TABLE OF CONTENTS

Introductory Message ................................................................. page 6
General Information ........................................................................ page 7
Glossary .......................................................................................... page 12
Curriculum Review ........................................................................ page 13

Course Descriptions

English ............................................................................................ page 15
Social Studies ................................................................................ page 20
Mathematics .................................................................................. page 25
Science ........................................................................................... page 28
Health and Physical Education ...................................................... page 33
Driver Education ........................................................................... page 35
Communications ............................................................................ page 35
World Language ............................................................................ page 36
Visual Arts ..................................................................................... page 38
Music .............................................................................................. page 41
Family and Consumer Sciences .................................................... page 43
SAT Prep Courses .......................................................................... page 44
Learning/Gifted Support/ESL ........................................................ page 44
Keystone Enhancement/Remediation ............................................. page 45
Business Education/Computer Science ........................................ page 48
Industrial Technology ..................................................................... page 51
School to Work .............................................................................. page 54
Project Lead The Way .................................................................... page 55
NCAA Regulation .......................................................................... page 56
Monroe County Technical School (MCTI) ..................................... page 60
PLEASANT VALLEY SCHOOL DISTRICT
BRODHEADSVILLE, PA 18322

DISTRICT ADMINISTRATIVE STAFF
(570) 402-1000

Mr. David Piperato, Superintendent
Mr. Joshua Ziatyk, Assistant to the Superintendent
Ms. Susan Mowrer Benda, Director of Curriculum and Instruction

HIGH SCHOOL ADMINISTRATION
(570) 402-1000
(570) 992-0839 fax
www.pvbears.org

Mr. Matthew Triolo, Principal
Mr. Robert Hines, Associate Principal
Mrs. Kelli George, Assistant Principal
Mr. David Sodl Jr., Assistant Principal

HIGH SCHOOL GUIDANCE DEPARTMENT
Ms. Melissa Lambert       A - DOM
Mrs. Emily Murphy         DON - KAD
Mr. Brian Morgan          KAI - OCH
Mrs. Sheri Fallon         OES - TOL
Mr. Kevin Mullen          TON-Z (MCTI)

EQUAL RIGHTS AND OPPORTUNITIES POLICY
Pleasant Valley School District is an equal opportunity education institution and will not discriminate on the basis of race, color, national origin/ethnicity, gender, age, disability, sexual orientation or religion in its admissions, educational programs, activities, or employment policies. Publication of this policy is in accordance with state and federal laws including the Americans with Disabilities Act, Title VI, Title IX of the Education Amendments Act of 1972 and Section 504 of the Rehabilitation Act of 1973. Requests for information regarding services, activities and facilities that are accessible to and usable by persons with disabilities, in addition to all other inquiries, should be directed to the Assistant to the Superintendent/Curriculum. This individual serves as Title IX and Section 504 Coordinator and is located in the Pleasant Valley District Administration Building, Route 115, Brodheadsville, Pennsylvania, 18322; (570) 402-1000, ext. 1209.
GRADUATION REQUIREMENTS
PLEASANT VALLEY SCHOOL DISTRICT

The basic graduation requirements, which all students must successfully pass, to be eligible for a diploma include the following:

PLEASANT VALLEY HIGH SCHOOL GRADUATION REQUIREMENTS Grades 9, 10, 11, 12

<table>
<thead>
<tr>
<th>Class of 2020</th>
<th>PVHS</th>
<th>MCTI</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 or 4*</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>3 or 4*</td>
<td>3</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3 or 4*</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Health</td>
<td>.25</td>
<td>.25</td>
</tr>
<tr>
<td>Driver Education Theory</td>
<td>.25</td>
<td>.25</td>
</tr>
<tr>
<td>Arts and Humanities**</td>
<td>2</td>
<td>1.25</td>
</tr>
<tr>
<td>Electives and Keystone Enhancement/MCTI Workshop</td>
<td>4.5</td>
<td>6.5</td>
</tr>
<tr>
<td>Career Portfolio</td>
<td>.25</td>
<td>X</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>22.25</td>
<td>22.25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class of 2021</th>
<th>PVHS</th>
<th>MCTI</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Health</td>
<td>.25</td>
<td>.25</td>
</tr>
<tr>
<td>Driver Education Theory</td>
<td>.25</td>
<td>.25</td>
</tr>
<tr>
<td>Arts and Humanities**</td>
<td>2</td>
<td>1.25</td>
</tr>
<tr>
<td>Electives and Keystone Enhancement/MCTI Workshop</td>
<td>4.5</td>
<td>8.5</td>
</tr>
<tr>
<td>Career Portfolio</td>
<td>.25</td>
<td>X</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>23.25</td>
<td>23.25</td>
</tr>
</tbody>
</table>

*Students may choose to either take a 4th credit in Science, Mathematics or History totaling 10 credits in Science, Mathematics and History combined.

**Arts and Humanities courses include the following: Art, Music, Industrial Technologies, Home Economics, Foreign Languages, and History (other than required history courses). MCTI and Business Education courses do NOT qualify as Arts and Humanities credits toward graduation requirements.

- Required Assessments and Courses
  - Students must participate and demonstrate proficiency on the Algebra, Literature and Biology Keystone Exams.
  - Keystone Enhancement: Students who score below the proficient level on the Keystone Algebra and/or Literature and/or Biology Assessments must enroll in a ¼ credit course in Keystone Algebra and/or Literature and/or Biology course prior to retaking the Keystone Exams.
### Class of 2022

<table>
<thead>
<tr>
<th>Subject</th>
<th>PVHS</th>
<th>MCTI</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
<td>.75</td>
</tr>
<tr>
<td>Health</td>
<td>.50</td>
<td>.50</td>
</tr>
<tr>
<td>Driver Education Theory</td>
<td>.25</td>
<td>.25</td>
</tr>
<tr>
<td>Arts and Humanities*</td>
<td>2.25</td>
<td>1.25</td>
</tr>
<tr>
<td>Electives and Keystone Enhancement/MCTI Workshop</td>
<td>4.5</td>
<td>10.25</td>
</tr>
<tr>
<td>Career Explorations</td>
<td>.25</td>
<td>X</td>
</tr>
<tr>
<td>Career Portfolio</td>
<td>.25</td>
<td>X</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>25</strong></td>
</tr>
</tbody>
</table>

### Class of 2023

<table>
<thead>
<tr>
<th>Subject</th>
<th>PVHS</th>
<th>MCTI</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
<td>.75</td>
</tr>
<tr>
<td>Health</td>
<td>.50</td>
<td>.50</td>
</tr>
<tr>
<td>Driver Education Theory</td>
<td>.25</td>
<td>.25</td>
</tr>
<tr>
<td>Arts and Humanities*</td>
<td>2.50</td>
<td>2.25</td>
</tr>
<tr>
<td>Electives and Keystone Enhancement/MCTI Workshop</td>
<td>5.25</td>
<td>10.25</td>
</tr>
<tr>
<td>Career Explorations</td>
<td>.25</td>
<td>X</td>
</tr>
<tr>
<td>Career Portfolio</td>
<td>.25</td>
<td>X</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>26</strong></td>
<td><strong>26</strong></td>
</tr>
</tbody>
</table>

*Arts and Humanities courses include the following: Art, Music, Industrial Technologies, Home Economics, Foreign Languages, and History (other than required history courses). MCTI and Business Education courses do NOT qualify as Arts and Humanities credits toward graduation requirements.

- **Required Assessments and Courses**

- Students must participate and demonstrate proficiency on the Algebra, Literature and Biology Keystone Exams.

- Keystone Enhancement: Students who score below the proficient level on the Keystone Algebra and/or Literature and/or Biology Assessments must enroll in a ¼ credit course in Keystone Algebra and/or Literature and/or Biology course prior to retaking the Keystone Exams.
INTRODUCTORY MESSAGE TO.....

High School Students:

Each year you will be asked to make important decisions involving the selection of a Program of Studies. These decisions will have a profound impact on your future interests and career aspirations. The selection of courses should be made with considerable thought and with the input and assistance of your parents, teachers, guidance counselors and administrative staff. While we hold ourselves ready to help guide and direct you in this process, we realize that it is you, the student, who must weigh all of the options to make the most beneficial selections.

This booklet was designed by Faculty, Guidance and Administration to provide you with important information pertaining to the various programs and courses offered at the high school. Certainly, this publication cannot answer all your questions, but by reviewing its contents you will become more familiar with the services available. Your counselor will be the most important person in providing the advice, direction and explanations necessary to enable you to use the information contained herein to the fullest personal benefit.

As you begin the selection process, we encourage you to make decisions based not only on the factors previously mentioned, but also on your own past performance. It is you who must invest the time and energy needed to achieve success within the requirements of each curriculum area.

Parents and Guardians:

Your input and guidance in assisting your son/daughter in the course selection process is greatly appreciated. The information contained in this booklet is designed to assist you in making prudent choices. We realize the decision process is sometimes difficult and confusing. Your best guides are to evaluate your son’s/daughter’s past performance and to ask a high school counselor for information. Please feel free to call the Guidance Office or make an appointment to discuss your son’s/daughter’s future at any time.
GRADING POLICY

The following information pertains to the numerical grading policy:

1. Any grade average below 65 is a failing grade.
2. During the 1st marking period of a year course, the lowest failing grade given to a student will be a 50. During 2nd, 3rd and 4th marking periods of a year course, students will receive the grade that they earn.
3. Any student who is absent on the day of a final exam must produce a doctor’s excuse for the absence, which will allow the student an opportunity to take the exam. Otherwise, a grade of “0” will be recorded for the exam.
4. Students will not be permitted to make up work from any unexcused absence.
5. Each one (1) credit course final grade will be determined by averaging the four (4) marking period grades and the final exam, where the final exam represents 20% of the final average.
6. Each half (1/2) – credit course will be determined by averaging the marking period grades and the final exam, where the final exam represents 20% of the final average.
7. Each quarter (1/4) – credit course will be determined by averaging the marking period grade and the final exam, where the final exam represents 20% of the final average.
8. Alphabetic and numeric grade equivalents are listed below:

<table>
<thead>
<tr>
<th>Alpha Equivalent</th>
<th>Numeric Marks</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92 – 100</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>83 – 91</td>
<td>Above Average</td>
</tr>
<tr>
<td>C</td>
<td>74 – 82</td>
<td>Average</td>
</tr>
<tr>
<td>D</td>
<td>65 – 73</td>
<td>Below Average</td>
</tr>
<tr>
<td>F</td>
<td>0 – 64</td>
<td>Failure</td>
</tr>
<tr>
<td>P</td>
<td></td>
<td>Pass</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
</tr>
</tbody>
</table>

FINAL EXEMPTION

In an effort to recognize mastery of content, students may be exempt from final exams under the following guidelines:

For a year course:
- Receive a 92 or above average in the 1st marking period
- Receive a 92 or above average in the 2nd marking period
- Receive a 92 or above average in the 3rd marking period
- Receive a 92 or above average in the 4th marking period

For a semester course:
- Receive a 92 or above average in the 1st marking period
- Receive a 92 or above average in the 2nd marking period

For a quarter course:
- Receive a 92 or above for the marking period

If the student chooses to be exempt from the Final Exam, the student will receive an average of their marking period grades as their Final Exam grade on their report card. For a quarter course, they will receive the same grade they earned for the quarter as their final exam grade.

If the student chooses NOT to be exempt from the final exam, the student will take the final exam and will receive the grade that is earned on the final. Once the student begins the final exam, the exemption choice is null and void.

All AP and Honor students will only be exempt from their final exam if they receive a 92 or above average for each quarter before their 9 points are added. For example, if a student has an 83 for quarter 1, and the added 9 points raises their grade to a 92, they will not be eligible to be exempt from the final. All grades must be a 92 or above before the 9 points are added for each quarter the class is in session.
HONOR ROLL

The following criteria shall be used in determining eligibility for the honor rolls:

1. A Distinguished Honor Roll student will be a student whose average of all marks is 92 or higher and who has not attained a grade lower than 85 in any one subject.
2. A Regular Honor Roll student will be a student whose average of all grades is 87 or higher and who has not attained a grade lower than 80 in any one subject.
3. Students in grades 9-12 must carry six (6) credits.

Determination of academic honor standing will be made by the guidance department and administration at the end of each marking period.

Weighted Grades – used in Honors/AP courses to give additional value to the grade earned. Sample format:

<table>
<thead>
<tr>
<th>Regular Grade</th>
<th>Honors/AP</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 4.0</td>
<td>A = 9 added point value</td>
</tr>
<tr>
<td>B = 3.0</td>
<td>B = 9 added point value</td>
</tr>
<tr>
<td>C = 2.0</td>
<td>C = 9 added point value</td>
</tr>
<tr>
<td>D = 1.0</td>
<td>D = 9 added point value</td>
</tr>
<tr>
<td>F = 0.0</td>
<td>F = 0 added point value</td>
</tr>
</tbody>
</table>

(Students must earn at least a 65 to earn 9 points)

COLLEGE CREDIT

Please note that college credit grades accepted for graduation requirements (prior approval of building principal is required) will not be calculated into cumulative averages.

SCHEDULING

Each student in the High School must be registered for at least 7.0 credits per year. Promotion from one grade to the next, and ultimately, graduation, will be based on the satisfactory completion of individual courses.

Students must be accurate and thorough in their selection of courses. All students are expected to complete the courses selected. Adequate schedule planning for students, teachers and classroom space can be completed only when school officials can consider student scheduling requests to be final and binding. Parents and guardians should be involved in this conference to assist the student and counselor in arriving at a reasonable decision. Parents/Guardians/Students may request (in writing) a schedule change after a conference is held with a counselor. Schedule changes will not be made after the last day of the present school year.

SCHEDULING PROCEDURE

Students will receive a copy of the High School Program of Study with directions for scheduling using the Home Access Center site. The Program of Study will also be placed on the district web page for easy reference. Students are to enter requests on the Home Access Center site. The last day of school is the final opportunity for consideration of schedule changes. Students must make firm choices in electing courses during the selection process. Because of class size the complexity of the master schedule, few schedule changes can be made.
SCHEDULE CHANGES

Schedule Changes (drop/add) will be allowed under the following conditions:

- A required class does not appear on their schedule.
- Two classes are scheduled for the same time period.
- A student is in danger of failing a full-credit course and the first semester has not ended.
  - The student may drop this course, but will take a WF (Withdraw Failure) on their report card.
  - If the date is past the first semester, the student will need administrative approval to drop the course.
- A student is in danger of failing a half credit course and the first 45 days if the course has not ended.
  - The student may drop this course but will take a WF (Withdraw Failure) on their report card.
  - If the date is past the first 45 days, the student will need administrative approval to drop the course.

SCHEDULING LIMITATIONS

A full schedule in the high school consists of 35 class periods per week. Students must schedule all class periods. Many courses mandate specific requirements. The number of students electing a course and the availability of teachers will determine whether or not a course will be offered. In these cases, students may be assigned to their other choices.

ADVANCED PLACEMENT (AP)

Advanced Placement (AP) classes are offered in various subject areas. Advanced Placement courses are college-level courses that use the College Board’s approved curriculum to prepare students to take the AP exams. Students must understand that success in any given AP course will require extra study time and effort on their part. Advanced Placement courses are considered Honor courses. Most Honors and AP courses have a summer assignment that students must complete by the first day of school.

Students are expected to be able to read and understand a college-level textbook. Weekly reading assignments are 30 – 50 pages or more and involved. The College Board clearly spells out the concepts to be mastered for the AP tests. The AP class is essentially a college course as the standards reflect the curriculum of most college courses. These objectives, and other information about AP courses, can be found at www.collegeboard.com.

Advanced Placement Courses

<table>
<thead>
<tr>
<th>Biology</th>
<th>Physics C: Mechanics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Geography</td>
<td>Microeconomics</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>Macroeconomics</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>Spanish Language &amp; Culture</td>
</tr>
<tr>
<td>Computer Science Principles</td>
<td>Statistics</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Studio Art</td>
</tr>
<tr>
<td>English Language &amp; Comp.</td>
<td>Art History</td>
</tr>
<tr>
<td>English Literature &amp; Comp.</td>
<td>U.S. Government &amp; Politics</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>U.S. History</td>
</tr>
<tr>
<td>German Language &amp; Culture</td>
<td>World History</td>
</tr>
<tr>
<td>Physics I: Algebra Based</td>
<td>Music Theory</td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
</tr>
</tbody>
</table>

- 9 -
HONORS COURSES

Honors courses are designed to offer a greater depth of instruction at an accelerated pace. Placement into honors courses is based on exceptional performance or achievement in previous course work. Note that teacher recommendation, course entrance requirements and standardized test scores also serve as key indicators of ability to meet success in courses maintaining high scholarship standards. Finally, it is also important to recognize that honors courses place higher demands on a student’s time. A demonstrated ability to work with a heavier than average academic workload is essential. Honors courses will carry a weighted grade. Once a student begins an honors course
Pleasant Valley School District makes course recommendations based on the most appropriate academic placement. All students whose future plans include enrolling in college and participating in Division I or Division II athletics must be certified by the NCAA Initial-Eligibility Clearinghouse. It is the responsibility of the student to obtain the most recent evaluation of Pleasant Valley’s approved course list from the District Web Site, his/her counselor or the NCAA web site at http://weblncaa.org/eligibilitycent/common/index.html. Course modifications and new courses are submitted to the NCAA each year. Therefore it is very important to check yearly for any changes in course approvals and eligibility requirements.

Applications for registering with the NCAA Clearinghouse are available on the web site and are recommended to be completed by the sophomore year. The appropriate time to file this application is during the fall of the sophomore year. An official transcript from the School District must accompany the request for evaluation. If this process is not followed, the student will not be permitted to participate in college athletics during the freshman year. To be eligible for Division I, you will need to present 16 core courses in the following breakdown:

- 4 years of English
- 3 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (one must be a lab science)
- 1 year of additional English, math or science
- 2 years of social studies
- 4 years of additional core courses

To students applying for NCAA Division I and II sports:
Any credits taken outside of Pleasant Valley School District for either remediation or original credit may not be approved by the NCAA. It is the responsibility of the student to contact the educational institution to verify whether the course falls under the approved course list for NCAA. It is also the student’s responsibility to obtain a transcript from the educational institution indicating the course, grade and credit to include in his/her application for NCAA eligibility.

* See page 51 for NCAA Information, and the Pleasant Valley District Web Page under Athletics.

**FALL/WINTER/SPRING/SUMMER SCHOOL AND TUTORING**

Students who fail a required course must take some action to remediate their situation. There are three options available:

1. Students may attend an approved fall/winter/spring/summer school for 30/15 hours of instruction in the failed subject area, excluding math, prior to the opening of the next school year. (30 hrs. .75 -1 credit/15 hrs ¼ -½ credit)
2. Students may secure 30/15 hours of pre-approved private tutoring in the failed subject area by a certified teacher in the subject, prior to the opening of the next school year.
3. Students may repeat the course during the next regular school year.

Students who have failed courses should contact the guidance office. The counselors will advise them on the options available for their specific situation.

Students may also repeat any elective course they fail the following year with the exception of Graduation Project.

* Note: Students may not advance to the next level course unless the previous course was successfully completed.

* Students in grades 9 who need to remediate an Algebra I course must retake the course.
GLOSSARY

**Required Courses** – courses which students must schedule based on the program of studies they have chosen. Required courses include both graduation course requirements and specific required courses within a curriculum for preparation for higher learning.

**Elective Courses** – courses that students choose to complete their annual program of studies. Electives should be chosen based on student ability, interest and career aspirations.

**Level I, II, III and IV Courses** – several courses have more than one level of difficulty. The higher the number, the more challenging the course.

**Pass/Fail** – P/F does not affect cumulative grade point average.

**Semester/Marking Period** – one-half of the school year or approximately 90 school days. There are two semesters in a school year. A marking period – one-quarter of a semester or approximately 45 school days. There are two marking periods in a semester and 4 marking periods in a school year.

**Credit** – one credit is assigned to all courses that meet everyday. The credit may be earned in halves or quarters according to the number of weeks and days assigned.

**Educational Program** – all the educational offerings of a school district, including extra-curricular activities.

**Planned Course** – all courses taught at the high school are called planned courses. Each course includes student performance outcomes and standards, content, expected levels of achievement, and procedures for evaluation.

**Sequential Course** – one course in a series of courses. Each course must be taken in its proper sequence. In sequential courses, it is necessary to learn the knowledge and skills of the first course before going on to the next course. A passing grade is required. Sequential courses are found in many areas – mathematics, foreign language, science, art, industrial arts, business, etc. Sequential courses do not have to be taken in the same school year.
CURRICULUM REVIEW

**VISUAL ARTS**
- Art Perspectives
- Art Explorations
- Advanced Drawing and Painting
- Advanced Mixed Media
- Freehand Drawing
- Intro to Computer Animated Design
- Color and Design
- Computer Science Principles AP
- Intro to Ceramics
- Advanced Ceramics
- Digital Photography
- Intro to Sculpture
- Studio Art AP
- Precision Drawing
- Art History AP
- Intro to 3-D Modeling

**ENGLISH**
- English 9
- English 9 Honors
- English 10
- English 10 Honors
- English 11
- English 11 Honors/AP
- English 12
- English 12 Honors/AP
- Literacy Workshop
- Intro to Journalism
- Journalism Publication
- Yearbook Production
- Video Production I
- Video Production II
- Theatre
- Technical Theatre
- Public Speaking
- Creative Writing
- Film and Literature

**BUSINESS EDUCATION/COMPUTER SCIENCE**
- Accounting I
- Accounting II
- Advanced Law for Business & Personal Use
- Introduction to Law for Business and Personal Use
- Career Exploration
- Career Portfolio
- Entrepreneurship
- Google Applications
- Graphic Design
- Intro to Business
- Managing Personal Finance
- Marketing I
- Programming I
- Programming II
- Programming III
- Sports & Entertainment Mktg.

**Keystone Literature Remediation**
- Keystone Biology Remediation
- Math 9
- Math10
- Math 11
- Math 12

**FAMILY/CONSUMER SCIENCE**
- Creative Sewing
- Home & Interior Design
- Family Living
- Foods - Baking
- Foods & Nutrition
- Child Development/PlaySchool
- Consumer Resource Management

**SAT PREP COURSES**
- Critical Reading/ Writing SAT Prep
- Math SAT Preparation

**HEALTH/PE/DRIVER EDUCATION/COMMUNICATIONS**
- PE 9
- PE 10
- PE 11
- PE 12
- Health I
- Health II
- Driver Education
- Exercise Physiology/Nutrition
- Weight Training
- Aerobic/Cardio Fitness
- Responding to Emergencies
- Peer Listeners I

**INDUSTRIAL TECHNOLOGY**
- Wood I
- Wood II
- Wood Mastery
- Metal I
- Metal II
- Metal III
- Electricity I
- Electricity II
- Drafting-CAD
- Home and Auto Improvement
- Inventions & Innovations
- Principles of Technology
- VEX Robotics

**MATHEMATICS**
- Algebra I
- Algebra IA
- Algebra IB
- Algebra II
- Algebra II Honors
- Geometry
- Geometry Honors
- Trigonometry/Pre-Calculus Honors
- Trigonometry
- Probability and Statistics
- Statistics AP/Honors
- Calculus (AB) AP/Honors
- Calculus II (AB/BC) AP/Honors
MATHEMATICS (cont’d)
Math SAT Preparation
Keystone Algebra Enhancement
Introduction to College Mathematics
Math 9
Math 10
Math 11
Math 12

MUSIC
Band
Beginning Acoustic Guitar
Music Appreciation
Music Fundamentals I
Music Fundamentals II
Vocal Techniques
Piano Lab
Chorus
Acoustic Rock
Music Theory AP/Honors

SCIENCE
Earth and the Environment
Honors Earth and the Environment
Earth and Space Science
Biology
Biology AP/Honors
Applied Chemistry
Chemistry
Honors Chemistry
Chemistry AP/Honors
Applied Physics
Physics
Physics I: Algebra Based AP/Honors
Physics C: Mechanics AP/Honors
Anatomy/Physiology Honors
Astronomy
Environmental Science
Environmental Science AP/Honors
Ecology
Agriculture & Organic Farming
Meteorology
Forensic Science
Oceanography
Robotics I
Robotics II

SOCIAL STUDIES
American Studies
US History AP/Honors
World Studies
World History AP/Honors
American Government
US Government and Politics AP/Honors
Economics
Microeconomics AP/Honors
Macroeconomics AP/Honors
PA History
Psychology
Psychology AP/Honors
Government Intern Program
Current Issues
Modern US & World History
Criminal Justice
Human Geography AP/Honors
Sociology
Sports in Society

PROJECT LEAD THE WAY
Computer Science Essentials (CSE)
Introduction to Engineering Design

WORLD LANGUAGE
Spanish I
Spanish II
Spanish III
Spanish IV
Spanish Language and Culture AP/Honors
German I
German II
German III
German IV
German Language and Culture AP/Honors

LEARNING/GIFTED SUPPORT
Learning Support (LS)
LS Remedial Reading: Report Form I, II, III
LS Remedial Reading: SOAR Level 3 – 8
LS Remedial Reading: Six Minute Solution
LS Small Group Reading: Linguistics
LS English 9
LS English 10
LS Algebra 2
LS Geometry
LS Biology
Gifted Support

OTHER
ESL

MCTI
Auto Collision Repair
Automotive Technology
Carpentry
Computer Information Science (CIS)
Computer Networking & Security
Cosmetology
Culinary Arts
Diesel Technology
Drafting and Design Technology
Electrical Technology
Electronic Technology
Graphic Communications
Health Professions
Horticulture (Floriculture & Landscaping)
H.V.A.C. Technology
Criminal Justice
Precision Machining
Marketing
Masonry
Plumbing Technology
Outdoor Power Equipment Technology
Welding Technology
Hotel, Resort & Tourism Management

SCHOOL-TO-WORK PROGRAMS
Diversified Occupations
Cooperative Education
ENGLISH

In addition to honors and AP English classes, all English classes require summer reading which can be found on the library pathfinders. Summer work will be graded and included in the 1st marking period overall grade. Students who do not complete the summer work by the first day of a class will receive a grade of a 0 on these assignments to begin the year.

ENGLISH 9
Contemporary Literature/Composition
1209 - Grade 9 - Year – 1.0 credit
Students are introduced to works by American, British, and World authors through the analytical, critical, and independent reading of short stories, non-fiction, poetry, novels, and drama. Student will participate in various research activities, in the Modern Language Association (MLA) format, emphasizing the selection, location, and organization of a variety of resource materials. A minimum of four novels, plays, or major works will be analyzed and discussed throughout the year.

ENGLISH 9 – HONORS
Contemporary Literature/Composition
1109 - Grade 9 - Year – 1.0 credit
Students interested in taking English 9 Honors must meet all of the following criteria: 1) average of 92 or above in Grade 8 English for the final grade, 2) English teacher recommendation, and 3) successful completion of an entrance examination and essay. Completion of summer work is required for this course and will be graded and included in the 1st marking period overall grade. Students who do not complete the summer work by the due dates will receive a grade of a 0 on these assignments to begin the year. The course focuses on an introduction to American, British, and World Literature, with particular emphasis upon short stories. It is designed to prepare students to discuss, analyze, and evaluate all genres encountered during the course of study. Heavy emphasis will be placed on thinking, writing, speaking, and listening skills. Further development of quality writing will occur through narrative, informative, and argumentative/persuasive writing assignments. Additionally, students will complete various MLA-based research projects, develop and present their own oral presentations, work on vocabulary development and independent assignments, and will analyze and discuss a minimum of eight novels, plays, or major works throughout the year.

ENGLISH 10
World Literature/Composition
1210 - Grade 10 – Year – 1.0 credit
This course is designed to provide students with instruction in building knowledge through content-rich fiction and non-fiction. Students are expected to demonstrate a thorough understanding as they read, write, and discuss both literary and informational text and use strong and thorough textual evidence to support the analysis. Students will continue the process of developing problem-solving strategies for comprehension of key ideas and details, craft and structure, and integration of knowledge. Students will develop their research skills by completing a variety of assignments in the Modern Language Association (MLA) format, using an assortment of appropriate media sources and strategies.

*Note: All students enrolled in this course are required to take the Keystone Exam.
ENGLISH 10 – HONORS
World Literature/Composition
1110 - Grade 10 – Year – 1.0 credit
This course is designed for students from the 9th grade honors English class and those who have successfully met all the requirements to gain entrance into the honors program. Completion of summer work is required for this course and will be graded and included in the 1st marking period overall grade. Students who do not complete the summer work by the first day of school will receive a grade of a 0 on these assignments to begin the year. The course is designed to provide students with instruction in building knowledge through content-rich fiction and non-fiction. Students are expected to demonstrate a thorough understanding as they read, write, and discuss both literary and informational text and use strong and thorough textual evidence to support the analysis. Students will continue the process of developing problem-solving strategies for comprehension of key ideas and details, craft and structure, and integration of knowledge. Student-led academic discussions will enhance students’ learning in preparation for upcoming college courses. Students will develop their research skills by completing a variety of assignments in the Modern Language Association (MLA) format, using an assortment of appropriate media sources and strategies.

*Note: All students enrolled in this course are required to take the Keystone Exam.

ENGLISH 11
American Literature/Composition
1211 - Grade 11 – Year – 1.0 credit
This course is designed to focus on the literature that resulted from the struggles of the men and women who developed our country. The literature will be presented from a historical point of view and will incorporate units of study that will include all genres of American literature: essays, narrative, poetry, short stories, novels, plays, and non-fiction, as well as relevant musical and artistic works. In this course, emphasis will be placed on the development of reading, writing, research, and speaking and listening skills. Students are expected to read and analyze/interpret text with attention given to forms, styles, and ideas in selected literary works. Students will continue the process of developing problem-solving strategies for comprehension of texts. Student-led discussions will enhance students’ learning in preparation for upcoming college courses. Students are required to complete two major research papers and a number of smaller, more focused research projects in the Modern Language Association (MLA) format, using an assortment of appropriate media sources and strategies.

ENGLISH 11 – AP/HONORS
English Language and Composition – Advanced Placement
1113 - Grade 11 – Year – 1.0 credit
The AP English Language and Composition course, offered to 11th grade students, engages students in becoming skilled readers of both fiction and non-fiction written in a variety of genres, time periods, disciplines, and rhetorical contexts and in developing writing skills for composition in a variety of modes. The course focuses on reading critically, analyzing, and evaluating the rhetorical strategies used by writers and the purposes for the rhetorical choices they make. The readings will also serve as models for student writing. Students use research and library skills in the preparation of a formal synthesis paper that follows the documentation format appropriate to the paper’s discipline. Students will also analyze and respond to visual texts such as artwork, advertising, and film as both supplements for written texts and as texts themselves. Reading selections are theme-based, and major works of fiction are American novels for juniors and are British novels for seniors. While long fiction is read, discussed, and assessed in differentiated groups, core texts of each themed unit are common to both grade levels. Reading addresses a number of topics from politics to philosophy to memoir, and were chosen based on the list of suggested authors in the AP English Course Description from The College Board. Admission to the AP/Honors program is based on and successful completion of an entrance examination. Completion of summer work is required for this course and will be graded and included in the 1st marking period overall grade. Students who do not complete the summer work by the first day of school will receive a grade of a 0 on these assignments to begin the year. Students who take the AP Language and Composition course are eligible for and encouraged to take the AP examination for college credit in May.
ENGLISH 12
British and World Literature/Composition
1212 - Grade 12 – Year – 1.0 credit
This course is designed to develop college and career readiness. Students will fine tune their skills as effective readers, writers, speakers, and listeners using literary fiction and nonfiction as the primary vehicle. Students will comprehend, interpret, analyze, evaluate, and synthesize texts. They will critically evaluate text and other media and produce writing that addresses a task, a purpose, a perspective, and intended audience using the Modern Language Association (MLA) format, using an assortment of appropriate media sources and strategies. Students will also listen actively in order to engage in a variety of academic discussions. The primary focus of writing will be on argumentative pieces with a focus on the development of style and sophistication in regard to diction, syntax, and audience.

LITERACY WORKSHOP
1514 - Grade 9, 10, 11 12 – 90 days – 0.5 credit
In this course, students will learn explicit reading strategies to improve fluency and comprehension of fiction and non-fiction texts. This course involves the study of critical reading, comprehension and metacognition, namely what are our brains doing while our eyes are looking at the text. This course is designed to enhance the student’s success in reading more complex passages with an increased level of comprehension and confidence, preparing them for the future. As they expand their reading comprehension, vocabularies, writing and study skills, students will improve their academic performances across the content areas and build lifelong literacy skills.

ENGLISH 12 – AP/HONORS
English Literature – Advanced Placement
1114 - Grade 12 – Year – 1.0 credit
AP English, Literature and Composition course guides students through careful reading, analysis and evaluation of a combination of World, American and English literature encompassing prose, poetry, nonfiction and drama from both pre and post 20th century writers. Through close reading, students deepen their understanding and appreciation of how writers use language to provide meaning and pleasure to their works. The literature studied becomes the basis for developing critical and analytical reading, writing and evaluative skills. As they read, students consider a work’s structure, style and themes as well as smaller-scale elements such as the use of figurative language, tone and symbolism. The material included on the AP test will also stand as a frame for the content of the class. Students will write short, analytical essays weekly and formal critical pieces bi-weekly. Students will use research and library skills to compose a formal critical paper following Modern Language Association guidelines criticizing two works from a Nobel Laureate author by the end of the course. Admission to the AP/honors program is based on the following: teacher recommendation, a grade of 92% or above in previous English course work, and successful completion of an entrance examination and essay. Completion of summer work is required for this course and will be graded and included in the 1st marking period overall grade. Students who do not complete the summer work by the first day of school will receive a grade of a 0 on these assignments to begin the year. Students who take the AP Language and Composition course are eligible for and encouraged to take the AP examination for college credit in May.
ENGLISH ELECTIVES

THEATRE
1713 - Grade 9, 10, 11, 12 – 90 days – .50 credit
The course focuses on the development of creative skills with an emphasis on speaking and listening through an integration of public speaking and dramatic presentations designed to enhance self-esteem, self-awareness, and self-confidence. Performance in improvisational activities, group activities, scenarios, and team-building games is a major requirement of the course. Further emphasis will be placed on theater in historical context, theater vocabulary, and the basic essentials of acting. Evaluations will consist of assessments of student work as it relates to the improvement of skills.

TECHNICAL THEATRE
1714 - Grade 10, 11, 12 – 45 days – .25 credit
This course is designed for the student interested in the technical aspects of a theatrical production. Students will focus on safety in the theatre workspace, set design, prop construction, costume and makeup application, and also lighting and sound design and production. Play and scene analysis are an integral element of this course.

INTRODUCTION TO JOURNALISM
1510 - Grade 9, 10 – 90 days - .50 credit
The Intro to Journalism semester course is a prerequisite to Journalism Publication or Yearbook Production. The curriculum focuses on reading and analyzing writing designed to inform, entertain or persuade. Students will become familiar with various news article structures as they evaluate content, accuracy and purpose of writing and use those structures as models for their own writing for publications. Students will also investigate the influence of journalism on politics and the role of journalism in social media. Students will review and master skills in spelling, punctuation, parts of speech, verb tenses and sentence structure. Beginning Journalists will learn and use the Associated Press Style, a standardized way of writing for publications. In the second half of the semester, students will become familiar with the distinct responsibilities taken on by editors and staff and will learn layout and design with exposure to and practice with the computer program used to create the high school newspaper and the high school yearbook. Admission to the class requires an 83% in previous English coursework, as well as a English teacher’s approval.

FILM AND LITERATURE
1213 – Grade 10, 11, 12 – 45 days - .25 credit
In teaching both literary and filmmaking techniques, this course will use a variety of carefully chosen literature selections and film clips as a medium for understanding the relationship between literature and film. In addition to analyzing literature, students will study the language of film and will focus on artistic techniques, such as the use of lighting, camera angles, music and sound, and editing, in order to better evaluate a film’s success. Students will analyze and submit film reviews based on some of the techniques and devices studied and interpreted. This course will have a heavy emphasis on analytical and persuasive style writing, as well as collaborative discussions and activities.

YEARBOOK PRODUCTION
1512 - Grade 10, 11, 12 – Year – 1.0 credit
This elective is a year-long course in which students design, create, publish and distribute the school's yearbook. Students will study/review the background of yearbook production, content, coverage, layout, design, typography, copy editing, photography, advertising and meeting deadlines. They will learn techniques of selling ads, and then, sell ads in the business community; they will create layouts and complete pages of the yearbook, producing an attractive and journalistically sound yearbook. All students will be expected to attend evening sessions when needed. Students must sign a contract stipulating they will act appropriately and commit their time to the creation of the yearbook. First-year students must have an average of 85 or above in Introduction to Journalism or approval from the yearbook adviser. Second and third year students must satisfactorily complete all requirements from the previous yearbook class year.
CREATIVE WRITING
1613 – Grade 10, 11, 12 - 45 days - .25 credit
This course, with an emphasis on developing and honing writing skills, is designed as a workshop to provide students with instruction and practice using pre-writing, editing, re-writing, peer reviewing, and publishing activities. Students will read analyze, and evaluate a variety of professional writing including: poetry, fiction, nonfiction, biography, music, memoirs, and short fiction, in an effort to better understand the writing process. Students will keep a writers’ notebook and create authentic narrative and persuasive essays. Additionally, students will review the work of their peers in a positive way and apply editing skills. Each student will be responsible to keep a portfolio and submit it as their final grade.

JOURNALISM PUBLICATION
1612 - Grade 10, 11, 12 - Year – 1.0 credit
This is an advanced course that concentrates on writing in a variety of modes for different purposes and audiences, such as in-depth news, features and editorials. The course will teach students to observe, to interview, to research and to organize with a strong emphasis on critical thinking and reading. Students will also master the computer program In Design and design each issue of The Bear Facts. All students will be expected to attend an after school session once a week when needed. Successful completion of Journalism I with an 83% average or higher is required for admission into this course.

PUBLIC SPEAKING
1513 – Grade 9, 10, 11, 12 – 45 days - .25 credit
This course is designed to improve verbal and non-verbal communication skills. Students will experience and use techniques involved in both formal and informal speaking situations. They will be introduced to the various purposes of speaking to an audience: to inform, to persuade, to entertain, and to demonstrate. Methods of presentation will include prepared and extemporaneous, speeches as well as debate and panel discussions.

VIDEO PRODUCTION I
1711 - Grade 9, 10, 11, 12 – 90 days – .50 credit
The purpose of this course is to give students the opportunity to learn the techniques of video and audio production. Participants will use portable and studio equipment to produce student generated production software and techniques. The use of video and audio production equipment as well as editing equipment is an integral part of the course. Emphasis, however, is placed on the creation and production of the projects. Students will learn a variety of skills such as script writing, interviewing, production layout techniques, photographic principles, and program planning utilizing a hands-on approach.

VIDEO PRODUCTION II
1712 - Grade 10, 11, 12 – 90 days – .50 credit
This class is a follow-up to Video Production I where students will build on the skills developed in the prerequisite course. Students will explore a more in-depth approach to the video production and editing processes through project creation. This includes the production of the Pleasant Valley News show, PVTV. Each student will learn and develop the skills necessary to plan, organize, write, direct, produce, and evaluate a video program.
SOCIAL STUDIES

AMERICAN STUDIES
2209 - Grade 9 - Year - 1.0 credit
The American Studies course will provide a comprehensive analysis of United States history from the 1880s to the present day. The course will begin with an inquiry into the causal relationship between the Gilded Age and the Progressive Era and its impact on the scope and power of the federal government. The course will then investigate the ascendance of the United States as a world economic and military power at the turn of the century and into World War I. Students will examine the rise and fall of the US and world economy during the 1920s and 1930s, and the subsequent emergence of FDR’s New Deal. After an in-depth study of the causes and consequences of World War II, the focus will then shift to the development of the Cold War in the decades that followed. The final section of the course will consider more recent history including the Civil Rights Movement, the Vietnam War, and the Conservative resurgence of the 1980s. This course will feature a special emphasis on domestic events and will approach international affairs from the American perspective.

WORLD STUDIES
2210 – Grade 10 – Year– 1.0 credit
The World Studies course will introduce students to the main economic, social, political, and cultural forces that shaped world realities during the period ranging from Prehistoric man to the French Revolution. The course will begin with the origins of man and be followed by the Cradles of Civilization, Classical Civilization, The Middle Ages and the Renaissance, the Reformation, the global age, absolutism, The Enlightenment and the American Revolution, and finally the French Revolution and the rise of Napoleon. Special attention will be given to the ways in which scientific and technological revolutions created new economic conditions that in turn produced social and political changes. Noteworthy people and events from these periods will be emphasized for their strong connections to contemporary issues.

AMERICAN GOVERNMENT
2211 – Grade 11, 12 – 90 days - .50 credit
The American Government course is designed to explore the rationale for government as well as American political thought and its impact on the structure and functions of United States government. Students will examine concepts such as the state and its origins, the purpose served by government, forms of government, basic political principles of democracy and the Constitution, the formal organizational structure of our government and the role of politics in government. The law component will examine basic civil liberties and corresponding responsibilities.

ECONOMICS
2212 – Grade 11, 12 – 90 days - .50 credit
The Economics course is designed to introduce students to the basic terms, concepts, and principles of macro and micro economics such as scarcity, opportunity cost, specialization, and the law of supply and demand. The macro segment of the course will compare and contrast the economic systems of capitalism and socialism, discussing the extent of each in both U.S. and world economies. The course will explore the efficacy of government regulations, international interdependence, and will describe the nature of business and its role in the market system. Students will examine the money cycle and the role of credit, debt, and taxation as it relates to individuals and businesses. Finally, the micro segment of the course will discuss various aspects of personal finance, banking, and consumer choices. Students will be expected to interpret and construct graphs, charts, and tables and to analyze statistical information to formulate a conclusion.
SOCIAL STUDIES

MICRO ECONOMICS AP/HONORS
2112 - Grade 11, 12 – Year – 1.0 credit
The purpose of an AP course in Microeconomics is to provide a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. This is a rigorous course requiring outside readings, essay writing and class participation. Admission to the AP program is based on the following criteria: teacher recommendation, a grade of 92% or above in previous Social Studies course work, successful completion of an entrance exam and essay. All accepted students must complete summer reading, writing assignments, and projects to remain in the course. Students will be eligible and are encouraged to take the advanced placement exam in May. Completion of summer work is required for this course and will be graded and included in the 1st marking period overall grade. Students that do not complete the summer work by the first day of school will receive a grade of a 0 on these assignments to begin the year.

ELECTIVES

MACRO ECONOMICS AP/HONORS
2114 – Grade 11, 12 – Year – 1.0 credit
The purpose of the AP course in Macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students’ familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. This is a rigorous course requiring outside readings, essay writing and class participation. Admission to the AP program is based on the following criteria: teacher recommendation, a grade of 92% or above in previous Social Studies course work, successful completion of an entrance exam and essay. All accepted students must complete summer reading, writing assignments, and projects to remain in the course. To remain in the Social Studies AP/Honors program, the student must maintain an overall average of 90% or above or petition to remain in the program. Students will be eligible and are encouraged to take the advanced placement exam in May. Completion of summer work is required for this course and will be graded and included in the 1st marking period overall grade. Students that do not complete the summer work by the first day of school will receive a grade of a 0 on these assignments to begin the year.

Exploring Economics
US GOVERNMENT & POLITICS AP/HONORS
2111 - Grade 11, 12 – Year – 1.0 credit
The AP US Government and Politics course will examine the rationale for government, the function of government, forms of government and the ideological and philosophical foundations of the American political system. The concepts of constitutionalism and federalism will be emphasized. Course focus will be on legislative and executive operations and decision making. The law component will combine a traditional study of jurisprudence with an examination of civil liberties. Both first amendment and due process issues will be examined. This is a rigorous course requiring outside readings, essay writing and class participation. Admission to the AP program is based on the following criteria: teacher recommendation, a grade of 92% or above in previous Social Studies coursework, successful completion of an entrance exam and essay. All accepted students must complete summer reading, writing assignments, and projects to remain in the course. Students will be eligible and are encouraged to take the advanced placement exam in May. Completion of summer work is required for this course and will be graded and included in the 1st marking period overall grade. Students that do not complete the summer work by the first day of school will receive a grade of a 0 on these assignments to begin the year.

WORLD HISTORY AP/HONORS
2110 – Grade 10 – Year – 1.0 credit
The AP World History course is designed to view human society in a global perspective. The themes of this course match those of the College Board Advanced Placement World History examination. Course content will include current trends in historical approach and recent articles in world history research. The purpose of the course is to give students a global perspective on human history with an emphasis on the skill development of critical thinking and writing. This is a rigorous course requiring outside readings, essay writing and class participation. Students should receive a recommendation from their present social studies teacher. Admission to the AP program is based on the following criteria: teacher recommendation, a grade of 92% or above in previous Social Studies coursework, successful completion of an entrance exam and essay. All accepted students must complete summer reading, writing assignments, and projects to remain in the course. Students will be eligible and are encouraged to take the advanced placement examination in May. Completion of summer work is required for this course and will be graded and included in the 1st marking period overall grade. Students that do not complete the summer work by the first day of school will receive a grade of a 0 on these assignments to begin the year.
HUMAN GEOGRAPHY AP/HONORS
2115 – Grade 11, 12 – Year – 1.0 Credit
AP Human Geography will be a course designed to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. Students will be eligible and are encouraged to take the advanced placement examination in May. Admission to the AP program is based on the following criteria: teacher recommendation, a grade of 92% or above in previous Social Studies course work, successful completion of an entrance exam and essay. All accepted students must complete summer reading, writing assignments, and projects to remain in the course. To remain in the Social Studies AP/Honors program, the student must maintain an overall average of 90% or above or petition for admission into the program. Students will be eligible and are encouraged to take the advanced placement examination in May. Completion of summer work is required for this course and will be graded and included in the 1st marking period overall grade. Students that do not complete the summer work by the first day of school will receive a grade of a 0 on these assignments to begin the year.

PSYCHOLOGY AP/HONORS
2116 – Grade 11, 12 – Year - 1.0 Credit
The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas. Students will be eligible and are encouraged to take the AP psychology examination in May. Students will be eligible and are encouraged to take the advanced placement exam in May. Completion of summer work is required for this course and will be graded and included in the 1st marking period overall grade. Students that do not complete the summer work by the first day of school will receive a grade of a 0 on these assignments to begin the year.

UNITED STATES HISTORY AP/HONORS
2109 – Grade 9,10,11,12 – Year – 1.0 credit
The AP United States History course is designed to develop analytical and critical thinking skills required to understand historical and contemporary issues in the United States. The course will begin with an examination of early inhabitants of the Americas and end with a study of the United States in a post-Cold War world. The content and themes of this course match those of the College Board Advanced Placement United States History examination which include American diversity and identity, economic and demographic changes, reform, war and diplomacy, and globalization. This is a rigorous course requiring outside readings, essay writing and class participation. Admission to the AP program is based on the following criteria: teacher recommendation, a grade of 92% or above in previous Social Studies coursework, successful completion of an entrance exam and essay. All accepted students must complete summer reading, writing assignments, and projects to remain in the course. Students will be eligible and are encouraged to take the advanced placement examination in May. Completion of summer work is required for this course and will be graded and included in the 1st marking period overall grade. Students that do not complete the summer work by the first day of school will receive a grade of a 0 on these assignments to begin the year.

MODERN US & WORLD HISTORY
2314 – Grade 11, 12 - 90 days - .50 credit
The Modern US & World history course is an in-depth investigation of recent United States and world history from 1960 to the present. The course will trace the social, political, and economic progression of the United States as a global power. Special emphasis will be placed on the events of the Cold War, the foreign and domestic policies of presidential administrations ranging from Kennedy to Obama, and the evolution of American culture and society. The course will culminate with a socio-economic analysis of America’s standing in the world today.
SOCIOLOGY
2412 – Grade 11, 12 – 45 days - .25 credit
The Sociology course is designed to provide the students with a basic understanding of the terminology, theories, history and experiments used in the study of human group behavior. Students will develop an awareness of the social forces, which impact on all individuals in society. Emphasis will be placed on the use of scientific methodology in investigating patterns in social relationships. Attention will be given to such areas as culture, family, religion, socialization, social organization, and social changes.

CURRENT ISSUES
2513 - Grade 12 – 45 days – .25 credit
Current Issues is the study of current social, economic and political topics. This course is designed to provide the student with knowledge of contemporary issues that impact the United States and the world. Due to the dynamic nature of the subject matter, this course is characterized by a flexible set of learning outcomes.

CRIMINAL JUSTICE
2414 – Grade 11, 12 - 45 days - .25 credit
The Criminal Justice course is designed to teach students the foundations and processes of the American criminal justice system. In a law saturated society this course will focus on providing the student with a practical understanding of their legal rights and corresponding responsibilities. Topics covered in this course will include elements of crime, policing, criminal trials, landmark Supreme Court cases and the rights of the accused, the corrections and juvenile justice system. At the conclusion of this course, students will be able to interpret and apply the law to their daily lives as well as analyze and evaluate legal disputes. A course in criminal justice would be both appealing and interesting to students but most importantly it would prepare students to deal with the “everyday law” as it relates to our behavioral, economic and social contact by covering constitutional and criminal law.

PSYCHOLOGY
2413 – Grade 12 – 45 days - .25 credit
The Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental process of human beings. Beginning with the study of the human brain, its function and composition and concluding with an exploration of therapies associated with the treatment methods used in psychology. Included in this study will be a focus on subfields in psychology including mental function and behavior. This course will study treatment for disorders and discuss therapies utilized by psychologists in handling abnormal behavior. Students will learn about ethics and methods associated with the practice of psychology.

PENNSYLVANIA HISTORY
2512 – Grade 12 – 45 days - .25 credit
Pennsylvania History develops a complete understanding of our state, its foundation, and how it progressed. Included are the study of our state history, local history and government. Further, how the fundamentals of local election and government process contribute to the understanding of the function of local county government and its role. This course is designed for students who have not had any previous exposure to Pennsylvania history.

SPORTS IN SOCIETY
2415 – Grade 9, 10, 11, 12 – 45 days - .25 credit
History can be seen through many different lenses. This class will view history that was shaped by the athletic spectrum. Throughout this experience, students will examine some of the most significant correlations between sports and history from the 1900s until present day. Students will learn how athletic competition is sometimes more than just a game. On certain occasions athletic events are so important they are remembered for years and years to follow. The interesting part is how these events are not remembered for the outcome of the game, but historical significance and the cultural change.
MATHEMATICS

ALGEBRA I
3209 - Grade 9, 10, 11 – Year – 1.0 credit
Algebra I consists of a study of the real number system, sets, variables, open sentences, axioms, negative numbers, equations, sentences in two variables, factoring, rational and irrational numbers and problem-solving using variables. The emphasis is on the structure of real numbers, algebraic concepts, deductive reasoning, and precision of language.*Note: All students enrolled in this course are required to take the Keystone Exam.

ALGEBRA IA
3309 - Grade 9 – Year – 1.0 credit
The course will begin with a review of basic mathematical operations with Real numbers and a review of certain Pre-Algebra topics. The course will then move to the study of patterns in Algebra, operations in Algebra, writing and solving equations, inequalities, and absolute value functions, proportional reasoning, and linear functions. Applications of real-world problems will be emphasized. (Course requirements include: tests, quizzes, projects, presentations, notebook, daily homework, and usage of calculators.) It is highly recommended that each student have a calculator. The pacing of this course will provide time to review and cement fundamental skills and spiral the algebraic concepts learned.

ALGEBRA IB
3310 - Grade 10, 11 – Year – 1.0 credit
The course will begin with a basic review of Algebra 1A with topics such as writing and solving equations and inequalities. Applications of real-world problems will be emphasized. The course will then move to the study of graphing linear equations, factoring, systems of equations, and data analysis. (Course requirements include: tests, quizzes, projects, presentations, notebook, daily homework, and usage of calculators.) It is highly recommended that each student have a calculator. The pacing of this course will provide time to review and cement fundamental skills and spiral the algebraic concepts learned.

ALGEBRA II
3210 - Grade 10, 11 – Year – 1.0 credit
Algebra II is primarily an extension of Algebra I. However, a more rigorous approach is taken in the study of the real number system. The first part of the course involves real number concepts and skills, the solution of linear equations and inequalities, solving verbal problems, properties of polynomials, and rational expressions. The second part of the course deals with relations and functions, irrational numbers and quadratic relations. Students must have successfully completed Algebra I.

Algebra II HONORS
3110 – Grade 9, 10 – Year – 1.0 credit
The Honors Algebra II course is both accelerated and enriched. In addition to the topics delineated in Algebra II 3210, the students will be challenged by higher-order thinking Math League problems, equations and graphs, conic sections and logarithms. Students must have successfully completed Algebra I and have a teacher recommendation.

GEOMETRY
3211 - Grade 11, 12 – Year – 1.0 credit
Geometry is a course that emphasizes logical reasoning, spatial visualization skills, and their application to problem solving. Students are expected to write two column deductive formal proofs, and use algebraic skills to set up and solve problems based on geometric representation. Additionally, students will solve problems related to plane, solid and coordinate geometry. Students must have successfully completed Algebra I.

GEOMETRY HONORS
3111 – Grade 9, 10 – Year – 1.0 credit
The Honors Geometry class accelerates the pace and enhances the depth of the regular Geometry curriculum. Geometry is a course that emphasizes logical reasoning, spatial visualization skills, and their application to problem solving. Students are expected to write two column deductive formal proofs, and use algebraic skills to set up and solve problems based on geometric representation. Additionally, students will solve problems related to plane, solid and coordinate geometry. Students must have successfully completed Algebra I and have teacher recommendation. Completion of summer work is required for this course and will be graded and included in the 1st marking period overall grade. Students that do not complete the summer work by the assignment due date(s) will receive a grade of 0 on these assignments to begin the year.
PROBABILITY AND STATISTICS
3213 - Grade 11, 12 – 90 days – .50 credit
This course poses a challenge to the analytic mind. Such topics as the fundamentals of counting, conditional probability, elementary statistics and statistical testing are studied. Problems dealing with the normal distribution will also be covered. Students should have adequate reading comprehension skills.

TRIGONOMETRY
3212 - Grade 11, 12 – 90 days – .50 credit
This course includes such topics as fundamental identities, trigonometric equations, solution of triangles, and transcendental functions. The student of Trigonometry must have successfully completed Algebra II and Geometry.

TRIGONOMETRY/PRE-CALCULUS HONORS
3112 - Grade 11, 12 – Year – 1.0 credit
Pre-Calculus introduces and reinforces many of the ideas basic to success in calculus. Some of the topics studied are equation solving, functions and graphing, trigonometry, logarithms, sequence and series, and limits. The student of Trigonometry/Pre-Calculus Honors must have successfully completed Algebra 2 and have a teacher recommendation. Completion of summer work is required for this course and will be graded and included in the 1st marking period overall grade. Students that do not complete the summer work by the assignment due date(s) will receive a grade of 0 on these assignments to begin the year.

STATISTICS AP/HONORS
3113 – Grade 11, 12 – Year – 1.0 credit
The purpose of this college level course is to introduce students to the major concepts and tools for collecting, analyzing, and writing extensive conclusions from various, real world, word problems. Students are exposed to four broad conceptual themes: Exploring Data: Describing patterns and departure from patterns; Sampling and Experimentation: Planning and conducting a study; Anticipating Patterns: Exploring random phenomena using probability and simulation; Statistical Inference: Estimating population parameters and testing hypotheses. Admission to the AP Statistics – Honors program is based on the following: enrollment in or completion of Trigonometry/Pre-Calculus Honors and teacher recommendation/approval. Students will be eligible and are encouraged to take the Advanced Placement Examination in May.

CALCULUS (AB) – AP/HONORS
3313 – Grade 11, 12 – Year 1.0 credit
This course is intended to be on a level with a typical college calculus class. The topics covered are those typically found in the first semester and some of the second semester of a college level calculus course, including functions, graphs, limits, rate of change, differentiation, applications of the derivative, integration, applications of integration, and transcendental functions. A calculator from the TI-84 family of calculators is recommended for this course. Students are expected to have a strong background (minimum grade of a “B”) in Honors Algebra 2, Honors Geometry, and Honors Trig/Pre-Calculus. This course consists of a full academic year of work in calculus and topics covered in courses at the college level. Students will be eligible for and are encouraged to take the advanced placement examination in May.

CALCULUS II (AB/BC) – AP/HONORS
3314 - Grade 12 – Year 1.0 credit
This course is intended to be on a level with a typical college calculus class. The topics covered are those typically found in the first two and one half semesters of college level calculus courses, including functions, graphs, limits, rate of change, differentiation, applications of the derivative, integration, applications of integration, transcendental functions, differential equations, polar equations, vectors and parametric equations, and sequences and series. Students are expected to have a strong background (minimum grade of a “B”) in Honors Algebra 2, Honors Geometry, and Honors Trig/Pre-Calculus. Graphing calculators will be used extensively in the course and are required on the Advanced Placement examination. A calculator from the TI-84 family of calculators is recommended for this course. This course will cover the content in both the AB and BC level of the Advanced Placement examination which students are strongly encouraged to take in May. Completion of summer work is required for this course and will be graded and included in the 1st marking period overall grade. Students that do not complete the summer work by the assignment due date(s) will receive a grade of 0 on these assignments to begin the year.
INTRODUCTION TO COLLEGE MATHEMATICS
3512 – Grade 12 – Year – 1.0 credit

Prerequisite: Successful completion of Algebra 1 & 2 and an entrance exam to determine eligibility.

Students will complete mathematics coursework to prepare for the transition from PVSD to college. Students will use real numbers to explore the following topics: solving linear, polynomial, ratios, absolute value, and radical equations, inequalities, graphing functions, problem solving, solving systems of linear equations, operations using and simplifying exponents, factoring polynomials, simplifying rational and radical expressions.

Note: Students will complete the curriculum of Northampton Community College courses: MATH 022 (Elementary Algebra) and MATH 026 (Intermediate Algebra). NCC will acknowledge completion of the MATH 022 course for PVSD students who score a 73% or higher on the MATH 022 final exam. NCC will acknowledge completion of the MATH 026 course for PVSD students who score a 73% or higher on the MATH 026 final exam.
SCIENCE

EARTH AND THE ENVIRONMENT
4209 – Grade 9 – Year – 1.0 credit
This course is designed to help students understand some of the physical forces and biological processes that shape ecosystems, populations, and biomes. Students will apply technology and scientific processes to the study of earth and its environment. Lab work will combine with the use of technology to reinforce concepts taught in class. This course aligns with the standards and eligible content as outlined through the PA Department of Education.

BIOLOGY
4210 - Grade 10 – Year – 1.0 credit
Biology is a required science course for high school graduation. It will focus on basic biological concepts. The course will explore the nature of science, biochemistry, bioenergetics, cellular transport, cell biology, and genetics. The course will also reinforce topics covered from ninth grade Earth and the Environment – specifically, ecological principals, and evolution. This course aligns with the recommended biology curriculum standards outlined through the PA Department of Education, as well as the outlined standards for the Biology Keystone Exam. Successful completion of this course ensures students are prepared to take the Keystone Assessment in Biology. *Note: All students enrolled in this course are required to take the Keystone Exam.

BIOLOGY AP/HONORS
4110 - Grade 10 – Year – 1.0 credits
AP/Honors Biology fulfills the required Biological Science course for high school graduation. This course is offered to highly motivated academic students who are college bound. Students are assessed primarily through the required laboratory work and examinations similar to the College Board AP Exam. The primary emphasis of AP Biology is focused on developing a deep understanding of biological concepts, understanding and application of the scientific process, integration of the major themes of biology, and critical thinking about environmental and societal issues. Admission to the AP Honors program is determined by ALL of the following criteria: 9th grade teacher recommendation, a grade of 92% or above in previous science course work, and successful completion of an entrance examination. All accepted students must complete summer assignments. Failure to complete summer works results in a zero for those assignments. Students may not drop or transfer into another course due to failing to complete the summer work. Students will be eligible and are encouraged to take the Advanced Placement examination in May. *Note: All students enrolled in this course are required to take the State Required Keystone Exam.

HONORS EARTH AND THE ENVIRONMENT
4109 – Grade 9 – Year – 1.0 credit
This course is designed to meet the needs of the academically superior student who intends to pursue a college degree, as well as prepare students for future Honors and AP science courses. This course is designed to help students understand some of the physical forces and biological processes that shape ecosystems, populations, biomes, and evolutionary concepts. Students will apply technology and scientific processes to the study of earth and the environment. Lab work will combine with the use of technology to reinforce concepts taught in class. Completion of the summer work is REQUIRED for the course. Failure to complete summer works results in a zero for that assignment. Students may not drop or transfer into another course due to failing to complete the summer work. This course aligns with the standards and eligible content as outlined through the PA Department of Education. Pre-requisite: Superior academic success for both 7th grade Life Science and 8th grade Physical Science with an average of 92% or better in both courses.

APPLIED CHEMISTRY
4311 – Grade 11, 12 – Year – 1.0 credit
This course is designed primarily for those students who anticipate a career path that may include an Associates Degree. Learning outcomes addressed include the basic principles of chemistry. This course will include hands on activities and scientific inquiry about the nature of matter. Candidates for this course should have completed applied Biology and Algebra I.

CHEMISTRY
4211 - Grade 11, 12 – Year – 1.0 credit
This is a college preparatory course designed to prepare students to meet the challenges of college-level Chemistry successfully. Students planning to major in science in college should choose Honors Chemistry. Candidates for this course should have completed Algebra I and Biology. Topics such as classification of matter, atomic structure, nomenclature, stoichiometry, bonding, kinetics, and equilibrium will be explored in the course. Selecting Chemistry AP/Honors, Chemistry or Applied Chemistry will satisfy the school requirement of one (1) of three (3) science credits for graduation.
CHEMISTRY AP/HONORS
4111 - Grade 12 – Year – 1.0 Credit
This course is a college level chemistry course. This course is rapid-paced and demands that the student has well developed independent study skills. Students are expected to spend a minimum of five hours per week in individual study outside of the classroom. Students are required produce computer generated lab reports and writing assignments throughout the duration of the course. Student proficiency is assessed through the required laboratory work and examinations constructed according to the College Board guidelines. For more information concerning the College Board guidelines visit the following web site: http://www.collegeboard.com/student/testing/ap/about.htm. Provided the student scores well on the Advanced Placement Chemistry exam in May, an AP® course can be applied toward college credit at most institutions. Candidates for the AP Chemistry program should have successfully completed Honors Chemistry and have completed all required summer work, which will review topics covered in Honors Chemistry. Completion of summer work is required for this course and will be graded and included in the 1st marking period overall grade. Students that do not complete the summer work by the assignment due date(s) will receive a grade of 0 on these assignments to begin the year. Students will be eligible and are encouraged to take the advanced placement examination in May.

HONORS CHEMISTRY
4116 - Grade 11 – Year – 1.0 Credit
This is an elective course designed to meet the needs of the academically superior student who intends to pursue a science or math related degree in college as well as prepare students for AP Chemistry. Much emphasis is placed on the quantitative aspects of chemistry and the ongoing development of the ability to think critically and logically. This course is rapid-paced and demands that the student has well developed independent study skills. Students are expected to spend a minimum of five hours per week in individual study outside of the classroom. Students are required produce computer generated lab reports and writing assignments throughout the duration of the course. Topics such as quantum theory, chemical formulas, equations, and reactions, stoichiometry, gases, and bonding are explored. Candidates for Chemistry Honors should have completed all previous math and science courses with an average of 92% or greater. Completion of summer work is required for this course and will be graded and included in the 1st marking period overall grade. Students that do not complete the summer work by the assignment due date(s) will receive a grade of 0 on these assignments to begin the year.
SCIENCE ELECTIVES

PHYSICS
4212 Grade 11, 12 - Year – 1.0 Credit
The physics elective is a college preparatory course consisting of introductory consideration of mechanics, properties of matter, waves, and electricity/magnetism. Due to the emphasis on quantitative study, students should have successfully completed or be concurrently enrolled in trigonometry to elect this course.

PHYSICS 1: ALGEBRA BASED AP/HONORS
4115 – Grade 11, 12 - Year – 1.0 Credit
This course is the equivalent to a first-semester college course in algebra-based physics. It covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. This course will prepare students for the AP Physics 1 exam in May. Due to the emphasis on quantitative study, students should have successfully completed or be concurrently enrolled in pre-calculus to elect this course. Students will be eligible and are encouraged to take the advanced placement examination in May.

PHYSICS C: MECHANICS AP/HONORS
4112 – Grade 11, 12 -- Year – 1.5 Credit
This course is an Advanced Placement science course that studies Newtonian mechanics. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problems. This course is equivalent to an introductory college course in mechanics strongly recommended for future science, math, or engineering majors. This course is the equivalent to a first-semester college course in calculus-based physics. This course meets once a day during the 1st semester and twice a day during the 2nd semester to prepare students for the AP Physics C exam in May. Students should be concurrently taking AP Calculus. Students will be eligible and are encouraged to take the advanced placement examination in May.

ANATOMY – PHYSIOLOGY HONORS
4113 – Grade 11, 12 – Year – 1.0 credit
This course is organized around the basic structure and function of the human body. The course will cover an introduction to human anatomy and physiology, an overview of tissues, and an in-depth study of the eleven systems of the body. Laboratories and dissections will illustrate the concepts presented during lectures. During the course, students will complete projects. Laboratory reports and writing/analysis assignments. Admission to the honors programs is based on the following: completion of biology or chemistry with an average of 88% or above. Completion of summer work is required for this course and will be graded and included in the 1st marking period overall grade. Students that do not complete the summer work by the assignment due date(s) will receive a grade of 0 on these assignments to begin the year. Students are required to take a test on this summer material on the first day of school. This test will count as a first marking period test grade. Students may not drop or transfer to a different course due to failing to complete summer work.

ECOLOGY
4214 – Grade 12 – Year – 1.0 credit
This course is designed for students interested in learning more about their local environment. The material will focus primarily on the flora and fauna of Pennsylvania’s diverse ecosystems. Topics covered throughout the semester include ecological relationships, ecosystem structure and function, the ecology of natural systems, and issues. Four major units will be discussed: forestry, raptors, mammals, and aquatics.
ENVIRONMENTAL SCIENCE
4213 – Grade 11, 12 – Year – 1.0 credit
This is a college preparatory course designed for students intending to pursue a college career. The course will cover topics relevant to students pursuing a wide variety of college majors, including: the sciences, engineering, law, politics, economics, writing, and business. This course will focus on topics covered in the PA State standards for environment and ecology, and will include sustainability, water management and pollution, atmosphere management and pollution, renewable and nonrenewable energy resources, environmental health, agriculture and society, ecosystems and their interactions, biodiversity, humans and the environment, and environmental laws and regulations.

AGRICULTURE AND ORGANIC FARMING
4421 - Grade 11, 12 – 90 days – .50 credit
This course is designed to introduce students to the world of agricultural science and the foods we eat. Students will learn the principles of farming and how increasing world population influences the production of food. There will be an emphasis on topics such as; the growing organic food movement, genetically modified organisms, hydro-culture and aquaculture. Other biological principles will include the history and effects of pesticides and herbicides, the structure and function of plants and animals, genetics, physiology, ecological relationships, and animal behavior. A large portion of the course will be spent performing hands-on laboratories, projects and growing and utilizing plants in the high school greenhouse. Pre-requisite: Successful completion of Biology.

FORENSIC SCIENCE
4422 – Grade 11, 12 – 90 days - .50 credit
This course is an introduction to the methods and principles guiding crime scene investigation and forensic analysis. It will focus on the collection, identification and laboratory techniques of crime scene evidence. Emphasis will be placed on the methods that link the suspect, victim, and crime scene. Laboratory exercises and topics will include: fingerprint and handwriting analysis, firearms and ballistics, blood typing, glass analysis, hair and fiber examination, and DNA analysis. Other topics will include: current events, entomology, anthropology, the history of forensic science and case studies involving the psychology of serial murderers. When available, the Pennsylvania State Police Forensics Department will visit and collaborate with students. Students with career interests in Law Enforcement, Criminology or Criminal Justice are recommended to take this course. Pre-requisite: Successful completion of Biology.

EARTH AND SPACE SCIENCE
4320 – Grade 9, 10, 11, 12 – 90 days - .50 credit
This elective course is intended to introduce students to the make-up of Earth and the mechanics that drive the planet. It will cover a basic introduction to rocks and minerals, earthquakes, volcanoes, meteorology, oceanography and astronomy. An emphasis will be placed on developing skills necessary to create and analyze scientific data.

METEOROLOGY
4413 - Grade 10, 11, 12 – 45 days – .25 credit
This course will focus on explaining how the unequal heating of the Earth’s surface leads to atmospheric global circulation changes, climate, local short term changes, and weather. Students will explain the phenomena that cause global atmospheric processes such as storms, currents, and wind patterns and learn how to interpret meteorological data to describe and/or predict weather. Pre-requisite for this class is successful completion (C or better) of Earth & Space Science.

ASTRONOMY
4417 – Grades 9, 10, 11, 12 – 45 days - .25 credit
This is an elective course designed for all students. This course will explain the known universe and earth’s place in it. Students will examine theories and laws associated with stars, planets, galaxies, black holes, quasars, and space time itself.
ENVIRONMENTAL SCIENCE AP/HONORS
4114 – Grade 11, 12 – Year – 1.0 credit
This class is a college level introductory environmental science course. This course uses an interdisciplinary approach and information from the natural sciences (geology, biology, chemistry, geography, meteorology, ecology and environmental science, etc.) the social sciences (civics, political science, economics, ethics, etc.) and the humanities (literature) to study the Earth’s systems and the role humans have in those systems. Topics of study include: sustainability, biodiversity, conservation, population management, natural resources (food, soil, water, atmosphere, geological, energy), environmental quality (species stability, human health, water and atmosphere pollution waste). This is a laboratory science class where students can expect to become proficient in various field techniques, data analysis, and lab report writing skills. Prerequisites: Students should have already completed Earth & the Environment and Biology credits and be highly motivated to work both inside and outside of class. Completion of the summer work is REQUIRED for the course. Failure to complete summer works results in a zero for that assignment. Students may not drop or transfer into another course due to failing to complete the summer work. Students will be eligible and are encouraged to take the advanced placement exam in May.

ROBOTICS I
4511 – Grades 9, 10, 11, 12 – 90 days - .50 credit
Combining the best parts of science, math and technology; students will use the arm-based microcontroller teensy 3.2 to control LED’s sensors, and motors. Robotics I will be the pathway to Robotics II in which students will build a OneBot robot. Pre-requisite: students must have passed Algebra 2 with a 85% or higher.

OCEANOGRAPHY
4416 – Grades 9, 10, 11, 12 – 45 days - .25 credit
This is an elective course designed for all students. This course will explain how the oceans contribute to the earth’s global circulation patterns, climate, weather, food supply, economy, scientific research and medical discovery. Students will explain these processes through analysis and data interpretation.

ROBOTICS II
4512 – Grades 9, 10, 11, 12 – 90 days - .50 credit
Continues with the Teensy 3.2 and applies the lessons from Robotics I to the exciting world of electronics, robotics, and physical computing using the PRT3 motherboard and OneBot mobile robot or your own self-created robot. Robots will compete in Sumo matches, maze and line following events, and other challenges. Pre-requisite: students must have passed Robotics I.
PHYSICAL EDUCATION AND HEALTH

PHYSICAL EDUCATION
0109, 0110, 0111, 0112 - Grade 9, 10, 11, 12 – 45 days - .25 credit
The main objective of the physical education program is to motivate students to engage in physical activity in a manner that promotes health and physical well-being over one’s lifetime. Individual student performances are evaluated in the five fitness components, personal goals are set, and responsible decision-making is encouraged. Activity selections include individual and team sports, personal fitness and leisure activities. Students who are physically capable to participate in regular and adapted programs are required to successfully complete the four year program.

HEALTH
0209 – Grades 9, 10 - 45 days – .25 credit
This course is designed, through a conceptual approach, to provide a wide scope of health related issues to be examined, analyzed, and evaluated through concepts of health: impact of growth and development during adulthood, impact of body systems and applying protective/prevention strategies, adult nutritional choices, issues relating to use/non-use of drugs, factors that influence the prevention and control of health problems.

HEALTH II
0220 – Grades 10, 11 - 45 days - .25 credit
This course is designed, through a conceptual approach, to provide a wide scope of health related issues to be examined, analyzed, and evaluated through the aspects of healthful living and safety and injury prevention: health care products and services, adult health consumer choices, media’s effects on adult personal health and safety, decision making process for short and long term health goals, interrelationship between environmental factors and community health, personal and legal consequences of unsafe practices in home school and community, injury management, violence on the victim and surrounding community, benefits risks and safety factors associated with self-selected life-long physical activities.

RESPONDING TO EMERGENCIES
0213 – Grades 11, 12 – 45 days - .25 credit
This is an American Red Cross comprehensive First Aid/CPR/AED program that is designed to help students recognize and respond appropriately to cardiac, breathing and first aid emergencies. This course will teach students and knowledge and skills needed to give immediate care to an injured or ill person and to decide whether advanced medical care is needed. Students will become certified in First Aid, AED, and CPR for infant, child, and adult. Included in the framework of the course will be classroom and practical experiences. Students are responsible for the cost of the certification card, related reference materials they keep and course supplies.
PHYSICAL EDUCATION ELECTIVES

WEIGHT TRAINING
0118 – Grades 9, 10, 11, 12 – 45 days - .25 credit
This course will give the student the opportunity for regular, supervised workouts while learning lifting techniques and safety. Muscle structure and movement will be taught along with specific lifts, which develop each muscle group. Health related fitness activities will be done to include cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desire level of fitness. Ongoing assessment includes both written and performance-based skill elevations.

AEROBIC/CARDIO FITNESS
0117 – Grades 9, 10, 11, 12 – 45 days - .25 credit
This course will provide the student with regular workouts as well as knowledge about aerobic exercise. A variety of workout types will be explored in keeping with current fitness trends. Nutrition and calorie awareness will be discussed. The student will learn how to develop a personal workout program. Ongoing assessment includes both written and performance-based skill evaluations.

EXERCISE PHYSIOLOGY/NUTRITION
0115 – Grade 10, 11, 12 – 45 days - .25 credit
This course will incorporate weight training and conditioning techniques that implement various training principles and theories of exercise science. Students will become cognizant of the scientific aspect as well as “use” progressive resistance exercise, flexibility training, plyometric techniques, and aerobic conditioning. Participation in this class will aid student performance in lifelong activities and athletics while encouraging physical fitness throughout the year. Students will be evaluated through testing in strength and fitness, journal logs, completion of required assignments and knowledge of principles being studied. The student must keep in mind that they will be re-evaluated by the teacher each year in order to be considered for continuation of this class. Due to the physical requirements of this class, it is strongly recommended that student-athletes taking this course enroll for the class in their off-season. Prerequisite for this class would be a grade of 92 or above for all previous high school Physical Education classes.
DRIVER EDUCATION

DRIVER EDUCATION THEORY
0210 - Grade 10 – 45 days – .25 credit
This standards based course is designed to acquaint students with the basic knowledge of vehicle operation and the elements of safe driving. Major units of study are: Pennsylvania laws and regulations, knowledge of vehicle operations, perceptual skills development, decision-making/risk reduction, driving conditions, and influences on driver performance. The course stresses that with the privilege of driving come enormous responsibilities. It is critical that students understand these responsibilities and form the safe habits that are integral to the skill of driving.

COMMUNICATIONS

PEER LISTENERS I
0211 - Grade 9, 10, 11, 12 – 45 days – .25 credit
Peer listening is the process of helping another person. Upon successful completion of the course work, the individual students will be able to enter into one-to-one helping relationships, group leadership roles, problem-solving roles, discussion leadership roles, or other interpersonal helping roles. The level I course is designed to teach students how to develop basic counseling skills such as: active listening, effective message sending, self-awareness, problem solving, and decision making. Emphasis is placed upon the examination and application of the either active listening skills in interpersonal relationships.
ELECTIVES
WORLD LANGUAGE

The skills of listening, speaking, reading and writing foreign language, and the appreciation of various cultures are developed in the following world language courses. A minimum of a two-year sequence of the same world language is recommended for all students planning to continue with post-secondary education. It is also strongly recommended that a student complete each level of a foreign language with a grade of 80% or higher before advancing to the next level of foreign language study. Also, before beginning or continuing with foreign language study, it is recommended that the student is reading at or above grade level in English.

SPANISH I
5109 - Grade 9, 10, 11, 12 – Year – 1.0 credit
Spanish I is designed to provide a basis in language proficiency and cultural enrichment by completing the first half of the textbook, Paso a Paso. Basic vocabulary from the Spanish Exploratory class will be reviewed. As the course progresses, students will learn grammar structures (such as present and preterit tenses) in addition to gaining new vocabulary to achieve a basic understanding of the Spanish Language and Culture. The class emphasizes everyday life vocabulary, pronunciation via the study of phonetics, and various grammatical and cultural components. An enhanced linguistic fluency and appreciation for diverse cultures will prepare students well beyond their high school years. Spanish Exploratory is highly recommended prior to enrollment in this course.

SPANISH II
5110 - Grade 9, 10, 11, 12 – Year – 1.0 credit
This course will further the study of the Spanish language by completing the second half of the Paso a Paso textbook. Initially, Spanish I concepts such as present tense and thematic vocabulary will be reviewed. As the course progresses, the student will learn more complex grammar structures (such as preterit and imperfect tenses) in addition to gaining new vocabulary related to each chapter. Spanish I is a prerequisite for this course, and it is strongly recommended that the student complete Spanish I with an 83% or higher before enrolling in Spanish II.

SPANISH III
5111 - Grade 10, 11, 12 – Year – 1.0 credit
This course is an intermediate level language class which will further the study of the Spanish language by expanding vocabulary and cultural knowledge. Basic vocabulary will be reviewed as well as significant grammar structures from Spanish I and II. As the course progresses, the student will learn more complex grammar structures (such as present subjunctive mood, imperative, preterit tense, imperfect tense, future tense and conditional tense), as well as add new vocabulary. Spanish II is a prerequisite for this course, and it is strongly recommended that the student complete Spanish II with an 83% or higher before enrolling in Spanish III.

SPANISH IV
5112 - Grade 11, 12 – Year – 1.0 credit
This course has been designed to give students the opportunity to review several grammar concepts learned in Spanish III and to learn new verb conjugations and vocabulary through reading, writing, and oral activities. The textbook that is required for this course is Paso a Paso (second section); the topics included in the textbook relate to real-life situations. Many of the activities allow the students to express their own views on topics and questions of interest through dialogues and role playing. Spanish III is a prerequisite for this course, and it is strongly recommended that the student complete Spanish III with an 83% or higher before enrolling in Spanish IV.

SPANISH LANGUAGE & CULTURE
AP/HONORS
5113 – Grade 12 – Year – 1.0 credit
The Spanish Advanced Placement Program is intended for students who want to develop their foreign language proficiency and is predominantly taught in Spanish. Students who enroll should have a strong knowledge of the language and culture, and should have attained a proficiency in listening comprehension, speaking, and writing. Admission to the AP/Honors program is based on the following: teacher recommendation, a final grade average of 92% or above in previous Spanish course work, and successful completion of an entrance examination and essay. All accepted students must complete required summer reading, projects, analysis, and writing assignments. Students will be eligible and are encouraged to take the advanced placement examination in May. Completion of summer work is required for this course and will be graded and included in the 1st marking period overall grade. Students that do not complete the summer work by the first day of school will receive a grade of a 0 on these assignments to begin the year.

- 36 -
GERMAN I  
5209 - Grade 9, 10, 11, 12 – Year – 1.0 credit  
German I is designed to provide a foundation in the study of the German language and its culture. Students will learn vocabulary and various grammatical concepts as the year progresses, as well as German culture. The four goals emphasized in this course are listening, reading, speaking, and writing. German Exploratory is highly recommended prior to enrollment in this course.

GERMAN II  
5210 - Grade 9, 10, 11, 12 – Year – 1.0 credit  
This course continues the study of the German language. A review of German I vocabulary, grammar, and cultural concepts will be addressed. The four goals of listening, reading, writing, and speaking will continue to be emphasized. German I is a prerequisite for this course, and it is strongly recommended that the student complete German I with an 83% or higher before enrolling in German II.

GERMAN III  
5211 - Grade 10, 11, 12 – Year – 1.0 credit  
German III is an elective course designed to provide a basis in language proficiency and cultural awareness. It is strongly suggested for higher learning/college preparatory students and wholeheartedly recommended for career-comprehensive students for their personal enrichment as well as for practical preparation for various vocational fields. German II is a prerequisite for this course, and it is strongly recommended that the student complete German II with an 83% or higher before enrolling in German III. The course emphasizes vocabulary relating to everyday life situations, timely pronunciation via the study of phonetics, the various grammatical components needed to build a complete and correct sentence, and the cultural entities involved in the countries where the target language is spoken. Daily lessons will encompass the aspects of listening to, speaking, reading, and writing the language.

GERMAN IV  
5212 - Grade 11, 12 – Year – 1.0 credit  
German IV is an elective course designed to provide a basis in language proficiency and cultural awareness. It is strongly suggested for higher learning/college preparatory students and wholeheartedly recommended for career-comprehensive students for their personal enrichment as well as for practical preparation for various vocational fields. German III is a prerequisite for this course, and it is strongly recommended that the student complete German III with an 83% or higher before enrolling in German IV. The course emphasizes vocabulary relating to everyday life situations, timely pronunciation via the study of phonetics, the various grammatical components needed to build a complete and correct sentence, and the cultural entities involved in the countries where the target language is spoken. A genuine attempt will be made to encompass the aspects of listening to, speaking, reading, and writing the language.

GERMAN LANGUAGE & CULTURE  AP/HONORS  
5213 – Grade 12 – Year – 1.0 credit  
The German Advanced Placement Program is intended for students who want to develop their foreign language proficiency and is predominantly taught in German. Students who enroll should have a strong knowledge of the language and culture, and should have attained a proficiency in listening comprehension, speaking, and writing. Admission to the AP/Honors program is based on the following: teacher recommendation, a final grade average of 92% or above in previous German course work, and successful completion of an entrance examination and essay. All accepted students must complete required summer reading, projects, analysis, and writing assignments. Students will be eligible and are encouraged to take the advanced placement examination in May. Completion of summer work is required for this course and will be graded and included in the 1st marking period overall grade. Students that do not complete the summer work by the first day of school will receive a grade of 0 on these assignments to begin the year.
VISUAL ARTS

Students interested in any art-related career should schedule the Art Explorations and Art Perspectives courses early, so that they have ample time to schedule the Advanced Arts, and the Advanced Placement Studio Art Honors courses. Students need to develop a quality portfolio for most college admissions evaluations. The other art courses are complimentary to this art track and can be taken at any grade level. You may not gain admittance to the National Art Honor Society without first successfully completing Art Explorations and Art Perspectives.

ART PERSPECTIVES
7109 – Grade 9, 10, 11, 12 – 45 days - .25 credits
Students will learn how to apply the design elements and principles to create realistic artworks. This course will teach hands-on drawing techniques and color theory, including observation methods to render images. Students will also use a more mechanical method using compasses and rulers through mathematical constructions to illustrate objects realistically. An exploration of linear perspective demonstrates how to create the illusion of depth in architectural drawings.

ART EXPLORATIONS
7110 – Grade 9, 10, 11, 12 – 45 days - .25 credit
Students will research, evaluate, and respond to art techniques, styles, and periods throughout the Western World. A thorough investigation of civilization’s art will provide links to current trends. Students will learn to appreciate the social importance of art found throughout history. Classroom lectures and discussions will provide the inspiration creating student based assignments and projects.

INTRO TO COMPUTER ANIMATED DESIGN
7212 - Grade 9, 10, 11, 12- 45 days - .25 credit
This course is designed to bring together storytelling, character and environment design to create digital animations. The curriculum teaches students sophisticated 2D visualization and animation skills with the same technology that is used by professionals in the media and entertainment industry. Students will emerge from the suggested program with a theoretical understanding of the principals of 2D animation, a technical knowledge for working in a range of computer graphics software, gained from the project-based learning program.

ADVANCED CERAMICS
7311 - Grade 9, 10, 11, 12 – 45 days – .25 credit
Students will produce clay works in response to a personal investigation in technique, form and function. Mastery of hand building will complement proficiency on the potter’s wheel. Research in contemporary trends will provide motivation for students to develop a personal style in three-dimensional form. Successful completion of Ceramics I is necessary.

FREEHAND DRAWING
7213 - Grade 9, 10, 11, 12 – 45 days – .25 credit
Any person can draw! This course provides the basic skills for art students and non-art students to draw successfully. Students will learn a natural sequence of drawing techniques, mostly from life sources. Some emphasis will be placed on inventive and imaginative artworks.

PRECISION DRAWING
7309 – Grade 9, 10, 11, 12 – 45 days - .25 credit
In this course, students will draw with greater precision through the use of tolls such as T-squares, compasses, triangles and measuring scales to produce more accurate illustrations. Students will produce three-view (orthographic) drawings with measurements, as well as cut-away (section) drawings and three-dimensional (pictorial) drawings. The course will culminate with the students designing and drawing an original wooden toy with complete plans suitable for reproduction.
INTRO TO CERAMICS
7310 – Grade 9, 10, 11, 12 – 45 days - .25 credit
This course provides the student with an awareness of ceramic traditions and their decorative techniques. The student will be given the opportunity to apply this information to enhance his/her creative experience in working with clay utilizing hand-building methods.

COLOR AND DESIGN
7211 - Grade 9, 10, 11, 12 – 45 days -.25 credit
Students will create two-dimensional compositions by manipulating images to develop patterns, designs and abstractions. Various mediums, such as colored pencils, markers, pastels and paint, will be explored throughout the course. Color psychology will be studied and applied to understand how color can dramatize a design or artwork. The final project will be a painting.

INTRO TO SCULPTURE
7312 – Grade 9, 10, 11, 12 – 45 days -.25 credit
Students will experience and control a variety of sculpture media, including current arts related technologies. Students will evaluate, interpret, and analyze sculpture based on historical content, construction technique, effective use of elements and principles, and aesthetic significance. Students will analyze the expressive potential of sculpture media, techniques and processes. Practice safe and responsible use of art media, equipment, and studio space. Analyze and compare sculptures using a variety of aesthetic approaches.

INTRODUCTION TO 3-D MODELING
7313 – Grade 10, 11, 12 – 45 days -.25 credit
Introduction to 3-D Modeling is a studio course in the art, science, and technique of three-dimensional (3-D) modeling utilizing several application software resources. During this course, students will learn to work within virtual 3-D space and build volumetric objects. Students will use these tools to build complex objects then learn the basic 3-D rendering tools and techniques including: surface channels, procedural textures, image mapping, light types and settings, camera settings and use, as well as a variety of rendering options, along with the art and science of 3-D printing. Students will also learn the importance of file backup and management. This is a beginning class that introduces students to the 3-D environment and tools. Its purpose is to familiarize the students with the 3-D interface, and to build a working knowledge of the basic tools used in computer modeling and rendering.

DIGITAL PHOTOGRAPHY
7209 – Grade 9, 10, 11, 12 – 45 days -.25 credit
This course is an introduction of digital photography, image editing, and photographic techniques. During this nine week course an understanding of the processes and concepts that take place in the digital lab will be developed. Creating interesting and strong compositional images with the camera will be stressed. The student photographer will expand their knowledge and vocabulary as it relates to both traditional and contemporary photography. As studio work and the study of master photographers come together, awareness as to the role of photography in the world of visual arts will be acquired. High quality cameras, tripods, studio lighting, and Photoshop CS4 will enhance the digital experience.

ADVANCED MIXED MEDIA
7112 - Grade 10, 11, 12 – 90 DAYS – .50 credit
This course will focus on learning the art of printmaking. Students will explore the historical, cultural and conceptual aspects of print media. A variety of printmaking techniques will be utilized, putting emphasis on more nontraditional art. It will recognize the major printing and layout techniques, while still applying the basic elements and principles of composition. Using a variety of methods students will learn how prints and paintings can have both textural and sculptural qualities that extend beyond the flat page or canvas. This course will also include the application of mixed media to create layered imagery with more depth. If time allows, there will be work done with encaustic (hot wax) painting, silk painting, batik and jewelry/wearable art.

STUDIO ART AP
7113 - Grade 11, 12 – Year – 1.0 credit
The advanced placement program in Studio Art enables students to perform on the college level manipulating every 2-D and 3-D medium available, earning the additional 9 honors points. Students are offered the encouragement to create as well as investigate the formal and conceptual avenues in art production. It emphasizes making art as an ongoing process to focus on three areas: quality and craftsmanship, concentration, and breadth. Students must have completed Art Explorations & Art Perspectives with an average of 85% or show proficiency in Ceramics, Sculpture or Photography. Students will have completed a body of art work suitable for submission to any art college or university. Students will be eligible and are encouraged to take the advanced placement examination in May.
ADVANCED DRAWING & PAINTING  
7111 – Grade 10, 11, 12 – Year – 1.0 credit  
Students will build upon the Art Perspectives and Art Explorations course. We will focus on art production in the following areas: innovative trends in mixing and layering dry drawing mediums that include charcoal, colored pencils, and conte’ crayons; and the exploration of several types of painting that include watercolor and acrylic mediums. We will investigate layering of several mediums to further develop the illusion of depth. Emphasis on drawing from observation will be used in developing all artwork whether it involves design, realistic pictures or imaginary work. Strong composition and quality craftsmanship in personal solutions to project lessons will determine the major portion of the student’s grade.

ART HISTORY AP  
7114 – Grade 11, 12 - Year – 1.0 credit  
The AP Art History course should engage students at the same level as an introductory college art history survey. Such a course involves critical thinking and should develop an understanding and knowledge of diverse historical and cultural contexts of architecture, sculpture, painting and other media. It also provides an opportunity for schools to strengthen an area neglected in most curricula. In this course, students examine and critically analyze major forms of artistic expression from the past and the present from a variety of cultures. While visual analysis is a fundamental tool of the art historian, art history emphasizes understanding how and why works of art function in context, considering such issues as patronage, gender, and the functions and effects of works of art. Many colleges and universities offer advanced placement and/or credit to students who perform successfully on the AP Art History Exam. Students will be eligible and are encouraged to take the advanced placement examination in May.

COMPUTER SCIENCE PRINCIPLES AP  
7115 – Grades 11, 12 – Year – 1.0 credit  
AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation design. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cyber security concerns, virtual reality and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in the art of computer science.
SPECIAL MUSIC PROGRAM NOTES
Acceptance into the music program is based upon student and parent understanding that evening performances are required special uniforms, costumes, make-up, etc. Students are expected to comply with these course requirements.

BAND
7520 Grade 9,10,11,12 - Year – 1.0 credit
The high school concert band is composed of students from the 9th, 10th, 11th, and 12th grades who have had previous instrumental training at the elementary or middle school level, and are musically and emotionally prepared for intermediate and advanced musical training and development. The expectation of this class is to have everyone participate in a culminating successful evening performance at both the winter and spring concerts. Band students receive approximately one weekly 45-minute lesson on a rotating basis.

MUSIC FUNDAMENTALS II
7710 - Grade 10, 11, 12 – 45 days – .25 credit
Prerequisite for this course is Music Fundamentals I. Students in class will write chords, song and do song arranging. Students will also do music dictation and sight-reading drills. Music software will also be used for composition projects. This course is highly recommended for students pursuing a career in music.

BEGINNING ACOUSTIC GUITAR
7613 – Grade 9, 10, 11, 12 – 45 days - .25 credit
This class is designed for students with no previous guitar experience. Areas of study will include: correct posture, note reading, listening skills, singing songs with guitar accompaniment, rhythm reading, chord study, playing styles, musical forms and performing experiences. Through instruction in guitar class, students will be able to tune the guitar by pitch matching, understand the history and origin of the guitar, learn how to read pitch and rhythmic notation, learn basic chords and pitches in first position, learn proper strumming and picking techniques and accompaniments, perform music, and evaluate musical performances. Students may use their own guitars or use school-owned instruments. Students will also have access to school-owned instruments to sign out for home practice.

MUSIC APPRECIATION (From Bach to Rock)
7714 - Grade 9, 10, 11, 12 – 45 days – .25 credit
Students will trace the evolution of music from Gregorian chant to modernism to late 20th century music. Students will recognize what constitutes music as opposed to mere sound and identify the principal instruments for making music. Interpret the characteristics of the leading styles in the history of western music, in which the major musical forms have developed. Students will relate historical events with musical events and their events and their effect upon composers and their compositions.

MUSIC FUNDAMENTALS I
7709 - Grade 9, 10, 11, 12 – 45 days – .25 credit
Students in this class will learn basics of music theory such as notation, scales, chords, and rhythm. This course is recommended for students who are pursuing a career in music, or students interested in writing music. It is strongly recommended that students read music and play on an instrument or sing prior to taking this course.

PIANO LAB
7513 - Grade 9, 10, 11, 12 – 45 days – .25 credit
This course is a hands-on method for learning about music. Students will learn to interpret and perform music notation, signs, and symbols through class song literature. Students will play on classroom keyboards. No prior musical skills are necessary to be successful in this course. Students who already play piano will be given challenging supplemental solos to perform.

VOCAL TECHNIQUES (Sing Like an Idol)
7713 - Grade 9, 10, 11, 12 – 45 days – .25 credit
This course is designed for group instruction for the voice. Students will interpret music notation, signs and symbols through vocal performance. They will develop healthy vocal tone habits and expand their vocal range. They will also sing vocal solos from a variety of styles and periods of music including classical music, folk songs, jazz, and Broadway. Students will develop performance skills by performing for others in class.

CHORUS
7620 Grade 9, 10, 11, 12 – Year – 1.0 credit
The student enrolled in Chorus will learn to interpret music notation, signs and symbols, perform choral music of various styles and periods of music, and perform in public concerts. Students will also learn how to develop good vocal tone through choral exercises. No audition is required, just a desire to sing.
ACOUSTIC ROCK
7614 – Grade 9, 10, 11, 12 – 45 days - .25 credit
The course will incorporate basic piano chord playing skills, guitar chord playing skills, hand percussion playing skills, and singing skills to perform music of various popular genres from the 1950’s to the present. Students will collaborate using their skills and acquire new skills as they perform in groups with other students. Students will be required to perform on all instruments including the voice during the course. Students will also discuss current technology for music and discuss current trends in popular music. No prior experience playing an instrument is required.

MUSIC THEORY AP/HONORS
7515 – Grade 10, 11, 12 - Year – .75 credit
The AP Music Theory course introduces students to musicianship, theory, musical materials and procedures. The course integrates aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition, and, to some extent, history and style. Musicianship skills such as dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of this theory course. The student’s ability to read and write musical notation is fundamental to such a course. It is also strongly recommended that the student will have acquired at least basic performance skills in voice or on an instrument.
FAMILY & CONSUMER SCIENCE

CREATIVE SEWING
5620 – Grade 9, 10, 11, 12 – 90 days - .50 credit
Sewing skills taught in this course include various sewing applications, the use of patterns, sewing machines, and hand sewing techniques. Students will have the opportunity to select and complete projects for personal use, decorating and home interior design.

FOODS - BAKING
5510 - Grade 10, 11, 12 – 90 days – .50 credit
In this course students will gain hands on experience in baking things such as breads, rolls, and various pies and pastries. Food safety, nutrition, proper measuring techniques, and mixing methods are also addressed. Students will gain experience in planning and preparing by identifying the necessary ingredients and proper equipment needed to prepare a dish. (cost estimate $5)

FAMILY LIVING
5621 - Grade 10, 11, 12 – 90 days – .50 credit
This course provides students the opportunity to discuss topics such as the role of families in society, cultural similarities and differences, values and goals, dating and relationships. Students will learn how to improve communication skills, resolve conflicts, cope with stress, adapt to change and handle crisis situations.

HOME AND INTERIOR DESIGN
5512 – Grade 11, 12 – 90 days - .50 credit
Students will be provided with a basic knowledge of how to choose a place to live, basic home planning and construction details, individual room plans with furniture arrangement and color selection. Cultural and historical influences on today’s homes will be considered. The main focus of this course is the creation of a student portfolio which will contain scaled drawings, furniture selection, color selections, painting techniques, and finishes. A basic knowledge of math is needed.

CONSUMER RESOURCE MANAGEMENT
5520 – Grade 9, 10, 11, 12 – 90 days – .50 credit
This course prepares students for independence in routine spending while making confident consumer decisions. The course begins with a brief overview of our economic system and one’s rights and responsibilities as a consumer. We will practice appropriate methods of correspondence in resolving consumer complaints. Other topics discussed include government policies that protect consumers, use of credit and various types of financial institutions and insurance available to consumers. Students will learn how to create a budget, write checks, manage financial transactions and prepare an income tax return.

CHILD DEVELOPMENT/PLAYSCHOOL
5513 - Grade 11, 12 – 90 days – .50 credit
Child Development introduces the student to the importance of studying the growth process of children, and developing parenting and career skills. Child development from conception through age five is a major focus. Classroom concepts are combined with practical applications through participation in an on-site play school, and participation in class activities. Course requires each student to take home & care for an electronic baby simulator. (Cost estimate: $5)

FOODS AND NUTRITION
5511 - Grade 11, 12 – 90 days – .50 credit
This course is designed to introduce the student to the world of foods. Many areas of foods are studied such as fruits, vegetables, meats, and poultry. Students select recipes to prepare from each of these types of foods. Food safety, nutrition, proper measuring techniques, and mixing methods are also addressed. Students will gain experience in planning and preparing by identifying the necessary ingredients and proper equipment needed to prepare a dish. (cost estimate $5)
SAT PREP COURSES

CRITICAL READING/WRITING SAT PREP
1413 - Grade 10, 11, 12 - 45 days - .25 credit
This elective is offered to any student who intends to take the Scholastic Assessment Test (SAT). Components of the course include test-taking strategies for critical reading, which has sentence completion and passage-based questions, and test-taking strategies for writing, which has multiple-choice questions and written essay. Please note: This class is meant to be challenging as a writing and reading intensive elective. Students will read 2 to 4 books and write 10,000 to 20,000 words. Students electing this course must have an average of 85% or better in higher learning or honors English class. Students will also have the opportunity to take practice exams and peruse specialized vocabulary lists. This course is graded as Pass or Fail.

MATH SAT PREPARATION
3413 - Grade 10, 11, 12 – 45 days – .25 credit
This elective is offered to any student who intends to take the Scholastic Aptitude Test (SAT). Components of the course include test-taking strategies, a review of algebra and geometry, and calculator usage. The SAT test on mathematics covers topics from Algebra I, Algebra II and Geometry. Students electing this course should have had or be currently enrolled in the aforementioned classes. Students will also have the opportunity to take practice exams, which cover all types of math questions encountered on the SAT. This course is graded as Pass or Fail.
LEARNING/GIFTED SUPPORT

LEARNING SUPPORT
9409-Grade 9, 10, 11, 12
45-90 days – .50 to 1.0 credit
Learning support will be scheduled by the guidance counselor upon completion of students’ schedules. Courses are specifically designed for those that have been evaluated by the district’s Multidisciplinary Team and identified by the Individual Educational Program Team as exceptional and in need of specially designed instruction. Each student must have an Individualized Educational Program (I.E.P.) written prior to enrollment. Additional courses may be scheduled based on individual student need.

LEARNING SUPPORT - Remedial Reading
Report Form I, II, III
9211, 9212, 9213-Grade 9, 10, 11, 12
45-90 days – .50 to 1.0 credit
Project Read Report Form is a small group reading program offered to students with disabilities who are determined to be in need of a reading program whose goal is to help students with reading needs to increase their think and read critically across the curriculum. The prerequisite for this reading program is to have completed the SOAR to Success Reading program and still be in need of direct reading instruction to increase reading comprehension and/or decoding skills.

LEARNING SUPPORT - Remedial Reading
SOAR Level 3-8
9215-9222-Grade 9, 10, 11, 12
45-90 days – .50 to 1.0 credit
SOAR to Success is a small-group reading program offered to students with disabilities who are determined to be in need of a reading program whose goal is to increase the student’s ability, by applying the learned strategies, to understand literal and inferential text.

LEARNING SUPPORT – ENGLISH 9
1309SE – Grade 9,10 - Year – 1.0 credit
This course is designed to provide students with instruction using various literature taught at Grade 9 to gain knowledge through content assignments and activities. Key concepts will be taught through fiction and non-fiction text, vocabulary, writing, and research information. This course will increase students’ understanding of English 9 by analyzing, applying, and making their own predictions of text. Students who meet the criteria will be placed into this course.

LEARNING SUPPORT - Remedial Reading
Six Minute Solution
9217-Grade 9, 10, 11, 12
45-90 days – .50 to 1.0 credit
Six Minute Solution is a small-group reading program offered to students with disabilities who are determined to be in need of a reading program whose goal is to increase the student’s reading rate (fluency), thereby increasing the student’s ability to comprehend text. The prerequisite for this reading program is Linguistics.

LEARNING SUPPORT - Small Group Reading
Linguistics
9310 - Grade 9, 10, 11, 12
45-90 days – .50 to 1.0 credit
Linguistics is a small-group reading program offered to students with disabilities who are determined to be in need of a reading program whose goal is to increase the student’s ability, to decode and encode text while increasing the student’s reading rate (fluency) and their level of comprehension.

LEARNING SUPPORT – BIOLOGY
4210SE – Grade 10,11,12 - Year – 1.0 credit
Learning Support Biology is geared toward the student who benefits from the repetition of skills and concepts in order to retain the most knowledge from their learning experience. Utilizing multiple methods of learning, including hands-on activities, experiments and digital technology, students will learn basic biological concepts. The course will explore the nature of science, biochemistry, bioenergetics, cellular transport, cell biology, and genetics. The course will also review topics covered in 9th grade Earth and the Environment, such as ecological principals and evolution. This course aligns with the recommended biology curriculum standards outlined through the PA Department of Education, as well as the outlined standards for the Biology Keystone Exam. All students taking this class will be taking the Keystone Biology exam in the Spring of the school year.
LEARNING SUPPORT – ENGLISH 10
1310SE – GRADE 10,11 - Year – 1.0 credit
This course is designed to provide students with instruction using various literature to gain knowledge through content assignments and activities. Concepts will be taught through fiction and non-fiction text, vocabulary, writing, and research information. This course will increase students’ understanding of English by analyzing, applying, and making their own predictions of text. Students who meet the criteria will be placed into this course.

LEARNING SUPPORT – GEOMETRY
3211SE – GRADE 11,12 - Year – 1.0 credit
Geometry Learning Support is a course designed for students identified with a disability who meet established district determined criteria. This course focuses on logical reasoning, spatial visualization skills with application to problem solving. Deductive reasoning will be used to solve basic two column proofs. Students will use algebraic skills to set up and solve problems based on geometric representation and solve problems related to plane, solid and coordinate geometry.

LEARNING SUPPORT – ALGEBRA 2
3210-SE – GRADE 10,11,12 - Year – 1.0 credit
Algebra 2 SE is primarily an extension of Algebra 1. This course includes topics such as: real number concepts and skills, the solution of linear equations and inequalities, solving verbal problems, properties of polynomials, and rational expressions. The second part of the course involves the study of relations and functions, irrational numbers and quadratic relations. Students must have successfully completed Algebra 1. Students who meet certain criteria will be placed into this course.

GIFTED SUPPORT
9509 - Grade 9, 10, 11, 12 – 45 days – .25 credit
Gifted support will be scheduled by the guidance counselor upon completion of students’ schedules. Courses are specifically designed for those that have been evaluated by the district’s Multidisciplinary Team and identified by the Individual Educational Program Team as exceptional and in need of specially designed instruction. Each student must have an Individualized Educational Program (I.E.P.) written prior to enrollment.

ESL
English as Second Language

ESL
9609, 9610, 9611, 9612 - Grade 9, 10, 11, 12 – Year – 1.0 credit
ESL (English as a Second Language) is a core program of study designed to help the student whose native language is other than English acquire the skills to develop proficiency in the English language. Concentration is given to develop the areas of listening, speaking, reading, and writing in English. Lessons are developed according to each student’s level of English acquisition from those at the beginner level to the more advanced levels of proficiency.
KEYSTONE ENHANCEMENT/REMEDICATION

KEYSTONE BIOLOGY ENHANCEMENT
4410 - Grade 11 - 45 days -.25 credit
This course is a requirement for those students who have scored basic or below basic on the Keystone Biology Assessment. It must be taken prior to the students retaking the assessment in the 11th grade. The course is designed to reinforce and enhance students’ science skills in preparation for the Keystone Biology retake. This course is a Pass or Fail grading. This course may also be taken by students as an elective for reinforcing and enhancing students’ science skills.

KEYSTONE ALGEBRA ENHANCEMENT
3414 – Grade 11,12 – 45 days -.25 credit
This course is a requirement for those students who have scored basic or below basic on the Keystone Algebra Assessment. It must be taken prior to the students retaking the assessment in the 11th grade. The course is designed to reinforce and enhance students’ Algebra skills in preparation for the Keystone Algebra retake. This course is a Pass or Fail grading. This course may also be taken by students as an elective for reinforcing and enhancing students’ Algebra skills.

MATH 9
9109 - Grade 9 - Year – 1.0 credit
This course is designed to help students understand Algebra in the real world. Some of the concepts being taught are writing equations, solving equations, scale models, and necessary units. This course is designed to enhance the students understanding of Algebra in the real world. Students that meet certain criteria will be placed into this course.

MATH 10
9110 - Grade 10 - Year – 1.0 credit
This course is designed to help students understand Algebra in the real world. Some of the concepts being taught are linear functions, scale models, and necessary units. This course is designed to enhance the students understanding of Algebra in the real world. Students that meet certain criteria will be placed into this course.

KEYSTONE LITERATURE ENHANCEMENT
1414 - Grade 11 - 45 days -.25 credit
This course is a requirement for those students who have scored basic or below basic on the Keystone Literature Assessment. It must be taken prior to the students retaking the assessment in the 11th grade. The course is designed to reinforce and enhance students’ literature and reading skills in preparation for the Keystone Literature retake. This course is a Pass or Fail grading. This course may also be taken by students as an elective for reinforcing and enhancing students’ literature and reading skills.

KEYSTONE ALGEBRA REMEDIATION
3415 - Grade 12 – 45 days -.25 credit
This course is a requirement for graduation for those students who have scored basic or below basic on the Keystone Algebra Assessment or does not have a record of taking the Keystone Exams. If students in 12th grade have not demonstrated proficiency on the Keystone Algebra Assessment, or does not have a record of taking the Keystone Exams he/she must successfully complete a 9 week remediation course to graduate. This course is designed to remediate and strengthen students’ Algebra skills. This course is a Pass or Fail grading. This course may also be taken by students as an elective to remediate and strengthen students’ Algebra skills.

KEYSTONE LITERATURE REMEDIATION
1415 - Grade 12 – 45 days -.25 credit
This course is a requirement for graduation for those students who have scored basic or below basic on the Keystone Literature Assessment or does not have a record of taking the Keystone Exams. If students in 12th grade have not demonstrated proficiency on the Keystone Literature Assessment, or does not have a record of taking the Keystone Exams, he/she must successfully complete a 9 week remediation course to graduate. This course is designed to remediate and strengthen students’ literature and reading skills. This course is a Pass or Fail grading. This course may also be taken by students as an elective to remediate and strengthen students’ literature and reading skills.
MATH 11
9111 - Grade 11 Year – 1.0 credit
This course is designed to help students understand Geometry in the real world. Some of the concepts being taught are area, volume, two-dimensional and three-dimensional representations. This course is designed to enhance the students' understanding of Geometry in the real world. Students that meet certain criteria will be placed into this course.

MATH 12
9112 - Grade 12 Year – 1.0 credit
This course is designed to help students understand Statistics in the real world. Some of the concepts being taught are mean, median, mode, and probability. This course is designed to enhance the students' understanding of Statistics in the real world. Students that meet certain criteria will be placed into this course.

KEYSTONE BIOLOGY REMEDIATION
4415 - Grade 12 – 45 days -.25 credit
This course is a requirement for graduation for those students who have scored basic or below basic on the Keystone Biology Assessment or does not have a record of taking the Keystone Exams. If students in 12th grade have not demonstrated proficiency on the Keystone Biology Assessment, or does not have a record of taking the Keystone Exams, he/she must successfully complete a 9 week remediation course to graduate. This course is designed to remediate and strengthen students’ Science and Biology skills. This course is a Pass or Fail grading. This course may also be taken by students as an elective to remediate and strengthen students’ literature and reading skills.

BUSINESS EDUCATION and COMPUTER SCIENCE

INTRODUCTION to BUSINESS
6409 - Grade 9, 10, 11, 12 – 90 days - .50 credit
Looking for a practical course that will help you regardless of your future plans? A basic knowledge of business is essential in today’s society. Regardless of future plans, students need to know how to manage money, be a smart consumer, write out checks and balance a checkbook, and understand the basics of concepts such as credit, insurance, and the stock market. Students will explore the role of business in our everyday lives, and even create a basic business plan. The importance of career planning is discussed. Introduction to business emphasizes practical information vital to the future of any student. While useful for any student in Grades 9-12, this course is strongly recommended to be taken as a 9th or 10th grader to allow time for further courses before graduating.

MARKETING I
6612 - Grade 9, 10, 11, 12 – 45 days – .25 credit
Marketing is all around us! This course is designed to introduce students to the major role marketing plays in our society. Students will learn the essentials of marketing, how to apply the marketing mix, and apply concepts of promotion and display. This course includes many hands-on activities. Students will develop a marketing plan and explore career opportunities in this field.

MANAGING PERSONAL FINANCES
6511 - Grade 9, 10, 11, 12 – 90 days – .50 credit
Do you know how to make smart decisions with money? This VITAL course is designed to address issues dealing with money which affect everyone, regardless of their future plans. Students will discuss such ESSENTIAL issues as credit, banking, budgeting, insurance, savings, investments, taxes, and renting or buying a place to live. Students will learn practical money skills enabling them to better handle their future finances and avoid common mistakes. It is strongly recommended that students take a Personal Finance course before graduating, preferably in 11th or 12th grade.

PROGRAMMING I
6210 - Grade 9, 10, 11, 12 -45 days – .25 credit
It’s your turn to write commands to enable the computer to create a program! In this course you will use SCRATCH to program creative games and stories, Greenfoot to create computer worlds, and C++ to create text-based programs and a Madlib from the ground-up! Students will develop skills in computer program flow through all applications learned. Strong math and computer skills required or permission by the instructor is required for enrollment in this course. A strong background in math is highly recommended.
GOOGLE APPLICATIONS
6112 – Grades 9, 10, 11, 12 – 45 days - .25 credit
This course will focus on students using the Google applications to complete student projects.

PROGRAMMING III
6212 - Grade 11, 12 – 45 days – .25 credit
This course will reinforce the techniques of structured sequential, selection, prepetition, functional-based programming, but will teach advanced techniques of class-based programming features. Microsoft Visual C++, Java, and other basic programming languages will be used to learn the coding structures and program flow of a computer program. Students will create a comprehensive programming project throughout the marking period and a digital portfolio. Students will also program the scribbler Robots using the Scribbler programming software to complete various tasks. Successful completion of Programming I is required for enrollment in this course. A strong background in math is highly recommended.

ACCOUNTING I
6310 - Grade 9, 10, 11, 12 – 90 days – .50 credit
“Show me the money!” Accounting, the “language of business”, is highly recommended for any student planning on pursuing a career in the business world. Accounting I students will acquire a working knowledge of financial statements, their analysis, and the accounting cycle for various types and sizes of business organizations. The Aplia website will be easily used for students to complete their working papers from home or on the go.

ACCOUNTING II
6311 - Grade 10, 11, 12 – 90 days – .50 credit
This intermediate accounting course builds on the foundations students created in Accounting I and expands students understanding of more complex accounting concepts. Accounting for corporations and departmentalized businesses are major components of this course. Students will continue to use both manual and automated accounting systems. Any student who plans on majoring in a business related field in college would find this course an excellent background for their college study of accounting.

PROGRAMMING II
6211 - Grade 10, 11, 12 - 45 days - .25 credit
Create your own basic Role-Playing game in this course! Students will learn code for menus, choice structures, and repetition. Students will use C++ and Java to create various programs. Successful completion of Programming I is required for enrollment in this course. A strong background in math is highly recommended.

GRAPHIC DESIGN
6114 - Grade 9, 10, 11, 12 – 90 days – .50 credit
Students will be taught the basic concepts behind advertising and print documents. Students will use photo editing software to create media used in marketing products. Students will learn basic concepts needed to create a well-balanced document. Students will create flyers, brochures, invitations, posters, calendars, logos, announcements, and much more. Students will learn how to create effects that will catch the eye of the consumer to create an effective advertisement. Students will have a chance to use the digital camera in order to create digital media that they will then manipulate for the purpose of advertisement and print documents.

SPORTS & ENTERTAINMENT MARKETING
6613 – Grade 9, 10, 11, 12 - 45 days - .25 credit
This course provides students with competencies necessary for entry-level employment and career opportunities within the sports marketing and/or entertainment marketing industries. Students will use the basic principles of marketing to learn the profit motives of financing sports and entertainment projects. Distribution, promotional advertising and public relations strategies in sports and entertainment industries are discussed. Students will learn about the economic impact of sports and entertainment on our society.
ADVANCED LAW for BUSINESS and PERSONAL USE
6412 - Grade 11, 12 – 45 days – .25 credit
This course will introduce students to the procedures involved in a civil suit. Students will analyze each segment of a lawsuit from pre-trial activities to post-trial motions. In each area the student will be exposed to both the purpose of each activity and the skills necessary to present each segment. Through role playing activities, the student will experience how attorneys prepare and present each segment of a trial. Any student planning to pursue a law-related career will find the course very beneficial. Prior completion of Introduction to Law for Business and Personal Use and/or American Government is highly recommended.

CAREER PORTFOLIO
6521 - Grade 12 – 45 days - .25 credit
Seniors will complete their career portfolio during the course of this 9 week class. Students will complete the required XELLO career activities and portfolio. Students will also have the opportunity to mentor with teachers and staff throughout the building in an apprentice role. Guest speakers and mentors from the community will also make presentations to students to help them understand what is expected in by the workforce community. Career portfolio presentations and exit interviews will be conducted throughout this course. Passing this course along with the career portfolio is a graduation requirement.

CAREER EXPLORATIONS
6510 - Grade 9 – 45 days – .25 credit
This course provides the opportunity to evaluate one’s interests, abilities and goals as they relate to career exploration. Students will obtain skills for developing a career plan and explore career options and develop job search strategies. An emphasis is placed on communication skills, resume writing, the application process, interviewing techniques and personal presentation as they relate to educational and career planning. The career portfolio process, which will be the graduation project for seniors, will begin using the XELLO program.

INTRODUCTION TO LAW for BUSINESS and PERSONAL USE
6411 - Grade 10, 11, 12 – 90 days – .50 credit
This half credit course provides students with an understanding of the legal framework of our society. The topics covered include the history, development and classification of laws, personal and business law related to everyday life, contract law, the court system and courtroom procedures, legal terminology, constitutional rights, ethics, technology law, intellectual property, and social responsibility. Students will also explore various mock trials and their outcomes. Students planning on majoring in business or law should take this course.

ENTREPRENEURSHIP
6414 - Grade 9, 10, 11, 12 – 45 days – .25 credit
Have you ever wanted to have your own business or run a business for someone else? This course will take a student step-by-step through the process of starting and running a business. Students will learn what it takes for a business to survive in today’s world through simulations, mentor guest speakers, and current trends in the business market. Leadership styles of successful entrepreneurs will be discussed and analyzed. The course will conclude with each student creating a business plan.
INDUSTRIAL TECHNOLOGY EDUCATION

WOOD I
8109 - Grade 9, 10, 11, 12 - 90 days – .50 credit
The purpose of this course is to emphasize the safe operation of woodworking machines and portable equipment. Processes such as the manufacturing of construction and cabinet lumber, coated abrasives and finishing products are also discussed in detail. Selected projects built are designed toward the technical processes involved rather than the complexity of the project. Students enrolling in Wood I do not need prior experience in woodworking; however, students are responsible for the cost of project materials and clear finish.

WOOD II
8110 - Grade 10, 11, 12 – 90 days– .50 credit
This course is designed to emphasize furniture and cabinet making through advanced machine, portable equipment and hand tool use. Woodworking and technology related careers are discussed throughout the course. Furniture processes such as frame and panel door construction and cabinet-drawer construction are discussed in detail. Student projects are selected and designed to meet criteria in each of the areas discussed. The students will be responsible for the cost of the project materials and clear finish. Successful completion of I.T.E. Wood I or instructor’s approval is required.

WOOD MASTERY
8112 - Grade 11, 12 - Year – 1.0 credit
Precision and creative woodworking is emphasized. Students will be required to produce a lathe turning, inlay multi colors of wood and carve or shape wood using form tools. Wood Mastery will incorporate the use of various materials, such as plastics, metals and laminates. Students will receive instruction in the hand crafting area of woodworking. This course will provide knowledge and craftsmanship required in producing various historical furniture and woodwork. Students enrolling in Wood Mastery must have successfully completed I.T.E. Wood I and II, or received written approval by the instructor. Students are responsible for the cost of project materials and clear finish.

METAL I
8209 - Grade 9, 10, 11, 12 - 90 days– .50 credit
This course will help students develop a knowledge of the physical and chemical properties of common metals found in consumer products. Students will perform basic operations in the areas of sheet metal fabrication and welding, with an emphasis on applied math and science. This course provides the basic knowledge essential to many occupations such as sheet metal fabrication, welding, mechanics (auto, diesel, and aviation), engineering (mechanical, metallurgical, industrial, and aeronautical), industrial design, and heating and plumbing. Students will construct a sheet metal project that emphasizes craftsmanship and problem-solving skills. Students will be responsible for the cost of project materials.

METAL II
8210 - Grade 9, 10, 11, 12 – 90 days – .50 credit
The Metal II curriculum will help students develop knowledge of the foundry, heat treating, lathe & milling machine, with an emphasis on applied math and science. This course also provides the basic knowledge essential to many occupations such as welding, tool and die making, mechanics (auto, diesel, and aviation), engineering (mechanical, metallurgical, industrial, and aeronautical), industrial design, and heating and plumbing. Students will machine a small project. They will also design & construct a project of their own choice that emphasizes craftsmanship and problem-solving skills. Students must have successfully completed Metal I and will be responsible for the cost of project materials.

METAL III
8211 - Grades 10, 11, 12 – 90 days - .50 credit
This course will allow students to further enhance their knowledge of the physical and chemical properties of common metals found in consumer products. Students will be introduced to oxy-acetylene welding and heating, brazing and soldering and learn how to create a sand mold and produce aluminum castings while emphasizing applied math and science. This course will provide the students an opportunity to then create individualized projects based on their interest essential to many occupations such as sheet metal fabrication, welding, mechanics (auto, diesel, and aviation), engineering (mechanical, metallurgical, industrial, and aeronautical), industrial design, and heating and plumbing. Students will construct projects that emphasize craftsmanship and problem-solving skills.
PRINCIPLES OF TECHNOLOGY
8216 - Grades 9, 10, 11, 12 - 45 days - .25 credit
This course will expose students to basic structural engineering used in bridge construction. The students will also be exposed to other various engineering fields including flight technology, electronics, and robotics. Principles of trigonometry and physics will be applied.

ELECTRICITY I
8113 - Grade 9, 10, 11, 12 - 45 days - .25 credit
This course will expose students to the basic scientific theories in electricity, uses of electric power, methods of producing electricity and occupations available in electricity. Electricity I provides knowledge that is essential to many careers such as engineering (aeronautical, industrial, and electronic), auto mechanics, diesel mechanics, aviation mechanics, heating and refrigeration. This course is especially helpful to students who are planning to study physics. Students will apply basic theories as they construct small electronic projects. Students will be responsible for the cost of these projects that they build. Also, students will need to have a small (and cheap) calculator in class every day throughout this course. It is recommended that students pass Algebra I or higher before signing up for Electricity II. Also, students must pass Electricity I before signing up for Electricity II.

DRAFTING - CAD
8214 - Grade 10, 11, 12 - 45 days - .25 credit
This course will expose students to CAD drawing. Students will learn how to draw mechanical, sheet metal, pictorial, and architectural floor plans on the computer. These skills will be very useful for any student planning a career in any of the following fields: Drafting, Architecture, Art, Engineering, Construction, and Manufacturing. It is required that students pass Precision Drawing at the high school level before taking CAD.

VEX ROBOTICS
8217 – Grade 9,10,11,12 – 90 days - .50 credit
The VEX EDR curriculum will start students learning about engineering and engineering problem solving. They will be given introductions to VEX EDR and Autodesk® Inventor®. The curriculum walks students through the design of their robot while presenting them with relevant STEM and Robotics principles. At the end of the course, students compete head-to-head with their robots. This curriculum provides resources to help guide students through the robotics build and competition process. This curriculum isn’t designed around any specific competition game. The lessons learned and concepts described apply equally to a robot being built for an in-classroom game or to a robot being build to play at the VEX Robotics World Championship.

ELECTRICITY II
8114 - Grades 10, 11, 12 - 45 days - .25 credit
This course will expose students to the basic scientific laws in electricity such as Ohm’s law, and Kirchoff’s laws. Electricity II provides knowledge that is essential to many other careers such as engineering (aeronautical, industrial, and electronic), auto mechanics, diesel mechanics, aviation mechanics, heating, and refrigeration. This class is especially helpful to students who are planning to study physics. Students will apply basic theories as they construct small electronic projects. Students will be responsible for the cost of these projects that they build. Also, students will need to have a small (and cheap) calculator in class every day throughout this course. It is recommended that students pass Algebra I or higher before signing up for Electricity II.

INVENTIONS AND INNOVATIONS
8216 - Grades 9,10,11,12 - 45 days - .25 credit
The purpose of this course is to get a guided tour of invention and innovation through history and historical time periods. Topics of discussion will include what the greatest invention may be, which invention impacted society the most, what technology has changed the world the most, and who was/is the greatest inventor of all time. The class will delve into historical aspects of time periods from the Stone Age all the way through Modern World History. Various historical events will be highlighted along with the inventions and innovations that have been created and designed because of them. The students will be able to critically and analytically think while creating solutions to problems throughout history. Through detailed Design Briefs, engineering and the Engineering/Problem/Design Process will be emphasized and used in the students’ daily class application. The world’s most pressing issues need smart solutions, but that doesn’t necessarily mean high-tech. While various cutting-edge innovations are improving the lives of people across the globe, there are also a number of equally impactful inventions with little-to-no electronics. The students will be working hands on constructing physical projects as well as generating various presentations to highlight their new invention or innovation.
HOME AND AUTO IMPROVEMENT
8215 – Grade 9, 10, 11, 12 – 45 days - .25 credit
This course will teach you the basic systems and components of your house (apartment) and automobile. Operation and maintenance of each system will be discussed. You will learn about major items to look for when purchasing a home or renting an apartment that may save you money and help avoid larger problems in the future. The Automotive section of the course will discuss the operational systems of your vehicle and basic maintenance you can perform yourself to ensure your safety, performance, and the reliability of your car. This course is open to all students but recommended for juniors and seniors who are, or will soon be, driving.
SCHOOL-TO-WORK PROGRAMS

COOPERATIVE EDUCATION
Requirements

- No more than 10% unexcused absent the previous semester.
- Shop grade of 80 or better.
- No failing grades at the home school (75 or better).
- Have recommendation of shop instructor.
- No suspensions at MCTI or home school.
- 7 quarters in MCTI shop or related shop combined or completed 60% of competencies/tasks.
- Need a valid form of transportation.
- Student needs to maintain passing grades and less than 10% absenteeism to continue in Co-op.
- Exceptions through Administration can be made if all parties are in full agreement and sign off on the student.

DIVERSIFIED OCCUPATIONS
(Sending School Program Option)

8813 – Grade 12 – Year – 3 credits
8814 – Grade 12 – 90 days - 1.50 credits

The Diversified Occupations (DO) program is a direct relationship/partnership between a local business/industry and the school. Career competency and manipulative aspects of a skill are developed at the job training station site. Diversified Occupations serves heterogeneous groups of 12th grade students from more than one vocational education area of instruction and/or those students having a vocational objective that cannot be met by any of the existing in-school vocational programs. Enrollment is limited to seniors who have not previously attended MCTI. Prior to the start of the school year, all enrolled students must have an approved work site to continue enrollment in the program.
**PROJECT LEAD THE WAY**

**COMPUTER SCIENCE ESSENTIALS (CSE)**
PLTW01 – Grades 9,10,11,12 – Year – 1.0 credit
With emphasis on computational thinking and collaboration, this year-long course provides an excellent entry point for students to begin or continue the PLTW Computer Science K-12 experience. CSE will expose students to a diverse set of computational thinking concepts, fundamentals and tools, allowing them to gain understanding and build confidence.

In Computer Science Essentials, students will use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python to create apps and develop websites, and learn how to make computers work together to put their design into practice. They’ll apply computational thinking practices, build their vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them.

Algebra I required.

**INTRODUCTION TO ENGINEERING DESIGN**
PLTW02 – Grades 10,11,12 – Year -1.0 credit
Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3-D modeling software, and use an engineering notebook to document their work.

Algebra I required.
DIVISION I ACADEMIC REQUIREMENTS

College-bound student-athletes will need to meet the following academic requirements to practice, receive athletic scholarships, and/or compete during their first year.

Core-Course Requirement
Complete 16 core courses in the following areas:

- **ENGLISH**: 4 years
- **MATH** (Algebra I or higher): 3 years
- **NATURAL/PHYSICAL SCIENCE**: 1 year
- **ADDITIONAL ENGLISH, MATH OR NATURAL/PHYSICAL SCIENCE**: 2 years
- **SOCIAL SCIENCE**: 2 years
- **ADDITIONAL COURSES** (may include in the liberal arts, foreign language, or comparative religion/philosophy): 4 years

---

**Full Qualifier**
- Complete 16 core courses.
  - Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
  - Seven of the 10 core courses must be in English, math or science.
  - Earn a core-course GPA of at least 2.300.
  - Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see back page).
  - Graduate high school.

**Academic Redshirt**
- Complete 16 core courses.
  - Earn a core-course GPA of at least 2.000.
  - Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see back page).
  - Graduate high school.

**Full Qualifier:**
College-bound student-athletes may practice, compete and receive athletics scholarships during their first year of enrollment at an NCAA Division I school.

**Academic Redshirt:**
College-bound student-athletes may receive athletics scholarships during their first year of enrollment and may practice during their first regular academic term, but may NOT compete during their first year of enrollment.

**Nonqualifier:**
College-bound student-athletes cannot practice, receive athletics scholarships or compete during their first year of enrollment at an NCAA Division I school.
## Test Scores

When a student registers for the SAT or ACT, he or she can use the NCAA Eligibility Center code of **9999** so his or her scores are sent directly to the NCAA Eligibility Center from the testing agency. Test scores on transcripts will **NOT** be used in his or her academic certification.

A combined SAT score is calculated by adding reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. A student may take the SAT or ACT an unlimited number of times before he or she enrolls full-time in college. If a student takes either test more than once, the best subscore from different tests are used to meet initial-eligibility requirements.

If a student took the SAT before March 2016 and then took the redesigned SAT at a later date, the NCAA Eligibility Center will not combine section scores from the former and redesigned SAT when determining his or her initial eligibility. The NCAA Eligibility Center will only combine section scores from the same version of the test. Because the redesigned SAT varies in design and measures different academic concepts than the former SAT, the Eligibility Center will apply the College Board’s concordance tables when performing academic certifications for students with redesigned SAT scores.

*To compare SAT scores, click [here](#) for a comparison table, or click [here](#) to visit the College Board’s website.*

### DIVISION I FULL QUALIFIER SLIDING SCALE

<table>
<thead>
<tr>
<th>CORE GPA</th>
<th>SAT*</th>
<th>ACT SUM</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.550</td>
<td>400</td>
<td>57</td>
</tr>
<tr>
<td>3.555</td>
<td>410</td>
<td>58</td>
</tr>
<tr>
<td>3.500</td>
<td>420</td>
<td>59</td>
</tr>
<tr>
<td>3.475</td>
<td>430</td>
<td>60</td>
</tr>
<tr>
<td>3.450</td>
<td>440</td>
<td>61</td>
</tr>
<tr>
<td>3.425</td>
<td>450</td>
<td>62</td>
</tr>
<tr>
<td>3.400</td>
<td>460</td>
<td>63</td>
</tr>
<tr>
<td>3.375</td>
<td>470</td>
<td>64</td>
</tr>
<tr>
<td>3.350</td>
<td>480</td>
<td>65</td>
</tr>
<tr>
<td>3.325</td>
<td>490</td>
<td>66</td>
</tr>
<tr>
<td>3.300</td>
<td>500</td>
<td>67</td>
</tr>
<tr>
<td>3.275</td>
<td>510</td>
<td>68</td>
</tr>
<tr>
<td>3.250</td>
<td>520</td>
<td>69</td>
</tr>
<tr>
<td>3.225</td>
<td>530</td>
<td>70</td>
</tr>
<tr>
<td>3.200</td>
<td>540</td>
<td>71</td>
</tr>
<tr>
<td>3.175</td>
<td>550</td>
<td>72</td>
</tr>
<tr>
<td>3.150</td>
<td>560</td>
<td>73</td>
</tr>
<tr>
<td>3.100</td>
<td>570</td>
<td>74</td>
</tr>
<tr>
<td>3.075</td>
<td>580</td>
<td>75</td>
</tr>
<tr>
<td>3.050</td>
<td>590</td>
<td>76</td>
</tr>
<tr>
<td>3.025</td>
<td>600</td>
<td>77</td>
</tr>
<tr>
<td>3.000</td>
<td>610</td>
<td>78</td>
</tr>
<tr>
<td>2.975</td>
<td>620</td>
<td>79</td>
</tr>
<tr>
<td>2.950</td>
<td>630</td>
<td>80</td>
</tr>
<tr>
<td>2.925</td>
<td>640</td>
<td>81</td>
</tr>
<tr>
<td>2.900</td>
<td>650</td>
<td>82</td>
</tr>
<tr>
<td>2.875</td>
<td>660</td>
<td>83</td>
</tr>
<tr>
<td>2.850</td>
<td>670</td>
<td>84</td>
</tr>
<tr>
<td>2.825</td>
<td>680</td>
<td>85</td>
</tr>
<tr>
<td>2.800</td>
<td>690</td>
<td>86</td>
</tr>
<tr>
<td>2.775</td>
<td>700</td>
<td>87</td>
</tr>
<tr>
<td>2.750</td>
<td>710</td>
<td>88</td>
</tr>
</tbody>
</table>

### DIVISION I FULL QUALIFIER SLIDING SCALE

<table>
<thead>
<tr>
<th>CORE GPA</th>
<th>SAT*</th>
<th>ACT SUM</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.750</td>
<td>720</td>
<td>59</td>
</tr>
<tr>
<td>2.725</td>
<td>730</td>
<td>60</td>
</tr>
<tr>
<td>2.700</td>
<td>740</td>
<td>61</td>
</tr>
<tr>
<td>2.675</td>
<td>750</td>
<td>62</td>
</tr>
<tr>
<td>2.650</td>
<td>760</td>
<td>63</td>
</tr>
<tr>
<td>2.625</td>
<td>770</td>
<td>64</td>
</tr>
<tr>
<td>2.600</td>
<td>780</td>
<td>65</td>
</tr>
<tr>
<td>2.575</td>
<td>790</td>
<td>66</td>
</tr>
<tr>
<td>2.550</td>
<td>800</td>
<td>67</td>
</tr>
<tr>
<td>2.525</td>
<td>810</td>
<td>68</td>
</tr>
<tr>
<td>2.500</td>
<td>820</td>
<td>69</td>
</tr>
<tr>
<td>2.475</td>
<td>830</td>
<td>70</td>
</tr>
<tr>
<td>2.450</td>
<td>840</td>
<td>71</td>
</tr>
<tr>
<td>2.425</td>
<td>850</td>
<td>72</td>
</tr>
<tr>
<td>2.400</td>
<td>860</td>
<td>73</td>
</tr>
<tr>
<td>2.375</td>
<td>870</td>
<td>74</td>
</tr>
<tr>
<td>2.350</td>
<td>880</td>
<td>75</td>
</tr>
<tr>
<td>2.325</td>
<td>890</td>
<td>76</td>
</tr>
<tr>
<td>2.300</td>
<td>900</td>
<td>77</td>
</tr>
<tr>
<td>2.275</td>
<td>910</td>
<td>78</td>
</tr>
<tr>
<td>2.250</td>
<td>920</td>
<td>79</td>
</tr>
<tr>
<td>2.225</td>
<td>930</td>
<td>80</td>
</tr>
<tr>
<td>2.200</td>
<td>940</td>
<td>81</td>
</tr>
<tr>
<td>2.175</td>
<td>950</td>
<td>82</td>
</tr>
<tr>
<td>2.150</td>
<td>960</td>
<td>83</td>
</tr>
<tr>
<td>2.125</td>
<td>970</td>
<td>84</td>
</tr>
<tr>
<td>2.100</td>
<td>980</td>
<td>85</td>
</tr>
<tr>
<td>2.075</td>
<td>990</td>
<td>86</td>
</tr>
<tr>
<td>2.050</td>
<td>1000</td>
<td>87</td>
</tr>
<tr>
<td>2.025</td>
<td>1010</td>
<td>88</td>
</tr>
<tr>
<td>2.000</td>
<td>1020</td>
<td>89</td>
</tr>
</tbody>
</table>
2018 DIVISION II NEW ACADEMIC REQUIREMENTS

College-bound student-athletes first enrolling at an NCAA Division II school on or after August 1, 2018, need to meet new academic rules to practice, compete and receive athletics scholarships during their first year.

Core-Course Requirement
Complete 16 core courses in the following areas:

- **ENGLISH**: 3 years
- **MATH** (greatest 1 or higher): 2 years
- **NATURAL/PHYSICAL SCIENCE** (including one year of lab science, if offered): 2 years
- **SOCIAL SCIENCE**: 2 years
- **ADDITIONAL** (English, math, natural/physical science, social science, foreign language, comparative religion or philosophy): 3 years
- **ADDITIONAL** (English, math, natural/physical science, social science, foreign language, comparative religion or philosophy): 4 years

**Full Qualifier**
- Complete 16 core courses.
- Earn a core-course GPA of at least 2.200.
- Earn the ACT/SAT score matching your core-course GPA on the Division II full qualifier sliding scale (see back page).
- Graduate high school.

**Partial Qualifier**
- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn the ACT/SAT score matching your core-course GPA on the Division II partial qualifier sliding scale (see back page).
- Graduate high school.

**Full Qualifier**
College-bound student-athletes may practice, compete and receive athletics scholarships during their first year of enrollment at an NCAA Division II school.

**Partial Qualifier**
College-bound student-athletes may receive athletics scholarships during their first year of enrollment and may practice during their first regular academic term, but may NOT compete during their first year of enrollment.

**Nonqualifier**
College-bound student-athletes may not practice, compete or receive athletics scholarships during their first year of enrollment at an NCAA Division II school.
# Test Scores

If a student took the SAT before March 2016 and then took the redesigned SAT at a later date, the NCAA Eligibility Center will not combine section scores from the former and redesigned SAT when determining his or her initial eligibility. The NCAA Eligibility Center will only combine section scores from the same version of the test. Because the redesigned SAT varies in design and measures different academic concepts than the former SAT, the Eligibility Center will apply the College Board’s concordance tables when performing academic certifications for students with redesigned SAT scores.

*To compare SAT scores, click [here](#) for a comparison table, or click [here](#) to visit the College Board’s website.

## Division II Full Qualifier Sliding Scale

<table>
<thead>
<tr>
<th>CORE GPA</th>
<th>SAT*</th>
<th>ACT SUM</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.300 &amp; above</td>
<td>400</td>
<td>37</td>
</tr>
<tr>
<td>3.275</td>
<td>410</td>
<td>38</td>
</tr>
<tr>
<td>3.250</td>
<td>420</td>
<td>39</td>
</tr>
<tr>
<td>3.225</td>
<td>430</td>
<td>40</td>
</tr>
<tr>
<td>3.200</td>
<td>440</td>
<td>41</td>
</tr>
<tr>
<td>3.175</td>
<td>450</td>
<td>41</td>
</tr>
<tr>
<td>3.150</td>
<td>460</td>
<td>42</td>
</tr>
<tr>
<td>3.125</td>
<td>470</td>
<td>42</td>
</tr>
<tr>
<td>3.100</td>
<td>480</td>
<td>43</td>
</tr>
<tr>
<td>3.075</td>
<td>490</td>
<td>44</td>
</tr>
<tr>
<td>3.050</td>
<td>500</td>
<td>44</td>
</tr>
<tr>
<td>3.025</td>
<td>510</td>
<td>45</td>
</tr>
<tr>
<td>3.000</td>
<td>520</td>
<td>46</td>
</tr>
<tr>
<td>2.975</td>
<td>530</td>
<td>46</td>
</tr>
<tr>
<td>2.950</td>
<td>540</td>
<td>47</td>
</tr>
<tr>
<td>2.925</td>
<td>550</td>
<td>47</td>
</tr>
<tr>
<td>2.900</td>
<td>560</td>
<td>48</td>
</tr>
<tr>
<td>2.875</td>
<td>570</td>
<td>49</td>
</tr>
<tr>
<td>2.850</td>
<td>580</td>
<td>49</td>
</tr>
<tr>
<td>2.825</td>
<td>590</td>
<td>50</td>
</tr>
<tr>
<td>2.800</td>
<td>600</td>
<td>50</td>
</tr>
<tr>
<td>2.775</td>
<td>610</td>
<td>51</td>
</tr>
<tr>
<td>2.750</td>
<td>620</td>
<td>52</td>
</tr>
<tr>
<td>2.725</td>
<td>630</td>
<td>52</td>
</tr>
<tr>
<td>2.700</td>
<td>640</td>
<td>53</td>
</tr>
<tr>
<td>2.675</td>
<td>650</td>
<td>53</td>
</tr>
<tr>
<td>2.650</td>
<td>660</td>
<td>54</td>
</tr>
<tr>
<td>2.625</td>
<td>670</td>
<td>55</td>
</tr>
<tr>
<td>2.600</td>
<td>680</td>
<td>56</td>
</tr>
<tr>
<td>2.575</td>
<td>690</td>
<td>56</td>
</tr>
<tr>
<td>2.550</td>
<td>700</td>
<td>57</td>
</tr>
<tr>
<td>2.525</td>
<td>710</td>
<td>58</td>
</tr>
<tr>
<td>2.500</td>
<td>720</td>
<td>59</td>
</tr>
<tr>
<td>2.475</td>
<td>730</td>
<td>60</td>
</tr>
<tr>
<td>2.450</td>
<td>740</td>
<td>61</td>
</tr>
<tr>
<td>2.425</td>
<td>750</td>
<td>61</td>
</tr>
<tr>
<td>2.400</td>
<td>760</td>
<td>62</td>
</tr>
<tr>
<td>2.375</td>
<td>770</td>
<td>63</td>
</tr>
<tr>
<td>2.350</td>
<td>780</td>
<td>64</td>
</tr>
<tr>
<td>2.325</td>
<td>790</td>
<td>65</td>
</tr>
<tr>
<td>2.300</td>
<td>800</td>
<td>66</td>
</tr>
<tr>
<td>2.275</td>
<td>810</td>
<td>67</td>
</tr>
<tr>
<td>2.250</td>
<td>820</td>
<td>68</td>
</tr>
<tr>
<td>2.225</td>
<td>830</td>
<td>69</td>
</tr>
</tbody>
</table>

## Division II Partial Qualifier Sliding Scale

<table>
<thead>
<tr>
<th>CORE GPA</th>
<th>SAT*</th>
<th>ACT SUM</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.050 &amp; above</td>
<td>400</td>
<td>37</td>
</tr>
<tr>
<td>3.025</td>
<td>410</td>
<td>38</td>
</tr>
<tr>
<td>3.000</td>
<td>420</td>
<td>39</td>
</tr>
<tr>
<td>2.975</td>
<td>430</td>
<td>40</td>
</tr>
<tr>
<td>2.950</td>
<td>440</td>
<td>41</td>
</tr>
<tr>
<td>2.925</td>
<td>450</td>
<td>41</td>
</tr>
<tr>
<td>2.900</td>
<td>460</td>
<td>42</td>
</tr>
<tr>
<td>2.875</td>
<td>470</td>
<td>42</td>
</tr>
<tr>
<td>2.850</td>
<td>480</td>
<td>43</td>
</tr>
<tr>
<td>2.825</td>
<td>490</td>
<td>44</td>
</tr>
<tr>
<td>2.800</td>
<td>500</td>
<td>44</td>
</tr>
<tr>
<td>2.775</td>
<td>510</td>
<td>45</td>
</tr>
<tr>
<td>2.750</td>
<td>520</td>
<td>46</td>
</tr>
<tr>
<td>2.725</td>
<td>530</td>
<td>46</td>
</tr>
<tr>
<td>2.700</td>
<td>540</td>
<td>47</td>
</tr>
<tr>
<td>2.675</td>
<td>550</td>
<td>47</td>
</tr>
<tr>
<td>2.650</td>
<td>560</td>
<td>48</td>
</tr>
<tr>
<td>2.625</td>
<td>570</td>
<td>49</td>
</tr>
<tr>
<td>2.600</td>
<td>580</td>
<td>49</td>
</tr>
<tr>
<td>2.575</td>
<td>590</td>
<td>50</td>
</tr>
<tr>
<td>2.550</td>
<td>600</td>
<td>50</td>
</tr>
<tr>
<td>2.525</td>
<td>610</td>
<td>51</td>
</tr>
<tr>
<td>2.500</td>
<td>620</td>
<td>52</td>
</tr>
<tr>
<td>2.475</td>
<td>630</td>
<td>52</td>
</tr>
<tr>
<td>2.450</td>
<td>640</td>
<td>53</td>
</tr>
<tr>
<td>2.425</td>
<td>650</td>
<td>53</td>
</tr>
<tr>
<td>2.400</td>
<td>660</td>
<td>54</td>
</tr>
<tr>
<td>2.375</td>
<td>670</td>
<td>55</td>
</tr>
<tr>
<td>2.350</td>
<td>680</td>
<td>56</td>
</tr>
<tr>
<td>2.325</td>
<td>690</td>
<td>56</td>
</tr>
<tr>
<td>2.300</td>
<td>700</td>
<td>57</td>
</tr>
<tr>
<td>2.275</td>
<td>710</td>
<td>58</td>
</tr>
<tr>
<td>2.250</td>
<td>720</td>
<td>59</td>
</tr>
<tr>
<td>2.225</td>
<td>730</td>
<td>60</td>
</tr>
<tr>
<td>2.200</td>
<td>740</td>
<td>61</td>
</tr>
<tr>
<td>2.175</td>
<td>750</td>
<td>61</td>
</tr>
<tr>
<td>2.150</td>
<td>760</td>
<td>62</td>
</tr>
<tr>
<td>2.125</td>
<td>770</td>
<td>63</td>
</tr>
<tr>
<td>2.100</td>
<td>780</td>
<td>64</td>
</tr>
<tr>
<td>2.075</td>
<td>790</td>
<td>65</td>
</tr>
<tr>
<td>2.050</td>
<td>800</td>
<td>66</td>
</tr>
<tr>
<td>2.025</td>
<td>810</td>
<td>67</td>
</tr>
<tr>
<td>2.000</td>
<td>820 &amp; above</td>
<td>68 &amp; above</td>
</tr>
</tbody>
</table>

NCAA is a trademark of the National Collegiate Athletic Association.