Red Lion Area Senior High School

2019-2020

COURSE CATALOG

"Real Learning for Real Life"

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Course Descriptions

A MESSAGE TO PARENTS AND STUDENTS

As we begin the scheduling process for next year, students and parents will make important decisions about course selections that are crucial to successful academic growth. The staff at Red Lion Area Senior High School is committed to helping the families in our school district make the best possible decisions. I encourage everyone to take the scheduling process seriously in order to make the best selections possible.

In this course catalog, you will find important information about our school. Students will receive course lists for the 2019-2020 school year with their fourth marking period report cards. Requests for course adjustments will be honored through June 27, 2019. Please understand that no schedule adjustments will be made after the June deadline except for level changes. Students will not be permitted to drop classes and add study halls. If you have any questions or need further clarification, please speak with your child's guidance counselor.

Mr. Mark E. Shue
Principal

GENERAL INFORMATION

Pupil Personnel Services

Pupil Personnel Services are available at Red Lion Area Senior High School to help students intellectually, emotionally, and socially. The school district provides classroom teachers, guidance counselors, nurses, psychologists, and administrators to assist students. Other specialists are available through the York-Adams Lincoln Intermediate Unit #12.

Guidance Services

The high school guidance department serves students in a variety of ways. Counselors help students with educational, vocational, and personal problems; guide students in the course selection process; assist students in vocational and college placement; coordinate and maintain a complete record of student progress throughout students' school years. Five full-time counselors and three full-time secretaries are available to serve students. Students are assigned to counselors alphabetically by their last name.

Classes 2019-2022:

A - De	**Dr. Jodi Stauffer**
Di - I	**Mrs. Jennifer Rebert**
J - M	**Mrs. Pamela Scott**
N - Sm	**Mr. Ryan McCleary**
Sn - Z	**Mrs. Lottie Smith**

Information is provided to students and their families through the following:

- A guidance newsletter
- Twitter notices
- Small and large group meetings
- Morning announcements
- Evening seminars
- Individual conferences
- Guidance website at sh.rlasd.net

Career and post-secondary information and research opportunities are available through printed materials, videos, and the Internet.

OPPORTUNITIES FOR POST-SECONDARY EDUCATION

Post-secondary education opportunities may include, but are not limited to the following: apprentice training; armed services; business schools; career schools; four-year colleges and universities; nursing schools; and trade/technical schools. Counselors provide information and assistance to all students planning for post-secondary education.

Academic preparation necessary for college entrance varies depending upon the students' career goals. Because of the many elective courses available to students, counselors meet with each student to discuss career goals and educational planning.

Counselors also assist students who are planning to enter the work force after high school graduation.

Standardized Testing

Standardized testing results are used as tools for academic counseling and career decision-making. The high school administers the following tests:

• Keystone Exams	Content specific
• Classroom Diagnostic Tests	Content specific
• ASVAB (Armed Services Vocational Aptitude Battery)	Grades 10, 11 and 12
• *Offered in fall and spring*	
• PSAT	Grades 9 and 10
• *ONLY offered once in October*	Grade 11, qualifies for NMSQT
• SAT Reasoning Test	Grades 11 and 12
• ACT	Grades 11 and 12

Keystone Courses

The Keystone courses are designed to provide support to students who scored Basic or Below Basic on the Keystone Literature Exam, Keystone Biology Exam, or the Keystone Algebra I Exam.

Special Education

Special education support services are available to meet the needs of identified exceptional students. Students' needs are outlined in an IEP (Individualized Educational Program). This support is only available by referral. Referrals should be made through a guidance counselor.

Homebound Instruction

Students who are unable to attend school due to illness or accident may request homebound instruction upon presentation of a written request from the physician. Upon verification of the request, instruction will be arranged through the Guidance Office. Course requests and schedules may have to be adjusted to accommodate instruction.

Homework

The guidance office collects assignments for students who will be absent from school for three or more days. Teachers must have one full school day to complete requests for homework. All requests must be placed on the day prior to pick-up.

A student of any race, sex, color, national or ethnic origin may be admitted to Red Lion Area Senior High School. Red Lion does not discriminate on the basis of race, sex, color, handicap or national and ethnic origin in any of the rights, privileges, programs or activities generally accorded or made available to students enrolled at the high school or in the administration of its educational policies or any other school administered program.

STUDENT STANDARDS

Red Lion Area Senior High School students must meet credit requirements as well as demonstrate academic standards to receive a high school diploma. As the academic standards are approved by the state, they are incorporated into the existing planned courses. These standards will be tested in various academic classes in a variety of ways. In addition to completing the regular course requirements, students must demonstrate achievement of required Academic Standards in affected classes to receive a passing grade. The following information identifies the standard areas as approved by the district's Comprehensive Plan Committee based upon Chapter 4 regulations.

Red Lion Area School District Academic Goals

ACADEMIC STANDARDS/ACADEMIC GOALS

Academic Standards – shall be defined as what a student should know and be able to do at a specified grade level; they shall describe the knowledge and skill students will be expected to demonstrate in order to graduate.

Academic standards are approved by the state and are incorporated into existing planned courses as part of the on-going curriculum review process.

READING, WRITING, SPEAKING AND LISTENING – Each student shall be proficient in reading independently; reading critically in all content areas; reading, analyzing and interpreting literature; writing in narrative, informative, and persuasive modes; writing using elements of quality writing; speaking and listening; understanding the characteristics and functions of the English language; and conducting research.

MATHEMATICS – Each student shall demonstrate competency in the following areas: numbers, number systems and number relationships; computation and estimation; measurement and estimation; mathematical reasoning and connections; mathematical problem solving and communication; statistics and data analysis; probability and predictions; algebra and functions; geometry; trigonometry; and concepts of calculus.

SCIENCE AND TECHNOLOGY – Each student shall understand the natural world and facts, principles, theories and laws in the areas of biology, chemistry, physics and earth sciences. Each student shall understand that technology is the application of science to enable societal development including food and fiber production, manufacturing, building, transportation and communication. Each student shall understand that science and technology share the use of senses, science processes, inquiry, investigation, analysis and problem-solving strategies.

ENVIRONMENT AND ECOLOGY – Each student shall understand the components of ecological systems and their interrelationships with social systems and technologies. Each student shall understand that these components incorporate the disciplines of resource management, agricultural diversity, government, and the impact of human actions on natural systems. Each student shall understand that this interaction leads to the study of watersheds, threatened and endangered species, pest management and the development of laws and regulations.

SOCIAL STUDIES – To include:

> **HISTORY** – Each student shall understand the record of human experience including important events; interactions of culture, race and ideas; the nature of prejudice; change and continuity in political systems; effects of technology; importance of global-international perspectives; and the integration of geography, economics and civics studies on major developments in the history of the Commonwealth, the United States and the world.
>
> **GEOGRAPHY** – Each student shall understand the relationships among people, places and environments, of geographic tools and methods, characteristics of place, concept of region and physical processes.
>
> **CIVICS AND GOVERNMENT** – Each student shall understand the concept of the United States constitutional democracy, its values and principles, and be proficient in the study of the Constitution of the Commonwealth and government including the study of principles, operations and documents of government, the rights and responsibilities of citizenship, how governments work and international relations.
>
> **ECONOMICS** – Each student shall understand how individuals and societies choose to use resources to produce, distribute and consume goods and services. Each student shall understand how economies work, economic reasoning and basic economic concepts, economic decision making, economic systems, the Commonwealth and the United States economy and international trade.

ARTS AND HUMANITIES – Each student will understand dance, theater, music, visual arts, language and literature including forms of expression, historical and cultural context, critical and aesthetic judgment and production, performance or exhibition of work.

CAREER EDUCATION AND WORK – Each student shall understand career options in relationship to individual interests, aptitudes and skills including the relationship between changes in society, technology, government and economy and their effect on individuals and careers. Each student shall understand the development of knowledge and skill in job-seeking and job retaining skills and, for students completing vocational-technical programs, the skills to succeed in the occupation for which they are prepared.

HEALTH, SAFETY AND PHYSICAL EDUCATION – Each student shall understand the concepts and skills which affect personal, family and community health and safety, nutrition, physical fitness, movement concepts and strategies, safety in physical activity settings, and leadership and cooperation in physical activities.

FAMILY AND CONSUMER SCIENCE – Each student shall understand the role of consumers as a foundation for managing available resources to provide for personal and family needs and to provide basic knowledge of child health and child care skills.

WORLD LANGUAGES – Each student shall have the opportunity to learn to communicate in a language other than English, including the ability to understand and interpret written and spoken language on a variety of topics and to develop knowledge and understanding of other cultures.

LIFE SKILLS – Each student shall understand and apply basic skills in selecting a career, seeking employment and using daily resource materials to ensure successful independent living.

Red Lion Area School District General Goals

1. Tailor teaching strategies and scheduling to meet the individual learning needs (learning styles) of students.
2. Provide diverse curriculum opportunities aligned with career options and the skills necessary for everyday life.
3. Offer opportunities for community service and career experiences to all students.
4. Use data to assess and make decisions on providing quality, educational programs.
5. Provide appropriate special services, programs and resources to meet the needs of all students. **(Priority Goal)**
6. Prepare all personnel and board members to achieve the mission and goals established by the district's comprehensive plan.
7. Pursue and develop a full array of resources to support the delivery of programs.
8. Foster a climate in which every student is empowered to take responsibility for his/her own learning.
9. Communicate the district's success in achieving its mission.
10. Serve as a catalyst in fostering a climate in which the willingness to change is accepted by all.
11. Expand technology into instructional delivery across the curriculum and coordinate the use of technology in the management of the district to increase effectiveness and efficiency.

Red Lion Area School District Common Core Goals

1. **Self-worth**. To help students develop capabilities, talents, self-understanding and a feeling of self-worth and acknowledge students for effort and achievement.
2. **Information/processing and thinking skills**. To help students develop the skills necessary to locate and manage information, solve problems and make decisions, including the processes of analysis, synthesis, creativity and evaluation.
3. **Learning independently and collaboratively**. To help students to become independent life-long learners and to collaborate with others in developing knowledge, skills and new ideas.
4. **Adaptability to change**. To help students grow and develop in a world in which change is normal and constant.
5. **Ethical judgment**. To help students learn the importance of making ethical judgments for the common good.
6. **Honesty, responsibility and tolerance**. To help students understand the need for honesty, integrity, individual responsibility and tolerance.

PROGRAM OF STUDIES

The philosophy and objectives of our schools provide us with the foundation upon which we build a program of studies for our students. Through the program of studies, we strive to have each student reach the objectives of gaining profitable skills, attitudes, general knowledge, desire for learning, and an understanding of self and others. It is our desire not only to have our students master certain skills, but also to have them become socially competent through the development of their mental, moral, spiritual, emotional, and physical powers. We hope each pupil takes advantage of this design for securing today's necessary social competence.

Requirements for graduation from Red Lion Area Senior High School are clearly outlined. The required subjects, which are basic to all students' backgrounds, are offered at varied levels of difficulty. This is done so that with effort, all students should be able to pass these basic requirements. There are also many types of subjects, which can be selected to meet the elective requirements. The scope of the electives coupled with relative freedom of choice requires that these subjects be chosen with infinite care. Some of these choices can best be made after evaluating present and past school performance in individual subjects and in educational tests. It is most important that the individual student, with the aid of his/her parents, counselors, and teachers, selects courses that serve his/her needs, interests, and abilities. All students have access to all vocational courses.

To graduate from the Red Lion Area School District, a student will demonstrate mastery of the academic standards as specified in Chapter 4, complete the required number of credits and satisfactorily complete a graduation project. The following pages contain the revised program of studies for the Red Lion Area Senior High School for grades nine through twelve.

PROMOTION AND GRADUATION REQUIREMENTS
Class of 2020

Graduation from Red Lion Area Senior High School is based upon the completion of the credits listed below in addition to state standards and a graduation project.

Specifically, students must pass the following:

Four credits of English
Three credits of social studies
Three credits of mathematics
Three credits of science
A fourth credit in either social studies, math, or science
One credit of art or humanities (foreign language, family and consumer science, technology education, music, art, or agricultural education electives)
One credit of health
0.5 credit of Personal Finance during 11th or 12th grade
0.25 credit for Graduation Project
1.3 credit of physical education
6.4 elective credits

Students who have not completed all requirements prior to the date scheduled for graduation exercises may not participate in any graduation activities. (Baccalaureate, Commencement, etc.)

Students graduating in 2020 must earn **18.0 credits** for senior standing.

PROMOTION AND GRADUATION REQUIREMENTS
Class of 2021

Graduation from Red Lion Area Senior High School is based upon the completion of the credits listed below in addition to state standards and a graduation project.

Specifically, students must pass the following:

Four credits of English
Three credits of social studies
Three credits of mathematics
Three credits of science
A fourth credit in either social studies, math, or science
One credit of art or humanities (foreign language, family and consumer science, technology education, music, art, or agricultural education electives)
One credit of health
0.5 credit of Personal Finance during 11th or 12th grade
0.25 credit for Graduation Project
1.5 credit of physical education
6.2 elective credits

Students must earn **11.5 credits** for junior standing.

PROMOTION AND GRADUATION REQUIREMENTS
Class of 2022

Graduation from Red Lion Area Senior High School is based upon the completion of the credits listed below in addition to state standards and a graduation project.

Specifically, students must pass the following:

Four credits of English
Three credits of social studies
Three credits of mathematics
Three credits of science
A fourth credit in either social studies, math, or science
One credit of art or humanities (foreign language, family and consumer science, technology education, music, art, or agricultural education electives)
One credit of health
0.5 credit of Personal Finance during 11th or 12th grade
0.25 credit for Graduation Project
1.5 credits of physical education
6.2 elective credits

Students must earn **5.0 credits** for sophomore standing.

PROMOTION AND GRADUATION REQUIREMENTS
Class of 2023

Graduation from Red Lion Area Senior High School is based upon the completion of the credits listed below in addition to state standards and a graduation project.

Specifically, students must pass the following:

Four credits of English
Three credits of social studies
Three credits of mathematics
Three credits of science
A fourth credit in either social studies, math, or science
One credit of art or humanities (foreign language, family and consumer science, technology education, music, art, or agricultural education electives)
One credit of health
0.5 credit of Personal Finance during 11th or 12th grade
0.25 credit for Graduation Project
1.5 credits of physical education
6.2 elective credits

OPTIONS FOR COMPLETION OF PLANNED COURSES

Completion of the planned course content and the state standards may also be obtained by options established by the local school district. For the Red Lion Area School District, these options include:

1. **Course Completion**
   Satisfactory completion of planned courses with demonstrated achievement of state standards as determined by the principal in consultation with the teacher will indicate the achievement of said standards.

2. **Independent Study**
   Students may demonstrate achievement of state standards as a result of participation in an Independent study program, which was pre-approved by the high school principal.

3. **Summer Program**
   Students may demonstrate achievement of state standards as a result of participation in a summer study program, which was pre-approved by the high school principal.

4. **Other Educational Experiences**
   These procedures and policies shall include methods of assessing mastery of state standards and the requirement of the prior approval of the high school principal.

5. **Procedures for Students Planning for Foreign Study**
   Red Lion students planning to participate in a foreign study program will contact their guidance counselor to discuss the following prior to submitting a written request to the high school principal:

   - Sponsoring program
   - Location and length of foreign study
   - Required courses and credits

   A written proposal must be submitted to the building principal for approval at least six month prior to the beginning of the proposed study.

   Upon returning to Red Lion, students will receive credit for courses they successfully passed; however, grades will not be calculated into the GPA.

6. **Higher Education Courses**
   Under the following provisions, students may achieve state standards in higher education courses:

   a. High school students enrolled in an accredited institution of higher education, may, with the prior approval of the high school principal, receive credit for college courses when all of the following provisions are met:
      i. The course is taught at the college level and is recognized by the higher education institution as a credit-bearing course.
      ii. The student satisfactorily completes the requirements of the college course.
      iii. The record of the college course completion has been submitted by the higher education institution to the sending high school.
   b. Students may also leave high school prior to their senior year to attend accredited institutions of higher education on a full time basis under procedures and policies established by the superintendent and the board of school directors. The high school diploma will be awarded to these students upon successful completion of requirements set forth by the superintendent and board of school directors.

THREE OPTIONS FOR HIGH SCHOOL JUNIORS AND SENIORS

Option 1

Many colleges also offer early admissions to outstanding secondary school students who are qualified to enter college after having completed three years of secondary school, and who will receive their high school diplomas. These students must be both socially mature and academically prepared for a college experience. Students who wish to enter college full-time at the end of their junior year must work with the college admissions office for details on admissions and program requirements.

Option 2 - **Dual Enrollment Program**

The Dual Enrollment program offers students with junior and senior status the opportunity to receive college credit and high school credit concurrently. Red Lion has partnerships with Penn State York, York College, Thaddeus Stevens, Penn College of Technology, PA College of Health Sciences and Harrisburg Area Community College, York Campus. Students accepted by one of the partner institutions enroll in a college course, and in addition to receiving college credit upon successful completion of the course, also receive high school credit. For example, students who successfully complete a freshman level college English class would also receive a high school credit for senior English. Detailed information regarding Dual Enrollment opportunities are available in Guidance.

Option 3 - **Red Lion Area Senior High School College in the High School**

Harrisburg Area Community College in the High School program enables qualified, motivated, capable high school students to enroll in college-level courses that are taught by HACC adjunct professors in Red Lion Area High School. College in the High School students earn dual enrollment credits from both HACC and Red Lion Area Senior High School that satisfy high school graduation requirements and become part of the student's permanent HACC record. These credits can count toward a HACC degree or can be transferred to a number of colleges and universities.

HOW COLLEGE IN THE HIGH SCHOOL WORKS

- HACC and Red Lion Area Senior High School identified courses that RLASHS may offer to qualified, capable students.
- Courses are taught by RLASHS staff members who are also certified and approved to be members of the HACC adjunct faculty.
- At the end of the course, the student receives a grade for the course which will be reflected on the RLASHS transcript.
- Students must complete HACC registration requirements, and pay related fees, for HACC to award credits.
- HACC transcripts must be obtained from HACC at the completion of the course.

WHY SHOULD YOU PARTICIPATE IN THE COLLEGE IN THE HIGH SCHOOL PROGRAM?

- Courses are offered at RLASHS; students do not leave campus during the school day.
- Courses are offered at a significantly reduced tuition rate.
- Courses provide HACC college credits which have a high rate of successful transfer to other colleges and universities.
- Students have access to HACC facilities, including the library and learning center.
- Completing College in the High School credits gives college bound students a head start and eases the transition from high school to college.
- Exposure to college level coursework and grading practices may help undecided students develop post-secondary plans.

Red Lion offers the following College in the High School classes:

COLLEGE IN THE HIGH SCHOOL – PRINCIPLES OF ACCOUNTING 1 (Grades 11-12)
COLLEGE IN THE HIGH SCHOOL – INTRODUCTION TO BUSINESS (Grades 11-12)

ADVANCED PLACEMENT

The Advanced Placement program provides an opportunity for students to pursue college-level studies while still in high school. Through this program students may earn credit, advanced placement, or both, for college. Students may participate in the Advanced Placement program by registering for the exams, which will be administered at Red Lion. Students are not required to take the exams.

Any student who is interested in participating in Advanced Placement should talk with his/her counselor. Students may enroll in the Advanced Placement courses based on past academic performance, and teacher recommendation.

Red Lion offers the following Advanced Placement (AP) courses:

Calculus	Grade 12
Statistics	Grades 11 and 12
English Literature and Composition	Grade 12
Biology	Grades 10-12
Chemistry	Grades 11 and 12
Environmental Science	Grades 11 and 12
Physics 1	Grades 11 and 12
Physics 2	Grades 11 and 12
Physics C	Grade 12
European History	Grades 10-12
Psychology	Grades 11 and 12
United States Government and Politics	Grades 10-12
United States History	Grades 10-12

GIFTED PROGRAMS

RLASD Gifted Program Philosophy

Our mission is to cultivate and support the intellectual, social, and emotional needs of the gifted student by providing challenging educational opportunities that focus on critical and creative thinking and allow interaction among intellectual peers.

The Team Approach to Meeting the Needs of the Gifted Student

Gifted Education is a shared responsibility between the classroom teacher, the gifted teacher, guidance, administration, the parent, and the student. Students are especially encouraged at this level to have a direct role in the development, monitoring and fulfillment of their goals.

General Information: The Senior High Gifted Support Program is not a scheduled class. Students who are in the Gifted Support Program will be offered opportunities to meet their intellectual needs through scheduling, enrichment, and individualized support.

Annual Gifted IEP (Individualized Education Program) Updates

- Present Levels of Educational Performance (summary of student's performance)
- Individualized Goals and Outcomes (based on the student's identified strengths and needs)
- Specially Designed Instruction (how needs will be met)
- Progress Monitoring

Gifted Program Goals

- To provide a flexible learning environment conducive to addressing individual needs, interests, concerns and ideas.
- To assist the student in recognizing, appreciating, and enhancing individual abilities.
- To provide the opportunity to use and develop complex thinking processes through varied learning experiences.
- To promote higher order thinking within and across subject areas and to encourage application to real world tasks.
- To address the affective, cognitive, creative and independent needs of the student.
- To promote self-advocacy and actively involve the student in the learning process by helping him/her to recognize the role of personal responsibility in achieving educational success.
- To promote personal pride, opportunity for self-initiated growth, and lifelong learning.

Components of the Gifted Program

- **Extended Thinking in the Regular Classroom:** Provide differentiation within the regular classroom curriculum using ***Learning Focused Schools*** a model of instruction that allows for extending thinking opportunities to be built in to regular classroom planning and instruction.
- **Pull out program**-Provides the opportunity for gifted support students to meet with intellectual peers for: enrichment, acceleration, expansion of regular education curriculum by depth and/or complexity, further development of critical thinking skills and complex thinking skills, addressing individualized interests and needs.
- **Push in component**- working in the classroom with the regular classroom teacher to provide differentiated instruction, flexible grouping, and support within the classroom environment on an as-needed basis.
- **Opportunities for acceleration and advanced coursework**.
- **Opportunities for independent study and student designed learning**.

Senior High Gifted Support Classroom Offers:

- Opportunity to meet with intellectual peers for enrichment, group discussions and debate, study groups, or small group activities
- Opportunity for individualized support
- Opportunity for student selected, self-directed, or independent learning activities
- Guest Speakers
- College and Career Planning
- Competitions and Extracurricular Opportunities (i.e. Brain Busters, Mock Trial, Robotics, and Model UN)

Gifted Support Pullout Instruction ("Seminar")

Each year, the gifted support guide for instruction is divided into 4 areas: Affective, Cognitive, Creative, and Independent Study. Many areas of gifted support instruction mesh with the regular education curriculum through the extended thinking component in the Learning Focused Schools model for instruction.

This year, the focus of gifted instruction in the district may include--but is not limited to--

- **Invention**
- **Non-Verbal Communication**
- **Self-Advocacy**
- **Leadership**
- **Learning Styles/Personality Assessment/Career Studies**
- **Discussion & Debate**
- **Drama**

ONLINE COURSE OFFERINGS

Online courses are only available to students who cannot schedule all requested courses during the regular school day.

An expanded number of courses are available to students with scheduling conflicts. These online courses are offered through a learning management system called Moodle and are taught by Red Lion Area Senior High School teachers. The online courses offer the same curriculum content as traditional courses with the only difference being in the mode of content delivery.

Students who enroll in an online course will be required to return a signed student/parent contract defining student and parent expectations. If you choose to take a course in the online format, the student and parent will need to become familiar with the student expectations. Students who enroll in an online course may be assigned an online homeroom.

The following courses will be available in the online format for the 2019-2010 school year, providing there is adequate enrollment:

COURSE NAME	WEIGHT	CREDIT
Online College Prep English 3	1.1	1.0
Online 21st Century Skills	1.0	0.5
Online College Prep American History	1.1	1.0
Online College Prep World History	1.1	1.0
Online College Prep American Government & Economics	1.1	1.0
Online Sociology 1	1.0	0.5
Online Psychology	1.05	0.5
Online Current Issues	1.0	0.5
Online Art History	1.0	0.5
Online World Religious Systems	1.0	0.5
Online Cultural Impact of Sports in America	1.0	0.5
Online Presidential History	1.0	0.5
Online Apps for Mobile Devices	1.05	1.0
Online Personal Finance	1.0	0.5
Online Healthy Living	1.0	0.5
Online Health and Wellness	1.0	0.5
Online Latin 1	1.05	1.0
Online Latin 2	1.1	1.0

Important Note: *Students who enroll in an online course will need to have computer access for completion of online course requirements. While the student may be able to complete some required work on a school computer during the school day, easy access to a home or community library computer is essential for success of the online learner. Also, please note that a dial up Internet connection will cause some limitations on use of Moodle, Schoology and Google Classroom features. It will be important for the student to plan accordingly for accessing a computer with high speed Internet access for some of the assigned course requirements.*

CAREER EXPLORATION PROGRAMS

High school students in grades 10-12 interested in learning about career opportunities in a variety of fields are given an opportunity to apply to a county-wide mentoring program at the beginning of the school year. Students are encouraged to participate in one or more programs sponsored in conjunction with the YCAL (York County Alliance for Learning), business partners, and community organizations. Students who are accepted into this program, through an application process, work side-by-side with York County professionals who offer hands-on experiences, field trips, tours, and networking opportunities in their respective fields of discipline, interest, and study.

In addition to meeting the program's selection criteria of applications and essays, the student must:

- Be a member of the Sophomore, Junior or Senior Class in good academic standing
- Be able to provide own transportation to and from monthly meetings held throughout York County (late afternoon/early evening)
- Possess a strong interest and desire to study and learn independently of our school setting
- Be self-disciplined and committed to fulfilling this commitment
- Be able to work well with others and productively as a team member
- Be willing to complete work outside of monthly program meetings, if necessary
- Be willing to attend all scheduled program meetings

Our students will learn career and work skills. Students will be guided by professional mentors as they delve into a variety of career fields. They will be exposed to actual work environments since all programs are conducted at local businesses. Students will be part of a team, will participate in hands-on activities, will have opportunities to take field trips, and will have an opportunity to network, learn, and grow as they are exposed to various disciplines within a particular career field. All career exploration programs make excellent additions to a students' resume and/or portfolio. In addition, these experiences may lead to scholarships, internships, and future employment.

Students generally meet with their mentors one or two times per month for a 2-hour session. The programs meet monthly beginning in October and have culminating projects, presentations, contests, and awards during the spring.

The following mentoring programs may be available:

Accounting
ACE Design
ACE Trades
Actuarial Sciences
Agriculture
Arts
Culinary
Entrepreneurship
Financial Services
Health Care Management
Hospitality and Business
Human Services
Information Technology
Insurance
Law
Manufacturing
Medical Assistant

**Interested students may contact the Career Center or their guidance counselor for additional information.

SHADOWING

A student will be able to follow a person through a portion of his/her workday to observe the skills and abilities that must be utilized to be successful on the job. If a student is interested in shadowing a person in a specific career area, he/she will need to complete a shadowing request form in the Career Center. After a shadowing appointment has been made, the student will be given the date, time and location of the appointment; a list of guidelines to be followed; a permission slip to be signed by a parent; a list of questions to be directed to the person shadowed; and an evaluation form to be completed after the shadowing experience. All transportation must be provided by the student or the student's parent. *Shadowing experiences are not counted as absences, provided the proper procedure (listed above) is followed.* **THIS IS AN EXCELLENT WAY TO COMPLETE ONE OF THE OPTIONS FOR THE GRADUATION PROJECT.**

RED LION AREA SENIOR HIGH SCHOOL
GRADUATION/CAREER PROJECT GRADE LEVEL CHECKLIST

A student **MUST** complete the following core and elective activities each school year as part of the Red Lion Area School District's mandated graduation/career project.

GRADE 9

CORE: ALL REQUIRED

• O*NET Career Interest Inventory	Guidance Department
• Academic Plan	Guidance Department
• Career Interview	English Class

GRADE 10

CORE: ALL REQUIRED

• O*NET Career Interest Inventory	Guidance Department
• Review and update of Academic Plan	Guidance Department
• Career Interview	English Class

GRADE 11

CORE: ALL REQUIRED

• Review and update of Academic Plan	Guidance Department
• Big Future/College Board Post-Secondary Planning	Guidance Department

GRADE 12

CORE: ALL REQUIRED

• Cover Letter and Resume	Personal Finance class
• Mock Job Interview (November)	Career Center

In addition to the **Required Core** activities listed above, each student must choose elective activities from the list below. **Students MUST complete five total elective activities.** It is strongly recommended that one elective activity be completed by the end of the freshman year, a total of three elective activities be completed by the end of the sophomore year, and all five elective activities be completed by the end of the junior year.

ELECTIVE ACTIVITIES:

- Career/academic summer camp participation
- Career Exploration Program/YCAL participation – day and monthly programs (10th – 12th grade only)
- Classroom project/guest speaker (career-related)
- College Fair attendance – October / York College of Pennsylvania
- Executive Council Member, Mini-THON Committee Member, Student Council Club Member
- Pre-Apprenticeship Program – Construction and Manufacturing Technician (12th grade only)
- Shadowing Experience
- PSAT test
- ACT test
- SAT test
- ASVAB test
- NOCTI test
- Visit to post-secondary institution
- Volunteer opportunities (minimum of 10 total hours; may be at different organizations)
- York County School of Technology part-time Career Program (11th and 12th grade only)
- Penn College dual enrollment
- Thaddeus Stevens College of Technology enrollment (12th grade only)

Students will earn 0.25 credits for completion of the Graduation/Career Project. This grade will be reflected on the January report card of the student's senior year.

The documentation for all elective activities is available in the Career Center or online at: www.rlasd.net/careercenter.

8/31/2018

GRADING/GPA

Grade Point Average and Class Rank

Grade point average and class rank are calculated using courses completed in grades 9-12. Class rank is determined by a cumulative weighted grade point average. The weighted grade point average is computed by the final grade in all subjects for which credited is awarded, excluding those that fall under Credit Exploration. As of the 2014-2015 school year, in an effort to communicate student achievement precisely and consistently on the secondary level, the following percentage grading system with a letter grade equivalency for GPA calculation and a 4.0 weighted grade point will be utilized in ninth grade, tenth grade, eleventh grade and twelfth grade.

	Grade	Value I (1.0)	Value II (1.05)	Value III (1.1)	Value IV (1.2)	Value V (1.3)
Outstanding	97-100 (A+)	4.67	4.90	5.14	5.60	6.07
Achievement	93-96 (A)	4.33	4.55	4.76	5.20	5.63
	90-92 (A-)	4.00	4.20	4.40	4.80	5.20
High	87-89 (B+)	3.67	3.85	4.04	4.40	4.77
Achievement	83-86 (B)	3.33	3.49	3.66	4.00	4.33
	80-82 (B-)	3.00	3.15	3.30	3.60	3.90
Satisfactory	77-79 (C+)	2.67	2.80	2.94	3.20	3.47
Achievement	73-76 (C)	2.33	2.44	2.56	2.80	3.03
	70-72 (C-)	2.00	2.10	2.20	2.40	2.60
Minimal	67-69 (D+)	1.67	1.75	1.84	2.00	2.17
Achievement	63-66 (D)	1.33	1.39	1.46	1.60	1.73
	60-62 (D-)	1.00	1.05	1.10	1.20	1.30
Unsatisfactory	59 below (E)	0.00	0.00	0.00	0.00	0.00

Students are ranked for all subjects in grades nine through twelve. This is calculated on a relative scale of 1.3 for Advanced Placement courses, Dual Enrollment courses, and College in the High School courses; 1.2 for advanced and honors courses; 1.1 for college preparatory courses; 1.05 for specific electives; and 1.0 for comprehensive courses open to everyone. Course weights are listed throughout the curriculum guide next to each course.

The academic school year closes at the end of the last student day of the school year. GPA and class rank for that academic year will be calculated based on the student's grades at the end of the academic year. Students will be placed in homerooms based on credits earned at this time. Summer school grades, Keystone incentives and any other grade changes or credits shall be applied to the following school year. The cumulative GPA will be updated at the end of the first marking period; no new report card will be re-issued. Marking period and cumulative weighted grade point average calculation worksheets are available in the Guidance Office and posted on the Guidance webpage.

CREDIT EXPLORATION DESCRIPTION

Red Lion Area Senior High School has implemented a Credit Exploration option in an **effort to encourage students to take classes of interest** without having these classes negatively impact their Weighted Grade Point Average, which is used to calculate class rank. Students are only permitted to apply for two exploration credits – one their junior year and one their senior year**. A student's final grade for an exploration course will still factor into his/her Unweighted GPA. The grade and credit for the exploration course will still be reflected on the student's report card and transcript.**

CREDIT EXPLORATION PROCEDURE

Any student interested in utilizing Credit Exploration should pick up an application with additional information in the guidance office. The application must be signed by student, parent, teacher of the exploration class and counselor. Upon receipt of the application, a conference will be scheduled. The grade and credit for the exploration course will still be reflected on the student's report card and transcript.

SCHEDULE CHANGE PROCESS

1. Course change process

   Schedule adjustments are made only under the following conditions:

   - Student is misplaced.
   - Teacher recommends a level change within the same curriculum.
   - All student-initiated scheduling changes must occur prior to June 27, 2019.

   Students may not drop a course and replace it with a study hall or alternate class.

2. **ALL STUDENTS ARE REQUIRED TO MAKE AT LEAST TWO ALTERNATE COURSE SELECTIONS.**

3. Classes will be scheduled when class sizes are large enough to warrant them. An insufficient number of enrolled students will necessitate dropping the course from the schedule and replacing with alternate selections.

4. All students in grades 9, 10, and 11 must be scheduled for no less than 6.5 credits. Seniors must be scheduled for no less than 5.25 credits.

5. In order to be promoted to the next grade level status, a student must earn:
   - 5.0 credits to be a sophomore;
   - 11.5 credits to be a junior;
   - And 18.0 credits to be a senior.

AGRICULTURAL EDUCATION

Agriculture students are eligible for up to **9 free credits at Delaware Valley College if they complete the agriculture curriculum.*

INTRODUCTION TO AGRICULTURAL SCIENCE (Grades 9-11)
Weight 1.0 Credit 1 -- year
This course is an overview of the agriculture industry which will include the study of animals, poultry, plant and soil science, and FFA/Leadership. Career opportunities in the agricultural industry will also be explored. Emphasis will be placed on learning to use the project record book to keep records of a livestock, crop, work experience or an agriculture-related project. Personal leadership development through the FFA is emphasized.

AGRICULTURAL BUSINESS MANAGEMENT (Grades 10-12)
Weight 1.0 Credit 0.5 -- semester
Areas of instruction will include planning and operation of an agricultural business which includes employer-employee concerns, farm law and government in agriculture, business operation principles, financing, contracts and agreements, record analysis, marketing practices, insurance, taxes, and labor laws.

WELDING & EQUIPMENT MAINTENANCE (Grades 10-12)
Weight 1.0 Credit 0.5 -- semester
The course provides the opportunity for the development of your skills in actual welding of metals using electric arc, oxyacetylene, MIG and TIG welding equipment. General equipment maintenance will also be discussed and performed.

SMALL GASOLINE ENGINES (Grades 10-12)
Weight 1.0 Credit 0.5 -- semester
Instruction on how the engine on lawn mowers, garden tractors, chain saws and other outdoor power equipment operates. Students will complete laboratory work to understand and practice how to diagnose, tune, repair, and perform a complete overhaul of a small gasoline engines. Work in the laboratory will be documented using the state SAE.

INTERNAL COMBUSTION ENGINES AND VEHICLE SYSTEMS (Grades 10-12)
Weight 1.0 Credit 0.5 – semester
Prerequisite: Small Gasoline Engines
Learn how to repair your tractor, car or truck. This course will involve principles of engine operation (including diesel), troubleshooting, maintenance and servicing. Students will be exposed to electrical, brakes, fuel, exhaust, steering and other vehicle related systems. Actual work on student vehicles during class is expected. All coursework will be documented in the state approved SAE books.

ANIMAL SCIENCE (Grades 10-12)
Weight 1.05 Credit 0.5 -- semester
This course includes selection, feeding and care of livestock. Breeding reproduction, and maintaining of health to produce the food, fiber and recreation for mankind will be included.

ADVANCED ANIMAL SCIENCE (Grades 10-12)
Weight 1.1 Credit 0.5 -- semester
Prerequisite recommendation: Animal Science or prior approval by Agriculture teacher.
Advanced Animal Science is a must for any student wishing to enter into an animal science or **veterinary degree** field. Students will continue the course of study from Animal Science to explore genetics, reproduction, health and safety, veterinary skills and production of animals. Students will be able to choose an animal of their liking to complete the hands-on labs and activities. ***This course meets the criteria to fulfill a science graduation credit requirement.***

AGRICULTURAL PRODUCTS (Grades 10-12)
Weight 1.0 Credit 0.5 -- semester
Students will take a hands-on look at the foods they eat every day. The science behind food preparation, food animal/crop management, food safety and handling will be discussed throughout the semester.

SOIL AND PLANT SCIENCE (Grades 10-12)
Weight 1.05 Credit 0.5 -- semester
Prerequisite recommendation: Introduction to Agriculture Science or prior approval by Agriculture teacher.
Through this hands-on course students will explore plant biology and physiology as well as soil structure and function in relation to agriculture. This course also provides students with skills to enter into the field of landscaping.

ADVANCED SOIL & PLANT SCIENCE (Grades 10-12)
Weight 1.1 Credit 0.5 -- semester
Prerequisite recommendation: Introduction to Agricultural Science AND Soil and Plant Science or prior approval by Agriculture teacher.
This course will provide students with an opportunity to develop skills for landscape design and plant selection. The students will learn about the importance of landscaping, plant identification/selection, installation and maintenance, and landscape diseases and pests that are common in the northeastern United States. ***This course meets the criteria to fulfill a science graduation credit requirement.***

AGRICULTURAL RESOURCE MANAGEMENT (Grades 10-12)
Weight 1.0 Credit 0.5 – semester
This course explores our natural resources. Through hands-on activities and use of the nature trail, students will learn about conservation and management of soil, water, air, wildlife, and forests and other natural resources.

AGRICULTURAL MECHANICS (Grades 10-12)
Weight 1.0 Credit 0.5 -- semester
This course will take the student through a variety of agriculture mechanics/shop areas to give them an opportunity to try several different shop options. The various areas of study will include shop planning and layout, plumbing, electricity and electrical wiring, and concrete masonry.

SUPERVISED AGRICULTURAL EXPERIENCE AND RECORD KEEPING (Grades 9-12)
Weight 1.0 Credit 1 -- year
This will be an independent study course which will allow the student to maintain FFA membership without a set agriculture class. They will be responsible for completing a SAE Record Book corresponding to their projects. This course may be repeated for credit one time.

ADVANCED SUPERVISED AGRICULTURAL EXPERIENCE AND RECORD KEEPING (Grades 11-12)
Weight 1.0 Credit 1 -- year
Prerequisite recommendation: Two (2) years of Supervised Agricultural Experience and Record Keeping.
This independent study course will continue the formatting of the Supervised Agriculture Experience Course. While expanding students' knowledge of recordkeeping through their independent projects they, will also gain skills through research projects and completion of awards applications. This course may be repeated for credit one time.

AGRIBUSINESS WORK EXPERIENCE (Grade 12) Fall, one period
AGRIBUSINESS WORK EXPERIENCE (Grade 12) Spring, one period
AGRIBUSINESS WORK EXPERIENCE (Grade 12) Fall, two periods
AGRIBUSINESS WORK EXPERIENCE (Grade 12) Spring, two periods
Weight 1.0 Credit 0.5 – semester
Prerequisite recommendation: Introduction to Agricultural Science or prior approval by Agriculture teacher.
During periods six and/or seven of each school day, students will be placed in supervised work experiences on farms, in agribusiness related occupations, or occupations where the skills learned in agricultural education will be useful for gainful employment. In this program, students gain actual on-the-job experiences, an understanding of employee-employer work relations and demands, and an appreciation for business organization and operation. Students will be required to maintain records on their supervised agricultural experience projects.

ART

The following policy statements apply to students electing art courses:

- Sophomores and juniors desiring to take an Art Level 2 course must have completed Introduction to Art or Art 1 Fundamentals with at least a "C" average.
- A senior may elect any art level 2 course without taking Art 1 Fundamentals or Introduction to Art.
- Juniors and seniors desiring to take an Art level 3 courses must have completed an Art level 2 course and earned at least a "B" average.

Students are also encouraged to provide various tools which will enable them to develop work outside of the classroom.

LEVEL 1
(Grades 9-11)

INTRODUCTION TO ART (Grades 9-11)
Weight 1.0 Credit 0.5 -- semester

This course is designed to explore a wide range of art experiences. The major emphasis of this studio course is the development of basic drawing skills along with the study of art history and art appreciation. It is our intention to provide the student with a background in the language of art. Artwork will be required to be completed in and out of the classroom. An artist journal is required for this course.

ART 1 FUNDAMENTALS (Grades 9-11)
Weight 1.0 Credit 1 -- year

This is a full year course divided into four general units designed to afford the student an opportunity to explore as wide a range of media and processes as possible. The student will also learn to use various art tools and concepts, which will enable him/her to create meaningful and useful forms of art. The course will include a variety of visual aids, and a great variety of studio work, to give the student a well-rounded background in the language of art. The four units to be explored are: art history, art criticism, fine art, and commercial art. Art work will be required to be completed in and out of the classroom. An artist journal is required for this course.

LEVEL 2
(Grades 10-12)

Prerequisite recommendation: Students in grades 10 and 11 must have successfully completed Art Level 1 with at least a "C" average or a portfolio review by the perspective student and instructor.
This is the second year art level comprised of four semester courses which may be elected in any sequence.

CERAMICS 1 (Grades 10-12)
Weight 1.0 Credit 0.5 -- semester (see prerequisite for Art 2)

This is a studio course designed to explore more advanced forms of clay work than previously covered in Art 1. Areas of concentration will be hand-built pottery, modeling, and throwing on the potter's wheel. The course will also include an in-depth study of glazing and firing processes. Art will be required to be completed in and out of the classroom.

SCULPTURE 1 (Grades 10-12)
Weight 1.0 Credit 0.5 -- semester (see prerequisite for Art 2)

This is a studio course designed to explore more advanced forms of sculpture than previously covered in Art 1. The course gives the student certain basic design criteria for evaluating good sculpture and then provides the opportunity for the student to produce his own works. Clay, paper mache, plaster, cardboard and other materials will be used in creating abstract and realistic sculptures. Artwork will be required to be completed in and out of the classroom.

DRAWING (Grades 10-12)
Weight 1.0 Credit 0.5 -- semester (see prerequisite for Art 2)
This is a studio course designed to further develop the student's ability to draw. Emphasis is placed on developing a deeper knowledge of the language of Art. Anatomy, portraiture, landscape and still life drawing are a few of the subjects explored. The media to be employed will consist of pen and ink, graphite, pastels, and marker. Required artwork will need to be completed both in and out of the classroom.

PAINTING (Grades 10-12)
Weight 1.0 Credit 0.5 -- semester (see prerequisite for Art 2)
This is a studio course which will stress the development of personal painting technique and styles. The subject matter will be both traditional and abstract. Emphasis is placed on developing a deeper knowledge of the language of art. The media consists of watercolor, tempera and acrylic. Required artwork will need to be completed both in and out of the classroom.

LEVEL 3
(Grades 11-12)

Prerequisite recommendation: These are third year art level courses. A student must have completed Art Level 2 earning at least a "B" before enrolling in the following courses.

ADVANCED DRAWING AND PAINTING (Grades 11-12)
Weight 1.1 Credit 0.5 -- semester
Prerequisite recommendation: The student must have completed Drawing and/or Painting with at least a "B" average.
This is a course intended to reinforce basic skills and stress advance development in personal techniques. Experimentation with new concepts and media is encouraged. A strong importance is place on personal and professional growth. Required artwork will need to be completed both in and out of the classroom.

CERAMICS 2 (Grades 11-12)
Weight 1.1 Credit 0.5 -- semester
Prerequisite recommendation: Student must complete Ceramics 1 with a "B" or higher.
This is a studio course designed to stress the advanced development of ceramic hand building techniques, glazing techniques, history, aesthetics, and criticism. Allowing prior ceramic skills learned in Ceramics 1 to drive the student to grow his/her hand building, wheel throwing, glazing, and firing techniques. Art will be required to be completed in and out of the classroom.

SCULPTURE 2 (Grades 11-12)
Weight 1.1 Credit 0.5 -- semester
Prerequisite recommendation: Students must have completed Sculpture 1 with at least a "B" average.
This studio course is designed to explore advanced forms of sculpture. Wood, metal, stone, and found objects are some of the materials students will explore while creating abstract and realistic sculpture. Students will be required to provide various tools and outside materials for this course (examples include drills and saws). Artwork will be required to be completed in and out of the classroom.

LEVEL 4
(GRADES 11-12)

Prerequisite recommendation: These are fourth year art level courses. A student must have completed combination of Art Level 2 and Level 3 courses while maintaining a "B" before enrolling in the following courses. An interview with either the 2-D or 3-D instructor, prior to enrolling in either course, is strongly encouraged.

COLLEGE PREP & INDEPENDENT STUDY 2-D (Grades 11-12)

Weight 1.2 Credit 0.5 -- semester

Prerequisite recommendation: The student must have completed either combination of Art Level 2 Drawing or Painting and Art Level 3 Advanced Drawing and Painting with a minimum "B" average.

This course is designed to prepare the student to develop strategies to further their education in the field of Art and/or to prepare the student to enter the work force. Attention and stress are placed upon advance development in personal techniques. Experimentation with new concepts and media is encouraged. Importance is placed on personal and professional growth. Required artwork will need to be completed both in and out of the classroom.

INDEPENDENT STUDY 3-D (Grades 11-12)

Weight 1.2 Credit 0.5 -- semester

Prerequisite recommendation: Student must complete either combination of Sculpture 1 & 2 or Ceramics 1 & 2 with a "B" or higher.

This is a studio course designed to prepare serious art students to further their skills and understanding of 3-D components, materials and artists. This course provides strategies for the students to study 3-D production at the college level. Students will create works of art based on their own choice of mediums, styles and size. Artwork will be required of students in and out of the classroom.

BUSINESS EDUCATION

CONCEPTS OF BUSINESS (Grades 9-12)
Weight 1.0 Credit 0.5 -- semester
This course is appropriate for all academic and grade levels as practical business life skills experienced in everyday life are explored. Learn today – use/implement today! This course is focused on the ever-changing world of business and includes such topics as economics, forms of business ownership, entrepreneurship, business communications, employee benefits, and general office duties.

BUSINESS MANAGEMENT (Grades 10-12)
Weight 1.05 Credit 0.5 -- semester
This course will enhance your business skills and knowledge by learning principles and techniques needed to help you succeed in today's global environment. Topics include managerial levels, roles, and responsibilities. In addition, information on organizing, staffing, developing and leading employees and making decisions for a business will be covered. Diversity in the workplace, ethics, conflicts and stress, and the link between business and community will complete this course.

PERSONAL FINANCE (Grades 11-12) *This class is also offered online – see page 15*
This course is a graduation requirement.
Weight 1.0 Credit 0.5 -- semester
Financial skills to last you a lifetime! In the class, you will learn to properly maintain a checkbook as well as various forms for banking, payroll and budgeting, preparing a 1040EZ tax form, learning how to use a credit/debit card wisely, and tips on buying a home, car, and adequate personal insurance are just some of the many topics that we will touch upon in this course. Problem solving exercises have specific concepts designed for the workplace and everyday life. **This course is a graduation requirement.**

ELEMENTARY ACCOUNTING (Grades 10-12)
Weight 1.0 Credit 1 -- year
This course adds another skill to your resume. Accounting is important if you would like an entry-level position in any business-related field or if you plan to attend a two-year or four-year school for business. Even if business is not in your career plans, the material you learn will be of personal use – you will be learning a life skill! Elementary Accounting will give you a solid background in accepted accounting concepts. You will study the accounting cycle for sole proprietorships and corporations. During the course, you will complete projects and simulations both manually and electronically.

COLLEGE IN THE HIGH SCHOOL – PRINCIPLES OF ACCOUNTING 1 (Grades 11-12)
Weight 1.3 Credit 1 – semester
Prerequisite: Students must take the reading comprehension and math portions of the HACC placement test.
Earn four (4) college credits, through HACC, while being introduced to generally accepted accounting principles as they pertain to external financial reports. The accounting cycle, accounting systems, theories and policies relative to asset valuation, liability measurement, and income determination are presented. Emphasis is placed on accounting for sole proprietorships and partnerships. Students taking this course will be responsible for purchasing the Accounting workbook, since they will be able to keep the workbook after completing this course. If this purchase presents a hardship, please contact your guidance counselor. ***College credit available through HACC, please see page 12 for specific requirements.***

COLLEGE IN THE HIGH SCHOOL – INTRODUCTION TO BUSINESS (Grades 11-12)
Weight 1.3 Credit 1 -- semester
Prerequisite: Students must take the reading comprehension portion of the HACC placement test.
Earn three (3) college credits, through HACC, while being introduced to the broad field of business. This course covers an overview of the characteristics, theories, concepts, and functions of business. Students are provided with the basic frameworks (for further study) for the fields of management, marketing, accounting, finance, human resources, labor relations, business law and ethics, and economics. They are challenged to develop critical thinking skills and to recognize the basic components of any business and how each part interrelates in a global environment. ***College credit available through HACC, please see page 12 for specific requirements.***

COMPUTER APPLICATIONS (Grades 9-12)

Weight 1.0 Credit 0.5 -- semester

Improve your computer skills using MS Office and various internet tools. Microsoft Office is one of the most popular integrated software programs on the market today. Students taking Computer Applications will learn the basic skills and intermediate features of three of the four programs contained in the MS Office suite. These components are a slide presentation program (PowerPoint), a database program (Access), and a spreadsheet program (Excel). These skills will enhance your ability to complete school-related assignments as well as become a desirable candidate for employment. Virtually all business tasks can be performed with programs in this suite. No previous computer experience necessary.

ADVANCED COMPUTER APPLICATIONS (Grades 9-12)

Weight 1.1 Credit 0.5 -- semester

Prerequisite recommendation: Successful completion of Computer Applications with a "C" or better.

In this class, students build upon their knowledge of Microsoft Office by learning the advanced features of each program. In addition, web-based programs will be used to enhance curriculum. Self-paced activities will teach critical thinking while reinforcing the skills already learned. These skills will enhance your ability to complete school-related assignments as well as become a desirable candidate for employment.

WEB PAGE DESIGN (Grades 10-12)

Weight 1.05 Credit 0.5 -- semester

Put some WOW in your web page! Do you know how to create a roll-over button? Web Page Design will teach you this and more. Don't worry if you don't have any previous web page design experience; we will start with the basics and move on to the more advanced features. Adobe Dreamweaver will be used for the class.

PERSONAL LAW (Grades 10-12)

Weight 1.05 Credit 0.5 -- semester

A study of the law will enable students to make better informed decisions about their lives.
Personal Law is designed to help students realize that an understanding of the law can help them at home, at work, and in everyday life. Laws change and emerge and ultimately affect everyone. In today's complicated society, some knowledge of the legal system is a necessity, whether it concerns crime, civil wrongs, ethics, the rights of minors, or court room procedures.

MARKETING (Grades 10-12)

Weight 1.0 Credit 0.5 -- semester

In this project-based course, explore the world of advertising, retail sales, and marketing integration. Become an entrepreneur by developing a product/marketing plan that will include packaging, pricing, promoting, and selling a unique product. Design your own retail store using computer design programs and create projects to learn about the many facets of the marketing world.

WORD PROCESSING APPLICATIONS (Grades 9-12)

Weight 1.0 Credit 0.5 -- semester

Improve your keyboarding skills so you can become a more efficient computer application user while creating informational materials found in business and industry. The purpose of this course is to develop basic keyboarding skills, which consist of the fluent manipulation of letter keys, figure/symbol keys, and command keys. You will then utilize basic and intermediate formatting skills to arrange, place, and space copy according to accepted standards for professional documents. The students will work on a computer using Microsoft Word and Micro Type 5.

COMPUTER ANIMATIONS (Grades 10-12)

Weight 1.05 Credit 0.5 -- semester

Attention to detail, self-driven, creative, these are the qualities students will use to succeed in this courses. A basic framework for drawing and designing illustrations will be established. Students will additionally bring that artwork to life. Students will explore a wide variety of animations related content. Techniques used in the field, potential careers in animations, and much more will all be included in this computer-intensive course.

DIVERSIFIED OCCUPATIONS

JOB-SEEKING/CHANGING SKILLS (formerly known as DOC, Diversified Occupations) (Grade 12)
Weight 1.05 Credit 1 – CLASSROOM / Credit 1 – WORK-BASED CREDIT

The Diversified Occupations Program is a one-year program offered to seniors who are eligible for employment for a minimum of 15 hours per week, for a minimum of 150 school days, in a state-approved career and technical pathway. This program will enable students to develop career competencies while working at a job placement site, as well as gaining general career, technical, and safety instruction in the classroom. Students enrolled in the DO program will receive one credit upon satisfactorily completion of their classroom instruction and one credit upon satisfactory completion of their work based placement. All work based placements will be matched to a state-approved career and technical program of student that best matches the student's career and/or professional field of interest. Students must provide their own transportation to and from the job training site.

JOB-SEEKING/CHANGING SKILLS CLASSROOM CREDIT (Grade 12)
This course MUST be taken concurrently with DIVERSIFED OCCUPATIONS WORK-BASED CREDIT

JOB-SEEKING/CHANGING SKILLS WORK-BASED CREDIT (Grade 12)
This course MUST be taken concurrently with DIVERSIFIED OCCUPATIONS CLASSROOM CREDIT

EDUCATION INTERNSHIP (Fall) (Grade 12)
EDUCATION INTERNSHIP (Spring) (Grade 12)
Weight 1.05 Credit 0.5 – semester
Prerequisite recommendation: 2.5 Weighted Cumulative GPA
EI (Education Internship) will provide students with an opportunity to participate in an eighteen-week career exploration experience. Students will observe; shadow and conference with teachers; assist with interventions; and plan, develop, and teach lessons at the elementary level. Students choosing to sign up for two semesters of internship must clearly differentiate their fall and spring placements between K-3 and 4-6. Due to the building schedules of our elementary schools, students who are enrolled in Education Internship will have their day end at 3:15 pm. Additionally, students enrolled in Education Internship, must provide their own transportation.

EXCEPTIONALITIES AND SERVICE LEARNING (EaSL) (Grades 9-12)
Weight 1.0 Credit 0.25 – semester
This course is designed to provide students with sufficient knowledge and skills needed to serve as peer supports for students with disabilities who are members of their school community. Emphasis will be placed on service learning to strengthen a school community of diverse learners. Students will explore exceptionalities, receive sensitivity training, and learn effective communication techniques as it applies to working with students who have special needs. Students will follow confidentiality and peer mentoring rules. Students will have the opportunity to practice their skills in real life situations. Students will keep a journal to allow for reflection and analysis.

ENGLISH

The English curriculum is based on Pennsylvania Core Standards. Students in the high school prepare to take the Keystone Literature Exam at the end of their tenth grade year. The various courses have been structured to provide the needs of a broad spectrum of student abilities.

In addition to the required English courses of English 1, 2, and 3, certain electives are available to broaden the scope of students who have an interest in language arts and to receive their fourth required English credit. These electives are available to eleventh and twelfth grade students: they may not, however, be taken in place of the three required English courses.

COMPREHENSIVE LEVEL - WEIGHT 1.0 CREDIT 1
Students electing a comprehensive English class can expect an emphasis on skills, which can help the students who are not entering an academic area after graduation to be productive.

COLLEGE PREP LEVEL - WEIGHT 1.1 CREDIT 1
Students electing college preparatory classes can expect training towards academic thinking, speaking, and writing. They too will have significant out-of-class assignments.

HONORS LEVEL - WEIGHT 1.2 CREDIT 1
Students electing honors level courses can expect to move at a fast pace, have a significant amount of "out of class" readings, write analytical essays, timed in-class essays to prepare for AP testing and participate in higher-level thinking discussions and presentations.

COMPREHENSIVE ENGLISH 1 (Grade 9)
Weight 1.0 Credit 1 -- year
English 1 is a course built around the units of Craft & Structure and Key Ideas & Details for both literature and informational texts. As a result of these units, students will develop a greater understanding of the following concepts:

- Authors make choices to support their claims
- Authors use different techniques and structure in fiction
- Informational text is enriched with key ideas and details
- Looking deeper into a text for its use of character and theme helps to reveal the author's purpose

Students electing a comprehensive English class can expect an emphasis on skills, which can help the students who are not entering an academic area after graduation to be productive.

COLLEGE PREP ENGLISH 1 (Grade 9)
Weight 1.1 Credit 1 -- year
English 1 is a course built around the units of Craft & Structure and Key Ideas & Details for both literature and informational texts. As a result of these units, students will develop a greater understanding of the following concepts:

- Authors make choices to support their claims
- Authors use different techniques and structure in fiction
- Informational text is enriched with key ideas and details
- Looking deeper into a text for its use of character and theme helps to reveal the author's purpose

Students electing college preparatory classes can expect training towards academic thinking, speaking, and writing. They too will have significant out-of-class assignments.

HONORS ENGLISH 1 (Grade 9)

Weight 1.2 Credit 1 -- year

English 1 is a course built around the units of Craft & Structure and Key Ideas & Details for both literature and informational texts. As a result of these units, students will develop a greater understanding of the following concepts:

- Authors make choices to support their claims
- Authors use different techniques and structure in fiction
- Informational text is enriched with key ideas and details
- Looking deeper into a text for its use of character and theme helps to reveal the author's purpose

Students electing honors level courses can expect to move at a fast pace, have a significant amount of "out of class" readings, write analytical essays, and participate in higher-level thinking discussions and presentations.

COMPREHENSIVE ENGLISH 2 (Grade 10)

Weight 1.0 Credit 1 – year

As a continuation of English 1, this course focuses on techniques and structures authors use as well as choices an author makes to support a claim. Students will examine key ideas and details to find author's purpose and the choices which authors make. A study of theme will also be completed.

Students electing a comprehensive English class can expect an emphasis on skills, which can help the students who are not entering an academic area after graduation to be productive.

COLLEGE PREP ENGLISH 2 (Grade 10)

Weight 1.1 Credit 1 – year

As a continuation of English 1, this course focuses on techniques and structures authors use as well as choices an author makes to support a claim. Students will examine key ideas and details to find author's purpose and the choices which authors make. A study of theme will also be completed. **The state-mandated Keystone Literature Exam will be taken at the end of this course.**

Students electing college preparatory classes can expect training towards academic thinking, speaking, and writing. They too will have significant out-of-class assignments.

HONORS ENGLISH 2 (Grade 10)

Weight 1.2 Credit 1 – year

As a continuation of English 1, this course focuses on techniques and structures authors use as well as choices an author makes to support a claim. Students will examine key ideas and details to find author's purpose and the choices which authors make. A study of theme will also be completed. **The state-mandated Keystone Literature Exam will be taken at the end of this course.**

Students electing honors level courses can expect to move at a fast pace, have a significant amount of "out of class" readings, write analytical essays, and participate in higher-level thinking discussions and presentations.

COMPREHENSIVE ENGLISH 3 (Grade 11)

Weight 1.0 Credit 1 – year

The goal of this course is for students to show proficiency in all of the state-mandated standards. Students who did not score proficient on the Keystone exam will be remediated and retake the Keystone exam during the year. In addition to remediation, students will study American Literature. This course focuses on the process and use of research and persuasion in literature. It will also focus heavily on drama and historical context. By the end of the course, students will understand that research must be valid and credible to support arguments. Additionally, literature changes over time and universal themes are interpreted and used differently. **The state-mandated Keystone Literature Exam will be taken at the end of this course.**

Students electing a comprehensive English class can expect an emphasis on skills, which can help the students who are not entering an academic area after graduation to be productive.

COLLEGE PREP ENGLISH 3 (Grade 11) *This class is also offered online – see page 15*
Weight 1.1 Credit 1 – year
The goal of College Prep English 3 is to prepare students for the SAT exam and college-level reading and writing. This course focuses on the process and use of research and persuasion in literature. It will also focus heavily on drama and historical context. By the end of the course, students will understand that research must be valid and credible to support arguments. Additionally, literature changes over time and universal themes are interpreted and used differently.

Students electing college preparatory classes can expect training towards academic thinking, speaking, and writing. They too will have significant out-of-class assignments.

HONORS ENGLISH 3 (Grade 11)
Weight 1.2 Credit 1 – year
The goal of Honors English 3 is to prepare students for AP English their senior year. To do this, this course focuses on the process and use of research and persuasion in literature. It will also focus heavily on drama and historical context. By the end of the course, students will understand that research must be valid and credible to support arguments. Additionally, literature changes over time and universal themes are interpreted and used differently.

Students electing honors level courses can expect to move at a fast pace, have a significant amount of "out of class" readings, write analytical essays, timed in-class essays to prepare for next year's AP test and participate in higher-level thinking discussions and presentations.

ENGLISH ELECTIVES

COLLEGE PREP BRITISH LITERATURE 1 (Grades 12)
Weight 1.1 Credit 1 -- year
This course is designed for students who are heading to a four-year college after high school. Students will work to refine their college-level reading and writing skills. To do this, this course focuses on the study of British literature including the Anglo Saxon, Medieval, and Renaissance periods. The course includes the study of historical context related to British literature, independent reading, vocabulary study, written comprehension and oral activities, and literary analysis. Students electing college preparatory classes can expect training towards academic thinking, speaking, and writing. They too will have significant out-of-class assignments.

JOURNALISM 1 (Grades 10-12)
Weight 1.0 Credit 0.5 – semester
Guidelines for choosing Journalism 1:

- English teacher recommendation
- 80% or better in English classes
- Strong writing, technology, and interpersonal skills

Students learn the basics for writing, editing, photographing, and publishing news in print and online formats. Curriculum topics include media ethics, news judgment, basic interviewing skills, grammar, writing sports, news, features, and opinion pieces, and publication design. By using the applications and electronic tools used by professional journalist, students write, design and publish the school newspaper, The Leonid, and its online counterpart, TheLeonid.com. Students in the class are staff members of The Leonid.

In the Journalism classes, students become members of the Leonid staff. Therefore, Journalism classes do so much more than write. Students are expected to participate in out-of-school fundraising activities including carwashes, sandwich sales and advertising sales as part of their grade. They will be expected to interview administrators, teachers and students for assigned articles. Often, they will attend after school events including school board meetings and sporting events to write articles or take pictures. Students will use Facebook and Twitter to publish stories, and stay after school 1-2 times per marking period to work on newspaper design.

JOURNALISM 2 (Grades 10-12)
Weight 1.05 Credit 1 – year
Prerequisite recommendation: Journalism 1 and instructor approval
Journalism 2 is intended for news enthusiasts who want to gain a more complex understanding of news production for print, web, and broadcast news, and to take on leadership roles on the newspaper staff. Building on topics such as media ethics, news judgment, basic interviewing skills, grammar, writing sports, news, features and opinion pieces, and publication design, students produce more complex multimedia products for print, online and TV publication. By using the applications and electronic tools used by professional journalist, students write, design, and publish the school newspaper, The Leonid, and its online counterpart, TheLeonid.com. Students in the class are staff members of The Leonid, and serve as mentors for the students in Journalism 1.

In the Journalism classes, students become members of the Leonid staff. Therefore, Journalism classes do so much more than write. Students are expected to participate in out-of-school fundraising activities including carwashes, sandwich sales and advertising sale as part of their grade. They will be expected to interview administrators, teachers and students for assigned articles. Often, they will attend after school events including school board meetings and sporting events to write articles or take pictures. Students will use Facebook and Twitter to publish stories, and stay after school 1-2 times per marking period to work on newspaper design.

JOURNALISM 3 (Grades 11-12)
Weight 1.2 Credit 1 – year
Prerequisite recommendation: Journalism 2 and Journalism instructor approval required
This full-year course is a continuation of Journalism 2. In addition to the goals outlined in the Journalism 2 course, Journalism 3 provides students with an opportunity to refine their interviewing, reporting, editing, and writing skills in straight news, editorials, features and investigative pieces for print, web and broadcast news. Students also have the opportunity for leadership and teaching roles as they function as members of the newspaper staff.

In the Journalism classes, students become members of the Leonid staff. Therefore, Journalism classes do so much more than write. Students are expected to participate in out-of-school fundraising activities including carwashes, sandwich sales and advertising sale as part of their grade. They will be expected to interview administrators, teachers and students for assigned articles. Often, they will attend after school events including school board meetings and sporting events to write articles or take pictures. Students will use Facebook and Twitter to publish stories, and stay after school 1-2 times per marking period to work on newspaper design.

CREATIVE WRITING (Grade 12)
Weight 1.0 Credit 0.5 – semester
This course is designed to provide students with the opportunity to go beyond the elementary principles of composition that are taught in the required courses. Students will write every day. Proficient understanding of Google classroom is expected. Emphasis will be placed on the style in various forms of writing from short stories to poetry. Students will read and analyze various genres of literature, including poetry, short stories, and other descriptive writing, for the purpose of developing their skills as a writer. Students will be involved not only with independent writing, but also with self, peer, and teacher evaluation techniques. Because of the nature of this course, a limited number of students will be accepted into the class.

In this class, students will be exposed to lessons on writing skills specific to the genre of writing they will be executing. Students will write multi-page memoirs, complete an original poetry portfolio, write a children's book and write their own multi-page narrative, in addition to other assignments. The expectation is that students are aware of basic mechanics and sentence structure.

COMMUNICATIONS (Grades 11-12)
Weight 1.0 Credit 0.5 – semester
Communication skills impact every part of your life. From personal relationships to professional success, the way you communicate shows the world who you are and what you are capable of. In communications class, students learn the basic process of communication, and then learn effective verbal and nonverbal communication skills at the individual, small group and public levels. Topics of study include ethics, perception and self-concept, technology-enhanced communication, listening and responding, respect for cultural diversity, and presenting and public speaking. If you are seeking to increase success in careers, enhance personal relationships and just become more at ease with connecting to others, communications class can help build the bridge to success.

PUBLIC SPEAKING (Grades 11-12)
Weight 1.05 Credit 0.5 – semester
This course is designed to prepare the student to present himself/herself orally to an audience. The course should help to mature the student in public speaking situations by making him/her aware of his/her responsibilities as a speaker. Content consists of a number of informative and persuasive speeches as well as designated group discussion in the areas of building confidence, preparation, choosing effective language, and delivery.

ADVANCED PLACEMENT ENGLISH – LITERATURE AND COMPOSITION (Grade 12)
Weight 1.3 Credit 1 – year
Prerequisite recommendation: Students electing to take AP English must have successfully passed Honors English 3 or have a written letter of recommendation from their English 3 teacher. This is due to the fact that many of the skills needed to be successful on the AP test start to be developed in Honors English 3.
This course will focus on the study of British and World Literature including multiple novels, plays, poems and the following time periods: The Ancients, Anglo-Saxon, Medieval, The Renaissance, The Restoration from the 18th Century, Romanticism, The Victorians, and Contemporary Literature. An additional focus will be preparation for the AP exam. The course will rely heavily on students' abilities to analyze literature through reading and writing.

COLLEGE PREP AFRICAN-AMERICAN LITERATURE (Grade 12)
Weight 1.1 Credit 0.5 -- semester
African-American Literature is a course that serves as an augmentation to English 3 (American Literature). This course is designed for the college-bound senior who is anticipating attending a four-year college. In addition to the traditional canon of American Literature that the students are exposed to in English 3, they will have an opportunity to read a variety of additional works from the African-American genre. Students will read numerous plays, novels, essays, poems, and short stories that have not been included in the traditional American Literature curriculum due to time constraints. Students will write analytical essays regarding the influence of the time period on literature and refine college-readiness skills.

MYSTERY ANALYSIS (Grades 11-12)
Weight 1.0 Credit 0.5 -- semester
This course will use classic and modern mystery novels and short stories to evaluate and analyze literature. While reading mystery masters such as Edgar Allen Poe, Sir Arthur Conan Doyle (Sherlock Holmes, anyone?), Agatha Christie, Dan Brown and other Grand Masters of the genre, students will build inductive reasoning skills as they figure out "Who done it?" throughout the course. Students will hone their writing skills as they analyze the mystery genre.

FANTASY AND SCIENCE FICTION IN LITERATURE (Grades 11-12)
Weight 1.0 Credit 0.5 -- semester
This course will cover the origin and development of science fiction and fantasy literature. We will evaluate prevalent themes and ideas in the literature by reading short stories and novels from the traditional format of high fantasy, science fiction, dark fantasy and others. Writing assignments will require students to identify, analyze and discuss major themes, with an emphasis on completing analytical reviews examining the genre's various forms in our society.

DRAMA (Grades 11-12)
Weight 1.05 Credit 0.5 – semester
The focus of this course is the study of drama including basic elements of acting, character development, technical theater, theater and its counterparts, and theater history and culture. Students work together to perform and evaluate performances. Students will demonstrate their ability to memorize, take risks, become a character, and perform alone and in groups on stage.

21ST CENTURY SKILLS (Grades 9-12) *This class is also offered online – see page 15*
Weight 1.0 Credit 0.5 – semester
21st Century Skills is a project-based, computer-based course that teaches students how to find, evaluate, and use information effectively. This course is designed to move student toward independent learning for both college and everyday life. Because this century is characterized by an increasingly diverse, digital society, technology integration is essential while selection, use, and evaluation of the information available through technology are vital. Not only do students need to become information literate, they also need to know how to use the latest technology and software available to them. **** 21st Century Information Literacy and Technology can be taken as a general elective, but does not satisfy the English elective requirements for graduation.***

FAMILY AND CONSUMER SCIENCE

TEXTILES 1 (Grades 9-12)
Weight 1.0 Credit 0.5 -- semester
This course is designed for the beginning sewer. Students may have had sewing in junior high level or may have never sewn before. The class begins by covering: 1) fashion selection, production, and design and their global impact and implications; 2) pattern and fabric merchandising; and 3) sewing technology.

TEXTILES 2 (Grades 9-12)
Weight 1.05 Credit 0.5 -- semester
Prerequisite recommendation: Textiles 1
This course is a continuation, building, and improving of basic sewing technology learned in Textiles 1. The students will acquire and apply advance techniques through samples and the construction of more advance projects. We will explore techniques for working with different types of fabrics as well as fabric production in the world market place. Clothing consumerism will be intertwined throughout the semester. New machine technologies will also be explored.

INDEPENDENT TEXTILES (Grades 10-12)
Weight 1.1 Credit 0.5 -- semester
Prerequisite recommendation: Textiles 1 and 2
This course involves the practice and implementation of advanced machine technology and project design work. Students will employ time/cost studies and their implications on project production.

CULINARY ARTS (Grades 9-12)
Weight 1.0 Credit 0.5 -- semester
In this basic culinary arts course, students will learn and practice food safety & sanitation procedures and basic food preparation skills enabling students to be self-sufficient in the kitchen. Students will learn meal planning principles in the selection, preparation, and serving of meals that meet the nutritional guidelines as established by MyPlate. There is one requirement for this course: a home cooking final. **This is a prerequisite for Healthy Cooking, Advanced Culinary, and Baking and Pastry Arts.**

HEALTHY COOKING (Grades 10-12)
Weight 1.05 Credit 0.5 -- semester
Prerequisite recommendation: Culinary Arts
Become a healthier you! Students will gain a basic understanding of nutrition principles and maintaining a healthy lifestyle. Nutrition through the Life Cycle is explored as well as units on eating disorders, fad diets, vegetarian diets/organic foods and sports nutrition.

ADVANCED CULINARY (Grades 11-12)
Weight 1.1 Credit 0.5 -- semester
Prerequisite recommendation: Culinary Arts
This is an advanced food and nutrition course with a global perspective. Students will learn about various food cultures in regional and foreign foods units. They will also be introduced to meal planning including a unit on special event planning where they will explore garnishes, appetizers, and specialty desserts including cake decorating.

BAKING AND PASTRY ARTS (Grades 11-12)
Weight 1.1 Credit 0.5 -- semester
Prerequisite recommendations: Culinary Arts and Advanced Culinary
This course will begin with learning the foundations of baking: focusing on the common tools, equipment, ingredients and basic science. Students will study the building blocks of the art by learning formulas, production techniques, and different recipes. By the end of the course, students will have compiled a cookbook full of delicious recipes, developed knowledge of different opportunities available in the profession, and gained confidence in their skills.

SANITATION (Grades 11-12)
Weight 1.3 Credit 0.5 – semester
Integration of the Applied Foodservice Sanitation Certification Course as approved by The Educational Foundation of the National Restaurant Association. Topics include the principles of food microbiology, applied measures for the prevention of food borne illness, and emphasis on working through people to maintain a sanitary foodservice operation. Hazard Analysis Critical Control Point (HACCP) fundamentals and steps for implementation is a key component of the course. Course work prepares students for the ServSafe® certification test and is part of the Professional Management series of the National Restaurant Association. ***This course is offered through PC NOW and earns one credit with Penn College of Technology.***

CONTEMPORARY LIVING (Grades 10-12)
Weight 1.0 Credit 0.5 -- semester
Contemporary Living is designed to give both males and females a realistic look at relationships and their roles in today's society – both within the home and within our global community. Many aspects of daily life will be discussed, including some controversial topics. The course will cover the areas of dating, date rape, love, engagement, marriage, communication, divorce, and aging. The class will examine many issues ranging from dating danger signals to the qualities of a successful marriage.

HOUSING AND INTERIOR DESIGN (Grades 10-12)
Weight 1.05 Credit 0.5 -- semester
Bring out the interior designer in you! This course helps you identify housing styles, explore apartment living, evaluate floor plans, learn how to finance a house, and determine how to use color and furniture arranging.

CREATIVE CRAFTS (Grades 9-12)
Weight 1.0 Credit 0.5 -- semester
No previous experience necessary! Creative Crafts is open to males and females and includes the study and application of basic skills needed for the completion of various projects. The course will include an evaluation of time management and costing as well as an examination of the "value" of handmade products, both in our society and globally. A community service project will also be included.

CHILD DEVELOPMENT (Grades 9-12)
Weight 1.0 Credit 0.5 -- semester
Child Care offers an in-depth study of children beginning with conception. The course includes a study of parenting skills and responsibilities, pregnancy and birth, developmental stages, health and safety, toys, child abuse and everyday challenges. Child Care is beneficial for both boys and girls interested in a career with children or for the future role as a parent. This class is mandatory to be able to enroll in the Day Care course.

PRESCHOOL (Grades 11-12)
Weight 1.1 Credit 0.5 -- semester
Prerequisite recommendation: Child Development
Do you like to work with children? This course is for you! The course of study includes child care options, health and safety concerns, infant and child CPR certification and skills such as learning games, craft activities, storytelling, children's songs and planning nutritious snacks. Students "work" in a 10-week pre-school setting with 3, 4, and 5 year-old children. This course provides valuable experience needed for parenthood or a career involving children.

HEALTH AND PHYSICAL EDUCATION

HEALTHY LIVING *This class is also offered online – see page 15*
Weight 1.0 Credit 0.5 -- semester
Recommended for 9th grade, this course is designed to provide students with one half of a comprehensive health and wellness program, with emphasis placed on the importance of making decisions that will lead to a higher quality of life. This course will include current concepts in the following areas: first aid/CPR; diseases; relationships; human sexuality and reproduction; choices about parenthood; and STD/STI education.

HEALTH AND WELLNESS *This class is also offered online – see page 15*
Weight 1.0 Credit 0.5 -- semester
Recommended for 9th grade, this course is designed to provide students with one half of a comprehensive health and wellness program, with emphasis placed on the importance of making decisions that will lead to a higher quality of life. This course will include current concepts in the following areas: dimensions of health; environment community health; nutrition; drug use, misuse and abuse; consumer health; and health care, careers and service.

LIFETIME FITNESS (Grades 10-12)
Weight 1.0 Credit 0.5 – semester
Within this experience: 1) each student will be able to evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes lifelong participation; 2) each student will assess and use strategies for enhancing adult group interaction in physical activities through shared responsibility, open communication and goal setting.

PERSONAL FITNESS 1 (Grades 10-12)
Weight 1.0 Credit 0.5 -- semester
This elective course will provide students the opportunity to design, implement and evaluate a self-directed fitness program that supports achievement of personal fitness and activity goals. Students will analyze the social, physiological, and psychological effects of the regular participation in physical activities. The class will be lab- and activity-based. The goal is to promote life-long participation in healthy activities.

PERSONAL FITNESS 2 (Grades 10-12)
Prerequisite recommendation: Personal Fitness 1
Weight 1.0 Credit 0.5 -- semester
This elective course will provide students the opportunity to design, implement and evaluate a self-directed fitness program that supports achievement of personal fitness and activity goals. Students will analyze the social, physiological, and psychological effects of the regular participation in physical activities. The class will be lab- and activity-based. The goal is to promote life-long participation in healthy activities.

PHYSICAL EDUCATION 1
Weight 1.0 Credit 0.5 -- semester
The curriculum focus is on lifetime fitness concepts and physical activity. Students are encouraged to work together in promoting course and individual goals. The course will progress in skill and intensity throughout the semester.
The tracks are:

1. Aerobic Running
2. TRX
3. Strength Training
4. Core Training
5. Wellness
6. Instructional Swimming

The course will emphasize that each student determines:

- Their current level of personal physical fitness in relation to health standards.
- Recognize the reasons for their current fitness level.
- Identify that they have the power to change their fitness level.
- Set short- and long-term fitness goals.
- Work throughout the course to reach their personal fitness goals.

PHYSICAL EDUCATION 2

Weight 1.0 Credit 0.5 – semester

Physical Education at the Senior High is based on the philosophy that all students are lifelong learners. Activities will enable students to develop skills necessary to maintain a healthy, active adult lifestyle. Students will have the opportunity to participate in a variety of team games and different lifetime activities during this course. Every activity will emphasize the fitness and skill level necessary for safe and enjoyable participation. Activities include:

1. Fitness I – Muscular Strength and Endurance; Flexibility; and Stress Management
2. Racquet Sports: tennis, pickleball, badminton
3. Basic swimming skills, personal water safety skills, and boating safety
4. Indoor team games: basketball, volleyball, invasion games, Tchoukball, team handball
5. Fitness II – Cardiovascular Fitness and Conditioning, Fitness Gram
6. Outdoor team games: flag football, soccer, ultimate Frisbee, lacrosse

Students will have the opportunity to utilize a variety of assessment tools, designed to promote successful participation. Assessments could be used to help determine:

- Present level of fitness
- Present skill level
- Personal fitness plan
- Drills for skill improvement
- Unit skills
- Skill mastery
- Level of participation
- Cognitive understanding
- Use of exercise journal

PHYSICAL EDUCATION 3

Weight 1.0 Credit 0.5 – semester

Students will continue to participate in a program which offers a variety of movement styles (dance, yoga, Pilates) and lifetime, team and conditioning activities. Emphasis is placed on active participation, skill development and knowledge competencies in selected activities. Students will also participate in periodic physical fitness testing during the school year. The physical education program at this level focuses on skill and knowledge needed for successful participation in leisure activities after high school and to reinforce the desire to retain the healthy feeling associated with fitness and exercise.

Course content includes:

1. Units in golf
2. Base running activities
3. Invasion games
4. Recreational activities
5. Archery
6. Aerobic dance and movement
7. Strength training
8. Personal fitness and conditioning
9. Indoor/outdoor net and wall games
10. Yoga

INSTRUMENTAL AND VOCAL MUSIC

MUSIC THEORY 1 (Grades 10-12)
Weight 1.1 Credit 0.5 - semester

Course Description: Music Theory 1 is offered as a one semester elective course open to any student grades 10 - 12 who wish to increase their knowledge of fundamental music theory. Music Theory 1 focuses on both the theoretical and aural areas of music. Students must have a strong background in the fundamentals of music and should currently be an active musician in or out of school.

General Aim: Music Theory 1 seeks to equip the student with the primary knowledge needed for adequate performance of and composition of music. It also seeks to develop tonal skills in vocal and instrumental sight reading, as well as rhythmic proficiency in musical performance.

Objectives: Upon successful completion of this course, the student will be able to:

a) understand the nature of acoustics, pitch production, and the various qualities of sound.
b) identify the names of notes, the lines and spaces on the staff, clefs, keys, and the major and minor scales.
c) sing a medium-to-difficult 16-measure passage using solfege syllables at sight.
d) identify musical terms and symbols and their meanings.
e) understand and define intervallic relationships, as well as play and sing any given interval.
f) understand the role of the creator, performer and perceiver.
g) reproduce aurally and visually all types of triads.
h) understand the principles behind triadic harmonies and the tonal system.
i) compose a four-part harmonic exercise using the rules of standard harmonic practice (including non-harmonic tones).

Grading: Students will be graded on a numerical basis using the 100 percentile as the basis of evaluation. All unit tests will count single. All tests will be announced and quizzes may or may not be. Testing will be both oral and written.

MUSIC THEORY 2 (Grades 10-12)
Weight 1.2 Credit 0.5 – semester
Prerequisite recommendation: Music Theory 1
Purpose: To prepare students for a possible career in the field of music and to continue and intensify concepts learned in Music Theory 1.

Course Outline:

1) To review the fundamentals of music.
2) To show proper part writing and harmonization.
3) To write elementary orchestrations and transpositions.
4) To sight sign advanced melodies.
5) To write advanced melodic and rhythmic dictation.

Grading Procedures: Same as Music Theory 1 - including written exams, sight singing, composition, and orchestration.

SYMPHONIC BAND/ORCHESTRA (Grades 9-12)
Weight 1.1 Credit 1 -- year

Purpose: To give instrumental music students with above average ability and opportunity to perform and study advanced band/orchestral literature. Membership is gained through a yearly audition.

Course Outline:

1. Playing orchestral compositions transcribed for band/strings.
2. Playing selections from American musicals for band/orchestra.
3. Playing compositions written specifically for band/orchestra.
4. Perform solos and/or ensemble features with band/orchestral accompaniment.
5. Study and perform scales.
6. Study musical terminology and musical form.
7. Study transposition and its theoretical application in band/orchestral arranging
8. Study conducting.
9. Evaluating and reflecting upon general musicianship concepts learned throughout the year.
10. Perform for the public at various times throughout the school year:
    a. Pops Concert
    b. Christmas Concert
    c. Night of Music
    d. Commencement Ceremony
    e. Biannual spring band tour

Objectives for the year: To stimulate interest in fine band/orchestral music; to give above-average instrumental music students an opportunity to perform advanced band/orchestral literature; to give above-average instrumental music students the opportunity to study the technical and theoretical aspects of band/orchestral compositions; to provide the students with the opportunity to reflect on their own learning and improvement; and to provide the above-average instrumental student with an opportunity to perform in numerous band/orchestral public concerts throughout the school year.

Grading Procedures:

1. Performance on instrument
2. Written quizzes and exams
3. Cooperation
4. Attendance

Attendance Requirements:

1. Rehearsals and performances held during the school day will conform to regular school policies.
2. For rehearsals and performances held beyond the school day, students must be present, except in the case of illness or extreme emergency.

CONCERT CHOIR (Grades 9-12)
Weight 1.1 Credit 1 -- year
Purpose: To offer an opportunity for students to sing advanced choral literature in a mixed choir ensemble. Membership is by audition only.

Course Outline:
1) Singing quality choral literature both sacred and secular of the Renaissance, Baroque, Classical, Romantic, and Contemporary periods of music.
2) Singing popular and Broadway show tunes.
3) Singing of larger works or excerpts from works such as cantatas and requiems.
4) Studies in proper vocal techniques such as warm-ups, breathing exercise, and resonation.
5) Perform for the public at various times throughout the school year:
   a) Autumn Concert
   b) Christmas Concert
   c) Winter Concert
   d) Spring Tour - Bi-annual
   e) Spring Concert
   f) Other community performances to be scheduled in advance

Objectives of the year: To provide those students with outstanding vocal ability the opportunity to excel in greater levels; to acquaint students with a variety of choral styles and works; and to provide students with proper vocal techniques.

Grading Procedures:
Grading is based on:
   a) Participation and cooperation
   b) Knowledge of prepared music
   c) Vocal growth
   d) Written exams and/or quizzes
   e) Attendance

Attendance Requirements:
1. Rehearsals and/or performances which are held during the school day will conform to regular school policies.
2. For rehearsals and/or performances which are held beyond the school day, students must be present and conform to the course policy as established by the director and given to each student.

MUSIC TECHNOLOGY 1 (Grades 9-12)
Weight 1.0 Credit 0.5 -- semester
Prerequisites: Basic piano keyboard skills and concept of notes and note values.

Purpose: To utilize, create and print music sequences through the use of synthesizers and computers.

Course Outline:
- Playing and manipulating pre-recorded sequences
- Play and record a simple round
- Play and record percussion sounds to accompany a sequence
- Create and improvise a variation
- Record using controllers to change the effect of a sequence
- Editing sequences
- Create and improvise a 12-bar blues progression
- Project in which student composes and/or arranges

Objectives for the year: To develop knowledge and experience arranging, composing and recording musical sequences through the use of modern music technology.

Grading Procedures and Exams: Grading is based on written quizzes and tests, recorded assignments and final project.

MUSIC APPRECIATION (Grades 10-12)

Weight 1.0 Credit 0.5 - semester

Music Appreciation is a course for grades 10-12 designed to develop an awareness and appreciation of the aspects of music not ordinarily encountered through performance on an instrument or voice. The course will study both European and American music from the 1700s to the present.

General Aim: Students considering studying music beyond high school will find this course very valuable.

Objectives: Upon completion of this course, the student will be able to:

a. develop a knowledge of the elements of music including melody, rhythm, harmony, texture, form, tempo, and dynamics.
b. develop and identify Western music and composers from the Classical Era.
c. develop and identify Western music and composers from the Romantic Era.
d. develop an awareness of opera and its components.
e. understand how music developed in America throughout the ages.
f. develop an awareness of technology in the music of today.

Grading: Students will be graded on a numerical basis using the 100 percentile as the basis for evaluation. All tests will be announced and quizzes may or may not be. Test will be written.

Students will also be asked to complete a project that will include a paper and presentation to the class that will include some type of music from the 1950s to the present. This test grade will be evaluated using the Pennsylvania Assessment Writing Domain and a rubric for the presentation.

LEARNING SUPPORT

Learning Support classes and services are available to those students who have been identified as having special needs in a specific area. Individual Educational Plans (IEPs) are implemented and reviewed continually. Learning Support students are included in regular education and/or co-teaching classes where applicable and appropriate.

Learning Support students receive a diploma upon meeting graduation and/or IEP requirements.

GRADE 9	ENGLISH 1
GRADE 10	ENGLISH 2
GRADE 11	ENGLISH 3
GRADE 12	1 CREDIT OF ELECTIVES

ENGLISH 1
Weight 1.0 Credit 1 -- year
In English 1, there is an emphasis on reading, vocabulary, and composition skills. This course will include some literature, independent reading, and oral activities. Extended thinking strategies will be practiced in the course of study. Content is based on individual needs.

ENGLISH 2
Weight 1.0 Credit 1 -- year
In English 2, there is an emphasis on reading skills and multi-paragraph composition practice. The scope will also include vocabulary study, research, literature, and oral activities. Extended thinking strategies will be practiced in this course of study. Content is based on individual needs. **The state-mandated Keystone Literature Exam will be taken at the end of this course.**

ENGLISH 3
Weight 1.0 Credit 1 -- year
English 3 will include a study of important American authors, the multi-paragraph composition and vocabulary. The course will include independent reading and communication activities. Extended thinking strategies will be practiced in this course of study. Content is based on individual needs.

Grade 11 and 12: English elective requirements are found on pages 30-33.

ACADEMIC LEARNING SUPPORT (Grades 9-12)

Academic Learning Support is offered to those students who need academic support for regular education classes as dictated by their Individual Educational Plans (IEP). Progress, grades, behavior, etc. are monitored by the learning support teacher in order to help the student succeed in regular education classes.

COMPREHENSIVE ALGEBRA 1A (Grade 9)

Weight 1.0 Credit 1 -- year

This is part one of the Algebra 1 course. The topics covered during this course include linear equations/absolute value, patterns and functions, writing and graphing linear equations, writing and graphing linear inequalities, probability and statistics. The use of scientific calculators is an important part of the course and each student is expected to own an inexpensive scientific calculator. Graphing calculators, provided by the school for use in the classroom, will be utilized at appropriate times in the course. Content will be adjusted according to individual needs.

COMPREHENSIVE ALGEBRA 1B (Grade 10)

Weight 1.0 Credit 1 – year

This is part two of the Algebra 1 course. The topics covered during this course include systems of equations/inequalities, exponents, polynomials and radicals. The use of scientific calculators is an important part of the course and each student is expected to own an inexpensive scientific calculator. Graphing calculators, provided by the school for use in the classroom, will be utilized at appropriate times in the course. Content will be adjusted according to individual needs. **The state-mandated Keystone Algebra Exam will be taken at the completion of the course.**

COMPREHENSIVE GEOMETRY (Grade 11)

Weight 1.0 Credit 1 – year

This is a geometry course that will prepare students for business as well as trade and technical schools or two-year college associate degrees. Topics include basics of geometry, logic and reasoning, parallel and perpendicular lines, triangles, congruence and similarity, quadrilaterals, circles, surface area, volume and transformations. Content will be adjusted according to individual needs.

CONSUMER MATH/PERSONAL FINANCE (Grade 12)

Weight 1.0 Credit 1 -- year

This course focuses on developing and improving functional math skills and concepts to everyday situations. It includes skills in solving mathematical problems encountered in personal experiences of everyday life including income, banking, taxes, budgets, household management, car purchases, loans and credit and shopping.

MATHEMATICS

COMPREHENSIVE ALGEBRA 1A (Grade 9)
Weight 1.0 Credit 1 – year
This is part one of the Algebra 1 course. The topics covered during this course include linear equations/absolute value, patterns and functions, writing and graphing linear equations, writing and graphing linear inequalities, probability and statistics. The use of scientific calculators is an important part of the course and each student is strongly encouraged to own an inexpensive scientific calculator.

COMPREHENSIVE ALGEBRA 1B (Grade 9-10)
Weight 1.0 Credit 1 – year
Prerequisite recommendation: Passing grade in Comprehensive Algebra 1A in grade 9. A grade of a "C" or higher in Algebra 1A in grade 8.
This is part two of the Algebra 1 course. The topics covered during this course include systems of equations/inequalities, exponents, polynomials and radicals. The use of scientific calculators is an important part of the course and each student is strongly encouraged to own an inexpensive scientific calculator. **The state-mandated Keystone Algebra Exam will be taken at the end of the course.**

COLLEGE PREP ALGEBRA 1B (Grade 9)
Weight 1.1 Credit 1 – year
Prerequisite recommendation: A grade of a "B" or higher in Algebra 1A in grade 8.
This is part two of the Algebra 1 course. The class will move at a faster pace, be more intense, and go deeper into concepts in order to prepare students for college. The topics covered during this course include inequalities, systems of equations and inequalities, exponents, polynomials and radicals. The use of scientific calculators is an important part of the course and each student is strongly encouraged to own an inexpensive scientific calculator. **The state-mandated Keystone Algebra Exam will be taken at the completion of the course.**

COMPREHENSIVE GEOMETRY (Grades 10-11)
Weight 1.0 Credit 1 -- year
Prerequisite recommendation: Grade of a "C" or higher in Comprehensive Algebra 1B.
This is a geometry course that will prepare students for business as well as trade and technical schools or two-year college associate degrees. Topics include basics of geometry, logic and reasoning, parallel and perpendicular lines, triangles, congruence and similarity, quadrilaterals, circles, surface area, volume and transformations.

COLLEGE PREP GEOMETRY (Grades 9-11)
Weight 1.1 Credit 1 – year
Prerequisite recommendation: A grade of a "C" or better in College Prep Algebra 1B.
This course is intended for academic students not following the advanced sequence of courses, but who need Geometry credit for college entrance requirements. This course is also for students who are not going to college, but who are interested in understanding the ideas and practical aspects of geometry. Topics include: basics of geometry, logic and reasoning, parallel and perpendicular lines, triangles, congruence and similarity, right triangles, quadrilaterals, circles, surface area, volume, and rigid transformations.

HONORS GEOMETRY (Grades 9-10)
Weight 1.2 Credit 1 -- year
Prerequisite recommendation: A grade of an "A" in College Prep Algebra 1B or a grade of a "B" or better in Algebra 1A/B in grade 8.
This course is designed for students following the advanced sequence of mathematics courses. Topics include all those given in CP Geometry, but problems of a greater degree of difficulty are examined in each section of material.

SURVEY OF ADVANCED MATH TOPICS (Grades 11-12)

Weight 1.05 Credit 1 – year

Prerequisite recommendation: Completion of CP Geometry or Comprehensive Geometry with a "B" or higher.

Survey of Advanced Math Topics is designed for students that wish to continue the study of mathematics, but not at the college prep level. Goals of the course include introducing students to a variety of real-world and technical applications of mathematics, as well as introducing topics from Algebra 2 and Trigonometry. This course is ideal for any student planning on entering a two-year, post-secondary program after graduation as well as for those directly entering the workforce after high school. Students are encouraged to bring a scientific calculator to class each day.

COLLEGE PREP ALGEBRA 2 (Grades 10-12)

Weight 1.1 Credit 1 -- year

Prerequisite recommendation: Honors Geometry or College Prep Geometry with at least a grade of a "C". Students with prior Comprehensive courses should seek math teacher recommendation.

This course is a continuation of the algebraic concepts taught in Algebra 1. It is designed for students desiring an academic background in mathematics who are not in the advanced sequence. Topics include equations and inequalities in one and two variables, factoring, rational expressions, irrational numbers, relations and functions, and quadratic relations, exponential, logarithmic, polynomial functions, and probability and statistics. A TI 84 or 83+ graphing calculator is recommended and a scientific calculator will be used in class.

HONORS ALGEBRA 2 (Grades 10-11)

Weight 1.2 Credit 1 -- year

Prerequisite recommendation: Grade of a "B" or better in Honors Geometry or grade of an "A" in College Prep Geometry.

This course is a continuation of the algebraic concepts taught in Honors Algebra 1. It is designed for students with **high** ability and outstanding success in previous mathematics courses. Since this course is fast-paced, students should have a high mathematics aptitude, good previous achievements in mathematics, be highly motivated, and have strong independent study and learning skills. Topics include equations and inequalities in two and three variables, quadratic relations, exponential and logarithmic functions, radical functions, introduction to probability, and polynomial functions. A TI 84 or 83+ graphing calculator is recommended, but a scientific calculator is expected.

COLLEGE PREP TRIGONOMETRY (Grades 11-12)

Weight 1.1 Credit 1 -- year

Prerequisite recommendation: Honors Algebra 2 or a grade of a "C" or better in College Prep Algebra 2.

This course is specifically designed for those students who have an academic interest or need for mathematics beyond Algebra 2, because of college and career plans, but who do not qualify for the Trigonometry/Pre-Calculus course. Topics include a short review of algebra, exponential and logarithmic functions, trigonometric functions, trigonometric identities and equations, complex numbers, higher degree equations, matrices and determinants, and sequences. It is strongly recommended that students in the course own a graphing calculator, as the use of a graphing calculator is a significant aspect of the course. The preferred graphing calculator model is TI-83 or TI-84.

HONORS TRIGONOMETRY (Grades 11-12)

Weight 1.2 Credit 1 -- year

Prerequisite recommendation: A grade of a "B" or an "A" in Honors Algebra 2 or, with teacher permission, a grade of an "A" in College Prep Algebra 2.

Since the use of graphing calculators is an important component of the course, students should own a graphing calculator, with the Texas Instruments 83 or 84 being the preferred model.

This is an advanced course for those students with good previous achievement in mathematics, with high mathematical aptitude, and whose career interests include mathematics, engineering and all sciences. Topics include an extensive study of the properties of functions, all aspects of trigonometry, and many components of analytic geometry. Other topics include exponential and logarithmic functions, parametric equations, polar coordinates and equations, series and sequences and conic sections. Emphasis is placed on developing skills in handling more involved algebraic manipulation, making connections between multiple mathematical concepts and in applications of the course topics. A TI 84 or 83+ graphing calculator is recommended.

HONORS CALCULUS (Grade 12)

Weight 1.2 Credit 1 -- year

Prerequisite recommendation: A grade of a "C" or better in Honors Trigonometry or a "B" or better in College Prep Trigonometry

College Calculus covers the topics in a first year college Calculus course. This course is designed to give students a general overview of Calculus, but not at a fast pace for the Advanced Placement Exam. The course includes a study of limits and other basic Calculus theorems. Much of the course involves a comprehensive study of the differentiation and integration formulas and their applications. The material in the course is studied by way of three techniques: analytical, graphical and numerical. A high expectation is placed on students to complete chapter assignments throughout the year. **The Texas Instruments graphing calculator is strongly recommended for this course.**

ADVANCED PLACEMENT CALCULUS (Grade 12)

Weight 1.3 Credit 1 -- year

Prerequisite recommendation: A grade of a "B" or better in Honors Trig

AP Calculus covers in depth the topics in a first college calculus course. This course is designed to prepare students for at least the AB level of the Advanced Placement Calculus exam, an exam students enrolled in the course are encouraged to take. The course includes a study of limits and other basic calculus theorems. Much of the course involves a comprehensive study of the differentiation and integration formulas and their applications. The material in the course is studied by way of three techniques: analytical, graphical, and numerical. **The Texas Instruments graphing calculator is strongly recommended for this course as it is required for the exam.**

DISCRETE MATH AND PROBLEM SOLVING (Grades 11-12)

Weight 1.2 Credit 0.5 -- semester

Prerequisite recommendation: Completion of College Prep Algebra 2

This course explores the field of discrete math, which is quickly gaining popularity at the college level. Discrete math covers topics popular with many engineering and computer science principles, such as graph theory, logic, sets, and modulo arithmetic. Different problem solving techniques will be introduced and reinforced throughout the class including modeling, graphs, tree diagrams, gaming theory, and truth tables. If you want to explore some college-level and theoretical mathematics that does not directly involve algebra concepts, this course may be the one for you.

COMPUTER MATHEMATICS: C++ (Grades 11-12)

Weight 1.1 Credit 0.5 -- semester

Prerequisite recommendation: Completion of Honors Algebra 2 or a grade of a "B" or higher in College Prep Algebra 2.

This course is designed as an introduction to the basic components of computer programming. The course will use Visual C++ as the main programming language. Topics will include input, output, selection statements, loops, functions, and arrays. The class will also cover related topics in computer science such as computer history, binary, and hexadecimal conversions.

PROBABILITY AND STATISTICS (Grades 11-12)

Weight 1.1 Credit 0.5 -- semester

Prerequisite recommendation: Completion of Honors Algebra 2 or a grade of a "B" or higher in College Prep Algebra 2. For this course, the Texas Instruments 84 or 83 calculator is suggested.

This course is designed for college bound students since many college students find useful an introductory knowledge of the course's topics. Other students who are not planning on going to college but who have shown good performance in academic mathematics courses may also wish to select the course. Probability topics include permutations, combinations, independent and conditional events, random selection and expected value. Statistics topics include organizing and analyzing data, binomial distributions, normal distributions and hypothesis testing. All areas will have applications.

ADVANCED PLACEMENT STATISTICS (Grades 11-12)
Weight 1.3 Credit 1 – year
Prerequisite recommendation: Completion of Trigonometry with at least a "B".
AP Statistics is a statistics course equivalent to at least one semester of college statistics. The course is designed to prepare students for the AP Statistics exam, a test that students enrolled in the course are encouraged to take. Since this course is a fast-paced look at different aspects of statistics, students should be highly motivated, independent learners with an interest in mathematics. For this course, a Texas Instruments 83+ or 84 is strongly encouraged, as their use is an integral part of the exam. Topics covered include exploring data, sampling and experimentation, anticipating patterns, statistical inferences, and hypothesis testing.

CISCO 1 (Grade 11-12)
Weight 1.1 Credit 1 -- year
Prerequisite recommendation: Weighted cumulative GPA of 2.25 or higher at the end of 10th grade.
CISCO 1 is the first year of a two-year course designed to allow students the opportunity to obtain a CISCO Certified Network Associate certification. The course includes a study of the OSI Network Model and many other network concepts. Students are required to pass a final exam and a lab exam at the end of each semester. Students are also required to do numerous labs. The course does **not** include emphasis on computer repair.

CISCO 2 (Grade 12)
Weight 1.2 Credit 1 -- year
Prerequisite recommendation: CISCO 1
CISCO 2 is the second part of the CISCO Certification program. Students are required to complete CISCO 1 and obtain a certificate from CISCO indicating that the course has been passed. Upon completion of CISCO 2, students can take the CCNA exam. If they pass the exam, they receive a CISCO Certified Network Associate certification.

APPS FOR MOBILE DEVICES (Grades 11-12) *This class is also offered online – see page 15*
Weight 1.05 Credit 1 – year
Students will use appropriate software to develop applications for portable devices such as tablets and phones. Students will learn basic programming techniques while working with some graphics. Advanced students may have the opportunity to write their own applications.

SCIENCE

ENVIRONMENTAL STUDIES (Grade 9)
Weight 1.0 Credit 1 -- year
This course is designed for students who are not necessarily interested in pursuing a four-year degree beyond high school. Environmental studies includes topics such as biochemistry, nutrition, ecology, evolution and biodiversity. The material covered in this course focuses mainly on conceptual understanding. There will also be an emphasis on practical application of the topics, key vocabulary, and reading strategies.

COMPREHENSIVE BIOLOGY (Grade 10)
Weight 1.0 Credit 1 – year
Prerequisite recommendation: Successful completion of Environmental Studies
The material covered in this course will help students prepare for the Biology Keystone Exam and is similar to that in other first year biology courses. Topics include the scientific method, biochemistry, cell structure and function, cell transport, mitosis/meiosis, photosynthesis, cell respiration, DNA/RNA and protein synthesis, genetics, evolution, ecology, viruses, and kingdoms of life. Students completing this course will be prepared to pass the Biology Keystone Exam. **The state-mandated Keystone Biology Exam will be taken at the end of this course.**

COLLEGE PREP BIOLOGY (Grade 9)
Weight 1.1 Credit 1 – year
This course is designed for those students who will seek further education upon graduation but not necessarily in a scientific field. Topics include the Scientific Method, Biochemistry, Cell Structure and Function, Cell Transport, Mitosis/Meiosis, Photosynthesis, Cell Respiration, DNA/RNA and Protein Synthesis, Genetics, Evolution, Ecology, and Viruses. The material covered in this course will help students prepare for the Biology Keystone Exam. **The state-mandated Keystone Biology Exam will be taken at the end of this course.**

HONORS BIOLOGY (Grade 9)
Weight 1.2 Credit 1.1 -- double period, semester
Prerequisite: Teacher recommendation
This course is designed for high ability students who will seek further education in a scientific field upon graduation. Topics include the Scientific Method, Biochemistry, Cell Structure and Function, Cell Transport, Mitosis/Meiosis, Photosynthesis, Cell Respiration, DNA/RNA and Protein Synthesis, Genetics, Evolution, Ecology, and Viruses. The covered material will prepare students for the Biology Keystone Exam. Students will be required to complete a Science Fair Project. Each project must display evidence of a researched hypothesis as well as proper documentation of all experimentation. A visual display will also help support the required logbook. **The state-mandated Keystone Biology Exam will be taken at the end of this course.**

EXPLORING THE KINGDOMS OF LIFE (Grades 10-12)
Weight 1.0 Credit 1 -- year
Prerequisite recommendation: Successful completion of Biology or with teacher permission.
This course is a general overview of the Kingdoms of life. Kingdoms will include fungi, plants, animals, protists, and bacteria. Within each Kingdom; the characteristics, evolutionary history, habitat, and anatomy and physiology will be explored.

COMPREHENSIVE CHEMISTRY (Grades 11-12)
Weight 1.05 Credit 1 – year
Prerequisite recommendation: Successful completion of Comprehensive Biology
This course is designed for students who are looking to complete their science credit requirement and are not looking to continue their education beyond high school. The course will require mathematical skills that can be completed with a basic function calculator and work to perform labs.

COLLEGE PREP CHEMISTRY (Grades 10-12)

Weight 1.1 Credit 1 -- year

Prerequisite recommendation: Students should have completed Honors or College Prep Biology with a "C" or better or Comprehensive Biology with a "B" or better. Students should have also completed College Prep Algebra 1B with a "B" or better.

This course is designed for students planning to attend college. It is also designed for students who plan to pursue a nursing or healthcare related career. The course will require strong algebra skills. Students will perform a variety of laboratory activities, learning proper experimental techniques related to the chemistry concepts discussed in class.

COLLEGE PREP PHYSICS (Grades 11-12)

Weight 1.1 Credit 1 -- year

Prerequisite recommendation: Taking concurrently, or have passed, Trigonometry.

This course is designed for college bound students. College Prep Physics is an introductory Physics course dealing primarily with Mechanics. Topics covered in the course include: 1- and 2- Dimensional Motion, Newton's Laws, Energy, Momentum, and Waves. Although this course places more emphasis on the concepts of physics and less on the mathematical basis, students should still have a strong math background knowledge. A graphing calculator is recommended. A scientific calculator is expected. The preferred graphing calculator is the TI 84 or 83+, and the preferred scientific calculator is the TI 36X.

ADVANCED PLACEMENT CHEMISTRY (Grades 10-12)

Weight 1.3 Credit 1.7 – double period, three marking periods

Prerequisite recommendation: CP or Honors Chemistry with at least a "B" and completed CP or Honors Algebra 2 with a "B" or better or a Chemistry teacher recommendation.

AP Chemistry is designed to be equivalent to Chemistry I taken at a college or university. A large amount of the course is dedicated to problem solving and laboratories. The students spend the first three marking periods in the class and laboratory learning the course content. The fourth marking period is designated to prepare for the AP Exam as well as including an advanced seminar in chemistry. It is an expectation that students prepare for and take the AP Chemistry Exam. It is recommended that students complete a summer assignment before the beginning of the course.

ADVANCED SEMINAR CHEMISTRY (Grades 10-12)

Weight 1.3 Credit 0.5 – double period, fourth marking period

This course must be taken with AP Chemistry.

This portion of the course is designed to cover topics that are not part of the AP Chemistry curriculum, but will be necessary for students wishing to pursue a degree in Chemistry or other science related field. The AP Chemistry advanced seminar focuses on advanced nomenclature of chemical compounds and includes organic functional group nomenclature.

ADVANCED PLACEMENT BIOLOGY (Grades 10-12)

Weight 1.3 Credit 1.7 – double period, three marking periods

Prerequisite recommendation: College Prep or Honors Biology with at least a "B".

AP Biology is a rigorous and demanding course, which is the equivalent of an introductory college biology course. Content will be covered in more depth and greater expectations will be place on interpretation and analysis of information than previous biology courses. In addition, statistical analysis of data and modeling of concepts will be expected. A significant amount of studying must be completed at home to allow time for discussion, labs, and inquiry during class time. Topics covered include: evolution, cellular processes, genetics and information transfer, and interactions.

ADVANCED SEMINAR BIOLOGY (Grades 10-12)

Weight 1.3 Credit 0.5 – double period, fourth marking period

This course must be taken with AP Biology.

Advanced Seminar is a 0.5 credit elective that will enrich selective content specific topics from the AP science curriculum. Students will synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

ADVANCED PLACEMENT PHYSICS 1 (Grades 10-12)

Weight 1.3 Credit 1.7 – double period, three marking periods

Prerequisite recommendation: Taking concurrently, or have taken, Trigonometry. A grade of "B" or higher in Honors Algebra 2 or an "A" in College Prep Algebra 2. A "B" or higher in Honors Chemistry.

This course is designed for students who plan to pursue a science-related major in college. This Algebra-based course covers the same material as a first semester college physics course. Topics in this course include kinematics in one and two dimensions, force and Newton's Laws, energy, momentum, rotational motion, waves, sound and electricity. This content is aligned to the College Board requirements for AP Physics 1 and students completing the course will be prepared for that AP Exam. There is a strong emphasis on mathematical interpretations and graphical models. A science fair type project is a requirement for this course. A graphing calculator is recommended. A scientific calculator is expected. The preferred graphing calculator is the TI 84 or 83+, and the preferred scientific calculator is the TI 36X.The students spend the first three marking periods in the class and laboratory learning the course content. The fourth marking period elective shall be Advanced Seminar. Student who have already completed a science fair project for Honors Biology and Honors Chemistry are not required to complete a third science fair project.

ADVANCED SEMINAR PHYSICS 1 (Grades 10-12)

Weight 1.3 Credit 0.5 – double period, fourth marking period

This course must be taken with AP Physics 1.

Advanced Seminar is a 0.5 credit elective that will enrich selective content specific topics from the AP science curriculum. Students will synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

ADVANCED PLACEMENT PHYSICS 2 (Grades 11-12)

Weight 1.3 Credit 1.7 – double period, three marking periods

Prerequisite recommendation: AP Physics 1 with a "B" or higher, or CP Physics with recommendation of Physics Teacher. A grade of "B" or higher in Trig/Pre-Calculus.

This course is designed to continue the work from AP Physics 1 and covers material from a second semester college Physics course. The topics in this course include fluids, thermodynamics, electricity and magnetism, light, and modern physics. This content is aligned to the College Board requirements for AP Physics 2 and students completing the course will be prepared for that AP Exam. As in AP Physics 1, there is a strong emphasis on mathematical interpretations and graphical models. A graphing calculator is recommended. A scientific calculator is expected. The preferred graphing calculator is the TI 84 or 83+, and the preferred scientific calculator is the TI 36X.
The students spend the first three marking periods in the class and laboratory learning the course content. The fourth marking period elective shall be Advanced Seminar.

ADVANCED SEMINAR PHYSICS 2 (Grades 11-12)

Weight 1.3 Credit 0.5 – double period, fourth marking period

This course must be taken with AP Physics 2.

Advanced Seminar is a 0.5 credit elective that will enrich selective content specific topics from the AP science curriculum. Students will synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE (Grades 10-12)

Weight 1.3 Credit 1.7 – double period, three marking periods

Prerequisite recommendation: "C" or better in the following Honors or College Prep level courses: Biology, Chemistry, and Algebra.

This course is designed for juniors or seniors who plan on attending a four-year college and major in environmental studies or a related field. The goal of the 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. Students enrolled in the course will have the opportunity to take the AP Environmental Science exam to obtain college credits.

ADVANCED SEMINAR ENVIRONMENTAL SCIENCE (Grades 10-12)

Weight 1.3 Credit 0.5 – double period, fourth marking period

This course must be taken with AP Environmental Science.

Advanced Seminar is a 0.5 credit elective that will enrich selective content specific topics from the AP science curriculum. Students will synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

ADVANCED PLACEMENT PHYSICS C (Grade 12)

Weight 1.3 Credit 1 -- year

Prerequisite recommendation: A "B" or higher in AP Physics 1. Taking concurrently, or have taken, AP Physics 2 and Calculus.

This course is a follow up to AP Physics 1 and AP Physics 2. The course is designed for students with an interest in physics, engineering or a related field. The content is broken in two sections: Mechanics and Electricity & Magnetism. Students will work to integrate calculus into their understanding of these topics. Students completing the course will be prepared for the two separate AP exams on Mechanics and Electricity & Magnetism. Students can elect this course as an independent study.

ZOOLOGY (Grades 10-12)

Weight 1.1 Credit 1 -- year

Prerequisite recommendation: CP or Honors Biology with at least a "C" or better.

This course will examine the areas of structure, function, and diversity across the animal kingdom. Students will survey the animal kingdom with an emphasis on taxonomy, diversity, anatomy, functional adaptations, and environmental relationships. The lab component will require various dissections of both invertebrates and vertebrates to examine physical differences across the major phyla. This course is designed for college bound students who plan to pursue a career in the life sciences and animal sciences.

NUCLEAR SCIENCE (Grades 11-12)
Weight 1.1 Credit 0.5 -- semester
Prerequisite recommendation: Completion of CP or Honors Chemistry with at least a "C" or recommended by Chemistry teacher.
This course represents a focused study into the area of nuclear chemistry and physics. Students will study radioactivity, nuclear reactors, fission and fusion, and nuclear medicine. This course is targeted towards students who may wish to pursue a career related to nuclear studies such as nursing, medical fields, nuclear technician, armed forces, etc.

INTRODUCTION TO ORGANIC CHEMISTRY (Grades 10-12)
Weight 1.1 Credit 0.5 -- semester
Prerequisite recommendation: Completion of CP or Honors Chemistry with at least a "B" or recommendation by a Chemistry teacher.
This half-year course that prepares students for college level courses in basic and organic chemistry. This course provides an in-depth look at carbon chemistry and the instrumentation used by organic chemists. This course is recommended for students who want to major in Chemistry, Biology, Medicine or Nursing. (Students who plan on a career as a doctor should take AP Chemistry.)

CHEMICAL ANALYSIS (Grades 10-12)
Weight 1.1 Credit 0.5 -- semester
Prerequisite recommendation: "B" in CP or Honors Chemistry and completion of CP Algebra 2 with a "B" or recommendation by a Chemistry teacher.
This chemistry course is designed for the students who want to learn more about chemistry but are not ready to enroll in AP Chemistry. This courses expands on the topics students learned in CP or HRs Chemistry using advanced laboratory techniques.

ANATOMY & PHYSIOLOGY (Grades 11-12)
Weight 1.2 Credit 1 -- year
Prerequisite recommendation: "B" or better in the following College Prep or Honors level courses: Chemistry and Biology.
This course is designed for students who are going to take a full year of human anatomy and physiology in college. It is highly recommended for students considering physical therapy, nursing, athletic training, pre-medicine, pre-dental, pre-vet, and sports medicine. The content includes human anatomy and physiology (structure and function). This course covers the following body systems: skin and integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, digestive, respiratory, and urinary. The muscular system utilizes the laboratory dissection of the common cat. Anatomy will be identified on pictures and diagrams as well as 3-D models, the cat, human skeleton, pig heart, and torso.

COMPREHENSIVE ANATOMY AND PHYSIOLOGY (GRADES 11-12)
Weight 1.0 Credit 1 -- year
Prerequisite recommendation: "C" or better in the Comprehensive Biology and completion of Keystone Exam.
This course is designed for students considering allied health or medically related careers. The content includes a general overview of human anatomy and physiology (structure and function). This course covers the following body systems: skin and integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, digestive, respiratory, and urinary.

ECOLOGY (Grades 10-12)
Weight 1.05 Credit 1 -- year
Prerequisite recommendation: Successful completion of Biology.
This course is a hands-on, diversified project based approach to study and apply the interactions of living and non-living things in the environment. The curriculum will focus on novel individual and group unit projects that will include identification and natural history studies of local plants and animals as they apply to ecological concepts such as ecosystems, biological diversity, and natural resources. Students will investigate past and present environmental issues, and analyze humans' influence on the environment.

BIOCHEMISTRY (Grades 11-12)
Weight 1.1 Credits 0.5 – semester
Prerequisite recommendation: Completion of CP or Honors Chemistry with at least a B or recommendation by Chemistry teacher.
This half-year course prepares students for college level courses in chemistry and biochemistry. This course also focuses on lab techniques used in biochemistry. This course is recommended for students who plan to major in either Chemistry, Biology, or medicine in college. It can be taken in conjunction with AP Chemistry, but does not replace AP Chemistry.

FORENSICS (Grades 11-12)
Weight 1.1 Credit 0.5 -- semester
Prerequisite recommendation: Completion of Chemistry with at least a "C" or recommendation by Chemistry teacher.
This half-year course takes a scientific approach to crime scene investigation with emphasis on using the Scientific Method to solve real world problems. Students will draw on knowledge of chemistry, biology and physical science to explore how evidence is collected and evaluated. Students will have an opportunity to look at case studies and learn a variety of laboratory techniques as they relate to Forensic Science.

GENETICS (Grades 11-12)
Weight 1.1 Credit 0.5 -- semester
Prerequisite recommendation: Completion of Honors or CP Biology with a "C" or better.
This half-year course combines molecular biology, heredity, and genetics. The course is designed to build on to the basics of nucleic acids covered in biology classes and introduce students to nearly all of the fundamental concepts of the three topics in more detail. The first half of the course will focus on Molecular Biology, followed by the basic principles of classical (Mendelian) genetics, while the second half of the course will deal with non-Mendelian genetics, heredity, as well as the modern advancements in the field and their applications in today's world.

MATERIAL SCIENCE (Grades 10-12)
Weight 1.1 Credit 0.5 – semester
Prerequisite recommendation: Completion of Chemistry with a "C" or better.
This half-year course applies chemistry to the study of materials. The course will include a review of chemistry and then focus on metals, ceramics, polymers, composites, and nanotechnology. This course is hands-on and lab oriented.

SOCIAL STUDIES

Introduction

The social studies curriculum has been developed to provide students with the opportunity to learn more about themselves, their nation, and the world. Certain courses have been designated as core courses and must be taken to satisfy graduation requirements. These core courses occur in a logical sequence and are as follows: American History, American Government and Economic Systems, and World History.

These courses are leveled to meet the educational needs of students. Students selecting college prep courses should expect college preparatory-type requirements. Students should also expect to do more work at a higher degree of difficulty with the course content being examined in greater depth. The specific requirements will be given by the individual instructors of these classes.

Students selecting comprehensive courses can expect a more general examination of the content material. This general examination will still provide a good background for post high school training or employment. Specific requirements will be provided by the class instructor.

During their senior year, students schedule elective courses.

COMPREHENSIVE AMERICAN HISTORY (Grade 9)

Weight 1.0 Credit 1 -- year

American History is a course which will be taught thematically. Themes such as government, geography, multi-culturalism, economics, the industrialization of America, technology, conflict, violence, and politics will be taught.

COLLEGE PREP AMERICAN HISTORY (Grade 9)

Weight 1.1 Credit 1 -- year

American History is a course which will be taught thematically. Themes such as government, geography, multi-culturalism, economics, the industrialization of America, technology, conflict, violence, and politics will be taught.

HONORS AMERICAN HISTORY (Grade 9)

Weight 1.2 Credit 1 -- year

In addition to the thematic instruction of the college preparatory and comprehensive level coursework, the advanced level students will be introduced to expository writing, and exposed to higher-order thinking strategies.

COMPREHENSIVE AMERICAN GOVERNMENT AND ECONOMIC SYSTEMS (Grade 10)

Weight 1.0 Credit 1 -- year

American Government and Economic Systems provide and analysis of issues with an emphasis on how each impacts the contemporary fabric of the nation. Topics include the rights and responsibilities of citizens, all levels of government, elections, political parties, and the role economics plays in the development of the nation.

COLLEGE PREP AMERICAN GOVERNMENT AND ECONOMIC SYSTEMS (Grade 10)

Weight 1.1 Credit 1 – year *This class is also offered online – see page 15*

American Government and Economic Systems provide an analysis of issues with an emphasis on how each impacts the contemporary fabric of the nation. Topics include the rights and responsibilities of citizens, all levels of government, elections, political parties, and the role economics plays in the development of the nation.

HONORS AMERICAN GOVERNMENT AND ECONOMIC SYSTEMS (Grade 10)

Weight 1.2 Credit 1 – year

In addition to the instruction of the college preparatory and comprehensive level coursework, the honors level students will be introduced to higher-order thinking skills and more rigorous academic pursuits.

COMPREHENSIVE WORLD HISTORY (Grade 11)
Weight 1.0 Credit 1 – year
World History is a survey course outlining the highlights of human achievement. The course emphasizes a thematic and cultural approach to the study of human history from the beginning of recorded time to the present. The following themes will be presented: government, geography, culture, economics, technological advancement, and conflict.

COLLEGE PREP WORLD HISTORY (Grade 11) *This class is also offered online – see page 15*
Weight 1.1 Credit 1 -- year
World History is a survey course outlining the highlights of human achievement. The course emphasizes a thematic and cultural approach to the study of human history from the beginning of recorded time to the present. The following themes will be presented: government, geography, culture, economics, technological advancement, and conflict.

HONORS WORLD HISTORY (Grade 11)
Weight 1.2 Credit 1 – year
In addition to the instruction of the college preparatory and comprehensive level coursework, the honors level students will be introduced to higher-order thinking skills and more rigorous academic pursuits.

SOCIAL STUDIES ELECTIVES:

ADVANCED PLACEMENT UNITED STATES HISTORY (Grades 10-12)
Weight 1.3 Credit 1 – year
AP United States History is designed to study the history of the United States chronologically from 1491 to present day. The course focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative). In addition to preparing students for the rigor of a college-level class, the course will prepare students to take the Advanced Placement Test in U.S. History given by the College Board.

ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS (Grades 10-12)
Weight 1.3 Credit 1 – year
AP United States Government and Politics will give students an analytical perspective on government and politics in the United States. The course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also develops familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. In addition to preparing students for the rigor of a college-level class, the course will prepare students to take the Advanced Placement Test in U.S. Government and Politics given by the College Board. AP United States Government and Politics may be taken in lieu of American Government and Economic Systems.

ADVANCED PLACEMENT EUROPEAN HISTORY (Grades 10-12)
Weight 1.3 Credit 1 – year
AP European History is designed to study the history of Europe from 1450 to present day. The course focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative). In addition to preparing students for the rigor of a college-level class, the course will prepare students to take the Advanced Placement Test in European History given by the College Board. AP European History may be taken in lieu of World History.

ADVANCED PLACEMENT PSYCHOLOGY (Grades 11-12)
Weight 1.3 Credit 1.0 – year
The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

LEADERSHIP 1 (Grades 9-12)
Weight 1.0 Credit 0.5 -- semester
This course will study multiple characteristics of leadership by examining some of world's great figures throughout history who exhibited those same qualities.

LEADERSHIP 2 (Grades 9-12)
Weight 1.0 Credit 0.5 -- semester
Prerequisite: Successful completion of Leadership 1
This course will examine the tenets of Servant Leadership by exploring and examining the thoughts and works of Robert Greenleaf. Special attention will be placed upon the practical application of Servant Leadership within the school environment.

LEADERSHIP 3 (Grades 11-12)
Weight 1.0 Credit 0.5 -- semester
Prerequisite: Successful completion of Leadership 2
This course will serve as an internship within the district. Students will be placed with a leader within the Red Lion Area School District. Through this internship, the students are able to observe and discuss the application of the principles of leadership that have been examined in Leadership 1 & 2. This course will meet twice a cycle to discuss their observations and experiences.

LEADERSHIP 4 (Grades 11-12)
Weight 1.0 Credit 0.5 -- semester
Prerequisite: Successful completion of Leadership 3
Leadership 4 will serve as the capstone course for the Leadership curriculum. Students will experience "real-world," practical applications of the leadership characteristics and styles they have learned about in previous courses. Students will study with a leader in the private and/or public sector who is in, or around, the Red Lion Area community. This course will meet once a cycle to discuss their observations and experiences.

LOCAL HISTORY (Grades 11-12)
Weight 1.0 Credit 0.5 – semester
The Local History course is a project-oriented course which closely examines the history of the Red Lion area. The focus of the course will be student exploration of local community stories from both the distant past and recent past which form the fabric of the history of the Red Lion area. Students will be actively involved with their own learning.

SOCIOLOGY 1 (Grades 11-12) *This class is also offered online – see page 15*
Weight 1.0 Credit 0.5 -- semester
Sociology is the study of human interaction and social organization. It is the science which studies patterned, shared human behavior. The process of acting in awareness of others is observed and analyzed by the sociologist in order to identify and classify the main forces of human society. The following areas are covered: socialization, social interaction, social organization, and studies of marriage and family.

SOCIAL PROBLEMS (Grades 11-12)
Weight 1.0 Credit 0.5 -- semester
Prerequisite recommendation: Sociology 1 with a "C" or better or with written approval by the teacher.
Social Problems is a course by which the student will continue to develop an understanding of the individual's role as a member of society. Students will analyze drug abuse, alcohol abuse, suicide, physical abuse, and crime as problems of today's society. It allows for student centered instruction. Imperative to the coursework are individual interest goals, book reviews, film reviews, and other course requirements.

MODERN AMERICAN SOCIETY (Grades 11-12)
Weight 1.0 Credit 0.5 -- semester
This course will explore the dramatic changes which took place in America from the 1960s until the present. Topics will include civil rights, minorities, diversity issues, the emergence of women, and the counterculture.

PSYCHOLOGY (Grades 11-12) *This class is also offered online – see page 15*
Weight 1.05 Credit 0.5 -- semester
Psychology is the study of human development and behavior. This course covers the information students need to learn about psychology, themselves, and others. This course will present the findings of psychology as they clarify and explain human development and behavior from infancy through maturity, both in its normal and abnormal forms.

PSYCHOLOGICAL PERSPECTIVES (Grades 11-12)
Weight 1.1 Credit 0.5 -- semester
Prerequisite recommendation: Psychology with a "C" or better or with written approval by the teacher.
Psychological Perspectives is a course by which the student will continue to develop an understanding of human behavior and the intricate workings of the human mind. Students will analyze language, intelligence and cognition, development, motivation and emotion, health psychology, social psychology, personality and the causes and treatment of mental disorders. There is additional in-depth study of selected topics. It allows for student centered instruction. Imperative to the coursework are individual interest goals, book reviews, and other course requirements.

CURRENT ISSUES (Grades 11-12) *This class is also offered online – see page 15*
Weight 1.0 Credit 0.5 -- semester
Current Issues will focus on events taking place in the nation and in the world of the present to include related government, cultural and geography information.

MILITARY HISTORY (Grades 11-12)
Weight 1.0 Credit 0.5 -- semester
Military History is a semester survey course that covers the world history of warfare from ancient times through the modern era. Students will examine warfare and how it is interconnected with the geographic, political, social, economic, and cultural aspects of society. The core ideas of change and continuity over time will be illustrated using the following themes: 1) how war influenced society; 2) the impact of technology on warfare; 3) the organization and structure of armies; and 4) the experiences of individual soldiers. Both primary and secondary sources will be utilized and analyzed as part of the course.

ART HISTORY (Grades 11-12) *This class is also offered online – see page 15*
Weight 1.0 Credit 0.5 -- semester
This course will present the works of great artists, to include the contributing social and cultural influences of their time, as well as related geography and political information.

CULTURAL IMPACT OF ROCK AND ROLL (Grades 11-12)
Weight 1.0 Credit 0.5 -- semester
Music is a reflection of modern culture and society. When musicians craft and record their brands of music, they pour light onto the history and culture of the times. Cultural Impact of Rock and Roll is a course designed to explore the development of music in America through the lens of history and culture, from the turn of the twentieth century through modern times. The questions of whether culture ultimately influences music, or music influences the direction that culture travels must be asked. Through the mixing of race, society, and class in combination with technological and historical change, music in America has evolved and will continue to do so in the coming generations, and this course is designed to explore those changes.

WORLD RELIGIOUS SYSTEMS (Grades 11-12) *This class is also offered online – see page 15*
Weight 1.0 Credit 0.5 -- semester
This course is designed to explore world's major religious systems: Christianity; Islam; Judaism; Hinduism; Buddhism; and Eastern thought. The course will investigate the history, formation, and beliefs of these systems, as well as their impact on past and present culture, politics, and society in general.

CULTURAL IMPACT OF SPORTS IN AMERICA (Grades 11-12) *This class is also offered online – see page 15*

Weight 1.0 Credit 0.5 – semester

Sports are a metaphor for examining cultural values in microcosm. As an integral component of historical and cultural change in America, sports intersect with race, religion, gender, social class, politics urbanization, and technology. The Cultural Impact of Sports in America course will enhance student appreciation of the role sports play as symbols of traditional, social, political, and economic history. This course offers an opportunity for a constructivist view of diversity in America and builds an increased understanding of Pennsylvania standards. Students will gain an appreciation of diversity through the sports achievements of members of minority groups and allows a depth of women's rights and the rights of people of color. The role of the US in the world will be examined through an in depth study of the Olympic movement. World political movements such as the Cold War and modern terrorism will be examined in depth by way of the modern Olympic movement.

PRESIDENTIAL HISTORY (Grades 11-12) *This class is also offered online – see page 15*

Weight 1.0 Credit 0.5 -- semester

Inscribed upon the mantle in the White House dining room is a quote by President John Adams, "Let none but honest and wise men ever rule under this roof." Right or wrong, throughout United States history, forty-three men have stood at the epicenter of every major decision. Unlike the wishes of Adams, not every president has been wise, and unfortunately, a few have not always been honest, but, all have been chosen by the people. To the people's credit, the United States has elected exceptional men to rescue us in times of despair and push us in times of prosperity. Presidential History will examine the origins and evolution of presidential power in the United States. Students will examine presidential selection, decision-making, and the relationship of the presidency with the legislative branch, judicial branch, foreign powers and the media.

INTRODUCTION TO PHILOSOPHY (Grades 11-12)

Weight 1.2 Credit 0.5 -- semester

This semester course will explore the major themes and concepts of philosophy, including key philosophers throughout the ages. Topics to be covered will range from metaphysics, epistemology, free will and determinism, evil and the existence of God, personal identity, ethical values and politics, and modern cognitivism. The course will highlight individual thinkers such as Socrates, Descartes, Locke, Hume, Kant, Hegel, Nietzsche, Mill and Marx. Students will investigate Eastern influences on Western philosophy, including Taoism, Confucianism and Zen Buddhism.

TECHNOLOGY EDUCATION

The Technology Education Program at the senior high is based upon multiple levels of instruction in six subject areas. The subject areas are: Wood & Plastics, Metals, Graphic Arts, Electronics Technology, Digital Photography, and Drafting & Design. Each subject is based on sequential offerings, which grow in both scope and difficulty.

TECHNOLOGY EDUCATION: MATERIALS (Grades 9-12)
Weight 1.0 Credit 0.5 -- semester
This is an elective course, which offers instruction and exposure to the following subject areas: wood and plastics, metals, and electronics technology. Students will be exposed to a variety of classroom activities designed to build basic skills and problem solving abilities. Exposure to the various areas and activities will allow students to develop a basis on which future course selections can be made. Grades will be based upon the projects, activities, effort, and teamwork demonstrated by each student.

Wood and Plastics: This is an introductory course, which deals with basic manufacturing processes in the areas of wood and plastics. Safety and proper use of tools, machines, and materials as they relate to the content area will be stressed. Students will also be introduced to computer aided manufacturing as it relates to wood and plastics manufacturing.

Metal Technology: This course is designed to introduce students to basic metalworking. Topics will include sheet metal, brazing, soldering, forging, bending, layout and measurement, cutting and drilling, etc. Safety and the proper use of tools, machines, and materials as they relate to metalworking will be stressed throughout this course.

Electronics Technology: The electronics technology unit serves as a hands-on approach to electronics basics: safety, energy concepts, basic components, circuits and measuring techniques. The lab environment emphasizes workplace skills such as time management, practical problem solving, craftsmanship, and working with others. A student project is required in which the student utilizes given circuit diagrams and builds a professional looking, functional electronic device.

TECHNOLOGY EDUCATION: VISUAL COMMUNICATIONS (Grades 9-12)
Weight 1.0 Credit 0.5 -- semester
This is an elective course, which offers instruction and exposure to the following subject areas: graphic arts, and digital photography. Students will be exposed to a variety of classroom activities designed to build basic skills and problem solving abilities. Exposure to the various areas and activities will allow students to develop a basis on which future course selections can be made. Grades will be based upon the projects, activities, effort, and teamwork demonstrated by each student.

Graphic Arts: This is an introductory course designed to introduce students to a variety of printing processes and software packages. Students will produce projects designed in Adobe Illustrator and VE LXi software to be screen printed. Vinyl stickers will be produced using the sign vinyl cutter.

Digital Photography: This is an introductory course designed to introduce students to a professional-level photo editing software called PhotoShop as well as develop the student's ability to take better photos that meet the rules for photographic composition. Students will demonstrate what they learn through various picture taking and photo editing projects.

NOTE: The successful completion of this course will satisfy the requirements for advancement to the Level 2 Technology Ed. Courses. Projects must be successfully completed in order to pass this course of study.

SPECIAL MECHANICAL/ARCHITECTURAL DRAWING (Grade 9-12)

Weight 1.0 Credit 0.5 – semester

This course is intended to introduce students with little or no experience to the field of drafting. It allows the students an opportunity to study basic drafting skills related to mechanical and architectural drawing. The course is also designed to offer students interested in engineering or architecture the opportunity to develop knowledge and skills related to those areas. CAD (Computer Aided Drafting) is also used and emphasized in this course.

TELEVISION WORKSHOP (Grades 10-12)

Weight 1.0 Credit 0.5 – semester

This course is designed to offer students an authentic experience in working in a TV studio. Students will "work" for RLA-TV studios to design, script, perform in, and direct their own original television programming. Students will work in the TV studio performing jobs such as audio mixer, video operator, camera operator, teleprompter, and director of the Tricaster – the video mixing device that allows for green screening and control over the final product. Students will learn how to record and edit video footage, create and design overlays, and coordinate broadcasts. Students will also participate in the media program for the school that includes the AM Morning Show, tweeting announcements to the public, and covering live events. You can view sample programming at www.youtube.com Keyword: RedLionAreaHS

DIGITAL VIDEO PRODUCTION (Grades 10-12)

Weight 1.0 Credit 0.5 -- semester

This course challenges students with realistic assignments or projects similar to what they might encounter if pursuing a career in television or video, whether as an industry employee or as a free-lance videographer. The course refines techniques learned in the basic Television Workshop and expands the skills of news gathering and presentation as well as the use of non-linear, digital editing. Students create in-class projects and enhance the morning announcement program by producing weekly RLASHS "highlights".

BLUEPRINT READING (Grades 10-12)

Weight 1.0 Credit 0.5 -- semester

This course is designed to teach the student how to read technical drawings associated with industry.
The students will be introduced to various types of drawings associated with different industries. Machine trades, architectural, plumbing, electrical, welding and structural are some of the areas that will be covered. Students should be able to read and interpret fundamental drawings at the conclusion of this course.

BLACK & WHITE FILM PHOTOGRAPHY 1 (Grades 10-12)

Weight 1.0 Credit 0.5 – semester

This course allows students to experience the full exposure in black and white photography. Students may bring in their own 35-mm camera on a weekly basis to produce numerous photographic assignments. The students will develop and produce numerous rolls of film. A list of prints will be produced on various topics, such as still life, focal length, sports, and stop action.

PRINCIPLES OF TECHNOLOGY, ENGINEERING & PHYSICS DESIGN (Grades 11-12)

Weight 1.1 Credit 0.5 -- semester

This course will focus on the study of the forces and laws of nature and their application to modern technology. Equilibrium, motion, momentum, energy, electromagnetism, and other topics will be presented in the context of real-world applications. This course will also provide students with an initial exposure to engineering problem solving and engineering design in a given technical field or project-driven environment. The course focuses on skills such as communication, problem solving, systems design, programming, conducting analysis, and presenting findings. Students will work with Lego® robotics kits, bridge building, and computer sensors in a team based competitive environment. Students will be expected to maintain a scientific lab notebook throughout the course.

TECHNOLOGY EDUCATION LEVEL 2 COURSE DESCRIPTIONS

LIVE BROADCASTING (Grades 10-12)
Weight 1.1 Credit 0.5 – semester
Prerequisite recommendation: "B" or better in either Digital Video Production, Television Workshop or Journalism 1, or instructor's permission.
This course is designed to introduce students to what goes on behind the camera in order to broadcast a live event. There are many jobs that students will be exposed to including, camera operating, scoreboard function, video editing, instant replay operator, audio mixing, commentating the game, operating the "Tricaster Studio" (video control system for producing live shows), and learning how to update and keep track of statistics for sports teams. Students will learn the skills and techniques involved in the production of actual, live television programming as well as mass media production at Red Lion's own special events. ***Students interested in this course will also be required to attend several athletic events held on Horn field, at the senior high school, in order to broadcast these events first-hand.***

DIGITAL VIDEO PRODUCTION 2 (Grades 10-12)
Weight 1.1 Credit 0.5 -- semester
Prerequisite recommendation: Either a minimum "B" grade in the Digital Video Production course or demonstration of proficiency in Final Cut Pro.
Students electing the independent study will contract for a semester of work projects created with Final Cut Pro Software. Projects might include, but not be limited to, creating video ads for events at the high school, creating video guides of the school district or individual buildings, or producing segments of a video addendum to the yearbook. Students could elect advanced levels of independent study with each subsequent level requiring a greater mastering of Final Cut Pro and a minimum "B" grade in the previous semester.

TELEVISION WORKSHOP 2 (Grades 10-12)
Weight 1.2 Credit 0.5 -- semester
Prerequisite recommendation: This course is offered with instructor approval only and successful completion of Television Workshop.
Students who have completed Television Workshop can continue their work in the TV studio. Students will work on products related to the TV studio, AM Morning Show, new programming, and covering live events.

DRAFTING & DESIGN 2 (Grades 9-12)
Weight 1.0 Credit 0.5 -- semester
Prerequisite recommendation: Special Mechanical/Architectural Drawing
This course is designed to help students to develop sound fundamental drafting skills. Topics to be covered in the course are orthographic projection, oblique and isometric projection, auxiliary and sectional views, dimensioning practices and basic geometry as it relates to drafting. Computer Aided Drafting (CAD) will be introduced in detail to the students. Activities and assignments in CAD will be used to develop basic proficiency.

METALS 2 (Grades 9-12)
Weight 1.0 Credit 0.5 -- semester
Prerequisite recommendation: "C" or better in Technology Education: Materials or the instructor's permission.
This course is designed to develop the basic skills and knowledge needed to effectively manufacture products in the metals area. The student will learn how to read blueprints, prepare materials, and assemble student made components into a finished product. They will also receive detailed introductions into various machine operations. Developmental activities designed to familiarize students with conventional metal working techniques will be used at this level. Shop mathematics, metals composition, and other related topics will be covered.

CONSTRUCTION HAND AND POWER TOOLS (Grades 10-12)
Weight 1.3 Credit 0.5 -- semester
Survey of hand and power tools typically used to perform construction work. Emphasis on the development of skills needed to effectively perform layout, measurement, cutting, fastening, and finishing operations. Study also includes maintenance of tools and equipment, safe use of hand and power tools, and emerging tool technology. ***This course is offered through PC NOW and earns one credit with Penn College of Technology.***

GRAPHIC ARTS 2 (Grades 9-12)
Weight 1.0 Credit 0.5 -- semester
Prerequisite recommendation: "C" or better in Technology Education: Visual Communications or by teacher approval of an art portfolio.
Graphic Arts 2 is a course where we introduce many new areas of printing, photography, and computer graphics. Topics of learning include multicolor/multipage screen and offset printing, intaglio, and letterpress printing; advanced design, word processing, computer graphics, CAD, desktop publishing, Internet browser, and the digital camera enhance students' projects. The areas of die cutting, scoring, perforating, numbering, embossing, foil stamping, binding, folding, paper, and career development will also be included.

WOOD & PLASTICS 2 (Grades 9-12)
Weight 1.0 Credit 0.5 -- semester
Prerequisite recommendation: Completion of Technology Education: Materials or the instructor's permission.
This course is designed to further develop student's proficiency in the areas of wood and plastic. Student will learn to safety use all floor lab equipment as well as an array of hand, power hand and laser systems technology in a manufacturing type setting. Testing will be administered to assure that safety concepts are used and understood.

ELECTRONICS TECHNOLOGY 2 (Grades 9-12)
Weight 1.0 Credit 0.5 -- semester
Prerequisite recommendation: "C" or better in Technology Education: Materials or the instructor's permission.
The Electronics Technology 2 course serves as a hands-on approach to electronics basics, semiconductor operation, photonic devices and integrated circuits. Lab exercises include concepts such as: resistors, capacitors, diodes, inductors, voltage regulators, transistors and various applied circuits. Related technology and equipment, including meters and power supplies will be used to develop circuits and solve problems. The lab environment emphasizes workplace skills such as: time management, practical problem solving, craftsmanship, and working with others. A student project is required in which the student chooses from given circuit diagrams and builds a professional looking, functional electronic device.

DIGITAL PHOTOGRAPHY 2 (Grades 9-12)
Weight 1.0 Credit 0.5 – semester
Prerequisite recommendation: Completion of Technology Education: Visual Communications or the instructor's permission.
Digital Photography is a course allowing the students, with a digital camera, to: compose, orchestrate, print and create interesting color photographic assignments. Students will supply their own digital cameras on a weekly basis to produce numerous assignments. This course uses no film and will be taught as an entry level course. We will be using the computer every day, learning various software programs to edit, present, and display the students work. Should course requests exceed the number of available seats, preference will be given to students who have completed an introductory level of technology education.

BLACK & WHITE FILM PHOTOGRAPHY 2 (Grades 11-12)
Weight 1.1 Credit 0.5 -- semester
Prerequisite recommendation: Completion of Black & White Film Photography 1 with a minimum grade of "C" or by teacher permission.
This advanced course is a continuation of Black & White Photography 1 that builds on skills developed there. It consists of a review of the basics of chemical and darkroom preparation followed by independent student projects. These projects will be structured around themes established by the instructor. (The student may bring their own **35-mm single lens reflex camera**.) All projects will be mounted and a portfolio will be developed for the completion of the course. This elective exposes students to the changing technology of modern photography and offers them the chance to gain the experience applicable for careers in photography, printing, media, art and advertising. Students will develop a portfolio of their work that they may use after graduation to further their career or education.

PRINCIPLES OF TECHNOLOGY, ENGINEERING & PHYSICS DESIGN 2 (Grades 11-12)
Weight 1.1 Credit 0.5 -- semester
Prerequisite recommendation: A "B" in Principles of Technology, Engineering & Physics Design.
This course is designed to continue the work of Principles of Technology, Engineering & Physics Design. Students will continue to apply the engineering problem solving and engineering design process to engineering problems. Topics include mechanical engineering, civil engineering, electrical engineering, and software engineering. Students will be expected to maintain a scientific lab notebook throughout the course.

TECHNOLOGY EDUCATION LEVEL 3 COURSE DESCRIPTIONS

DIGITAL PHOTOGRAPHY 3 (Grades 10-12)
Weight 1.0 Credit 0.5 -- semester
Prerequisite recommendation: Digital Photography 2
This course will be an intensive study of the principles and practices of advance digital photography. Students will delve into the intermediate and advanced portions of our photo editing software. The student's ability to have a Digital Single Lens Reflex (DSLR) would ease the burden of using the school's cameras. The eventual goal is for all students to have their own Digital SLR. The use of the school's DSLR and point and shoot digital cameras will allow students to rotate cameras throughout the course and accomplish all assignments. All facets of professional photography will be discussed.

DRAFTING & DESIGN 3 (Grades 10-12)
Weight 1.0 Credit 0.5 -- semester
Prerequisite recommendation: Drafting & Design 2 with a "C" or better, or instructor's permission.
This course is designed to allow students to further develop their drafting and CAD (Computer Aided Drafting) skills. The students will be introduced to the area of architecture. Students will design a small home using the both traditional tools and CAD techniques.

METALS 3 (Grades 10-12)
Weight 1.0 Credit 0.5 -- semester
Prerequisite recommendation: Metals 2 with a "C" or better, or instructor's permission.
This course is designed to provide students with the opportunity to further develop and expand upon their skills and knowledge introduced in the metals area. Students will be introduced to more complex metal working concepts and techniques. Students will have the chance to further develop their skills and knowledge in the area of machine metal working operations. Subject matter will include topic areas such as: safety, metals and their composition, physical characteristics, typical uses, and practical shop mathematics.

GRAPHIC ARTS 3 (Grades 10-12)
Weight 1.0 Credit 0.5 -- semester
Prerequisite recommendation: Graphic Arts 2 with a "C" or better, or instructor's permission.
This course is designed to advance students beyond the introductory projects and activities experienced in Graphics 2. It offers students the chance to further develop their knowledge to a higher level of proficiency. Students will have a series of required assignments in offset printing, screen process techniques, photography, computer graphics and desktop publishing. They will be responsible for completing a shadowing requirement as part of the course. This would involve the student setting up a visit/interview to industry in a graphics related field. A printing establishment, photography studio, advertising agency or paper manufacturer/supplies are some of the examples that each individual might choose from in completing this requirement.

WOOD & PLASTICS 3 (Grades 10-12)
Weight 1.0 Credit 0.5 -- semester
Prerequisite recommendation: Wood and Plastics 2 with a "C" or better, or instructor's permission.
This course is designed to further develop student's proficiency in the areas of wood and plastic. In this course students will review all information learned in the two prior courses such as materials, safety, and lab techniques. Topics will include advanced joinery, finish selection and introduce work within a production type setting. Students will choose and implement design features, which they choose within a product designed by the instructor. Students will also design and produce a product of their design and choice with the approval of the instructor.

ELECTRONICS TECHNOLOGY 3 (Grades 10-12)
Weight 1.0 Credit 0.5 -- semester
Prerequisite recommendation: Electronics Technology 2 with a "C" or better, or instructor's permission.
The Electronics Technology 3 course serves as a hands-on approach to electronics basics, focused on integrated circuits. Lab exercises include concepts such as: Digital integrated circuits, TTL and CMOS technology and related experimental circuits. Various technology and equipment, including meters, power supplies, waveform generators and oscilloscopes will be used to develop circuits and solve problems. The lab environment emphasizes workplace skills such as: time management, practical problem solving, craftsmanship, and working with others. A student project is required in which the student utilizes a schematic diagram to fully design and build a professional looking, functional electronic device.

TECHNICAL EDUCATION LEVEL 4 COURSE DESCRIPTIONS

DRAFTING & DESIGN 4 (Grades 11-12)
Weight 1.1 Credit 0.5 -- semester
Prerequisite recommendation: Drafting & Design 3 with a "C" or better, or instructor's permission.
This course allows students the opportunity to develop their skills to an advanced level. Students will have the chance to select and work on an area of interest, or explore a series of areas related to the associated fields. Students will be working on an independent study basis. Each student will be allowed to pursue topics related to the student's interest or career path. The students will continue be introduced to new and more challenging topical information. Manufacturing, computer machining and design, perspective drawing and career orientation are some of the topics covered. CAD (Computer Aided Drawing) will be emphasized.

METALS 4 (Grades 11-12)
Weight 1.1 Credit 0.5 -- semester
Prerequisite recommendation: Metals 3 with a "C" or better, or instructor's permission.
This advanced course is designed to allow students to pursue an area of interest on an independent basis. Students will have the opportunity to participate in product development exercises in which they design and develop products that can be produced using advanced metal working techniques. They will also have the opportunity to select a project, or projects reflective of their level of ability to learn from and complete within a specified time frame. Specific topical information will be covered throughout the course. Both traditional and contemporary topics will be covered. Composite materials, materials standards, manufacturing techniques and new developments in the field are typical examples of the topics presented.

GRAPHIC ARTS 4 (Grades 11- 12)
Weight 1.1 Credit 0.5 -- semester
Prerequisite recommendation: Graphic Arts 3 with a "C" or better, or instructor's permission.
This course is designed to afford the student the chance to experience printing and publishing on an advanced level. The student will be responsible for a variety of personal and school related printing projects. The student will be involved in group projects, which begin with the design and proceed to the printed product. Students will develop a thorough understanding of the interconnection of computer software and hardware packages and how to use them to produce presentation, publishing and multimedia projects. Computers and photography are major components in this course will be related to printing/business practices, project and quality control. Students will be required to set up a shadowing visit to a graphics related industry each semester and present a class report on the visit. Examples of visits would include visits to printing/publishing companies, art/advertising agencies, photographic studios, paper manufacturers and other graphics related businesses. Problem solving, teamwork concepts quality control as well as machine maintenance and troubleshooting are required components of the course.

WOOD & PLASTICS 4 (Grades 11-12)
Weight 1.1 Credit 0.5 -- semester
Prerequisite recommendation: Wood & Plastics 3 with a "C" or better, or instructor's permission.
This course is designed for students to further explore project design and development of their own choice. Students will keep a journal of work, prepare a written paper, and an oral report to be given in class on their design and development of their specific project. The format used will be for the current graduation project. Difficulty of each project will depend on the skill level of the particular student. Projects selected have to meet the instructor's approval.

ELECTRONICS TECHNOLOGY 4 (Grades 11-12)
Weight 1.1 Credit 0.5 -- semester
Prerequisite recommendation: Electronics Technology 3 with a "C" or better, or instructor's permission.
The Electronics Technology 4 course serves as a hands-on approach to the real world application of electronics basics. Various labs, chosen by both student and instructor, will be performed to explore applied concepts and solve real world challenges such as: ladder logic, robotics, motor control systems, relays, alarm systems, audio electronics, power systems, transportation systems, communication systems, and various others. A student project is required in which the student utilizes various concepts and resources to fully design and build a professional looking, functional, electronic device or system.

WORLD LANGUAGE

Although an elective, a world language is an academically rigorous course requiring students to complete work outside the classroom. Students will memorize vocabulary and grammatical structures for written and oral performance. Each level of the language consists of increasingly more complex skills and concepts. Each new level builds on the previous level. Therefore, it is recommended that a student have a "C" or better in one level in order to continue to the next level.

FRENCH 1 (Grades 9-12)
Weight 1.05 Credit 1 -- year
French 1 introduces the sound system and intonation patterns of the French language, with emphasis on the development of audio-lingual skills. Basic French structures are presented and applied within a limited vocabulary range. The ability to listen, speak, read, and write within reasonable limits is developed. Some French culture, music, and foods are introduced.

FRENCH 2 (Grades 10-12)
Weight 1.1 Credit 1 -- year
Prerequisite recommendation: C in French 1 or written approval of the teacher.
French 2 is a continuation of the aural-oral aspect of language learning with increased emphasis on reading and writing skills. New grammatical structures and verb forms are introduced. Current French events and francophone cultures, as well as some civilization, are presented in reading and supplementary activities.

FRENCH 3 (Grades 11-12)
Weight 1.1 Credit 1 -- year
Prerequisite recommendation: C in French 2 or written approval of the teacher.
French 3 strengthens reading and writing skills while improving listening comprehension and speaking skills. Attention is given to vocabulary building and the study of selected idioms. Basic grammar and expanded vocabulary are applied in more advanced reading and composition. Culture and expression differences are examined in more detail.

FRENCH 4 (Grade 12)
Weight 1.2 Credit 1 -- year
Prerequisite recommendation: C in French 3 or written approval of the teacher.
French 4 reviews and consolidates the structures and skills of earlier levels of study. Selected genres of French literature, periods of art, and eras of civilization are studied, discussed, and critiqued. More attention is placed on written and oral self-expression.

GERMAN 1 (Grades 9-12)
Weight 1.05 Credit 1 - year
The four-year sequence of German is based in a communicative approach, which creates a variety of authentic situations, enabling students to discuss topics. The language skills of reading, writing, speaking and listening are fully integrated throughout the school year to help students communicate in relevant cultural settings. Grammar is presented to support the functions, such as describing oneself and asking about others, talking about interests and giving opinions, and discussing school, among other topics. Cultural differences and the uniqueness of the German-speaking people are integrated throughout the program.

GERMAN 2 (Grades 10-12)
Weight 1.1 Credit 1 -- year
Prerequisite recommendation: A grade of "C" or better in German 1 or written permission of the teacher.
The German 2 program is expanded to encourage a more creative use of the language and to develop communication of more complex thoughts. Grammar is a main focus of this course, including the past tense. German students also have the opportunity at the end of the year to spend three weeks with a German family under the sponsorship of the York Twinning Association.

GERMAN 3 (Grades 11-12)
Weight 1.1 Credit 1 -- year
Prerequisite recommendation: A grade of "C" or better in German 2 or written permission of the teacher.
This course continues to develop the intermediate level of proficiency in reading and writing requiring students to use German in more critical thinking domains. Examples of course topics are injuries and illnesses, travel, poetry, and German history.

GERMAN 4 (Grade 12)
Weight 1.2 Credit 1 -- year
Prerequisite recommendation: A grade of "C" or better in German 3 or written permission of the teacher.
A variety of literary material and current event articles are used as a basis for a more advanced discussion of German culture and history. Course materials highlight the German military, fairy tales, East German history, and European geography.

LATIN 1 (Grades 9-12)
Weight 1.05 Credit 1 -- year
Students begin their introduction to Latin with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each week consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and cultural presentations covering significant aspects of Roman culture or their modern-day manifestations, and assessments. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).
**This course is offered through EdOptions Academy, an online content provider.

LATIN 2 (Grades 10-12)
Weight 1.1 Credit 1 -- year
Prerequisite recommendation: A grade of "C" or better in Latin 1 or written permission of the teacher.
Students continue their introduction to Latin with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each week consists of a new vocabulary theme and grammar concept, a notable ancient myth in Latin, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and cultural presentations covering significant aspects of Roman culture or their modern-day manifestations, and assessments. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).
**This course is offered through EdOptions Academy, an online content provider.

SPANISH 1 (Grades 9-12)
Weight 1.05 Credit 1 -- year
Spanish 1 introduces students to the language and cultures of Spanish speaking communities. We seek to develop speaking, listening, writing and reading skills. The student will develop his vocabulary through a variety of authentic activities at an elementary grammar level to facilitate his use of the language.

SPANISH 2 (Grades 10-12)
Weight 1.1 Credit 1 -- year
Prerequisite recommendation: A grade of "C" or better in Spanish 1 or written permission of the teacher.
Spanish 2 is a continuation of the first year, with the vocabulary being expanded and more emphasis put on grammar to help the student progress more rapidly in his speaking and writing skills. The study of the culture of Spain, Mexico, Central and South America will continue.

SPANISH 3 (Grades 11-12)
Weight 1.1 Credit 1 -- year
Prerequisite recommendation: A grade of "C" or better in Spanish 2 or written permission of the teacher.
With Spanish 3, the student will continue his study of basic Spanish grammar using the structures and vocabulary in the development of higher level thinking skills. Emphasis is put on developing listening skills and gaining greater oral proficiency. During this year the student also has the opportunity for more in-depth studies of Hispanic cultures through the study of art, music, and history.

SPANISH 4 (Grade 12)
Weight 1.2 Credit 1 -- year
Prerequisite recommendation: A grade of "C" or better in Spanish 3 or written permission by the teacher.
Spanish 4 reviews and consolidates the grammatical structures taught in the earlier levels. Students will also begin an in-depth study of Spanish and Hispanic literature and culture. Emphasis will be placed on the role of Spain and the Americas in history as well as our world today. Students will investigate and discuss relevant themes in Hispanic countries. (i.e.: art, the human rights movements, and important Hispanic leaders and heroes). During this year, more attention is given to self-expression in writing and oral discussions.

SENIOR NON-CREDIT ELECTIVES

Senior Late Arrival Early Release Program

Inclusion in this program is contingent upon administration approval. Poor attendance, excessive tardiness, poor academics, misconduct, or other acts of poor citizenship can be considered reason for exclusion from this program. Students will not be allowed to request a schedule change so they can participate in the Late Arrival/ Early Release program. However, seniors who do not register for the program, but get scheduled for a study hall during periods 1 or 7 may elect to enroll in the program within the first cycle of semester 1 or semester 2.

Late Arrival students must provide their own transportation to school.
Early Release students must provide their own transportation home from school.

ACADEMIC REQUIREMENTS:

1. Students on Late Arrival/Early Release must be seniors and scheduled to meet all graduation requirements by the end of the current school year.
2. Students on Late Arrival/Early Release must meet the academic requirements for extra-curricular participation.
3. Students must be passing all courses at the end of each marking period.
4. Students shall not be on AAR for the same course for two consecutive AAR cycles.
5. Students on Late Arrival/Early Release must have their graduation project completed and turned in by the end of the first semester.

SENIOR LATE ARRIVAL - FALL

Weight 0 Credit 0

Senior students in good academic standing, and who have earned the prerequisite number of credits, may schedule late arrival for their senior year at Red Lion.

SENIOR EARLY RELEASE - FALL

Weight 0 Credit 0

Senior students in good academic standing, and who have earned the prerequisite number of credits, may schedule early release for their senior year at Red Lion.

SENIOR LATE ARRIVAL – SPRING

Weight 0 Credit 0

Senior students in good academic standing, and who have earned the prerequisite number of credits, may schedule late arrival for their senior year at Red Lion.

SENIOR EARLY RELEASE – SPRING

Weight 0 Credit 0

Senior students in good academic standing, and who have earned the prerequisite number of credits, may schedule early release for their senior year at Red Lion.

Students registering for Late Arrival and/or Early Release will still be required to submit the application and parent permission slip prior to starting Late Arrival and/or Early Release. The parent permission slip will be signed in the spring before the student's schedule is made.