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Dear Students and Parent/Guardian:

The Program of Studies includes course descriptions that assist you as you plan your course selections for the school year. Greater detail can be provided by faculty and school counselors. Promotion requirements and graduation requirements are clearly defined, as well as an introduction of the courses provided by each department area.

You are encouraged to challenge yourself academically by enrolling in courses that demand excellence in your school work. Meeting these challenges will provide you with the skills to meet the high expectations of colleges and the workplace. Our goal is to provide you with the 21st-century skills needed for your success after graduation. As you select courses, it is important to involve your parents and school counselor in the decision-making process. Our experienced and professional staff provides you with the support, encouragement, and challenges that you need to become a successful individual in school and in life.

As a parent, I encourage you to actively participate in the course selection process this year as your student makes decisions about his/her course of studies for next year. Your involvement is critical to ensuring that your child enrolls in the appropriate courses and makes decisions that will have an impact on their future goals and aspirations. If you have questions, please do not hesitate to contact your student's school counselor or building administrator.

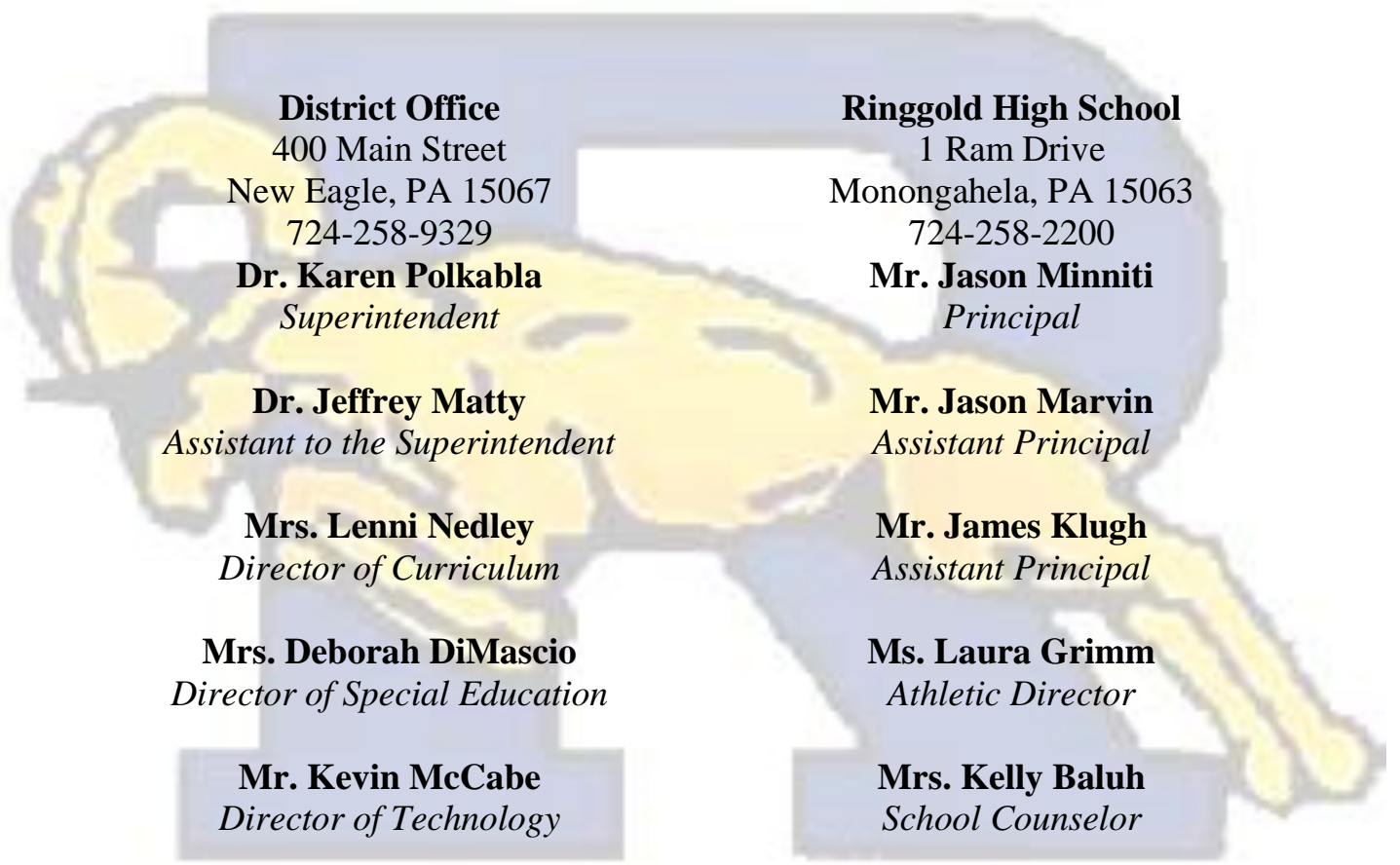
Very truly yours,

Jason Minniti
Principal

LEGAL NOTICE

It is the policy of the Ringgold School District not to discriminate on the basis of race, sex, religion, color, national origin, age, handicap or limited English proficiency in its educational programs, services, facilities, activities or employment policies as required by Title IX of the 1972 Educational Amendments, Title VI and VII of the Civil Rights Act of 1964 as amended, Section 504 Regulations of the Rehabilitation of 1973, the Age Discrimination Act of 1975, Section 204 Regulations of the 1984 Carl D. Perkins Act or any applicable federal statute. Questions should be directed to the Title IX compliance officer, Ringgold School District (724) 258-9329.

ADMINISTRATION



District Office
400 Main Street
New Eagle, PA 15067
724-258-9329

Dr. Karen Polkabla
Superintendent

Dr. Jeffrey Matty
Assistant to the Superintendent

Mrs. Lenni Nedley
Director of Curriculum

Mrs. Deborah DiMascio
Director of Special Education

Mr. Kevin McCabe
Director of Technology

Mr. Randy Skrinjorich
*Director of Operations and
Financial Services*

Ringgold High School
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Mr. Jason Minniti
Principal

Mr. Jason Marvin
Assistant Principal

Mr. James Klugh
Assistant Principal

Ms. Laura Grimm
Athletic Director

Mrs. Kelly Baluh
School Counselor

Mrs. Michelle Dvorchak
School Counselor

Mrs. Kristie Rygiel-DeBor
School Counselor

PURPOSE

The Program of Studies provides information that will guide students and parents in planning the students' academic decisions in reaching their goals beyond high school. The Program of Studies is flexible and is planned to meet the individual needs of students and to promote sound growth and achievement. The Program of Studies provides a list of the courses offered and a brief course description. While selecting courses for the upcoming school year, it is important to incorporate the individual student's interests, abilities, and plans for the future. We encourage students and parents to share in the decision-making process. In addition, the Ringgold High School teachers and school counselors may provide additional assistance.

A student schedule provides a complete program of studies for the upcoming school year. Plans for the first and second semester courses should be selected with confidence at the time of scheduling. Availability for mid-year schedule changes is limited. Students should strive to plan a schedule where the load is evenly distributed throughout the school year.

The Program of Studies of the Ringgold High School is designed to meet the present and future needs of the youth of this community. It provides a thorough preparation for students who expect to enter college, nursing or trade, and vocational schools, as well as those who plan to seek employment or enter the armed forces immediately after graduation.

MISSION STATEMENT

The mission of the Ringgold School District is to prepare our communities today for the challenges of tomorrow – to educate our students to their highest potential so they will be productive members of society, adaptable to their ever-changing world.

KEYSTONE EXAM REQUIREMENTS

As of February 3, 2016, Senate Bill 880 graduation requirements, effective with the graduating Class of 2019, require students to demonstrate proficiency in Algebra 1, Biology, and Literature Keystone Exams. Students are required to take the Keystone exams at the end of each course.

As the Pennsylvania Department of Education finalizes the plan for future Keystone Exams, the Ringgold High School Program of Studies will reflect the changes in graduation requirements.

REQUIREMENTS FOR GRADUATION

Courses have variable credits. Please refer to the Program of Studies for individual course credit value.

CLASS OF 2017

Graduation from RHS is based upon **successful completion** of a **minimum of 23 credits** earned from the following **requirements**:

4 full-year courses	English (different course levels)
3 full-year courses	Mathematics (Algebra I is required, if not taken in middle school)
3 full-year courses	Science (a Biology course is required)
3 full-year courses	Social Studies
1 semester course	Health
1 quarter course	Swimming
3 quarter courses	Physical Education

Elective credit requirements vary based on student's course selections. School counselors will assist students to determine required elective credits for graduation.

CLASS OF 2018

Graduation from RHS is based upon **successful completion** of a **minimum of 24 credits** earned from the following **requirements**:

4 full-year courses	English (different course levels)
3 full-year courses	Mathematics (Algebra I is required, if not taken in middle school)
3 full-year courses	Science (a Biology course is required)
4 full-year courses	Social Studies (Senior Economics course is required)
1 semester course	Health
3 quarter courses	Physical Education
1 full-year course	Freshmen Seminar:
	Swimming
	Exploring Engineering and Design
	Art
	21 st Century Skills
	Communications

Elective credit requirements vary based on student's course selections. School counselors will assist students to determine required elective credits for graduation.

Graduation from RHS is based upon **successful completion** of a **minimum of 25 credits** earned from the following **requirements**:

CLASS OF 2019

4 full-year courses	English (different course levels)
4 full-year courses	Mathematics (Algebra I is required, if not taken in middle school)
4 full-year courses	Science (a Biology course is required)
4 full-year courses	Social Studies (Senior Economics course is required)
1 semester course	Health
3 quarter courses	Physical Education
Freshmen Seminar:	
1 quarter course	Swimming
1 quarter course	Exploring Engineering and Design
1 quarter course	Art
1 quarter course	21 st Century Skills

Elective credit requirements vary based on student's course selections. School counselors will assist students to determine required elective credits for graduation.

Graduation from RHS is based upon **successful completion** of a **minimum of 25 credits** earned from the following **requirements**:

CLASS OF 2020 and Beyond

4 full-year courses	English (different course levels)
4 full-year courses	Mathematics (Algebra I is required, if not taken in middle school)
4 full-year courses	Science (a Biology course is required)
4 full-year courses	Social Studies (Senior Economics course is required)
3 quarter courses	Physical Education
Freshmen Seminar:	
1 quarter course	Swimming
1 quarter course	STEM
1 quarter course	Wellness 1
1 quarter course	Wellness 2

Elective credit requirements vary based on student's course selections. School counselors will assist students to determine required elective credits for graduation.

ACADEMIC GUIDELINES

GRADING SCALE

The grading scale at Ringgold High School is as follows (%):

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 and below

I = Incomplete

W = Withdrawal

WF = Withdrawal Fail

For more information regarding the **W** and **WF** grades, please refer to page 17.

INCOMPLETE GRADES

Any student who has received an “Incomplete” grade during a grading period must have the “I” removed within two weeks following that grading period. The subject teacher is to issue a failing grade for only the work not completed and then compute the grade for the grading period. Students must be made aware of the significance of such assignments at the beginning of each nine-week grading period. Any “Incomplete” on the end of the year report card must be changed within two weeks of the last day of school. It is the teacher’s responsibility to finalize the incomplete grade during the two-week period. Any extenuating circumstances should be referred to the high school principal.

TRANSCRIPT

The transcript is a record, beginning with ninth grade, of all completed courses, withdraw/fail courses, and corresponding grades. This also includes class ranks, QPA’s, attendance, and test data. Beginning in 2016-2017, Keystone performance levels will be included on the student’s transcript. Student class ranks and cumulative QPA’s are available at the close of each academic year.

Official transcripts are sent directly from the Guidance Office to colleges, universities, vocational or technical schools, prospective employers, military, etc. Unofficial copies of transcripts will be given to students and/or their parent/guardian upon request.

To receive an official or unofficial transcript of a student’s record, the student and parent must first fill out the consent to release information form. Once the form has been received, a request for transcripts must be made in writing to the guidance office. Remember to read each application carefully for deadline dates. Please allow the Guidance Office two weeks to process your transcript request.

CLASS RANK

Beginning with the Class of 2017

Weighted class ranking will be based on the cumulative **Total Weighted Quality Points (TWQP)**. Grades for all acceptable courses are determined by a percentage grade--**not to exceed 100%**.

The **maximum number of credits** that may be used in computing the **Total Weighted Quality Points** for class ranking during a student's freshman through senior year is **32.0** and may not exceed four years of high school. The **Non-Weighted QPA** will determine Honor roll and National Honor Society membership.

The following types of courses will **not** be incorporated into the **Weighted Class Ranking System**. These types of courses will receive credit for graduation purposes and will be included on student transcripts:

- Independent classes
- Community Service, GEAR, Work Experience, and Support courses will be incorporated into the **Non-Weighted Class Rank**
- **Transfer courses** will be incorporated into the **Weighted Class Rank** only if the exact course is offered at the Ringgold High School and is available to all students.

The two students with the **highest Total Weighted Quality points earned** will speak at commencement on behalf of the graduating seniors.

Eligibility for the valedictorian honors are as follows:

1. To be included in the weighted quality point ranking, students must be enrolled at Ringgold High School for a minimum of two years of high school - one being their senior year-
incorporating only the weighted courses equivalent to those offered at Ringgold High School.
2. Should there be two or more students with identical **Total Weighted Quality Points earned**, students will be listed by last names in alphabetical order.
3. Any student who is placed on homebound instruction through the Ringgold School District for any length of time will remain in the weighted quality point ranking.

WEIGHTED-GRADE GUIDELINES

Honors courses will carry a weighted multiplier of **1.125**.

College in High School courses will carry a weighted multiplier of **1.125** upon receiving a transcript credit from the University of Pittsburgh. Students **who elect not to enroll** in the University of Pittsburgh credit program will receive a **1.0** multiplier.

AP (Advanced Placement) courses will carry a weighted multiplier of **1.25** for students. Students are required to participate in the AP Course Exam.

Percent Grade	Regular Courses TQP = 4 x (%/100) x 1	Honors and CIHS Courses TWQP = 4 x (%/100) x 1.125	Advanced Placement Courses TWQP = 4 x (%/100) x 1.25
100	4.0000	4.5000	5.0000
99	3.9600	4.4550	4.9500
98	3.9200	4.4100	4.9000
97	3.8800	4.3650	4.8500
96	3.8400	4.3200	4.8000
95	3.8000	4.2750	4.7500
94	3.7600	4.2300	4.7000
93	3.7200	4.1850	4.6500
92	3.6800	4.1400	4.6000
91	3.6400	4.0950	4.5500
90	3.6000	4.0500	4.5000
89	3.5600	4.0050	4.4500
88	3.5200	3.9600	4.4000
87	3.4800	3.9150	4.3500
86	3.4400	3.8700	4.3000
85	3.4000	3.8250	4.2500
84	3.3600	3.7800	4.2000
83	3.3200	3.7350	4.1500
82	3.2800	3.6900	4.1000
81	3.2400	3.6450	4.0500
80	3.2000	3.6000	4.0000
79	3.1600	3.5550	3.9500
78	3.1200	3.5100	3.9000
77	3.0800	3.4650	3.8500
76	3.0400	3.4200	3.8000
75	3.0000	3.3750	3.7500
74	2.9600	3.3300	3.7000
73	2.9200	3.2850	3.6500
72	2.8800	3.2400	3.6000
71	2.8400	3.1950	3.5500
70	2.8000	3.1500	3.5000
69	2.7600	2.7600	2.7600

Courses carrying a weighted grade will have a multiplier times the numerical value of the percent (%) grade earned by the student—not to exceed 100%.

Students earning a 69% or lower will not receive the multiplier associated with the Honors, College in High School, or Advanced Placement courses.

ADVANCED PLACEMENT COURSES

Advanced Placement

According to The College Board, Advanced Placement students are able to experience the rigors of college-level studies while they still have the support of a high school environment. Resourceful and dedicated Advanced Placement teachers help their students develop and apply the skills, abilities, and content knowledge they will need later in college. By participating in the Advanced Placement courses exam, your child has the opportunity to earn possible college credit and stand out in the college admission process. Students will partake in the AP Course Exam(s). Students participating in the AP course exam will be eligible for a weighted grade for their high school course (Refer to page 11).

Ringgold High School offers the following Advanced Placement courses:

Language and Composition	Literature and Composition	Music Theory
Statistics	Calculus AB	Calculus BC
Biology	Physics 1	Physics C: Mechanics
Environmental Science	U. S. History	MicroEconomics
Computer Science Principles	Studio Art: Drawing	

COLLEGE IN HIGH SCHOOL COURSE

The College in High School courses are sponsored by the University of Pittsburgh. The College in High School course has a tuition fee required by the University of Pittsburgh for students who earn possible college credits while in high school. Students who wish to enroll with the University of Pittsburgh may qualify for tuition assistance and should speak with the CIHS school counselor, Mrs. Dvorchak (724-258-2200, ext. 2119). Students who enroll and successfully complete the course will receive a transcript of college credits for the course taken offered by the University of Pittsburgh. Students who successfully complete the course to receive a college transcript will be eligible for a weighted grade for their high school course (Refer to page 11).

Ringgold High School offers the following CIHS courses:

Chemistry	Web Site Design & Development	Psychology	Business Calculus
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HONORS COURSES

Honors Courses

The Honors level courses are designed as a deeper and more complex examination of the core competencies. The course demands are much greater than a non-honors course. The Honors courses set a pathway for the College in High School and Advanced Placement courses.

WPIAL/PIAA ELIGIBILITY REQUIREMENTS

The Ringgold School District students who participate in the interscholastic athletics program, a member of the Pennsylvania Interscholastic Athletic Association, Inc. ("PIAA"), must comply with PIAA eligibility rules. According to the WPIAL/PIAA, if a student fails to comply with the eligibility rules, the student forfeits their participation in interscholastic athletics. If a student participates while ineligible, the student, the school, and/or the team will be penalized.

The WPIAL/PIAA has set forth the following academic and curricular requirements for interscholastic student-athletes:

- The student must pursue a full-time curriculum defined and approved by your Principal.
- The student must be passing, at least, four full-credit subjects, or the equivalent, as of each Friday during a grading period. If you fail to meet this requirement, you will lose your eligibility from Sunday through the next Saturday after grades are checked again on Friday.
- The student must have passed at least four full-credit subjects or the equivalent during the previous grading period. Eligibility for the first grading period of the new school year is based on your final grades for the previous school year. If you fail to meet this requirement, you will lose your eligibility for at least 15 school days of the next grading period, beginning on the first day that report cards are issued. If your school has four grading periods, you will be ineligible for at least 15 school days.

The Principal of your school is responsible for certifying as to your athletic eligibility. If you have any questions concerning your athletic eligibility, either now or in the future, please refer to the Student Athletic Handbook or contact the Athletic Director, Ms. Laura Grimm (724-258-2008).

NCAA ELIGIBILITY REQUIREMENTS

The college-bound student-athletes who want to practice, compete, and receive athletically related financial aid during their first year at a Division I or II sport must meet the minimum requirements for core courses as established by the NCAA:

Effective on or after August 1, 2003
for Division I:

<u>DIVISION I</u>	
16 Core Courses	
4	years of English.
3	years of mathematics (Algebra I or higher)
2	years of natural/physical science (1 year of lab if offered by high school)
1	year of additional English, mathematics or natural/physical science
2	years of social science
4	years of additional courses (from any area above, foreign language or comparative religion/philosophy)

<u>DIVISION II</u>	
16 Core Courses	
3	years of English.
2	years of mathematics (Algebra I or higher)
2	years of natural/physical science (1 year of lab if offered by high school)
3	years of additional English, mathematics or natural/physical science
2	years of social science
4	years of additional courses (from any area above, world language or non-doctrinal religion/philosophy)

Core GPA	SAT	ACT
3.550 & above	400	37
3.525	410	38
3.500	420	39
to	to	to
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	59
2.700	730	60
2.675	740-750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840-850	70
2.425	860	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	80
2.125	960	81
2.100	970	82
2.075	980	83
2.050	990	84
2.025	1000	85
2.000	1010	86

PLEASE NOTE: If you are planning to participate in a Division I or Division II sport in college, please see your **counselor prior to scheduling your courses.**

DIVISION III colleges and universities set their own admissions standards. The NCAA does not set initial eligibility requirements in Division III.

WAIVER POLICY

Philosophy

A waiver is a contract between the student and parent(s) and the School District. It provides a course placement which supersedes the prerequisites of that course. The student may pursue such a contract. This action carries with it responsibility and accountability. Thus, the use of the waiver system may have consequences. Neither curricular content nor performance expectations of a course will be deleted or diminished to accommodate waived students.

Procedures

The current teacher shares the course recommendation with the student. If the parent/student indicates intent to opt for a course other than the recommended course:

- Communication is initiated by the parent and student to the appropriate School Counselor.
- A meeting will be set up by the academic review team (counselor, administrator, and department head, if applicable).
- Information will be shared with the parent and student regarding the recommendation procedure, student achievement, and past performance of waived students in the course being considered.

If a waiver contract is still desired, the waiver form is given to the student by the School Counselor. The signed waiver implies the acknowledgment of the conditions identified in the form.

- A list of waived students is generated by the Counseling Office and is distributed to Administration. The list will be kept on file in the counseling office.
- If a student does withdraw from a course (after the first 15 school days) for which a waiver contract has been signed, the student will receive a **WF**, and that grade will be **included in the GPA calculation**.

COURSE TERMS

Full-Year Courses

Full-year courses meet 5 times each week for the entire school year. Refer to the course descriptions for the credit associated with a particular course.

Semester Courses

Semester courses meet for one-half of a school year or 18 weeks of classes. Many semester courses are available, and some require pre-requisites (refer to the course descriptions). The first-semester course is offered at the beginning of the school year to late January and the second-semester course is offered in late January to the end of the school year. Semester courses carry a 0.5 credit. A student must consult with their school counselor to schedule particular semester courses for a full-year.

Quarter Courses

Quarter courses meet for nine weeks of classes. Many quarter courses are available, and some require pre-requisites (refer to the course descriptions). The quarter courses start at the beginning of a nine-week period and end at the end of the nine-week grading period. Quarter courses carry a 0.25 credit. A student must consult with their school counselor to schedule particular quarter courses for more than one nine-week period.

ADDITIONAL OPPORTUNITIES

Community Service

The youth service movement in America is strong and growing. Each day young people give their time, energy, talents and enthusiasm to provide important and necessary services. As individuals, we serve our families, churches, and communities. The Community Service opportunity is meant to acknowledge and academically reward those students who provide such service to the community. The Community Service opportunity does not meet on a regular basis; it can be added even if the student has a full schedule since it is an individual after school project. Credit is based on hours served with a valid community service organization or activity. Thirty (30) hours = 1/4 credit, sixty (60) hours = 1/2 credit, ninety (90) hours = 3/4 credit, and one hundred twenty (120) hours = 1 credit. Only 1 credit can be earned during grades 9 through 12. Please schedule an appointment with your school counselor for further information.

Work Experience

The Work Experience Program is available to twelfth-grade students who can demonstrate a justifiable reason for being accepted into the program. The program permits a student to carry a reduced schedule of academic classes and permission for work release. Therefore, the student must be able to earn the necessary credits for graduation without relying on the credits that will be earned in work experience. The deadline to apply for work experience is the start of the third nine weeks. The student is responsible for finding and maintaining a job with principal approval. Each student is responsible for notifying his/her school counselor if employment is terminated. A student who has been scheduled for the program and then loses his/her job will be assigned to classes and study halls during the assigned work experience time when possible.

Students who have not scored Proficient or Advanced on the Keystone Exams may have to stay in school longer and/or may not be able to participate in the work experience program. Students who qualify for the Work Experience program are permitted to carry a reduced schedule of 4½ academic classes and are excused after Period 4/5 for the purpose of reporting to work five (5) days a week during school hours.

A student is entitled to one (1) unit of school credit for each semester's participation in work experience education when he/she meets the following requirements—the student:

- is employed on a job which is deemed to have sufficient educational value
- is scheduled at least 15 hours per week at the job site, and the work is completed at least partially, Monday through Friday, on scheduled school time
- receives an overall rating of satisfactory or above from the job site supervisor and the school counselor
- is responsible for delivering an evaluation summary from his/her employer to his/her school counselor every nine weeks.

Please schedule an appointment with your school counselor for further information. The student is to bring his/her birth certificate and is to be accompanied by a parent or guardian. It is the responsibility of the student to secure the work permit.

Driver's Training

Ringgold is a certified Driver's Education Center. Students who wish to enroll in the Driver's Education program must have successfully completed the Driver's Theory course and have a Learner's permit. A nominal fee must be paid before the student begins driving with the instructor. A certificate is issued to the student who successfully completes Driver's Theory and Driver's Education. This certificate entitles the driver to an insurance discount. After a student completes the behind-the-wheel requirements, he/she can take the Pennsylvania driving test. The P.D.O.T. has new guidelines, which state that a student cannot take his/her driving test before he/she turns 16½ years of age. Also, a student will not receive his/her senior license until he/she turns 17½ years of age. Please schedule an appointment with your school counselor for further information.

COLLEGE ENTRANCE INFORMATION

College Admissions

Requirements for admission to college usually go far beyond the minimum requirements for high school graduation. College-bound students should consult websites or catalogs of colleges in which they are interested or speak to an admissions counselor to be sure that they are selecting the right high school courses to prepare them for college admission. Many colleges expect students to schedule at least two consecutive years of a world language at the high school level. Highly selective colleges often require serious applicants to take more challenging courses (Advanced Placement and Honors) whenever possible. Students with questions or concerns about course requirements for college should contact their school counselor.

ACT

The ACT assessment includes four test sections- English, mathematics, reading, and science reasoning. These sections measure academic achievement and the student's ability to demonstrate their knowledge and skills that are required in college- level coursework. The ACT also offers an optional 30-minute writing test component which complements the English section of the ACT.

ACT scores are reported on a standard scale that ranges from 1 to 36. The arithmetic average of the scores on the four tests is the ACT composite score, which is often used as a measure of overall academic ability. The breakdown of the test is as follows:

- The English section is a 75-question, 45-minute test that measures the student's understanding of the connections of standard written English and rhetorical skills. The skills included are: usage/mechanics, grammar/usage, sentence structure, written organization, and style.
- The Mathematics section is a 60-question, 60-minute test in the following content areas: arithmetic, algebra, geometry, algebra 2, and trigonometry.
- The Reading section is a 40-question, 35-minute test that measures a student's reading comprehension through literature passages.
- The Science Reasoning section is a 40-question, 35-minute test that measures analysis, interpretation, evaluation, and basic content in natural sciences.
- The Writing section is a 30-minute essay test that measures a student's writing skills emphasized in high school English classes and entry-level college composition courses.

Please refer to the Guidance Department webpage for the specific dates the exam is offered. High school seniors who take the ACT for admission purposes should take the test early in their senior year. Juniors are also encouraged to take the test. Students who choose to take the ACT Assessment must register to do so and assume the related costs. Registration materials are available at www.act.org.

Advanced Placement Exams (AP)

The AP Exams are designed for students who have completed college-level courses in high school or who are currently enrolled in AP courses. The exams are based on the individual course and content area. All AP exams, with the exception of Studio Art, contain both multiple-choice questions and free-response questions that require essay writing, problem-solving, and other skills. The AP Exams are scheduled by the College Board and are given at Ringgold High School during two weeks in May.

The AP courses prepare students for the AP exams. It is strongly recommended that students take the AP Exam in the course (s) they are currently enrolled in at the conclusion of the course. Upon successful completion of the Advanced Placement Exam, students may be eligible to receive college credits. Although colleges & universities are responsible for setting their own credit and placement policies, AP scores offer a recommendation on how qualified students are to receive credit and placement. The scoring guide for the AP Exams is as follows:

- 5= extremely well qualified (equivalent to grades A+ and A in the corresponding college course)
- 4= well qualified (equivalent to grades A-, B+, and B in the corresponding college course)
- 3=qualified (equivalent to grades B-, C+, and C in the corresponding college course)
- 2= possibly qualified (equivalent to a C- or lower in the corresponding college course)
- 1= no recommendation

Grade Reports are sent in early July to each student's home address, high school, and to his/her college. A fee is associated with this exam by The College Board. Students who choose to take an AP exam must register to do so and assume the related costs. Additional information on AP Exams can be found on <https://apstudent.collegeboard.org/home>. Scores are organized into Individual Student Profile Reports, which are sent to the students and to colleges.

PSAT/NMSQT

The PSAT is a standardized, multiple-choice examination that measures critical reading skills, math problem-solving skills and writing skills important for academic performance in college. The questions test the ability to reason with facts and concepts rather than recall specific facts from previous classes. The PSAT also serves as the National Merit Scholarship Qualifying Test for juniors in a nationwide competition for recognition, awards, and scholarships. The PSAT/NMSQT is given annually in October to all high school freshmen and juniors to provide firsthand practice for the SAT. Tenth graders are encouraged to take the practice test; however, their scores are not applicable to the NMSQT.

SAT

The SAT is an entrance examination designed to assess your academic readiness for college. Most students take the SAT for the first time during the spring of their junior year and a second time during the fall of their senior year. The SAT reasoning test is offered several times a year. Please check the Ringgold website in order to view the specific dates that the exam will be administered at the High School. Students who choose to take this test must register to do so and assume the related costs. Registration materials are available at www.collegeboard.com.

SAT Structure

	Evidence-Based Reading and Writing	Math
Sections	<ul style="list-style-type: none">• 65-minute Reading section• 35-minute Writing and Language section	<ul style="list-style-type: none">• 25-minute No Calculator section• 55-minute Calculator section
Questions	<ul style="list-style-type: none">• 52 Questions (Reading)• 44 Questions (Writing and Language)	<ul style="list-style-type: none">• 20 Questions (No Calculator)• 38 Questions (Calculator)
Score Range	200-800	200-800

- The Reading and Writing sections are combined into a single section with a maximum score of 800. The SAT Reading Test lasts 65 minutes. There are a total of 52 questions for the entire section. In every SAT Reading Test there will be 2 passages which are accompanied by graphics. The SAT Writing Test is made up of 4 passages and 44 multiple choice questions. You will have 35 minutes to read the passages and answer the questions in this section.
- The Math section is scored out of 800. The SAT groups the math concepts into four major areas: Heart of Algebra, Problem Solving and Data Analysis, Passport to Advanced Math, and Additional Topics in Math.
- The Essay is optional. This means that you can choose whether or not you want to write the Essay based on whether the schools you are applying to require it. In addition, your essay score will not enter into your final numerical score for the SAT; instead, it will be reported separately.
- There is No Penalty for guessing.

SAT Subject Tests

These hour-long tests allow students to showcase achievement in specific subject areas where they excel. The tests offered are:

World History	Chinese
United States History	German
Mathematics Level 1	Korean
Mathematics Level 2	Latin
Physics	French
Chemistry	Italian
Biology E/M	Japanese
Literature	Spanish
Modern Hebrew	

SAT Subject Tests allow you to differentiate yourself in the college admission process or send a strong message regarding your readiness to study specific majors or programs in college. The SAT Subject Test is offered several times a year. Please check the Ringgold website in order to view the specific dates that the exam will be administered at the High School. High school students usually take SAT Subject Tests following the completion of their last course in a particular subject. SAT Subject Tests are published by the Educational Testing Service of the College Board in Princeton, New Jersey. Students who choose to take this test must register to do so and assume the related costs. Registration materials are available at www.collegeboard.com.

Ringgold Senior High School Code Number is

#392705

ACADEMIC SUPPORT PROGRAMS

Gifted Education

The Gifted Education at Ringgold (GEAR) is designed to meet the academic needs of students who have been identified as academically gifted. It is a combination of advanced work through the courses in which the students enroll and enrichment through specially designed activities such as pull-out classes, academic competitions, independent study, etc. Gifted support students at Ringgold High School will be expected to schedule challenging classes during each grade level. Ninth graders will be expected to schedule at least one high-level class and complete an enrichment activity each nine weeks. Tenth, eleventh, and twelfth graders will be expected to schedule at least two high-level classes and complete at least one GEAR project per semester. Enrichment projects will be designed at a GIEP conference each year. Twelfth graders who schedule three or more Advanced Placement classes will not be required to complete additional enrichment projects.

Learning Support Program

The Ringgold High School Learning Support Program is designed to meet the wide range of needs for students who are identified as having a specific learning disability, students with mild or moderate intellectual disabilities, neurological impairments, autism, and students with health impairments. Student schedules are based on individual educational levels and needs with individualized learning goals and objectives. Students inquiring about the program are required to discuss the criteria with their school counselor.

Life Skills Support Program

The Ringgold High School Life Skills Support Program is intended to provide specially designed instruction for students with certain disabilities and physical challenges to master skills for independent living. The Life Skills Support Program emphasizes the areas of self-care, social development skills, language development skills, perceptual motor skills, vocational skills, and community living skills. The program is specially designed for students who have intellectual abilities that are in need of instruction that cannot be met with the general education curriculum. Each individual student is evaluated and is provided support services depending on need. The student will be provided with all necessary support to meet the program's curriculum successfully.

The Ringgold School District levels of services within the special education program offer a continuum of placements which include:

- supportive intervention in the regular class (inclusion)
- support services within special education (resource room)
- placement in a location other than the school setting (alternative education).



COURSE DESCRIPTIONS

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The Core Courses have been provided with a recommended course sequence. The sequence is a guide to assist students in selecting appropriate courses for a career or college pathway. Students should discuss course selections and pathway beyond high school with their school counselor.

The Career Pathway (Career #1 and Career #2) is a coherent, articulated suggested sequence of rigorous academic and career/technical courses, commencing in the ninth grade and leading to an industry recognized certificate, and/or licensure. The Career Pathway is developed, implemented, and maintained in partnership among secondary and postsecondary education, business, and employers.

The College Pathway (College #1 and College #2) is a coherent, articulated suggested sequence of college ready courses that prepare students for an associate degree, baccalaureate degree and beyond (National Career Pathways Network, 2012).

ART DEPARTMENT COURSES

Advanced Placement Studio Art: Drawing (11th-12th)
Full-Year

Ceramics/Sculpture (10th-11th-12th)
Semester

Drawing (9th-10th-11th-12th)
Semester

Painting (9th-10th-11th-12th)
Semester

Senior Studio Art (12th)
Full-Year

AP STUDIO ART: DRAWING

Grades (11-12)

1.5 Credits

PREREQUISITE: 3.0 GPA
90% Attendance
Minimum of 80% in previous relevant course(s)

CONTENT: **Advanced Placement Studio Art** is a **college-level course** that is taught at a college pace and places demands on each student equivalent to those in a first level college studio art course. The **amount of outside work and preparation is substantially greater** than required in honors and non-honors courses. The course is designed to follow the Advanced Placement curriculum outlined by The College Board. Students must complete a portfolio consisting of a three-section structure which requires the student to show a fundamental competence and range of understanding of visual concerns (and methods). The requirements for the student portfolio are outlined as follows: (1) Concentration- students demonstrate a depth of investigation and process of discovery; (2) Breadth-students demonstrate a serious grounding in visual principles and material techniques; and (3) Quality-students select the works that best exhibit a synthesis of form, technique, and content. The course is designed so students study creatively and develop the four main components of art (art production, art history, critical response, and aesthetic response). Students will explore and experiment with various forms of art. Students will gain knowledge of art and its impact on society and culture.

Advanced Placement Studio Art is not based on a written exam; instead, students complete portfolios for evaluation at the end of the school year. **Students are expected to submit their portfolio to The College Board. The school district will be responsible for the portfolio fee.** Upon the satisfactory completion of the Advanced Placement Portfolio, students may be eligible to receive college credits for this course. Therefore, it is representative and equivalent to a college studio art course. Please refer to page 12 for information regarding AP information.

CERAMICS/SCULPTURE

Grades (10-11-12)

0.5 Credit

PREREQUISITE: None

CONTENT: The **Ceramics/Sculpture** course is designed for students who wish to concentrate in the specialized area of ceramics. Students will create projects consisting of visual challenges that focus on the expression of ideas and the techniques within each sculpture medium, including clay (hand-building & wheel thrown), paper mache, wood, and mosaic tile.

DRAWING	Grades (9-10-11-12)	0.5 Credit
<i>PREREQUISITE:</i> None		
<i>CONTENT:</i> The Drawing course is designed for students who wish to concentrate in the specialized area of drawing. Students will learn to utilize a wide range of media and techniques, including graphite pencil, color pencil, pen/ink, charcoal, and pastel. Students will critically complete projects that visually challenge their focus on the expression of ideas and the techniques within each medium.		
PAINTING	Grades (9-10-11-12)	0.5 Credit
<i>PREREQUISITE:</i> Successful completion of Drawing		
<i>CONTENT:</i> The Painting course is designed for students who wish to concentrate in the specialized area of painting. Students will create projects that consist of visual challenges the focus on the expression of ideas and the techniques within each painting medium, including tempera, watercolor, acrylic, and printmaking.		
SENIOR STUDIO ART	Grade (12)	1.0 Credit
<i>PREREQUISITE:</i> Teacher Recommendation Review of Portfolio		
<i>CONTENT:</i> The Senior Studio Art course is designed, so students work independently to build a body of artwork. Student artwork will be displayed at the Annual Senior Art Exhibit in the spring. Students will also create a large painting on Masonite or a wall in the high school.		

BUSINESS/TECH INFORMATION SYSTEMS DEPARTMENT COURSES

Accounting (10th-11th-12th)
Full-Year

Business Management (10th-11th-12th)
Semester

CIHS Web Site Design & Development (9th-10th-11th-12th)
Full-Year

Computer Graphics and Design (9th-10th-11th-12th)
Semester

Game Design (9th-10th-11th-12th)
Semester

Publications (10th-11th-12th)
Semester

Video Production 1 (11th-12th)
Semester

Video Production 2 (12th)
Semester

ACCOUNTING	Grades (10-11-12)	1 Credit
<i>PREREQUISITE:</i> None		
<i>CONTENT:</i> The Accounting course is recommended for students considering further education in business administration or management programs. The class will introduce students to computerized financial accounting. The primary objective of the course is to learn the rules and procedures of accounting for a profit-motivated business. All journals, ledgers, worksheets, financial reports, and study guides will be completed using a web-based accounting tutorial site which will provide immediate feedback. Students will expand their knowledge of Excel spreadsheets and computerized simulations for proprietorships, partnerships, and small corporations.		
BUSINESS MANAGEMENT	Grades (10-11-12)	0.5 Credit
<i>PREREQUISITE:</i> None		
<i>CONTENT:</i> The Business Management course is designed to give students an insight into various aspects of business management. The topics covered in the course will consist of business ethics, entrepreneurship, interviewing, finance, banking, consumer education, and marketing.		
COLLEGE IN HIGH SCHOOL WEB SITE DESIGN & DEVELOPMENT	Grades (9-10-11-12)	1 Credit
<i>PREREQUISITE:</i> 3.0 GPA 90% Attendance Minimum of 80% in Algebra I		
<i>CONTENT:</i> The College in High School Web Site Design & Development course is offered through the University of Pittsburgh to provide a basic understanding of the methods and techniques of developing a simple to moderately complex Web site using the standard Web page language XHTML, Dreamweaver or comparable, and JavaScript. Students also will learn Web site design and layout techniques as well as basic search engine analysis. This course is equivalent to the University of Pittsburgh's CS0134 Web Site Design & Development course. Please refer to page 12 for information regarding college credits and enrollment fees.		

COMPUTER GRAPHICS AND DESIGN

Grades (9-10-11-12)

0.5 Credit

PREREQUISITE: None

CONTENT: The **Computer Graphics and Design** course will provide students with a solid foundation in graphic design concepts and industry-standard software applications. Using Microsoft Publisher, students will learn how to create professional-quality presentation documents such as brochures, flyers, and business cards. Students will then learn how to perform basic and advanced photo edits using Adobe Photoshop while learning how to work with layers and create artistic effects and enhancements. Finally, students will learn how to take digital illustrations to the next level through the use of Adobe Illustrator software. Using professional graphic design techniques, students will add realism to their drawings, create unique logos, and recreate their favorite cartoons.

GAME DESIGN

Grades (9-10-11-12)

0.5 Credit

PREREQUISITE: None

CONTENT: The **Game Design** course is designed for students with or without prior programming experience to create and understand video game design. The main objective of the course is for students to develop appropriate problem-solving skills in game design. Some of the concepts students will learn algorithms, variables, arithmetic equations, control structures, methods, GUI's, objects, graphics, sound animation, and scripting in a gaming environment.

PUBLICATIONS

Grades (10-11-12)

0.5 Credit

PREREQUISITE: Minimum of 80% in previous English course
Submit Application
Teacher Recommendation

CONTENT: The **Publications** course requires students to be responsible for the planning, production, and marketing of the *Aries* yearbook. All class members will be responsible for particular sections and duties of the yearbook. Yearbook responsibilities will be in the areas of photography, picture cropping, computer programs, layouts, typing, organizing divisions, meeting deadlines, and working collaboratively. All candidates for Publications are to be aware that summer, evening, and weekend work will be required to meet deadlines.

VIDEO PRODUCTION 1

Grades (11-12)

0.5 Credit

PREREQUISITE: Teacher Recommendation
90% Attendance
Principal and School Counselor Approval

CONTENT: The **Video Production 1** course is designed to introduce students to the basics of using a video camera, editing video footage, and writing scripts needed to produce a video. Students will be writing an analysis upon completion of production. The students will learn how to create shots that appeal to the viewer. Students will be required to videotape during class time, and some after-school activities may be required. Students will be introduced to the finer points of editing both audio and video. The student will learn to operate the controls in the studio using iMovie software. The students are required to be filmed in front of the camera.

VIDEO PRODUCTION 2

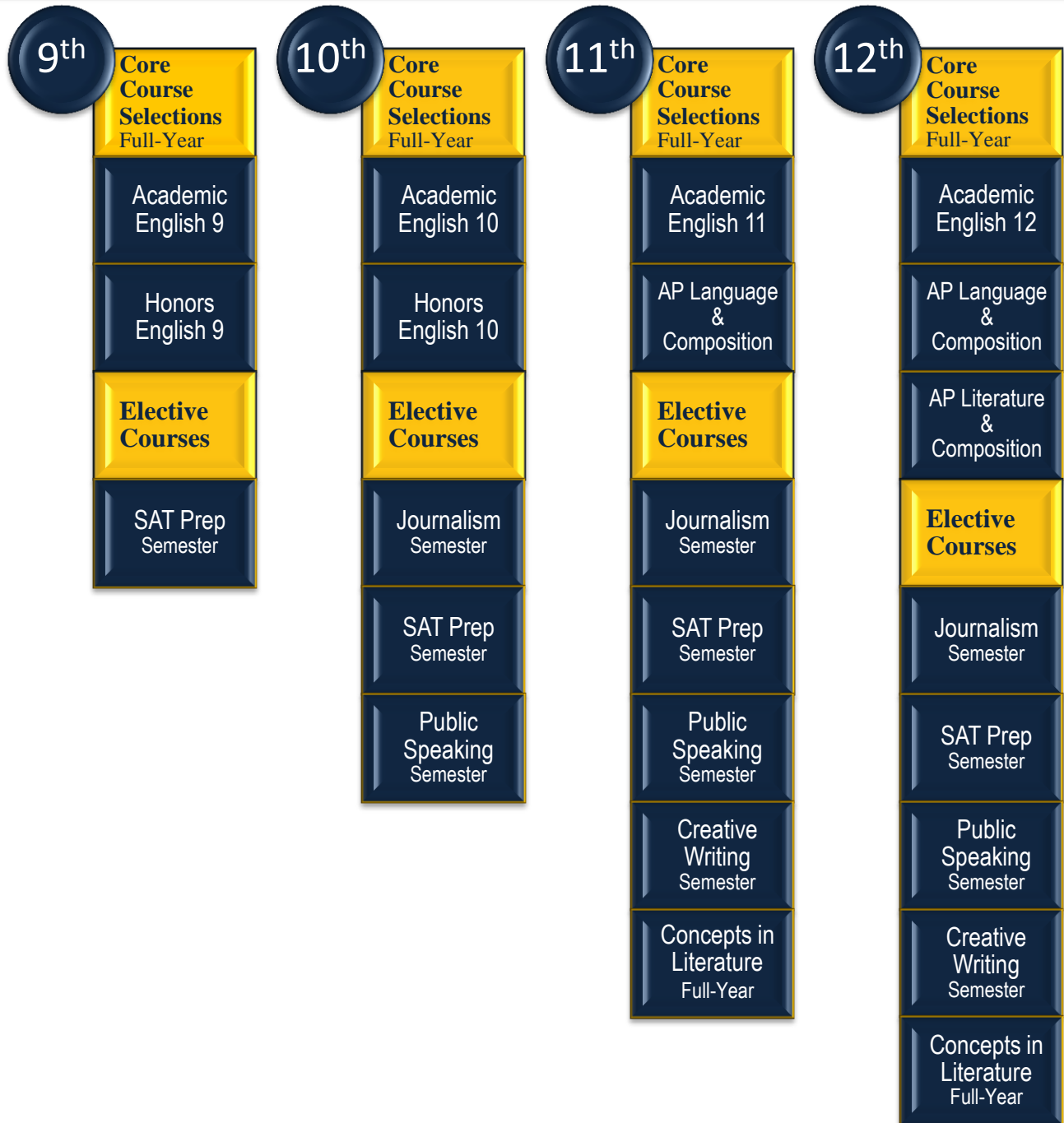
Grade (12)

1 Credit

PREREQUISITE: Teacher Recommendation
90% Attendance
Principal and School Counselor Approval

CONTENT: The **Video Production 2** course is designed to teach students the advanced concepts of video production. Students will produce more advanced projects such as a senior class movie, video yearbook, video portfolios, news broadcasts, and school announcements. Students are required to videotape after-school activities. Students will utilize advanced filming and editing techniques for video and writing detailed scripts.

ENGLISH/LANGUAGE ARTS DEPARTMENT COURSES



Recommended English Course Sequences

Strand	Grade 9	Grade 10	Grade 11	Grade 12
Career #1	Academic English 9	Academic English 10	Academic English 11	Academic English 12
Career #2	Academic English 9	Academic English 10	<i>Choose one:</i> Academic English 11 AP Language & Composition	<i>Choose one:</i> Academic English 12 AP Literature & Composition
College #1 and College #2	Honors Academic English 9	Honors Academic English 10	AP Language & Composition	AP Literature & Composition

The Core Courses have been provided with a recommended course sequence. The sequence is a guide to assist students in selecting appropriate courses for a career or college pathway. Students should discuss course selections and pathway beyond high school with their school counselor.

The Career Pathway (Career #1 and Career #2) is a coherent, articulated suggested sequence of rigorous academic and career/technical courses, commencing in the ninth grade and leading to an industry recognized certificate, and/or licensure. The Career Pathway is developed, implemented, and maintained in partnership among secondary and postsecondary education, business, and employers.

The College Pathway (College #1 and College #2) is a coherent, articulated suggested sequence of college ready courses that prepare students for an associate degree, baccalaureate degree and beyond (National Career Pathways Network, 2012).

ACADEMIC ENGLISH 9

Grade (9)

1 Credit

PREREQUISITE: None

CONTENT: The **Academic English 9** course will focus on the analysis of rhetorical strategies across a wide variety of complex literature and informational texts. A focus is placed on deciphering perceptions of truth and reality through careful evaluation of an author's ideas, purpose, argument, specific claims, and counterclaims. Students analyze the validity and relevance of evidence and reasoning and learn to identify fallacious arguments. Students examine how various authors unfold an analysis or series of ideas, as well as connections, made between them. Standard conventions of language are explored through authentic and relevant composition through which students demonstrate the independent use of academic and domain-specific vocabulary.

HONORS ENGLISH 9

Grade (9)

1 Credit

PREREQUISITE: 90% Attendance
Proficiency on PSSA English/Language Arts
Minimum of 80% in ELA 8

CONTENT: The **Honors English 9** course is a **deeper, more complex** examination of the core competencies addressed in Academic English 9. The course **demands are much greater** than a non-honors course. Students' skills in constructing, analyzing, and evaluating rhetorical arguments will be developed. Students focus on the analysis of reading and analytical writing grounded in evidence from the text. A major theme for all ninth grade students is deciphering perceptions of truth and reality. Honors English 9 students use this as a basis to examine reasoning, their own and that of others, for validity and relevant evidence. They also identify fallacious reasoning and false statements. Students are challenged to develop and refine critical thinking skills and problem-solving strategies. Standard conventions of language are explored through authentic and relevant composition through which students demonstrate the independent use of academic and domain-specific vocabulary.

ACADEMIC ENGLISH 10

Grade (10)

1.5 Credits

PREREQUISITE: Successful completion of an English 9 course

CONTENT: The **Academic English 10** course will further develop the student's ability to analyze fiction and non-fiction on a variety of levels drawing from textual evidence and personal experience. Theme development, author's assumptions and beliefs, complex development, and point of view are examined and evaluated for their impact on meaning and rhetorical effectiveness. These topics are explored through meaningful, collaborative discussions heightened by the student's ability to reason, provide evidence, and evaluate the views of others while exploring their own beliefs and assumptions. Standard conventions of language are explored through an authentic and relevant composition that reflects a high level of organization, cohesion, and complexity. Students write using academic vocabulary, sufficient facts, concrete details, quotations, description, and awareness of audience. Writing includes transitions that promote connections and distinctions. **Students will take the Keystone Literature Exam at the end of this course.**

HONORS ENGLISH 10

Grade (10)

1 Credit

PREREQUISITE: 3.0 GPA
90% Attendance
Minimum of 80% in Academic English 9 or Honors English 9

CONTENT: The **Honors English 10** course is a **deeper, more complex** examination of the core competencies addressed in Academic English 10. The course **demands are much greater** than a non-honors course. Students will be expected to analyze fiction and non-fiction on a variety of levels, drawing from textual evidence and personal experience and moving at a faster pace and at a more in-depth level than Academic English 10. Theme development, author's assumptions and beliefs, complex development, and point of view are examined and evaluated for their impact on meaning and rhetorical effectiveness. Students make important connections and distinctions in evaluating texts and write using varied transitions to create a cohesive and coherent whole in all writing. Standard conventions of language are explored through authentic and relevant composition utilizing academic vocabulary, sufficient facts, concrete details, quotations, description, and awareness of audience. Students also initiate and engage in meaningful collaborative discussion on grade-level topics heightened by their ability to reason, provide evidence, and evaluate the views of others while exploring their own beliefs and assumptions. **Students will take the Keystone Literature Exam at the end of this course.**

ACADEMIC ENGLISH 11

Grade (11)

1 Credit

PREREQUISITE: Successful completion of an English 10 course

CONTENT: The **Academic English 11** course will allow students to analyze and evaluate informative and literary texts with a focus on purpose, audience, and task (biases). They consider the author's implicit and explicit assumptions and beliefs as relative to purpose and impact. Emphasis is placed on the analysis of the interaction between and development of themes or ideas over the course of a text or multiple texts. Students carefully study and critique writers' rhetorical choices (i.e., point of view, purpose, style) through analysis of seminal and foundational U.S. and world texts, as well as works of literature that reflect a variety of genres and major periods. The students also conduct sustained research projects to answer a question by evaluating, organizing and integrating multiple sources and complex ideas to make informed decisions on how the specifics relate to the whole.

ACADEMIC ENGLISH 12

Grade (12)

1 Credit

PREREQUISITE: Successful completion of an English 11 course

CONTENT: The **Academic English 12** course will allow students to analyze and evaluate informative and literary texts with a focus on purpose, audience, and task (biases). They consider the author's implicit and explicit assumptions and beliefs as relative to purpose and impact. Emphasis is placed on the analysis of the interaction between and development of themes or ideas over the course of a text or multiple texts. Students carefully study and critique writers' rhetorical choices (i.e., point of view, purpose, style) through analysis of seminal and foundational U.S. and world texts, as well as works of literature that reflect a variety of genres and major periods. The students also conduct sustained research projects to answer a question by evaluating, organizing and integrating multiple sources and complex ideas to make informed decisions on how the specifics relate to the whole.

PREREQUISITE: 3.0 GPA
90% Attendance
Minimum of 80% in previous relevant course(s)

CONTENT: Advanced Placement Language and Composition is a college-level course that is taught at a college pace and places demands on each student equivalent to those in a first level college English course. The amount of outside work and preparation is substantially greater than required in honors and non-honors courses. The course is designed to follow the Advanced Placement curriculum outlined by **The College Board**. Students learn to analyze and evaluate styles of writing through close examination of seminal and foundational U.S. and world texts, as well as works of literature that reflect a variety of genres and major periods. Text selections are complex and analysis is high-level and demanding. Students analyze and evaluate rhetorical strategies, focusing on claims and counterclaims, as well as precise language and syntax decisions. The course dictates that students write in contexts designed to help them become increasingly aware of themselves as writers. Students effectively use language, including controlling tone, establishing and maintaining voice, and achieving emphasis through diction and sentence structure. Further, the students conduct sustained research projects to answer questions by evaluating, organizing and integrating multiple sources and complex ideas to make informed decisions on how the specifics relate to the whole.

The course prepares students for the Advanced Placement Language and Composition Exam administered in May. **Students are expected to take the Advanced Placement Language and Composition Exam. The school district will be responsible for the exam fee.** Upon the successful completion of the Advanced Placement Exam, students may be eligible to receive college credits for this course. Therefore, it is representative and equivalent to a college English course. Please refer to page 12 for information regarding AP information.

AP Literature & Composition

Grade (12)

1 Credit

PREREQUISITE: 3.0 GPA
90% Attendance
Minimum of 80% in previous relevant course(s)

CONTENT: **Advanced Placement Literature and Composition** is a **college-level course** that is taught at a **college pace** and places demands on each student equivalent to those in a first level college English course. The **amount of outside work and preparation is substantially greater** than required in honors and non-honors courses. The course is designed to follow the Advanced Placement curriculum outlined by **The College Board**. Students will enhance their critical reading and thinking skills through the close and careful study of demanding informational and literary texts. The course emphasizes an integrated approach to the study of literature with analytical and evaluative writing. Students are expected to write with an awareness of stylistic aspects while mastering purposeful and independent expression. Students analyze and evaluate text through various critical lenses and gain confidence in using the historical context of a written work in connection with its style and content. Students lead and engage in discourse similar to that of an introductory college-level course. Students conduct sustained research and engage in sharp, distinctive writing while making informed decisions, solving problems, evaluating the credibility and accuracy of sources, and noting discrepancies among resources. The course requires considerable reading, and analytical writing is designed to foster independence and time management skills that are necessary for post-secondary education.

The course prepares students for the Advanced Placement Literature and Composition Exam administered in May. **Students are expected to take the Advanced Placement Literature and Composition Exam. The school district will be responsible for the exam fee.** Upon the successful completion of the Advanced Placement Exam, students may be eligible to receive college credits for this course. Therefore, it is representative and equivalent to a college English course. Please refer to page 12 for information regarding AP information.

JOURNALISM	Grades (10-11-12)	0.5 Credit
PREREQUISITE: Minimum of 70% in previous English course Writing Sample		
CONTENT: The Journalism course offers students the opportunity to explore all aspects of the news media. Students will be instructed in journalistic-style writing and theory. The course requires extensive writing, independent decision making, and deadline demands. Students of this course, ultimately, produce Ringgold High School's online information site and printed source, <i>The Ram Pride</i> .		
CREATIVE WRITING	Grades (11-12)	0.5 Credit
PREREQUISITE: Minimum of 75% in previous English course		
CONTENT: The Creative Writing course is designed to introduce and develop the students' skills in writing narratives, creating characters, and utilizing literary elements. Students will be expected to write on a daily basis and produce three-five page stories on a weekly basis. The goal is to create a community of writers and readers in which collaboration is fostered through sharing work and constructive criticism. The course will focus on developing and sustaining plotlines, creating unique and diverse characters, and writing in a variety of genres. Writing is a recursive process and students will always be encouraged to reflect on and revise their work.		
PUBLIC SPEAKING	Grades (10-11-12)	0.5 Credit
PREREQUISITE: None		
CONTENT: The Public Speaking course is designed to help students examine the basic elements of the communication process. The student will gain competence in organizing and presenting information in an effective and efficient manner. Students will study the need for library research in preparation for informative speaking, persuasive speaking, interviewing, and types of communication. A focus will be on evaluating and critiquing oral communication as rhetoric. Students will critique their own speeches as well as those of their classmates and professional speakers.		

SAT PREP	Grades (9-10-11-12)	0.5 Credit
<i>PREREQUISITE:</i> None		
<i>CONTENT:</i> The SAT PREP course is designed to familiarize the student with college-testing materials as well as to provide an intensive review of subject matter critical to success on the test. The course will be spent addressing the critical reading and critical writing portions of the test.		
CONCEPTS IN LITERATURE	Grades (11-12)	1 Credit
<i>PREREQUISITE:</i> Students must have already taken Academic English 10 or Honors English 10, but did not score proficient on the Keystone Literature exam.		
<i>CONTENT:</i> The Concepts in Literature course is a mandatory course for students who did not score proficient or advanced on the Keystone Literature Exam. Concepts in Literature will allow students to enhance their understanding of the literary concepts assessed on the Keystone Literature exam which includes: (Module 1) Fiction: Reading for meaning and analyzing and interpreting fictional literature, and (Module 2) Non-Fiction: Reading for meaning and analyzing and interpreting non-fictional literature. A heavy emphasis is placed on using appropriate strategies to analyze an author's purpose; to determine and clarify the meaning of vocabulary; to make and support interpretations; to compare, analyze, and evaluate literary forms and elements; and to identify and analyze literary devices and patterns in literature. Students are challenged to think critically, solve problems, and know that literature is an essential addition to their general education. Students will re-take the Keystone Literature Exam during the winter and spring, if necessary.		
ASSISTED READING	Grades (9-10-11-12)	0.5 Credit
<i>PREREQUISITE:</i> Principal and School Counselor Approval		
<i>CONTENT:</i> The Assisted Reading course offers students the opportunity to focus on their reading skills. Assistance is targeted to the student's particular weaknesses and is designed to bring the student's reading comprehension up to the desired level or to develop strategies to read more efficiently.		

FAMILY AND CONSUMER SCIENCE DEPARTMENT COURSES

Basic Cooking (9th-10th-11th-12th)
Semester

Child Care and Development (10th-11th-12th)
Semester

Creative Arts (9th-10th-11th-12th)
Semester

Culinary Arts (10th-11th-12th)
Semester

Food Service (11th-12th)
Semester

International Cuisine (10th-11th-12th)
Semester

Sports Nutrition and Modern Foods (10th-11th-12th)
Semester

BASIC COOKING

Grades (9-10-11-12)

0.5 Credit

PREREQUISITE: None

CONTENT: The **Basic Cooking** course will introduce students to basic measuring, safety, sanitation, and cooking techniques. Students will be instructed on using fractions, interpreting recipes, and the preparation of simple dishes. General appliance use and care will be discussed. The course outline includes the preparation of soups, sandwiches, vegetables, and meat dishes. Students will be provided with an overview of preparing simple breakfast, lunch, and dinner menus. MyPlate will be utilized by students on how to calculate nutritional information from prepared meals.

**CHILD CARE AND
DEVELOPMENT**

Grades (10-11-12)

0.5 Credit

PREREQUISITE: None

CONTENT: The **Child Care and Development** course is designed to help students to understand how a child develops from conception to adolescence. The student will gain knowledge in prenatal development, labor, delivery, and the physical, social, emotional, and intellectual development ranging from birth to adolescence. Students will be responsible for the care of a baby simulator produced by Realityworks.

CREATIVE ARTS

Grades (9-10-11-12)

0.5 Credit

PREREQUISITE: None

CONTENT: The **Creative Arts** course is an introductory course for students interested in the current trends of fashion. Students will be given instruction in working with sewing (machine and hand) and other basic sewing tools. Each student will complete a variety of projects that may include making clothing, handbags, jewelry, and other accessories. Consideration will be given to personal color and figure analysis leading toward the selection and construction of clothing complementary to various figure types. Students will select an appropriate pattern, construct a garment, and then make alterations if needed. Students will also learn the basics of “up styling”; using vintage or outdated clothing and accessories to design new and updated versions. **The School District will provide some class materials; however, students will be required to purchase supplies for various assigned projects.**

CULINARY ARTS	Grades (10-11-12)	0.5 Credit
<i>PREREQUISITE:</i> Successful completion of Basic Cooking		
<i>CONTENT:</i> The Culinary Arts course will introduce students to basic measuring, safety, sanitation, and cooking techniques. Students will apply basic baking techniques to create a variety of desserts. The course will show how science is applied to cooking and baking. Units to be covered will be cookies, cakes, and pastries.		
FOOD SERVICE	Grades (11-12)	0.5 Credit
<i>PREREQUISITE:</i> Successful completion of Basic Cooking		
<i>CONTENT:</i> The Food Service course is a comprehensive course for students who are interested in the culinary field. The course will cover culinary techniques, identification of foods, and professional kitchen equipment. Students will be instructed in the skills needed for the management of a food service operation. Students will be given the opportunity to earn their ServSafe certification which is a marketable skill in the workforce.		
INTERNATIONAL CUISINE	Grades (10-11-12)	0.5 Credit
<i>PREREQUISITE:</i> Successful completion of Basic Cooking		
<i>CONTENT:</i> The International Cuisine course outline will expose the students to cuisines of countries such as China, Mexico, Italy, and France. Students will focus on how culture and climate influence food choice. The course will introduce students to basic measuring, safety, sanitation, and cooking techniques.		
SPORTS NUTRITION AND MODERN FOODS	Grades (10-11-12)	0.5 Credit
<i>PREREQUISITE:</i> None		
<i>CONTENT:</i> The Sports Nutrition and Modern Foods course is designed, so students examine the effects of nutrition while participating in an organized or recreational sport. The student will validate sports products on the market today and debate their effectiveness and safety. Further, students will investigate current trends in food production such as organic foods, non-organic foods, genetically modified foods, food allergies, spices, herbs, and preservatives.		

INSTRUMENTAL AND VOCAL MUSIC DEPARTMENT COURSES

Advanced Placement Music Theory (11th-12th)
Full-Year

Band-Percussion (9th-10th-11th-12th)
Semester

Barber Shoppers (9th-10th-11th-12th)
Semester

Chorale (11th-12th)
Semester

Concert Choir (9th-10th-11th-12th)
Full-Year

Concert/Marching Band (9th-10th-11th-12th)
Full-Year

Guitar (9th-10th-11th-12th)
Semester

Orchestra (9th-10th-11th-12th)
Full-Year

Jazz Band (11th-12th)
Semester

Ringgold Belles (9th-10th-11th-12th)
Semester

AP MUSIC THEORY

Grades (11-12)

1 Credit

PREREQUISITE: 3.0 GPA
90% Attendance
Minimum of 80% in previous relevant course(s)
Teacher Recommendation

CONTENT: The **Advanced Placement Music Theory** course is a **college-level course** that is taught at a college pace and places demands on each student equivalent to those in a first level college music theory course. The **amount of outside work and preparation is substantially greater** than required in honors and non-honors courses. The goal of the course, defined by **The College Board**, is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The achievement of this goal may be best promoted by integrated approaches to the student's development of:

aural skills	{	through	}	listening exercises
sight-singing skills				performance exercises
written skills				written exercises
compositional skills				creative exercises
analytical skills				analytical exercises

The course is designed to follow the Advanced Placement curriculum outlined by **The College Board**: (1) Musical terminology, (2) Notational skills, (3) Basic compositional skills, (4) Score analysis, and (5) Aural skills. A strong emphasis is placed on listening skills involving recognition and comprehension of melodic and rhythmic patterns, harmonic functions, small forms, and compositional techniques.

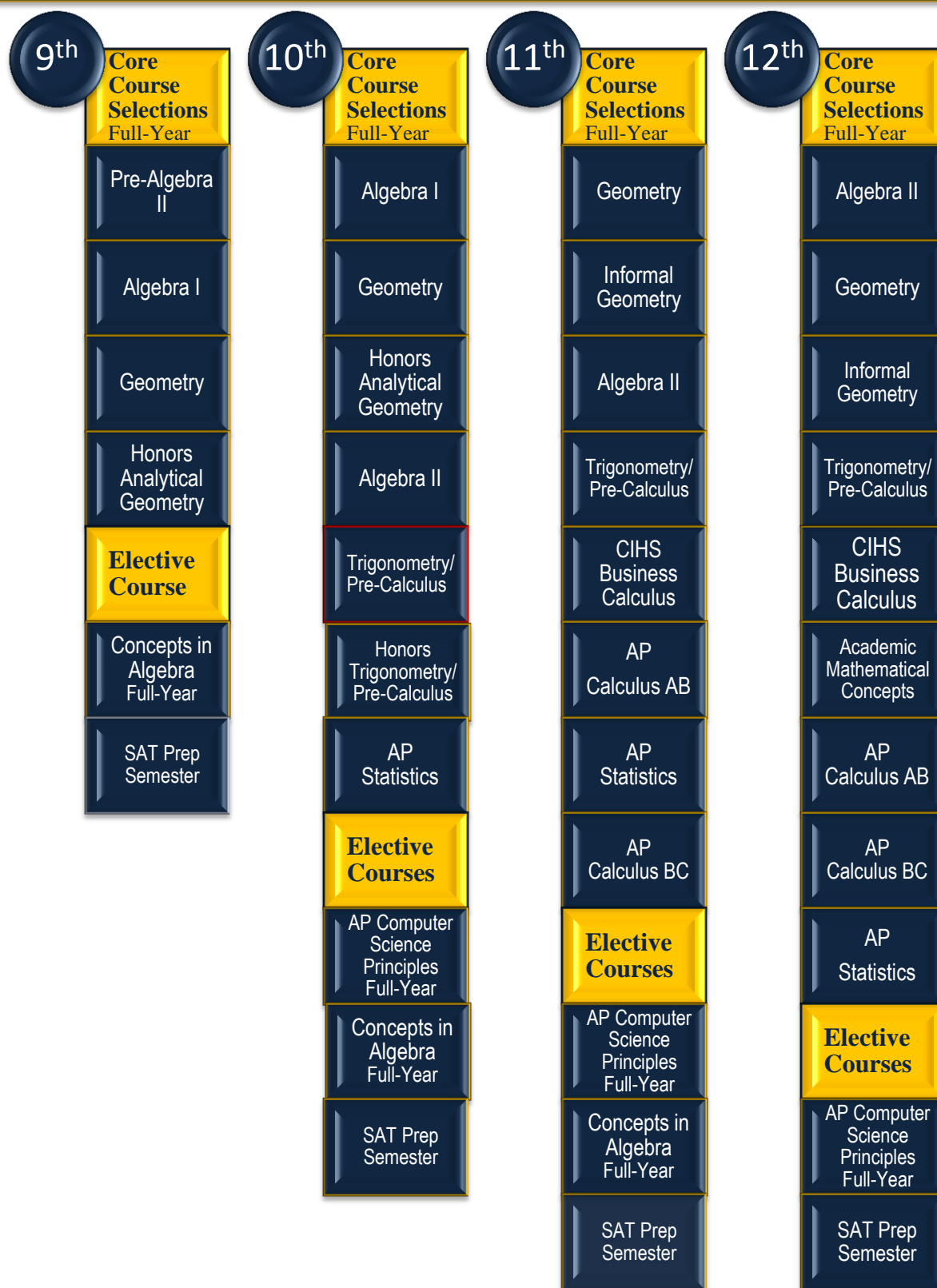
The course prepares students for the Advanced Placement Music Theory Exam administered in May. **Students are expected to take the Advanced Placement Music Theory Exam. The school district will be responsible for the exam fee.** Upon the successful completion of the Advanced Placement Exam, students may be eligible to receive college credits for this course. Therefore, it is representative and equivalent to a college music theory course. Please refer to page 12 for information regarding AP information.

BAND-PERCUSSION	Grades (9-10-11-12)	0.5 Credit
<p>PREREQUISITE: Successful completion of previous Band course(s) Band Director Recommendation</p>		
<p>CONTENT: The Band-Percussion students participate in the Marching Band, which is the fall activity of the high school band program. Members will study marching techniques and music to be used in performances at home and away football games, parades, and festivals. Attendance at all performances is mandatory. Members will be expected to attend rehearsals outside of regular class time—a two-week Band Camp in August and Wednesday rehearsals from 2:30-5:30 p.m. Additional rehearsals on Thursday evenings may be required.</p> <p>The Concert Band students will study the music of different composers, music theory, music history, and performance techniques. The group will have several performances at RHS and participate in district and state festivals. Attendance at all performances is a part of each member's grade. Extra rehearsals after school are also required for this class and will also be considered as part of each member's grade.</p> <p>ONLY PERCUSSIONISTS SHOULD SIGN UP FOR THIS COURSE.</p>		
BARBER SHOPPERS	Grades (9-10-11-12)	0.5 Credit
<p>PREREQUISITE: None</p>		
<p>CONTENT: The Barber Shoppers ensemble is a choir for male voices. The following vocal/musical skills for ensemble singing will be stressed: proper vocal production, blend and balance, sight-reading proficiency, ear training, expansion of range, technical facility, A cappella singing, dynamic nuances, and 3 & 4 part music. An emphasis is placed on the Barbershop style of singing, which will include Broadway music and the popular venue. Students are required to attend extra rehearsals following the school day as well as evening performances.</p>		
CHORALE	Grades (11-12)	0.5 Credit
<p>PREREQUISITE: Minimum 90% in Vocal course(s) 1-2 years high school choir experience</p>		
<p>CONTENT: The Chorale course is a mixed voice choir for the serious music student. Students will perform challenging A cappella and four or more part choral literature from all style periods. The following musical skills for ensemble singing will be advanced: proper breathing, pleasant tone quality, blend and balance, expansion of range, good intonation, ear training, and sight-singing. Students are required to attend extra rehearsals following the school day as well as all evening performances.</p>		

CONCERT CHOIR	Grades (9-10-11-12)	1 Credit
<i>PREREQUISITE:</i> None		
<i>CONTENT:</i> The Concert Choir course is for the music student wanting to experience and perform in mixed voice choral literature. It is also an outlet for the student who enjoys singing for his/her own pleasure. The following musical skills for ensemble singing will be stressed: proper breathing, pleasant tone quality, blend and balance, expansion of range, good intonation, ear training, and sight-singing. Students are required to attend extra rehearsals following the school day as well as evening performances.		
CONCERT/MARCHING BAND	Grades (9-10-11-12)	1 Credit
<i>PREREQUISITE:</i> Successful completion of previous Band course(s) Band Director Recommendation		
<p><i>CONTENT:</i> The Marching Band is the fall activity of the high school band program. Members will study marching techniques and music to be used in performances at home and away football games, parades, and festivals. Attendance at all performances is mandatory. Members will be expected to attend rehearsals outside of regular class time—a two-week Band Camp in August and Wednesday rehearsals from 2:30-5:30 p.m. Additional rehearsals on Thursday evenings may be required.</p> <p>The Concert Band students will study the music of different composers, music theory, music history, and performance techniques. The group will have several performances at RHS and participate in district and state festivals. Attendance at all performances is a part of each member's grade. Extra rehearsals after school are also required for this class and will also be considered as part of each member's grade.</p> <p>ONLY BRASS AND WOODWIND PLAYERS SHOULD SIGN UP FOR THIS COURSE.</p>		
GUITAR	Grades (9-10-11-12)	0.5 Credit
<i>PREREQUISITE:</i> None		
<i>CONTENT:</i> The Guitar course is an introductory beginners level course for students interested in learning the guitar. The goal of the course is for students to develop the ability to analyze, describe, and listen to music. Students will develop an understanding of music in relation to history and culture. The course outline focuses on the student acquiring the following: playing chords, accompaniment, and melodies; and reading music notation and chord frames.		

JAZZ BAND	Grades (11-12)	0.5 Credit
<p>PREREQUISITE: 1-year Marching/Concert Band experience Audition Band Director Recommendation</p>		
<p>CONTENT: The Jazz Band course is designed to foster musical growth above and beyond that provided in our basic music ensemble classes. Topics to be covered in this course include the theory of harmony, advanced rhythms, arranging, composition, improvisation, form analysis, ear training, music history (with a focus on Jazz and other music of the 20th and 21st centuries), and music technology. The focus of the course will be on project-based learning. Attendance at after-school rehearsals and performances may also be required.</p>		
ORCHESTRA	Grades (9-10-11-12)	1 Credit
<p>PREREQUISITE: String experience Band Director Recommendation</p>		
<p>CONTENT: The String Orchestra course is for students with previous experience playing a string instrument. The course gives students the opportunity to improve techniques unique to orchestra and string music and prepares them for public performance. Students will be exposed to music literature from different eras. Students are required to participate in the following: Solo performance at Honors Orchestra tryouts, participation in District Orchestra, Small Ensemble performances, and evening concerts.</p>		
RINGGOLD BELLES	Grades (9-10-11-12)	0.5 Credit
<p>PREREQUISITE: None</p>		
<p>CONTENT: The Ringgold Belles ensemble is a choir for female voices. The following vocal/musical skills for ensemble singing will be stressed: proper vocal production, blend and balance, sight-reading proficiency, ear training, expansion of range, technical facility, a cappella singing, dynamic nuances, and 3 & 4 part music. An emphasis is placed on Pop, Classical, Renaissance, Baroque, Contemporary, and Broadway music. Students are required to attend extra rehearsals following the school day, as well as all evening performances.</p>		

MATHEMATICS DEPARTMENT COURSES



Recommended Mathematics Course Sequences

Strand	Grade 9	Grade 10	Grade 11	Grade 12
Career #1	Pre-Algebra 2	Algebra I	Choose one: Informal Geometry Geometry	Algebra II
Career #2	Algebra I	Geometry	Algebra II	Choose one or more: Trig/Pre-Calculus Academic Mathematical Concepts CIHS Business Calculus AP Computer Science Principles
College #1	Geometry	Algebra II	Choose one or more: Trig/Pre-Calculus AP Computer Science Principles AP Calculus AB AP Statistics	Choose one or more: CIHS Business Calculus AP Computer Science Principles AP Calculus AB AP Calculus BC AP Statistics
College #2	Honors Analytical Geometry	Choose one or more: Honors Algebra II Honors Trig/Pre-Calculus AP Computer Science Principles AP Statistics	Choose one or more: AP Computer Science Principles AP Calculus AB AP Calculus BC AP Statistics	Choose one or more: AP Computer Science Principles AP Calculus AB AP Calculus BC AP Statistics

The Core Courses have been provided with a recommended course sequence. The sequence is a guide to assist students in selecting appropriate courses for a career or college pathway. Students should discuss course selections and pathway beyond high school with their school counselor.

The Career Pathway (Career #1 and Career #2) is a coherent, articulated suggested sequence of rigorous academic and career/technical courses, commencing in the ninth grade and leading to an industry recognized certificate, and/or licensure. The Career Pathway is developed, implemented, and maintained in partnership among secondary and postsecondary education, business, and employers.

The College Pathway (College #1 and College #2) is a coherent, articulated suggested sequence of college ready courses that prepare students for an associate degree, baccalaureate degree and beyond (National Career Pathways Network, 2012).

CONCEPTS IN ALGEBRA

Grades (9-10-11-12)

1 Credit

PREREQUISITE: Students must have already taken Algebra I, but did not score proficient on the Keystone Algebra exam.

CONTENT: The **Concepts in Algebra** course is a **mandatory course** for students who did not score proficient or advanced on the Keystone Algebra Exam in eighth or ninth grade. **Concepts in Algebra** will allow students to enhance their understanding of the basic algebraic concepts assessed on the Keystone Algebra exam which includes: (Module 1) operations and linear equations & inequalities; and (Module 2) linear functions and data organizations. A heavy emphasis is placed upon algebraic applications, problem-solving, and open-ended problems. Students are challenged to think critically, solve problems, and know that algebra is an essential addition to their general education. **Students will re-take the Keystone Algebra Exam in the winter and spring, if necessary.**

PRE-ALGEBRA II

Grade (9)

1 Credit

PREREQUISITE: Intermediate Pre-Algebra in eighth grade
Administration Approval

CONTENT: The **Pre-Algebra II** course is designed for the small group of students who have not met the requirements for Algebra I. The course focus will start with formulating and reasoning expressions and equations which include solving linear equations, systems of linear equations, and modeling the data. Students should grasp the concept of a function and use functions to describe measurable relationships. The course will better prepare the students to take Algebra I.

ALGEBRA I

Grades (9-10)

1.5 Credits

PREREQUISITE: Pre-Algebra in eighth grade or Pre-Algebra II in ninth grade

CONTENT: The **Algebra I** course expects students to reinforce and expand on algebraic concepts established in Pre-Algebra. Students will develop and extend their understanding of linear and exponential relationships by contrasting them with each other. The course will require students to apply linear models to data that exhibits a linear trend. Students will be engaged in methods for analyzing and using functions. Students will confidently move between representations of functions including, but not limited to, linear, exponential, and quadratics. In order to provide immediate feedback and remediation, students will be given opportunities for hands-on practice. **Students will take the Keystone Algebra Exam at the end of this course.**

ALGEBRA II

Grades (10-11-12)

1 Credit

PREREQUISITE: Completion of Algebra I
Proficiency on Keystone Algebra Exam

CONTENT: The **Algebra II** course will allow the students to develop a deeper comprehension of the algebraic structure and develop abstract ideas of mathematics. Algebra II students will study more abstract functions, which include polynomial, rational, trigonometric, and radical functions. Students will work thoroughly with families of functions to apply their understanding of transformations. The course will require students to use the properties of logarithms to model situations and solve equations including quadratics and the set of complex numbers and exponential equations. Lastly, students will use descriptive statistics and probability as a tool for making inferences about data.

GEOMETRY

Grades (9-10-11-12)

1 Credit

PREREQUISITE: Successful completion of Algebra I or Algebra II

CONTENT: The **Geometry** course will reinforce and extend the student's geometric and algebraic skills. Students will work with similarity and congruence. The students will explore more complex geometric concepts and relationships, including formal mathematical arguments, transformations, the coordinate system, right triangle trigonometry, circles, and probability. The course will prepare students for College Algebra or Trigonometry.

HONORS ANALYTICAL GEOMETRY

Grades (9-10)

1 Credit

PREREQUISITE: 90% Attendance
Minimum of 80% in Algebra I
Proficiency on Keystone Algebra Exam

CONTENT: **Honors Analytical Geometry** is a rigorous course designed to move at a **faster pace** with a **greater depth** of content. The course **demands are much greater** than a non-honors course. The course will promote the student to think abstractly mathematically. The course will reinforce and extend students' geometric and algebraic skills. Students will work with similarity and congruence while exploring more complex geometric concepts and relationships. Geometric concepts will include formal mathematical arguments, transformations, the coordinate system, right triangle trigonometry, circles, and probability. The course will prepare students for taking Honors Trigonometry/Pre-Calculus.

INFORMAL GEOMETRY	Grades (11-12)	1 Credit
<p>PREREQUISITE: Successful Completion of Algebra I or Algebra II Proficiency on Keystone Algebra Exam</p>		
<p>CONTENT: The Informal Geometry course will emphasize a practical approach to the study of geometry and deemphasize an abstract, formal approach. Topics include properties of and work with plane and solid figures; inductive methods of reasoning and use of logic; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; and the rules of angle measurement in triangles.</p>		
TRIGONOMETRY WITH PRE-CALCULUS	Grades (10-11-12)	1 Credit
<p>PREREQUISITE: Minimum of 80% in Geometry Proficiency on Keystone Algebra Exam</p>		
<p>CONTENT: The purpose of Trigonometry with Pre-Calculus is to understand trigonometric principles and how to apply them in different fields of mathematics. Trigonometry topics discussed consist of degree and radian measure, the unit circle, right triangle trigonometry, graphing trigonometric functions, and inverse trigonometric functions. Students will apply the fundamental trigonometric identities in problem-solving. The students will gain an understanding of the Laws of Sines and Cosines while applying these concepts to find measurements in right and non-right triangles. The course will prepare students for Calculus.</p>		
HONORS TRIGONOMETRY WITH PRE-CALCULUS	Grade (10)	1 Credit
<p>PREREQUISITE: 90% Attendance Minimum of 80% in Algebra I Minimum of 80% in Honors Analytical Geometry Proficiency on Keystone Algebra Exam</p>		
<p>CONTENT: The Honors Trigonometry with Pre-Calculus course is a rigorous course designed to move at a faster pace with a greater depth of content. The course demands are much greater than a non-honors course. The trigonometry topics discussed consist of degree and radian measure, the unit circle, right triangle trigonometry, graphing trigonometric functions, and inverse trigonometric functions. Students will apply the fundamental trigonometric identities in problem-solving. The students will gain an understanding of the Laws of Sines and Cosines while applying these concepts to find measurements in right and non-right triangles. The Pre-Calculus topics discussed include sequence and series, an introduction to limits, and exponential and logarithmic functions. Honors Trigonometry with Pre-Calculus covers the same content as a Trigonometry course with the final nine weeks preparing students for the rigor of the AP Calculus course.</p>		

ACADEMIC MATHEMATICAL CONCEPTS	Grade (12)	1 Credit
<i>PREREQUISITE:</i> Successful completion of Algebra II and a Geometry course		
<i>CONTENT:</i> The Academic Mathematical Concepts is a course in contemporary mathematics. The mathematical concepts will include problem-solving and critical thinking, sets, logic, numeration systems, geometry, counting techniques, probability, and elementary statistics (Algebra III and Statistics concepts).		
COLLEGE IN HIGH SCHOOL BUSINESS CALCULUS	Grades (11-12)	1 Credit
<i>PREREQUISITE:</i> 3.0 GPA 90% Attendance Minimum of 80% in a Trigonometry/Pre-Calculus Course		
<i>CONTENT:</i> The College in High School Business Calculus course is offered through the University of Pittsburgh. The amount of outside work and preparation is substantially greater than required in honors and non-honors courses. This course provides an introduction to calculus for students interested in managerial, social, or biological science. Topics include functions, limits and continuity, differentiation, applications of differentiation, integration, exponential and logarithmic functions, and an introduction to multivariable calculus. Many College in High School instructors also include the calculus of trigonometric functions. This course is equivalent to the University of Pittsburgh's MATH 0120: Business Calculus course. Please refer to page 12 for information regarding college credits and enrollment fees.		
SAT PREP	Grades (9-10-11-12)	0.5 Credit
<i>PREREQUISITE:</i> None		
<i>CONTENT:</i> The SAT PREP course is designed to familiarize the student with college-testing materials as well as to provide an intensive review of subject matter critical to success on the test. The course will be spent addressing the mathematical portions of the test.		

AP COMPUTER SCIENCE PRINCIPLES

Grades (10-11-12)

1 Credit

PREREQUISITE: 3.0 GPA
90% Attendance
Minimum of 80% in Algebra I or higher mathematics course

CONTENT: The **Advanced Placement Computer Science Principles** is a **college-level course** that is taught at a college pace and places demands on each student equivalent to those in a first level college computing course. The **amount of outside work and preparation is substantially greater** than required in honors and non-honors courses. The course is designed to follow the Advanced Placement curriculum outlined by The College Board. The course introduces students to the central ideas of computer science, instilling the ideas and practices of computational thinking and inviting students to understand how computing changes the world. The rigorous course promotes deep learning of computational content, develops computational thinking skills, and engages students in the creative aspects of the field.

The course prepares students for the Advanced Placement Computer Science Principles assessment. The assessment comprises of two parts: the end-of-course AP Exam and the through-course AP assessment. The **AP Computer Science Principles Exam** will be a multiple-choice, paper and pencil exam in which students will demonstrate achievement of the course learning objectives; usually administered in May. The **through-course assessment** comprises of two AP Computer Science Principles performance tasks, which require students to explore the impacts of computing and create computational artifacts through programming. **Students are expected to take the Advanced Placement Computer Science Principles Exam. The school district will be responsible for the exam fee.** Upon the successful completion of the Advanced Placement Exam, students may be eligible to receive college credits for this course. Therefore, it is representative and equivalent to a college entry-level computer science course. Please refer to page 12 for information regarding AP information.

AP CALCULUS AB

Grades (11-12)

1 Credit

PREREQUISITE: 3.0 GPA
90% Attendance
Minimum of 80% in previous relevant course(s)

CONTENT: **Advanced Placement Calculus AB** is a **college-level course** that is taught at a college pace and places demands on each student equivalent to calculus courses in colleges and universities. The **amount of outside work and preparation is substantially greater** than required in honors and non-honors courses. The course is designed to follow the Advanced Placement curriculum outlined by **The College Board**. The Advanced Placement model of instruction focuses on enduring, conceptual understandings, and inquiry-based learning of essential principles and concepts. Calculus AB is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Technology will regularly be used to reinforce relationships among multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. These themes are developed using all the functions studied in a student's previous secondary mathematics college-bound courses: algebra, geometry, trigonometry, and analytic geometry. The calculus concepts outlined by **The College Board** for this course are as follows: Functions, Graphs, and Limits; Derivatives; and Integrals.

The course prepares students for the Advanced Placement Calculus AB Exam administered in May. **Students are expected to take the Advanced Placement Calculus AB Exam. The school district will be responsible for the exam fee.** Upon the successful completion of the Advanced Placement Exam, students may be eligible to receive college credits for this course. Therefore, it is representative and equivalent to a college calculus course. Please refer to page 12 for information regarding AP information.

AP CALCULUS BC

Grades (11-12)

1 Credit

PREREQUISITE: 3.0 GPA
90% Attendance
Minimum of 80% in previous relevant course(s)

CONTENT: **Advanced Placement Calculus BC** is a **college-level course** that is taught at a college pace and places demands on each student equivalent to calculus courses in colleges and universities. The **amount of outside work and preparation is substantially greater** than required in honors and non-honors courses. The course is designed to follow the Advanced Placement curriculum outlined by **The College Board**. The Advanced Placement model of instruction focuses on enduring, conceptual understandings, and inquiry-based learning of essential principles and concepts. Calculus BC is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Technology will regularly be used to reinforce relationships among multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. These themes are developed using all the functions studied in a student's previous secondary mathematics college-bound courses: algebra, geometry, trigonometry, and analytic geometry. The calculus concepts outlined by **The College Board** for this course are as follows: Functions, Graphs, and Limits; Derivatives; Integrals; and Polynomial Approximations and Series.

The course prepares students for the Advanced Placement Calculus BC Exam administered in May.

Students are expected to take the Advanced Placement Calculus BC Exam. The school district will be responsible for the exam fee. Upon the successful completion of the Advanced Placement Exam, students may be eligible to receive college credits for this course. Therefore, it is representative and equivalent to a college calculus course. Please refer to page 12 for information regarding AP information.

AP STATISTICS

Grades (10-11-12)

1 Credit

PREREQUISITE: 3.0 GPA
90% Attendance
Minimum of 80% in previous relevant course(s)

Students are required to have access to a TI-83+ or TI-84+ calculator and access to Microsoft Excel for use outside of class for homework and projects.

CONTENT: **Advanced Placement Statistics** is a **college-level course** that is taught at a college pace and places demands on each student equivalent to statistics courses in colleges and universities. The **amount of outside work and preparation is substantially greater** than required in honors and non-honors courses. The course is designed to follow the Advanced Placement curriculum outlined by **The College Board**.

The statistics concepts outlined by **The College Board** for this course are presented as four broad conceptual themes: (1) describing patterns and departures from patterns; (2) sampling and experimentation; (3) exploring random phenomena using probability and simulation; and (4) statistical inference. Students will use technology to aid them in finding their results with the use of a TI-83+ or TI-84+ calculator and Microsoft Excel. Students will learn how to use statistics as a tool to learn about the world, develop the ability to communicate research and statistical results to others, and understand the role of statistics in the scientific research process. Students will be required to do a culminating activity at the end of the year that will require a research paper, data collection, and a presentation.

The course prepares students for the Advanced Placement Statistics Exam administered in May.

Students are expected to take the Advanced Placement Statistics Exam. The school district will be responsible for the exam fee. Upon the successful completion of the Advanced Placement Exam, students may be eligible to receive college credits for this course. Therefore, it is representative and equivalent to a college statistics course. Please refer to page 12 for information regarding AP information.

PHYSICAL EDUCATION/HEALTH DEPARTMENT COURSES

Advanced Aquatics (10th-11th-12th)
Quarter

Lifeguarding (10th-11th-12th)
Quarter

Driver's Theory (10th-11th-12th)
Quarter

Fitness and Weight Training (10th-11th-12th)
Quarter

First Aid and CPR (11th-12th)
Quarter

Health (10th-11th-12th)
Semester

Physical Education (10th-11th-12th)
Quarter

Racket Sports (10th-11th-12th)
Quarter

Swimming Seminar (9th Grade Seminar)
Quarter

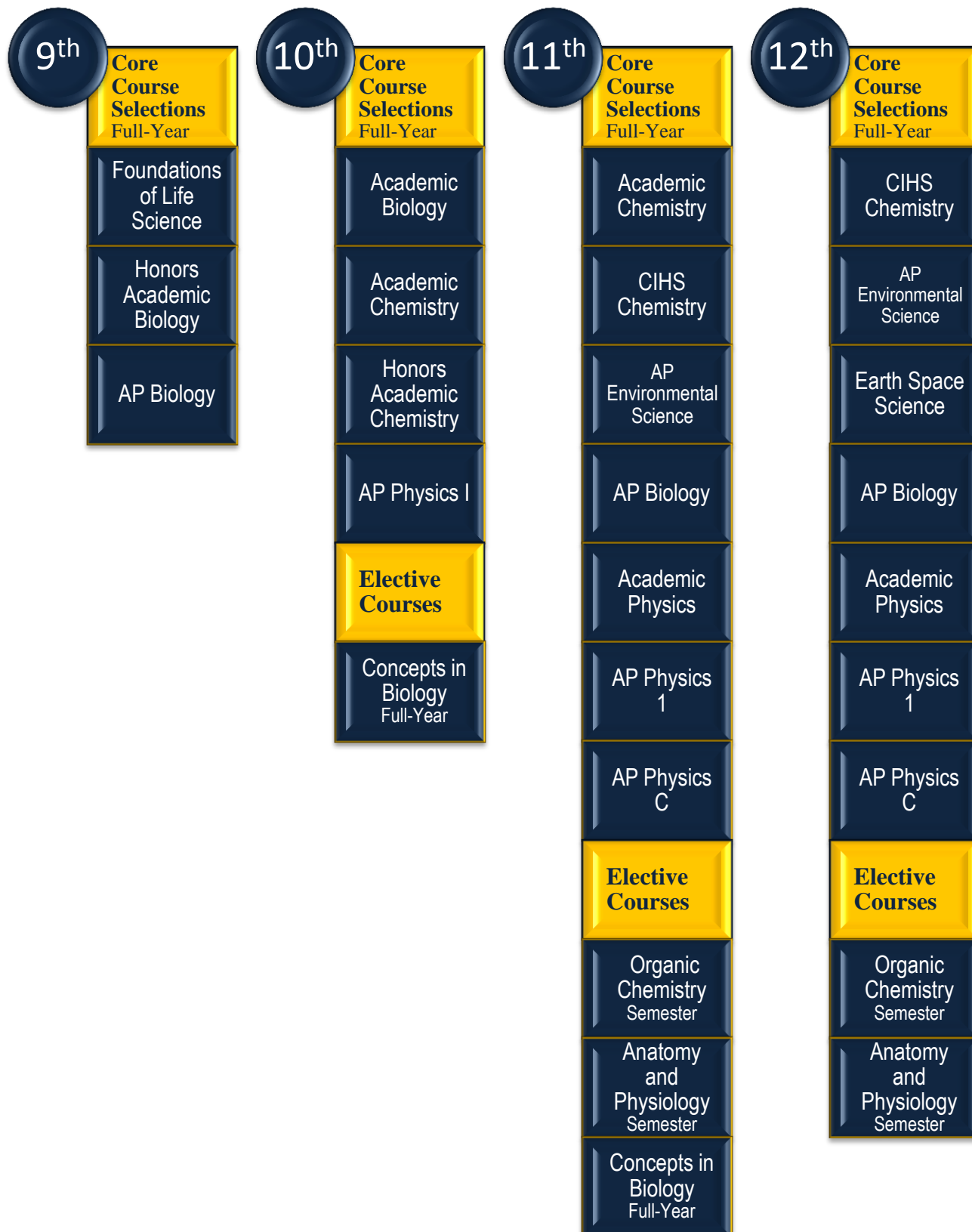
Wellness 1 and Wellness 2 Seminar (9th Grade Seminar)
Semester

ADVANCED AQUATICS	Grades (10-11-12)	0.25 Credit
<i>PREREQUISITE:</i> Successful completion of Swimming 9		
<i>CONTENT:</i> The Advanced Aquatics course is to provide basic to advanced level swimmers with the knowledge and skills to participate in competitive swimming, recreation, and water sports. This is the pre-requisite course for the Lifeguarding Course.		
DRIVER'S THEORY	Grades (10-11-12)	0.25 Credit
<i>PREREQUISITE:</i> None		
<i>CONTENT:</i> The Driver's Theory course will emphasize: Pennsylvania driving laws; legal rights and responsibilities of driving; proper care and maintenance of a vehicle; and the development of a skillful, knowledgeable, and safety-conscious driver.		
FIRST AID AND CPR	Grades (10-11-12)	0.25 Credit
<i>PREREQUISITE:</i> None		
<i>CONTENT:</i> The First Aid and CPR course will instruct students in Basic First Aid procedures covering burns, splinting, poisons, head and neck injuries, and fractures. Upon successful completion of this class, students will receive certification in Cardiopulmonary Resuscitation and in the use of the Automatic External Defibrillator.		
FITNESS AND WEIGHT TRAINING	Grades (10-11-12)	0.25 Credit
<i>PREREQUISITE:</i> None		
<i>CONTENT:</i> The Fitness and Weight Training course combines classroom, weight training, and cardiovascular fitness activities. The primary goals of this course are to provide an introduction to fitness concepts and their applications in improving students' health. Students will participate in activities to enhance cardiovascular fitness, muscular strength and endurance, flexibility, and body composition. The benefits of exercise and its effect on the systems of the body will be introduced.		

HEALTH	Grades (10-11-12)	0.5 Credit
<i>PREREQUISITE:</i> None		
<i>CONTENT:</i> The Health course will introduce students to and give the opportunity to explore current health issues that impact members of their age group. The focus of this class will cover the issues of substance abuse, sex education, growth and development, intentional/unintentional injuries, relationships, dating, friendships, and nutrition.		
LIFEGUARDING	Grades (10-11-12)	0.25 Credit
<i>PREREQUISITE:</i> Successful completion of Advanced Aquatics		
<i>CONTENT:</i> The Lifeguarding course is to provide entry-level lifeguard participants with the knowledge and skills to prevent, recognize and respond to aquatic emergencies and to provide care for breathing and cardiac emergencies, injuries and sudden illnesses until emergency medical services (EMS) personnel take over. Students will have the chance to pass the American Red Cross Lifeguarding Certification during this class.		
PHYSICAL EDUCATION	Grades (10-11-12)	0.25 Credit
<i>PREREQUISITE:</i> None		
<i>CONTENT:</i> The Physical Education course involves the many, and varied activities included in the physical education program that contributes to the physical, mental, and social well-being of the student. These activities are not only concerned with the present development of the students but are also designed to promote leisure activities and an awareness of the importance of good personal fitness for their adult lives. The student's program will emphasize skill development in all areas. Activities may include but are not limited to basketball, ultimate Frisbee, floor hockey, soccer, softball, and other team games.		
RACKET SPORTS	Grades (10-11-12)	0.25 Credit
<i>PREREQUISITE:</i> None		
<i>CONTENT:</i> The Racket Sports course is designed to teach the history, rules, strategies, and proper stroke mechanics for tennis, table tennis, badminton, and pickleball. The students will learn correct warm-up techniques, proper stroke, and speed drills. Students will learn proper serves, volleys, stroke mechanics, placement, spins, power and footwork for all four racket sports by participating in drills, singles, and doubles play.		

SWIMMING SEMINAR (Required)	Grade (9)	0.25 Credit
<i>PREREQUISITE:</i> None		
<i>CONTENT:</i> The Swimming Seminar course provides students with the basic knowledge and skills of competitive swimming, swimming safety, and other water sports. The course utilizes the Red Cross six-level Learn to Swim program and the Red Cross Lifeguarding Course.		
WELLNESS 1 and WELLNESS 2 SEMINAR (Required)	Grade (9)	0.5 Credit
<i>PREREQUISITE:</i> None		
<i>CONTENT:</i> The Wellness 1 and Wellness 2 Seminar courses will allow students the opportunity to explore current health issues that impact members of their age group. The Wellness 1 seminar will provide students the knowledge and awareness of Health and Wellness Issues, including healthy decisions and lifestyles and mental and emotional well-being. The Wellness 2 seminar will allow students to gain an awareness of situations incurred during adolescence. Topics may include personal health issues, nutrition, maturation, decision making, and drug and alcohol awareness.		

SCIENCE DEPARTMENT COURSES



Recommended Science Course Sequences

Strand	Grade 9	Grade 10	Grade 11	Grade 12
Career #1	Foundations of Life Science	Academic Biology	Academic Chemistry	Earth Space Science
Career #2	Academic Biology	Academic Chemistry	Academic Physics	<i>Choose one:</i> Earth and Space CIHS Chemistry AP Physics 1
College #1	Honors Academic Biology	<i>Choose one or more:</i> AP Physics 1 Honors Academic Chemistry	<i>Choose one or more:</i> CIHS Chemistry AP Biology AP Environmental Science AP Physics 1 Organic Chemistry Anatomy & Physiology	<i>Choose one or more:</i> CIHS Chemistry AP Biology AP Environmental Science Organic Chemistry Anatomy & Physiology
College #2	AP Biology	<i>Choose one or more:</i> Honors Academic Chemistry AP Physics 1	<i>Choose one or more:</i> CIHS Chemistry AP Biology AP Physics 1 AP Environmental Science	<i>Choose one or more:</i> AP Biology AP Physics C AP Environmental Science

The Core Courses have been provided with a recommended course sequence. The sequence is a guide to assist students in selecting appropriate courses for a career or college pathway. Students should discuss course selections and pathway beyond high school with their school counselor.

The Career Pathway (Career #1 and Career #2) is a coherent, articulated suggested sequence of rigorous academic and career/technical courses, commencing in the ninth grade and leading to an industry recognized certificate, and/or licensure. The Career Pathway is developed, implemented, and maintained in partnership among secondary and postsecondary education, business, and employers.

The College Pathway (College #1 and College #2) is a coherent, articulated suggested sequence of college ready courses that prepare students for an associate degree, baccalaureate degree and beyond (National Career Pathways Network, 2012).

FOUNDATIONS OF LIFE SCIENCE

Grade (9)

1 Credit

PREREQUISITE: Principal Approval

CONTENT: The **Foundations of Life Science** course is a comprehensive introductory biology course. The course is designed to provide the student with information and experiences in the fundamental principles of biology. Topics will include: a survey of plants and animals, reproduction, cells, structures and functions of living things, inheritance, and ecology. Students will further develop their understanding of the relationships between living things and real-world biological concepts promoting scientific inquiry and critical thinking skills. Skills such as measuring, weighing, using the microscope, and interpreting data are developed while studying such topics as cell structures, genetics, and plant and animal cells. **The course introduces the modules assessed on the Keystone Biology exam.**

ACADEMIC BIOLOGY

Grade (10)

1.5 Credits

PREREQUISITE: Successful completion of Foundations of Life Science

CONTENT: The **Academic Biology** course is an **in-depth** design to enable students to explore the following biological concepts and principles: biochemistry, cell structure and function, homeostasis and cell transport, nucleic acids and protein synthesis, mitosis and meiosis, fundamental genetics, human genetics and genetic disorders, evolution, taxonomy, microbiology, and ecology. This course will connect biological principles with laboratory skills and techniques that require problem-solving and critical thinking skills. The course will challenge students in their thinking and in the demonstration of their thinking. The course covers the modules assessed on the Keystone Biology exam.

The lab curriculum includes metric measurements, graph construction, and graph interpretation, providing a hands-on approach to develop and refine laboratory procedures. Written and oral expression of scientific concepts will be demonstrated through data analysis and interpretation which will be evaluated through laboratory reports and presentations. **Students will take the Keystone Biology Exam at the end of this course.**

HONORS ACADEMIC BIOLOGY

Grade (9)

1.5 Credits

PREREQUISITE: 90% Attendance
Proficiency on the PSSA Science 8
80% in Science course

CONTENT: The **Honors Academic Biology** course is a **rigorous** design to examine living things more in-depth. The course demands are much greater than a non-honors course. The course is based on the experimental approach as well as research methodology. The student will gain knowledge of biology through methods of inquiry, such as laboratory experiments and research. Demonstrations, research completed by the student, and laboratory investigations are employed. Major biological themes are stressed throughout, rather than memorization of loosely related facts. Honors Biology is divided into two main modules: (1) Cells and Cell Processes and (2) Continuity and Unity of Life. **Honors Academic Biology students will spend more time researching topics and writing reports than will students in Academic Biology.** Successful completion of this course will create awareness and understanding of life's processes and excellent laboratory skills. The course covers the modules assessed on the Keystone Biology exam.

The lab curriculum includes metric measurements, graph construction, and graph interpretation, providing a hands-on approach to develop and refine laboratory procedures. Written and oral expression of scientific concepts will be demonstrated through data analysis and interpretation which will be evaluated through laboratory reports and presentations. **Students will take the Keystone Biology Exam at the end of this course.**

CONCEPTS IN BIOLOGY

Grades (10-11)

1 Credit

PREREQUISITE: Students must have already taken Biology, but did not score proficient on the Keystone Biology exam.

CONTENT: The **Concepts in Biology** course is a **mandatory course for tenth and eleventh-grade students who did not score proficient or advanced on the Keystone Biology Exam.** Concepts in Biology will allow students to enhance their understanding of the basic biological concepts assessed on the Keystone Biology exam, which includes biochemistry, microbiology, cell energetics, cell division, genetics, ecology, populations, and evolution. Students explore concepts and themes associated with living organisms, structure and function, inheritance, and changes in living forms over time. A heavy emphasis is placed upon biological applications, data and evidence analysis, and open-ended problems. Students are challenged to think critically, solve problems, and know that biology is an essential addition to their general education. **Students will re-take the Keystone Biology Exam in the winter and spring, if necessary.**

AP BIOLOGY 9	Grade (9)	1.5 Credits
PREREQUISITE: 3.0 GPA 90% Attendance Minimum of 80% in previous relevant course(s) Advanced PSSA Science 8		
AP BIOLOGY 11-12	Grades (11-12)	1 Credit
PREREQUISITE: 3.0 GPA 90% Attendance Minimum of 80% in previous relevant course(s)		
<p>CONTENT: Advanced Placement Biology is a college-level course that is taught at a college pace and places demands on each student equivalent to those in a first level college biology course. The amount of outside work and preparation is substantially greater than required in honors and non-honors courses. The course is designed to follow the Advanced Placement curriculum outlined by The College Board. The biology concepts outlined by The College Board for this course are presented as four Big Ideas: (a) the process of evolution drives the diversity and unity of life; (b) biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis; (c) living systems store, retrieve, transmit and respond to information essential to life processes; and (d) biological systems interact, and these systems and their interactions possess complex properties.</p> <p>The course prepares students for the Advanced Placement Biology Exam administered in May. Students are expected to take the Advanced Placement Biology Exam. The school district will be responsible for the exam fee. Upon the successful completion of the Advanced Placement Exam, students may be eligible to receive college credits for this course; therefore, it is representative and equivalent to a college biology course. Please refer to page 12 for information regarding AP information.</p> <p>The freshmen section will contain the modules assessed on the Keystone Biology exam. Freshmen students will be required to take the Keystone Biology exam.</p>		
ANATOMY AND PHYSIOLOGY	Grades (11-12)	0.5 Credit
PREREQUISITE: Minimum of 80% in a Biology course Minimum of 80% in a Chemistry course		
<p>CONTENT: The Anatomy and Physiology course is a survey of the following content: cellular chemistry; cells and tissues; skeletal and muscular systems; nervous and endocrine systems; and the digestive, respiratory, circulatory, lymphatic, reproductive and urinary systems. The materials have been carefully selected and organized to facilitate the student's ability to master techniques, approach problems with the critical and objective analysis, and to aid in intellectual growth concerning the structure and function of the human body.</p>		

ACADEMIC CHEMISTRY	Grades (10-11)	1 Credit
<p>PREREQUISITE: Proficiency on Keystone Biology exam Proficiency on Keystone Algebra exam</p>		
<p>CONTENT: The Academic Chemistry course is the study of matter, its structure, and the changes it undergoes. The course will cover the following topics as outlined by the Pennsylvania Keystone Chemistry modules: (1) structure and the properties of matter and (2) the mole concept and chemical interactions. These concepts and principles of chemistry will be common laboratory procedures and safety.</p>		
HONORS ACADEMIC CHEMISTRY	Grade (10)	1 Credit
<p>PREREQUISITE: 90% Attendance Proficiency on Keystone Biology Exam Proficiency on Keystone Algebra Exam</p>		
<p>CONTENT: The Honors Academic Chemistry course is a rigorous course designed to examine the properties and interactions of elements more in-depth. The course demands are much greater than a non-honors course. The students will approach chemistry concepts that consist of the behavior and activities of elements and their chemical compositions. Students will apply mathematical problem-solving techniques to relate known the chemical information to the understanding of the scientific principles. The course will cover the following topics as outlined by the Pennsylvania Keystone Chemistry modules: (1) structure and the properties of matter and (2) the mole concept and chemical interactions.</p>		
COLLEGE IN HIGH SCHOOL CHEMISTRY	Grades (11-12)	1 Credit
<p>PREREQUISITE: 3.0 GPA 90% Attendance Minimum of 80% in previous relevant course(s)</p>		
<p>CONTENT: The College in High School Chemistry course is offered through the University of Pittsburgh. The amount of outside work and preparation is substantially greater than required in honors and non-honors courses. The course is structured as the first half of a two-term introduction to general chemistry course (Chemistry 0110) offered at the University of Pittsburgh. The course will cover topics outlined by the University of Pittsburgh as follows: stoichiometry, atomic and molecular structure, and states of matter. Students enrolled through the University of Pittsburgh will visit the Oakland campus to perform 5 labs throughout the year. This course is equivalent to the University of Pittsburgh's CHEM 0110 General Chemistry 1 course. Please refer to page 12 for information regarding college credits and enrollment fees.</p>		

ORGANIC CHEMISTRY

Grades (11-12)

0.5 Credit

PREREQUISITE: 80% in a Chemistry course
80% in a Biology course

CONTENT: The **Organic Chemistry** is a survey course designed to examine carbon and its related compounds more in-depth and range. The course demands are much greater than a non-honors course. The course is a study of organic molecules. It presents the classes of organic compounds. The students will gain an understanding of organic structures, nomenclature, and functional groups. Students will focus on naming and drawing organic structures. Students will explore mechanisms of organic reactions while conducting organic laboratory experiments. Students will be expected to write extensive laboratory reports.

AP ENVIRONMENTAL SCIENCE

Grades (11-12)

1 Credit

PREREQUISITE: 3.0 GPA
90% Attendance
Minimum of 80% in previous relevant course(s)

CONTENT: The **Advanced Placement Environmental Science** course is a **college-level course** that is taught at a **college pace** and places **demands on each student equivalent of a one-semester, introductory college course in environmental science**. The **amount of outside work and preparation** is substantially **greater than** required in honors and non-honors courses. The course is designed to follow the Advanced Placement curriculum outlined by **The College Board**. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them.

The course prepares students for the AP Environmental Science exam administered in May. **Students are expected to take the AP Environmental Science Exam. The school district will be responsible for the exam fee.** Upon the successful completion of the Advanced Placement Exam, students may be eligible to receive college credits for this course. Therefore, it is representative and equivalent to an entry-level college environmental science course. Please refer to page 12 for information regarding AP information.

EARTH SPACE SCIENCE

Grade (12)

1 Credit

PREREQUISITE: Successful completion of a Biology and Chemistry course

CONTENT: The **Earth Space Science** course will include a general overview of the three major areas of the earth: geology, oceanography, and meteorology with the inclusion of studies in the area of astronomy. The course will explain the processes of our understanding of the universe and foster a deeper understanding of our evolving earth and the universe. The course will require students to apply the concepts and principles associated with everyday life and the physical world to **hands-on activities and investigations.**

ACADEMIC PHYSICS

Grades (11-12)

1 Credit

PREREQUISITE: Proficiency on Keystone Biology Exam
Proficiency on Keystone Algebra Exam

CONTENT: The **Academic Physics** course deals with the relationship between matter and energy. The goal of physics is to explain the processes and particles in terms of simple particles, processes, and interactions. The course will present topics that may include the following: Motion in one dimension, two-dimensional motion and vectors, forces and the laws of motion, work and energy, momentum and collisions, circular motion and gravitation, fluid mechanics, heat, thermodynamics, waves and sound, reflection and refraction, and interference and diffraction. Physics also considers the forms of energy and how it affects or is affected by matter and how it can be changed from one form to another.

AP PHYSICS 1

Grades (10-11-12)

1 Credit

PREREQUISITE: 3.0 GPA
90% Attendance
Minimum of 80% in previous relevant course(s)
Minimum of 80% in Algebra II

CONTENT: Advanced Placement Physics 1 is a college-level course that is taught at a college pace and places demands on each student equivalent to those in a first semester introductory, algebra-based physics course. The amount of outside work and preparation is substantially greater than required in honors and non-honors courses. The course is designed to follow the Advanced Placement curriculum outlined by The College Board. The physics concepts outlined for this course are presented as seven Big Ideas: (1) objects and systems have properties such as mass and charge, (2) fields existing in space can be used to explain interactions, (3) the interactions of an object with other objects can be described by forces, (4) interactions between systems can result in changes in those systems, (5) changes that occur as a result of interactions are constrained by conservation laws, (6) waves can transfer energy and momentum from one location to another without the permanent transfer of mass and serve as a mathematical model for the description of other phenomena, and (7) the mathematics of probability can be used to describe the behavior of complex systems and to interpret the behavior of quantum mechanical systems. An emphasis is placed on inquiry-based investigations that will require the student to apply scientific analytical problem-solving skills while they direct and monitor their progress. At the end of the course, students will have learned how to do scientifically -- solve problems mathematically and symbolically; design and describe experiments; analyze data and sources of error; explain, reason, or justify answers with emphasis on deeper, conceptual understanding; and interpret and develop conceptual models.

The course prepares students for the AP Physics 1 exam administered in May. **Students are expected to take the AP Physics 1 Exam. The school district will be responsible for the exam fee.** Upon the successful completion of the Advanced Placement Exam, students may be eligible to receive college credits for this course. Therefore, it is representative and equivalent to a college physics course. Please refer to page 12 for information regarding AP information.

AP PHYSICS C: MECHANICS

Grades (11-12)

1 Credit

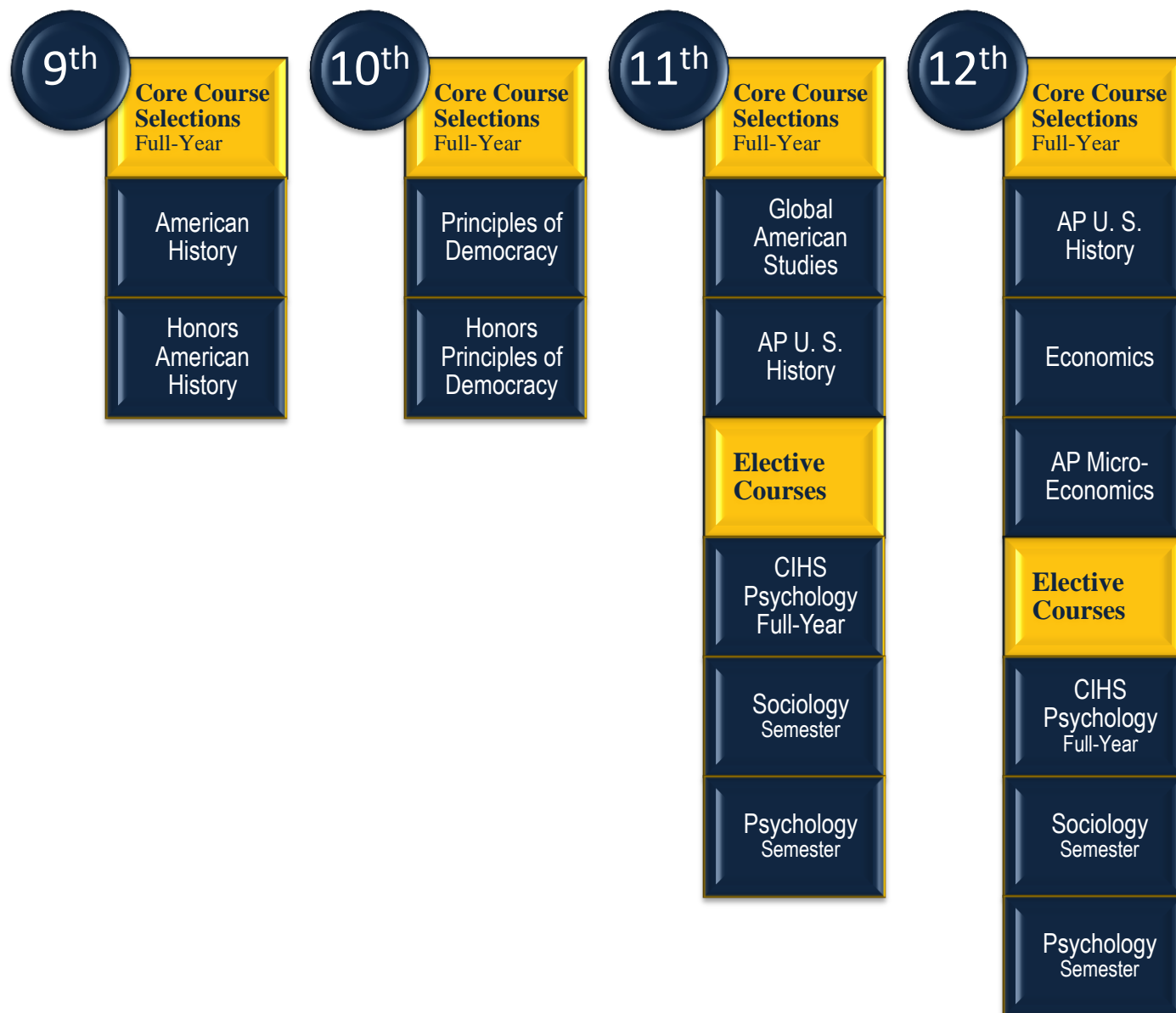
PREREQUISITE: 3.0 GPA
90% Attendance
Minimum of 80% in previous relevant course(s)
AP Calculus course required concurrent or completed

CONTENT: **Advanced Placement Physics C** is a **college-level course** that is taught at a **college pace** and places **demands on each student** equivalent to those in a first-semester introductory physics course. The **amount of outside work and preparation** is substantially **greater than** required in honors and non-honors courses.

The course is designed to follow the Advanced Placement curriculum outlined by **The College Board**. The *Advanced Placement Physics C Mechanics* course is equivalent to a one-semester, **calculus-based**, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus are used throughout the course.

The course prepares students for the **AP Physics C Mechanics Exam** is administered in May. **Students are expected to take the AP Physics C Exam. The school district will be responsible for the exam fee.** Upon the successful completion of the Advanced Placement Exam, students may be eligible to receive college credits for this course. Therefore, it is representative and equivalent to a college physics course. Please refer to page 12 for information regarding AP information.

SOCIAL STUDIES DEPARTMENT



Recommended course sequences

Strand	Grade 9	Grade 10	Grade 11	Grade 12
Career #1 and Career #2	American History	Principles of Democracy	Global American Studies	<i>Choose one or more:</i> Economics AP US History
College #1 and College #2	Honors American History	Honors Principles of Democracy	<i>Choose one or more:</i> CIHS Psychology AP US History	<i>Choose one or more:</i> CIHS Psychology AP MicroEconomics

The Core Courses have been provided with a recommended course sequence. The sequence is a guide to assist students in selecting appropriate courses for a career or college pathway. Students should discuss course selections and pathway beyond high school with their school counselor.

The Career Pathway (Career #1 and Career #2) is a coherent, articulated suggested sequence of rigorous academic and career/technical courses, commencing in the ninth grade and leading to an industry recognized certificate, and/or licensure. The Career Pathway is developed, implemented, and maintained in partnership among secondary and postsecondary education, business, and employers.

The College Pathway (College #1 and College #2) is a coherent, articulated suggested sequence of college ready courses that prepare students for an associate degree, baccalaureate degree and beyond (National Career Pathways Network, 2012).

AMERICAN HISTORY

Grade (9)

1 Credit

PREREQUISITE: None

CONTENT: The **American History** course will focus on the early exploration of North America to Imperialism. Students will investigate the emergence of the United States as a world power, the various political developments faced by our democracy, the economic problems faced by changing conditions, and the various social movements which have reshaped the basic fabric of American society. Students will take responsibility for their learning by participating in problem-seeking and problem-solving, scholarly and creative processes, critical analysis application, reflective thinking, and the expression and defense of ideas.

HONORS AMERICAN HISTORY

Grade (9)

1 Credit

PREREQUISITE: 90% Attendance
Proficiency on PSSA English Language Arts
Minimum of 90% in Social Studies 8

CONTENT: The **Honors American History** course is a **rigorous** design for students to take **great responsibility** for their learning by participating in problem-seeking and problem-solving, scholarly and creative processes, critical analysis application, reflective thinking, and the expression and defense of ideas. The major focus of the course is on early exploration of North America to Imperialism. Students will investigate the emergence of the United States as a world power, the various political developments faced by our democracy, the economic problems faced by changing conditions and the various social movements which have reshaped the basic fabric of American society. Students will take responsibility for their learning by participating in problem-seeking and problem-solving, scholarly and creative processes, critical analysis application, reflective thinking, and the expression and defense of ideas.

PRINCIPLES OF DEMOCRACY

Grade (10)

1 Credit

PREREQUISITE: Successful completion of American History

CONTENT: The **Principles of Democracy** course is viewed as a source of civic literacy and will survey the principles, philosophies, practices and institutions that comprise the United States system of government and law. Students are expected to apply knowledge gained in previous social studies courses to pursue a deeper understanding of American government. Contemporary issues will frame conversations about the Constitution, the courts, legislative and executive branches, federalism, and a review of major political philosophies around the world. Emphasis is also given to the dynamics of political decision-making and the degree to which citizens participate in political processes. The course will follow the Pennsylvania Civics and Government Assessment Anchors and Eligible Content.

HONORS PRINCIPLES OF DEMOCRACY

Grade (10)

1 Credit

PREREQUISITE: 90% Attendance
Minimum of 80% of American History

CONTENT: The **Honors Principles of Democracy** course is a **rigorous** design for students to take **great responsibility** for their learning by participating in problem-seeking and problem-solving, scholarly and creative processes, critical analysis application, reflective thinking, and the expression and defense of ideas. The course will provide students with a basic understanding of how the government of the United States functions at the national, state, and local levels. The duties and responsibilities of citizenship will be determined. Students will examine English laws and their influence on American law. The Constitution of the United States will be discussed in great detail, with an emphasis being placed on the Bill of Rights. Other major strands of focus include: (1) basic legal concepts and terminology, the organization of the federal and state court systems in the United States, and how litigation moves through the courts; (2) types of legal reasoning used in cases involving both common law and enacted/statutory law; (3) key legal documents, especially judicial opinions but also litigation documents such as complaints and briefs; (4) legal research by finding the applicable case law or statute, and (5) basic concepts in Federal constitutional law and administrative law.

GLOBAL AMERICAN STUDIES

Grade (11)

1 Credit

PREREQUISITE: Successful completion of American History
Successful completion of Principles of Democracy

CONTENT: The **Global American Studies** course will focus on the global impact of WW I to the 21st Century. Students will investigate the emergence of the United States as a world power, the various political developments faced by our democracy, the economic problems faced by changing conditions, and the various social movements which have reshaped the basic fabric of American society. The U.S. culture during the first world war and continuing through the Twentieth Century will be discussed in great detail (political, economic and social), concentrating on the following units of study: America and World War I; the Roaring Twenties; the New Deal, 1930-39; World War II; the Fair Deal and Modern Republicanism, 1945-60; the Sixties and the New Frontier; The Great Society; the Seventies, Eighties, Nineties, and 21st Century.

AP U. S. HISTORY

Grades (11-12)

1 Credit

PREREQUISITE: 3.0 GPA
90% Attendance
Minimum of 80% in previous relevant course(s)

CONTENT: **Advanced Placement U. S. History** is a **college-level course** that is taught at a **college pace** and places demands on each student equivalent to those in a first-level college history course. The **amount of outside work and preparation is substantially greater** than required in honors and non-honors courses. The course is designed to follow the Advanced Placement curriculum outlined by **The College Board**. The history concepts outlined by **The College Board** for this course are presented in chronological order: discovery of the New World through the Reconstruction period, focusing on constitutional issues; the Civil War; industrialization; immigration; the World Wars; the Cold War; and current issues in America. Students will explore America's past, examining the cultural, political, geographical, economic, and technological changes that have taken place and have helped to shape us and guide us as a nation today. The Advanced Placement U. S. History course is designed to provide students with the analytical skills and enduring understandings necessary to deal critically with the problems and materials in United States history. Students should learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship. Students in the Advanced Placement U. S. History course will be expected to develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format. The Advanced Placement U. S. History course **requires intensive writing assignments in and out of class.**

The course prepares students for the Advanced Placement U. S. History Exam administered in May. **Students are expected to take the Advanced Placement U. S. History Exam. The school district will be responsible for the exam fee.** Upon the successful completion of the Advanced Placement Exam, students may be eligible to receive college credits for this course. Therefore, it is representative and equivalent to a college history course. Please refer to page 12 for information regarding AP information.

COLLEGE IN HIGH SCHOOL PSYCHOLOGY
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Grades (11-12)

1 Credit

PREREQUISITE: 3.0 GPA
90% Attendance
Minimum of 80% in previous relevant course(s)

CONTENT: College in High School Psychology is a college-level course that is taught at a college pace and places demands on each student equivalent to those in a first-level college psychology course. The amount of outside work and preparation is substantially greater than required in honors and non-honors courses. The course is structured as the introduction to general psychology course (Psychology 0010) offered at the University of Pittsburgh. The objective of this course is to provide students with an overview of the diverse field of psychology, and an appreciation of the way that behavior and mental processes can be studied scientifically. Please refer to page 12 for information regarding college credits and enrollment fees.

PSYCHOLOGY

Grades (11-12)

0.5 Credit

PREREQUISITE: None

CONTENT: The Psychology course will expose students to the behavior and mental processes across the life span. Students will study the history of psychology and will be introduced to the contemporary theoretical perspectives and research methodology. The methods used to conduct psychological research will be analyzed. Introductory topics will include learning & memory, types of intelligence, development, personality, and psychological disorders as they are discussed in the DSM-V. The course will serve as a catalyst for student thinking and application of psychological perspectives in the real world.

SOCIOLOGY

Grades (11-12)

0.5 Credit

PREREQUISITE: None

CONTENT: The Sociology course is designed to provide insight into human society and social behavior with a specific focus on the social interactions of humans. Students will relate positive human relationships to civilized society. The theories and work of the early sociologists will be examined and applied to social factors and society today. The course deals with the social atmosphere that helps to make us who we are and how we behave. The Sociology course is outlined as follows: culture, violence, deviance, social control, socialization and personality, group behavior, social class, cultural bias, nature vs. nurture, and social institutions. Finally, students will apply the information to their own lives through individual and group assignments. Students will leave this course with a thorough understanding of diversity in society and the dynamics that contribute to the maintenance of human societies and relationships.

ECONOMICS

Grade (12)

1.0 Credit

PREREQUISITE: None

CONTENT: The **Economics** course is presented to give students a comprehensive understanding of economic knowledge necessary to become effective and participating citizens. Economics is a course introducing basic economic principles and current economic issues with a focus on the American economy. Students will examine components of the American economy such as price, competition, business, and banking institutions. An examination of issues related to the economy as a whole through employment and labor issues, the role of the government in the economy, and selected topics on global economics will be critically discussed. The course topics are outlined as follows: opportunity cost, advertising, stocks, bonds, supply, demand, business structure, economic systems, taxes, government spending, personal finance, and individual and consumer choices.

AP MICROECONOMICS

Grade (12)

1 Credit

PREREQUISITE: 3.0 GPA
90% Attendance
Minimum of 80% in previous relevant course(s)

CONTENT: **Advanced Placement Economics** is a **college-level course** that is taught at a **college pace** and places demands on each student **equivalent to those in a first level college economics course**. The **amount of outside work and preparation** is substantially **greater** than required in an honors and non-honors courses. The course is designed to follow the Advanced Placement curriculum outlined by **The College Board**. The economic concepts outlined by **The College Board** for this course are described into two areas: Microeconomics and Macroeconomics. The **Microeconomics** course will develop the student's understanding of the following: (1) Basic microeconomic concepts; (2) The nature and functions of product markets; (3) Factor markets; and (4) Market failure and the role of government. These topics will be critically discussed in the principles of economics that apply to the functions of individual decision makers, consumers, and producers, within the economic system.

The course prepares students for the **Advanced Placement Microeconomics Exam** administered in May. **Students are expected to take the Advanced Placement Microeconomics Exam. The school district will be responsible for the exam fee.** Upon the successful completion of the Advanced Placement Exam, students may be eligible to receive college credits for this course. Therefore, it is representative and equivalent to a college economics course. Please refer to page 12 for information regarding AP information.

TECHNICAL EDUCATION DEPARTMENT COURSES

Construction Technology I (11th-12th)
Semester

Construction Technology II (11th-12th)
Semester

Honors Engineering Design (10th-11th-12th)
Semester

Introduction to AutoCAD (9th-10th-11th-12th)
Semester

Introduction to Technology Education (9th-10th-11th-12th)
Semester

Robotics (10th-11th-12th)
Semester

STEM Seminar (9th Grade Seminar)
Quarter

CONSTRUCTION TECHNOLOGY I

Grades (11-12)

0.5 Credit

PREREQUISITE: Minimum of 70% in Introduction to Technology Education
Minimum of 70% in a Geometry course
Teacher Recommendation

CONTENT: The **Construction Technology I** course gives the students an opportunity to explore basic home maintenance. Students will develop an understanding of residential electricity, plumbing, framing, roofing, and finish carpentry through hands-on activities. Students will conduct research to study current trends in construction technology. Students will use equipment and machines to analyze physical technologies including design and engineering in solving real-world problems. Students will learn how to select appropriate instruments to examine a variety of objects and processes. **The School District will provide some class materials; however, students will be required to purchase supplies for various assigned projects.**

CONSTRUCTION TECHNOLOGY II

Grades (11-12)

0.5 Credit

PREREQUISITE: Minimum of 70% in Construction Technology I
Teacher Recommendation

CONTENT: The **Construction Technology II** course gives the students an opportunity to apply all the learned skills in the Construction Technology I course. Students will design and build working sets for the musical and prom stages. Students will contribute to the improvement of various aspects of the building by designing and repairing structures in the school. Additional, students may further their applications of construction materials into more in-depth projects. **The School District will provide some class materials; however, students will be required to purchase supplies for various assigned projects.**

HONORS ENGINEERING DESIGN

Grades (10-11-12)

0.5 Credit

PREREQUISITE: 90% Attendance
Minimum of 70% in Algebra I

CONTENT: The **Honors Engineering Design** course concepts are designed for exploration of engineering concepts guided by a design process and taking an idea from a concept to a prototype. Students will learn to read and interpret professional engineering drawings and their various elements to create a solid product. Students will be working to get a hands-on understanding of correct symbols and measurements with blueprints. Machines used include CNC router, 3-D printer, and various hand tools.

INTRODUCTION TO AUTOCAD

Grades (9-10-11-12)

0.5 Credit

PREREQUISITE: None

CONTENT: The **Introduction to AutoCAD** course is an entry-level course which targets those with little or no previous AutoCAD experience. Students will learn the basics of CAD Geometry creations and manipulations using a variety of computer command inputs including keyboard shortcuts, toolbox icons, and mouse menu selections. Students utilize both mouse and manual keyboard entry to achieve goals and to create basic geometric shapes. Geometry is edited or manipulated by using commands such as zoom, pan, trim, extend, copy, rotate, fillets, and chamfers by the use of Geometry “grips”.

**INTRODUCTION TO TECHNOLOGY
EDUCATION**

Grades (9-10-11-12)

0.5 Credit

PREREQUISITE: None

CONTENT: The **Introduction to Technology Education** course will allow the student to develop, produce, use, apply, and assess technology. Through the application of tools, materials, processes, and systems of technology, students will enhance cognitive, affective, and psychomotor skills. Activity-based laboratory experiences will develop problem-solving skills in order to manipulate information, materials, and mechanical processes. Students will be exposed to an introductory approach to construction systems, transportation systems, manufacturing systems, communication systems, and biotechnology. **Introduction to Technology Education** is a **required prerequisite course** for **all other Technology Education courses**, excluding Introduction to Auto Cad.

ROBOTICS

Grades (10-11-12)

0.5 Credit

PREREQUISITE: Minimum of 70% in Introduction to AutoCAD

CONTENT: The **Robotics** course is designed to explore the fundamental applications of robotics as it applies to societal issues. The students will receive a comprehensive overview of robotic systems and the subsystems that comprise them. Topics include the history and current applications of robots and automated systems including their configuration, operation, components, and controls. The students will program several versions of the robots using the VEX package. Students will participate in a class competition using the radio-controlled VEX robotic system. The completion of student projects will be done operating mechanical tools which include hydraulics, pneumatics, and complex machines.

STEM SEMINAR (Required)	Grade (9)	0.25 Credit
<i>PREREQUISITE:</i> None		
<i>CONTENT:</i> The STEM Seminar course allows students to develop their knowledge of the engineering design process applying math, science, and engineering standards to hands-on projects. The students work to design solutions to a variety of problems collaboratively. Students will investigate topics such propulsion, structural stability, biotechnology, green technology, and prototypes. By doing so, students will have an opportunity to learn about different engineering disciplines.		

THEATRE ARTS DEPARTMENT COURSES

Drama (9th-10th-11th-12th)
Semester

Stage/Production Ensemble (9th-10th-11th-12th)
Semester

DRAMA	Grades (9-10-11-12)	0.5 Credit
<i>PREREQUISITE:</i> None		
<i>CONTENT:</i> The Drama course will focus on the techniques of acting, pantomime, vocal production, directing, play production, and playwriting. Character analysis, play analysis and written critiques will be included. Students will practice various techniques in physical and vocal character by using a variety of modern and historical scenes and monologs. Dramatic literature will be analyzed. Students will present a performance each semester that has been developed in class.		
STAGE/PRODUCTION ENSEMBLE	Grades (9-10-11-12)	0.5 Credit
<i>PREREQUISITE:</i> None		
<i>CONTENT:</i> The Stage/Production Ensemble course is designed for students who are interested in production design and execution. Students will design and build sets, costumes, and props for school and class productions. Sound and lighting design will be introduced and developed. Students may be required to work some programs, and some after-school rehearsal may also be required.		

WORLD LANGUAGE DEPARTMENT COURSES

All World Language courses are Full-Year courses.

Spanish 1 (9th-10th-11th-12th)

Spanish 2 (9th-10th-11th-12th)

Spanish 3 (10th-11th-12th)

Honors Spanish 3 (10th-11th-12th)

Honors Spanish 4 (11th-12th)

French 1 (9th-10th-11th-12th)

French 2 (10th-11th-12th)

French 3 (11th-12th)

Honors French 3 (11th-12th)

Honors French 4 (12th)

SPANISH 1	Grades (9-10-11-12)	1 Credit
<i>PREREQUISITE:</i> None		
<i>CONTENT:</i> The Spanish 1 course introduces students to the study of world languages and culture. A communicative approach to this course begins the process of developing skills in the four fundamental areas of language learning; listening, speaking, reading, and writing. The objectives are the establishment of good pronunciation, comprehension of vocabulary and basic grammar, and to use them in speaking and writing. Cultural insight is an integral part of the course.		
SPANISH 2	Grades (9-10-11-12)	1 Credit
<i>PREREQUISITE:</i> Minimum of 70% in Spanish 1		
<i>CONTENT:</i> The Spanish 2 course continues the study of world languages and culture. The student will further develop his/her pronunciation, vocabulary, and grammar skills developed in level one. The course concentration now expands to include further development of reading and writing skills in addition to speaking and listening. The continuation of a broad cultural perspective is paramount to language acquisition.		
SPANISH 3	Grades (10-11-12)	1 Credit
<i>PREREQUISITE:</i> Minimum of 70% in Spanish 2		
<i>CONTENT:</i> The Spanish 3 course continues the study of world languages and culture. The student will further develop his/her pronunciation, vocabulary and grammar skills developed in level two. Students will learn to express ideas in the present and past tenses. They will also begin to learn how to communicate about unknowns and uncertainties using the subjunctive mood. The course concentration now expands to include further development of reading and writing skills in addition to speaking and listening. The continuation of a broad cultural perspective is paramount to language acquisition.		

HONORS SPANISH 3

Grades (10-11-12)

1 Credit

PREREQUISITE: Minimum of 90% in Spanish 2

CONTENT: The **Honors Spanish 3** course reinforces the grammar and vocabulary already taught in levels one and two and will highlight advanced levels of communication through the ability to express and comprehend ideas in the present, past, and future. Students will begin to learn how to communicate about unknowns and uncertainties using the subjunctive mood. More advanced material is used to help develop a deeper understanding of cultural perspectives. There is an increased emphasis on oral expression and accuracy in spoken and written language. There is an emphasis on supplication of previously learned and newly acquired concepts and skills. This course tends to require that students take more of a responsibility and ownership of reviewing material that was learned in previous levels.

HONORS SPANISH 4

Grades (11-12)

1 Credit

PREREQUISITE: Minimum of 85% in Spanish 3

CONTENT: The **Honors Spanish 4** course reinforces the grammar and vocabulary already taught in previous levels and will highlight advanced levels of communication through the ability to express and comprehend ideas in the present, past, and future in the indicative and subjunctive moods. More advanced material is used to help develop a deeper understanding of cultural perspectives. There is an increased emphasis on oral expression and accuracy in spoken and written language. There is an emphasis on supplication of previously learned and newly acquired concepts and skills. This course tends to require that students take more of a responsibility and ownership of reviewing material that was learned in previous levels.

FRENCH 1	Grades (9-10-11-12)	1 Credit
<i>PREREQUISITE:</i> None		
<i>CONTENT:</i> The French 1 course introduces students to the study of world languages and culture. A communicative approach to this course begins the process of developing skills in the four fundamental areas of language learning: listening, speaking, reading, and writing. The objectives are the establishment of good pronunciation, comprehension of vocabulary and basic grammar, and to use them in speaking and writing. Cultural insight is an integral part of the course.		
FRENCH 2	Grades (10-11-12)	1 Credit
<i>PREREQUISITE:</i> Minimum of 70% in French 1		
<i>CONTENT:</i> The French 2 course continues the study of world languages and culture. The student will further develop his/her pronunciation, vocabulary, and grammar skills developed in level one. The course concentration now expands to include further development of reading and writing skills in addition to speaking and listening. The continuation of a broad cultural perspective is paramount to language acquisition.		
FRENCH 3	Grades (11-12)	1 Credit
<i>PREREQUISITE:</i> Minimum of 70% in French 2		
<i>CONTENT:</i> The French 3 course continues the study of world languages and culture. The student will further develop his/her pronunciation, vocabulary and grammar skills developed in level two. Students will learn to express ideas in the present and past tenses. They will also begin to learn how to communicate about unknowns and uncertainties using the subjunctive mood. The course concentration now expands to include further development of reading and writing skills in addition to speaking and listening. The continuation of a broad cultural perspective is paramount to language acquisition.		

HONORS FRENCH 3

Grades (11-12)

1 Credit

PREREQUISITE: Minimum of 90% in French 2

CONTENT: The **Honors French 3** course reinforces the grammar and vocabulary already taught in levels one and two and will highlight advanced levels of communication through the ability to express and further comprehend ideas in the various tenses of the past, present, and future. Students will begin to learn how to communicate about unknowns and uncertainties using the subjunctive mood. More advanced material is used to help develop a deeper understanding of cultural perspectives. There is an increased emphasis on oral expression and accuracy in spoken and written language. There is an emphasis on supplication of previously learned and newly acquired concepts and skills. This course requires that students take more of a responsibility and ownership of reviewing material that was learned in previous levels.

HONORS FRENCH 4

Grade (12)

1 Credit

PREREQUISITE: Minimum of 85% in French 3

CONTENT: The **Honors French 4** course reinforces the grammar and vocabulary already taught in previous levels and will highlight advanced levels of communication through the ability to express and comprehend ideas in the present, past, and future in the indicative and subjunctive moods. More advanced material is used to help develop a deeper understanding of cultural perspectives. There is an increased emphasis on oral expression and accuracy in spoken and written language. There is an emphasis on supplication of previously learned and newly acquired concepts and skills. This course tends to require that students take more of a responsibility and ownership of reviewing material that was learned in previous levels.

MON VALLEY CAREER AND TECHNOLOGY PROGRAM

Nine (9) credits are awarded toward graduation for three (3) years of study at the Mon Valley Career and Technology Center.

<input type="checkbox"/>	Auto Body (Collision) Repair	<input type="text"/>
<input type="checkbox"/>	Auto Mechanic Technology	<input type="text"/>
<input type="checkbox"/>	Carpentry	<input type="text"/>
<input type="checkbox"/>	Commercial Art & Design	<input type="text"/>
<input type="checkbox"/>	Computer Networking & Maintenance	<input type="text"/>
<input type="checkbox"/>	Computer Programming/Information Management	<input type="text"/>
<input type="checkbox"/>	Cosmetology	<input type="text"/>
<input type="checkbox"/>	Culinary Arts	<input type="text"/>
<input type="checkbox"/>	Electrical Power Technology	<input type="text"/>
<input type="checkbox"/>	Gas & Oil Service Technician	<input type="text"/>
<input type="checkbox"/>	Health Occupations	<input type="text"/>
<input type="checkbox"/>	Masonry	<input type="text"/>
<input type="checkbox"/>	Metal Fabrication/Welding	<input type="text"/>
<input type="checkbox"/>	Protective Services	<input type="text"/>

AUTO BODY COLLISION REPAIR

This course affords students the opportunity to learn the skills necessary to rebuild and refinish automotive bodies, repair and replace trim and upholstery, align frames, weld, replace glass, and make estimates of repair cost. Students develop a basic understanding of the automotive body and chassis construction. They use tools of the trade and learn the maintenance and safety procedures required by the automobile industry.

AUTOMOTIVE MECHANIC TECHNOLOGY

This course offers the students practical instruction in the diagnosis and repair of all automotive systems and their components. It is designed to provide instruction in the theory and principles of the automobile engine, electrical circuitry, chassis, clutch, transmission, lubrication systems, electrical controls, and computerized controls. Students can train to become an automotive technician or focus upon an area of specialization such as 4-wheel alignment, electrical/electronic diagnosis, and others. The students are also afforded the opportunity to obtain the Pennsylvania Safety and Emissions Certifications prior to graduation.

CARPENTRY

This course will prepare students to interpret designs and specifications in order to build residential, commercial, and industrial construction projects. Students learn to erect, install, and repair structures using all types of construction material, as well as to estimate and select the specific materials needed for each project. Students learn to lay out projects using the framing square, transit, and various measuring, and cutting and assembling instruments. They also learn to apply interior and exterior finishes and to fit and install prefabricated cabinets, plastic laminates, floor and ceiling tiles, insulation, weather-stripping, finish hardware, and locksets.

COMMERCIAL ART AND DESIGN

Students are instructed in the skills used by today's printing industry. Multimedia Design is the skill and the art of producing printed products on paper, glass, cloth, metal, or other materials. Most printed work consists of design artwork, typesetting, camera work, plate making, printing, finishing, binding, screen printing, computer generated graphics and digital photography. Learning is accomplished through a combination of classroom theory and actual hands-on projects. Students become familiar with the most efficient and most economical state-of-the-art methods for reproducing materials. Students learn the safe and correct methods of operations and maintenance of tools and equipment.

COMPUTER NETWORKING AND MAINTENANCE

This course will cover computer repair basics and maintenance that will give students the knowledge to get entry-level positions in the computer repair industry. With this training, students will understand the basics of computer repair and will be able to incorporate skills that they learned to troubleshoot hardware and software problems. Students will receive training in network wiring, configuration, and administration. They will also learn how to design and implement local and wide area networks. After completing this three-year course, students will be able to take certification exams in IC3.

COMPUTER PROGRAMMING/INFORMATION SYSTEMS

This course prepares students to learn and apply foundational knowledge and skills they will need in computer software and related fields. They will learn to design, build and support computer programs, websites, databases and other software-driven technologies such as robotics and mobile devices. Students will begin by receiving instruction in computing fundamentals such as PC hardware, basic software operation, basic networking and the Internet. From this point on, students will be exposed to many elements of the software industry. They will learn to create websites from the ground up in a standards-oriented curriculum, model and create relational databases, build and program robots to complete various tasks, and learn to write computer programs in a number of different languages including JavaScript and Python. In addition to these technical skills, students will learn about business ethics and law, office safety and operations, teamwork, logic, critical thinking skills, and open-ended problem-solving techniques.

COSMETOLOGY

Students selecting this course will learn a variety of skills related to the field of cosmetology. Training in hairdressing, facial work, skin care, nail care, and scalp management is offered. Included in the instruction are marketing, management, record keeping, ethics, and good public relations as they apply to cosmetology. Upon completion of 1,250 hours of training, students are eligible to take the PA State Board examination in Cosmetology.

CULINARY ARTS

This program incorporates the classroom with the laboratory to introduce students to on-the-job training as well as to technical education. The variety of instruction includes cold food preparation, baking, cooking, table service, hostess, catering, receiving and storing of goods, restaurant bookkeeping, and shop maintenance. Safety instruction in the use of food service equipment is emphasized. The Culinary Arts program is conducted in the school's fully equipped restaurant and kitchen. Students learn restaurant and institutional food management skills.

ELECTRICAL POWER TECHNOLOGY

The electrical technology program provides instruction on the installation of all types of wiring systems including residential, commercial and industrial facilities. Students will learn to layout, assemble, install, and test electrical components in wiring systems. The course also introduces students to basic robotic engineering, security systems, and programmable logic controls (PLC's). In addition to training as a construction electrician, students will also receive competencies as a maintenance electrician, teaching them to maintain the equipment they install. Graduates are not only limited to building trade construction, but they are also prepared to enter maintenance and industrial electrical occupations. Seniors are given the opportunity to complete the first year of apprenticeship with the Associated Builders and Contractors.

GAS & OIL SERVICE TECHNICIAN

Natural-gas drilling supports 300,000 jobs in Pennsylvania. This is a program that prepares individuals to apply technical knowledge and skills to set up, maintain, repair, and operate well drilling equipment; locates, drill, construct, and develops gas, water, and oil wells; and test and monitor wells to ensure adequate flow. Instruction also includes applications to home, business, and industrial uses. This program is designed to fill the increasing gap between industry and skilled laborers in the gas and oil industry and provide students the opportunity for family-sustaining wages with room for advancement.

HEALTH OCCUPATIONS

This is a cluster program designed to introduce careers in health care and to permit graduates to pursue postsecondary education. Basic health occupation instruction introduces field experience in extended classrooms in addition to the core curriculum. The Health Occupations Core instruction includes planned courses in Physiology, Data Management Technology, Legal and Ethical Issues, Communication, Medical Terminology, Growth and Development, Nutrition, Health Care Systems, Health & Wellness, and Health Care Skills.

MASONRY

Students who enter this trade can learn the fundamental masonry skills needed to meet industry standards. Students are trained in basic blueprint reading, layout, leveling, plumbing, estimating, and the care and safety of hand and power tools. Learning is accomplished through a combination of classroom theory and actual hands-on project completion. Students learn to layout foundations, mix mortar, construct, and repair. Students may work on the exterior and interior walls, floors, patios, arches, fireplaces, sidewalks, columns, and chimneys.

METAL FABRICATION/WELDING

This is an instructional program that prepares individuals to apply technical knowledge and skills in a variety of metalworking occupations. Instruction includes welding and cutting processes; setting up and operating machine tools (precision machining); metal fabricating, forming and cutting machines; and assembling of metal products and structures. Instruction is also provided in the use of hand and portable power tools in making computations related to work dimensions, the physical properties of materials and other related instruction, and skills associated with metalworking occupations. Metals are cast, formed, shaped, molded, heat treated, cut, twisted, pressed, fused, stamped or otherwise worked upon.

PROTECTIVE SERVICES

This instructional program prepares individuals to apply technical knowledge and skill to perform duties as a police officer, firefighter, paramedic and other safety services. The program stresses the techniques, methods and procedures particular to the areas of criminal justice, fire protection, EMT and emergency disaster response. Students also receive training in map reading, vehicle, and equipment operation, the judicial system, pre-hospital emergency medical care, disaster operations, various rescue practices, communications and weapons of mass destruction. Students prepare and will have the opportunity to test for various industry certifications.