

LAUREL HIGH SCHOOL

An Equal Rights and Opportunities School District



SCHEDULE PLANNING
and
COURSE SELECTION
for
GRADES 9 through 12

*In preparation for the
2024-2025 school year!*

MISSION STATEMENT

Laurel, a community dedicated to excellence, is committed to challenging and equipping students to become knowledgeable, responsible, and engaged contributors to an ever-changing global society.

POLICY

The Laurel School District does not discriminate in its educational programs, activities, or employment practices based on race, color, national origin, sex, sexual orientation, disability, age, religion, ancestry, union membership, or any other legally protected category. This policy is in accordance with state law, including the Pennsylvania Human Relations Act, and with federal law, including Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967 and the Americans with Disabilities Act of 1990. Laurel School District employees and participants who have an inquiry or complaint of harassment or discrimination, or who need information about accommodations for persons with disabilities, should contact *Mr. Leonard A. Rich*, Superintendent, at the Laurel District Office, 2497 Harlansburg Road, New Castle, Pennsylvania 16101 or by calling (724) 658-8940.

SPECIAL EDUCATION

Students in need of special education services receive an evaluation by a multi-disciplinary team. Evaluation will be provided on a non-discriminatory basis. The results of the evaluation will be utilized to plan for appropriate instructional methods and materials for the student. Each student receiving special education services has an Individualized Education Plan (I.E.P.) developed on an annual basis, and a re-evaluation conducted according to regulations. Eligible students shall be provided an education which approximates as nearly as possible the curriculum of the school district. All eligible students have an Individual Transition Plan and a Graduation Plan as a part of their Individualized Education Plan. Gifted students will be provided an education that enables them to participate in acceleration and enrichment. All eligible special education and gifted students' programs shall be in accordance with their IEP or GIEP. Parents of handicapped and gifted students are urged to contact Laurel High School if there are questions concerning assessment and special services. Please contact the Laurel School District Director of Pupil Services, *Ms. Nicole Bell*, at (724) 658-2673 ext. 2940.

All students, age 14 or above, participate and provide information regarding their post-school goals, preferences and interests including professional, vocational, occupational outcomes, training needs and independent living skills. It is strongly recommended that students consider the variety of vocational opportunities available and connect those goals with their current educational participation and progress. All students' unique strengths, needs and challenges are identified in an Evaluation Report and integrated with their overall educational program as delineated in a Transition Individualized Education Plan. All teachers and staff responsible for implementing students' educational plans are informed on an ongoing basis and participate in the shared responsibility to ensure academic progress and success. The students' IEPs will reflect annual goals and adaptations and accommodations necessary for student success in their respective educational programs.

CAREER/TECHNICAL/VOCATIONAL EDUCATION

All students in Grade 9 tour the Lawrence County Career and Technical Center for possible enrollment in one of the vocational education programs. Each eligible and/or disadvantaged student who enrolls in a vocational education program will be given the opportunity to participate in a Vocational Assessment Program. All students also have the opportunity to participate in Laurel's Agricultural Education Program. No student will be excluded from participating in vocational programs or denied the benefit of vocational programs based on discriminating practices.

The programs offered at the Lawrence County Career and Technical Center are:

Auto Technology
Commercial Art
Computer and Office Technology
Construction Trades
Cosmetology
Electrical Occupations
Health Assistant
Machine Tool Technology
Oil and Gas Well Drilling
Restaurant Trades
Veterinarian Technology Assistant
Welding

LAUREL AGRICULTURAL EDUCATION PROGRAM

Admissions Policy: The Pennsylvania Department of Education Career and Technical Education (CTE) Program has unlimited enrollment and allows all students to participate in classes that are detailed in the scope and sequence in the Career and Technical Education Information System (CATS). The school district adds additional sections if warranted by student course selection.

Recruitment Program: Laurel High School's Agricultural CTE Program informally recruits students and provides equal access beginning with the Ag Encounter program at the elementary grades. The informal recruitment process continues at the middle and high school levels via recommendations from the Tech. Ed. Teacher, and from community outreach and conversations at public FFA, 4-H, and Conservation Club events.

Selection and Placement Procedure: All students wishing to enter the PDE approved program are welcomed and counseled on the courses they should select each year to complete the Agricultural Education Program at Laurel High School. Students who complete 50% of the scope and sequence must take the end of program assessment through the National Occupational Competency Testing Institute (NOCTI).

Laurel School District does not discriminate on the basis of race color, national origin, sex, disability or age in its programs or activities. The following person has been designated to handle inquiries regarding the nondiscrimination policies:

Mr. Leonard A. Rich, Superintendent

ALTERNATIVE EDUCATION

Students whose behavior is disruptive and cannot be remediated through traditional resources may be assigned to CRAY Challenges. Challenges is a highly structured and PDE approved Alternative Education Program for students grades 7 through 12. The aim of Challenges is to provide an intensive treatment and educational program which will assist students in learning skills enabling them to be reintegrated into the traditional school setting. In addition to an approved educational curriculum, therapeutic activities address issues such as social skills, anger management, and conflict resolution. A placement into Challenges is made by the School Administration or by judicial order. Students may be placed into this program for a minimum of 45 days, pending review.

COLLEGE WITHIN THE HIGH SCHOOL

The College within the High School program offers college credit for students enrolled in selected high school courses. In partnership with Seton Hill University, Robert Morris University, and the University of Pittsburgh, students can choose to enroll in courses and earn up to three credits per course for a cost close to 75% less than tuition at the university. The following courses are currently offered:

Seton Hill University

1. *Accounting I & II*
2. *Advanced Placement Calculus AB with Lab*
3. *Advanced Placement Literature and Composition*
4. *Advanced Placement United States History*
5. *Introduction to Sociology*
6. *Spanish IV*

University of Pittsburgh

1. *American Politics*
2. *Argument and Debate*
3. *Honors Physics II with Lab*
4. *Introduction to Film*
5. *Introduction to Psychology*
6. *Python Programming*
7. *Right Start to College*
8. *Web Site Design and Development*

Robert Morris University

1. *Essentials of Marketing*

Butler County Community College

1. *Productivity Applications*

In addition to the in-house options listed, California University of Pennsylvania, Grove City College, Clarion University, Westminster College, Slippery Rock University, and Butler County Community College all have full online options to accrue college credits while in high school at varying costs of approximately \$250 per three credit course. Tuition assistance is available for those that qualify. For additional information, please contact Laurel School Counselor Mr. Matthew Pertile at (724) 658-9056.

CYBER ACADEMY

The L laurel C cyber A academy (LCA) is a full online curriculum run on the Edgenuity platform and used for a variety of reasons to meet student needs in the Laurel School District. These courses can be utilized for credit recovery, modification of scheduling, enrichment, and acceleration. Edgenuity provides numerous opportunities for expanding the course catalog and the curriculum and student progress is monitored by Laurel teachers. For additional information, please contact *Mr. Matthew Pertile* at (724) 658-9056.

ADVANCED PLACEMENT

The Laurel School District offers four advanced placement (AP) courses, including;

- 1) AP Chemistry (Grade 10, 11, or 12)
- 2) AP United States History (Grade 11)
- 3) AP Calculus AB (Grade 11 or 12)
- 4) AP Literature and Composition (Grade 12)

At the conclusion of the course the AP exam will be available should the student choose to participate. Achieved scores of 3,4, and 5 may be given college credit, however, this is individual and specific to each college or university. AP courses can also be taken independently. Please contact Mr. Matthew Pertile with any questions or concerns regarding the AP program at 724-658-9056.

LAUREL HIGH SCHOOL COURSE AND GRADUATION REQUIREMENTS

A minimum of twenty-four credits is required for a student to graduate.

Each student will carry and pass the following subjects in the designated grades that make up the twenty-four credits:

ENGLISH Four credits of specified ENGLISH during Grades 9-12.

MATHEMATICS Four credits of MATHEMATICS.

SCIENCE Three credits of SCIENCE during Grades 9-12.
This includes **Biology**, which is initially scheduled in Grade 9.

SOCIAL STUDIES Four credits of specified SOCIAL STUDIES during Grades 9-12.

WELLNESS EDUCATION One and a half credits of Physical Education during Grades 9-12.
One half of a credit of Health Education preferably in Grade 9 or 10.

COMPUTER TECHNOLOGY One credit of COMPUTER TECHNOLOGY Grades 9-12

<u>REQUIRED ENHANCEMENT</u>	Scheduled during sophomore year, this rotation consists of Career Etiquette, Career Exploration, Driver Theory, and Financial Literacy. These classes are 45 days (one quarter) for .25 credit each.
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ELECTIVES Five credits or more scheduled in Grades 9-12.
Any courses taken by a student once all of the above credits are earned will count as elective credit.

KEYSTONE EXAMS Students must prove proficiency in Algebra I, Biology, and Literature by passing Keystone Exams or completion of an approved project in each area.

If a required course is failed, the failed course may be repeated in the regular classroom or earned through course recovery during the next school year.

GRADUATION PROJECT

Classes of 2024 & 2025 will present a comprehensive project on the following:

- Student project will include a final copy of a cover letter
- Student project will include a final copy of a resume
- Students will complete a 5 to 7 minute presentation on post-secondary plans. It will also include a brief reflection on how this process impacted that choice. The presentation will also include any aspects of their education here at Laurel that influenced that choice (class, teacher, club, activity, community service).
- Students will have a follow up question and answer from the panel on their presentation.

Class of 2026 and beyond will complete the entire Senior Project as outlined below. When we receive incoming students, the guidance department will work with the students to get them up to date with the plan.

GRADUATION PROJECT Required for Graduation

Classes of 2024 & 2025 will present a comprehensive project on the following:

- Student project will include a final copy of a cover letter
- Student project will include a final copy of a resume
- Students will complete a 5 to 7 minute presentation on post secondary plans. It will also include a brief reflection on how this process impacted that choice. The presentation will also include any aspects of their education here at Laurel that influenced that choice (Class, teacher, club, activity, community service).
- Students will have a follow up question and answer from the panel on their presentation.

Class of 2026 and beyond will complete the entire Senior Project as outlined in the Senior Project Handbook. When we receive incoming students, the guidance department will work with the students to get them up to date with the plan.

Graduation Project Contract

9th Grade

_____ Students will complete college or career inventory under the direction of the school counselor.

10th Grade

_____ Students will be educated through their Sophomore Rotation on multiple aspects of college and career readiness. This rotation will be the foundation of the Senior Project and students will be trained on all aspects of the project. During these rotations, students will continue with college and career research. Students will be exposed to soft skills, financial literacy, and career readiness.

11th Grade

_____ Students will continue with college and career exploration through research and job shadowing. School counselors will give classroom presentations on how to apply for college/university as well as how to properly enter the workforce. Students will have the opportunity to begin job shadowing.

12th Grade

_____ Students will work during the school year with their 12th grade Social Studies teacher to update documents essential for the senior project. The Social Studies teacher will serve as a resource for students during their project preparation. Finally, during the month of March, the district will approve an ACT 80 day. During the afternoon, Seniors will present their Graduation Projects to their panel. Participation in these 5-10 minute projects are a requirement for students to participate in Commencement Proceedings.

HIGH SCHOOL CREDIT RECOMMENDATIONS

In order for a student to maintain a steady momentum of credit accumulation toward graduation, the following guideline is listed as a minimum amount of credits needed each year:

Grade 9 – minimum of 6.0 credits

Grade 10 – minimum of 6.0 credits (12 total accumulated)

Grade 11 – minimum of 6.0 credits (18 total accumulated)

Grade 12 – minimum of 6.0 credits (24 total accumulated)

COURSE SELECTION

A counselor will meet with students during the second semester to help determine which courses should be selected in light of previous achievement, individual abilities, and ambitions. However, beyond satisfying the requirements previously listed, the student and the student's parents are responsible for subjects chosen.

WITHDRAWAL FROM COURSES

Students are required to have a full course schedule with no more than one 6-day study hall and one 3-day study hall. Students may withdraw from a course within the first five days of the course with no penalty, provided they still maintain the minimum course load described above. After five days, students wanting to withdraw from a course must withdraw with either a pass or fail as determined by that quarter's grade.

Second semester schedule changes will be considered the last 5 days of the first semester. If a student has not been withdrawn from a scheduled class through the guidance office, the student's absence from the class without an excuse becomes a discipline matter.

POST SECONDARY RECOMMENDATIONS

Because entrance requirements vary considerably, students should study web sites and post-secondary catalogs and literature. With some exceptions, local colleges and nursing schools generally require one year of laboratory science, two years of academic mathematics, and two years of one foreign language, along with proof of high school graduation. Most trade/technical schools require one year of Algebra for admission. Others, along with many business schools, require only proof of graduation from high school.

CALCULATOR USE

Calculator use is determined by the course. Instructors will provide students with information as needed. Students will have access to calculators when needed.

Any questions regarding the use of calculators may be directed to the Math Department Chairperson *Ms. Deana LaGamba* at (724) 658-9056.

ATHLETES PARTICIPATING IN INTERSCHOLASTIC SPORTS

Be familiar with these basic eligibility rules for interscholastic participation in the Laurel School District as set forth by the PIAA:

1. A student must maintain passing grades (60% or higher) in a minimum of four (4) full credit subjects
2. The first measure of curricular eligibility occurs weekly.
 - A. On Friday of each week during the season, the student must have a cumulative grade of 60% or higher from the beginning of the grade period in a minimum of four (4) full credit subjects or the equivalent.
 - B. After reviewing weekly grade checks, student athletes failing one or more subjects or earning two or more D's will be assigned Mandatory Study Period (MSP).
 - C. If the student does not meet the above standard, he/she will be declared ineligible for the following week - Sunday through Saturday.
3. A second measure of curricular eligibility occurs at the end of each grading period.
 - A. If the student has not passed at least four (4) full credit subjects or the equivalent at the end of the nine-week report period, he/she will be declared ineligible for interscholastic competition for a period of fifteen (15) school days from the time the report cards are issued.
4. At the end of the final grading period, a student's final average grades for the year will determine their eligibility for the first fifteen days of the upcoming school year.

NCAA ELIGIBILITY CENTER

Student athletes and their parents should be aware there are specific academic requirements to be eligible for financial aid and to participate on an intercollegiate team at the Division I & II levels. The NCAA has established specific guidelines a graduating high school senior must achieve. If students/athletes are to meet these guidelines, they must plan and prepare early for a strong academic curriculum in high school. The requirements can not be realistically attained in only their junior and senior years.

Students/athletes wishing to further their athletic careers at the collegiate level must meet eligibility requirements specified at the following website:

www.eligibilitycenter.org (go to general information).

If students and/or parents have any questions regarding eligibility standards, please contact Mr. Matt Pertile, Laurel School District's NCAA coordinator, at (724) 658-9056.

A complete and up-to-date list of NCAA courses offered at Laurel High School can be found at:

<https://web3.ncaa.org/hsportal/exec/hsAction?hsActionSubmit=searchHighSchool>

GRADING AND REPORTING

Policy 212 Reporting of Progress, Administrative Regulation

Grading and reporting in the Laurel School District can vary by teacher, grade level or content area. In order to provide a consistent set of standards and procedures, the administration has developed this set of regulations. In order to avoid a reported grade that does not reflect achievement, the basis of our reports for progress shall be on a summative assessment, including projected based assessments and the performance of skills or other performance. Other defined areas of reporting shall not skew the grade so as to distort or exaggerate the students' level of proficiency measured against a particular standard. For purposes of reporting progress, teachers shall record and associate the following categories to grading and reporting starting in 3rd grade and continuing through graduation:

- *Summative Assessment* - The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. Summative assessments are often high stakes, which means that they have a high point value. Summative assessments measure correctness. Examples of summative assessments include, but are not limited to: a midterm exam, a final project, a paper, a senior recital, etc.
- *Independent Work* - The goal of independent work is to provide practice of a skill or standard during the course of a lesson, after the conclusion of a lesson, or prior to another lesson. Independent work is given credit for attempts at completion. The work is not evaluated as right or wrong. A common example would be, but not limited to homework.
- *Participation* - The goal of participation is to have the students in attendance and engaged in the practice of a skill or standard. Participation is awarded for efforts made to engage during a lesson. Examples of participation include, but are not limited to: attendance during the lesson, engagement during the lesson, etc.

High School Grades - Students in 9th through 12th grade will receive a report card where subjects will be reported with achievement reflected in percentages. Those percentages correspond to a letter grade. All grade level core and special courses will record grades. Each individual recorded grade will be correlated to one of the three previously described categories (Summative Assessment, Independent Work, Participation/Attendance). The reported grades will be calculated with the following weights:

Regular Core Classes and Electives

- *Summative Assessment 60%* • *Independent Work 30%* • *Participation/Attendance 10%*

Honors Classes/College in High School/Dual Enrollment, and the like

- *Summative Assessment 75%* • *Independent Work 15%* • *Participation/Attendance 10%*

Advanced Placement

- *Summative Assessment 90%* • *Independent Work 5%* • *Participation/Attendance 5%*

**Honor Roll ought to be reflective of our best and brightest.
High Honor Roll should be an elite and prestigious honor.**

Middle/High School Honor Roll Criteria

High Honor Students will be designated following each grading period as those students who have earned no grade below 90% or an incomplete grade.

Honor Students will be designated following each grading period as those students who have earned no grade below 80% or an incomplete grade.

The Laurel School District will utilize a grading basement for the first and third nine weeks. The purpose of the basement grade is to provide the student with an opportunity to improve the 2nd and/or 4th nine weeks and earn a passing grade. The basement percentage grade given for the first or third nine weeks shall be no lower as to prohibit the lowest C from raising the cumulative average grade to the lowest D for that semester.

The Laurel School District will utilize a grading ceiling for all four (4) marking periods as well as the cumulative semester and/or final year average grades. The purpose of the ceiling grade is to provide the student with an opportunity to earn no more than 100% of all recorded grades.

KEYSTONE EXAM & REMEDIATION

The Keystone Exams will be administered as an end of course exam when students take Algebra 1, Biology 1, & English 10 (Literature). They are required by the PA Department of Education as a graduate requirement. A score of 1500 is considered proficiency on all three exams. If a student does not earn a score of 1500 on a particular exam, then they will retake the exam during the winter of the next school year. Students will be rescheduled in the summer once the Spring scores have been released into a keystone exam remediation course for the first semester before retaking the exam in January. There is also the possibility of students being scheduled into a pre-mediation course during the second semester based upon student data and teacher recommendation for the purpose of providing the student extra assistance and preparation before taking the exam in May.

NEW CASTLE SCHOOL OF TRADES ARTICULATION AGREEMENT

The Laurel School District and New Castle School of Trades have made an agreement to offer students at Laurel a Combination Welding Program. The purpose of the agreement is to assist graduates of Laurel who wish to enroll in the Combination Welding Program at the New Castle School of Trades to increase their potential and technical skills before entering the job market by receiving the opportunity for advanced standing credit in pursuit of a diploma in their career of welding. Students interested in the program are encouraged to see *Mr. Pertile* in the Guidance Office.

DELAWARE VALLEY UNIVERSITY ARTICULATION AGREEMENT FOR AGRICULTURE

The Laurel School District and Delaware Valley University have made an agreement to offer students at Laurel a pathway to transfer Laurel High School Agriculture credits to Delaware Valley University. If a Laurel AG student chooses to attend Delaware Valley University, then they have the ability to transfer 12 credits as they enter school at Delaware Valley University. Classes and certificates include Animal Science, Agriculture Science, Introduction to Dairy, & Introduction to Dairy Herd Management. Students interested in the program are encouraged to see *Mr. Pertile* in the Guidance Office and *Mrs. Palmer* in the AG Department.

SENIOR PRIVILEGE GUIDELINES

24-25 Senior Privilege Guidelines

For the 2024-2025 school year, seniors choosing Senior Privilege (SP) can select one of four options:

- 1) SP for period 1
- 2) SP for periods 1 and 2
- 3) SP for periods 8 and 9
- 4) SP for period 9

For seniors to be eligible for Senior Privilege they must meet the following criteria:

- 1) Academically on track
- 2) Missed less than 10 school days previous year (not counting medical excuses)
- 3) 3.0 cumulative GPA or better
- 4) No violations of student code of conduct resulting in any type of suspension
- 5) Have no outstanding debts to the district

To remain on Senior Privilege the following criteria must be met throughout the year:

- 1) No more than 4 excused absences per quarter (not counting medical excuses)
- 2) Must maintain 3.0 cumulative GPA
- 3) Must not violate code of conduct resulting in any type of suspension

Any violation of this contract may result in probation or revocation of Senior Privilege at the discretion of Administration. Senior Privilege will be evaluated at the end of each 9-weeks.

AGRICULTURAL EDUCATION (Elective)

Agricultural Education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems. Note: class sizes will be limited for safety concerns.

Program CIP code of Agriculture, General 01.0000.

ADVANCED AGRICULTURE	Semester Course	<i>(Elective Grade 12)</i>	0.5
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Prerequisite: Senior student and a “Completer” of the Ag Ed program.

This course is designed to give students an advanced understanding of the broad field of Agriculture. Students will learn and review principles of business management, soil science, crop science, animal science, horticulture, natural resource management, common agricultural calculations, and safety in Ag mechanics. All students taking the course are required to be a member of the National FFA Organization.

ADVANCED WELDING	Semester Course	<i>(Elective Grades 11-12)</i>	0.5
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Prerequisite: Welding II and Agricultural Mechanics

Students who complete Welding I, Welding II and Advanced Welding are eligible for credit at the New Castle School of Trades. This course is designed to give students an advanced understanding of all welding safety and processes. Students will learn to read and write welding blueprints, design and build metal projects, and disassemble, reassemble, and fix welding equipment. All students completing this course along with Welding I & II will be awarded ¼ of the necessary hours and tuition for the Welding Program at the New Castle School of Trades. All students taking the course are required to be a member of the National FFA Organization.

AGRICULTURAL MECHANICS	Semester Course	<i>(Elective Grades 9-12)</i>	0.5
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Prerequisite for all mechanic classes offered in Ag Ed curriculum.

This course is designed to explore the major areas of agriculture mechanics. Emphasis will be on woodworking, oxyacetylene welding, arc welding, electricity, plumbing, concrete and masonry, and agricultural structures. All students taking the course are required to be a member of the National FFA Organization.

AGRICULTURAL SAE	Semester Course	<i>(Elective Grades 9-12)</i>	0.5
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Agricultural SAE, or Supervised Agriculture Experience, will be available for students in grades 9, 10, 11, and 12. It must be approved by the department. Students will be exposed to a variety of record keeping systems and their analysis to allow them to more accurately evaluate their potential both on a personal and business level. In a global agricultural experience, students will have to be able to identify those key components regardless of where they may be found and interact with that information in such a way as to be able to identify problems, provide solutions, and maintain a stable economic position. The objective of this course is to provide students with higher learning skills in that they will be required to identify, analyze, and modify the enterprise based on that analysis. Computers will be used; calculators are needed.

AGRICULTURAL SCIENCE	<i>(Elective Grades 9-11)</i>	0.5
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This course also counts towards science credit for graduation.
Prerequisite for all semester courses offered in the Agricultural Science curriculum.
This course introduces students to the sciences, skills, and technology associated with modern agriculture. Topics to be covered will be plant science, animal and poultry science, crop production, forestry, wildlife, and biotechnology.
Biology I has been designed in conjunction with our Agricultural Science course. Students may elect to schedule Biology I and Agricultural Science as Freshmen.
All students taking the course are required to be a member of the National FFA Organization.

ANIMAL SCIENCE I	Semester Course <i>(Elective Grades 10-12)</i>	0.5
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This course also counts towards science credit for graduation.
Prerequisite: Agricultural Science
The course introduces students to livestock and poultry production. Emphasis will be on feeding and nutrition, genetics of animal breeding, breeds of livestock, diseases and parasites of livestock and poultry, housing, and marketing. All students taking the course are required to be a member of the National FFA Organization.

ANIMAL SCIENCE II	Semester Course <i>(Elective Grades 10-12)</i>	0.5
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This course also counts towards science credit for graduation.
Prerequisite: Successful completion of Animal Science I
This course requires self-monitored learning by the student with the oversight of the instructor on specific projects and research-based topics. The course introduces students to animal rights and animal welfare, animal cloning, biotechnology in animal reproduction, producing genetically modified organisms and ethical issues in biotechnology. All students taking the course are required to be a member of the National FFA Organization.

ENVIRONMENTAL RESOURCE MANAGEMENT	Semester Course <i>(Elective Grades 9-12)</i>	0.5
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Prerequisite: Agricultural Science
This course is designed to give students hands-on experience in the field of environmental science, ecology, and conservation through the use of the Ag Ed shop and outdoor lab facilities. The basic principles of ecology, forestry, wildlife management, soils, and water management will be covered through hands on experiences. All students taking the course are required to be a member of the National FFA Organization.

GREENHOUSE PRODUCTION	Semester Course <i>(Elective Grades 9-12)</i>	0.5
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Prerequisite: Agricultural Science
This course introduces students to principles of greenhouse crop production. Emphasis will be on greenhouse structures, effects of environmental factors on plant growth, plant nutrition, plant propagation, container-grown crops, and insect and disease control. All students taking the course are required to be a member of the National FFA Organization.

INTRODUCTION to HORTICULTURE

Semester Course	<i>(Elective Grades 10-12)</i>	0.5
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Prerequisite: Agricultural Science

This course introduces students to the field of horticulture. Emphasis is placed on plant science, plant propagation, greenhouse management and crops, pest management, lawn and turf grass maintenance, small fruits, vegetables, and floriculture. All students taking the course are required to be a member of the National FFA Organization.

LANDSCAPING I

Semester Course	<i>(Elective Grades 10-12)</i>	0.5
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This course also counts towards science credit for graduation.

Prerequisite: Agricultural Science

This course is designed to introduce students to the basic principles of landscaping. Students will learn to use drawing instruments, analyze the landscape site, and choose proper plant selection. All students taking the course are required to be a member of the National FFA Organization.

LANDSCAPING II

Semester Course	<i>(Elective Grades 10-12)</i>	0.5
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This course also counts towards science credit for graduation.

Prerequisite: Landscaping I

This is a course designed to give students an understanding of the installation of plant materials, construction and maintenance of the lawn, and the basics of landscape contracting. All students taking the course are required to be a member of the National FFA Organization.

LANDSCAPING ADVANCED

Semester Course	<i>(Elective Grades 11-12)</i>	0.5
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This course also counts towards science credit for graduation.

Prerequisite: Agricultural Science, Landscaping I, Landscaping II

This course is designed to give students an understanding of the business aspects of landscaping. Students will learn to create a business plan, budget, and bill of materials. All students taking the course are required to be a member of the National FFA Organization.

SMALL GASOLINE ENGINES I

Semester Course	<i>(Elective Grades 10-12)</i>	0.5
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Prerequisite: Agricultural Mechanics

This course introduces students to safety in the small gas engine shop, small gas engine tools and measuring instruments, engine construction, and principles of operation. All students taking the course are required to be a member of the National FFA Organization.

SMALL GASOLINE ENGINES II

Semester Course	<i>(Elective Grades 10-12)</i>	0.5
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Prerequisite: Small Gas Engines I

This course covers two-cycle and four-cycle engines, measuring engine performance and preventive maintenance and troubleshooting. All students taking the course are required to be a member of the National FFA Organization.

WELDING I	Semester Course	<i>(Elective Grades 10-12)</i>	0.5
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Prerequisite: Agricultural Mechanics

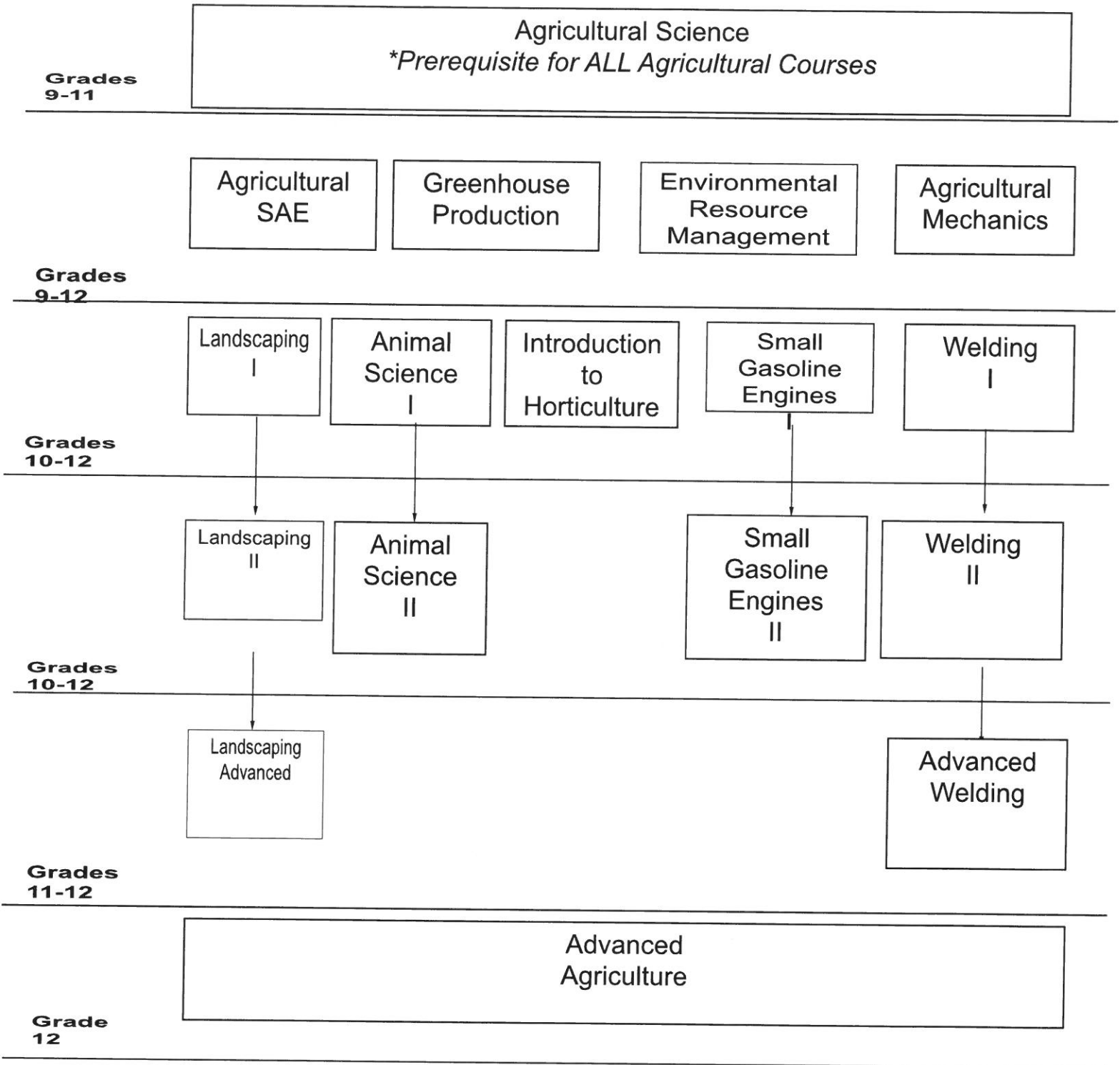
This course is designed to give students a basic understanding of electric arc, welding and oxyacetylene welding. Students will learn and demonstrate basic welding safety skills, oxyfuel cutting and welding skills, and electric arc welding processes and principles. All students taking the course are required to be a member of the National FFA Organization.

WELDING II	Semester Course	<i>(Elective Grades 10-12)</i>	0.5
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Prerequisite: Welding I

This course is designed to give students a basic understanding of MIG and TIG welding processes as well as brazing and oxyfuel welding skills. Students will learn and demonstrate welding safety skills, MIG, TIG, and oxyfuel, welding skills. All students taking the course are required to be a member of the National FFA Organization.

AGRICULTURAL EDUCATION SEQUENCE of COURSES



Students are encouraged to schedule more than one agricultural education class per year (as their schedules may permit).

ADVANCED PLACEMENT LITERATURE and COMPOSITION <NCAA> (Grades 11-12) 1.0
(1.25 value for Classes of 2025+)

College credit from Seton Hill University is available with this course.

Students should have a genuine interest and aptitude for literature and writing and are **required to do summer reading**. This course will require students to read and critically respond to literature from all genres, regions, and time periods. The course will emphasize the development of skills necessary to interpret, analyze, and critique works of literature. Students should be prepared to commit themselves to a demanding workload which includes the completion of assigned summer reading prior to the beginning of the class. Additionally, students will be provided with information regarding the Advanced Placement Test in Literature and Composition which they will be encouraged to take in May. The following is a list of literature possible for this course.

Titles and assignments are subject to change.

Animal Farm, George Orwell
1984, George Orwell
Brave New World, Aldous Huxley
The Color Purple, Alice Walker
The Bell Jar, by Sylvia Plath
Jane Eyre, Charlotte Bronte
The Kite Runner, Khaled Hosseini
A Thousand Splendid Suns, Khaled Hosseini
Macbeth, William Shakespeare
The Handmaid's Tale, Margaret Atwood
Atonement, Ian McEwan
Cry, The Beloved Country, Alan Paton
Death of a Salesman, Arthur Miller
Jane Eyre, Charlotte Bronte

AMERICAN LITERATURE <NCAA>

(Grades 11-12)

1.0

The focus of American Literature is on the reading, interpretation, and analysis of major works of American literature. The course also covers research, vocabulary, grammar, usage, and speaking and listening skills. In addition, students will improve upon and add to the skills necessary for writing, editing, and publishing informative and persuasive essays. The curriculum is aligned to the Keystone standards for literature. The following is a list of literature possible for this course.

Elements of Literature, Fifth Course, Holt, Rinehart, and Winston
The Great Gatsby, Fitzgerald
The Crucible, Miller
Of Mice and Men, Steinbeck
Night, Weisel
The Road, McCarthy
Catcher in the Rye, J.D. Salinger
The Collector, John Fowles
No Country for Old Men, Cormac McCarthy

ARGUMENT and DEBATE <NCAA> *(Elective Grades 11-12; option for English 11 or 12 credit)* **1.0**

(1.1 value for Classes of 2025+)

College credit from the University of Pittsburgh is available with this course.

This course teaches students to recognize, explain, research, construct, present and critique arguments. Assignments invite students to create their own researched-based arguments, express them capably to peers and instructors, eloquently refute competing arguments, and judge the soundness of arguments made by others. A survey of key concepts in argumentation theory will provide background for students to develop their argument skills in a variety of both oral and written activities that feature lively intellectual interchange. In order for students to hone argument skills, classroom activities may include the teacher's choice of SPAR debates, policy debates, parliamentary debates, mock trial, and role-play simulations. At least one classroom debate must use the common CHS Argument Forum question. The top performing students in this classroom debate will be chosen to participate in a second round of debating conducted for a wider public audience, which must be at least twice the size of the original Argument class. In organizing such public debates, faculty members should bear in mind the following:

- 1) The public debate is a required component of the Argument class;
- 2) The exact wording of the common CHS Argument Forum question should be used;
- 3) The public debate must be video recorded, and a copy of the recording must be forwarded to the CHA offices by the date set by the CHS Faculty Liaison. Schools may then choose to participate in the final tier of debating at the annual Argument Forum.

TEXT: Teacher will couple their own readings with selections from a clearinghouse of optional, open-access teaching materials approved by the University of Pittsburgh at <https://pitt.box.com/Argument>

BRITISH LITERATURE <NCAA> *(Grades 11-12)* **1.0**

This course includes a survey of some of the major works from British literature as well as the historical events that influenced and shaped that literature. English 12 will also cover important authors and literature from other parts of the world, both classic and contemporary. The class will study literary devices and terms necessary for the interpretation and appreciation of literature. Genres covered in English 12 include drama, novels, poetry, novellas, and short stories. Students will be introduced to college level composition, emphasizing essay and research writing. English 12 also emphasizes the study of college preparatory vocabulary.

The following is a list of literature possible for this course.

Elements of Literature
Beowulf
Grendel John Gardner
Macbeth, William Shakespeare
The Once and Future King, T.H. White
The Book of Virtues, William J. Bennett
The Moral Compass, William J. Bennett
The Canterbury Tales, Geoffrey Chaucer

HONORS AMERICAN LITERATURE <NCAA> (Grades 11-12) **1.0**

(1.1 value for Classes of 2025+)

Honors American Literature is an accelerated English class designed for the highly motivated student. Honors Literature engages students in the careful reading and critical analysis of literature. Through the close reading of selected texts, both fiction and non-fiction, students will explore the evolution of values and thinking. Honors students are expected to read independently and critically as well as participate in lively class discussion. There is also a strong emphasis on vocabulary in Honors Literature. The vocabulary in this course is aimed at preparing students for the SATs and AP English exam. Additionally, students in Honor Literature will complete a research project and learn proper MLA and APA formatting for formal academic writing.

The following is a list of texts for this course. (Please note: title for this course are subject to change)

The Great Gatsby, Fitzgerald
Catcher in the Rye, J.D. Salinger
To Kill a Mockingbird, Harper Lee
The Handmaid's Tale, Margaret Atwood
The Road, McCarthy
The Collector, John Knowles
The Metamorphosis, Franz Kafka
Selected short stories and poems from American authors

INTRODUCTION to FILM <NCAA> (Elective Grades 11-12; option for English 11 or 12 credit) **1.0**

(1.1 value for Classes of 2025+)

College credit from the University of Pittsburgh is available with this course.

Intro to Film is a basic course on the visual arts that offers students a broad introduction to the medium of film while inviting conversations about new media, television, and the film's connection to other arts, including photography, painting, theater, and web video. The course teaches students with no background in media studies how to analyze media in terms of art, industry, and culture. The class will consider such issues as: the process of contemporary film production and distribution; the nature of basic film forms; selected approaches to film criticism; comparisons between film and the other media; genre; marketing; diversity of representation. Introduction to Film concentrates less on form and more on the cultural elements of film.

LITERATURE KEYSTONE REMEDIATION Semester Course (Elective Grade 10-11) **0.5**

This course is designed to assist students in obtaining proficiency on the Keystone Literature Exam. Students will be required to take this course based on Keystone Exam scores and/or Classroom Diagnostic Tool performance and teacher recommendation. This course is designed to offer instruction and practice based on the Keystone Literature assessment anchors and eligible content.

(1.1 value for Classes of 2025+)

This course is designed to develop in the student those higher-level thinking skills, such as synthesis, analysis, and evaluation. The student will apply these thinking skills through a variety of writings, including persuasive, expository, creative, and research papers. In literature, the student will read several novels, plays, and poetry. The students will complete approximately six units in the HMH *Into Literature* textbook. The literature will focus on higher level thinking skills through written and oral evaluations. There will be weekly review of grammar and punctuation and weekly review of concepts related to the Keystone Literature Exam. The curriculum will be aligned for the Keystone Exam in Literature which the students will take at the end of this course. Students must read and write as a part of the summer work related to this course.

The following is a list of literature possible for this course.

The Book Thief, Markus Zusak
Lord of the Flies, William Golding
Speak, Laurie Halse Anderson
Uglies, Scott Westerville
One of Us is Lying, Karen McManus
Various Poems and Short Stories

SUMMER READING:

Non Fiction New York Times Articles
I will Save You, Matt de la Peña
Killing Mr. Griffin, Lois Duncan
Miss Peregrine's Home for Peculiar Children, Ransom Riggs
The Chocolate War, Robert Cormier
The Adventures of Huck Finn, Mark Twain
The Giver, Lois Lowry

This course is designed to develop in the student those skills necessary to improve composition, increase vocabulary, understand literature, and develop oral communication skills. This course will require the writing of two research papers and writing expository and persuasive essays. In literature, the student will read novels, plays, and poetry. The students will complete approximately six units in the HMH *Into Literature* textbook. There will be weekly exercises in grammar, punctuation, and review and emphasis on preparation for the Keystone Literature Exam. The curriculum will be aligned for the Keystone Exam in Literature which the students will take at the end of this course.

The following is a list of literature possible for this course:

The Giver, Lois Lowry
Hamlet, William Shakespeare
Speak, Laurie Halse Anderson
Various Poems and Short Stories
Killing Mr. Griffin, Lois Duncan
I will Save You, Matt de la Peña
Miss Peregrine's Home for Peculiar Children, Ransom Riggs
The Graveyard Book, Neil Gaiman
The Chocolate War, Robert Cormier
Tuesdays with Morrie, Mitch Albom

HONORS ENGLISH 9 <NCAA>

1.0**(1.1 value for Classes of 2025+)**

Students who elect Honors English 9 should be interested in analyzing literature, strengthening their written communication skills, and be willing to carry an increased workload. In this course, students will be required to complete summer reading assignments. Honors English 9 incorporates enrichment activities in literature, writing, and language conventions into the English 9 curriculum. The curriculum for this course is aligned with the Keystone Standards for Literature. The students will be using the *HMH Into Literature* textbook. In addition to the textbook, the following is a list of possible literature selections for this course.

(Please note: The titles for this course are subject to change.)

The Adventures of Tom Sawyer, Mark Twain
And Then There Were None, Agatha Christie
The Black Cat, Edgar Allan Poe
The Cask of Amontillado, Edgar Allan Poe
Fahrenheit 451, Ray Bradbury
The Five People You Meet in Heaven, Mitch Albom
Gift of the Magi, O. Henry
Lamb to the Slaughter, Roald Dahl
The Most Dangerous Game, Richard Connell
The Necklace, Guy de Maupassant
The Open Window, Saki
A Separate Peace, John Knowles

ENGLISH 9 <NCAA>

1.0

English 9 introduces students to the basic elements of the four genres of fiction literature: novels, short stories, dramas, and poetry. Students will also be introduced to the types of writing used in nonfiction literature and their purposes. Furthermore, the writing process will be employed to produce narrative, descriptive, expository, and persuasive essays and works of short fiction. Reinforcement of grammar, usage, punctuation, capitalization, spelling, and vocabulary will be integrated with literature and writing units. The curriculum is aligned to the Keystone Standards for Literature.

The following is a list of literature possible for this course.

Elements of Literature, Third Course. Holt, Rinehart, Winston
Lamb to the Slaughter, Roald Dahl
Anthem, Ayn Rand
Contents of the Dead Man's Pocket, Jack Finney
The Most Dangerous Game, Richard Connell
Fahrenheit 451, Ray Bradbury
The Five People You Meet In Heaven, Mitch Albom
A Separate Peace, Knowles
That was Then This is Now, S.E.Hinton
The Glass Castle, Jeanette Walls
The Black Cat, Edgar Allan Poe
The Lady or the Tiger, Frank R. Stockton
The Cask of Amontillado, Edgar Allan Poe
Romeo and Juliet, William Shakespeare
Assorted Poems

ENGLISH SEQUENCE of COURSES

7th
grade

Honors
ELA
7

ELA
7

8th
grade

Honors
ELA
8

ELA
8

9th
grade

Honors
English
9

English
9

10th
grade

Honors
English
10

English
10

11th
grade

Advanced
Placement
Literature
and
Composition

American
Literature

Argument
and
Debate

British
Literature

Honors
American
Literature

Introduction
to
Film

12th
grade

Advanced
Placement
Literature
and
Composition

American
Literature

Argument
and
Debate

British
Literature

Honors
American
Literature

Introduction
to
Film

ALL Final course selection should coincide with teacher recommendation and post-graduation plans.

MATHEMATICS**4.0 Credits Required for Graduation**

ADVANCED PLACEMENT CALCULUS AB with LAB <NCAA> *(Elective Grades 11-12)* **1.0**

(1.25 value for Classes of 2025+)**College credit from Seton Hill University is available with this course.**

This course is primarily concerned with developing the student's understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus with concepts, results, and problems being expressed geometrically, numerically, analytically, and verbally. This course is demanding and challenging. Students should be prepared to commit themselves to a demanding workload which includes completion of a summer assignment prior to the beginning of the class. The calculus concepts covered include functions, graphs and limits, derivatives and their applications, and integrals and their applications. A graphing calculator will be provided for student use for this course. Students will be expected to do a great deal of work inside and outside of the classroom. A calculus lab time is scheduled opposite physics/chemistry lab time.

TEXT: *Calculus for AP*, Cengage Learning

ALGEBRA I <NCAA> *(Grades 9-10)* **1.0**

This course is required for all students in the academic curriculum and for those students who plan to enter college. Students will be proficient in the following concepts: solving equations and inequalities, graphing linear equations and inequalities, factoring polynomials, solving quadratic equations by factoring, function notation, writing equations for parallel and perpendicular lines using slope, solving systems of linear equations by graphing, substitution and elimination, and radicals. Students will also learn to use a scientific calculator. The curriculum will be aligned for the Keystone Exam in Algebra I which students will take at the end of this course.

TEXT: Prentice Hall, Algebra I 2011

ALGEBRA II <NCAA> *(Elective Grades 9-12)* **1.0**

Prerequisite: Successful completion of Algebra I/Geometry.

This course is designed to expand the topics presented in Algebra I. Students should show proficiency in the following topics: system of equations (substitution and elimination), introduction to graphic calculators, polynomials, complex fractions, negative exponents, rational exponents, imaginary numbers, rationalization, quadratic formula, logarithms/exponentials, quadratics, inverses, radical equations, and system of inequalities. A graphing calculator is provided for the student use for this course. Students will be expected to do a great deal of work inside and outside of the classroom.

TEXT: Prentice Hall, Algebra 2

ALGEBRA KEYSTONE REMEDIATION	<i>(Elective Grades 9-11)</i>	0.5
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Students will be assigned this course by guidance personnel as needed based on Algebra Keystone score.

This course is designed to teach students calculator skills and test-taking strategies, as well as the necessary mathematical concepts in order to prepare them for success on standardized tests. Students will be required to take this class based on Keystone Exam scores and/or Classroom Diagnostic Tool performance and teacher recommendation. This course is designed to offer instruction and practice in mathematical problem-solving skills and preparation for the state assessment test by reviewing mathematical concepts in the topic areas of: numbers

& operations, measurement, algebraic concepts, & data analysis and probability. Students will receive one-half elective credit for passing the course.

CALCULUS <NCAA>	<i>(Elective Grades 11-12)</i>	1.0
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(1.1 value for Classes of 2025+)

This course is an introduction to fundamental calculus. The course will emphasize a multi-representational approach to calculus with concepts, results, and problems being expressed geometrically, numerically, analytically, and verbally. Students will be expected to do a great deal of work inside and outside the classroom. The course will cover limits of functions, differentiation, application of differentiation, and an introduction to integration. A graphing calculator will be provided for student use for this course.

TEXT: *Calculus for AP*, Cengage Learning

COLLEGE ALGEBRA <NCAA>	<i>(Elective Grade 12)</i>	1.0
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This course is designed as an option for Senior level students who started Algebra I in 9th grade and plan on attending a post-secondary institution. Students will have successfully completed the sequence of classes including: Algebra I, Geometry and Algebra II.

GEOMETRY <NCAA>	<i>(Elective Grades 9-11)</i>	1.0
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This course is designed to further prepare students for collegiate mathematics. Students should be able to demonstrate proficiency in the following areas: language of geometry, inductive and deductive reasoning, similar figures, parallel and perpendicular lines, congruent triangles, polygons, introduction to trigonometry, area, surface area, volume, and circles. A scientific calculator will be provided when necessary for several topics in this course. Students will be expected to do a great deal of work inside and outside of the classroom.

TEXT: *Geometry*, Pearson

PERSONAL FINANCE	<i>(Elective Grade 12)</i>	1.0
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This course is designed for seniors as a general math course with an emphasis on a practical application of mathematics in today's consumer-oriented world and mathematics needed in business and career situations. Students will apply mathematics fundamental to realistic business situations as they pertain to eleven different departments of a large business. Representative business departments covered include: personnel, production, purchasing, sales, marketing, warehousing and distribution, services, accounting, accounting records, financial management, and corporate planning. Basic geometric principles will also be taught using business-oriented problems involving area, surface area, and volume. Consumer topics discussed include: owning and operating a car, charge accounts and installment buying, federal and state taxes, life, health, and disability insurance, banking services, loans, retirement income, and cost of housing.
TEXT: *Business Math, 17th Ed* by Mary Hansen

PRECALCULUS with TRIGONOMETRY <NCAA>	<i>(Elective Grades 10-12)</i>	1.0
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(1.1 value for Classes of 2025+)

This course should be elected by students who plan to enter the scientific field of study in college or by those students who are entering a field which requires a great deal of math. Precalculus is designed to cover all elementary functions necessary for the study of calculus. The first semester focuses on the following trigonometry topics: radians, triangle trigonometry, trigonometric functions, graphs of trigonometric functions, trigonometric inverses, and trigonometric equations. The second semester focuses on the following functions topics: graphing functions, families of graphs, polynomials, introduction to critical points, remainder theorem, factor theorem, end behavior, and rational functions. Students must show proficiency in the topics listed above in order to advance to the next course of study. Students will be expected to do a great deal of work inside and outside of the classroom. A graphing calculator will be provided for student use in this course.
TEXT: *Precalculus: Graphical, Numerical, Algebraic*, Pearson

PRINCIPLES of ALGEBRA 9	<i>(Elective w/teacher recommendation) (Grade 9)</i>	1.0
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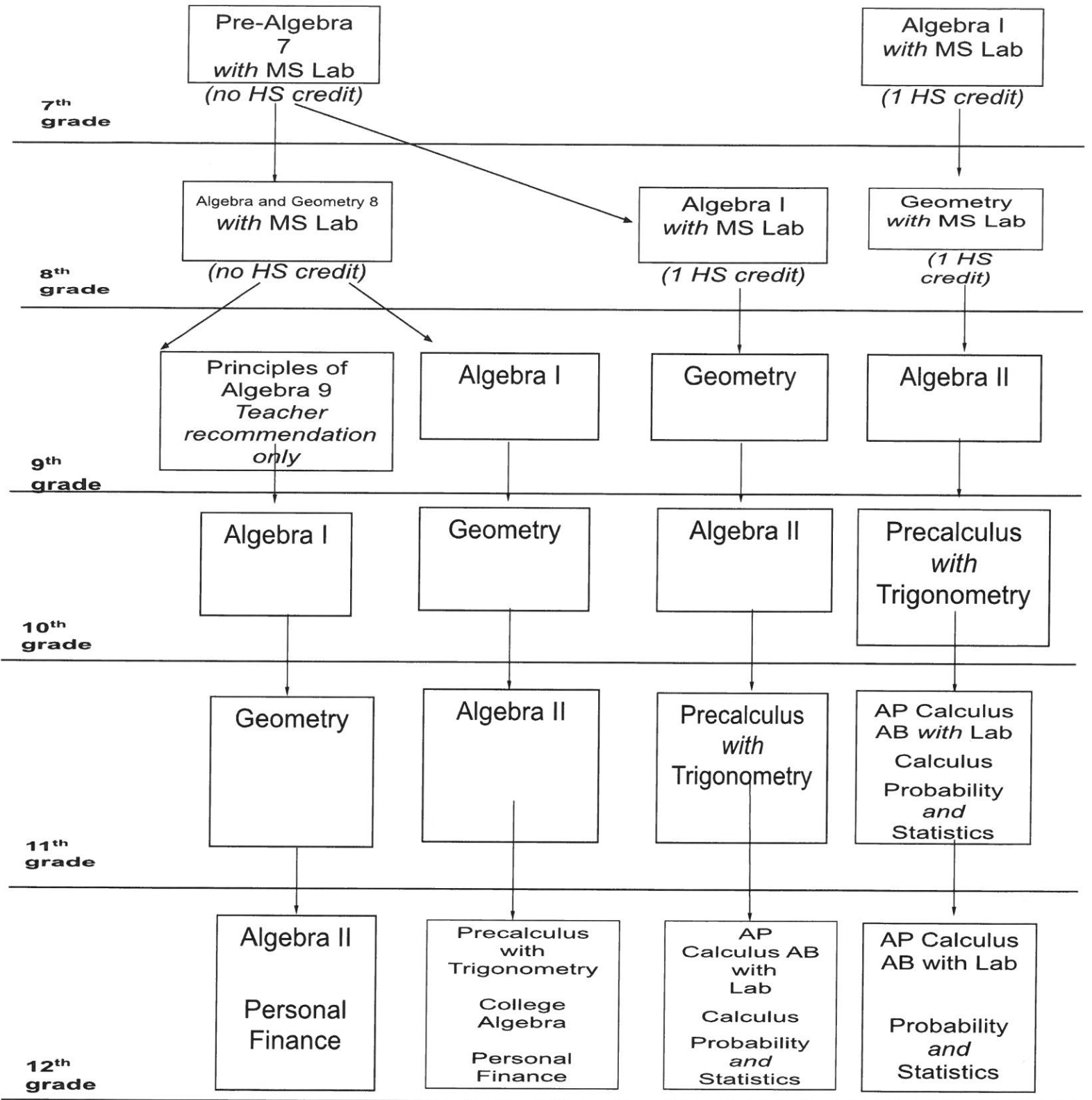
This course is designed for students who have completed 8th grade mathematics but need more time to develop key base Algebra skills before advancing to the Algebra I course. This course will revisit necessary 8th grade concepts as well as introduce new concepts, all of which will help students build a solid foundation to succeed in subsequent courses. At the end of the course, students will understand and demonstrate key concepts including solving and graphing linear equation/inequalities, solving and graphing systems of linear equation/inequalities, simplifying polynomials, simplifying radicals, and working with quadratic functions. No state test is required at the end of this course. Previous course grades and teacher recommendation are necessary for placement into this course.
TEXT: *Principles of Algebra*, Prentice Hall 2011

PROBABILITY and STATISTICS <NCAA>	<i>(Elective Grades 11-12)</i>	1.0
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(1.1 value for Classes of 2025+)

This course teaches methods of descriptive and inferential statistics. Topics include data collection and description, hypothesis testing, correlation and regression, the analysis of variance, and contingency tables (chi square). Students will learn how to use a statistical computer package, MINITAB.
TEXT: *Elementary Statistics Picturing the World*, Pearson

MATHEMATICS SEQUENCE of COURSES



ALL Final course selection should coincide with teacher recommendation and post-graduation plans.

SCIENCE 1.0 Biology Credit and 2.0 Science Credits Required for Graduation

ADVANCED PLACEMENT CHEMISTRY with LAB <NCAA> (Elective Grades 10-12) **1.0**

(1.25 value for Classes of 2025+)

Prerequisite: Successful completion in Chemistry with lab.

This is an intensive chemistry course designed to be the equivalent, in content and rigor, of a general chemistry course usually taken during the first year of college. The curriculum has been set and approved by the College Board who administers the AP exams. Students must declare their intent to take the AP Exam in the fall. This test is not required but is recommended as an assessment at the end of the course. Students will be required to keep a lab notebook which can be requested by colleges before they will give credit for any AP Chemistry score. Students will learn about the structure of matter, states of matter, reactions, descriptive chemistry, and laboratory skills. It is highly recommended for those students who are planning to major in science, engineering, or nursing.

TEXT: *Chemistry: The Central Science*

AGRICULTURAL SCIENCE (Elective Grades 9-11) **0.5**

Prerequisite for all semester courses offered in the Ag Science curriculum.

This course introduces students to the sciences, skills, and technology associated with modern agriculture. Topics to be covered will be plant science, animal and poultry science, crop production, forestry, wildlife, and biotechnology.

Biology I has been designed in conjunction with our Agricultural Science course. Students may elect to schedule Biology I and Agricultural Science as Freshmen.

All students taking the course are required to be a member of the National FFA Organization.

ANIMAL SCIENCE I Semester Course (Elective Grades 10-12) **0.5**

Prerequisite: Agricultural Science

The course introduces students to livestock and poultry production. Emphasis will be on feeding and nutrition, genetics of animal breeding, breeds of livestock, diseases and parasites of livestock and poultry, housing, and marketing. All students taking the course are required to be a member of the National FFA Organization.

ANIMAL SCIENCE II Semester Course (Elective Grades 10-12) **0.5**

Prerequisite: Successful completion of Animal Science I

This course requires self-monitored learning by the student with the oversight of the instructor on specific projects and research-based topics. The course introduces students to animal rights and animal welfare, animal cloning, biotechnology in animal reproduction, producing genetically modified organisms and ethical issues in biotechnology. All students taking the course are required to be a member of the National FFA Organization.

BIOLOGY I <NCAA>	<i>(Biology I or Honors Biology required Grade 9)</i>	1.0
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Either Biology I or Honors Biology I with Lab are required for freshmen and graduation credit. Topics covered in this class include: basic biological principles, the chemical basis of life, bioenergetics, homeostasis/transport, cell growth/reproduction, genetics, evolution, and ecology. The curriculum will be aligned for the Keystone Exam in Biology which the students will take at the end of this course. Biology I has been designed in conjunction with our Agricultural Science course. Students may elect to schedule Biology I and Agricultural Science as Freshmen.

TEXT: Biology – Miller/Levine, Pearson Education, @2010

BIOLOGY KEYSTONE REMEDIATION	<i>(Elective Grades 10-11)</i>	0.5
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This course is designed to assist students in obtaining proficiency on the Keystone Biology Exam. Students will be required to take this course based on Keystone Exam scores and/or Classroom Diagnostic Tool performance and teacher recommendation. This course is designed to offer instruction and practice based on the Keystone Biology assessment anchors and eligible content.

CHEMISTRY with LAB <NCAA>	<i>(Elective Grades 9-12)</i>	1.0
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Prerequisite: Successful completion in Algebra I and Biology 9.

This is an introductory Chemistry course desired to prepare students for future scientific studies &/or a future in some science related field such as engineering & nursing. Students will learn about the structure of matter, states of matter, reactions, descriptive chemistry and laboratory skills. Chemistry with Lab has been designed in conjunction with our Honors Biology I with Lab course. Freshmen will also be scheduled to take Honors Biology I with Lab while taking Chemistry with Lab.

TEXT: Prentice Hall Chemistry

CONCEPTUAL PHYSICS with LAB <NCAA>	<i>(Elective Grade 10-12)</i>	1.0
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Prerequisite: Successful completion in Algebra I.

Physics is the study of the world around us and relates physical observations to overall trends and mathematical interpretations. This course is recommended for students preparing for college studies outside of the science fields, for trade schools, or for people who are curious about the world around them. Students will work with motion, waves, light, sound, electricity, space, and prototype design. Emphasis will be placed upon conceptual problem solving and overall problem-solving techniques.

TEXT: *Conceptual Physics*, Hewitt

HONORS BIOLOGY I with LAB <NCAA> (*Honors Biology or Biology I required Grade 9*) **1.0**

(1.1 value for Classes of 2025+)

Prerequisite: Successful completion in Algebra I and Algebra II/Geometry.

Minimum of Proficient on the Algebra Keystone Exam; Teacher recommendation considering maturity, organization, and aptitude. Topics covered in this class include: basic biological principles, the chemical basis of life, bioenergetics, homeostasis/transport, cell growth/reproduction, genetics, evolution, and ecology. The curriculum will be aligned for the Keystone Exam in Biology which the students will take at the end of this course. This section, titled Honors Biology I, has been designed in conjunction with our Chemistry Lab course. Students will also be scheduled to take Chemistry with Lab while taking Honors Biology I. Students will be challenged through inquiry and interconnected content with the intention of assisting students in making connections across their school curriculum. The course will include a lab for 3 out of 6 days in the school cycle. Activities will include a summer assignment, writing prompts, lab reports, generation of graphic organizers, scientific investigations, and exploration of current applicable events. This course is a great opportunity for accomplished science students to be challenged and understand biology content with more depth and more breadth across the curriculum.

HONORS BIOLOGY II with LAB <NCAA>*(Elective Grades 10-12)***1.0**

(1.1 value for Classes of 2025+)

Prerequisites: Successful completion of Biology 1.

Students electing to take this course should have a genuine passion for biology and the sciences. This course is an elective designed to prepare students for post-secondary work in biology or the human sciences. Although the class is geared toward continued work in the sciences, it serves as a college preparatory class that will benefit all students planning on continuing their education after graduation. Instructional content will be college level information centered in the areas of bio chemistry and human anatomy and physiology. Students should be prepared for an intensive seven-month review of both the human skeleton and cat anatomy in the laboratory. Assessment will include a wide variety of activities and exams designed at the higher levels of Blooms Taxonomy including individual and group projects, essays, exams, practical laboratory exams, and professional lab reports. Students will be expected to be able to make connections between pieces of information, and use current knowledge to solve new problems when presented. Students taking this class should be prepared for a very demanding work load inside and outside the classroom. Both the assignments and student expectations will be that of a post-secondary institution.

TEXT: *Biology* – Campbell/Reece

Principles of Human Anatomy – Tortora

HONORS PHYSICS I with LAB <NCAA>*(Elective Grades 10-12)***1.0**

(1.1 value for Classes of 2025+)

Prerequisites: Successful completion in Algebra II and Geometry (or scheduled).

Physics is the study of the world around us and relates physical observations to overall trends and mathematical interpretations. This course is recommended for students preparing for college studies in science or looking for a rigorous course to prepare students for college. Honors physics is a mathematically strenuous class; therefore, students weak in algebra are not recommended to take this course. Students will work with motion, waves, light, sound, magnetism, electricity, thermodynamics, the engineering design process, and prototype design. Specific emphasis will be placed upon mathematical problem solving as well as on conceptual problem solving.

TEXT: *Physics*, Wilson, Buffa, Lou

HONORS PHYSICS II with LAB <NCAA>	<i>(Elective Grade 12 only)</i>	1.0
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(1.1 value for Classes of 2025+)

Prerequisites: Successful completion of Honors Physics 1 with Lab (minimum grade requirement – 90%) or Conceptual Physics with Lab (minimum grade requirement – 95%) as well as instructor referral. Above-average performance in Pre-Calculus is also required.

College credit from the University of Pittsburgh is available with this course.

Honors Physics II will build upon the basic understanding from the prerequisite courses and utilize calculus methods to help prepare students for college studies in STEM related fields. Specific emphasis will be placed on mathematical problem solving and conceptual applications. This course is very rigorous in both mathematical computation and scientific concept. This course is given credit through University of Pittsburgh as a science lab course for students scoring appropriate grades in the course.

Lab is scheduled jointly with Engineering and Prototyping.

TEXT: *Fundamentals of Physics*, Halliday, Resnick, Walker

LANDSCAPING I	Semester Course	<i>(Elective Grades 10-12)</i>	0.5
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Prerequisite: Agricultural Science

This course is designed to introduce students to the basic principles of landscaping. Students will learn to use drawing instruments, analyze the landscape site, and choose proper plant selection. All students taking the course are required to be a member of the National FFA Organization.

LANDSCAPING II	Semester Course	<i>(Elective Grades 10-12)</i>	0.5
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Prerequisite: Landscaping I

This is a course designed to give students an understanding of the installation of plant materials, construction and maintenance of the lawn, and the basics of landscape contracting. All students taking the course are required to be a member of the National FFA Organization.

LANDSCAPING ADVANCED	Semester Course	<i>(Elective Grades 11-12)</i>	0.5
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This course also counts towards science credit for graduation.

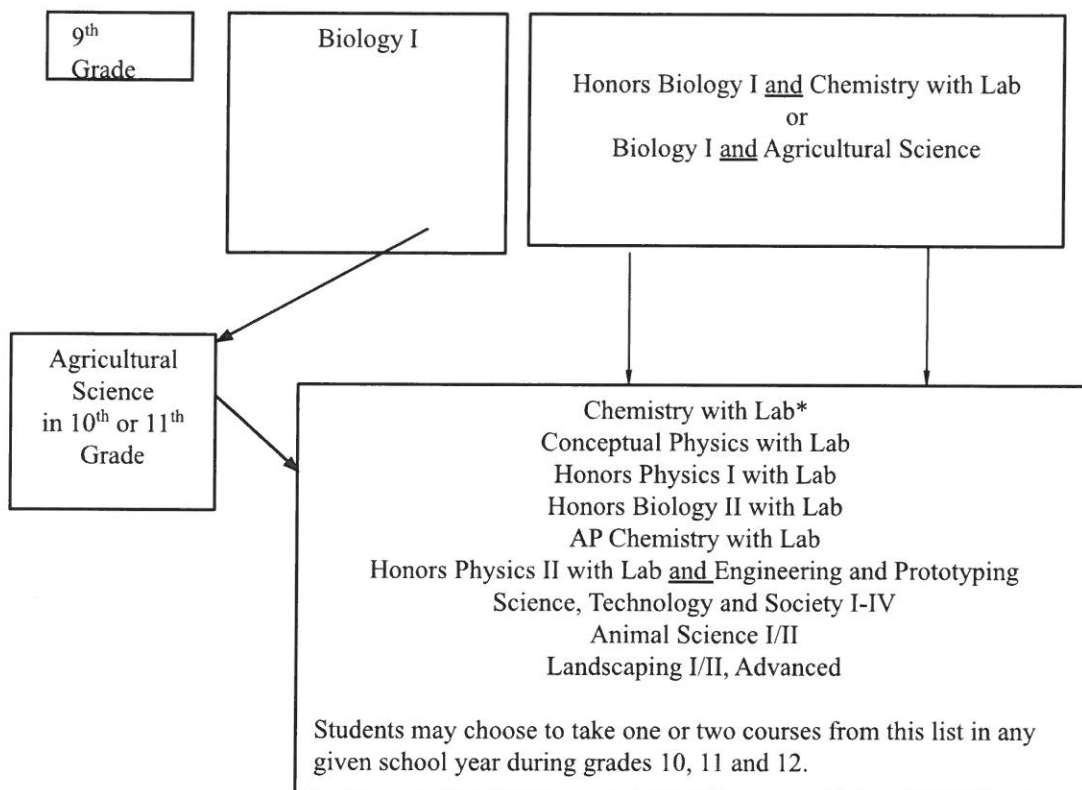
Prerequisite: Agricultural Science, Landscaping I, Landscaping II

This course is designed to give students an understanding of the business aspects of landscaping. Students will learn to create a business plan, budget, and bill of materials. All students taking the course are required to be a member of the National FFA Organization.

SCIENCE, TECHNOLOGY and SOCIETY I - IV <i>(Numerical not sequential)</i> <NCAA>	Semester Course	<i>(Elective Grades 10-12)</i>	0.5
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This course is available to sophomores, juniors and seniors. This multidisciplinary semester course will revolve around current issues involving Science, Technology and Society. It will focus on laboratory studies to collect and evaluate data while exploring real-world problems. Students will have the opportunity to communicate their findings in written, spoken, and project-based assessments.

SCIENCE SEQUENCE of COURSES



Students entering post-secondary science-related fields are encouraged to schedule more than one science class per year (as their schedules may permit).

This promotes experiences in various branches of upper level sciences before graduation. Doing so will also free student schedules during the senior year for college course enrollment.

Agricultural Science courses can be taken concurrently with any course in this sequence.

Physics I is a prerequisite for Honors Physics II

Chemistry is a prerequisite for AP Chemistry

Honors Biology is NOT a prerequisite for Honors Biology II

SOCIAL STUDIES**4.0 Credits Required for Graduation**

AMERICAN GOVERNMENT <NCAA> (Grade 12) **1.0**

This course is an introduction to the basic concepts of American government, the American political process, and the rights and responsibilities of citizenship. This course will focus on the principles and beliefs upon which the United States was founded and, on the structure, functions, and powers of government on the national, state, and local levels. A significant focus of this course is on the United States Constitution, its underlying principles and the form of government it created. Based on the premise that analyzing current information is essential to an effective citizenry, this course asks students to research, compare, contrast, and think critically about government-related issues. Students will learn the ideals behind the American system of government, the mechanics of its operation, and will be encouraged to take their places as active, well informed, and independently thinking citizens in our country.

TEXT: *American Government*, Pearson

AMERICAN POLITICS <NCAA> (Grade 12) **1.0**

(1.1 value for Classes of 2025+)

College credit from the University of Pittsburgh is available for this course.

This is an introductory course in American politics that is suitable for beginning political science or students who wish to complete the course as part of a “general education” requirement. The purpose of the course is to teach students about both the American political system and about broad concepts social scientists use to study politics. Topics include but are not limited to historical context, the Constitution, civil rights, civil liberties, Congress, the Presidency, the Judiciary, public opinion, voting, and elections.

ADVANCED PLACEMENT UNITED STATES HISTORY <NCAA> (Grade 11) **1.0**

(1.25 value for Classes of 2025+)

College credit from Seton Hill University is available with this course.

Based upon successful completion of Honors United States History to 1876 or United States History to 1876. Top 20 Final Average Grade. Progress monitor all year with writing focus. Teacher recommendation. Students may elect this course instead of the regular required course. This course will cover Pre-Columbian to present day American history. A strong emphasis will be placed on reading, writing, and higher-level thinking skills in preparation for the Advanced Placement United States History Exam. Juniors with a strong academic work ethic and an interest in American history are encouraged to enroll in the class.

TEXT: *Out of Many: A History of the American People* (8th Ed.) Prentice Hall

UNITED STATES HISTORY 1877 to Present <NCAA> (Grade 11) **1.0**

United States History 1877 to Present covers events that occurred from the Industrial Revolution to the contemporary period. Topics include and are not limited to: The Progressive Era, World War I, the Twenties, the Great Depression, World War II, the Cold War, and Civil Rights Era. We will analyze and debate competing interpretations of events, individuals, and ideas of the past using historical evidence. The goal of this course is for students to build confidence as critical thinkers by considering multiple perspectives, weighing evidence and making sound judgments about the contemporary world. Information will be presented from supplemental and primary sources.

HONORS UNITED STATES HISTORY to 1876 <NCAA>	<i>(Grade 10)</i>	1.0
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(1.1 value for Classes of 2025+)

Based upon successful completion of Social Studies 9 with a culminating average of at least an 88%. Top 20 Final Average Grade. Progress monitor all year with writing focus. Teacher recommendation. Students may elect this course instead of the regular required course. Honors United States History to 1876 is for students seeking a greater academic challenge in social studies, and it will serve as a preview and skill builder for Advanced Placement United States History. This course is designed to give a comprehensive view of United States History from early European colonization to the late 1800's. Students will be introduced to new historical skills that will be on the Advanced Placement United States History Exam and will be challenged by various reading and writing assignments. Honors United States History to 1876 will not be required for a student wishing to take Advanced Placement United States History, but it is strongly recommended.

TEXT: *Out of Many: A History of the American People* (8th Ed.) Prentice Hall

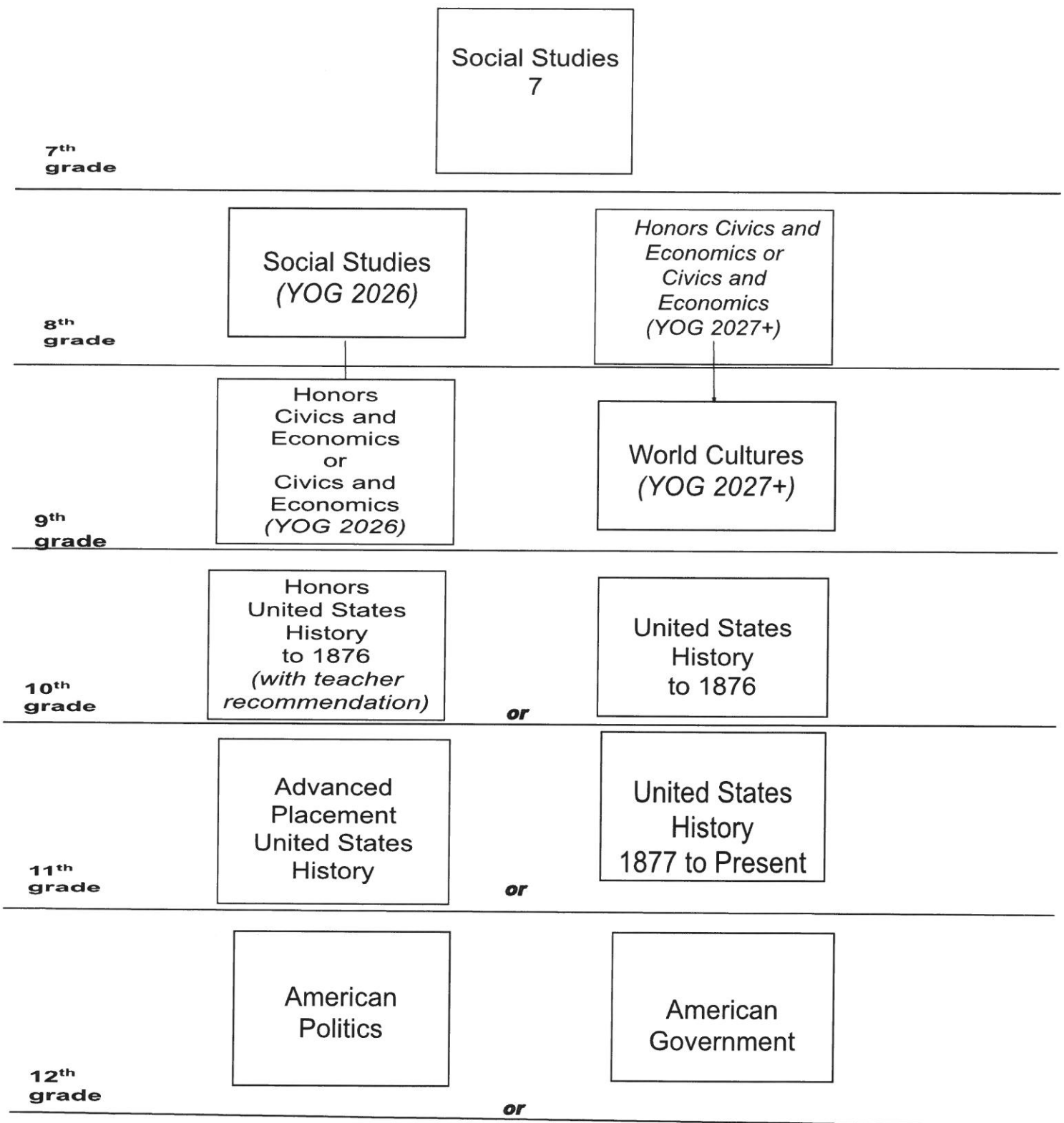
UNITED STATES HISTORY to 1876 <NCAA>	<i>(Grade 10)</i>	1.0
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United States History to 1876 covers events that occurred from European colonization to the Industrial Revolution. Topics include and are not limited to: Colonial America and the events leading to the American Revolution, westward expansion, the Civil War, and Reconstruction. We will analyze and debate competing interpretations of events, individuals, and ideas of the past using historical evidence. The goal of the course is for students to consider multiple perspectives, weigh evidence, and make sound judgments about the contemporary world. Information will be presented from supplemental and primary sources.

WORLD CULTURES <NCAA>	<i>(Grade 9)</i>	1.0
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This course examines the cultural, economic, political, and social developments that have shaped the world from 1200 C.E. to the present. Students will evaluate texts, visual courses, and other historical evidence that will help them develop a deeper understanding of the world in which they live.

SOCIAL STUDIES SEQUENCE of COURSES



WELLNESS EDUCATION .5 Health Credit and 1.5 Physical Ed Credits Required for Graduation

HEALTH EDUCATION	Semester Daily	(Grade 9 or 10)	0.5
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This course strives to prepare the student to develop an awareness of the body as it functions and to realize the value of health in the physical, mental-emotional, and social aspects. Students will be provided the opportunity to recognize the relationship between good personal and community health. This course also develops awareness of current health problems in society today and prevention and treatment methods that are available.
TEXT: *Health - A Guide to Wellness*, Glenco

PHYSICAL EDUCATION	Semester Daily		0.5
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This course will promote a physical lifestyle through a variety of activities. Some of these activities will be dependent on the weather and adapt to the preference of the class. This course will count for GPA and Class Rank.

COMPUTER TECHNOLOGY

PRODUCTIVITY APPLICATIONS

Semester Course

0.5

(Elective Grades 10-12)

(1.1 value for Classes of 2025+)

Three college credits are available from Butler County Community College for this course.

In today's computerized world, computer literacy and software skills are required for personal, college and career needs. Take productivity skills to a professional level by mastering computing hardware, electronic communication, web browsing and professional productivity software:

Word: Design and format professional documents using advanced graphics features, tables, references, macros and mail merges.

Excel: Design and format spreadsheets and charts, master advanced functions, conditional logic, and what-if analysis.

Access: Plan and design effective databases, perform database operations and create custom reports. Use structured Query Language (SQL) to write queries and retrieve database information.

SOFTWARE: *Microsoft Office 2019 suite (latest version)*

COMPUTER AIDED DRAFTING

Semester Course

0.5

(Elective Grades 9-12)

Students will learn how to draw basic multi-view, sectional, and isometric drawings on AutoCAD. AutoCAD is a drafting program used in industries around the world. Basic laser engraving, 3D printing, CNC routing and plasma cutting will be incorporated in this S.T.E.A.M based class. This class will help students develop the basic skills that a draftsman, engineer, CNC operator, machinist or interior designer needs.

RESEARCH and APPLICATION USING DIGITAL MEDIA Semester Course

0.5

(Elective Grades 9-12)

In this course, you'll dive into the world of research and project creation, learning skills that will empower you to investigate, express your ideas, and showcase your discoveries. This class is designed to cultivate and enhance your research skills while equipping you with the tools to transform your findings into impactful projects. Students will learn how to properly cite sources, follow copyright, and avoid plagiarism. Projects will be created using a variety of digital media or web based tools, such as Canva, an online graphic design tool. We will use it to create infographics, presentations, posters, videos, logos, and more. In addition to the digital media, students will have the opportunity to work with Microsoft Excel to create budgets, self grading crossword puzzles, data graphs, and charts.

SOFTWARE: Microsoft Office 2019

WEB SITE DESIGN and DEVELOPMENT Semester Course

0.5

(Elective Grades 11-12)

(1.1 value for Classes of 2025+)

Three college credits from the University of Pittsburgh are available with this course.

This course introduces students to skills, methods and techniques of HTML5 and CSS3 coding, image and animation optimization and plug-ins. In this fast-paced course, be prepared to participate in discussion, learn new concepts via in-class practice, complete independent lab projects, collaborate for group assignments and design and develop multi page web sites. Major topics include principles of effective web design, testing, debugging, and validating HTML5 programs, hyperlinks, images and animations, tables and lists, formatting page elements with CSS3, responsive web design, working with forms, audio and video, enhancing web pages with JavaScript and JQuery plugins, interactive development environments.

SOFTWARE: *Adobe Dreamweaver*

*(Elective Grades 11-12)***(1.1 value for Classes of 2025+)****Four college credits from the University of Pittsburgh are available with this course.**

This is a first course in computer science programming. The focus is on problem analysis and the development of algorithms and computer programs in a modern high-level language.

Major topics include: introduction to Python syntax and program writing, debugging, working with functions and modules, handling exceptions, working with the file input and output, and working with lists and tuples. Students will develop problem-solving and logic skills.

SOFTWARE: Python (latest version)

COMPUTER TECHNOLOGY SEQUENCE of COURSES

Graduation Requirement: Students must earn one computer credit.

Grades 9-12

Research &
Application Using
Digital Media

.5 credit
One semester

Computer
Aided
Drafting

.5 credit
One semester

Grades 10-12

Productivity
Applications

*3 credits available
Butler County
Community
College*

.5 credit
One semester

Grades 11-12

Web Site
Design and
Development

*3 credits available
University of
Pittsburgh*

.5 credit
One semester

Python
Programming

*4 credits available
University of
Pittsburgh*

.5 credit
One semester

REQUIRED ENHANCEMENT 1.0 Credit Required for Graduation

CAREER ETIQUETTE Quarter Course (Rotation Grade 10) 0.25

This course is designed to take during sophomore year and will focus on topics that will assist students in transitioning into the professional world. Topics such as proper use of email and phone calls, interviewing skills, public speaking, career attire, keeping a portfolio, time management, and other expectations of professional social behavior will be addressed.

CAREER EXPLORATION Quarter Course (Rotation Grade 10) 0.25

In order to fulfill parts of the Academic Standards for Career Education and Work, this course will guide students through career awareness, preparation, acquisition, retention and advancement. The course will focus on familiarizing the students with the many tools and resources that can be used to gather educational and occupational information to make career decisions, create career plans and evaluate/re-evaluate their career plans throughout their lives.

DRIVER THEORY Quarter Course (Required for Graduation: Grades 10-12) 0.25

This is a nine-week course. Driver Theory aims through the theoretical and practical approach to teach pupils to drive safely on today's highways. Automobile operation, techniques of driving, knowledge of traffic laws, regulations, safety rules, plus the psychology of driving are considered. Pennsylvania State Law also requires that each student be present for a minimum of 30 hours of classroom instruction. (If a student is not present for more than 30 hours an Incomplete will be issued for the course.) If the course is failed, a student is required to retake the course until it is satisfactorily completed.

TEXT: *Drive Right*, Scott-Foresman
Pennsylvania Driver's Manual

FINANCIAL LITERACY Quarter Course (Rotation Grade 10) 0.25

This course is an introduction to basic personal financial principles and concepts. The purpose of this course is to help students develop the skills necessary to manage their own finances. Students will learn about the following topics: taxes, checking, saving and investments, types of credit, managing credit, budgeting, and insurance. After completing this course, students should have financial fitness for life.

ACCOUNTING I*(Elective Grades 11-12)***1.0**

(1.1 value for Classes of 2025+)**Three college credits from Seton Hill University are available with this course.**

Accounting skills are valuable for any student planning a business-related career or interested in owning a business. The course begins with accounting for a business organized as a proprietorship and proceeds through accounting procedures for a merchandising business organized as a corporation. Students will study concepts that govern the process of identifying, recording, and reporting accounting information. Tasks related to the accounting cycle, cash management, accounts receivable and payable, payroll, inventory transactions, and long-term assets and liabilities are emphasized, as well as preparation and analysis of financial statements.

TEXT: *Century 21 Accounting, 11e Multicolumn Journal*; Gilbertson, Lehman; South-Western Cengage Learning

SOFTWARE: *Microsoft Excel* (latest version)

ACCOUNTING II*(Elective Grades 11-12)***1.0**

(1.1 value for Classes of 2025+)

Prerequisite: Successful completion of Accounting I

Three college credits from Seton Hill University are available with this course.

Accounting II provides an overview of accounting framework and concepts, departmentalized accounting, accounting control systems, general accounting adjustments, and corporate accounting. The course will broaden the student's knowledge of the use of accounting records and the various methods of applying principles learned in Accounting I. Problems are technical in nature and require a serious-minded individual with problem-solving skills. Automated accounting will be integrated. Business simulations are completed using automated accounting to acquaint students with accounting procedures in the working world.

TEXT: *Century 21 Accounting, 10e (Advanced Course)* Gilbertson, Lehman, South-Western Cengage Learning

SOFTWARE: *Advanced Automated Accounting*, South-Western Cengage Learning
Microsoft Excel (latest version)

APPLIED JOURNALISM*(Elective Grades 9-12)***1.0**

Applied Journalism is a class designed for students in grades 9-12 who are interested in learning more about and/or participating in projects that cover the First Amendment, digital citizenship, propaganda, rhetoric, current events, research, article writing, newscasts, journalism related movies, field trips, documentaries, independent study projects, VLOGs, PSAs, and podcasts. This course can be taken multiple times creating higher level projects.

ART and STEAM	Semester Course	<i>(Elective Grades 10-12)</i>	0.5
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Art making is problem solving and high level thinking. The Creative process connects all five STEAM subjects:

- **Science** – provides evidence-based explanation of natural phenomena
- **Technology** – enables the progress of Science, Engineering, Mathematics and the Arts
- **Engineering** – identifies needs and develops technology to assist Science, Mathematics, and the Arts
- **Arts:**
 - **Express** personal experiences, perceptions and understandings
 - **Challenge** conventional wisdom and generates questions
 - **Reveal** new possibilities for Science, Technology, Engineering and Mathematics
- **Mathematics** – is the language of Science, Technology and Engineering

This semester course is an opportunity for the non-traditional art student to explore the creative process through STEM. For the traditional art student, this course will give them opportunities to discover their art within the STEM disciplines. Students will construct and demonstrate understanding of STEM through art projects.

BAND		<i>(Elective Grades 9-12)</i>	1.0
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Director's approval is required for admission in advance of the school year.

Prerequisite: Students need to be able to play standard high school band literature. This is a full year course. In order to participate in concert band, students must participate in marching band unless they are active in a fall sport or fall cheerleading. Fall sports participation does not exclude a student from participation in marching band. This course will deal with the following using standard high school band literature: tone, intonation, technique, blend, balance, stage presence, and performance etiquette. Students are required to perform at scheduled concerts as part of their grade.

BAND INDIVIDUAL LESSONS	Semester Course	<i>(Elective Grades 9-12)</i>	0.25
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These lessons count as a .25 credit. They are similar to Middle School Band Lessons. The student would be pulled from a particular class or study hall once a week, and will need to be at certain amounts of lessons per 9 weeks.

CHILD DEVELOPMENT and PARENTING	Semester Course	<i>(Elective Grades 9-12)</i>	0.5
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This elective will deal mainly with topics involving parenting skills and all areas of child development. Some of the units covered will include positive parenting, pregnancy, labor and delivery, infant care, toddler and preschool development, literacy, learning through play, and childcare basics. Students will work with elementary students throughout the semester. Students will be required to complete a parenting simulation utilizing "Real Love Baby" Infant Simulator for one weekend.

COMPUTER AIDED DRAFTING-ADVANCED

Semester Course (Elective Grades 9-12) **0.5**

Students will learn how to draw advanced multi-view, sectional, isometric, solid renderings, assembly and working drawings on Auto CAD. Students will also be introduced to various new programs like Architectural CAD, 3DS Max, and Inventor. Advanced techniques will be taught so that students can program the CNC router, CNC plasma cutter, laser and 3d printer. Problem solving activities will be used in this STEAM based class. This course can be taken multiple times creating higher level projects.

CONCERT CHOIR

(Elective Grades 11-12 or auditioned 10) **1.0**

This course is an intense look at advanced vocal literature with emphasis on performance and advancing vocal technique. Attendance is required at concerts and any announced rehearsals during the year. Emphasis is also placed on music theory, sight-reading, and advancing solo and choral techniques. Instructor's approval is necessary for all auditioning sophomores or first year members in advance of the school year.

DRAWING

Semester Course (Elective Grades 9-12) **0.5**

This course advances drawing skills using different mediums such as charcoal, graphite, and pastels. Portrait and figure drawing and 1 pt. and 2 pt. perspective along with still life drawing will be covered. This course can be taken multiple times creating higher level projects earning credit.

DRIVER TRAINING

N/A

The "car phase" of actual driving experience is an elective to students 16 years of age and older. Driver Theory must precede the Driver Training course. Driver Training is scheduled after school, Saturday, and during the summer with first preference given to seniors, juniors, etc., with a license or a permit. Certificate of course completion is awarded.

ENGINEERING and PROTOTYPING Semester Course (Elective Grade 12 only) **0.5**

The focus of this course is to expose students to the Engineering design process, technical documentation, research and analysis, teamwork, and communication methods. This course gives students the opportunity to develop skills and understanding from the concepts learned in Honors Physics II by engaging in activities, projects, and problem-based learning. Students will develop problem-solving skills and apply their knowledge to design and create solutions to various challenges. Projects may include but are not limited to electronics, robotics, architecture, and alternative energy.

This course is required to be taken in conjunction with Honors Physics II with Lab

ENTREPRENEURSHIP	Semester Course	<i>(Elective Grades 9-12)</i>	0.5
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This course will explore how a modified free enterprise system works and examine different forms of business structures found within the system. Students will complete The Teen Entrepreneur simulation (project) developed to provide the teenage-level entrepreneur and business students with in-depth real-world experience in starting a real teen-based business. The students will be guided through the process of creating a real business plan to start and operate a business. Students will use a variety of software solutions to manage, promote and market their project. Students will also work hands-on in the Fabrication Lab with various forms of technology to design and/or create items for the school store.

ESSENTIALS of MARKETING	Semester Course	<i>(Elective Grades 10-12)</i>	0.5
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(1.1 value for Classes of 2025+)

Three college credits from Robert Morris University are available with this course.

This course is an introductory study of the marketing discipline as applied to an ever-changing global commerce landscape. The marketing environment, both domestic and international, is examined along with variables that act upon it. The primary focus is on the marketing mix, promotional mix, and the characteristics and strategies that are relevant to each stage of the product life cycle. Current issues and concepts, such as social media marketing and environmental and ethical concerns, are an integral part of the course content and interactive learning activities.

TEXT: *Marketing 15e*. Kerin and Hartley. McGraw-Hill Publishing

SOFTWARE: *McGraw-Hill Connect*, McGraw-Hill Publishing

FAMILY and CONSUMER SCIENCE	Semester Course	<i>(Elective Grades 9-12)</i>	0.5
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This elective can be either a full year, a semester, or an alternating day class depending on the student's individual scheduling needs. This course will examine all subject areas in the field of Family and Consumer Science. Hands on Foods and Nutrition and Sewing Units will be included. Community service and volunteer hours will be customized to individual students. This includes projects involving various elementary classrooms and activities.

FAMILY LIVING	Semester Course	<i>(Elective Grades 9-12)</i>	0.5
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Family Living will help prepare the students for life after high school. This course will look at the importance of the family structure in our society. Topics will include, but are not limited to, strengthening the family, personal relationships, engagement and marriage, communication, housing options, laundry and cleaning, eating right, money management, cars and insurance and many more. This course will be beneficial to those going to college or entering the job market.

FOODS and NUTRITION	Semester Course	<i>(Elective Grades 9-12)</i>	0.5
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This is a course designed to explore basic nutrition and food preparation skills that will aid the student in independent living. Emphasis will be placed on nutrition facts, diet analysis, basic food preparation skills, and menu planning. The use of household electrical appliances and safety will be stressed. Students will be required to complete a cooking demonstration as their final project.

FUNDAMENTALS of MUSIC	Semester Course <i>(Elective Grades 9-12)</i>	0.5
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This is a course designed to expand on the fundamentals of music. Focus will be placed on social emotional learning, basic music theory, and vocal technique.

HOME and FAMILY 9	Semester Course <i>(Elective Grade 9)</i>	0.5
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This semester course elective is an introduction to all areas of the Family and Consumer Science curriculum. It will include 6 weeks each of the following four areas: food and nutrition; sewing and clothing care; family, parenting and child care; and housing and personal finance. This hands-on course will involve individual and group projects.

INTRODUCTION to ART	Semester Course <i>(Strongly recommended for freshmen)</i>	0.5
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This course is designed to continue to build artistic skills and techniques through the completion of projects in all studio areas (drawing, painting, sculpture, printmaking, and mixed media). This will give the student exposure to the art studio electives available at the high school level.

INTRODUCTION to FABRICATION	Semester Course <i>(Elective Grades 9-12)</i>	0.5
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This is a STEAM based course with hands-on exploration into design and fabrication with an emphasis on technology. Students will express their creativity and utilize problem-solving research to design and fabricate products. Students will gain an understanding of fabrication by utilizing six different pieces of hi-tech equipment. Projects will be created using the Epilog laser, Roland vinyl cutter and heat press, Workhorse screen printing (how t-shirts are made), Ultimaker 3D printing, CNC router, and CNC plasma cutter.

INTRODUCTION to PSYCHOLOGY <NCAA>	<i>(Elective Grades 11-12)</i>	1.0
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(1.1 value for Classes of 2025+)
College credit from the University of Pittsburgh is available for this course.
The objective of this course is to provide students with an overview of the diverse field of psychology and an appreciation of the way that behavior and mental processes can be studied scientifically. Introductory Psychology is reading intensive and will contain the level of rigor necessary for a college course. Topics of study and activities include psychological demos, the brain, consciousness, learning, personality, abnormal psychology and social psychology.
TEXT: Myers, *Psychology for AP 2nd Edition*

INTRODUCTION to SOCIOLOGY <NCAA>	<i>(Elective Grades 11-12)</i>	1.0
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(1.1 value for Classes of 2025+)
College credit from the Seton Hill University is available for this course.
This course examines the social and cultural forces that shape the lives of individuals and groups and the socialization of the human person throughout the stages of life. Students will also study the multiple functions of social groups, institutions, and culture along with receiving an introduction to sociology theories.

MIXED CHORUS	<i>(Elective Grades 9-10 or first year choral member)</i>	1.0
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A look at various vocal literature with emphasis on performing and developing vocal technique. Attendance is required at concerts and any announced rehearsals during the year. Emphasis is also placed on music theory and basic choral singing technique.

MIXED MEDIA	Second Semester Course	<i>(Elective Grades 9-12)</i>	0.5
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Prerequisite: Printmaking is suggested in the first semester.

This course combines painting, collage, journaling, drawing, assemblage, and encaustic art by experimenting and combining various materials to create original mixed media art. This course can be taken multiple times creating higher level projects earning credit.

MUSIC THEORY		<i>(Elective Grades 10-12)</i>	1.0
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Prerequisite: One year of experience in a curricular high school ensemble (concert choir or concert band). Must participate in concert choir and can perform high school choir literature and/or concert band and can perform high school band literature. This course is designed for students who may pursue a career in music or want to extend their studies of music. It is also designed to help enhance music skills and basic music fundamentals. The essential aspects of melody, harmony, rhythm, and form are studied. Through the course of the year students will study basic notation, scales, key signatures, intervals, triads, cadences, non-chord tones, form, part-writing and analysis of a score. Aural dictation and ear training are also an integral part of the course and will be taught throughout the year. Individual creativity is nurtured through both rhythmic and melodic composition. The course is highly recommended for students who participate in the PMEA festivals.

PAINTING	Semester Course	<i>(Elective Grades 9-12)</i>	0.5
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Students are encouraged to take Drawing I.

This course is a further study of art based in part on experiences in drawing. Work will be done in three basic painting mediums of watercolor, acrylic and oil. Along with individual work, the student is encouraged to create in collage, mixed media and mural painting. Techniques and styles along with art history will be reviewed. This course can be taken multiple times creating higher level projects earning credit.

PHOTOGRAPHY I Digital	Semester Course	<i>(Elective Grades 9-12)</i>	0.5
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This course will examine the history and fundamentals of photography including composition and the mechanics of the camera (mastering aperture and f-stops). The images will be edited in various digital programs (Photo Shop). The students are required to supply their own DSLR 35 mm camera (must have manual override for aperture and focus) and some minimal fees may occur to cover the costs of prints.

PHOTOGRAPHY II Digital & Traditional	Semester Course	<i>(Elective Grades 9-12)</i>	0.5
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Students will expand their knowledge from Photography I by creating a portfolio of digital images. The students are required to supply their own DSLR 35 mm camera (must have manual override for aperture and focus) and some minimal fees may occur to cover the costs of prints.

PRINTMAKING	First Semester Course	<i>(Elective Grades 9-12)</i>	0.5
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Prerequisite: Introductory Art

This is a studio course designed to produce works of art through the use of monotypes, relief/linoleum block, intaglio, and silk screen printmaking techniques on different surfaces. Projects created in this class can be used in Mixed Media. This course can be taken multiple times creating higher level projects earning credit.

RIGHT START to COLLEGE I	Semester Course	<i>(Elective Grades 11-12)</i>	0.5
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(1.1 value for Classes of 2025+)

College credit from the University of Pittsburgh is available for this course.

Most beneficial when taken in conjunction with other college courses, this semester class provides students with the opportunity to learn and apply college preparatory skills over a variety of topics including time management, studying, goal setting, budgeting, test taking strategies, college basics, and strategic approaches to learning.

RIGHT START to COLLEGE II	Semester Course	<i>(Elective Grades 11-12)</i>	0.5
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(1.1 value for Classes of 2025+)

College credit from the University of Pittsburgh is available for this course.

Prerequisite: Right Start I. This course is best received when taken in conjunction with an Honors/AP/CHS class. Right Start II explores college and career options. Students will identify learning styles, transferable skills, and personal preferences involving scheduling that will help them succeed in college and the professional world. Other topics include resume building, networking, interview skills, and college applications and references. Health and wellness will also be discussed, with students learning strategies that can help them navigate college and life.

ROBOTIC SOLUTIONS	Semester Course	<i>(Elective Grades 9-12)</i>	0.5
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(A partnership with Trac Fabrication Inc.)

Trac Fabrication Inc. manufactures tracked motorized wheelchairs. They also fabricate custom robotics chassis. Companies have approached Trac Fabrication Inc. to build platforms that can be customized to their individual needs and/or problems. This part of the business is new, and Trac Fabrication Inc. is open to new ideas, innovative designs, and prototypes that meet their clients' needs and/or solve their problems. Teamed with Laurel School District, Trac Fabrication Inc. hopes to inspire a new generation of engineers, programmers, and fabricators to solve real-world problems. Students who participate in Robotic Solutions will discover the future of robotics related to technologies. Students will be presented with one (1) build challenge per semester. Students will research, design, build, and test prototypes using the Scientific Method. A record of their work will be documented in an engineering notebook. They will then present working prototypes to Trac Fabrication Inc. for feedback and evaluation. In the end, students who elect to take Robotic Solutions will be a part of the growing trend to integrate robotics into our daily lives.

SCULPTURE	Semester Course (Elective Grades 9-12)	0.5
<p>This course emphasizes three-dimensional art form. Students will explore and create sculptures in a variety of mediums (stone, wood, wire, cardboard, plaster, etc.) Students will be required to complete numerous projects to demonstrate competency. This course can be taken multiple times creating higher level projects earning credit.</p>		
SENIOR PRIVILEGE	Semester Course (Grade 12 only)	N/A
<p>Senior Privilege is offered to seniors who are in good standing in terms of graduation requirements, current grades, attendance and behavior. Proof of employment, college course enrollment and other documentation may be required and must be pre-approved by the School Counselor. Senior Privilege will only be added to a student's schedule at the beginning of semester one and at the beginning of semester two. Senior students will be removed from Senior Privilege at any time if good standing is not maintained.</p>		
SERVICE LEARNING	Semester/Year Course (Elective Grades 11-12)	0.5/1.0
<p>Independent activity of community service must be approved by the building principal. Service Learning activities could include, but are not restricted to:</p> <ul style="list-style-type: none"> • peer tutoring in the high school • peer tutoring in the elementary school • food/clothing/money drives • working as a lab assistant/technician in the biology lab • assisting a teacher in the classroom with projects and major assignments • working with Project Hope <p>Students must submit a proposal and timeline to their school counselor for pre-approval. Upon completion of the project, students must submit a log sheet, reflection and evidence of completion. Once these documents are approved by the principal, credit will be assigned. Students may also earn this elective credit by assisting a teacher in the classroom with projects and major assignments.</p>		
SEWING and DESIGN I	Semester Course (Elective Grades 9-12)	0.5
<p>This course is designed to explore basic sewing and clothing construction skills. Students will be required to complete projects pertaining to clothing choices, clothing care, and clothing construction. The students may also choose craft projects to complete as well as projects pertaining to recycled clothing and household items. Students will use two types of sewing machines and a serger machine.</p>		
SEWING and DESIGN II	Semester Course (Elective Grades 9-12)	0.5
<p>Prerequisite: Sewing and Design I.</p> <p>This course will allow the students to complete more complicated sewing projects. The students may design and create their own clothing projects. Students will be involved with the design and construction of costumes for the school musical. Students will learn how to use a computerized embroidery machine allowing them to utilize their skills for school or personal projects. Students will be required to shop and pay for fabric and notions needed for their personal projects.</p>		

SPANISH I <NCAA>	<i>(Elective Grades 9-12)</i>	1.0
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Prerequisite: Successful completion of English.

The course is designed to introduce learners to the Spanish language and culture. Conversational skills are developed through practical application and the learning of vocabulary and grammatical structures. The students will begin to develop speaking, reading, writing and listening skills through input in the target language and cultural exploration.

TEXT: *Realidades I Part I* Prentice Hall, Pearson Education
Bart quiere un gato, Señor Jason & Michael Coxon

SPANISH II <NCAA>	<i>(Elective Grades 9-12)</i>	1.0
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Prerequisite: Successful completion of Spanish I.

The course is designed to expand knowledge of the vocabulary and grammatical forms learned in Spanish I. Students will become more familiar with the language and culture of Spanish speakers through practical applications. Students will continue to develop and practice their speaking, reading, writing and listening skills through input of target language and cultural exploration.

TEXT: *Realidades I Part II* Prentice Hall, Pearson Education
Esperanza, Carol Gaab

SPANISH III <NCAA>	<i>(Elective Grades 9-12)</i>	1.0
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(1.1 value for Classes of 2025+)

Prerequisite: Successful completion of Spanish II.

Students will continue their language study and be able to communicate in the target language at a higher level. Students will begin to refine their speaking, reading, writing and listening skills with focus on oral expression and listening comprehension. Course content also includes the study of various literary works and cultural aspects of the language.

TEXT: *Realidades II Part I* Prentice Hall, Pearson Education
El Escape Cubano, Mira Canion

SPANISH IV <NCAA>	<i>(Elective Grades 10-12)</i>	1.0
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(1.1 value for Classes of 2025+)

Prerequisite: Successful completion of Spanish III.

College credit from Seton Hill University is available with this course.

The course is designed to provide the learner with opportunities to communicate in Spanish with little use of English. Students should express a desire to use the language for personal enjoyment and enrichment. Grammatical and vocabulary content is learned in context. Learners will continue to refine their speaking, reading, writing, and listening skills through practical applications in the target language and cultural exploration. The ultimate goal is total comprehension and ease in conversation. Learners will explore various literary works and will focus on the history and art of the Hispanic world.

TEXT: *Realidades III* Prentice Hall, Pearson Education
Agentes secretos y el mural de Picasso, Mira Canion

THEATER ARTS	Second Semester Course	<i>(Elective Grades 9-12)</i>	0.5
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This course focuses on the production of a play/musical. Practical experience in: set construction, set painting, props, costume design, publicity, and stage crew will be the focus of this course. Advanced Theater Arts will design sets/props by creating scale mock-ups of each scene. The scale models of the sets could be used in applying for college as part of a student portfolio. This course can be taken multiple times creating higher level projects earning credit.

TOOLS, MATERIALS and PROCESSES	Semester Course	<i>(Elective Grades 9-12)</i>	0.5
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Students will be introduced to basic hand tools and machine work involving plastic and wood materials. Students will design an individual woodworking project with emphasis on safety. The project will be created using a variety of traditional woodworking tools coupled with CNC routers, CNC plasma cutters, and lasers. This course is recommended for students interested in careers in STEAM related fields such as engineering, construction, and industrial technology.

TOOLS, MATERIALS and PROCESSES-ADVANCED	Semester Course	<i>(Elective Grades 9-12)</i>	0.5
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Prerequisite: Tools, Materials and Processes.

Students will be introduced to the fundamentals of the manufacturing process, types of materials, product design, quality control, and safety. Students will use a variety of computer software during the manufacturing process, as well as traditional woodworking equipment, hand tools, lasers, and CNC machinery. Students will have the opportunity to build a project of their choice, with instructor approval. This class will focus on safety as well as machine use and maintenance. Students will have to purchase material for projects. This course is recommended for students interested in careers in STEAM related fields such as engineering, construction and industrial technology.

YEARBOOK	Full Year Course	<i>(Elective Grades 9-12)</i>	1.0
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Prerequisite: final grade of 70% or higher in ELA 8.

This course is designed to develop students' skills in the creation and production of Laurel's Yearbook. Students will learn about photography, advertising, team building, business and sales, editing, formatting, and following strict deadlines for the production of Laurel's Yearbook. Students will utilize our Yearbook editing website using their Chromebooks and will have the ability to rent technology for photography.