

Leechburg Area School District

Leechburg Area Junior-Senior High School



Program of Studies

2014-2015

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Choosing your Program of Studies

Your decisions as to what course of study you choose will be based upon what is best for you according to your educational and vocational goals. Careful planning is the basic requisite of any successful undertaking. The electives offered in all courses are subject to the availability of scheduling periods. The Guidance Department makes every effort to insure that programming is correct for each individual student. However, it is the responsibility of each student to make sure that the quality of his/her work is acceptable and the credits total the requirements for graduation.

This Program of Studies book is provided for students and parents to help you understand what courses are offered, the graduation requirements and the graduation project. Please review the guide together and prepare for a successful learning experience at Leechburg Junior-Senior High School. An on-line edition is also available on the district website.

COMMUNITY SERVICE

Community service is a graduation requirement in the Leechburg Area School District. Students at the secondary level are required to render 30 hours of volunteer service to earn .25 credits toward graduation. The CS Coordinator tracks the thirty hours. Community service may be obtained through providing service without compensation to a member of the community. Activities may be generated at the school, in a neighborhood, for an organization or through a church.

Some of the services that apply are:

- Assisting senior citizens
- Volunteer work in hospitals, animal shelters, church organizations and other events where service is rendered
- Babysitting for working parents/guardians other than immediate family
- Participating in school functions that are performed for the benefit of the community outside of one's school day such as choral concerts and band events for special groups of people rather than traditional concerts
- Performing services for the elderly, young or needy as requested by a teacher or an administrator
- Performing tasks for the elderly or sick
- Working for non-profit organizations' fund drives such as the Red Cross or Salvation Army
- Assisting non-profit organizations
- Serving as a junior firemen
- Tutoring peers or younger students
- Serving as a teacher's assistant for elementary teachers
- Volunteering for the summer science/reading program.

Partial credit toward community service hours will be given for the following:

- Working as an aide to a secretary – 10 hours
- Helping with the Blood Mobile – 6 hours
- Exploring Childhood students involved with toddler education – 10 hours
- Assisting in the library – 10 hours
- Various hours for activities performed by school clubs or groups that benefit the community.

If a student has an activity that they wish to perform but is not certain if the activity will be accepted toward the hours, they may meet with the CS Coordinator to discuss the activity.

Community service cannot be obtained for the following:

- Participating in school functions such as sports programs, extra curricular activities and assemblies.
- Babysitting for members of one's family
- Performing tasks for one's family
- Participating in services at one's church.

If a student fails to complete the required hours of community service, the diploma is held until such service is completed and verified.

LANGUAGE ARTS

Reading 7

Reading 7 focuses on basic reading skills through a variety of reading materials. Reading skills covered include word recognition, comprehension, reading rate, and study skills. Teaching strategies used in the classroom include cooperative learning, independent reading and study, oral reading and class instruction. Students work at levels appropriate for their best achievement.

Book Club

The “Book Club” course seeks, as its primary objective, to provide seventh and eighth-grade students with a variety of literature from which to read, discuss, and critically analyze. As an elective, this course will provide all students the opportunity to read in an informal “book club” setting. Emphasis will be placed upon not only comprehending a variety of genres, but analyzing each book for its themes and symbols, and relevance to our everyday world. Students will be provided with the opportunity to read from a variety of genres including, but not limited to: realistic fiction, nonfiction, historical fiction, science fiction, fantasy, multicultural literature and classics.

English 7

English 7 attempts to develop effective oral and written communication through instruction of grammar and grammatical skills combined with composition. The portion of the program devoted to literature aims to develop the ability of the students to read intelligently and to appreciate and respond to various writers.

English 8

English 8 is designed to integrate reading skills into the English curriculum. The literature of the course includes a variety of genres, emphasizing short stories, drama, and novels. Vocabulary is part of the literature study. Instruction develops an understanding of basic parts of speech, sentence structure, usage, and mechanics.

Research Writing for Grade 8 (required)

Major Research Paper: Students will research a topic and complete a formal MLA-formatted research paper. Topics covered: Evaluating Internet sources; using Power Library subscription databases; Athena; World Book Online; note-taking; how to avoid plagiarism; in-text citations; works cited page; outlining; organizing notes into paraphrased sentences, paragraphs, and ultimately a research paper; four-paged typed research paper using MLA formatting.

ENGLISH REQUIREMENTS in GRADES 9-12

All students are required to complete four credits of English (excluding English electives) before graduation. Beginning with the 2012-2013 school year, students will select the appropriate English course for their future educational needs: College Prep English 9-12, Academic/Technical English 9-12, or Honors English 9-12. As in the past, students who choose Honors English 9-12 must meet the Honors English requirements.

COLLEGE PREP (C.P.) ENGLISH

These courses are designed for students who plan to enter college and will need advanced reading, writing, and language skills. Students will also concentrate on literary analysis through writing and class discussion as well as vocabulary development for SAT and ACT tests.

C.P. English 9

The study of literature will continue to deepen the students’ understanding of a variety of genres, particularly the novel, drama, and epic poetry. Grammar is reviewed and is incorporated into composition, research, and creative projects. Vocabulary study and usage is an ongoing process. Writing in various forms enhances students’ writing skills.

C.P. English 10

Students in sophomore English study the various types of literature throughout the year. The historical tragedies of Shakespeare are introduced with the study of *Julius Caesar*. Possible novels include *Of Mice and Men*, *All Quiet on the Western Front*, *To Kill a Mockingbird*, and *Night*. Grammar study constitutes a review of many elements and emphasizes incorporating effective sentence structure and sentence combining in the area of composition. Various types of multi-paragraph compositions will be written throughout the course. Vocabulary study will be an ongoing process that encourages the writing and speaking vocabularies of the students.

C.P. English 11

English 11 offers a general study of American literature from the colonial period to the present, including a variety of selections from the many diverse cultures that make up America today. While much of the literature is presented chronologically to show how it relates to or reflects the times in which it was written, other pertinent materials are included. For example, *The Crucible* is generally read during the study of colonial times although it was written long after. Through composition, the student will analyze ideas derived from the literature and express his/her feelings concerning those ideas. The student will learn to justify his reasoning and support his ideas using a variety of writing techniques. Grammatical concepts will be reviewed and mastered as deemed necessary by the students' own writing samples. Vocabulary study continues at an advanced level in preparation for college testing (SATs and ACTs).

C.P. English 12

For some students, senior year is the final year for their formal education; for others, it is the basis of their continuing education at a school of higher learning. Therefore, the senior year must serve to show the relevance of twelve years of education and emphasize the skills necessary to succeed in both the workplace and college. Senior English emphasizes British literature; students will explore the very earliest examples of Western literature (*Beowulf*, for example) through twentieth century writings (*Animal Farm*) and react to this in both oral and written form. Students will experiment with various forms of writing, including essays of definition, comparison and contrast, reflection, persuasion, etc. A research project will review research techniques and culminate in an oral and written presentation, which should demonstrate how the student has used the documented information to support his/her views regarding a particular subject. As seniors, students are expected to be approaching or achieving mastery level of grammatical concepts; thus, student writing will determine the level of achievement in this area, and concepts will be taught as needed. The logic unit studied in small groups is intended to develop critical thinking skills necessary for college and the workplace. Overall, senior English is meant to provide a background suitable for entry into the workplace as well as success in post high school education.

ACADEMIC/TECHNICAL (A.T.) ENGLISH

Academic/Technical English classes will provide students with marketable, effective communication skills in reading, writing, and speaking in order to ensure that students are prepared for real world applications. The focus will be given to technical reading and writing along with job skills, resume writing, and interviewing preparation. Students will read some but not all of the same literary selections as the students in the College Prep English classes.

A.T. English 9

A.T. English 10

A.T. English 11

A.T. English 12

HONORS ENGLISH PREREQUISITES

Requirements for admission into and retention in the Honors English program, which begins in ninth grade, are as follows:

Honors English is designed for the student who wants to accept the challenge of a weighted English class with more emphasis on composition and literary analysis. It is understood that a student in the Honors program has already mastered grammar and writing basics and can handle the study of language, literature, vocabulary, and composition at a faster, more intense and independent pace. Emphasis is also placed on college preparation, especially for SAT tests and college placement. In addition to covering more literature and some standard grade-level materials at a faster rate, students will also be required to complete summer reading assignments, generally two novels and accompanying projects (see more information on “Note” below).

Following are the requirements for admission into the Honors English program:

- 1] a 92% final average in regular grade-level English**
- 2] the recommendation of the English teacher based on interest and participation in English class**
- 3] an “Advanced” score on PSSAs in Reading**
- 4] an “Advanced” or a “Proficient” score on PSSAs in writing**
- 5] a letter from the student to his/her English teacher requesting the teacher’s recommendation for Honors English, along with reasons why the teacher should recommend the student. The typed letter must be turned before or by the deadline established by the English teacher and before the student schedules Honors English for the next school year. If this letter is not prepared and turned in by the deadline, the student will not be considered for the Honors program.**

Students eligible for honors testing will be notified by their English teachers before they schedule classes for the next school year. Students should have also turned in their letters of request for English teacher’s recommendation before they schedule Honors English. Final acceptance into Honors English will not be made until the end of the school year for all students going into grades 9-12 and until PSSA Reading and Writing Scores for incoming freshmen and seniors are received in the summer.

Important Note: Admission into Honors English is not a competition. All students who qualify will be admitted to the class. However, to stay in Honors English each school year, students must maintain an 88% or better average. Students may be able to remain in the course if their final grades are lower than 88% only if they have the recommendation of their English teacher. But under no circumstances can any student drop below a final average of 84% and stay in the program. Additionally, once students have been admitted to Honors English, they will be required to complete summer reading along with corresponding written assignments. These assignments will be collected, checked, or even tested the first week of school. With these assignments, students may purchase the books or borrow ones from the English Department. The advantage to purchasing books is being able to highlight and make notes in the book. Students may not write in English Department owned books.

Honors English 9

Honors English 9 is designed both for students designated as gifted and for students who have been recognized as showing exceptional ability in the field of English. Literature studied in this class is examined on a more intense level than it is in a regular freshman English course. The study of grammar is similar to that in a regular English class, but students in this class are expected to move through the material at a faster rate. Integration of grammatical forms into the students’ writing is emphasized. In the area of composition, freshman honors students are expected to go beyond the one paragraph composition much sooner than freshman students in a regular class; they should be mastering the multi-paragraph theme rather than just developing it. Because of the emphasis on literature and composition in this class, it is recommended that only those students interested in writing and reading classic literature and interpreting it on a more figurative level apply for this course.

Honors English 10

The level of literature studied in this course is higher and more comprehensive than that studied in regular English 10. While the literature includes traditional selections for a sophomore class such as *Julius Caesar*, *All Quiet on the Western Front*, *Of Mice and Men*, and *To Kill a Mockingbird*, students will also read *The Iliad*, and *Oedipus Rex*, along with other world classics selections. The grammar covered is very similar to that of English 10 classes, but students in this class are expected to achieve mastery or maintenance of the material at a faster pace. Much of the grammar and usage covered will be on an “as-needed” basis. Students will work on a personal writing portfolio throughout the year. The portfolio will contain at least 30 selections the students have chosen from among at least 50 descriptive, narrative,

and persuasive prompts. The course will also include a short research project and vocabulary study to enhance SAT preparation.

Honors English 11

Students who take Honors English 11 will be expected to move at a faster pace and at a more difficult level than those enrolled in a regular English 11 class. Since students are expected to be nearing mastery level in grammar, grammar study will be on an “as needed” basis and will involve more independent work on the student’s part. Vocabulary study is one grade level above that of the regular class and includes more preparation for college entry tests. In addition to the writing done in a regular English class, Honors English 11 students will be required to do more literary analysis of the works read in class. All writing will be graded on a more stringent level. Literature studies in Honors English 11 are much more involved than that of a regular English class. Students will be expected to have read at least one assigned novel during the summer in preparation for their return to school. The student may purchase this book independently so that he/she may write ideas and comments in it, or the student may borrow a school owned book at the end of the year and take notes in a separate notebook. Students are encouraged to purchase their own books since studies have proven that interaction with the text during the reading process is one of the best ways to comprehend and interpret the material. While students in the Honors English 11 read some of the same novels as student in the regular class (*Great Gatsby*, *A Separate Peace*), they also read additional, more difficult novels. Examples of additional books that may be read include *A Raisin in the Sun*, *The Adventures of Huckleberry Finn*, *The Scarlet Letter*, and *Death of a Salesman*, among others. Vocabulary study continues at an advanced level in preparation for college testing (SATs and ACTs). The student is required to complete a research paper using MLA format. Overall, students enrolled in this class should be prepared to work at a deeper level of understanding and at a more rigorous pace than they would in a regular class.

Honors English 12

At the senior level, the Honors 12 class concentrates on critical thinking and refinement of all communication skills to prepare students for post high school education, especially at a college or university level. Students should have mastered basic English grammar by this point; therefore, any grammar study emphasizes mastery of the finer points of usage to improve writing for college-level work. Student writing will include college entrance/application essays and scholarship essays, along with persuasive writing and literary analysis. Vocabulary study continues at an advanced level in preparation for college testing (SATs and ACTs). Students also undertake a critical thinking unit dealing with logic/fallacies in reasoning. The unit culminates in a project requiring students to locate, examine, and explain current examples of fallacies in print media. When students complete a research unit, they will “teach” their research to classmates in a one-period lesson. Much of the literature associated with Honors English 12 contains a decidedly political theme that students can connect to their government studies in POD. Students examine and discuss literature also read by students in general English 12 (including *Beowulf*, *The Canterbury Tales*, *Everyman*, and *Macbeth*). However, the discussion and testing are at more intense and in-depth levels. Additional literature examined includes *1984*, *Brave New World*, *Lord of the Flies*, and *Fahrenheit 451*.

ENGLISH ELECTIVES (HIGH SCHOOL)

Classical Mythology (one-half credit/one semester) grades 10-12

Travel back to the time before *The Iliad* and *The Odyssey* to understand where it all began. Classical (Greek/Roman) mythology course provides many benefits to students as they read and examine the ancient Greek myths and the gods, goddesses, and heroes whose are the focus of those stories.

- The study of myths encourages students to read, write and research as well as to think critically about and discuss connections between their lives and the lives of the ancients.
- By studying ancient mythologies, students start thinking analytically about modern culture, analyzing the traces that ancient mythology has left behind and the connections to stories created today. .
- The study of Greco-Roman mythology strengthens students' vocabulary since many English words are derived from characters and events found within the myths.
- And the best part is mythological stories are entertaining as well as educational.

The following topics will be included in the Classical Mythology course: myth and meaning, chaos and creation, family tree of the Olympians, immortals and mortals, Hades and the afterlife, lives and myths of the major gods and goddesses, heroes and the heroic quest, portrayal of goddesses and human females in myths, monsters in myths, Greek and Roman connections, vocabulary from myths, allusions to the myths (in art, music, film, television, poetry, drama, other literature, and similarities between Greek and other cultures' mythologies).

Creative Writing (one-half credit/semester) grades 11 and 12

Creative Writing is a semester writing workshop that concentrates on intensive work with the composition process. Unlike English classes that cover literature, language and composition, this course provides students with time when they can exclusively practice and experiment with their writing. Initially, students examine their experiences and attitudes as writers and develop goals for their specific abilities. They also analyze writing samples to determine what good, effective writing is and is not. The first semester introduces students to the components of writing, from word choice to sentence structure/variety to various techniques of generating ideas for composition. Additionally, some grammar/usage points are examined depending on students' needs. After students become comfortable with the writing process, the second semester takes them to more intensive composition experiences. They examine clarity of expression in their writing through the process of learning to "show rather than tell." They practice peer review to critique each other's compositions in a non-threatening, constructive environment. Finally, students discover and organize material for various purposes through examination of expository structural patterns they will need for most college writing experiences. As a workshop elective, Creative Writing is one in which most of the writing and other assignments are completed in class.

Journalism I and II (one credit/all year) grades 10, 11, and 12

Students in **Journalism I** will learn the basics of reporting and writing for print or online news sources. Students will examine what news is, what factors determine what news is reported, and how they can assess what news items will appeal to a target audience, specifically their online high school news source, TrottyVeck. Students will also learn about journalistic law and ethics, basic news writing, researching and interviewing, lead writing, caption writing, photography, and video production. Students will put all the journalistic components into practice by serving as active, contributing members of the TrottyVeck staff.

Students in **Journalism II** will have successfully completed Journalism I and will use their class time throughout the year to write stories and create content for the TrottyVeck. Generally, Journalism II is a self-directed, independent study with supervision by the TrottyVeck adviser and journalism teacher. (Note: **Journalism II** could be a one-half credit course if taken one semester.)

Public Speaking (one credit/all year) grades 11 and 12

Public Speaking is a junior and senior elective which stresses the development of the necessary oral communication and listening skills needed to function effectively in the classroom, in the workplace, and in any speaking situation students may find themselves. Beginning with developing an awareness of their articulation and pronunciation with the short readings, announcements and informal speaking situations, students progress to more formal and practical speeches and projects including personal experience speeches, demonstration speeches, informative speeches, persuasive speeches and speeches for formal situations. Throughout the course, students will focus on making the content of their speeches useful and memorable for their audiences and on building skills and confidence in each new speaking situation. As a result of completing this class, students should be able to overcome self-consciousness when speaking in front of groups; develop effective use of body action while speaking; develop methods for finding topics and organizing speeches; develop standards for evaluating other speakers as well as themselves; understand the basic strategies for preparing for various formal and informal speaking situations; integrate their speaking skills into other classroom, work, and social situations; and demonstrate an understanding of the various purposes of public speaking.

MATHEMATICS

Math 7

In Math 7, students will build upon their ability to use computation, mental math, estimation and problem solving skills. Students will learn more about decimals and integers, equations and inequalities, exponents, factors and fractions. Other mathematics skills taught will include operations with fractions, ratios, proportions and percents and geometry.

Pre-Algebra

**Prerequisites for Pre-Algebra in Grade 7 include: Must score 92% or higher in Grade 6 Math, Pre-Algebra Prognosis Test, score Proficient or Advanced on PSSA Math Assessment and Teacher recommendation.*

Pre-Algebra serves as a preparatory class to Algebra I. Students will solve equations and inequalities, use proportional reasoning, master integer calculations, utilize the Pythagorean Theorem, develop understanding of rate of change, use formulas, and connect geometry to algebraic concepts.

Algebra I

Algebra I is designed to further develop students' skills in solving equations and inequalities, graphing equations and functions, and problem solving. In addition, students will be introduced to systems of equations and inequalities and polynomials. This course also includes a unit on probability and statistics. All students in Algebra 1 will be required to take the Algebra 1 Keystone Exam at the end of the course (this is a comprehensive exam).

Algebra I A & B

This is a two-year Algebra I course that covers the same topics as a one-year Algebra I course.

Keystone Prep-Algebra 1

Required course for any student (Class of 2014 or later) scoring less than Proficient on the Keystone Algebra I Exam

This semester long self-paced course is for students who need to improve their Algebra 1 Keystone Exam score. Scheduled in a computer lab, students will enhance their knowledge and understanding of Algebra 1 concepts.

Integrated Math A

Prerequisites: Successful completion of Algebra I

Integrated Math Part A continues to expand on the development of concepts introduced in Algebra and includes the development of Spatial Geometry. This course will emphasize skills necessary for problem-solving and continued growth in mathematics. Students will apply concepts of number and operations, algebraic relationships, geometric and spatial relationships, measurement, and data analysis and probability.

Integrated Math B

Prerequisites: Successful completion of Algebra I

Integrated Math Part B continues to expand and develop the concepts from Integrated Math Part A. This course emphasizes skills necessary for more advanced problem solving and continued growth in mathematics. Students will apply concepts of linear and quadratic functions, systems of equations and inequalities, operations with polynomials, coordinate and three dimensional geometry as well and introduction to triangular trigonometry.

Geometry

Prerequisites: Successful completion of Algebra I

Geometry focuses on the study of the properties and relations of plane figures such as angles, triangles, polygons, and circles. It integrates the basic principles of Algebra I into this study to demonstrate a real-life application of these algebraic principles. The course slowly develops proof and proof ideas. Geometry also provides abundant applications to real-life situations.

Algebra II

Prerequisites: Successful completion of Algebra I & Geometry

Algebra II is a rigorous development of the math concepts introduced in Algebra I. Using these basic algebraic concepts as a foundation, Algebra II develops and expands the meaning and use of not only the linear equation and inequality, but also the quadratic equation. The course accomplishes this development through work with systems of equations, graphing, factoring polynomials, powers, roots and functions. Integral to each concept presented is the solving of problems that describe situations encountered in everyday life and also situations reflecting science applications.

Probability and Statistics

Students can take at the same time as Algebra II or Geometry.

This course provides an introduction to elementary probability and data analysis. The students will use the TI-83+ graphing calculator to organize and analyze data relating to real-world problems. Students will learn to collect and display data, think critically, make predictions, draw conclusions, write summaries, make presentations, and discuss findings. The probability of events will be modeled through experimentation and technology. Students can take this course at the same time as Geometry or Algebra II.

Pre-Calculus

Prerequisites: Successful completion (76% or above) in Algebra II or Teacher recommendation

Pre-Calculus serves to prepare students for college level calculus courses. Material will include a review and extension of the concepts learned in Algebra II. Concepts will include but are not limited to functions, matrices, vectors, conics, and asymptotes. This course will also include Trigonometry, which is the study of functions of acute angles in a right triangle. The concepts of trigonometry will be applied to real-life applications. Problem solving skills will be further advanced. Students should have use of a graphic calculator.

Advanced Placement (AP) Calculus AB

Prerequisites: Students must have an A or B in Algebra III/Trig.

AP Calculus is designed to give students extensive instruction on limits, derivatives and the application of derivatives, the definite and indefinite integrals, as well as the application of integrals through analytical, graphical and algebraic approaches. AP Calculus is taught at an accelerated pace with the goal of preparing all students for the AP Calculus AB Exam. Participation in this exam is mandatory for all students who take this course and could lead to advanced placement and/or credits at the post-secondary education level.

SOCIAL STUDIES

Geography 7

Geography 7 is a geographical, historical modern living study of the world. The course focuses primarily on study of the Western Hemisphere. In this course students study the geography of the United States, Canada, and Mexico. Other areas of study include Central America and South America. Throughout the course students learn climate zones, economies of each country, and the culture of each group.

Civics 8

Civics 8 is the study of the rights, duties, and responsibilities of U. S. citizens. Students will study the establishment of the U.S. Constitution, the organization of national, state and local government, the ways citizens can influence government, the economic decisions made in a mixed market economy, and the concept of global interdependence. Current events will be discussed when appropriate.

PA History - grade 8 requirement

PA History was designed to familiarize students with the history of their home state of Pennsylvania. Through reading the textbook, class discussion, and other activities, students will develop an understanding of Pennsylvania's role in the development of the United States and in world affairs from pre-colonial times to the present. Although the emphasis will be placed on history, we will also discuss geography, economics and government.

American History I grade 9 requirement

American History I begins with the exploration of the Americas and concludes with the Civil War. The students will study the formation of our country geographically, socially, politically, and economically as it progresses to the Civil War.

Honors American History I grade 9 elective

Prerequisite: Student must have a 90% average in 8th grade social studies course with Teacher recommendation.

Honors American History I will begin how America was colonized and ending with the American Civil War in 1865. Students will research, discuss, examine, and apply knowledge learned from these time periods. The course will be reading and writing intensive. Students will be expected to read historical novels, interpret historical documents, incorporate technology, and present projects. The object of this course is to challenge students academically so they are prepared for the next level of their education.

American History II grade 10 requirement

American History II begins with the Westward expansion in the late 1800's. Industrialization, immigration and unionization during same period are covered. Students learn how the United States became a world power at the turn of the 20th century. Additional topics covered include: World War I, the Roaring 20's, the Great Depression, World War II, The Cold War, and the post Cold War era.

Honors American History II grade 10 elective

Prerequisite: Student must have a 90% average in American History I with Teacher recommendation.

American History II begins with the birth of modern America (1865-1901) up to the present time. Students will learn and discuss political, economical, geographical, and social aspects from this time period. The course is reading and writing intensive. Students will be expected to read historical novels, interpret historical documents, incorporate technology, conduct historical research, write essays, and complete projects. The objective of this course is to further prepare our students for higher education.

World Cultures grade 11 requirement

The objective of the World Cultures course is to promote the development of skills, attitudes and behaviors that will enable students to function as effective citizens in a changing world. Ours is an interdependent world, and it is important to understand and emphasize with the common humanity of its people. Today a global perspective and intercultural understanding are essential to prepare for the future.

Honors World Cultures grade 11 elective

Prerequisite: Student must have a 90% average in American History II with Teacher recommendation.

Honors World Cultures will offer students an opportunity to explore the cultures of the world in an inductive manner. They will analyze a current crisis and trace its development through social, political, economic, geographic, and religious systems of that culture. This cultural perspective will enhance the student's capacity to experience empathy, appreciate the power of human choices and recognize how culture influences and impacts the world and themselves. Honors students will complete this course through various learning mediums in addition to those found in the regular World Cultures class. Students will be required to read Pulitzer Prize Winning Novels (Arab and Jew Wounded Sprits in a Promised Land by David Shipler and Guns, Germs, Steel and the Fates of Human Societies by Jared Diamond). They will also write position papers, debate world issues, and contact leaders of various countries and organizations to bring about change, in preparation for higher education.

Principles of Democracy/Economics grade 12 requirement

Principles of Democracy is a 25 week course designed to teach students civic understanding. This is accomplished through studying a brief history of the American government and comparing it to various other governments of the world. The main focus of the course is the United States Constitution and the three branches of our government that it establishes. The concepts of the curriculum are illustrated by applying the concepts to current world affairs. The inter-relationship of historical concepts and current problems, civil and criminal rights, civic responsibility, and an awareness of global events are the main points of focus.

Economics is an 11-week course focusing on the day-to-day application of basic economic principles. The course is designed to give the students a basic understanding of the principles that govern our economic system, and a practical knowledge of financial responsibility. The overall goal of the course is to make student intelligent consumers and investors by covering the following topics: business activities, savings, the stock market, taxes, and career decisions.

Honors Contemporary Social Structures grades 11 and 12

Prerequisite: Student must have a 90% average in all social studies classes.

Contemporary Social Structures is an advanced honors elective course that will deal with the scientific study of human behavior and the structures within society. The course will examine the history of sociology, science in sociology, methods of sociology, and the different aspects of today's society. Critical thinking, higher-level discussions, essays, debates, and projects are the main activities and techniques that will be used to help students study and understand society and how it impacts their lives.

European History Elective grades 10-12

This course examines five and a half centuries of European history, art, technology and philosophy. Beginning with the Italian Renaissance, we will trace Europe's rise to global power and study how our own world was shaped. Students will prepare for the Advanced Placement Test in European history, possibly earning college credits. Writing for the humanities & social sciences will be strongly emphasized.

SCIENCE

Earth Science 7

Earth Science 7 provides the student with an introduction into the work of geologists through an exploration of the changes in the Earth's crust, the Earth's resources and its history, meteorology, and astronomy. This course will offer each student an opportunity to discover the complex interrelationships of the Earth and its various environments.

Physical Science 8

Physical Science stresses the fundamental aspects of chemistry and physics. This course will build on previous experiences and knowledge, adding depth to previous teachings and stressing the introduction of quantitative description and analysis. This course is intended to establish a foundation of basic concepts and knowledge that prepares students for further learning in the sciences. It will also provide a background that supports their decision-making as citizens of a technological society.

CSI—Jr. High (Crime Scene Investigations)

As a semester elective, Junior High Crime Scene Investigations (CSI-Jr. High) is designed to increase student interest in science as viewed through the eyes of a crime scene investigator. By participating in active learning experiences, students will gain strong cross-curricular links with other disciplines such as math, sociology, and writing. This class will help to further develop students' critical-thinking skills, physical science, life science, and earth science applications, and expose them to archaeology and anthropology.

Biology I grade 9

Biology gives the students the opportunity to explore the field of biology from the level of the cell to the planet as a whole. Topics covered in this class are related to natural selection, water and its properties, the cell, molecules of life, genetics, and cell division. This class is taught using hands-on techniques and each student is expected to participate in various activities on a daily basis that can include but are not limited to: labs/lab reports, presentations, projects, classroom activities, internet activities, writing assignments, etc.

Keystone Biology (semester course)

Required course for any student (Class of 2014 or later) scoring less than Proficient on the Keystone Biology Exam.

This semester long self paced course is for students who need to improve their Biology Keystone Exam score. Scheduled in a computer lab, students will enhance their knowledge and understanding of Biology concepts.

Biology II

Prerequisite: Students taking Biology II are required to have earned a minimum grade of 76% in Biology I and teacher recommendation.

Biology II is designed as a college preparatory course and is an extension of Biology I. As an honors course, students will be required to work at higher levels of understanding. Basic recall is assumed and evaluation of each biological theme will be commonly revisited. Topics include bioethics, biochemistry, DNA and protein synthesis, and animal form/function. Dissections are an essential component to this course as well. Students will participate in the dissection process of two separate specimens: rats and cats. At the end of each experience, students will be required to participate in a lab practical to provide vital college bound experience for any individual wanting to further their education in the biological sciences. A variety of hands-on experiences (simulations, laboratories, etc.) will be used to support and reinforce classroom studies. The class meets seven periods a week.

Material and Design Science (semester course grades 11-12)

The Material and Design Science course will provide students with an introduction to the four main types of materials (metals, ceramics & glass, polymers, and composites). The structure and design benefits will be considered for each type of material. By the end of the course students should be able to choose what materials would be best used for different applications, and defend their choices. The course will be hands on and project based. The only prerequisite would be physical science (8th grade), although several topics will include chemistry and physics, the required knowledge will be taught in this class.

Conceptual Physics (semester course grades 11-12)

Students need practical science education that gives them the hands-on experience, fundamental physics knowledge, and problem solving skills necessary to adapt to the challenges they will face in their future careers. Conceptual Physics is an applied science course designed to emphasize the concepts of physics and their applications to the real world and to provide an understanding of the mathematics associated with such concepts. This course concentrates more on the use of physics formulas rather than their derivation. Students entering the course should have strong pre-algebra skills.

Chemistry I

Prerequisite: 80% or higher in Algebra I and teacher recommendation.

Chemistry is designed to provide a foundation in the major topics of inorganic chemistry. Topics include the background of chemistry, atomic structure and the periodic table, chemical equations, chemical reactions and their properties. A variety of hands-on experiences (simulations, laboratories, etc.) will be used to supplement the textbook and lectures. The class meets seven periods per week.

Chemistry II

Prerequisite: Students taking Chemistry II are required to have earned a minimum grade of 76% in Chemistry I prior to taking the course and teacher recommendation.

Chemistry II is designed as a college preparatory course and is an extension of Chemistry I. Topics include solutions, reaction rates and equilibrium, electrochemistry, organic chemistry. As a weighted course, material is presented at a faster pace and at deeper academic level that requires greater independent learning. Additional topics may be covered based upon student interest. A variety of hands-on experiences (simulations, laboratories, etc.) will be used to support and reinforce classroom studies. The class meets seven periods a week.

Science in the Community (semester course)

Science in the Community is designed to apply broad science concepts to action in the community. Students will explore scientific concepts on a “need-to-know” basis. Science in the Community is geared toward those students interested in science but not necessarily interested in pursuing a career in science or a science-related field.

Ecology (semester course Grades 11 and 12)

Prerequisite: teacher recommendation

Ecology is an elective course offered to those juniors and seniors who have an interest in the environment and outdoor education. The aim of the course is to provide the student with a basic understanding of the laws and principles that govern the ecological principles of the environment. Topics include: food webs and energy transfer throughout the ecosystem, the biomes and biodiversity of the Earth, population dynamics, endangered species, and pollution of air, land and water. It is hoped that through this class, each student will develop better insight into the importance of maintaining a clean and balanced environment through the major biological principles pertinent to Ecology. This class is taught using hands-on techniques and each student is expected to participate in various activities on a daily basis that can include but are not limited to: labs/lab reports, presentations, projects, classroom activities, dissections, internet activities, writing assignments, etc.

Physics I

Prerequisite: Student must have 76% or higher previous science class and teacher recommendation

Prerequisite/co-requisite: Pre-Calculus

Physics I is designed as a college preparatory course. This course is designed to give students extensive instruction in vectors, kinematics, dynamics, statics, work and energy, rotational motion, and fluids. Detailed laboratory experiments are designed to support and reinforce classroom studies. The class meets seven periods per week. This course requires strong geometry and introductory trigonometry skills.

Physics II

Prerequisite: 76% or higher in Physics I and teacher recommendation

Physics II is designed as a college preparatory course and is an extension of Physics I. As a weighted course, material is presented at a faster pace and at deeper academic level that requires greater independent learning. The course is designed to give students extensive instruction regarding waves, thermodynamics, electric and magnetic forces and fields, electrical circuits, optics and modern physics. Detailed laboratory experiments are designed to support and reinforce studies. Students entering Physics II should have strong geometry and trigonometry skills.

Anatomy and Physiology (semester course)

Prerequisite: A 76% or better in Biology I and teacher recommendation

Anatomy and Physiology class is designed to introduce students to the structure and function of the human body and its organ systems.

Forensics (semester course)

Prerequisite: teacher recommendation

Forensic Science is designed to incorporate the areas of biology, chemistry and physics as they apply to analysis of a crime scene. A variety of hands-on experiences (simulations, laboratories, etc.) will be used to supplement the course information. The class will culminate in collecting, processing, and analyzing crime scene samples to determine the “culprit” in the (hypothetical) murder of a school official.

Genetics (semester course)

Prerequisite: A 76% or better in Biology I, a 76% or better in Algebra I, and teacher recommendation

Genetics is designed to expand upon the basic genetics covered in Biology I. Complex genetics problems, current technology, and bioethics will also be discussed. The focus will be on human genetics but will also include examples and applications to other organisms.

Introduction to Astronomy (semester course)

Pre-requisite: teacher recommendation

Introduction to Astronomy is designed to provide students with a basic understanding of the laws and principles governing the Earth and its position in the solar system. Topics will include the relationship in space between The Earth, Moon, and the Sun, The Solar System, The Stars, Galaxies and Beyond, and Space, the Final Frontier.

TECHNOLOGY EDUCATION

Industrial Arts 7

Industrial Arts 7 teaches drafting fundamentals and basic constructions and helps students develop the capacity to plan in an orderly fashion, to interpret the ideas of others, and to express themselves in an understandable manner. As students proceed with this course, they will become familiar with methods and processes used by industry. Woodworking emphasizes the importance of wood in our everyday lives, exploring the basic woodworking skills applicable to many areas of industrial endeavor and develops an appreciation for well-designed products. The problem-solving situations students encounter give them an opportunity to make practical applications of the Math and Science they have studied.

Industrial Arts 8

Industrial Arts 8 provides a course in woodworking offering a wide range of manipulative and informative experiences with tools, materials and processes of industry. Woodworking provides basic information about wood and wood products; selection, safe use and care of hand and power tools; manufacturing applications; and proper woodworking procedures. Students will develop competent technical skills for performance in the broad areas of woodworking.

Industrial Arts 101

This course is ½ of a school year for any student in grades 9-12. All students will learn Safety and terminology of all woodworking tools in the woodshop. Students will create a Jewelry box with a custom lid of their own design. Students will understand how design is related to woodworking and how it can be related to many aspects in today's society. Students will understand woodworking terminology and how it relates to the construction of their box and other everyday items. This class is a prerequisite to advanced level industrial arts courses. Students are to have this course prior to taking any other industrial arts courses unless instructor approval is obtained.

Industrial Arts 102

Prerequisites: Any student in grades 9-12 wanting to take this course must have passed Industrial Arts 101 with a B average or higher.
This course is ½ of a school year. Students will research various projects in woodworking and pick a project of their choosing. Students will estimate the construction cost and time required to complete the project. Students will begin to utilize prior experiences from other subject matters and relate these subjects to Woodworking. Students will need to use their prior knowledge of woodworking terminology to follow the plan and correctly build their project.

Industrial Arts 103

Prerequisites: Any student in grades 9-12 wanting to take this course must have passed Industrial Arts 102 with a B average or higher.
This course is 1 full school year. Students will research various projects in woodworking and pick a project or projects of their choosing. Students will estimate the construction cost and time required to complete the project(s). Students will be required to write a paper defining how they will utilize their time in shop. The paper will estimate the

construction cost and time required to complete the project. Students will then work on completing their project. Safety and proper construction techniques will be stressed throughout the course.

Industrial Arts 104

Prerequisites: Any student in grades 9-12 wanting to take this course must have passed Industrial Arts 102 and Auto CADD Advanced with a C average or higher.

This course is 1 full school year. Students will research various projects in woodworking. Students will design their own piece of furniture using the design process. Students will make full drawings of their design, estimate the construction cost and time required to build the project. The students will then construct their design. Students will be evaluated on both their drawings and constructed projects.

Auto CAD Fundamentals Grades 10,11,12

Students will develop the ability to use a computer to draw accurate 2 dimensional drawings. Students will understand the functions of Auto CAD and use this ability to draw and dimension several basic drawings. CAD can be valuable to students considering a carrier in Architecture, Engineering, Graphic Arts, Video game design or any other fields where drawing is completed on a computer.

Auto CAD Advanced Grades 10,11,12

Prerequisites: Any student in grades 10-12 wanting to take this course must have passed Auto CADD Fundamentals with a C average or higher.

Auto CAD Advanced will build from skills learned in AutoCAD Fundamentals. This class covers surface modeling, rendering, and solid modeling. Students will draw isometric drawings in order to strengthen their math and visualization skills for 3D drawings. Students will develop the skill to work through CAD problems on their own. Students will get an in-depth look at many of the command menus and how to use them for completion of their drawings.

WORLD LANGUAGES

French I

French I focuses on learning the pronunciation, sound and vocabulary of the French language. The primary emphasis will be conversational French with more writing and grammar being introduced as the course progresses. Students will learn how to talk about themselves and others, describe personal possessions, express their opinions and give information on a variety of topics. Aspects of French culture are included in every area of study to give students a broader understanding of the Francophone (French-speaking) way of life. Students will complete a project on Paris and will discuss other major French cities.

French II

Prerequisite: Completion of French I with a minimum 76% (C) average

French II begins with a review of the basic structures and vocabulary of French I. Students will build on this knowledge as they study the past tense, and essential conversation structures. Students will learn how to carry on a phone conversation, talk about actions in the past and discuss French food, to name a few. Dialogues, along with videos, CDs and computer activities will be used for practice and testing. Students will complete a travel project on a French region and will perform a number of skits throughout the year.

French III

Prerequisite: Completion of French II with a minimum 76% (C) average

French III students will continue to expand their knowledge of the French language. The two past tenses as well as complex grammatical structures will be presented within the context of new vocabulary and situations. Students will research Francophone (French-speaking) areas and peoples. Students will be required to perform numerous oral and written assessments.

French IV

Prerequisite: Completion of French III with a minimum 84% (B) average

Students taking French IV will extend and deepen their understanding of the French language through reading and film. The course will focus on three novels: *Candide* by Voltaire, *Pierre et Jean* by Guy de Maupassant, and *L'Etranger* by Albert Camus. These works have been chosen as representative of their respective eras and each will be accompanied by discussion and additional readings about the Enlightenment, The Romantic Era, and Post-Modernist France. All three works regularly appear on the required reading list for the College Board's French Literature Advanced Placement Exam. Students will also examine works of poetry by Baudelaire, Rimbaud, Appollinaire, and Prévert. Films will include *Marie Antoinette*, *Manon des Sources*, *Jean de Florette*, *Balzac*, *Cyrano de Bergerac*, and *Le Colonel Chabert*. Students will explore poetry and film between units.

Spanish I

Students begin the academic study of Spanish through four skills: reading, writing, listening, and speaking.

Throughout all levels, vocabulary and grammar are taught in context to make communication in Spanish purposeful. The study of culture in many Hispanic countries is incorporated throughout the course. In Spanish 1, objectives include: expressing likes and dislikes, saying what you do and what you are going to do, as well as talking about your life (family, classes, clothing, foods, sports, etc). This course gives the student a foundation upon which to continue building proficiency in Spanish.

Spanish II

Prerequisite: Completion of Spanish I with a minimum 76% (C) average

Students will reinforce the knowledge gained in Spanish I. They will also gain new vocabulary and grammatical structures. Language study continues with the skills of reading, writing, listening, and speaking. The study of culture in many Hispanic countries is incorporated throughout the course. In Spanish II, objectives include: giving directions & explaining locations, shopping, ordering in a restaurant, describing daily routines & chores, and telling what happened in the past. This course offers the student more exposure to Spanish in practical contexts.

Spanish III

Prerequisite: Completion of Spanish II with a minimum 76% (C) average

Students will further build on the knowledge gained in Spanish I and II. There is continued practice with reading, writing, listening, and speaking while blending past material with new vocabulary and grammar. The study of culture in many Hispanic countries is incorporated throughout the course. In Spanish III, objectives include: talking about the past in various ways, telling a story, discussing professions, exploring art & literature in Spanish, giving advice, and talking about relationships. In this course, students will refine their knowledge of Spanish and begin to prepare for college level language study.

Spanish IV

Prerequisite: Students must have an overall "B" or better in Spanish III.

Students will be challenged more in the practice of communicating in real life situations. The majority of the class will be conducted in Spanish. Vocabulary and grammar from earlier levels will be incorporated. There will be new, detailed vocabulary (depending on the context) and special grammatical structures, which will allow the student to increase proficiency. This course will continue to prepare the student for college level language study.

Spanish V

Prerequisite: Students must have an overall "B" or better in Spanish IV.

In this course, students will be preparing for college level placement tests. The majority of the class will be conducted in Spanish. Students will have the opportunity to direct the topics of study, based on what they view is a practical need to function professionally in a Hispanic country.

ART

Art 7

Art 7 introduces the basic art skills used in drawing, painting, sculpting, and graphic communications. Art appreciation and the use of the elements and principles of design are the focus of the studies along with the exploration of Art as human expression. The aesthetic and practical natures of Art are explored with emphasis placed on Art as a dimension of human life.

Grade 8 Art

As part of the intermediate instructional program, students enrolled in Art 8, will be provided with various opportunities for a visual arts experience. The teaching of basic elements and principles of design will be looked at more closely than in previous years. This will help to expand the quality of work produced. Also, art history will be a main subject throughout the course. The curriculum will integrate all aspects of learning to develop and enhance the student's skills. The course will run for 9 weeks.

Art 101

This course will begin by teaching techniques such as value, color mixing, and proportions. The class will be exposed to two-dimensional and three-dimensional art forms. Art history, aesthetics, and criticism will be included. The main focus of this class will be techniques and art form. The class is a prerequisite to advanced level art courses. Students are to have this course prior to taking any other art classes unless the art instructor has approved a portfolio.

Art 102

Prerequisites: Any student in grade 9-12 who has taken Art 101 and passed with a C average for the year.

Art 102 is a semester long hands-on art class that meets five days per week. Students taking this class, will be building a strong art background for future advanced level art classes. The subject matter will include technique, art history, multi-cultural experiences, aesthetics, vocabulary, and art critique. Projects will be expressed using drawing, painting, sculpture, and ceramic skills. Lessons will reflect cross-curricular activities and projects utilizing math, science, technology, reading, and problem solving skills.

Art 103

Prerequisite: successful completion of Art 102 with a B or higher average.

Art 103 is a full year course in which the student must be motivated (with teacher assistance) and be able to work independently for a more studio-like atmosphere. As a part of the advanced instructional program, students will be provided with varied opportunities for a visual arts experience. The teaching of basic elements of visual arts, from previous years, will help expand the quality and quantity of skills utilized for this course. The advanced curriculum will integrate all aspects of learning to develop and enhance the student's art skills. The course will lead the student into a more independent studio atmosphere and higher-level thinking and problem solving processes. Basic elements and principles of art will be utilized through an attitude and style of teaching that uses art forms and techniques with supplemental handouts and demonstrations to provide each student with an enriched art experience. The students will have an opportunity to experience the major techniques and forms used in art, through the abundance of techniques and forms offered. Each student will develop and identify skills important to advancing to an upper level course.

Art 104

Prerequisite: students who have completed Art 101, 102, and 103 with an "A" average

Art 104 is a hands-on art class. Students taking this class, should be highly motivated and interested in art. The subject matter will include technique, art history, multi-cultural experiences, aesthetics, vocabulary, and art critiques. Projects will be assigned on an individual basis to strengthen and broaden the artists abilities as well as build a strong portfolio create portfolio worthy work. The class will meet everyday for an entire year.

Art 105 grades 11-12

The Art 105 course begins by examining art as a universal language and as expressive communication. The nature of a work of art is explored, and the role of the individual as both producer and consumer of art is examined. The program includes two-dimensional and three-dimensional studio work in various media. Art history aesthetics and art criticism are included, along with a focus on the use of the elements of art structure and the principles of design with emphasis on drawing skills.

AP Art History grades 11-12

This course is intended for the AP Art History Exam. The course covers art from the Paleolithic period through Postmodernism and is designed for students with the same material covered in an introductory college course in art history. Students will gain knowledge of architecture, sculpture, painting, and other art forms within historical and cultural contexts. This will be achieved through readings, research, slides, videos, and virtual museum tours.

Digital Photography 1 grades 7-12

Digital Photography 1 is an introduction to the techniques of photography. This includes concepts, design principles, and materials. Students will learn how to take better pictures through their understanding of vocabulary, parts of the camera, Adobe Photoshop, and the elements of art. Students will learn about composition, aesthetics, and manipulating their photos. In this class students will focus on vocabulary, the camera, and how to use the camera. There will be assignments that involve the student to complete outside of school

Digital Photography 2 grades 7-12

Digital Photography 2 will be a continuation of Digital Photography 1. This course will involve more camera time and more computer time. This course will focus on the actual art of photography and manipulation. Digital Photography 2 will involve at least one two hour assignment the students will be required to complete outside of school. Students may use their own cameras or the ones provided by the district. Students are responsible for all equipment taken out of the building.

FAMILY AND CONSUMER SCIENCE (FCS)

Family and Consumer Science 7

Family and Consumer Science 7 focuses on sewing machine safety and operation and teaches the student how to make simple clothing repairs and how to construct a basic project or garment. The student also analyzes their own food choices in terms of calories, nutrients, fat and caffeine consumption and the food pyramid. Kitchen skills are reviewed and recipe alterations practiced as a basis for simple, nutritious meal preparations.

Family and Consumer Science 8

Family and Consumer Science 8, is a nine-week elective course, focusing on kitchen skills, safety, adjusting recipes and the food pyramid, including students' eating habits. Kitchen lab procedures are improved and more difficult recipes are prepared with emphasis on safety.

Family and Consumer Science 9-10

Family and Consumer Science is a full year course offered as an elective in grades 9 and 10. The course is designed to give an insight to other courses offered in later years. It includes units in five areas- Personal and Family Relationships, Human Development, Consumer Management, Foods and Nutrition, and Clothing and Textiles. Improving skills in these areas of day-to-day living will be the main focus. Another focus will be to assist students in searching out, recognizing, and evaluating life's opportunities related to work, play, family, community. Several

community service labs are provided. Students will develop critical thinking skills, interpersonal communication skills, and skills needed to be psychologically and physically healthy, productive family members. They are encouraged to develop a global perspective regarding family issues including food, energy, and population as it affects our interdependence in today's world. *This course can only be taken one time for credit.*

Food Lifestyles grades 10-12 elective

Food Lifestyles is a full year one credit elective food and nutrition course designed to simulate independent living situations whereby students create solutions. Students adapt menus to fit various food budgets and individual dietary/health needs. Students explore the regional differences of foods in the U.S.A. and how they relate to their ethnic heritage. Awareness of foodservice career choices is discussed, including how to conduct himself or herself in a restaurant as a customer or an employee. Students learn to entertain, and how to make ends meet, given an occupation, use credit, and generally gain an understanding of "living on your own." Several community service labs are provided. *This course can only be taken one time for credit.*

Exploring Childhood grades 11-12

Exploring Childhood is a full-year elective, one credit course offered to students in grades 11 and 12, a course in which adolescents work with young children while learning about child development and their own identities. It gives young adults the chance to have responsive roles working with preschool children to develop the skills to perform those roles and to prepare for parenting and careers involving the care and welfare of young children. The Preschool practicum (12 weeks) at the end of the course provides a "hands on" experience for the students to observe a class of children, ages 3-5, plan and carry out suitable activities, play interaction, listening activities and prepare nutritious snacks to serve to the children. The young child is viewed as an active being endowed from the start with resources for coping, for growth, and for human interaction. The student's role is seen as supporting and extending a young child's normal daily experience. Equally important, they work with children over a period of time to see growth and change in them as well as in themselves.

INFORMATION SYSTEMS TECHNOLOGY

Accounting grade 11 and 12

Accounting is designed to serve the needs of all students who are considering a career in business or who would like an introduction to the fundamentals of accounting. Students are taught the complete accounting cycle through the application of basic accounting concepts, principles, and procedures as they relate to sole proprietorships, partnerships and corporations. Included are basic accounting and basic payroll procedures necessary to operate a business. The course will also focus on issues concerning career decisions, ethical dilemmas, and business communications. Accounting is a necessity in all types of businesses and business related careers. It is also vital for understanding personal finance such as maintaining a checkbook, using the bank, borrowing, depreciation (car), etc. Students will develop and understanding of accounting and build a strong foundation in basic procedures. *This course is no longer considered a math credit.*

Desktop Publishing I grades 9, 10, 11 and 12

Desktop Publishing I is a semester elective that teaches the use of Adobe Pagemaker software to produce and publish documents. As a desktop publishing application, the software enables the quick and easy integration of text, graphics, spreadsheets, and charts. Students learn about and then create letterhead, brochures, newsletters, fact sheets and information sheets, along with completing additional publishing assignments.

Internet Technologies grade 8 requirement

Internet Technologies focuses on the impact of technology and networks on our lives, culture, and society as it continues to increase. The Internet technological infrastructure that was designed, engineered, and built over the past sixty years. To function in an information-centric world, we need to understand the workings of network technology.

This course will open up the internet and show you how it was created, who created it and how it works. Along the way we will work with and learn many of the technologies the Internet and Web have to offer. Learn and understand how a computer works and what it takes to use them effectively.

Multimedia Design

This class was designed to give you an advanced understanding of Multimedia Design. Web design, Imagery, and Animation will all be covered to develop a total Multimedia package. Photoshop will be used to deliver the magic that helps you bring your creative vision to life. The knowledge of HTML and Dreamweaver will enable you to make cutting-edge web design. Lastly, Flash will be mastered in order to creating amazing animations. Together we will touch on all things related to Multimedia and hold the skills to take directly into the technology field.

Video Production I (Semester Course)

Students completing this course will demonstrate the journalistic skills of broadcast reporting (writing, editing, and on camera presence), while also developing the technological skills involved in creating digital productions, including digital video, film editing, green screening, and claymation. The course will serve as an introduction to field production, video editing and the television studio. The course will acquaint you with the technical and aesthetic concepts involved in successful studio and field productions. You will develop your skills through a series of in-class exercises, studio and field exercises and critical evaluations of past and present production styles. Television and video production is a time sensitive activity and demands a working knowledge of state of the art electronics. It also requires that each student work in a cooperative environment and show leadership skills in managing personalities and talents of all students while working on both group and individual projects.

Video Production II

This class is designed to give you an advanced understanding of Video Production. We will be taking up where Video Production 1 left off, and the assumption is that you are very comfortable with all aspects of the camera and basic editing. This course is a much faster pace than Video Production 1, and deadlines for projects are absolute and daily. The primary focus is to produce Leechburg's morning announcements. In addition, you will be working on several projects that will be filmed and shot outside of the studio and class but incorporated into the announcements. The following are the areas we'll be covering this year:-Advanced understanding of the Tricaster, film, audio, editing, scripting, and TV personality.

Introduction to Business grades 11 and 12

This semester course is designed to give students an insight into various aspects of everyday living in the business environment. Topics include economic issues and problems that persistently face all of us, career planning in the world of high technology, occupational exploration and résumé preparation, interviewing simulations, consumer education, real-world banking procedures, business letter writing, and evaluation of types of insurance. Speakers, role-playing, case problems, videos, teamwork and simulations are utilized.

Introduction to Marketing/Management grades 11 and 12

Prerequisite: Successful completion of Introduction to Business

This semester course includes topics relating to research and development, product planning, business and marketing concepts, buying and pricing, effective communications for advertising and selling, along with functional areas of management including planning, organizing, staffing, directing, and controlling. Speakers, role-playing, case problems, videos, teamwork and simulations are utilized. In addition, students will select an idea for a new business and implement a business plan.

Introduction to Word grade 7 requirement

Students will apply their skills learned in Keyboarding to produce word processing documents using Microsoft Word. Proofreaders' marks, language and writing skills and skill building projects give students a variety of introductory activities using Microsoft Word.

Microsoft Office Suite (Semester Course) grades 10-12

This course introduces the student to the spreadsheet, *Excel* as a tool to keep track of inventory, costs, etc; to record change; to illustrate the relationship between items as a result of changes; and to predict what will occur as the result of changes. The database, *Access* is introduced as a way to record information and sublevels of that information in a type of electronic filing system. Information may be reordered, reduced to the required level of information as the result of specifying conditions, and printed in report form. Questions may be answered as to who or what meets certain criteria. *Desktop Publishing* should be preceded by some word processing. It assumes the basic keying skills have already been acquired and the student is familiar with the basics of the software. The course then introduces the student to the advanced functions of *Microsoft Word* software and allows the student to apply those functions to graphic production. The software is used to create a pleasing appearance for forms that integrate text-based material with eye-catching and appealing format, using lines, characters, boxes and pictures already created, pictures created by the student, and WordArt. The *PowerPoint* software is included to construct and present effective graphic presentations. PowerPoint utilizes previously learned Desktop Publishing skills as well as newly acquired PowerPoint skills. Students will emphasize outline skills, organizational skills, and presentation skills that include applying templates, original backgrounds, fonts, bullets, graphics, and animation. The student will also present his/her presentations. *This course can only be taken one time for credit.*

Microsoft Office Certification (Semester Course) grades 10-12

This is a one-semester course designed for students to use the specially designed Microsoft Office software to learn skills and competencies that prepare them to earn Microsoft Office Specialist (MOS) Certification in Word, Excel, PowerPoint, Access, and/or Outlook during the course. This industry-standard certification acknowledges that the student has the expertise to work with Microsoft Office programs with a recognized level of competency and productivity. After completing the projects and exercises in this course, students will be prepared to take the Core level exam for Microsoft Office 2007. To earn the certification you must pass the Core level exam. This exam provides a valid and reliable measure of technical proficiency and expertise by evaluating overall comprehension of the advanced features in the Microsoft Office programs. Passing the exam demonstrates proficiency to colleges and future employers. Exam is offered at end of semester for a fee. Students are not required to take the exam, but it is highly encouraged.

Graphic Arts grades 10, 11, 12

Prerequisites: Successful completion of Desktop I and Web Page.

Graphic Arts class teaches the use of Adobe Photoshop software to create and produce raster/bitmap graphics. Photoshop is the industry standard. As a graphics arts application, this incredibly deep program is used for graphic and web design, image manipulation, photo restoration, digital illustration, and even creating textures for 3D modeling and animation. Students learn how to retouch, color correct, manipulate, and combine images using Photoshop while producing creative and real life projects throughout the class. *This course can only be taken one time for credit.*

Personal Finance grades 9-12

This course is designed to give students an insight into various aspects of everyday living. It is intended to turn students into the best and most intelligent consumers and money managers that they can be. Personal Finance will prepare students for all the financial encounters they will face in life and become more knowledgeable of those responsibilities.

MUSIC

General Music 7 grade 7 requirement

Offered as a nine-week class, this course will teach students the elements of music (melody, harmony, rhythm, tempo, dynamics, and timbre), instruments of the orchestra, and a study of musical theater. Students will also have the opportunity to play in a percussion ensemble and play simple rhythms. Patriotic music will also be studied.

Junior High Band grades 7 and 8

Junior High Band is a full year course open to any student interested in performing in the Leechburg Area Middle School Band program. Previous experience is not necessary. The Junior High band performs two concerts throughout the school year. Attendance is mandatory at each performance. Students will have small group lessons once every week on their instrument. Students will play a variety of music including classical, rock/pop, marches, jazz, and Latin.

Junior High Chorus grades 7 and 8

Junior High Chorus is a performing ensemble that focuses on developing part-singing, performing skills, and team work through class rehearsals and mandatory performances each school year. Performing in the concert is a major part of the student's grade. The individual vocal ability of each student is continually developed by the instruction of proper vocal techniques such as breath control, diction, and phrasing. Repertoire consists of American and multi-cultural contemporary and traditional music. Students are encouraged to schedule small group sessions to help them develop their voices and to assist in learning their vocal parts. Participation in Chorus is open to all students, however, an audition is necessary for placement in a section.

Senior Band grades 9-12

Senior Band is a full course open to any student interested in performing in the LHS Band program. Previous experience is not necessary but is encouraged. The LHS Marching Band will perform at all home and away football games during the first nine-week grading period as well as at band festivals and competitions. The Concert Band will perform two concerts throughout the school year. Attendance is mandatory at all performances. Students will play a variety of music including classical, rock/pop, marches, jazz, and Latin. During the summer months, the band will have music rehearsals and a 10 day mandatory band camp.

Senior Choir grades 9-12

Senior Choir is a three-day per week, full year course. The focus of this course is to develop a love of ensemble singing by developing proper vocal techniques such as breath control, diction, phrasing, and part-singing. Students audition for placement in the choir and for a particular section. County, District, Region, and All-State festivals are open to qualifying students in tenth through twelfth grade. Since this is a performing group, all students are required to perform in all the concerts and rehearsals throughout the year, as this is a major part of their grade.

Advanced Senior Choir Ensemble

Advanced Senior Choir Ensemble is a five-day per week, full year course open by audition to all Senior Concert Choir students who wish to work on a more challenging choral curriculum and would like more opportunities for performing in the community. The focus of the course is to further develop the music and performing skills taught in the Senior Concert Choir, and to study a more advanced repertoire with an emphasis on performing skills. Students will study the music in the context of its' period, style, and cultural context. They will be given opportunities to perform at community and school functions.

AP Music Theory grades 9-12

Music Theory is a course open to Senior High School students who are interested in studying the fundamentals of music in depth and understanding their particular instrument or voice. Emphasis will be on music writing skills, listening skills and analysis of music. Students will study music and composers, as well as the rudiments of music.

20th Century Music (semester grades 9-12) This course is offered even years.

This is a semester course open to all students covering music of the 20th century such as jazz, rock and roll, country, pop, rap, etc. The course looks in depth into the history of 20th century music, the influences of culture and world events in music, and the effect of music in human nature. This class includes a project on a selected genre.

Music Appreciation (semester grades 9-12) This course is offered even years.

This is a semester course open to all students covering music history and world music. It looks at the history of Western music, world music especially Eastern music, different music genres like Broadway, mariachi, etc. and music

as a way of expression (weddings, funerals, ceremonies). This class includes at least one major project and presentation.

Folk Dance (semester grades 9-12) This course is offered odd years.

Folk Dance is a semester long course in which students learn about ways dance is integrated into various cultures throughout the world, the role dance plays within the cultures, and the historical/cultural significance of dance in the cultures. This course does require students to participate in learning the dances of the studied cultures as well as participating in class discussions and projects about the studied dances and cultures.

Broadway Musicals (semester grades 9-12) This course is offered odd years.

Broadway musicals is a semester long course in which students study the history of the Broadway musical from inception to the current musicals, analyze the significance and evolution of the musicals, and study the historical and cultural impacts of the musicals on society. Students will watch several musicals throughout the course to gain a better understanding of the genre. The class includes at least one major project and presentation,

Piano I (Semester Course) Grades 7-12

Piano I is for any student in grades 7-12 who has never studied piano. The course covers music reading skills, basic piano skills such as chords, simple melodies, and scales. Students will learn a variety of music including folk tunes, Christmas songs, and pop songs. Students will perform selected repertoire in class for the instructor and their classmates.

Piano II (Semester Course) Grades 7-12

Piano II is a continuation of Piano I. Students taking this course must have completed Piano I or have permission from course instructor to be placed into the class. The course covers additional hand positions, moving on the piano, detailed interpretation and more performance opportunities. Students will have the opportunity to perform a recital for faculty and administration in this course.

World Drumming (Semester Course) Grades 7-12

Learn drumming styles from around the world. The course includes African, Japanese, Afro-Cuban and Brazilian drumming.

Guitar Methods Grades 7-12

The purpose of this course is to introduce students to the instrument of the guitar and its various methods of playing.

HEALTH AND PHYSICAL EDUCATION

Adaptive Physical Education- General PE class

Adaptive Physical Education is designed for individuals with medical or physical problems that are unable to participate in physical education for a short or extended period of time. This program, known as Academic Sportfolio, provides students with a cognitive base of knowledge in the many aspects of contemporary health and fitness. Each lesson includes resource reading and a student test.

Adaptive Physical Education

Adaptive Physical Education is designed for individuals who are assigned by their Individual Education Program. This course helps students who are unable to participate in physical education classes with large numbers of students.

Activities and sports are adapted to meet the student's needs on an individual basis. These adaptations are designed to improve the student's health and wellness.

Health 8

Health 8 meets five times per week during one nine-week grading period. The course focuses on human anatomy and the systems of the body. Lessons include information relating to the body systems, wellness and total health, such as, basic nutrition, tobacco, alcohol and drug education, sexually transmitted infections, HIV/AIDS education, and basic safety education.

Health 11

Health 11 is a semester class designed to guide the students to a greater understanding of themselves, their relationships with others, and their relationship with the community. Included in this course will be units on physiology of body systems, nutrition, drugs, alcohol, tobacco, human reproduction, and an extensive unit in human sexuality.

Physical Education

Physical Education is designed to develop good health habits and life-long sport activities that will result in the student increasing his or her awareness of the importance of fitness and wellness. The sports and activities that can result in a lifetime of fitness through physical activity will be emphasized in Physical Education through the following activities: volleyball, basketball, football, soccer, handball, golf, table tennis, speedball, hockey, fitness and weight lifting, paddleball, aerobics, jogging, and jump rope. The 7th and 8th grade physical education classes will meet 5 days per week for one semester. The 9th-12th grade physical education classes will meet two days per week the entire academic year.

Strength Training and Cardio Fitness

Prerequisites: Any student in grades 9-12 wanting to take this course must have a B average or higher in the previous physical education class.

This course is for 9th – 12th grade students (male/female) who want to participate in a basic weightlifting and cardio fitness training class. This course will replace the regular physical education class. It will meet twice a week for the entire school year. Students will report to the fitness center each period. Students will not be participating in individual or team sports in this class. Students are expected to wear exercise appropriate clothing each period. Students will follow designated exercise programs using the weight training and cardio equipment. The class size will be limited to no more than 12 students.

CAREER STANDARDS

Career Explorations grades 11-12

Students enrolled in this course will investigate careers that match their strengths, interests, abilities, and values. They will learn how to prepare for specific jobs and discover what additional training or preparation is needed. Job-seeking skills such as resume writing, interviewing, time management, and portfolio development are emphasized. Students will develop effective communication skills, find the right career path, and develop an action plan for successful school-to-work transition. The course provides students with the tools that they need to develop better workplace skills, understand the importance of technology in the workplace, and recognize how to respect and respond to cultural differences both in school and on the job. They will study career issues, money management, and balancing work and personal life. Guest speakers will also appear each week as an added bonus to this course.

COLLEGE WITHIN THE HIGH SCHOOL

College Within the High School is a cooperative educational program offered by Leechburg Area School District and several local colleges, including Butler County Community College, Westmoreland County Community College, Indiana University of Pennsylvania, Clarion University of Pennsylvania and Penn State New Kensington. These

programs are designed for students who plan to go to college and have demonstrated strong academic performance by the end of their sophomore year. It offers a “taste of college” to these students who take college classes while in high school during their junior and senior year. A maximum of 15 credits may be taken in this time period, equivalent to one full semester of college work. These courses satisfy general education requirements. The cost of participation in the program varies depending on the post secondary institution and are the responsibility of the student/family. Also, these courses are offered according to the instructor’s schedule and is dependent upon meeting the participation requirements set by the post secondary institution. This program offers an opportunity to obtain a quality education, gain college experience, pay affordable prices, finish college early and attend college classes at convenient locations. For more information on these programs, see Mrs. Sadler in the Guidance Office.

LENAPE TECHNICAL SCHOOL

Lenape Technical School is a full and half time program with students receiving instruction in disciplines such as Precision Machining, Advertising and Digital Technology, Computer Information Technology, CAD/Pre-Engineering, Computer Electronics / Engineering Technology, Carpentry / Construction Technology, Collision Repair Technology, Auto Technology, Cosmetology, Culinary Arts, Natural Resources, Environmental Controls, Welding Technology, Biomedical Technology and Allied Health/Sports Medicine. College preparatory classes are offered in the areas of Math, Science, English and Social Studies. An excellent choice of computer-related classes is also available for students. Applications are located in the High School Guidance Office.

GRADUATION PROJECT

Project Overview

Rationale:

To increase the value of the project experience and to encourage quality work from all of our students, we have created a single Personal Project experience*.

The Personal Project will be completed by all students during the sophomore year and will meet the graduation requirement for the state of Pennsylvania.

PA Chapter 4 states:

"The purpose of the project is to assure that students are able to apply, analyze, synthesize and evaluate information and communicate a significant knowledge and understanding."

Credit:

Successful completion of the Personal Project will earn 1.0 credit toward Leechburg Area and PA graduation requirements.

Three P’s to Pass the Personal Project (see [Resources](#) for details)

- **Paper:** Between 2500 and 4500 total words. (not counting supporting documents) Use your [Process Journal](#) to help you document your research and progress, which will ultimately help you write your paper.
- **Product:** The actual thing you created. If it was an event, experience, performance or something not able to be brought to school, turn in proof such as photos or a video of it.
- **Presentation:** All students will present their projects to an audience of evaluators. The presentation must be no less than 30 minutes and no more than 40. It must be oral and include a visual aid of some kind.

Project Overview

Mentors:

Students will be given the opportunity to work with an interested and qualified adult who will mentor the student throughout the project experience. Students must have a mentor in the school, who will be assigned to the student. In all cases, mentors should share expertise in the project topic as a resource and guide, but the project must be the student's own work. School-assigned mentors will assist in the project evaluation and grading. Outside mentors are advisors only and will not evaluate and/or grade any part of the project.

***Grading:**

Personal Projects will be scored against a rubric for each of 8 criteria.

Failure to complete the project has serious consequences. The failing grade (60%/F) will be recorded on the transcript and students will be required to complete the requirement the following year. If the project is not completed by the given deadlines during senior year, at the latest, the student will not graduate.

DEADLINES

OCTOBER 31- Upon APPROVAL of the project topic, students are to begin the **research** they will need to know what they are doing and to develop the context of the project – the background of the topic, its current status, vocabulary appropriate to the topic, appropriate methods, etc. (see [What Do You Mean by Research....](#)for a detailed explanation of this component)

DECEMBER 5 - AN ANNOTATED [BIBLIOGRAPHY](#) OF AT LEAST 7 SOURCES IN [MLA FORM](#) IS DUE. Sources should include variety, i.e. books, articles, websites, people, newspapers, organization literature, documentaries, movies, instructional videos, samples of the product genre, etc. NO WIKIPEDIA.

FEBRUARY 13 - A DRAFT OF THE PAPER IS DUE TO YOUR MENTOR.

MARCH 3 – DRAFT RETURNED TO STUDENTS FOR REVISION

MARCH 20 - FINAL DUE DATE FOR PAPER AND PRODUCT (Late penalty is 10 PERCENT per day until March 31. After March 31, no projects will be accepted)

ORAL PRESENTATIONS WILL BE SCHEDULED DURING APRIL - SPECIFIC DATES TO BE ANNOUNCED. Students will be scheduled and notified one week prior to their presentation.

What Do I Need to Do?

Because of the diversity of talent areas represented in the Personal Projects, there is no one single way to put your work together. Most students, however, arrange all the *required elements* in a binder or portfolio. All *elements* listed below must be included, but students should organize their work in a way that is neat, logical and aesthetically pleasing, to best showcase their efforts. (Criterion E)

Your project must include all of these things:

- Title Page and Table of Contents (Criterion A, E)
- Goal Statement and explanation of purpose for project that details the project and why it was chosen (Criterion A)
- Process Journal (Criterion A)
- Research component which includes history of topic, needed background information, new developments in the field, etc. This section must include at least two (2) correctly MLA cited sources included in the Works Cited and Annotated Bibliography and must be written in third person. (Criterion B and C)
- An explanation of the process followed – techniques or strategies used, including vocabulary of the topic. Tell “the story” of your project from beginning to end, including the HOW and WHY of the steps you followed. This section may be written in first person. (Criterion D)
- Your reflection on both the process and product, a self evaluation (Criterion F)
- Works Cited – you must include a correctly formatted MLA works cited page which includes the sources used in your paper (Criterion B)
- Annotated Bibliography –updated and corrected MLA formatted version of the annotated bibliography originally turned in on December 7 (Criterion B)
- Final Copy must be submitted to mentor as both a hard copy and as an electronic file.
- The Product – the actual creation or if the project is an event or service, evidence of it (photos, video, testimonials) (Criterion D)
- Appendix of Supporting Documentation - things such as receipts, correspondence, drafts, sketches, permission slips, advertising, flyers, photos, rosters, budgets, questionnaires, surveys, etc. (Criterion D, E, F)
- PROCESS JOURNAL - the notebook you kept about your progress detailing dates, contact information, event planning, etc. (Criterion B)
- FORMAL PRESENTATION - an oral explanation of your work including a visual aid. (Criterion G)

Evaluation and Grading

Personal Projects will be scored against a rubric for each of 8 criteria. *Late penalty is 10 percent per day after final submission date as stated previously. No projects will be accepted after the final deadline.*

Scoring Criteria:

- Title Page and Table of Contents (Criterion A, E) 5 points

• <u>Goal Statement</u> (<u>Criterion A</u>)	10 points
• <u>Process Journal</u> (<u>Criterion A</u> and B)	5 points
• <u>Written Component</u> – including research, explanation of process, and reflection (<u>Criterion B</u> , C, D)	30 points
• <u>Works Cited</u> and <u>Annotated Bibliography</u> (<u>Criterion B</u>)	10 points
• <u>The Product</u> (<u>Criterion F</u>)	15 points
• <u>Appendix</u> (<u>Criterion D</u> and E)	5 points
• <u>FORMAL PRESENTATION</u> (<u>Criterion G</u>)	20 points
• TOTAL	100 points

Oral Presentation

At the conclusion of the Personal Project experience, all students must prepare an oral presentation about their work. This presentation should include the following components:

- **a summary** of what the project was about (goal, expected outcome and purpose)
- **the high points** of the experience (including problems overcome)
- **what new things were learned** as a result of both the topic and the experience
- **a visual aid** of some kind to support the oral content

The entire presentation is to be no fewer than 30 minutes and no more than 40. It will be delivered in front of an audience of teachers, including the student's mentor and two teachers selected by the student.

Answer these questions: What did you do? Why did you do it? What happened along the way? How did it turn out? What did you learn about your topic? What did you learn about yourself? Show us something that represents your work: photos, a video, a chart, the actual creation, a model, a pattern, a blueprint, a webpage, a PowerPoint, etc.

GRADUATION REQUIREMENTS

The graduation requirements for sophomores through seniors are 25.50 units of study, completion of the senior project and community service. *Beginning with the Class of 2013, graduates will need to complete 4 science credits making the total units of credits for graduation 25.50.* The description of the current units of study are:

English	4.0 credits
Mathematics *	4.0 credits
Science *	4.0 credits
Social Studies	4.0 credits

*Students will not be permitted to take electives (other than chorus and band) more than one time for academic credit. If a student desires to repeat a course for non-credit, he/she must get teacher approval from the teacher who teaches the course with the understanding that they will not receive credit for the course.