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**WEATHERLY AREA SCHOOL DISTRICT
2020-2021**

BOARD OF EDUCATION

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ADMINISTRATION

Mrs. Teresa Young Superintendent
Mr. Anthony Despirito Pre-K-12 Principal
Mr James Hearne Pre-K-12 Vice Principal
Dr. Catherine Nelson Supervisor Special Programs

HIGH SCHOOL ADMINISTRATION

Mr. Anthony DeSpirito, Principal Pre-K-12

Mr. James Hearne Vice Principal Pre-K-12

GUIDANCE DEPARTMENT

Mrs. Sarah K. Minnick

HIGH SCHOOL TEACHERS

Art	Mrs. Madeline Zink
Business Education	Mrs. Kayla Field
Computer Technology	Mrs. Jeanna Genetti
English	Ms. Maria Whitley
	Mrs. Sarah Peterlin
	Mr. Sebastian Woolbert
Family & Consumer Science	Miss Bobbi Ann Kufro
Foreign Language	Mrs. Gina Dinko
Health & Physical Education	Mrs. Tracy Earhart
	Mr. Ryan Kately
Health Services	Mrs. Rebekah McFadden
Mathematics	Mrs. Heather Katchur
	Mrs. Jamie White
	Mrs. Peggy McAndrew
Music	Mr. Daniel Derflinger
Online Instructor & Gifted	Dr. Katie Leach
Science	Mrs. Lori Rodgers
	Mr. Timothy Shiplett
	Mrs. Erin DiGennaro
Social Studies	Mr. Brian Kaminski
	Mr. Shane Moran
	Mrs. Tiffany Maylath
Special Education	Mrs. Melissa Cabe
Technology Education	Ms. Lori Davis

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 27:
 - 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 3.0 (1 credit in any grade 9-12)
 - d. SCIENCE 3.0 (1 credit in any grade 9-12)
 - e. PHYSICAL ED. 2.0 (1 credit in any grade 9-12)
 - f. HEALTH 1.0 (1 credit in grade 10)
 - g. ELECTIVES 7.0
 - h. MUSIC, ART, FAMILY & CONSUMER SCIENCE, AND TECHNICAL EDUCATION 3.0 (1 credit in any grade 9-12)

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.

- Minimum % Grade required for earned credit (numerical answer) -**70.00**
- 9th graders will have an option to take Algebra II or Modern Geometry. If they had Algebra II in 9th grade, they will need to take Modern Geometry in 10th.

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

Starting with the Class of **2022**, The Keystone State Exams are a graduation requirement. Each student is required to pass the Keystone Algebra I, Biology, and Literature exams provided with a score of “proficient” or “advanced”. Students in the class of 2020 or 2021 that have not passed the keystone exam in all three subjects will need to demonstrate proficiency via a local assessment.

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 5 days of the 1st marking period. **No changes will be made after the 5th day of school unless initiated or requested by a teacher recommendation.**

Dear Parents/Students:

The Weatherly Area High School guidance office schedules students' courses in the spring of each year. This Curriculum Planning Guide has been designed to enable the student and parents to cooperatively examine the courses that will be offered during the next school year.

The course selection process is one of the most critical areas you will encounter in your educational career. The decisions you make today may have an impact on your future. For those reasons we encourage you to review this guide carefully and to make decisions only after all of your questions have been answered. You should pay particular attention to the area entitled Graduation Requirements in the Program of Studies to ensure that you are pursuing a course of studies which will culminate in high school graduation.

The approval of each student's schedule is the parent's responsibility and as such, parents are encouraged to contact Mrs. Sarah Minnick, Guidance Counselor, at (570) 427-8521 for a telephone conference if they have questions.

It is your education, what you put into it is what you will get out of it. Please take advantage of what Weatherly Area High School has to offer you as you prepare for your future.

Sincerely,

A handwritten signature in black ink that reads "Anthony DeSpirito". The signature is written in a cursive style with a large initial "A" and "D".

Anthony DeSpirito
Principal

Dear Parents/Guardians and Students:

I would like to express how much I love my position at Weatherly High School. The students are an absolute pleasure to work with. It has truly been a rewarding and wonderful experience thus far. With that said, one of the most important activities of the school year for every student is the annual selection of subjects/classes that they will take each year. This selection should be completed together by not only the student and parents/guardians, but also the individual teachers and guidance personnel. This process is important and should be taken seriously because the selection will be the basis of the student's full year of academic study as well as the amount of correct and completed credits accumulated towards graduation.

Prior to the subject/class selection process, we ask all to consider this information carefully so the proper choices 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 think I may want to do after high school?
2. What are the most appropriate subjects/classes that I can take in high school to work towards and accomplish this?

Also, in finalizing your schedule, please do so carefully. Changing subjects once the school year begins is not encouraged due to the negative effect it can have on the start of the student's school year and overall academic program during their high school career. Please choose your subjects wisely. Thank you.

Respectfully,



Sarah K. Minnick
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 responsibility, 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 lifelong 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 has 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 potential.
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.

REQUIRED NINTH GRADE SUBJECTS ARE:

English I, Honors English I
U.S. History, World Geography, World History
Biology
Algebra I, Algebra II, Algebra II Honors, Modern Geometry, Mod. Geometry Honors
2 Electives

Electives are:

Spanish I
Chorus, Band or Modern Band
Technology Education
Fine Arts
Family & Consumer Science
Computer Applications
Physical Education
Graphic Design/Web Page

TENTH GRADE

TENTH GRADE SUBJECTS ARE:

English II, Honors English II
U.S. History, World Geography, World History
Algebra I, Algebra II, Modern Geometry, Modern Geometry Honors, Business Math
Health/Driver Education
Earth & Space Science, Chemistry I, Conceptual Chemistry
Conceptual Biology (any student that did not pass the Biology Keystones, **MUST** take this class).

Electives are:

Spanish I	Spanish II
Family & Consumer Science	Technology Education
Advanced Tech Ed	Adult Roles
World of Work/Food Science	Computer Applications
Personal Finance/Intro to Business	Graphic Design/Webpage
Chorus, Band, Modern Band	Fine Arts
Advanced Fine Arts	Engineering Comm.

Principles of Engineering

ELEVENTH GRADE

ELEVENTH GRADE SUBJECTS ARE:

English III, Honors English III
AP US History, World Geography, World History, Law and Society, International Studies,
Psychology, Economics, Dual Enrollment American History to Reconstruction, Dual Enrollment
Western Civilization II
Algebra II, Pre-Calculus, Pre- Calculus Honors, Statistics & Probability, Business Math,
Consumer Math
Physics I, Chemistry I, Conceptual Biology, Environmental Science, Earth Science

Electives are:

Spanish I	Spanish II
Spanish III	Chorus, Band, Modern Band
Family & Consumer Science	Technology Education
Advanced Tech Ed	Personal Finance/Intro to Business
World of Work/Food Science	Fine Arts
Graphic Design/Webpage	Advanced Fine Arts
Adult Roles	Computer Applications
Parenting	Introduction to Programming Languages
Dual Enrollment Interpersonal Comm	Dual Enrollment Computer Applications
Dual Enrollment English 111- Speech	Creative Writing
Principles of Engineering	Engineering Communications

TWELFTH GRADE

TWELFTH GRADE SUBJECTS ARE:

English IV, AP English
Consumer Math, Pre-Calculus, Calculus, AP Calculus AB, Statistics/Probability, Business Math
Chemistry II/Physics II, Environmental Science, Human Anatomy & Physiology
Physics, AP Chemistry, Earth & Space Science, Conceptual Biology
AP US History, Law and Society, International Studies, Psychology, Economics, Dual
Enrollment American History to Reconstruction, Dual Enrollment Western Civilization II

Electives are:

Spanish I	Spanish II
Spanish III	Spanish IV
Chorus, Band, Modern Band	Technology Education
Family & Consumer Science	Advanced Tech Ed
World of Work/Food Science	Fine Arts
Advanced Fine Arts	Adult Roles

Parenting
Physical Education
Graphic Design/Webpage
Dual Enrollment Interpersonal Comm
AP Music Theory
Engineering Communications

Computer Applications
Introduction to Programming Languages
Dual Enrollment Computer Applications
Dual Enrollment English 111- Speech
Principles of Engineering
Creative Writing

CARBON CAREER & TECHNICAL INSTITUTE

Ninth grade students are required to attend CCTI for their full academic day. Beginning in 10th grade students can elect to attend CCTI full day or half day.

Half-day CCTI students will take their major academic courses through Weatherly Area High School. Students will then attend their Vocational Technical classes 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 25 credits during grades 9-10-11-12.
2. Students must obtain credits in these areas as part of the 25:
 - a. ENGLISH 4.0 (1 credit in each grade 9-12)
 - b. SOCIAL STUDIES 2.0 (1 credit in any grades 9-12)
 - c. MATHEMATICS 3.0 (1 credit in any grade 9-12)
 - d. SCIENCE 2.0 (1 credits in any grades 9-12)
 - e. PHYSICAL ED. 1.0 (1 credit in any grade 9-12)
 - f. HEALTH 1.0 (1 credit in grade 10)
 - g. ELECTIVES (shop area) 12.0 (3 credits in each grade 9-12)

- **Any student who decides to attend CCTI full time, will still have the opportunity to graduate with Weatherly Area, as a Weatherly student upon completion of the CCTI credit/graduation requirements. If they choose to attend CCTI full time, the student must decide where they are going to graduate at the beginning of their senior year.**
- **Any student who attends CCTI, but withdraws from their program and returns to Weatherly as a full time student must then complete Weatherly High School's**

required amount of full time credits in addition to the credits they have already earned at CCTI in order to graduate.

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 from 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 postsecondary 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 2018-2019 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 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.

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 postsecondary 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 2010-2011 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.

CCTI POST SECONDARY OPPORTUNITIES

Students can earn **FREE** college credits while attending CCTI. CCTI has partnered with post secondary institutions, providing articulation credits (college credits).

Articulation Credit

An articulation credit allows high school students to receive college credit for technical courses they completed while in high school. The articulation process eliminates the need for duplication of courses at the college level, so that students can seamlessly continue their education in a related program at a postsecondary institution. Our technical programs are organized so that students may choose from a variety of post-secondary options, including technical or business schools, community college, or a four-year college program. Having earned articulation credits will save time and money. Articulation credit is absolutely **FREE**.

Articulation Credits are received through an agreement between CCTI and a postsecondary institution. CCTI currently has Articulation Agreements with: Lehigh Carbon Community College (LCCC), Northampton Community College, Pennsylvania College of Technology, Johnson & Wales University, Universal Technical Institute, and many more.

We encourage you to examine the following websites relating to articulation credits and career resources: PATrac.org, PACareerStandards.com, PACareerZone.org, GettingThemThere.com and PACollegeTransfer.com

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.

VIRTUAL ONLINE EDUCATION

***A high degree of independent work is necessary. Permission from the high school principal and guidance counselor is required. If a course is completed prior to the end of the school year, the student will be assigned a study hall.**

Virtual online education is available for students in grades 9-12 as additional core course offerings not offered at Weatherly Area High School. Courses are offered in the core areas of: Social Studies, Mathematics, English, Science, Foreign Language and Business Education, but there are electives as well. For a specific list of courses offered, please refer to *The Keystone School*; www.keystoneschoolonline.com or info@keystoneschoolonline.com. 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. Students should have access to the internet at home, or have opportunity to access the internet at a location outside of school. Students may stay after school to work online. **No changes will be made after the tenth day of school unless initiated by a teacher recommendation.**

WAVE

The Weatherly Area Virtual Education (WAVE) program offers online courses for our out-of-building students. All courses provided by the WAVE program help students to maintain their course work requirements for the district. Classes are taught asynchronously by teachers in various online programs brought together by the Capital Area Online Learning Association (CAOLA). CAOLA is a collaborative effort between the Capital Area Intermediate Unit (CAIU), member school districts and Intermediate Units in the Commonwealth of Pennsylvania to provide new learning opportunities for students. CAOLA's web-based courses meet the increasing need for excellent student instruction that incorporates proven online learning practices. **Weatherly has joined CAOLA to help address the individual needs of our students by increasing available learning options.** It increases available options for credit recovery, interventions, homebound, and alternative education.

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 consists 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, life-skills or autistic 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, science, social studies 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. In order for students to receive the weighted grade they must take the AP test. Finally, the AP programs follow the College Examination Board standards and the required AP test is recognized by most colleges and is used to determine placement in their programs.

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% ($96 \times .05$). 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 ELIGIBILITY CENTER

The NCAA, an organization founded in 1906 that has established rules on eligibility, recruiting, and financial aid, regulates many college athletic programs. The NCAA 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 Center. The Center was established as a separate organization by the NCAA member institutions in January 1993. The Center 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 Center will issue a preliminary certification report when you have had all your materials submitted. After you graduate, the Center will review your final transcript to make a final certification decision according to the following NCAA standards.

DIVISION I & II

Requirements:

- Satisfy high school graduation requirements;
- Have a grade-point average of a C or higher 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 ACT 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 Website 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

This course is designed as an entry-level high school art class open to students in 9-12th grades. Students will be introduced to new techniques, media, artists, artwork, and vocabulary related to the art world. Students will learn how to express themselves through art and develop their creativity through material exploration. The course will begin with an introduction to the elements of art and principles of design in which both realistic and abstract projects will be completed. The course will then focus on basic drawing techniques such as composition, perspective, and drawing to scale. Throughout the course, the students will explore different drawing media including graphite, colored pencil, charcoal, and pastels. The students will also study watercolor and acrylic painting styles and explore various mixing and blending techniques. The course will conclude with the creation of three-dimensional art through exploration in sculpture, craft, and 3-D building techniques. Students will also be assigned weekly sketchbook

Students will learn to create websites using the program Adobe Dreamweaver. 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 to modify graphic images to be used in their websites.

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

DESKTOP PUBLISHING & ADVANCED MICROSOFT OFFICE/GOOGLE SUITE **Grades 10, 11, 12** **1 credit**

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

Using a program like Printshop Deluxe, students 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 Microsoft Word, Publisher and Adobe Indesign 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, timelines, electronic schematic diagrams, and home floor plans.

Students will learn to use the advanced features of Microsoft Word, Excel, Powerpoint, Access and Publisher; as well as the advanced features of Google Slides, Docs, Sheets, and Forms. 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. Emphasis is on the integration of all the Microsoft Office/Google Suite Programs.

INTRODUCTION TO PROGRAMMING **Grades 10, 11, 12** **1 credit**

This introduction to programming course will give students the opportunity to learn the basics of Computer Programming using 2 different programming languages; Scratch and Python in a project-based environment. Students will learn the origins of computer programming and the projections for its future. They will also be learning about various programming careers.

Students will design and code application projects while learning programming structures and techniques.

DUAL ENROLLMENT

Dual enrollment courses permit seniors to take college level classes as part of their regular high school schedule. The courses are provided by an accrediting college during the regular school day. Other dual enrollment options are available upon principal and guidance counselor approval. Upon successfully completing the course, the student receives both high school and college credit for the course. The student would receive 1 credit towards high school and 3 credits toward college for each course. The parent is responsible for any cost associated with the college course. Weatherly Area High School is at the discretion of the chosen Institution to the instructional delivery of dual enrollment course(s).

HIS 123 - US to Reconstruction

The study of US history is the study of ourselves as human beings and our connection to the larger world and global historical trends. Such an understanding, explored through events such as the Enlightenment, religious revivalism, the Revolution, reform movements, westward settlement and the Civil War will allow students to develop an insight into the dynamics and reciprocity of the individual and society. Students will ground their insights into human nature and American culture by gaining familiarity with this body of historical knowledge.

3.000 Credit hours

HIS 131 - Western Civilization II

Beginning with a review of the foundations of Western Civilization the course stresses the principal ideologies and developments of Western Civilization from the dawn of the modern era to the contemporary scene. Special emphasis is placed upon the rise of the state system, the challenge of nationalism and secularism, the industrial revolutions, the rise of nationalism in its varied forms, the challenges of liberalism and its diverse applications, the rapid advance and application of science, and the extent of world conflict. Each of the modern western world's "isms" is analyzed through its origin, development, and impact upon the West's political, economic, and cultural institutions. Efforts are also made to relate the reciprocal influences between Western and non-Western worlds.

3.000 Credit hours

CIS 105 - Intro to Comp & Applications

This course is designed to help students become effective, informed digital citizens who navigate the internet securely and who are prepared to do college-level work using appropriate technology. It is intended for students with little or no computer experience. The course is taught in a problem-based learning environment in which students explore technology and determine how best to apply it. Topics covered include security issues inherent in the use of technology,

how software is created and used, and the traits of good cyber citizenship. Students will learn how to construct academic work using documents, spreadsheets, and presentations.

3.000 Credit hours

CMN 105 - Interpersonal Communication

Designed to provide a fuller understanding of the self and others through the study and practice of interpersonal skills. Topics will include but are not limited to verbal and nonverbal messages, perception, listening, conflict resolution, and intercultural communication.

3.000 Credit hours

English 111 - Speech

This course is designed to develop students' speechwriting and presentation abilities while increasing self-confidence and interpersonal skills appropriate in academic, workplace, and community settings. It addresses basic theories of public speaking, but emphasizes practice through several types of speaking situations; formal, informal, mediated, and impromptu.

3.000 Credit hours

ENGLISH

ENGLISH I

Grade 9

1 credit

This course is centered on the study of literature, composition, grammar and vocabulary development skills. In order to develop an appreciation and understanding of the various types of literature, this course will critique and analyze a range of genres, including short stories, novels, poetry, drama, and nonfiction. It will provide an opportunity for academic growth, specifically in the areas of reading comprehension, critiques, and analysis of common literary terms. Independent and group readings will be required. Composition focuses on the Keystone Literature constructed responses as well as the informative, persuasive, and narrative modes of writing. In composition, the focus is on effective communication through various formats. Vocabulary and grammar are incorporated through the context of reading and writing. 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. This course is designed to be more challenging than the English I course. This Honors course uses the English I program as a foundation; however, the Honors course differs in content, resources, processes, activities, and products of the course. This course focuses upon analysis, synthesis, and evaluation of content material. An increased rate of mastery of learning as well as additional amounts of work will be expected. Students will also be expected to assume more responsibility for more independent learning and decision

making. In addition, students are expected to engage in classroom discussions and other methods of oral presentation.

ENGLISH II

Grade 10

1 credit

This course is designed to expand academic skills introduced in ninth grade and to refine and extend them. The curriculum centers on Literature, composition, grammar, speech, and vocabulary. In Literature, it will be an intense emphasis on reading comprehension as well as analysis and interpretation of various literary devices. Several short stories will be read, analyzed, and discussed. Drama studies will encompass a variety of plays from many formats. Various nonfiction pieces and poems will be integrated with the short story and drama readings. Independent and group readings will be required. Composition focuses on the Keystone Literature constructed responses as well as the informative, persuasive, and narrative modes of writing. Vocabulary development will continue for use in reading and writing.

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. This Honors course uses the English II program as a foundation; however, the Honors course differs in content, resources, processes, activities, and products of the course. Literature studies will focus heavily on the short story and drama with supplemental poetry and nonfiction pieces. Points of study will include all literary devices. Drama will include extensive study of Shakespearean theater. 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, including simultaneous in-class and at-home readings, and self sufficiency with regards to assignments and homework will be expected.

INTEGRATED ENGLISH III

1 credit

Students will be covering the standards set forth by the state of Pennsylvania for English Language. This course will include units of vocabulary, drama, writing, short story and novel study. Students will be assessed by means of quizzes, tests, classroom assignments, writing and formal assessments. Students will be prepared for the rigors of standardized testing. This course will meet the needs of diverse classrooms and create supportive learning environments for a range of learning styles.

ENGLISH III

Grade 11

1 credit

This standard 11th grade course includes units of grammar, drama, vocabulary, the American novel, reading and writing poetry, and the short story. *The Crucible* and *The Great Gatsby* will be read and studied as full works. Writing throughout the course will focus on literary analysis, creating writing assignments, and occasional research projects. Students will prepare and deliver

Preparation for the spring AP English Literature & Composition exam will be the major focus of the course. The exam itself is a four-hour test, requiring critical analysis of previously unseen literary pieces and three critical essays written on the spot.

Successful completion of a pre-course assignment over the summer before 12th grade is required for admission to the first day of class. Failure to complete the summer assignment will result in reassignment to another 12th grade English course. Students will be expected to possess organizational, time management, and self-motivational skills in order to keep up and succeed in this college level course.

JOURNALISM BROADCASTING Grades 10-12

1 credit

This course surveys the history and social theories of journalism and introduces students to contemporary journalistic practice. Students will learn about the function and operation of print, electronic and online news media. Issues and concepts to be covered include the relationship of government to media; press freedom and controls; media ethics, and the impact of global communications. The course also covers the relationship of journalism to advertising, public relations and telecommunications, particularly with regard to new technologies. Finally, this course will allow students to take their knowledge of journalism and create original broadcasting mediums, including newscasting, location reporting, interviewing and talk-show.

CREATIVE WRITING - GRADES 11 & 12

1 credit

Creative Writing is designed for students to actively create original works in a wide variety of forms within the genres of poetry, drama, nonfiction, fiction, and media. Students will learn freewriting, outlining, drafting, characterization, editing, and revising strategies, and will submit their work to local and national competitions. Laptops and smartphones are used in class for composition. Writings are presented orally and/or submitted in written form. Students in Creative Writing should expect to regularly share their work with the class.

FAMILY AND CONSUMER SCIENCE

The following Family and Consumer Science courses are humanities or electives:

FAMILY & CONSUMER SCIENCE Grade 9, 10, 11, 12

1 credit

This is a one-credit course covering the following areas of instruction: life skills, nutrition and wellness, food preparation, meal planning, families and relationships, conflict resolution, personal development, and decision making. Grades are based on unit tests, homework, class participation, and individual and group projects. A community service class project is also part of the curriculum. Teaching aids include activities, projects, videos, computer programs, and a textbook. This class helps you understand yourself and the world around you.

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. This course is a good prerequisite for anyone who plans to someday be a parent, a daycare worker/operator, or has an interest in how they developed themselves.

**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, resume and cover letter development, as well as interviewing practice. Each student will complete a personal portfolio in the quest of figuring out who they are and what place they have in the workforce. This class helps you to realize who you are and provides direction.

The primary focus of Food Science is to prepare students to be comfortable in the kitchen by exploring different types of food and techniques to prepare them. This will be done in a group and individual setting. Special attention will be placed on organization, kitchen safety, nutrition, meal planning and meal appeal. Each lab will focus on different aspects of cooking with an evaluation process to follow. The class uses a textbook and supplementary materials, including videos and teacher generated activities. Each student will receive a class recipe book. This course provides you with skills to prepare your own healthy food with confidence.

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, checking and savings, consumerism, comparison shopping, interior design, renting apartments and buying cars. Skills of problem solving, decision-making, and goal setting will be developed through cooperative groups, simulated packets, project application, and computer programs. This class gives you information on how to be a responsible adult.

WORLD LANGUAGE

SPANISH I

Grade 9

1 credit

Throughout this introductory course, students will be engaged in the areas of reading, writing, speaking, and listening, while also learning about the different cultures of the Spanish-speaking world. Conversational skills are developed through a communicative approach in both vocabulary and grammar exercises and through cooperative learning. Vocabulary topics that will be covered (but are not limited to) include; introductions, personal information, greetings, date, time, seasons, weather, family, foods, basic parts of the body, clothing, sports, activities, the home, transportation, the community, school subjects and corresponding adjectives. Grammar topics include: present tense of regular and some irregular verbs, questions, basic negative sentences, gender and number of nouns, definite and indefinite articles, subject pronouns, adjectives, ir+a+infinitive, the use of gustar/encantar, contractions, possession, demonstratives, and the difference between SER and ESTAR. Culture, holidays, traditions, foods and music will be incorporated throughout the year. There will be a concentration on speaking in the present tense and the priority of this course is that students will communicate on a novice-low level as defined by the A.C.T.F.L. proficiency guidelines.

SPANISH II

Grade 10

1 credit

****Completion of Spanish I and a GPA of 80% or greater AND/OR recommendation of the instructor.***

Throughout this course, students will be engaged in the areas of reading, writing, speaking and listening, while also learning about the different cultures of the Spanish-speaking world. Grammar and vocabulary 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 that will be covered (but are not limited to) include: a brief review of vocabulary units covered in Spanish I, vacations, foods and the restaurant, childhood, reflecting on the past, the human body, animals, the airport, tourist attractions, as well as corresponding adjectives and adverbs. Grammar topics include: additional present tense study of stem-changing verbs, reflexive verbs, direct and indirect object pronouns, making comparisons, commands, and the present progressive and preterit verb tenses. Culture, holidays, traditions, foods, and music will be incorporated throughout the year. There will be a concentration on speaking in the present and preterit (past) verb tenses and the priority goal of this course is that students will communicate on a novice-mid level as defined by the A.C.T.F.L. proficiency guidelines.

SPANISH III

Grade 11

1 credit

****Completion of Spanish I and II and a GPA of 85% or greater and/or recommendation of the instructor. Students must have the ability and desire to handle the increased academic demands of an upper-level foreign language course.***

Throughout this course, students will be engaged in the areas of reading, writing, speaking and listening, while also learning about the different cultures of the Spanish-speaking world. The most important grammar concepts covered in the previous levels are reviewed and integrated into the presentation of new material. Activities are chosen to stress communication skills and to aid mastery. This course centers heavily upon the grammatical structures of the Spanish language and Spanish will be spoken a majority of class time. There will be a concentration on the indicative mood; this includes the present, progressive, preterite, and imperfect tenses. The imperative mood will also be discussed further. These verb tenses will be used homogeneously throughout the course with an array of vocabulary and supplementing parts of speech. Culture, holidays, traditions, foods, and music will be incorporated throughout the year. The priority of this course is that students will communicate on a novice-high level as defined by the A.C.T.F.L. proficiency guidelines.

SPANISH IV

Grade 12

1 credit

**Completion of Spanish I, II and III and a GPA of 90% or greater and/or recommendation of the instructor. Students must have the ability and desire to handle the increased academic demands of an upper-level foreign language course.* Throughout this course, students will be engaged in the areas of reading, writing, speaking and listening, while also focusing on culture of the Spanish-speaking world. The most important grammar concepts covered in the three previous courses are reviewed and integrated into the presentation of new material, including the subjunctive mood. Emphasis is placed on advanced communication skills and reading/writing; students will be utilizing a variety of complex verb tenses and advanced grammar structures collectively and Spanish will be spoken the majority of class time. Culture, holidays, traditions, foods, and music will be incorporated throughout the year and both pinatas and sugar skulls will be made. The priority goal of this course is that students will communicate on the intermediate-low level as defined by the A.C.T.F.L. proficiency guidelines.

HEALTH AND PHYSICAL EDUCATION

HEALTH/DRIVER'S EDUCATION

Grade 10

1 credit

Health is designed to enhance the awareness and knowledge of healthy lifestyle choices. It focuses on comprehensive health education covering all areas of health. Topics of study include: physical, mental, and social health, bullying, physical fitness, first aid/CPR, nutrition, personal health, tobacco, substance abuse (alcohol/drugs), sex education (HIV, STD's, teen pregnancy).

Driver's Education offers a clear and easily understood digest of driving facts and theory. This course offers skills that build confidence and security for the young driver behind the wheel and peace of mind for parents at home. This course is certified by the state of Pennsylvania and is

one semester in length. It is divided into ten modules of study, with a comprehensive final exam at the end of the course. Students must earn an 80% on all exams to pass the course.

PHYSICAL EDUCATION **Grades 9, 11, 12** **1 credit**

Physical Education is a required course. Students will 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. Students will understand the importance of being active and the benefits of a lifetime sport.

MATHEMATICS

ALGEBRA I **Grade 9** **1 credit**
***Pre-Algebra is required to enroll in this course**

This course is designed to provide a smooth transition into Algebra II by taking a look at some of the higher level thinking involved in Algebra. The student will develop an understanding of problem solving and critical thinking. Concepts such as solving equations and inequalities for a variable, properties of exponents, properties and operations of polynomials will be explored. Other topics include writing equations in slope-intercept form, graphing equations and inequalities, factoring and rational expressions.

ALGEBRA II **Grades 9, 10, 11** **1 credit**
***Algebra I is required to enroll in this course.**

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**
***An average of 93% or greater in Algebra I is required to enroll in this course. Students must also show a score of Proficient or Advanced in the Keystone Algebra exam to apply. Teacher permission/approval is required in order to take this course.**

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

***Trigonometry or Pre-Calculus with an 85%. Teacher permission/approval is required in order to take this course. This class is intended for college-bound students who are planning to major in science, math, engineering or related fields.**

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.

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

*** Must have earned an average of 93% or greater in Trigonometry or Pre-Calculus. This course is designed for highly-motivated students who will be required to devote time outside of the school day to the demanding assignments that come along with this course. Prior to enrolling, a placement test will be given to students who are considering taking this course. Teacher approval is required to take this course.**

AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

Students will be expected to possess organizational, time management, and self-motivational skills in order to keep up and succeed in this college level course. Summer assignments will be given and must be completed.

BUSINESS MATH**Grades 10, 11, 12****1 credit**

This course is designed to help students develop mathematical skills through practical applications and activities that emphasize the application of mathematics in many types of

real-world endeavors. Topics may include: earnings and taxes, checking and savings accounts, loans, insurance, automobile expenses, and housing expenses.

MUSIC

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

Band is composed of students from 9th through 12th grades who have had previous instrumental instruction or are wanting to start for the first time. 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.

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. An assortment of other events may also take place throughout the year.

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 should be able to match pitch and/or read music notation; however, this is not a prerequisite. Students taking this course agree to participate in all of the Chorus's activities, including all Concerts. Additional enrichment opportunities include County Chorus, and auditioning for District, Region, and All-State Chorus. Students in chorus will have the opportunity to develop their singing voice and enhance their knowledge of music as it applies to singing. Students taking this course will sing in many different styles and languages and will be instructed in basic techniques of vocal production.

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

Modern Band utilizes popular music as its central canon. Modern Band teaches students to perform the music they know and love and to compose and improvise. Styles that are studied include rock, pop, reggae, hip-hop, rhythm & blues, electronic dance music, and other contemporary styles as they emerge. Modern Band also utilizes (but is not limited to) the musical instruments that are common to these genres: guitar, bass, drums, piano, voice and technology. Students are highly encouraged to purchase or rent their own instrument for this course. Contact the high school music teacher for instrument purchasing recommendations.

AP MUSIC THEORY**Grade 12****1 credit**

AP Music Theory exists to further student's understanding of how music works, taking a closer look at aspects including melody, harmony, texture, rhythm, form, musical analysis, elementary composition, and to some extent, history and style. The concepts and skills developed in this course will prepare students to take the AP Music Theory exam.

Students must be able to read standard music notation and should have experience in singing or playing an instrument at a proficient level.

SCIENCE**BIOLOGY****Grade 9****2 credit**

The course is designed to prepare students in 9th grade for the Pennsylvania Keystone Exam. The exam includes two modules, which are Cells and Cell Processes and Continuity and Unity of Life. The content covered in the two modules includes; basic biological principles, the chemical basis of life, bioenergetics, homeostasis and transport, cell growth and reproduction, genetics, theory of evolution and ecology.

CONCEPTUAL BIOLOGY**1 credit**

The course is designed to prepare students who have not scored proficient or advanced on the Biology Keystone. Problem solving and hands-on learning are integral parts of the course, with an emphasis on real-world application. Students will revisit topics covered on the Keystone biology exam through experience-based learning.

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

The course is designed to provide students with the basic knowledge and understanding of the natural processes and systems that take place in our world. Topics include Ecological Environments, Watersheds and Wetlands, Natural Resources, Agriculture and the Interactions of Humans with the Environment.

CONCEPTUAL CHEMISTRY**Grade 10****1 credit**

The course is designed for students not intending to pursue science post-secondary. Topics will include properties of matter and its changes, atomic structure, nomenclature, and chemical reactions, with an emphasis on real-world application. Students will explore topics through lecture, application, and lab experiences.

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

Chemistry I 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.

EARTH & SPACE SCIENCE**Grade 10,11,12****1 credit**

Earth and Space Science is designed to provide students with an understanding of space, geologic structures and forces, the waters on our planet, and the atmospheric forces that shape our world. Students will explore the areas of astronomy, geology, hydrology, meteorology, and oceanography, and the cycles of the Earth, such as the water and carbon cycles. Students will learn about geologic time, space exploration, the solar system, and the universe.

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

Physics I is designed for academic students (planning a career in the sciences or contemplating entrance into a college where physics is required). The course will emphasize the following units: mechanics, work, power and energy and wave motion.

CHEMISTRY II/PHYSICS II**Grade 12****1 credit*****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 complement the theoretical concepts as in Chemistry I.

AP CHEMISTRY**Grade 12****1 credit****Pre-requisites: 85% or greater in Chemistry I and Algebra II.**

The Advanced Placement Chemistry course is designed to provide a college-level foundation of chemistry for students planning to pursue further studies in the sciences. Emphasis is placed on inorganic chemistry with a strong focus on atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. 25% of instructional time is devoted to extensive college-level inquiry-based investigations. The course prepares students to take the AP Chemistry test in May and to seek credit and/or appropriate placement of chemistry courses in college.

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

Sociology is the study of how individuals relate to society and vice versa. It covers the concepts of group dynamics, unspoken social codes, and patterns of behavior on local, national, and global scales. Sociology studies how societies change over time, how social order develops, and sources of conflict in societies. In this class we will discover these interactions and effects on people, groups, and society.

LAW & SOCIETY **Grade 10, 11, 12** **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.

AP US History **Grades 11, 12** **2 credits**

Pre-Requisites

-90 % or higher GPA in both US History, World History or World History Honors* (*raw score, without 5% added)

-pre-approval from course teacher

This class is for a Junior/Senior student who has met the other prerequisites. The course begins with the voyages of Columbus and New World explorers to the North American Continent concluding with the modern age of US History. This course is college based and uses such materials to prepare you to take the AP US History Exam through Collegeboard. Instruction is a lecture based on topics of US History and will require students to examine Primary/Secondary sources throughout. In addition, it has a large amount of writing based tests/practice exams to

prepare for the AP Exam in the spring of the following year. The pace is quicker and partially online for access to documents, reading materials, and the textbook.

TECHNOLOGY EDUCATION

TECHNOLOGY EDUCATION I (Intro to Engineering and Technology)

Grades 9, 10, 11, 12 (1 credit)

This STEM driven course provides the students with an overview of engineering and technology including the different methods used in the engineering design process developing fundamental technology and engineering literacy. Students will demonstrate the skills and knowledge they have learned through various project based activities while using an engineering design process to successfully master the “E” in STEM.

Students will:

- **Demonstrate employability skills required by business and industry.**
- **Identify the history of technology and engineering and its impact on society in the past, present, and future.**
- **Develop an understanding of engineering and technology and describe the principal fields of engineering specializations (ex. aeronautical, automotive, chemical, civil, industrial, mechanical, computer software, electrical, and biomedical) and identify associated career tracks.**
- **Demonstrate and follow safety, health, and environmental standards related to the Science, Technology, Engineering, and Math (STEM) workplaces.**
- **Identify criteria of usage, care, and maintenance for tools and machines.**
- **Apply fundamental principles of the engineering design process.**

ADVANCED TECHNOLOGY EDUCATION

Grades 10, 11, 12 (1 credit) *Prerequisite Technology Education I

This course will build upon the principles established in Technology Education I. The design process and engineering notebook will be utilized as part of each solution for each problem encountered. Problems to be solved will be chosen by the student/instructor team and could come from the Technology Student Association High School Competitions list. Event selection is partially determined by supply/equipment availability.

PRINCIPLES OF ENGINEERING

Grades 10, 11, 12 (1 credit) *Prerequisite Technology Education I

Principles of Engineering is the second course in the STEM Technology Education series of courses. This course introduces students to the fundamental principles of engineering. Students learn about areas of specialization within engineering and engineering design, and apply

engineering tools and procedures as they complete hands-on instructional activities. A large portion of this course will involve the use of robotic educational products.

ENGINEERING COMMUNICATION

1 credit

Emphasis on safety, geometric construction, fundamentals of CAD, and multi-view drawings. Students learn drafting techniques through the study of geometric construction at which time they will be introduced to computer-aided drafting and design. TSA and SkillsUSA are integral components of both the core employability skills standards and the technical skills standards.

INTRODUCTION TO COMPUTER SCIENCE, PROGRAMMING, AND JAVA APPS

1 credit

This course is for students with little or no programming experience. Students will garner an understanding of the role computation can play in solving problems. Students will also feel confident in their ability to write small programs which allow for the accomplishment of a useful goal. This course is an introduction to programming using the Java programming language.

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 lunchtime and after school with at least one day notice give to the librarian.

Besides access to written materials, students may also use the following Internet programs; Access PA, Accelerated Reader, Job and Career Accelerator, Power Library, Microsoft Word, Excel, Publisher, Powerpoint, Adobe Acrobat, Google Earth, and websites. The students must follow the school's Internet policy when doing a search or their subject area teacher gives them their recommended websites. The library also has an automated circulation and card catalog system. When using the computers each student must log in with their student ID and password as well as 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