present and past, future and conditional perfect tenses, review of all tenses from Spanish I-III and the study of present and past subjunctive and its use, formal commands, present, past, future and conditional progressive tenses. Literature includes the reading of El Cid an epic novel. Culture includes customs of Spain and an intense study of Spanish artists. The priority goal of the course is that students will communicate on the intermediate-low level as defined by A.C.T.F.L. Proficiency guidelines. Culture includes the Spanish artists, social customs of Spain, and music of Spain. Dia culturas are held on special days to cook, learn dances, take field trips, play games in the language, and piñata making.

HEALTH AND PHYSICAL EDUCATION

HEALTH **Grade 10** **.5 credit**

Health is a one-semester course required by sophomores. Listed below are the areas of health that will be covered in this course. **Mental, Physical and Social Health** (building health skills, making decisions, setting goals, stress). **Physical Fitness** (the components of fitness, benefits of exercise and avoiding injury). **Nutrition** (what influences what and when you eat, the food guide pyramid and the importance of vitamins, minerals, water, reading food labels, managing your weight, fad diets, and eating disorders. **Personal Health** (personal hygiene, caring for your hair, skin, nails, teeth, mouth, eyes, and ears). **Tobacco, Alcohol, Drugs** (how substance abuse affects your physical, social, and emotional health). And finally a brief lesson on **AIDS** (how it is spread and not spread, symptoms, prevention, and treatment).

FIRST AID & CPR **Grade 11, 12** **.5 credit**

This course will combine lectures, demonstrations, and videos with hands-on training and practice. Participants in this course will learn to recognize and respond to emergencies including shock, cardiac and breathing emergencies, sudden illnesses and poisonings. Additionally, participants will learn first aid for everything from cuts and scrapes to muscle, bone and joint injuries. Upon successful completion students will become certified in first aid, CPR and AED through the American Red Cross.

PHYSICAL EDUCATION **Grades 9, 11, 12** **1 credit**
Grade 10 **.5 credit**

Physical Education is a required course. The student will understand the three elements of total fitness and be exposed to various activities and sports. Students will understand the rules and regulations of the various sports and be able to perform the skills required to participate. Student will understand the importance and benefits of a lifetime sport.

MATHEMATICS

APPLIED MATH I **Grade 9** **1 credit**

Placement in this course will be upon the recommendation of prior year teacher and will be open to students in ninth grade only. The course will begin with a review of pre-algebra and will advance Algebra I topics. This class is the PSSA (Pennsylvania State Math Test) preparation course. Most students who did not earn the level of "proficiency" on the grade 8 test should take this course in their freshmen year. Although this does not guarantee a "proficiency" grade on the grade 11 PSSA test, it does give students access to topics on the test they may not have had in another class. This is a required course for all freshmen who did not achieve the proficiency level on the grade 8 PSSA math test.

APPLIED MATH II **Grade 10** **1 credit**

Placement in this course will be upon the recommendation of prior year teacher and may be open to students in tenth grade only. The class will begin with a focus on Algebra I topics and will integrate basic geometrical concepts into the curriculum. This class is the PSSA (Pennsylvania State Math Test) preparation course. Most students who did not earn the level of "proficiency"

on the grade 8 test should take this course in their sophomore year. Although this does not guarantee a "proficiency" grade on the grade 11 PSSA test, it does give students access to topics on the test they may not have had in another class. This is a required course for all sophomores who did not achieve the proficiency level on the grade 8 PSSA math test.

ALGEBRA I-B **Grades 9, 10** **1 credit**
***Prerequisite: Pre-Algebra**

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

ALGEBRA I **Grade 9** **1 credit**
***Prerequisite: Pre-Algebra**

Algebra I develops an understanding of the basic structures of Algebra. The student will develop an understanding of problem solving and critical thinking. The emphasis is on the properties of real numbers, basic operations of the real numbers system, open sentence equations and inequalities with one or two variables. Other topics include rules for exponents and polynomials, factoring and introduction to graphing in the coordinate system. In the second half of the year students will discuss: graphing, polynomials, factoring, rational expressions and probability and statistics.

ALGEBRA II **Grades 9, 10** **1 credit**
***Prerequisite: Algebra I**

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

ALGEBRA II – HONORS **Grade 9** **1 credit**
***Prerequisite: Algebra I Honors with an average of 85% or greater or a grade of 88% or greater in Algebra I. Teacher permission/approval is required in order to take this course.**

This honors course is for students who have demonstrated superior mathematical ability in the Algebra I course. It is a faster paced math course covering more topics in more depth. The areas studied will include those of algebra II and also conics.

MODERN GEOMETRY **Grades 10, 11** **1 credit**
***Prerequisite: Algebra I**

Modern Geometry is a course designed to develop proficiency in geometric skills and to expand the understanding of geometric concepts in the areas of plane, solid, coordinate and analytical geometry. It will challenge the student to apply basic knowledge acquired from definitions,

postulates, theorems, and corollaries to geometric figures and to integrate and apply appropriate algebraic problem solving techniques to geometric situations. This course tests students' logical sense of reasoning via direct and indirect proofs and their use of basic geometric construction tools - the compass and straightedge.

MODERN GEOMETRY – HONORS **Grade 10** **1 credit**

***Prerequisite: Algebra II Honors and with a grade of 85% or greater OR a grade of 88% or greater in Algebra II. Teacher permission/approval is required in order to take this course.**

This course is for students who have demonstrated superior ability in Algebra II. It covers topics more numerous, more in depth and at a faster pace than the normal academic counterpart "Modern Geometry." The areas studied will include, (but not be restricted to) the language and logic of geometry, parallelism, congruence, and inequalities in triangles, quadrilaterals, similarity, right triangles, circles, constructions of geometric parts and figures as well as area of two dimensional figures and surface area and volume of geometric solids. It is intended to develop proficiency in and understanding of geometric concepts in the areas of plane, solid, analytical and coordinate geometry.

PLANE GEOMETRY **Grade 11** **1 credit**

***Prerequisite: Algebra I**

Plane Geometry is a course designed for the student to develop proficiency in geometric skills and to expand the understanding of geometric concepts. The student begins his/her study with inductive reasoning that leads up to the development of conjectures; formation and testing of his/her own definitions and the development of visualization skills through drawings and constructions. The student will also use basic geometric construction tools, such as the compass, straightedge, protractor and ruler. Other geometric topics included in the course are area, volume, the Pythagorean Theorem and coordinate geometry. Probability and statistics will also be used throughout the course.

TRIGONOMETRY **Grades 11** **1 credit**

***Prerequisite: Algebra II AND Modern Geometry**

The main emphasis of this course is the study of the triangle (both the right triangle and the non-right triangle), the coordinate system, the method of indirect measurement, and the application of trig functions to identities, graphing, and inverse relations and functions. It uses the student's prior knowledge of Algebra and Geometry and integrates it with the basic trig functions to explore the relationships among angles and sides in a triangle. This course examines the graphing of trig functions, use of the law of sines and law of cosines and the relation between an angle in degree measure and radian measure. Class exercises cover the use and proving of identities, polar coordinates (and equivalent rectangular coordinates), graphing polar equations, solving trigonometric equations, and the application of the properties of the circular function.

TRIGONOMETRY HONORS Grade 11 1 credit
***Prerequisite: Algebra II Honors and Modern Geometry Honors with Honors Math Avg of 85% or greater or an average of 88% or greater in previous math class. Teacher permission/approval is required in order to take this course.**

This course is for students who have demonstrated superior ability in Algebra II and Geometry or who have successfully completed previous Math Honors courses. It is designed to treat topics in more depth and at a quicker pace than its non-honors counterpart. Its main emphasis will be on the study of the triangle. However, it will also include topics such as angles in the coordinate plane, methods of indirect measurement, and applications of trig functions to identities, solving equations, and the graphing of trig functions as well as their inverse relations and inverse functions. It also explores angles in terms of both degrees and radians as well as polar coordinates, polar equations and applications of properties of circular functions. It integrates the technology of the computer and graphing calculator along with basic trig formulas designed to find various information associated with the triangle and other trigonometric topics.

PRECALCULUS Grades 12 1 credit
***Prerequisite: Algebra II AND Modern Geometry and math GPA of 84% or greater.**

This course is comprised of several areas. Areas include the following: the study of conic sections and related topics, inequalities of degree 2 & 3, functions and their related domains and ranges, logarithms and exponential functions, series and sequences, permutations, combinations, probability, statistics, logical reasoning and truth tables, matrices and determinants, pre-calculus topics and an introduction to calculus and its derivative and integration formulas. This course is designed to prepare students for the SAT math exam and Calculus.

FUNCTIONS OF MATH Grades 12 1 credit
***Prerequisite: Algebra II AND Plane Geometry or Modern Geometry**

This course consists of a variety of mathematical topics that are essential for a well-founded and general working knowledge of math. It puts increased emphasis on using data and graphical analysis, modeling, and use of technology while building an appreciation of math through reviewing topics such as Algebra, Graphs, Functions, and Geometry. The course also introduces other areas of mathematics such as sets, logic, probability, and statistics. The primary objective of this course is to strengthen the students' conceptual understanding of math while making him/her more proficient in critical thinking, problem solving, and the application of mathematical concepts.

STATISTICS/PROBABILITY Grades 11, 12 1 credit
***Prerequisite: Algebra II AND Modern Geometry. This class is intended for college-bound students who are not planning to major in science, math, engineering or related fields.**

This course is designed to give students a general overview of statistics and probability. It will explore data classification along with frequency distributions and their associated graphs as well as measures of central tendencies and variations. It will examine probability, odds, permutations and combinations and normal distributions (bell-shaped curves). Students will investigate confidence levels and hypothesis testing using both one and two sample approaches. Finally it will look at correlations and regressions and apply chi-square tests to determine "goodness of fit" and associated variances.

CONSUMER MATH **Grades 11, 12** **1 credit**

***Prerequisite: Algebra I AND Modern Geometry or Plane Geometry. Teacher permission/approval is required in order to take this course. This class is intended for non-college-bound and non-post-secondary-bound students.**

This course is designed to prepare students for mathematics involved in and required for ever day living and the managing of their personal finances. It explores earning money both hourly and salary-wise along with deductions, benefits, incentives and overtime. It looks at federal, state and local income taxes as deductions as well as the filing of tax returns. It investigates budgets, financial records, checking accounts and other back services. It explains various ways of saving and investing for the future via stocks, bonds, IRAs, TSAs, mutual funds, real estate and other tax-deferred saving plans. It scrutinizes the pros and cons associated with credit cards, buying versus renting a home, and risk management through health, life and disability insurance.

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

***Prerequisite: Trigonometry or Precalculus.**

Calculus is designed to introduce the student to the two basic operations in calculus - differentiation and integration. The initial emphasis is on functions, domains and ranges. The course then examines graphs, limits and the continuity of a function. Next, areas of study include: further development of the concept of slope (from Algebra II) through the application of the "slope of a tangent line to a curve" formula and then to the derivative of a function. Units of study then apply the derivative to finding extreme function values and techniques of graphing. Lastly, topics of anti-differentiation, the definite integral, the indefinite integral, the application of integration to finding area and the application of basic differentiation and integration formulas are explored.

MUSIC

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

Band is composed of students from 9th through 12th grades who have had pervious instrumental training at the middle and elementary school levels. Students taking this course will be challenged in all facets of music, from participating in concerts to marching in parades. By choosing Band as a course, students agree to participate in all of the band's activities. Students will also have the opportunity to use music technology in the areas of sound recording and music composition.

Members of the Band are also eligible for several enrichment opportunities such as: County Band; auditioning for District Band, Region Band, and All-State Band; and National Honors Bands. In addition to the 5 times a week Band meets, students will have the opportunity to receive one instrumental lesson a week on a rotating basis.

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

Chorus is composed of students from 9th through 12th grades who have an interest in music and singing. Students taking this course must either, have a reference from the Middle School Choral Director or can match pitch and/or has the ability to read music.

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

SCIENCE

EARTH SCIENCE **Grade 9** **1 credit**

This course is divided between meteorology, geology, and astromony. The students will learn weather patters, rock types, landforms, plate tectonics, stars, constellations, the solar system and other geologic concepts.

BIOLOGY I **Grade 10** **1 credit**

This course is designed to acquaint students with the basic principles of life, with a major emphasis on organic compounds, cell biology, cell reproduction, genetics, and the classification system. The course is supplemented with demonstrations, modified laboratory experiments, lectures, computer applications and cooperative and hands-on learning activities.

BIOLOGY II **Grade 12** **1 credit**

This course is limited to 20 students. Any exceptions to this limit must be approved by the high school principal. Students will take an extensive, in-depth look at the complex biological systems within plants and animals. Students will study the biochemical, structural, and functional systems from simple to complex living organisms.

Students will be exposed to many methods of learning which include computer applications, cooperative learning activities, lectures, guest speakers, small animal dissections, diagram interpretations, modified laboratory experiments and inquiry applications.

CHEMISTRY I **Grades 10, 11** **1 credit**

Chemistry is designed for academic students planning a career in the sciences or contemplating entrance into a college where chemistry is required. This course will emphasize the following: measurement, matter and its change, atomic structure, periodic law, chemical bonds, nomenclature, chemical equations, gas laws, acids, bases and salts, solutions and stoichiometry.

PHYSICS I **Grades 11, 12** **1 credit**
***Prerequisite: Trigonometry**

Physics is designed for academic students. The course will emphasize the following units: mechanics, work, power and energy and wave motion.

CHEMISTRY II/PHYSICS II **Grade 12** **1 credit**
***Prerequisite: Chemistry I and Physics I**

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

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

ENVIRONMENTAL SCIENCE **Grades 11, 12** **1 credit**

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

HUMAN ANATOMY & PHYSIOLOGY **Grades 11, 12** **1 credit**
***Prerequisite: Biology I and Chemistry with a GPA of 85% or greater.**

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

SOCIAL STUDIES

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

U.S. History picks up with the growth of our country from the Civil War to the present. The student will be able to realize his/her role in our modern society and the importance of becoming a responsible and productive citizen. The student will also see how past events in our country have shaped our society and our role in the World today.

WORLD HISTORY **Grade 10** **1 credit**

This course will provide the student with an opportunity to understand the History of the World from the Middle Ages to present. The student will recognize European development with a focus on Eurocentrism. The student will fully analyze how past events have shaped our society.

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

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

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

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

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

Consumer economics is designed with a practical application of economic skills. Students are introduced to the workings of the free enterprise system on a broad scale. Emphasis is placed on the skills all Americans must have as adults, which include: financial management, insurance, tax filing, advertising, transportation and consumer rights and responsibilities.

TECHNOLOGY EDUCATION

TECHNOLOGY EDUCATION I Grades 9, 10, 11, 12 **1 credit**

This course is a year long course and is the introduction course designed to teach basic techniques in the field of Technology Education (formerly Industrial Arts).

The first area of study will be Model Rocketry. Students will become familiar with a rocket's design and components, understanding the purpose of each rocket part and how they relate to the rocket's flight and successful recovery. The student will design and construct a model rocket building each part individually to suit their design. When rockets are complete, they will be launched and their flight distance may be calculated.

Design and Drafting are introduced and explored by completing assigned drawings to demonstrate orthographic (multi-view) projection and isometric (pictorial) projection. Issues of line quality, accuracy, neatness, titleblock design, and proper lettering are stressed.

Computer Aided Design and Drafting (CADD) using the program Autodesk Auto Cad LT will be explored. Basic commands and techniques will be introduced and the advantages of CADD will be demonstrated. Students will complete various exercises and assigned drawings.

Students will be given an assignment of designing a drag race car that is aerodynamic and lightweight for increased speed however strong enough to withstand a race ending crash. Students will be given a block of wood and specifications that they must adhere to in order to qualify for the race.

Machine woodworking is introduced and explored. Students will build an assigned project.

Skills developed will include correct and safe use of the table saw, radial arm saw, and jointer. Students will interpret plans, produce patterns, cut individual parts to size and shape, sand, assemble, stain, and apply a finish to complete their project. A review of hand tools and machines previously used in eighth grade will also be included.

Upon the completion of basic skills listed above, students will work independently designing and producing a project of their choice under the supervision of the instructor.

ADVANCED TECHNOLOGY EDUCATION **Grades 10, 11, 12** **1 credit**

This course is a year long course and is designed to provide an opportunity to develop more advanced techniques in the field of Technology Education (formerly Industrial Arts).

Design and Drafting are reviewed and explored by completing assigned drawings to demonstrate orthographic (multi-view) projection and isometric (pictorial) projection. Issues of line quality, accuracy, neatness, titleblock design, and proper lettering are stressed.

Computer Aided Design and Drafting (CADD) using the program AutoCad2000 will be explored. Basic commands and techniques will be introduced and the advantages of CADD will be demonstrated. Students will complete various exercises and assigned drawings.

Students will design a bridge following a set of criteria given to build the bridge with the best weight/strength ratio. After the bridge is designed and constructed it will have weight added until it fails. The weight of the bridge and the amount of weight it could hold will determine the best design.

Students will design a vehicle powered by a mouse trap spring, following a set of criteria that will enable the vehicle to travel the greatest distance. Upon completion of the design and construction of the vehicle, students will compete in a distance competition. The vehicle traveling the greatest distance will determine the best design.

Students will take part in a mass-production simulation in which students will be divided into work groups to build a project using production methods.

Machine woodworking is reviewed and explored. Students individually build a project. Skills developed will include correct and safe use of the tablesaw, radial arm saw, and jointer. Students will interpret plans, produce patterns, cut individual parts to size and shape, sand, assemble, stain, and apply a finish to complete their project. A review of handtools and machines previously used in eighth and ninth grade will also be included.

Upon the completion of basic skills listed above, students will work independently designing and producing a project of their choice under the supervision of the instructor.

LIBRARY

All students have access to the library and its resources. Students are able to come with their subject area teachers to work on curriculum related assignments. Students are also encouraged to use the library on their own time for additional research work. Students may also use the library at lunch time.

Besides access to written materials, students may also use the following Internet programs; Access PA, Accelerated Reader, COIN, Power Library, Microsoft Word, Excel, Publisher, Power Point, Inspiration 7.5, Adobe Adobe Acrobat and web sites. The students must follow the school's Internet policy when doing a search or their subject area teacher gives them their recommended web sites. The library also has an automated circulation and card catalog system. They may access the collection via OPAC (Online public access catalog). When using the computers each student must log in on a sign-in sheet next to that computer. Each student has been assigned a barcode that is used for signing out materials.

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

HEALTH SERVICES

A vision screening examination is given to every student grades nine through twelve. A hearing test is administered to all students in eleventh grade and all students new to the district regardless of grade. Students with a known hearing loss are tested annually. All students are weighed and measured annually. Scoliosis screening is complete in grades 6, 7 and 11.

Physical examinations are mandated for all eleventh grade students and new students on original entry to Pennsylvania schools (PA School Code Section 1402e). Information regarding exams will be mailed home. Parents are encouraged to have their child examined by their private physician so that immunizations are updated and a comprehensive health record can be established with the family physician. Parents may choose to have their child examined by the school physician.

Based on state law, students who fail to complete and/or submit acceptable evidence of required medical examinations within the appropriate time period will not be admitted to school the following school year unless and until acceptable proof of compliance is received.

Students who participate in the district's interscholastic athletic program are required by PIAA regulations to have a physical examination no more than six (6) weeks prior to the beginning of each season practice (fall, winter, spring). Physical exam dates are announced through the athletic office. In lieu of a school examination, students may submit an athletic examination form completed by the family physician. Proof of exam and a signed PIAA card must be submitted before a student is allowed to practice.

Parents will be notified of any abnormal results detected through any school screening examination (vision, hearing, physical exam [grade level or athletic], scoliosis screening) BMI.

Parents should bring to the attention of the school nurse any special needs their child may require in school. Special needs should be substantiated by medical documentation.

Medication Policy - General Information

Whenever possible, medication should be taken at home. When it is necessary for medication to be taken at school, the procedure is as follows:

1. The nurse will be informed that the student is taking medication and the reason for it.
2. A medication authorization form, available in the nurse's office, must be completed by a doctor and signed by the parent.
3. The doctor's order to administer medication in school shall include:
   (1) student's name
   (2) name of medication
   (3) dosage and time
   (4) any adverse effects of drug

(5) The medication must be in a pharmacy bottle properly labeled with the student's name, medication and dosage.
(6) The medication will be kept in the nurse's office.

The school nurse in your child's school is always available to speak with students and parents about the health services program. The nurse is also available to help parents find a source of care within the community for their child if needed.

GUIDANCE AND COUNSELING SERVICES

A certified counselor is available at the high school. The counselor works with parents, staff, and community resources in the best interest of the students. If problems develop, parents are encouraged to contact the counselor. The counselor works under the direction of the respective school principal and engages in individual and small group counseling, testing, special education coordination and any other guidance-oriented activities to ensure continued student growth and well being. The goals of the counselor are to:

1. Help children understand themselves and others.
2. Prevent problems from developing.
3. Help identify children with special needs.
4. Provide crisis intervention when necessary.
5. Coordinate or facilitate efforts of others with those of parents, teachers and administrators.
6. Help develop personalized programs, when approved.
7. Provide educational activities for high school students.