

MID VALLEY SECONDARY CENTER COURSE SELECTION GUIDE



This guide is a resource for students and parents to engage in educational and career planning.

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Dear Parent/Guardian:

As a parent, you want your child to be able to enter college or the workforce with the knowledge and skills needed to be successful. You also know that preparing your child to take his or her place in the world has become very challenging.

The knowledge and skills needed to enter college or find a well-paying job have changed from ten or twenty years ago. Today, high school students need similar skills whether they want to enter college or the workplace. Being unprepared can result in additional college costs for you and your child, and may discourage your child from getting the education and career she or he needs and wants.

The Mid Valley School District is committed to preparing students for success in the post-secondary endeavor of their choice. For some, this will be a 4-year college. For others, it may be a community college, apprenticeship, certification, military training or entry into the workforce. Our District offers a rigorous and relevant curriculum designed to develop students' strengths and to provide a broad base of knowledge and skills that will enable students to be successful in tomorrow's global society.

This Course Selection Guide contains information about our Career Pathways model in addition to the course descriptions for the next school year. All of this information is designed to help students and their families make good decisions about life after graduation from high school. We encourage you to take an active role in developing your son or daughter's career plans as we strive to create opportunities for each student to experience meaningful career related experiences during their high school years.

Sincerely,

Jeffrey Kovaleski
Principal

CIVIL RIGHTS VOCATIONAL INFORMATION

The Mid Valley School District is an equal opportunity educational institution and will not discriminate on the basis of race, color, national origin, sex, and handicap in its activities, programs or employment practices as required by Title VI, Title IX and Section 504.

GUIDANCE DEPARTMENT CONTACT INFORMATION

<http://mvsd-hs.ss5.sharpschool.com/guidance>

Mrs. Debra Bell	Counselor Grades 7-12 (Letters A-M)	belld@mvsd.us	570-307-2127
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INTRODUCTION TO THE COURSE SELECTION PROCESS

This course selection guide is intended to assist students in grades 8 – 11 select high school courses (grades 9 – 12). The elementary school counselors and principal make placement and scheduling recommendations for incoming 7th grade students based on the students’ academic performance, learning needs, and a variety of additional criteria. In order to provide a comprehensive view of all available courses, this guide includes course descriptions for all courses offered in grades 7 – 12 in the Mid Valley Secondary Center. The proposed process and schedule are tentative and subject to change. Every attempt will be made to accommodate course requests when students meet all eligibility criteria. However, some courses, class periods, schedule options, or suggested class size limitations may not be available based upon scheduling, number of students, staffing limitations, and other considerations. Parents may contact or conference with teachers or counselors throughout the process.

GRADUATION REQUIREMENTS

MINIMUM GRADUATION CREDIT REQUIREMENTS* (Non-CTC Students)	
Credits	Subject
4	English
3	Mathematics
3	Science
3	Social Studies
2	Practical Arts and/or Humanities
1.5	Health and Physical Education
6.5	Additional Credits
23 Total	

*Specific core course requirements may vary according to Pathway.

MINIMUM GRADUATION CREDIT REQUIREMENTS* (CTC Students)	
Credits	Subject
4	English
3	Mathematics
3	Science
3	Social Studies
1	Practical Arts and/or Humanities
1.5	Health and Physical Education
8	Additional Credits (may be fulfilled through CTC credits)**
23.5 Total	

*Specific core course requirements may vary according to Pathway.

**Students participating in the Career and Technical Center (CTC) program must satisfy all CTC hourly and other requirements in order to earn their certification.

Chapter 4 Rules and Regulations for the state of Pennsylvania require that, in addition to meeting school districts' local graduation requirements, students must demonstrate proficiency on the Algebra I, Biology, and Literature *Keystone Exams* in order to graduate. *Keystone Exams* are end-of-course assessments in designated content areas. The *Keystone Exams* serve two purposes: (1) high school accountability assessments for federal and state purposes, and (2) high school graduation requirements for students beginning with the class of 2020. The Algebra I and Literature *Keystone Exams* include items written to the Assessment Anchors/Eligible Content aligned to the Pennsylvania Core Standards in Mathematics and English Language Arts. The Biology *Keystone Exam* includes items written to the Assessment Anchor/Eligible Content aligned to the enhanced Pennsylvania Academic Standards for Science.

Legislative Update: In November of 2017, House Bill 178 included a change to the school code that made proficiency on the *Keystone Exams* a graduation requirement for the class of 2020. (The requirement was previously applicable to the graduating class of 2019.)

COMMENCEMENT

Effective at the end of the 2019 – 2020 school year, only students who have satisfactorily completed all graduation requirements may participate in the graduation ceremony on stage. Violation(s) of the school's discipline code may exclude a student from participating in the graduation ceremony. Seniors will be informed of regulations pertaining to the graduation ceremony. Attendance at all Commencement practices is mandatory for those participating in Commencement.

FINAL EXAM EXEMPTIONS

Effective during the 2018 - 2019 school year and beyond, students who obtain a numerical average of 90 or higher in any class each quarter and have no more than 15 unexcused absences throughout the school year are exempt from that respective class' final examination.

PROMOTION REQUIREMENTS (MINIMUM)

GRADE 10	A student who has completed at least 5 credits in grade 9.
GRADE 11	A student who has completed at least 11 credits in grades 9 and 10.
GRADE 12	A student who has completed at least 17 credits in grades 9, 10, and 11.

SEQUENCE OF COURSES

In recommending a sequence of courses, it's difficult to arrive at a recommendation which will best serve the needs of all students. Variation to the sequence of courses can be arranged through consultation with your teacher and counselor. These suggested guidelines refer only to the minimum requirements for graduation. Your counselor has more detailed information regarding recommended courses depending on your post-secondary plans.

LEVEL RECOMMENDATION GUIDELINES

Advanced Placement:

This level is for academically talented college-preparatory students whose abilities, interests, and demonstrated levels of performance show they can will do difficult college work in high school. Advanced Placement classes assume students already have strong foundations in the specific subject area of the course and are seriously interested in preparing to take the subject area AP test.

Honors:

This level is for high achieving students who are capable of higher levels of thinking and demonstrate the ability to perform academically in a highly competent manner. This levels requires the student to be responsible, mature, and have well-developed study skills which enable the student to pursue independent learning.

Academic:

This level is for students who are preparing for post-secondary college and career opportunities. This level requires the student to be responsible, mature, and have well-developed study skills which enable the student to pursue their academic and career goals.

General:

This level is for students who are preparing for post-secondary career and training opportunities. This level requires the student to be responsible, mature, and have well-developed study skills which enable the student to pursue appropriate career goals.

GRADING SYSTEM

The grading system as described in this section is to be used by all teachers in all subject areas. Students are graded on a GPA system according to the following letter grades:

LETTER GRADE	GRADE POINT AVERAGE (G.P.A.)	NUMERIC EQUIVALENT
A	4.0	95-99
A-	3.667	93-94
B+	3.333	91-92
B	3.0	87-90
B-	2.667	85-86
C+	2.333	83-84
C	2.0	79-82
C-	1.667	77-78
D+	1.333	75-76
D	1.0	72-74
D-	.667	70-71
F	0.0	BELOW 70

PURPOSE

The Board acknowledges the necessity for a system of computing grade point averages and class rank for secondary school students to inform students, parents/guardians and others of their relative academic placement among their peers.

AUTHORITY

The Board authorizes a system of class rank, by grade point average, for students in grades 9-12. All students shall be ranked together.

GUIDELINES

Class rank shall be computed by the final grade in all subjects for which credit is awarded. Any two (2) or more students whose computed grade point averages are identical shall be given the same rank. The rank of the student who immediately follows a tied position will be determined by the number of students preceding and not by the rank of the preceding person.

A student's grade point average and rank in class shall be entered on the student's record and transcripts and shall be subject to Board policy on release of student records. A student's class rank or class standing is determined at the end of June, starting in ninth grade and continuing through the final exams of their senior year. Class Rank is cumulative.

WEIGHTED GRADES

In recognition of the heavier burden of certain work, grade point averages shall be weighted by awarding extra credit for each designated honors course and each designated advanced placement course.

This system may affect your son/daughter's class rank and honor roll eligibility. Because of this it is important that you have a basic knowledge of its operation. In its simplest form, weighting of grades is a system that adds extra points to a student's grade according to the degree of difficulty of the course. Courses that are considered more challenging academically, such as AP Courses and Honors Courses are given more weight than those considered less taxing. These weighted points will count for class rank and honor roll.

Courses that will receive weighted grades are as follows:

- AP ENGLISH, AP CALCULUS, AP BIOLOGY, AP US HISTORY
- ADVANCED CHEMISTRY, PHYSICS with LAB
- HONORS CALCULUS, HONORS TRIG-PRE-CALCULUS
- HONORS ALGEBRA II, HONORS ALGEBRA I, HONORS ENGLISH (9, 10, 11, 12)
- HONORS GEOMETRY
- SPANISH III/IV, FRENCH III
- ANATOMY & PHYSIOLOGY

AP Courses: The grade will be weighted by adding three (3) points to the grade received.

Honors Courses: The grade will be weighted by adding two (2) points to grade received.

CAREER TECHNOLOGY CENTER OF LACKAWANNA COUNTY

Students in grades 10 – 12 may be eligible to participate in various programs offered through the Career Technology Center of Lackawanna County (CTC). Students can participate in morning or afternoon programs that are coordinated within their existing Mid Valley academic course schedule. There are dozens of available programs ranging from Automotive to Welding. Interested students should speak with their school counselor and can also go to the CTC website: <https://www.ctclc.edu/>

DUAL ENROLLMENT

Students in grades 11th and 12th may qualify and earn college and high school credit concurrently through dual enrollment in Mid Valley School District. Dual enrollment is offered for the fall and spring semesters. Dual enrollment is an effort by the Commonwealth of Pennsylvania to encourage a broader range of students to experience postsecondary coursework and its increased academic rigor while still in the supportive environment of their local high school. The program helps introduce more students to the advantages of postsecondary education and is for the capable, not just the exceptional student.

Students in the district who are homeschooled or attend private schools may be eligible to participate in this program through the Mid Valley School District. All students in the district must follow the same guidelines to be admitted into the program and must have a grade point average (G.P.A.) of at least 3.2 in order to be eligible. Students will be asked to provide academic information to verify eligibility. Dual enrollment courses may not replace a core class at MVSC.

Dual enrollment allows students the opportunity to take a college course either at Lackawanna College, Marywood University, Penn State University Scranton Campus or the University of Scranton, where college credit may be earned and possibly transfer to the college/university they choose to attend. Students may choose from a wide range of dual enrollment courses at these institutions. They may also choose to enroll in one of the three courses currently offered for dual enrollment credit at the Mid Valley Secondary Center: Honors English 12, Psychology, and Honors Trigonometry/Pre-Calculus. Although there is a cost involved when taking dual enrollment courses (tuition, books, and fees), it would be advantageous to the student because tuition costs are given at a reduced rate. All costs must be paid in full at the time of registration by the student and/or parent/guardian. The Mid Valley School District will assist in offsetting costs by reimbursing a portion of the class. This number will be determined from the total number students participating in the dual enrollment program each year. If you would like to inquire more information about dual enrollment, please contact the guidance department.

LACKAWANNA COLLEGE “LEVEL UP” PROGRAM

The Mid Valley School District and Lackawanna College are collaboratively creating the “Level Up” Program that will offer students concrete pathways, reduce or eliminate barriers to higher education enrollment, retention, and completion, and link educational pipelines with actual, family-sustaining careers. These opportunities will target students starting as early as in 10th grade and will require students to complete coursework on their own time. These programs constitute additional educational opportunities that go beyond and are separate from the requirements and offerings of the Mid Valley School District, and they are based on voluntary participation. Students may participate in the program only if they meet specific criteria. Our partnership and educational model will potentially offer Mid Valley students some or all of the opportunities listed below. Additional details will be forthcoming.

- Earn an Associate of Science (A.S.) degree while still in high school through a combination of dual enrollment classes, on-campus classes at Lackawanna College, and online classes: Business, Human Services, Criminal Justice, and Accounting
- Dual Enrollment Courses
- Workforce Readiness Certificates: Business, Human Services, Healthcare, General Education, and Criminal Justice
- Academic Intervention for At-Risk Students

NATIONAL HONOR SOCIETY

Selection to the National Honor Society is based on scholarship, character, leadership, and service. To be eligible for membership consideration, a student must have a **cumulative average of 93 (A-) or above for six consecutive quarters**. Current sophomore students or above are eligible for selection in their junior or senior year. For the class of 2020 and beyond, the timeframe starts at the beginning of their freshman year, thereby being eligible for selection to NHS in their sophomore year.

Selection to the National Junior Honor Society is based on scholarship, character, leadership, service, and citizenship. To be eligible for membership consideration, a student must have a **cumulative average of 93 (A-) or above for six consecutive quarters**. This timeframe starts at the beginning of the seventh grade, thereby being eligible for selection to NJHS in their eighth grade year.

Grades for each particular subject (including minor subjects) must be an 85 (B-) or above in order to be acceptable toward the cumulative or quarter averages. Classes in which the student receives a pass/fail or letter grade must achieve a passing grade to qualify. Students having achieved this academic standard are then considered based on the other pillars of induction. Leadership and service are based on participation in school and community activities and elected or appointed leadership positions. Character is measured in terms of integrity, behavior, ethics, and cooperation with both students and faculty. Citizenship is based on civic involvement, including activities in the community.

HONOR ROLL

An honor roll is posted each quarter. In order to qualify for **high honors**, the student must have a numerical average of **95** or higher and no grade lower than an **87** in any class. In order to qualify for **honors**, the student must have a numerical average of **91** or higher and no grade lower than an **83** in any class. Students who earn an incomplete in any course at the end of each quarter will not be eligible for honor roll. Also, in order to qualify for either honor designation, students must not have more than four (4) unexcused absences per quarter. **HIGH SCHOOL**

TRANSCRIPT

Upon written request, the guidance counselor will forward an official copy of a student’s high school transcript to a post-high school institution or prospective employer. Parent permission is required for students who are currently

enrolled at the Mid Valley Secondary Center. An unofficial transcript may be given to the individual student, but an official transcript must be mailed directly to the school or employer.

NCAA ELIGIBILITY

Please visit our Athletics Department webpage for information on NCAA Eligibility.

<http://www.midvalleyspartans.bigteams.com/main/filesLinks>

Planning Your School Program: Career Pathways

What are Career Pathways?

Each Pathway is a broad grouping of careers that share similar characteristics and whose employment requirements call for many common interests, strengths and competencies. A chosen Pathway focuses a student's elective courses toward preparing for a specific goal area.

Why should I choose a career pathway?

- To help focus on a career area that matches interests in high school
- To help set goals and discover classes necessary to achieve those goals
- To create career awareness and encourage planning for post-secondary education and opportunities
- To provide knowledge that relates your high school education to the world after graduation

How do I choose a career pathway?

- You will research various career fields in 8th grade and designated career development activities such as building a career portfolio in 9th grade.
- Your counselors, parents and teachers can assist you with this choice.
- You will complete the self-assessment in Career Cruising.

Will there be any change in my major academic studies?

No, you will still take all required core courses at AP, Honors, or Academic level. You must meet all graduation requirements set forth by Mid Valley High School.

PATHWAYS TO EXCELLENCE

MID VALLEY SCHOOL DISTRICT

K-5
Career Awareness

6-8
Career Exploration

PATHWAYS CHOICE
Arts and Humanities
Business and Technology
Engineering and Industrial Technology
Human Services and Resources
Science and Health

9-12
Follow Pathway for Course Selection
Complete your Graduation Project

Apprenticeship
or
On-the-job training

Community College
or
Business/Trade
School

Academic Program
4 year College
or
University

Military
or
Workforce

**SUCCESSFUL CAREER AND
LIFELONG LEARNING**

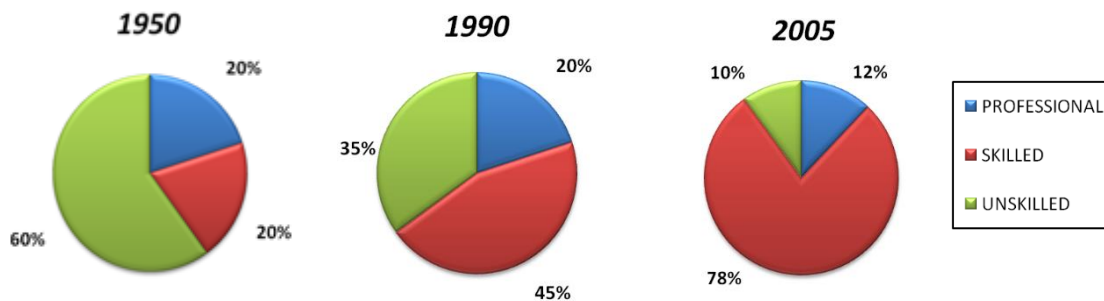
PATHWAYS TO EXCELLENCE

Your Future – Understanding the Problem

In America, billions of dollars are spent each year to provide an education for children and youth, frequently stressing education as a goal in itself. Each June at graduation ceremonies, school officials routinely announce the percentage of students continuing their studies at post-secondary institutions. It is assumed that a good education will produce a positive and satisfying lifestyle. In general, this wisdom is still very valid. However, continued education without some vision of a future career goal may lead a student to years of aimless wandering through college programs, incurring extra expense and a delayed entry into the labor market. Students, families and schools should be creating realistic career expectations based on achievement, personal choice and future labor market demands. Consider these facts about the typical four-year college student in Pennsylvania.

1. The most popular major for college freshmen is “UNDECLARED.”
2. Nearly 40% of all college freshmen do not complete their first year.
3. Less than 30% of all college freshmen earn a baccalaureate degree in four years.
4. It takes six years for 50% of the students to earn a four-year degree.
5. One out of every two college graduates cannot find work in his or her field.
6. One out of three college graduates cannot find college-required employment.

Shown below are data indicating major changes in the job-skill requirements of our economy during the period 1950-2005 (Bureau of Labor statistics).



The percentage of professional occupation positions requiring a four-year degree has declined. Strong growth in the skilled area includes those positions requiring one to four years of post-secondary education. Currently the American skilled labor force has completed 1.6 years of schooling beyond high school. According to current projections, future educational requirements for skilled workers will only increase with technological advances made by our society. For those individuals without skills or plans to acquire them, opportunities are decreasing and the outlook is meek. Unskilled opportunities are clearly moving to third world countries.

**PATHWAYS TO EXCELLENCE:
Career Pathways to Prepare all Students
For College and Careers**

Technological advances and global competition have transformed the nature of work. Tomorrow's jobs will require more knowledge, better skills, and more flexible workers than ever before. Tomorrow's workers must be prepared to change jobs and careers several times, continually updating their knowledge and skills. To prepare today's students for tomorrow, schools are working to help students achieve in challenging subjects. One key approach to this goal is to provide students with more real-life connections with learning.

Career Pathways links what students learn in school with the knowledge and skills they need for success in college and careers. Career pathways creates a system where the high school is directly connected to jobs and post-secondary training. This direct connection to future goals motivates students to work harder and enroll in more rigorous courses.

Choosing your future is one of the most exciting and challenging decisions you will make. You have the **opportunity** to choose your future, not leave it to chance or luck. Planning for your future will give you a better chance for reaching that goal.

YOUR FUTURE IS YOUR CHOICE!

Everyone enters the work force at some point. To plan your career, you need to plan your high school academic program. Your selected courses, experiences and accomplishments in high school can lead you to your chosen career path. However, lacking a plan and being poorly prepared can create obstacles in your career preparation.

Career implies more than just a job - it includes education, work and lifestyle. Achieving success and a satisfying career takes planning, studying, training and vision. Your choice of courses now **allows** you to transition smoothly and successfully into your career plan later.

For a better future, a student should begin to:

- **Explore different possibilities**
- **Determine your pathway**
- **Choose courses which follow your pathway**
- **Learn what the workforce needs and expects of its employees.**

To help with this planning, talk to your parents, your teachers, and contact your guidance counselor.

This Career Planning Guide:

- **Helps you to focus interests and abilities**
- **Identifies occupations which are part of your pathway**
- **Recommends foundation and elective courses which lead to specific career pathways**

Use this information as a guide to chart your career pathway. You may change your focus during your high school program, but having a goal will help you to select the best courses. These will lead all students toward a solid academic foundation.

THE 5 PATHWAY OPTIONS



ARTS AND HUMANITIES (AH)

Designed to cultivate students' awareness, interpretation, application and production of visual, verbal and written work.

Focus Areas:

- Performing Arts (PA)
- Visual Arts (VA)
- Publishing Arts (PU)



BUSINESS AND INFORMATION TECHNOLOGY (BIT)

Designed to prepare students for careers in the areas of business management, finance and information services covering aspects of managing and processing digital information

Focus Areas:

- Business Management (BM)
- Marketing, and Sales (MS)
- Finance (F)
- Information Technology (IT)



ENGINEERING AND INDUSTRIAL TECHNOLOGY (EIT)

Designed to cultivate students' interests, awareness and application to areas related to technologies necessary to design, develop, install or maintain physical systems.

Focus Areas:

- Construction and Architecture (CA)
- Manufacturing (M)
- Engineering and Engineering Technology (ET)
- Transportation, Distribution and Logistics (TDL)



HUMAN SERVICES (HS)

Designed to cultivate students' interests, skills and experience for employment in careers related to family and human needs.

Focus Areas:

- Counseling and Personal Care (CPC)
- Hospitality and Tourism (HT)
- Education (E)
- Law, Public Safety & Government (LPG)



SCIENCE AND HEALTH (SH)

Designed to cultivate students' interests in the life, physical and behavioral sciences. In addition, the planning, managing and providing of therapeutic services, diagnostic services, health information, biochemistry and research and development.

Focus Areas:

- Health Science (HS)
- Agriculture, Food and Natural Resources (AFN)
- Science, Technology and Math (STM)

ARTS AND HUMANITIES (AH) PATHWAY

This Pathway is designed to cultivate students' awareness, interpretation, application and production of visual, verbal and written work.

Are you interested in...	Can you...	Do you enjoy...
News Reporting and Writing Interviewing and Reviewing Multi-Media Productions Acting Radio, TV, Film, Video Performing in a Band, Chorus Attending Concerts	Sing Play an Instrument Be Creative Act Articulate Clearly Write and Conduct Interviews Meet Deadlines Sell	Writing Making Videos Working with Film Props Seeking Creative Ideas Working with Sound Effects Performing in front of a Live Audience Work with Computers

If you answered “yes” to most of these questions, you might consider a future in one of the sample occupations listed below which are categorized by level of post-secondary training.

PATHWAY FOCUS AREAS

◇ Performing Arts (PA) ◇ Visual Arts (VA) ◇ Publishing Arts (PU)

SAMPLE CAREERS

Entry (OJT)	Technical/Skilled (1-3 yrs)	Professional (4 or + years)
Model (PA) Radio Operator (PA) Stage Hand (PA) Stunt Performer (PA) Film Loader (VA) Floral Designer (VA) Florist (VA) Projectionist (VA) Sound Technician (VA) *Desktop Publisher (PU) Circulation (PU) Copy Person (PU) Newsroom Worker (PU) Announcers (PA) Dancer (PA) Photographer (VA) TV, Video & Motion Picture Operator (VA)	Actor (PA) Book Illustrator (PA) Choreographer (PA) Dancer (PA) Disc Jockey (PA) Musician (PA) Talent Agent (PA) Animator (VA) Artist (VA) Broadcast Technician (VA) Fashion Designer (VA) Jeweler (VA) Make-up Artist (VA) Recording Engineer (VA) Video Manager (VA) Computer Graphic Artist (VA, PA) Web Designer (PU) *Desktop Publisher (PU)	Art or Music Teacher (PA) Cinematographer (PA) Composer (PA) Film Editor (PA) Music Critic (PA) Music Director (PA) News Broadcaster (PA) Curator (VA) Advertising Creator (VA) Art Director (VA) Industrial Designer (VA) Copy Writer (PU) News Writer (PU) Telecommunications (PU) Writer (PU) Interior Designer (PA) Editor (PA) Fashion Designer (VA) Multi-Media Artist (PA)

**High Priority Occupations – Job categories that are in demand by employers, have higher skill needs and are most likely to provide family-sustaining wages.*

ARTS AND HUMANITIES COURSE OF STUDY

This four-year plan of study should serve as a guide as you develop your academic core requirements and electives.

All plans should meet MVSC graduation requirements.

9 th		10 th		11 th		12 th	
*English	English 9 English 9 (Honors)	*English	English 10 English 10 (Honors)	*English	English 11 English 11 (Honors)	*English	English 12 AP English Honors English
*Math	Algebra I Academic Algebra I Honors Algebra I Honors Geometry	*Math	Geometry Academic Geometry Honors Geometry Honors Algebra II/Trig	*Math	Algebra II Academic Algebra II Honors Algebra II/Trig Honors Trig/Pre- Calculus	*Math	Statistics Trigonometry Hon Concepts of Calculus AP Calculus
*Science	Earth/Space Science Environmental Science	*Science	Biology	*Science	Principles of Chemistry Chemistry	*Science	Physics or Environmental Science
*Social Studies	World History	*Social Studies	American History & World Affairs	*Social Studies	US Government & Civics	*Social Studies	Economics
*Health/PE		*PE		*PE		*PE	
World Language	Spanish I French I	World Language	Spanish II French II	World Language	Spanish I/II/III French I/II/III	World Language	Spanish II/III/IV French II/III
Pathway Elective		Pathway Elective(s)		Pathway Elective(s)		Pathway Elective (s)	
Courses above are graduation requirements (*) and/or recommended (R) for this Pathway							

ELECTIVES

Please Note: Before selecting any elective, be sure all prerequisites have been met.
Check the course description pages of this booklet for elective requirements.

9 th	10 th	11 th	12 th
*Cycles	Electives	Electives	Electives
	Studio Art I	Studio Art I	Studio Art I

Electives	Studio Art II	Studio Art II	Studio Art II
French I	Graphic Design I	Studio Broadcast	Graphic Design
Spanish I	Graphic Design II	Graphic Design I	Sculpture
Studio Broadcast	Ceramics	Graphic Design II	Computer Applications
Studio Art I	Sculpture	Ceramics	Computer Programming: Applications II
Graphic Design I	Computer Applications	Sculpture	Psychology
Ceramics	Studio Broadcast	Computer Programming Applications	Chorus
Sculpture	Band	Journalism	Band
Chorus	Chorus	Band	Spanish I, II,III,IV
Band	Speech and Debate	Chorus	French I, II, III
Computer Applications	Clothing Construction/Fabric Crafts	Spanish I/II/III	Intro to Engineering and Design
Clothing Construction/Fabric Crafts	Spanish I or II	French I, II, III	Journalism
Journalism	French I or II	Intro to Engineering and Design	Speech and Debate
Speech and Debate	Intro to Engineering and Design	Speech and Debate	Child Development

	Journalism	Child Development	Creative Writing
	Child Development	Contemporary Family Development I, II	Contemporary Family Development I,II
	Contemporary Family Development I		Literature & Film
	CTC Elective Choices:	CTC Elective Choices:	CTC Elective Choices:
	Graphic and Printing Communications	Graphic and Printing Communications	Graphic and Printing Communications
	Commercial and Advertising Design	Commercial and Advertising Design	Commercial and Advertising Design

BUSINESS AND INFORMATION TECHNOLOGY (BIT) PATHWAY

Designed to prepare students for careers in the areas of business management, finance and information services covering aspects of managing and processing digital information

Are you interested in...	Can you...	Do you enjoy...
A business environment Management Advertising Marketing and Sales Computers and technology Web Development Presentations to groups Legal issues Accounting Different work sites	Work easily with others Organize your time efficiently Work with statistics Use computers and other technology Pay attention to details Solve problems Work independently Show initiative Work on a team	Meeting with groups Making budgets Organizing a project Planning an event Working with technology Selling products and services Processing numbers and figures Preparing financial reports Following directions Learning new software programs

If you answered “yes” to most of these questions, you might consider a future in one of the sample occupations listed below which are categorized by level of post-secondary training.

PATHWAY FOCUS AREAS

- ◇ Business Management (BM) ◇ Finance (F)
 ◇ Information Technology (IT) ◇ Marketing and Sales (MS)

SAMPLE CAREERS

Entry (OJT)	Technical/Skilled (1-3 yrs)	Professional (4 or + years)
Customer Service Representative (MS) Reservation/Travel Agent (MS) *Telemarketer (MS) Bookkeeper (F) Cashier (F) Payroll Clerk (F) Title Searcher (F) Computer Operator (IT) Accounts Payable Office Mgr (BM) Administrative Assistant (BM) Bank Teller (F) File Clerk (BM) Retail Sales Clerk (BM) School Secretary (BM) *Advertising Sales Agent (MS)	Computer Salesperson (MS) Retail Buyer (MS) Bank Collection Officer (F) Tax Preparer (F) *Claims Adjuster (F) Software Engineer (IT) Computer Programmer (IT) Production Support Analyst (IT) Desktop Publisher (IT & MS) Medical Secretary (BM) Real Estate Agent (BM & MS) Restaurant Manager (BM & MS) *Sales Representative (BM & MS) *Computer Support Specialist (IT)	Marketing Manager (MS) Certified Public Accountant (F) Economist (F) *Financial Manager (F) *Securities Sales Representative (F) E-Commerce Analyst (IT) *Systems Software Engineer (IT) *Systems Analyst (IT) Hospital Administrator (BM) Human Resources Manager (BM) Chief Executive Officer (BM) Manufacturing Sales Representative (BM & MS) *Management Analyst (BM)

**High Priority Occupations – Job categories that are in demand by employers, have higher skill needs and are most likely to provide family-sustaining wages.*

BUSINESS AND INFORMATION TECHNOLOGY COURSE OF STUDY

This four-year plan of study should serve as a guide as you develop your academic core requirements and electives.

All plans should meet MVSC graduation requirements.

9 th	10 th	11 th	12 th
English 9 English 9 *English (Honors)	English 10 English 10 *English (Honors)	English 11 English 11 *English (Honors)	English 12 AP English Honors English *English
Algebra I Academic Algebra I Honors Algebra I *Math	Geometry Academic Geometry Honors Geometry *Math	Intermediate Algebra Algebra II Honors Analysis *Math	Statistics Algebra II Advanced Math/Trig AP Calculus *Math
Earth/Space Science Environmental Science *Science	*Science Biology	*Science Principles of Chemistry Chemistry	*Science Principles of Physics Physics
*Social Studies PA History World History	*Social Studies American History & World Affairs	*Social Studies US Government & Civics	*Social Studies Economics

*Health/PE		*Health/PE		*Health/PE		*Health/PE	
World Language	Spanish I French I	World Language	Spanish II French II	World Language	Spanish I/II/III French I/II/III	World Language	Spanish II/III French II/III
Pathway Elective		Pathway Elective(s)		Pathway Elective(s)		Pathway Elective (s)	
Courses above are graduation requirements (*) and/or recommended (R) for this Pathway							

ELECTIVES

Please Note: Before selecting any elective, be sure all prerequisites have been met.
Check the course description pages of this booklet for elective requirements.

9 th	10 th	11 th	12 th
*Cycles	Electives	Electives	Electives
Spanish I	Spanish I, II	Computer Applications	Computer Programming: Applications
French I	French I, II	Creative Writing	Creative Writing
Computer Applications	Computer Applications	Psychology	General Business
Intro to Business	Intro to Business	Intro to Business	Accounting I
Personal Finance	Personal Finance	Accounting I	Accounting II
Accounting I	Accounting I, II	Accounting II	AP History
Creative Writing	Creative Writing	AP US History	Psychology
	Speech and Debate	Speech and Debate	Speech and Debate
	Career Technology Center (CTC)Electives:	Career Technology Center (CTC)Electives:	Career Technology Center (CTC)Electives:
	Business Information Technology	Business Information Technology	Business Information Technology
	Computer Systems Technology	Computer Systems Technology	Computer Systems Technology
			Journalism
			Literature & Film

ENGINEERING AND INDUSTRIAL TECHNOLOGY (EIT) PATHWAY

This Pathway is designed to cultivate students' interests, awareness and application to careers related to technologies necessary to design, develop, install and maintain physical systems.

Are you interested in...	Can you...	Do you enjoy...
Building and Construction Tools, Equipment and Materials Woodworking Math and Science Classes Fitness and Sports Precision Work Design and Architecture Engineering Computer Technology Production Management Curious how things work	Apply science and math to the real world Read and understand directions Solve problems of a complex nature Understand directives and read maps Organize reports and people See a task through to completion Use a computer	Travel Working with your hands Designing/working with projects, models and prototypes Working in a lab setting Working on a team Building with your hands Operating tools and equipment Pay close attention to detail

If you answered "yes" to most of these questions, you might consider a future in one of the sample occupations listed below which are categorized by level of post-secondary training.

PATHWAY FOCUS AREAS

- ◇ Construction and Architecture (C)
- ◇ Manufacturing (M)
- ◇ Engineering and Engineering Technology (ET)
- ◇ Transportation, Distribution and Logistics (TDL)

SAMPLE CAREERS

Entry (OJT)	Technical/Skilled (1-3 yrs)	Professional (4 or + years)
Carpet Installer (C) Drywall Worker (C) *Roofer (C) Machine Operator (M) Baggage Handler (TDL) Dockworker (TDL) Freight Handler (TDL) Laborer (C, M, TDL) Warehouse Worker (C, M, TDL) *Industrial Machine Mechanic (M)	Grader & Dozer Operator (C) Electric Technician (M) Metal Engineering Technician (M) Auto Mechanic (TDL) Air Traffic Controller (TDL) Auto Body Repair (TDL) Bus Driver (TDL) Diesel Mechanic (TDL) Dispatch (TDL) Motorcycle Mechanic (TDL) Taxi Driver (TDL) *Truck Driver (TDL) Truck Terminal Manager (TDL) Civil Engineering Technician (ET) Robotics Technician (ET)	Navigator (TDL) Aeronautical Engineer (ET & TDL) Aerospace Engineer (ET & TDL) *Airline Pilot (ET & TDL) Architect (ET & C) Civil Engineer (ET & C) Chemical Engineer (ET) Computer Network Engineering (ET) Industrial Engineer (ET & M) Mechanical Engineer (ET & M) Astronaut (ET) *Nuclear Engineer (ET) Petroleum Engineer (ET) NASA Scientist (ET)
Apprenticeships		

Brick Mason (C) Carpenter (C) Electrician (C) *HVAC (C) Plumber (C) Machinist (M) Diesel Mechanic (TDL) Surveyor (TDL &ET)	*CAD/CAM Technician (M & ET) Laser Technician (M & ET) Production & Operating Workers Supervisor (M) Welder (M)	Transportation Engineer (ET & TDL) Industrial Production Manager (M) Purchasing Agent (M) Technical Writer (E) *Construction Manager (C) *Cost Estimator (C)
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**High Priority Occupations – Job categories that are in demand by employers, have higher skill needs and are most likely to provide family-sustaining wages.*

**ENGINEERING AND INDUSTRIAL TECHNOLOGY
COURSE OF STUDY**

This four-year plan of study should serve as a guide as you develop your academic core requirements and electives.
All plans should meet MVSC graduation requirements.

9 th		10 th		11 th		12 th	
*English	English 9 English 9 (Honors)	*English	English 10 English 10 (Honors)	*English	English 11 English 11 (Honors)	*English	English 12 AP English Honors English
*Math	Algebra I Academic Algebra I Honors Algebra I	*Math	Geometry Academic Geometry Honors Geometry	*Math	Intermediate Algebra Algebra II Honors Analysis	*Math	Statistics Algebra II Advanced Math/Trig AP Calculus
*Science	Earth/Space Science Environmental Science	*Science	Biology	*Science	Principles of Chemistry Chemistry	*Science	Principles of Physics Physics
*Social Studies	PA History World History	*Social Studies	American History & World Affairs	*Social Studies	US Government & Civics	*Social Studies	Economics
*Health/PE		*Health/PE		*Health/PE		*Health/PE	
World Language	Spanish I French I	World Language	Spanish II French II	World Language	Spanish I/II/III French I/II/III	World Language	Spanish II/III French II/III
Pathway Elective		Pathway Elective(s)		Pathway Elective(s)		Pathway Elective (s)	

Courses above are graduation requirements (*) and/or recommended (R) for this Pathway

ELECTIVES

Please Note: Before selecting any elective, be sure all prerequisites have been met.
Check the course description pages of this booklet for elective requirements.

9 th	10 th	11 th	12 th
*Cycles	Electives	Electives	Electives
Computer Applications	Computer Applications	Computer Applications	Computer Applications
Creative Writing	Intro to Engineering and Design	Intro to Engineering and Design	Intro to Engineering and Design
Intro to Business	Creative Writing	Creative Writing	Creative Writing
Accounting I	Intro to Business	Intro to Business	Intro to Business
Spanish I	Accounting I, II	Accounting I, II	Accounting I, II
French I	Spanish I,II	AP Biology	AP Biology
	French I,II	Statistics	Statistics
		Spanish I,II,III	Spanish I,II,III
		French I, II, III	

HUMAN SERVICES (HS) PATHWAY

This Pathway is designed to cultivate students' interests, skills and experiences for employment in careers related to family and human needs.

Are you interested in...	Can you...	Do you enjoy...
Working with People Owning Your Own Business Aging Adults Child Development Family & Social Services Food Preparation Teaching Counseling	Organize Well Plan and Direct Programs Be Creative Communicate Well Assume Leadership Work with a Team Use Inter-personal Skills Be Conscientious and Dependable Plan Budgets	Communication Services Helping and Protecting Others Working with People Counseling and Advising People Serving Others' Needs Interviewing People Selling Products and Services Handling Customer Complaints Searching for Answers to Human Problems

If you answered "yes" to most of these questions, you might consider a future in one

of the sample occupations listed below which are categorized by level of post-secondary training.

PATHWAY FOCUS AREAS

◇ Counseling, Personal Care (CPC) ◇ Education (E)

◇ Law, Public Safety and Government (LPG) ◇ Hospitality and Tourism (HT)

SAMPLE CAREERS

Entry (OJT)	Technical/Skilled (1-3 yrs)	Professional (4 or + years)
*Child Care Worker (CPC) Cosmetics Representative (CPC) Dry Cleaning Operator (CPC) Home Health Aide (CPC) Library Assistant (E) Armed Services Career (LPG) Bailiff (LPG) Postal Services Worker (LPG) Security Guard (LPG) Utility Worker (LPG) Aerobics Instructor (HT) Travel Agent (HT) Waitress (HT) *Teacher's Assistant (C) *Home Care Aide (CPC)	Barber (CPC) Cosmetologist (CPC) Fashion Designer (CPC) Manicurist (CPC) Massage Therapist (CPC) Mortician (CPC) Truck Driver (CPC) Teacher's Aide (E) Armed Services Career (LPG) Crime Lab Technician (LPG) Fire Fighter (LPG) Bartender (HT) Chauffer (HT) Flight Attendant (HT) Meat Cutter (HT) Personal Trainer (CPC) Postmaster (LPG) Chef (HT) Baker (HT)	Funeral Director (CPC) Marriage & Family Therapist (CPC) *College Professor (E) *Principal (E) *Teacher (E) City Manager (LPG) Criminologist (LPG) FBI Agent (LPG) Lawyer (LPG) Parole Officer (LPG) *Mental Health Counselor (CPC) Park Ranger (LPG) Workforce Director (LPG) Athletic Agent (HT) Executive Chef (HT) Family Planner (HT) Food Services Manager (HT) Hotel/Motel Management (HT) Historical Sites or Museum Guide (E) Historical Journalist (E) Librarian or Archivist (E) Information Manager (E)

**High Priority Occupations – Job categories that are in demand by employers, have higher skill needs and are most likely to provide family-sustaining wages.*

HUMAN SERVICES COURSE OF STUDY

This four-year plan of study should serve as a guide as you develop your academic core requirements and electives.

All plans should meet MVSC graduation requirements.

9 th		10 th		11 th		12 th	
*English	English 9 English 9 (Honors)	*English	English 10 English 10 (Honors)	*English	English 11 English 11 (Honors)	*English	English 12 AP English Honors English
*Math	Algebra I Academic Algebra I Honors Algebra I	*Math	Geometry Academic Geometry Honors Geometry	*Math	Intermediate Algebra Algebra II Honors Analysis	*Math	Statistics Algebra II Advanced Math/Trig AP Calculus

*Science	Earth/Space Science Environmental Science	*Science	Biology	*Science	Principles of Chemistry Chemistry	*Science	Principles of Physics Physics
*Social Studies	PA History World History	*Social Studies	American History & World Affairs	*Social Studies	US Government & Civics	*Social Studies	Economics
*Health/PE		*Health/PE		*Health/PE		*Health/PE	
World Language	Spanish I French I	World Language	Spanish II French II	World Language	Spanish I/II/III French I/II/III	World Language	Spanish II/III French II/III
Pathway Elective		Pathway Elective(s)		Pathway Elective(s)		Pathway Elective (s)	
Courses above are graduation requirements (*) and/or recommended (R) for this Pathway							

ELECTIVES

Please Note: Before selecting any elective, be sure all prerequisites have been met.
Check the course description pages of this booklet for elective requirements.

9 th	10 th	11 th	12 th
*Cycles	Electives	Electives	Electives
Spanish I	Spanish I,II	Psychology	Psychology
French I	French I,II	Sports Psychology	Sports Psychology
Computer Applications	Computer Applications	Street Law	Street Law
Speech and Debate	Child Development	Contemporary Family Living I,II	Contemporary Family Living I,II
Creative Writing	Creative Writing	Computer Applications	Computer Applications
	Contemporary Family Living I	Child Development	Child Development
	Speech and Debate	Anatomy and Physiology	Anatomy and Physiology
		Creative Writing	Creative Writing
		Speech and Debate	Speech and Debate

		Spanish I,II,III	Advanced Chemistry
		French I,II,III	Spanish I,II,III,IV
		AP Biology	French I,II,III,IV
		AP US History	AP Biology
		Advanced Cooking	AP US History
			Advanced Cooking
	Career Technology Center (CTC)Electives:	Career Technology Center (CTC)Electives:	Career Technology Center (CTC)Electives:
	Child Development	Child Development	Child Development
	Cosmetology	Cosmetology	Cosmetology
	Culinary Arts	Culinary Arts	Culinary Arts
	Protective Services Occupations	Protective Services Occupations	Protective Services Occupations
			Journalism
			Literature & Film

SCIENCE AND HEALTH (SH) PATHWAY

This Pathway is designed to cultivate students' interests in life, physical and behavioral sciences.

In addition, it involves the planning, managing and providing of therapeutic services, diagnostic services, health information, biochemistry and research and development.

Are you interested in...	Can you...	Do you enjoy...
Health Care Environment Science and Medicine Medical Research Food Production Environment & Conservation Pharmacy Physical Therapy Sports/Fitness Information Systems Conservation Radiology	Pay attention to detail Use a computer and technology Work in a lab setting or medical facility Apply a scientific theory to real-life problems Work outdoors around animals and plants Collect and analyze data from experiments Work with people in need	Diagnosing and caring for sick animals Working outdoors with wildlife Solving problems Working on cutting-edge scientific research Working with a team Medical lab research Making a contribution to society Working with numbers

	Work with science and math theories	Developing conclusions from a database
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If you answered “yes” to most of these questions, you might consider a future in one of the sample occupations listed below which are categorized by level of post-secondary training.

PATHWAY FOCUS AREAS

- ◇ Health Science (HS) ◇ Agriculture, Food & Natural Resources (AFN)
- ◇ Science, Technology and Math (STM)

SAMPLE CAREERS

Entry (OJT)	Technical/Skilled (1-3 yrs)	Professional (4 or + years)
Hospital Worker (HS) Patient Care Technician (HS) Dialysis Technician (HS) EEG Technician (HS) *Home Health Aide (HS) Physical Therapy Aide (HS) Animal Caretaker (AFN) Breeder (AFN) Extension Service Worker (AFN) Food Conservation Worker (AFN) Wildlife Reserve Worker (AFN) Hazardous Waste Technician (STM) Optician (STM) Data Entry (STM) Surgical & Mapping Technicians (STM) *Nurse’s Aide, Orderlies (HS) *Pharmacy Technicians (HS)	Certified Nursing Assistant (HS) *Dental Hygienist (HS) Licensed Practical Nurse (HS) *Medical Lab Technician (HS) *Radiological Technician (HS) Respiratory Therapist (HS) Dental Lab Technician (HS & STM) Fish & Game Worker (AFN) Forest Conversationalist (AFN) GPS Technician (AFN) Surveyor (AFN) *Veterinary Technician (AFN) Nanotechnician (STM) Sound Engineer (STM) Personal Trainer (HS) *Emergency Medical Technician (HS) *Biological Technician (STM) Chemical Technician	Athletic Trainer (HS) Speech/Language Pathologist (HS) Dietician (HS) *Physician Assistant (HS) Medical Examiner (HS) *Pharmacist (HS) Physician (HS) Physical Therapist (HS) Registered Nurse (HS) Agronomist (AFN) *Environmental Scientist (STM) Geologist (AFN) Marine Biologist (AFN) Soil Conservationalist (AFN) *Veterinarian (AFN) Chemist (STM) Geneticist (STM) Statistician (STM) Zoologist (STM) *Nuclear Engineer (STM)

****High Priority Occupations** – Job categories that are in demand by employers, have higher skill needs and are most likely to provide family-sustaining wages.*

SCIENCE AND HEALTH COURSE OF STUDY

This four-year plan of study should serve as a guide as you develop your academic core requirements and electives. All plans should meet MVSC graduation requirements.

9 th		10 th		11 th		12 th	
*English	English 9 English 9 (Honors)	*English	English 10 English 10 (Honors)	*English	English 11 English 11 (Honors)	*English	English 12 AP English Honors English

*Math	Algebra I Academic Algebra I Honors Algebra I	*Math	Geometry Academic Geometry Honors Geometry	*Math	Intermediate Algebra Algebra II Honors Analysis	*Math	Statistics Algebra II Advanced Math/Trig AP Calculus
*Science	Earth/Space Science Environmental Science	*Science	Biology	*Science	Principles of Chemistry Chemistry	*Science	Principles of Physics Physics
*Social Studies	PA History World History	*Social Studies	American History & World Affairs	*Social Studies	US Government & Civics	*Social Studies	Economics
*Health/PE		*Health/PE		*Health/PE		*Health/PE	
World Language	Spanish I French I	World Language	Spanish II French II	World Language	Spanish I/II/III French I/II/III	World Language	Spanish II/III French II/III
Pathway Elective		Pathway Elective(s)		Pathway Elective(s)		Pathway Elective (s)	
Courses above are graduation requirements (*) and/or recommended (R) for this Pathway							

ELECTIVES

Please Note: Before selecting any elective, be sure all prerequisites have been met.
Check the course description pages of this booklet for elective requirements.

9 th	10 th	11 th	12 th
*Cycles	Electives	Electives	Electives
Environmental Science	Environmental Science	Environmental Science	Environmental Science
Computer Applications	Computer Applications	Psychology	Psychology
Spanish I	Intro to Engineering and Design	Sports Psychology	Sports Psychology
French I	Spanish I,II	Anatomy and Physiology I	Anatomy and Physiology I
	French I,II	Anatomy and Physiology II	Anatomy and Physiology II
		Computer Applications	Computer Applications
		Intro to Engineering and Design	Intro to Engineering and Design

		Environmental Science	Environmental Science
		AP Biology	AP Biology
		Spanish I,II,III	Advanced Chemistry
		French I,II,III	Spanish I,II,III,IV
			French I,II,III
	Career Technology Center (CTC)Electives:	Career Technology Center (CTC)Electives:	Career Technology Center (CTC)Electives:
	Health Occupations Technology	Health Occupations Technology	Health Occupations Technology

COURSE OFFERINGS AND DESCRIPTIONS

ART

Art courses are taken as electives. Evaluation of the student’s performance in art will be based on the completion of course assignments as required, the degree of craftsmanship displayed, originality, good design, citizenship and the level of participation shown during the course.

7th GRADE ART

In 7th grade cycle we will be learning the basics in drawing, painting, color theory, and some three dimensional art. This is a continuing process for all artists. We will begin learning drawing methods to show depth on a two dimensional surface. In painting we will be working in watercolor and will learn basic techniques. In sculpture we will be working in either cardboard, wire, or aluminum. Throughout the entire cycle the elements and principles of art as well as art history will be applied to most of the lessons you will learn.

8th GRADE ART

In the 8th grade art cycle we will be learning the basics of the elements and principles of art combined with art processes such as line, color, texture, shape, space, unity, emphasis, balance, movement with drawing, printmaking, pastel, and pencil techniques/ processes. Art history will be applied to each lesson with examples from artists such as; Arcimboldo and Durer. This is a lab based cycle class which means students work continuously from day to day on one project with a goal of a finished piece of art for the annual art show.

9th GRADE ART

In 9th grade cycle we are continuing to master the basics. This is a continuing process for all artists. We will delve deeper into drawing methods now learning to draw from a still life or 3D object instead of a flat picture. In painting we will be working in tempera or acrylic and will be concentrating on color theory. This year we will also be learning about working in a third dimension with metal repousse. The elements and principles of art as well as art history will be applied to all of your lessons.

STUDIO ART I

Studio Art I will develop student's perceptual and creative skills in drawing from observation. Students will be learning and using a variety of drawing and painting techniques. Stimulating subject matter will be chosen by teachers and students. Students will be required to submit homework sketches and drawings. An understanding and use of design elements and principles will be emphasized. All students will be required to keep a portfolio of their work.

STUDIO ART II

Studio Art II is recommended for students who have successfully completed Studio Art I. This course will concentrate on refining drawing and painting skills as well as improving the students' sense of design and composition. A variety of materials will be used. Emphasis will be placed on good design principles, creativity and craftsmanship. Studio Art II students will be encouraged to keep a portfolio of their work for future college preparation. **Prerequisite: Studio Art I**

STUDIO ART III

Studio Art III is recommended for juniors who have successfully completed Art I and II and who have exhibited both talent and serious interest in art. The course is an independent study due to the small amount of students who can take the course. Students have to be self-motivated and have an interest in pursuing art after high school. Similar to advanced placement art, students will choose a theme and create work in different media based on that theme.

Prerequisite: Studio Art I, II and teacher recommendation

STUDIO ART IV

Studio Art IV is an elective art course for the advanced art student. The course combines art theory and practice while exploring individual styles. Students will pursue projects that focus on the development of skills in drawing, painting, ceramics and two and three dimensional design. Emphasis is placed on creating a portfolio for college acceptance. **Prerequisite: Studio Art I, II, III and teacher recommendation**

CERAMICS

This half year course will begin by learning hand-building skills in clay. Students will design, execute and complete pinch pots, coil pots and slab built vessels. The assignments will challenge the student by gradually raising the level of creativity and difficulty. Hand painting and glazing techniques in ceramics will be emphasized. If time permits students will also get an introduction to wheel throwing. **Class needs to be capped at 18.**

CERAMICS II

This half year course will begin by reviewing hand-building skills previously acquired in Ceramics I. Students will create a variety of original ceramic vessels, both functional and sculptural. Students will be introduced to the use of the pottery wheel. Students will be required to log in wheel time at least once a week. The assignments will challenge the student by gradually raising the level of creativity and difficulty. Emphasis will be placed on craftsmanship, design, originality and proper use of materials and equipment. Students will discover the importance of pre-planning and research. Historical references to past and present ceramic artists will be made whenever possible. Students will experience proper use and application of glazes, colored slips, and under-glazes.

Prerequisite: Ceramics I. Class needs to be capped at 10.

SCULPTURE

Sculpture is for students who are interested in exploring new 3D experiences. Students will investigate different approaches to sculpture. Materials may include but are not limited to plaster, paper mache, clay, metal, glass, paper and reusable found objects. Creative approaches will be considered in the evaluation process. Problem solving in the design and construction of sculptures will be emphasized.

Prerequisite: None. Class needs to be capped at 15.

STUDIO BROADCAST [1/2 – year elective for grades 10 – 12]

Broadcasting is a course consisting of a variety of topics in communication used to present MV's Channel 19 news station. Some of the topics we will be covering in this class are: electronic media, the history of media, video production and editing, sound and image production, script writing, presentation skills, and public speaking strategies. Whether it be radio or television, broadcasting is a form of communicating to the public for purposes such as entertainment, news, commercial or non-commercial messages or just to promote oneself. **Class needs to be capped at 10.**

GRAPHIC DESIGN I

Graphic Design 1 focuses on several areas of technology directly involved with communication. Through the use of numerous hands-on projects, experience will be gained in computer, graphics, design, and photography. In addition students will also be exposed to artistic photography and internet usage. This is an excellent introduction for any student pursuing a career, or who has an interest in graphic design or photography. Programs used will be Adobe Photoshop and Adobe Illustrator. **Prerequisite: None. Class needs to be capped at 15.**

GRAPHIC DESIGN II

This course allows student to gain a better understanding of the basics of advertising and product design. Students interested in pursuing a career in graphic design will benefit from the knowledge of this course. Students will learn more tools and skills using Adobe Photoshop, Illustrator, In Design, and Wacom Tablet. **Prerequisite: Graphic Design I. Class needs to be capped at 15.**

BUSINESS

The business program at Mid Valley is designed to meet the needs of all students. Courses are available on an elective basis for any student who may wish to develop a particular business skill or gain knowledge in a given area of business.

ACCOUNTING I

Accounting I is designed for any student who wishes to become acquainted with accounting for business functions. It includes the elementary principles needed to record the transaction for both a service and merchandising business. The accounting cycle is introduced in its simplest form using a service business. The student proceeds from recoding the opening entry in a two column general journal to more complex transactions using a five-column cash journal. A work project and tax preparation project covering all procedures' studied is used to reinforce the knowledge gained through the study of this course.

ACCOUNTING II

Accounting II is an advanced accounting course. It deals with departmental and payroll accounting, updating accounts with adjustments such as: bad debts, depreciation, depletion and accruals. Corporation accounting is covered including problems dealing with control systems, taxes, notes, and drafts. A business simulation on corporation is completed at the end of the second semester.

INTRODUCTION TO BUSINESS

Introduction Business is an introductory course designed to provide a basic understanding of how business functions in today's society. This course presents the commonplace functions of business experienced by everyone in their personal life. It consists of four phases to strengthen the students' understanding and behavior as economic citizens.

These phases are: (a) the economic setting of business, (b) the services of business, (c) the relationships of business to government, labor and internal trade, and (d) the individual in our economy.

PERSONAL FINANCE

This elective course introduces the federal tax system, types of taxes, investments, assets, stocks, and retirement programs. Credit cards, savings, and personal financial responsibility are addressed.

DRIVER EDUCATION

The Driver Education course consists of classroom instruction designed to help the student driver become a responsible driver, well aware of and better able to manage the risks of driving. The course is designed to provide the student with the skills necessary to handle any driving condition and situation. Students who complete the course may qualify for insurance reductions.

ENGLISH LANGUAGE ARTS DEPARTMENT

English Language Arts courses in grades 7 through 12 are aligned with the Pennsylvania Core English Language Arts Standards, the Keystone Assessment Anchors and Eligible Content in Literature and Composition, and/or the Standards and Curriculum Alignment Service's College Board Standards for College Success.

The Mid Valley Secondary Center Honors courses and the accelerated Advanced Placement course are designed to meet the academic needs of those students who have pushed themselves to excel in the most challenging courses. To earn a place in an honors class, students are ranked according to GPA, performance in prerequisite English classes, standardized placement tests, reading and writing benchmarks, and teacher recommendations. Placement grids are on file in the guidance office.

Dual Enrollment is the opportunity for high school students to earn college credit while still in high school. Planned Course Outlines include rigorous content that is aligned with college course work through partnerships with Lackawanna College. Upon completion of the course, students may earn both high school credit as well as college credit reflected in a transcript from the post-secondary institution.

Advanced Placement (AP) is a program created by the College Board which offers college-level studies and rigorous exams to high school students. Students who take the AP exam may earn credit and/or advanced placement for college. AP instructors and syllabi are certified by the College Board via the AP Audit requirements. Letters of certification are on file with the ELA Chair.

GRADE 7 READING

Reading 7, a six-module theme-based course, focuses on teaching students the strategies that help them to become highly effective readers. Students complete diagnostic tests and that set the pace for instruction. During the course of study, students activate prior knowledge, make inferences, monitor and clarify comprehension, recognize story structure and genres, predict, question, search selections for evidence, summarize, visualize, decode vocabulary, and organize notes. The goal of the class is for the students to interact with and write about short fiction, informational texts, poetry, classical myths, fables, novels, and drama. The discussion-based course allows for a more interesting and relevant literary experience that deepens the child's comprehension, interpretation, and application of the texts. In addition to evidence-based written response, students are often required to express themselves through class discussions, speeches, and class presentation. All of these tenets help to prepare the students for the PSSAs as well as their future English classes.

GRADE 7 English: GRAMMAR, VOCABULARY, and WRITING

English 7, a theme-based course, covers writing, grammar, speaking and listening, and college-prep vocabulary, preparing students for the rigors of future academics and careers. Students complete diagnostic tests grammar and writing benchmarks that set the pace for instruction. Specifically, student refine grammar and written composition skills. Special attention is paid to the writing process, paragraph formation, modes of development, word choice, spelling, organization, style, mechanics, and grammar. The students build their vocabulary by learning a variety of

proven strategies. The students also apply MLA research techniques to gather, organize, and communicate information correctly.

GRADE 8 READING

Reading 8, a six-module theme-based course, focuses on reinforcing the strategies that help students to become highly effective readers. Students complete diagnostic tests that set the pace for instruction. During the course of study, students activate prior knowledge, make inferences, monitor and clarify comprehension, recognize story structure and genres, predict, question, search selections for evidence, summarize, visualize, decode vocabulary, and organize notes. The goal of the class is for the students to interact with and write about short fiction, informational texts, poetry, classical myths, fables, novels, and drama. Students reinforce the craft of using evidence to support their claims about the literature. The discussion-based course allows for a more interesting and relevant literary experience that deepens the child's comprehension, interpretation, and application of the texts. In addition to written response, students are often required to express themselves through class discussions, speeches, and class presentation. All of these tenets help to prepare the students for the PSSAs as well as their future English classes.

GRADE 8 English: GRAMMAR, VOCABULARY, and WRITING

English 8, a theme-based course, covers writing, grammar, speaking and listening, and college-prep vocabulary, preparing them for the rigors of future academics and careers. Students complete diagnostic tests in grammar and writing benchmarks that set the pace for instruction. Specifically, students refine grammar and written composition skills. Special attention is paid to the paragraph formatting, writing process, and narrative, informational, and argument modes of development. Students display their knowledge of the five domains of writing: focus, content, style, organization, and mechanics/conventions. The students also apply MLA research techniques to gather, organize, and communicate information correctly. The students build their vocabulary through a study of roots, affixes, and prefixes. Vocabulary lessons are designed to enhance their vocabulary overall and to develop the necessary skills for SAT testing. Students are also encouraged to present their work to the class on occasion to introduce them to effective speaking skills. All the components of this course should aid students in achieving success during their educational careers as well as in their respective careers.

ENGLISH 9 HONORS LANGUAGE ARTS

Honors English 9 is a foundational course in literature, vocabulary, grammar, mechanics, and composition. Students complete diagnostic tests and writing benchmarks that set the pace for instruction. During the course of study, students read, analyze, and respond to the short story, informational text, drama, novels, and poetry. Standard-based instruction and assessment in reading, vocabulary, grammar, critical thinking, speaking, listening, and literary response skills, as well as an introduction to academic research, media literacy, and the evaluation of sources, give students the ability to structure academic response to a variety of prompts. Academic language and vocabulary is embedded in the instruction and formative assessments. The course prepares freshmen for advanced coursework and college/career readiness. Honor students complete additional independent reading and follow a faster pace. All of these tenets help to prepare the students for the Keystone Examination, the SAT, and their future English classes. **To earn a place in an honors class, students are ranked according to GPA, performance in prerequisite English classes, standardized placement tests, reading and writing benchmarks, and teacher recommendations.**

ENGLISH 9 LANGUAGE ARTS

English 9 is a foundational course in literature, vocabulary, grammar, mechanics, and composition. Students complete diagnostic tests that set the pace for instruction. During the course of study, students will read, analyze, and respond to the short story, informational text, drama, novels, and poetry. Standard-based instruction and assessment in reading, vocabulary, grammar, critical thinking, speaking, listening, and literary response skills, as well as an introduction to academic research, media literacy, and the evaluation of sources, will give students the ability to structure academic response to a variety of prompts. Academic language and vocabulary is embedded in the instruction and formative assessments. The course will prepare freshmen for advanced coursework and college/career readiness. All of these tenets help to prepare the students for the Keystone Examination, the SAT, the ACT, and their future English classes.

ENGLISH 10 HONORS WORLD LITERATURE, GRAMMAR, and COMPOSITION

(Writing Intensive Designation)

English 10 Honors World Literature, Grammar, and Composition is a reinforcement course in grammar, usage, mechanics, writing, vocabulary and literature that builds upon the skills taught in English 9. Students respond to the short story, informational texts, the drama, the novel, and poetry. The composition unit places emphasis on the writing process, the three modes of writing, and the five characteristics of effective writing. Students increase their competency with academic research, in order to support claims and craft a higher-level response in different written genres. Academic language is embedded in instruction and formative assessments. Summative assessments are based on the ability to apply knowledge. The course introduces AP concepts and strategies. Students will be expected to achieve proficiency levels in grade 10 reading and writing standards. Honor students complete additional independent reading and follow a faster pace. All of these tenets help to prepare the students for the Keystone Examination, the SAT, the ACT, and their future English classes. **To earn a place in an honors class, students are ranked according to GPA, performance in prerequisite English classes, standardized placement tests, reading and writing benchmarks, and teacher recommendations. Prerequisite: English 9**

ENGLISH 10 WORLD LITERATURE, GRAMMAR, and COMPOSITION

English 10 Honors World Literature, Grammar, and Composition is a reinforcement course in grammar, usage, mechanics, writing, vocabulary and literature that builds upon the skills taught in English 9. Students respond to the short story, informational texts, the drama, the novel, and poetry. The composition unit places emphasis on the writing process, the three modes of writing, and the five characteristics of effective writing. Students increase their competency with academic research, in order to support claims and craft a higher-level response in different genres. Academic language is embedded in instruction and formative assessments. Summative assessments are based on the ability to apply knowledge. Students will be expected to achieve proficiency levels in grade 10 reading and writing standards. All of these tenets help to prepare the students for the Keystone Examination, the SAT, the ACT, and their future English classes.

ENGLISH 11 HONORS AMERICAN LITERATURE, GRAMMAR, and COMPOSITION

(Writing Intensive Designation)

English 11 Honors American Literature, Grammar, and Composition requires students to demonstrate understanding of eighteenth, nineteenth, and early twentieth-century foundational works of American literature. Diagnostic testing in reading and writing is used to set the pace of the course. Building on analysis, critical thinking, speaking, listening, and writing skills, students continue to make evidence-based claims while comparing multiple pieces of literary, informational, and historical texts. Argumentative, expository, and research writing are key components that will prepare students for college-level writing assignments. Students will be expected to achieve proficiency levels in grade 11 reading and writing standards. Students master grammar, usage, mechanics, writing, and vocabulary. Academic language and vocabulary is embedded in instruction and formative assessments. Honor students complete additional independent reading and follow a faster pace that includes speeches and debate. All of these tenets help to prepare the students for the SAT, the ACT, the AP examination, and their future English classes. **To earn a place in an honors class, students are ranked according to GPA, performance in prerequisite English classes, standardized placement tests, reading and writing benchmarks, and teacher recommendations. Prerequisite: English 10**

ENGLISH 11 AMERICAN LITERATURE, GRAMMAR, and COMPOSITION

English 11 American Literature, Grammar, and Composition is a master course in grammar, usage, mechanics, writing, vocabulary and literature which asks students to evaluate how literature reflects both positive and negative aspects of American life over the last 400 years. Diagnostic testing in reading and writing is used to set the pace of the course. Students read, analyze, and reflect on short stories, drama, novels, and poetry. English 11 will offer students the opportunity to write for a variety of audiences and purposes, including, but not limited to, comparison-contrast essays, reflective analytical essays, personal narratives, creative fiction and nonfiction, and an MLA research paper focusing on argumentative writing. Throughout the academic year vocabulary lessons are incorporated for enrichment and preparation purposes. All of these tenets help to prepare the students for the SAT, the ACT, and their future English classes.

ENGLISH 12 ADVANCED PLACEMENT and HONORS: LITERATURE, GRAMMAR, and COMPOSITION (Writing Intensive Designation, AP Certified, Dual Enrollment Credits)

The AP English and Honors courses in grade 12 engage students in the careful reading and close critical analysis of college-level literature. Diagnostic testing in reading and writing is used to determine AP readiness and to set the pace for the course. Through the close reading of college-level texts recommended by AP Central, students deepen their understanding of the ways authors use language to provide meaning and pleasure for their readers. Students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The writing intensive courses includes study of representative works from various genres, cultures, and periods, concentrating on recognized works of literary merit which invite and gratify rereading. In conjunction with their reading, students concentrate on mastering their college writing and grammar-usage skills. Assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays. Although critical analysis comprises the bulk of student writing for the course, well-constructed creative writing assignments help students see from the inside how literature is written. Such experiences sharpen their understanding of what writers have accomplished and deepen their appreciation of literary artistry. The goal of both types of writing assignments is to increase the student's ability to explain clearly, cogently, and even elegantly what they understand about literary works and why they interpret them as they do. Students will be required to submit multiple research-based papers per grading period. AP and Honor students complete additional independent reading. Students start college with an advanced proficiency in all modes of the college essay. College-level vocabulary and focused grammar-reinforcement will complement the reading and writing. All of these tenets help to prepare the students for the AP English Literature and Composition examination and their future college English classes. Students in the honors section have the option for dual enrollment credits via Lackawanna College. Students in the AP section have the option to earn Advanced Placement credits based on standardized testing results and their college of choice. **To earn a place in an honors class, students are ranked according to GPA, performance in prerequisite English classes, standardized placement tests, reading and writing benchmarks, and teacher recommendations. Prerequisite for AP: English 11 Honors American Literature**

ENGLISH 12 LITERATURE, GRAMMAR, and COMPOSITION

English 12 is aimed primarily at developing language, communication, writing, research, logic, media, and literature skills for college and the workforce. Students complete diagnostic testing and writing benchmarks that set the pace for individualized instruction with the intent of helping the students master their skills before graduation. Through the close reading of selected high school and college-level texts, students will deepen their understanding of the ways authors use language to provide meaning and pleasure for their readers. Students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The course includes intensive study of representative works from various genres, cultures, and periods, concentrating on recognized works of literary merit which invite and gratify rereading. In conjunction with their reading, students concentrate on mastering college-level vocabulary, grammar, and writing skills for college and workforce. Students relate, evaluate, analyze, interpret, and apply complex themes of the literature, and they complete college application essays, letter of application, resumes, and work-related functional documents. Lastly, the course continues to prepare the students to meet the proficiency requirements on standardized tests: SAT, ACT, and ASVAB.

LITERATURE AND FILM

Literature and Film will introduce students to the film industry, history of cinema, and film as literature through the use of text and the study of classic and contemporary films, documentaries, hybrids, and animated films. Emphasis will be placed on exposing the class to a wide variety of styles and genres as well as formulating and justifying criticisms of the works. Hands-on projects, written analyses, and participation in class discussions will be requirements for successful completion of the course. Students will learn about Mise en Scene, cinematography, editing, and sound. The components of a film will be paralleled with the components of literature, thus reinforcing the story elements and literary devices.

CREATIVE WRITING

Creative Writing will introduce the students to skills, concepts, and tools needed to be a creative writer. Students will explore the reading and writing of three different genres: poetry, fiction, and creative non-fiction. Instruction in literary techniques will direct the students' writing. In addition to working within literary conventions to produce manuscripts, students will be exposed to texts by selected authors so they may learn by example.

JOURNALISM

Students in Journalism I will learn to recognize the role of journalism in contemporary society and in their personal lives, recognize and explore ways in which print and electronic media create and present a message; recognize and create the various forms, conventions, and style of professional journalistic writing, recognize the attributes of quality journalism and the legal, ethical, and moral issues which confront the free press, and develop the speaking, writing, listening, viewing, and representing skills needed to create various print and electronic publications. The successful students follow a course schedule that alternates between text and production. Applications such as Microsoft Word and Adobe PageMaker will be taught and applied. Students will apply the mechanics rules of the Associate Press. Newspapers such as The New York Times, the Wall Street Journal, and the Scranton Times will be used.

SPEECH AND DEBATE

Speech and Debate explores fundamental verbal, non-verbal, and written communications. Students who successfully complete the course will be able to deliver articulate, organized speeches. They will be able to plan presentations or speak extemporaneously on any given topic. In addition to speeches, students will also gain extra practice analyzing and writing argument papers.

FAMILY AND CONSUMER SCIENCES

The focus of the Academic Standards for Family and Consumer Sciences Education is the individual, the family and the community. The economic, social and political well-being of our state depends on the well-being of Pennsylvania's families. The family is responsible for nurturing its members. Family experiences, to a great extent, determine who a person is and what a person becomes. Family and Consumer Sciences, working with Pennsylvania's families, supports the development of the knowledge and skills that students need as family members both now and in the future. The 21st Century requires students to develop the ability to transform information into knowledge by using standards to certify that this information is meaningful, categorizing it to a purpose and then transforming their knowledge into wisdom by applying it to real life.

7TH GRADE SEWING AND FOOD CYCLE

This is a 36-day cycle course designed to provide classroom experiences to allow the student to develop basic knowledge and skills needed to make sewing repairs, safe use of a sewing machine and construct a simple sewing project – boxer shorts. The course will also cover skills needed to read recipes, correctly measure and use basic food preparation techniques to create healthy and nutritious food products.

9TH GRADE SEWING AND FOOD CYCLE

This is a 36-day cycle course designed to provide classroom experiences to allow the student to develop knowledge and skills needed as a family member, childcare provider, or possible parent now or in the future. The course will cover types of families and their influences on our lives. Teen parents, personal and financial readiness, baby expenses, abstinence, birth control and STD's, Pregnancy, prenatal care, and birth, stages of development for 3-5 year-old children, caring for a newborn (Infant simulator), and child abuse

CHILD DEVELOPMENT (10-12TH GRADE)

This course will examine the effects on physical, cognitive, emotional and social growth from birth through age six. Students will also investigate factors affecting personality development and individual differences. Family planning, pregnancy, brain research and current issues in child development will be discussed. Students will plan and demonstrate appropriate activities that could be used with children of various ages from birth through four years. Students will participate in the play school program. Assessment will be based on written assignments, class work, and class participation.

CONTEMPORARY AND FAMILY LIVING I (10 - 12th GRADE)

This course will cover all four areas of the PA standards for Family and Consumer Science, consumer skills, interior design, nutrition, cooking skills, sewing and child development. The students will be required to complete living simulations, a fabric craft or sewing project that involves a pattern and multistep directions, cooking labs, research and cooking foreign cuisine. The students will participate in the playschool program by planning and working with the children.

CONTEMPORARY AND FAMILY LIVING II (11 – 12th GRADES)

This course will cover advanced level consumer skills which include a buying project of a big ticket item, interior design, nutrition, cooking skills, sewing and child development. The students will be required to complete living simulations, a sewing or fabric craft project that involves a pattern and multistep directions, a repurposed project, cooking labs that include giving individual presentations of a specific cooking technique. The students will participate in the playschool program, planning and working with the children.

Prerequisite: Contemporary Living I or teacher recommendation

ADVANCED FOODS (11-12TH GRADE)

This course will cover terminology and cooking skills needed to prepare and serve beyond the basic food preparation. Topics will include mother sauces, herbs and spices, healthy alternatives, shopping techniques, menu decoding, flavor paring. Cooking labs will include recipes developed from demonstrations as well as competitions such as “Chopped”, Food trucks and Cupcake Wars. Assessment will be based on written assignments, class work, and class participation (labs).

Prerequisite: passing grade in previous F.C.S. classes

CLOTHING CONSTRUCTION AND FABRIC CRAFT (9- 12TH GRADE)

This class is an in depth study of clothing construction and fabric craft. Students will complete 7 sewing samples of the major sewing applications. There four main projects that include a wristlet, a repurposed project, a “Big” project that requires using a pattern, is a multi-step project, and includes construction applications such as zippers, facings, buttons and hems, and lastly a fabric craft project that can include knitting, crocheting, needlepoint or a stuffed animal. Assessment will be based on worksheets, samples, preparation, daily work and projects.

INDEPENDENT STUDY

Teachers interested in offering an independent study course option should make a formal request to the Supervisor of Curriculum and Instruction by February 20th using the Independent Study Proposal Form. If the request is approved, the building administration will review staffing levels and scheduling limitations to assess the viability of the independent study option.

INTERNSHIPS

Students interested in internship opportunities should speak with their counselor. The counselor will make recommendations to the building principals for review and approval consideration.

PHYSICAL EDUCATION AND HEALTH

7TH GRADE PHYSICAL EDUCATION

This course is designed to encourage students to improve their quality of life through physical fitness. Participants will be encouraged to take responsibility for their personal fitness and well-being. Students will be expected to demonstrate physical activities in relation to the following areas of concentration: muscular strength, muscular

endurance, cardiovascular endurance, flexibility, and body composition. The course will allot opportunities for enjoyment, challenge, and teamwork throughout the cycle. Good sportsmanship and etiquette will be emphasized.

8TH GRADE PHYSICAL EDUCATION - CYCLE CLASS

Physical Education is required of both boys and girls grade 8. To meet essential learning for physical education, this class consists of activities designed to improve and maintain the five health related components of fitness. Students will correctly demonstrate sports and physical activities as they relate to: muscular strength, muscular endurance, cardiovascular endurance, flexibility and body composition. Good sportsmanship and teamwork will be emphasized. The focus is on cooperative participation in group and individual physical activities. Emphasis is placed on learning basic skills to improve upon in game situations. Students are evaluated on effort, knowledge, and attitude.

Currently 8th grade Physical Education is offered during cycle groupings.

PHYSICAL EDUCATION - GRADES 9-12

Physical Education is required of both boys and girls grades 9 to 12. To meet essential learning for physical education, this class consists of activities designed to improve and maintain the five health related components of fitness. Students will correctly demonstrate sports and physical activities as they relate to: muscular strength, muscular endurance, cardiovascular endurance, flexibility and body composition. Good sportsmanship and teamwork will be emphasized. The focus is on cooperative participation in group and individual physical activities. Students are evaluated on effort, knowledge, and attitude. Students must have four credits of Physical Education from each year in grades 9 to 12. Any failure must be made up in order to graduate.

ADVANCED PHYSICAL EDUCATION-SENIOR ELECTIVE-TWO QUARTERS

This course will provide students with knowledge in a variety of different areas that can lead to a healthier lifestyle. The course will provide a framework of concepts with motor skills and actual physical activity in a developmental age appropriate progression. This progression will reinforce any prior skill knowledge acquired. Students who participate will get a higher level with all inclusive, comprehensive, and standards based course in the areas of sport and exercise.

Prerequisite: Students must have maintained an 80 or higher in physical education and health classes.

HEALTH EDUCATION- 7th GRADE- CYCLE CLASS

Health Education is required of all students. For the current school year, Health is being taught in the 7th grade covering aspects of Character Education including honesty, fairness, integrity, manners, dealings with bullies, dealing with anger, peer relationships and safety aspects. Additionally, they will be learning how this content is related to their mental, social, emotional and physical well-being. Student will be encouraged to make wise choices, meet challenges, and develop positive behaviors that will enrich their lives in their present and future endeavors.

HEALTH EDUCATION- 9th GRADE- CYCLE CLASS

Health Education is required of all students. For the current school year, Health is being taught in THE 9th grade covering Peer Relationships, Human Sexuality, Disease, and Drugs, Alcohol, and Tobacco. Additionally, they will be learning how this content is related to their mental, social, emotional and physical well-being. Student will be encouraged to make wise choices, meet challenges, and develop positive behaviors that will enrich their lives in their present and future endeavors

MATHEMATICS

Education in mathematics is an integrated development of the abilities and skills of individual students, providing them with a mathematical background to deal with the problems of life. An education must provide for individual differences and for individual needs by presenting a varied and complete program. Individual students must feel confident that, equipped with mathematical knowledge, mathematical insight, and a mathematical method of

thinking, they are prepared to challenge their own limitations. **Each year the teachers of mathematics use a placement test and rubric to recommend in writing to the department head and guidance personnel what course or courses in mathematics their students should pursue the following year based on their present level of achievement in mathematics and their future plans in life. If questions do arise as to what a student should pursue in the area of mathematics for the next school term, the student and his or her parents should consult with the mathematics teachers and guidance personnel.**

7TH GRADE MATHEMATICS

The course includes the arithmetic of whole numbers, fractions and mixed numbers, decimals, percentages, and ratios and proportions. Applications and word problems relate mathematical ideas to real life problem solving. Pre-algebra concepts of signed numbers, variables, expressions and equations are introduced. Included are geometric constructions, formulas and measurements involving lines, angles, triangles, polygons, circles, and solids. Methods of plotting and analyzing data using graphs and statistics explain many daily occurrences. Calculators and computer aides are incorporated as per the Common Core Standards. The course curriculum, instruction and assessment are aligned with the Pennsylvania Common Core Standards for Mathematics. The course's Objectives, Content, and Activities prepare students to meet the 7th Grade Common Core Standards.

8TH GRADE MATHEMATICS

The course includes further study of the arithmetic of whole numbers, fractions and mixed numbers, decimals, percentages, and ratios and proportions. Applications and word problems relate mathematical ideas to real life problem solving. Pre-algebra concepts of signed numbers, variables, expressions and equations are introduced. Included are geometric constructions, formulas and measurements involving lines, angles, triangles, polygons, circles, and solids. Methods of plotting and analyzing data using graphs and statistics explain many daily occurrences. Calculators and computer aides are incorporated as per the Common Core Standards. The course curriculum, instruction and assessment are aligned with the Pennsylvania Common Core Standards for Mathematics. The course's Objectives, Content, and Activities prepare students to meet the 8th Grade Common Core Standards.

Transition from 8th Grade to 9th Grade Mathematics Courses

- Only students who pass Algebra I and pass the Keystone Algebra I exam will earn high school credit in 8th grade.
- Students who fail Algebra I in 8th grade must retake it in 9th grade.
- Students who pass the Algebra I course but fail to pass the Algebra I Keystone exam must take Algebra I again in 9th grade instead of an elective. Although it would not be recommended in many cases, students may continue on to Academic Geometry in 9th grade.

HONORS ALGEBRA I

The course involves: the study of variables; expressions and formulas; signed numbers; rational and irrational numbers; polynomials and operations; first degree equations; word problem applications; factoring; monomial and polynomial operations; solution of quadratic equations; algebraic fractions; linear equations in two variables; the Cartesian Coordinate System; linear equations and systems; powers, roots and radicals; and inequalities. Lessons, activities and assignments in Honors Algebra I are structured to challenge above average ability students. Scientific calculators and computer aides are incorporated using Pennsylvania Keystone Algebra I standards. Above average ability in mathematics as determined by recommendation of the seventh and/or eighth grade mathematics teacher

and guidance data required for admission. The course curriculum, instruction and assessment are aligned with the Pennsylvania Academic Standards for Mathematics as mandated by PA Education Code 22, Chapter 4 Regulations. The course's Objectives, Content, and Activities prepare students to meet the Algebra I Keystone Exam Standards as outlined in the PA Academics Standards for Mathematics. **Prerequisites: Student eligibility will be based on a placement score that considers grade averages, placement test score, homework/class grade, and PSSA/Keystone exam achievement level.**

ACADEMIC ALGEBRA I

The course involves: the study of variables; expressions and formulas; signed numbers; rational and irrational numbers; polynomials and operations; first degree equations; word problem applications; factoring; monomial and polynomial operations; solution of quadratic equations; algebraic fractions; linear equations in two variables; the Cartesian Coordinate System; linear equations and systems; powers, roots and radicals; and inequalities. Lessons, activities and assignments in Academic Algebra I are structured toward average ability students. Scientific calculators and computer aides are incorporated using Pennsylvania Keystone Algebra I standards. Average ability in mathematics as determined by recommendation of the seventh and/or eighth grade mathematics teacher and guidance data required for admission.

ALGEBRA I

The course curriculum, instruction and assessment are aligned with the Pennsylvania Academic Standards for Mathematics as mandated by PA Education Code 22, Chapter 4 Regulations. The course's Objectives, Content, and Activities prepare students to meet the Algebra I Keystone Exam Standards as outlined in the PA Academics Standards for Mathematics. The course contains the following mathematical topics: connections to algebra - variables, expressions and formulas; real numbers - signed numbers, rational and irrational numbers; solving and graphing linear equations, inequalities and functions; writing linear equations; solving systems of linear equations, and inequalities; polynomial operations and factoring; rational expressions and equations; radicals; exponents and exponentials; quadratic equations; and word problem applications. Lessons, activities and assignments are structured toward basic ability students and aimed at success in algebra. Scientific calculators and computer aides are incorporated using Pennsylvania Keystone Algebra I standards. The course curriculum, instruction and assessment are aligned with the Pennsylvania Academic Standards for Mathematics as mandated by PA Education Code 22, Chapter 4 Regulations. The course's Objectives, Content, and Activities prepare students to meet the Algebra I Keystone Exam Standards as outlined in the PA Academics Standards for Mathematics.

HONORS GEOMETRY

The course involves: the concepts of point, line and plane; angles and triangles; postulates and theorems; parallel lines and planes; quadrilaterals; logical statements; congruence and similarity; Pythagorean Theorem; right triangles and trigonometric ratios; angles and lines related to circles; perimeters, areas and volumes including similar figures; and circumferences, arc lengths and area of sectors. The traditional theorem/proof approach to geometry is enhanced using numerical and algebraic applications. Lessons, activities and assignments are structured to challenge above average ability students. Scientific calculators are incorporated using Pennsylvania Geometry standards. Above average ability in mathematics as determined by recommendation of the Honors Algebra I mathematics teacher and guidance data required for admission. The course curriculum, instruction and assessment are aligned with the Pennsylvania Academic Standards for Mathematics as mandated by PA Education Code 22, Chapter 4 Regulations. The course's Objectives, Content, and Activities prepare students to meet the 10th Grade Benchmarks and for their SAT/ACT exams. **Prerequisites: Students must earn a final Algebra I course average of 93 or above, score at least 1546 (Advanced) on the Algebra I Keystone, and have a teacher recommendation.**

ACADEMIC GEOMETRY

The course involves: the concepts of point, line and plane; angles and triangles; postulates and theorems; parallel lines and planes; quadrilaterals; logical statements; congruence and similarity; Pythagorean Theorem; right triangles and trigonometric ratios; angles and lines related to circles; perimeters, areas and volumes including similar figures; and circumferences, arc lengths and area of sectors. The traditional theorem/proof approach to geometry is enhanced using numerical and algebraic applications. Lessons, activities and assignments are structured toward average ability students. Scientific calculators are incorporated using Pennsylvania Geometry standards. The course curriculum, instruction and assessment are aligned with the Pennsylvania Academic Standards for Mathematics as mandated by PA Education Code 22, Chapter 4 Regulations. The course's Objectives, Content, and Activities prepare students to meet the 10th Grade Benchmarks for their SAT/ACT exams.

GEOMETRY

The course covers the basics of geometry by using arithmetic calculations and simple geometric formulas. Lessons, activities and assignments are designed for success in geometry. Course topics include: the concepts of point, line and plane; angles and triangles; postulates and theorems; parallel lines; quadrilaterals, parallelograms, and polygons; congruence and similarity; Pythagorean Theorem; circles and angles and lines; perimeters, areas and volumes including similar figures; circumferences, arc lengths and areas of sectors; right triangles; and coordinate geometry. Scientific calculators are incorporated using Pennsylvania Geometry standards. The course curriculum, instruction and assessment are aligned with the Pennsylvania Academic Standards for Mathematics as mandated by PA Education Code 22, Chapter 4 Regulations. The course's Objectives, Content, and Activities prepare students to meet 10th grade benchmarks and for their SAT/ACT exams.

SAT MATH PREPARATION COURSE

The SAT Math Preparation Course is a course tailored to the needs of students in an effort to better prepare them for the SAT entrance exam. The course will cover topics from the four sections of the Mathematics portion of the SAT – Heart of Algebra, Problem Solving and Data Analysis, Passport to Advanced Math, and Additional Topics in Math. Lessons, activities and assignments in SAT Math are geared towards the individual needs of students. Scientific calculators and computer aides are incorporated using PA and NCTM standards. The course curriculum, instruction and assessment are aligned with the Pennsylvania Academic Standards for Mathematics as mandated by PA Education Code 22, Chapter 4 Regulations. The course's Objectives, Content, and Activities prepare students to meet the SAT Topical Outline as provided by the College Board.

HONORS ALGEBRA II

The course involves number and set theory; polynomial operations; rational expressions; writing verbal expressions and equations; strategies for word problem solutions; coordinate geometry; solutions and graphs of linear and quadratic equations, polynomial functions, inequalities and absolute value; analytic geometry and conic sections; graphing using standard forms; solving systems of linear and conic equations; functions, domains, ranges and graphing; compositions and inverses; expressions as a function of a single variable; and exponential and logarithmic expressions and equations. Lessons, activities and assignments are structured to challenge above average ability students. Above average ability in mathematics as determined by recommendation of the Honors Geometry mathematics teacher and guidance data required for admission. The course curriculum, instruction and assessment are aligned with the Pennsylvania Academic Standards for Mathematics as mandated by PA Education Code 22, Chapter 4 Regulations. The course's Objectives, Content, and Activities prepare students to meet the 11th Grade Benchmarks and Algebra II standards as outlined in the PA Academics Standards for Mathematics. **Prerequisites: Student eligibility will be based on a placement score that considers grade averages, placement test score, homework/class grade, and PSSA/Keystone exam achievement level.**

ACADEMIC ALGEBRA II

The course involves: properties of real numbers; linear expressions; first degree equations; word problem applications; systems of linear equations; inequalities and absolute value; factoring; quadratic solutions and graphs; polynomial equations; functions and compositions; and high-degree equations; rational expressions and equations; radical expressions and equations; irrational and complex numbers; exponential expressions and equations; logarithmic expressions; and statistical analysis. Further study includes probability, sequences. Lessons, activities and assignments are structured to promote mathematical growth in average ability students. Scientific calculators and computer aides are incorporated using PA and NCTM standards. Average ability in mathematics as determined by recommendation of the Academic Geometry or Geometry mathematics teacher and guidance data required for admission. The course curriculum, instruction and assessment are aligned with the Pennsylvania Academic Standards for Mathematics as mandated by PA Education Code 22, Chapter 4 Regulations. The course's Objectives, Content, and Activities prepare students to meet the 11th Grade Benchmarks and as outlined in the PA Academics Standards for Mathematics.

ALGEBRA II

The course involves: properties of real numbers; linear expressions; first degree equations; word problem applications; systems of linear equations; inequalities and absolute value; factoring; quadratic solutions and graphs; polynomial equations; functions and compositions; high-degree equations; rational expressions and equations; radical expressions and equations; irrational and complex numbers; exponential expressions and equations; logarithmic expressions; statistical analysis; probability. Lessons, activities and assignments are structured toward average ability students. Scientific calculators and computer aides are incorporated using PA and NCTM standards. The course curriculum, instruction and assessment are aligned with the Pennsylvania Academic Standards for Mathematics as mandated by PA Education Code 22, Chapter 4 Regulations. The course's Objectives, Content, and Activities prepare students to meet the 11th Grade Benchmarks as outlined in the PA Academics Standards for Mathematics.

ACADEMIC TRIGONOMETRY/PRE CALCULUS

The course involves: number and set theory; coordinate geometry; solutions and graphs of linear and quadratic equations, polynomial functions, inequalities and absolute value; analytic geometry and conic sections; graphing using standard forms; functions, domains, ranges and graphing; compositions and inverses; and exponential and logarithmic expressions and equations. Trigonometry includes: radian measure; arc length and area of sector; right triangle ratios and reciprocals; trigonometric graphs; identities; polar coordinates; triangle area, and Laws of Sines and Cosines; and word problem applications. Lessons, activities and assignments are structured toward average ability students. Graphing and scientific calculators and computer aides are incorporated using PA and NCTM standards. The course curriculum, instruction and assessment are aligned with the Pennsylvania Academic Standards for Mathematics as mandated by PA Education Code 22, Chapter 4 Regulations. The course's Objectives, Content, and Activities prepare students to meet the 11th Grade Benchmarks as outlined in the PA Academics Standards for Mathematics.

AP CALCULUS

The course begins with a review of pre-calculus concepts. Functions and their graphs, identifying functions, transformations of functions, graphing with calculators, exponential and logarithmic functions, and finding and graphing inverse functions are the introductory concepts covered. The concepts of limits are covered in detail before starting differentiation and the application of derivatives. The course then proceeds to integration and the application of definite integrals. The course material concludes with slope fields and more advanced integration techniques. A few weeks before the advanced placement exam, an explanation of the test format and review of concepts will take place. Students will complete sample AP exam multiple choice and free response questions as part of the course, but they will be covered exclusively after all material is covered. Students will be issued graphing calculators for the school year and are instructed how to graph equations with an arbitrary viewing

window, find the zeros of functions, numerically calculate the derivative of a function, and numerically calculate the value of a definite integral. The course meets its AP requirements because students are instructed about the Rule of 4 and how to use it with each concept. The Rule of 4 tests students on their abilities to work with functions numerically, graphically, analytically, and verbally throughout the course. Students will be exposed to all the material they may see on the AP exam taken at the end of the course. The course curriculum, instruction and assessment are aligned with the Pennsylvania Academic Standards for Mathematics as mandated by PA Education Code 22, Chapter 4 Regulations. The course's Objectives, Content, and Activities prepare students for the administering of the AP Calculus examination given by the College Board every year.

HONORS CONCEPTS OF CALCULUS

The course begins with a review of pre-calculus concepts. Functions and their graphs, identifying functions, transformations of functions, graphing with calculators, and real numbers and the real number line are the introductory concepts covered. The concepts of limits are covered in detail before starting differentiation and the application of derivatives. The course then proceeds to integration and the application of definite integrals. The last topic to be covered is transcendental functions, which includes the derivatives and integrals of inverse functions and their graphs, exponential and logarithmic functions, inverse trigonometric functions, and it concludes with first order differential equations and slope fields. Students will be issued graphing calculators for the school year and are instructed how to graph equations with an arbitrary viewing window, find the zeros of functions, numerically calculate the derivative of a function, and numerically calculate the value of a definite integral. The course curriculum, instruction and assessment are aligned with the Pennsylvania Academic Standards for Mathematics as mandated by PA Education Code 22, Chapter 4 Regulations. The course's Objectives, Content, and Activities prepare students for success in an entry level Calculus class in the early stages of college.

PROBABILITY AND STATISTICS

Probability and Statistics is a full year course designed for students in grades 11 and 12 who have experienced above-average success in Algebra I, Geometry, and Algebra II (85% average and above). An Introduction to Statistics is necessary for students who plan to enter such fields as economics, business, psychology, sociology, biology, medicine, or mathematics. This course will help prepare a student for future advanced courses in probability and statistics. Students enrolled in this course need to have strong skills in mathematics. Students will be required to complete projects based on their collection of data outside the classroom.

MATH APPLICATIONS

The course integrates mathematics into daily problems by connecting theory and applications. Lessons, activities and assignments are designed for success in consumer, science, business, health, and social connections. Computer and on-the-job applications within numerous occupational fields are related to the mathematics required. Technical preparation through learning mathematics is the main focus of the course. Included are: patterns and operations of numbers; measurement; geometric computations; applying ratios, proportions and percent; statistics and graphs; and extensions of algebra. Calculators and computer aides are incorporated while using Keystone and Common Core standards.

MUSIC

CHORUS ELECTIVE CLASS

This class is designed for those students who have an interest in singing and have a basic understanding of written music. We will spend the majority of the time in rehearsal learning different styles, languages and levels of difficulty of music and will also devote time to learning what appears on the printed page in the language that we call music. The grading system (posted in the classroom and copy given to each student) is based largely on participation, singing (both as a member of the group and solo singing for the teacher) as well as the possibility of some written assignments. Participation in two concerts each year is a basic requirement.

Prerequisite: Approval of the instructor

8TH GRADE GENERAL MUSIC

Welcome to **Introspection** (*8th Grade General Music*). This class is designed to provide you with a better understanding and appreciation for music in your everyday life. We will explore a variety of topics, which will include taking a closer look at music related to your own emotional and intellectual development as a toddler, child, and young adult.

9TH GRADE GENERAL MUSIC

Welcome to **Life Notes** (*9th Grade General Music*). This class is designed to provide you with a better understanding and appreciation for music in your everyday life. We will explore a variety of topics, which will include taking a closer look at music related to every major subject area you study in school.

SCIENCE

CHEMISTRY

The Academic Chemistry course is designed to give students an excellent background in preparation for college chemistry. Topics of study in this course include: classification of matter, atomic structure, quantum mechanics, the Periodic Table, chemical formulas, chemical reactions, periodic trends, bonding, molecular structure, Stoichiometry, the kinetic theory, chemical equilibrium, and thermodynamics. A strong math background is recommended. This course is generally taken the junior year. This course is a prerequisite for Advanced Chemistry.

PRINCIPLES OF CHEMISTRY

The Principles of Chemistry course is designed to give students a general background in chemistry. Topics of study in this course include: classification of matter, atomic structure, quantum mechanics, the Periodic Table, chemical formulas, chemical reactions, periodic trends, bonding, molecular structure, Stoichiometry, the kinetic theory, chemical equilibrium, and thermodynamics and organic compound. Some math knowledge is required. This course is generally taken in the junior year. This course does not meet the prerequisite requirements for Advanced Chemistry. Students wishing to take Advanced Chemistry must take Chemistry.

ADVANCED CHEMISTRY

Advanced Chemistry is a continuation of Chemistry and is meant for the upper level chemistry student. This course is intended to provide additional course work for students who plan to major in biology, chemistry, engineering, environmental studies or related fields in college. A strong math background is highly recommended. This course is taken as an elective. Class size is limited and acceptance into the course is competitive.

Prerequisite: 90% or higher in Chemistry. Students who have taken Principles of Chemistry will not be allowed to enroll in this course.

LIFE SCIENCE

Life Science is a required course for all seventh grade students to provide knowledge and understanding of scientific inquiry, ecological, environmental and biological concepts as outlined in the Pennsylvania Department of Education Science Standards and Eligible content. Students will investigate the levels of organization in nature, beginning with a broad view of interactions between living and nonliving components of an ecosystem. Students will then apply that knowledge to a study of the Earth's biomes and natural changes that occur within them. The course will also focus on structures and functions that compose organisms and essential life processes including cell processes and energy, cell division, and genetics. Through the progression of this course, students will develop the following skills: observing, inferring hypothesizing, research, experimentation, classification, and the use of the microscope, triple beam balance, incubators and other scientific tools. Upon completion of this course, the students will have formed a strong foundation for their progression to higher-level science classes.

8TH GRADE PHYSICAL SCIENCE

The 8th Grade Physical Science course is intended to introduce several branches of science, such as physics, chemistry, and astronomy. Emphasis will be placed on studying the nature and properties of energy and nonliving matter. Problem-solving techniques are taught to make this process easier. The course continues with an in-depth study of energy and motion including speed, acceleration, momentum, thermal energy, mechanical energy and simple machines. The physics part then concludes with waves, light, sound, electricity and magnetism. The Chemistry part of the courses includes states of matter, atomic structure and the periodic table, chemical bonding and simple chemical reactions. Astronomy covers the topics of the formation of our universe, our solar system, and the objects located inside of it.

ENVIRONMENTAL SCIENCE

Environmental Science is designed to enhance the student's interest and understanding of the interdependence between man and his environment. The course begins with an overview of ecology and then describes how the actions of man have upset the delicate balance of nature. The topics covered include ecology, populations, watersheds, global warming, the greenhouse effect, agriculture, pest management and the wise use of the Earth's limited natural resources.

ANATOMY AND PHYSIOLOGY

The Anatomy and Physiology elective course is an advanced academic elective offered to junior and senior students. This course is designed to prepare students for college level science coursework. Through direct instruction, laboratory assignments, inquiry projects, and group assignments, students will investigate the human body and explore its structure and function. Students will study in depth, anatomical terminology, histology and various systems of the human body. **Prerequisite: Students wishing to enroll in Anatomy and Physiology must have achieved a final average of 85% or higher in their 10th grade Biology course.**

BIOLOGY

Students will investigate the role of biology in society and study fundamental biological concepts. Through a combination of direct instruction, laboratory activities, and group projects, students will develop a deeper understanding of the following biological principles: Chemical Basis of Life, Structure and Function of Cells, Bioenergetics, Cell Growth and Reproduction, Theory of Evolution, Genetics, and Ecology. Students will complete the Keystone Biology Exam at the conclusion of this course. **This course is a required prerequisite for AP Biology.**

PRINCIPLES OF BIOLOGY

Students will investigate the role of biology in society and study fundamental biological concepts. Through a combination of direct instruction, laboratory activities, and group projects, students will develop a basic understanding of the following biological principles: Chemical Basis of Life, Structure and Function of Cells, Bioenergetics, Cell Growth and Reproduction, Theory of Evolution, Genetics, and Ecology. Students will complete the Keystone Biology Exam at the conclusion of this course. **Laboratory work and math will be at a reduced level compared to Biology. Students who take this course will not be eligible for the AP Biology course.**

ADVANCED PLACEMENT BIOLOGY

The Advanced Placement Biology course is designed to build off the concepts learned in Biology and prepare students for a college level science major. Concepts covered include ecology, cytology, genetics, molecular biology, zoology, etc. Emphasis is placed on laboratory and field experiments. Class size is limited to 15 students and acceptance into the course is competitive. At the end of the course students will have the opportunity to take the AP Biology Exam. A passing score of 3 or higher on the exam may earn college credit. **Prerequisite: 95% or higher in Biology**

EARTH AND SPACE SCIENCE

Earth and Space Science is a course intended to make the student more aware of the physical nature of the earth on which they live and its place in the universe. It covers the disciplines of astronomy, geology, meteorology and oceanography with special emphasis on the agriculture, natural resources, topography, watersheds, wetlands and aquatic organisms which make up and/or are found in Pennsylvania. This course is generally taken the freshman year.

PHYSICS with Laboratory

The Physics course is designed to give students an excellent background preparation for college physics. Topics of study in this course include: an introduction to what physics is and the necessary mathematics needed to be successful in this course, a study of kinematics and two-dimensional motion and the forces responsible for these two types of motion, an in-depth study of vector problems, momentum, work, power and energy, thermal energy transfer, transfer of energy through wave motion with an emphasis on light and sound and current electricity including series and parallel circuits. This course is generally taken the senior year.

Student must pass Algebra 1 and 2 with an 85 or better

PHYSICAL SCIENCE without Laboratory

The Physical Science course is intended to introduce physics through conceptual development, model and problem solving. Problem-solving techniques are taught to make this process easier. The course shows students how physics is related to their lives and the world around them. The topics covered include velocity, acceleration, forces, vectors, motion in two dimensions, gravitation, momentum, work, power, energy, and energy transfer through waves. Appropriate labs are assigned for each topic to give students hands-on experience.

SOCIAL STUDIES

ECONOMICS, 12TH GRADE

This is a year-long course that invites students to develop their understanding of how economic concepts apply to their everyday lives. We start on a microeconomic level and move to a macroeconomic view while exploring the United States' role in the global economy. Throughout the course, students hone and apply critical thinking skills while making economic choices. Active listening and discussion are important to this course as well. Students will master literacy through reading and writing activities. Students will also analyze, apply, evaluate, and create data that is based on scenarios, texts, activities, and examples. Students will write full-length informative, persuasive, and argumentative essays that explore both personal and global economic scenarios. At the end of the course, students will have a better understanding of how to make practical, personal financial decisions and how their decisions fit into the larger picture.

WORLD HISTORY, 9TH GRADE

This course will focus on the idea that World History continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the world today. The course begins with the end of the Dark Ages and will include but not be limited to: the Renaissance, the rise of Europe, absolute monarchies, the Enlightenment and American Revolution, the French Revolution and Napoleon, the Industrial Age, growth of modern democracies, and World War I. This study of mankind from a global perspective will help students develop historical insight and sharpen their skills in processing and evaluating information.

SPORT AND EXERCISE PSYCHOLOGY ELECTIVE

The Sport and Exercise Psychology Elective offers the students a variety of opportunities to apply Psychology to Sport and Exercise performance. Students who are athletes will learn how important mental preparation is in combination with physical play. Students who are not athletes will be able to apply this course to everyday life

situations outside the realm of sports and exercise. The class will focus on the principles of mental toughness, positive imagery, goal setting, principles of motivation; in conjunction with positive and negative reinforcement. The course will also offer insight into the importance of concentration, leadership skills and traits, along with the emotional aspects of sports and exercise.

STREET LAW ELECTIVE

The Street Law Elective is a Social Studies course that allows students to further their historical knowledge. It is an opportunity for students to explore possible careers in politics and government, law, and the criminal justice fields. The class will teach students basic laws which can be applied in everyday life situations. Key concepts covered will be; lawmaking, citizen advocacy, settling disputes, the court systems, civil and criminal law, juvenile justice and the structure, function, and general operation of the legal system.

PSYCHOLOGY ELECTIVE

The purpose of the Psychology elective is to introduce students to world of Psychology prior to taking the course in college. Some students may wish to enroll in the Dual Enrollment program offered by Mid Valley to receive college credits for this course. The class itself will introduce topics such as: Personality, the role of consciousness, the process of memory and intelligence, mental health issues, and growth and human development. Students will learn foundational skills, such as a historical approach to psychology, early and modern theories of psychology, and key historical psychologists and their contributions to the field of psychology.

AMERICAN HISTORY II

This course examines the U.S. from the Industrial Revolution up until present day, and looks at its role in world affairs. It explores America's social, political, and cultural aspects in hopes of offering students a better understanding of the human experience. Through five units we will explore American history: Unit I: Into the Modern Age! is a study of how the U.S. modernized and moved onto the world stage by World War I. Unit II: Prosperity and Depression takes a look at the highs and lows of the 1920s and 30s, while Unit III: The Rise of a Superpower examines U.S. involvement in WWII, the Cold War, and explores 1950s culture. Next is Unit IV: The Tumultuous 60s which covers a number of topics including Civil Rights, Vietnam, JFK, and the Counterculture Movement. Finally, the course ends with Unit V: America Today: How Did We Get Here? In which we will discuss where America stands at the end of the 20th Century and at the beginning of the 21st Century.

ADVANCED PLACEMENT U.S. HISTORY

Advanced Placement United States History is a challenging course that is meant to be the equivalent of a freshman college course and can earn students college credit. It will cover American history from the discovery of the American continents to the present day. In order to cover such ground, solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical and analytical thinking skills, essay writing, and on interpretation of primary and secondary sources.

Prerequisite: Students must earn 95 or above in their current history course and receive a recommendation from their current English teacher regarding their writing ability.

SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM)

8th GRADE CYCLE: APP CREATORS

Students will learn to create apps for mobile devices using MIT App Inventor®. This course will expose students to computer science by computationally analyzing and developing solutions to authentic problems through mobile app development. It will also convey the positive impact of the application of computer science to other disciplines and to society.

9TH GRADE CYCLE: AUTOMATION AND ROBOTICS

This course focuses on automation and robotics using VEX Robotics Kits and ROBOTC software. Students will study mechanical systems, energy transfer, machine automation and computer control systems. Students will acquire knowledge and skills in problem solving, collaboration and innovation.

COMPETITION ROBOTICS [1/2 – YEAR COURSE]

This semester long course focuses on advanced automation and robotics using VEX Robotics Kits and ROBOTC software. Students will study drivetrain design, lifting mechanisms, systems integration, power, torque, and autonomous vs. driver control. Students will acquire knowledge and skills in problem solving, collaboration and innovation.

INTRODUCTION TO ENGINEERING DESIGN (IED) [FULL-YEAR COURSE]

This course is appropriate for students who are interested in design and engineering. The major focus of IED is to expose students to research and analysis, teamwork, communication methods, engineering standards, technical documentation and the engineering design process. This course assumes no previous knowledge, but students should be concurrently enrolled in college preparatory mathematics and science. Students will employ engineering and scientific concepts in the solution of design problems.

Course of study includes the engineering design process, modeling, sketching, measurement, statistics, applied geometry, CAD solid modeling, reverse engineering, graphic design, presentation design and delivery, consumer product design innovation and engineering drawing standards.

Prerequisites: Students must have passed the Algebra I Keystone exam (proficient or advanced); Students must have maintained strong mathematics grades of 85% or higher in Algebra I and Geometry courses at the academic or honors level.

TECHNOLOGY EDUCATION

COMPUTER APPLICATIONS

This course mainly covers Microsoft Office MOUS Core Certification curriculum. WORD: text, paragraphs, and documents; managing files; tables; and pictures and charts. EXCEL: cells and files; formatting worksheets; page setup and printing; working with worksheets and workbooks; formulas and functions; and using charts and objects. POWER POINT: creating and modifying a presentation; text and visual elements; customizing a presentation; creating output; delivering a presentation; and managing files. Microsoft PUBLISHER: publishing projects; and image retrieval, scanning, manipulation and construction software. This course is offered as an elective.

WORLD LANGUAGES

SPANISH I

This beginning language course will provide the student with a general introduction to the Spanish language: sound system, pronunciation, functional vocabulary related to everyday life, cultural information and basic grammatical structures. Emphasis will be on the acquisition of four skills: listening, speaking, reading and limited writing. The main objectives of this course are for students to acquire a basic understanding of Spanish culture, vocabulary, and grammatical concepts as well as to develop the ability to carry on a simple conversation.

SPANISH II

This course builds upon knowledge gained in Spanish I. This course will also reinforce the skills learned in Spanish I: listening, speaking, reading and writing. Emphasis is on mastery of the basic grammatical structures and additional every day vocabulary, and increased communicative proficiency. The main objectives of this course are

for students to enhance their understanding of Spanish culture, vocabulary, and grammatical concepts as well as to further develop the writing proficiency and their ability to carry on a conversation.

SPANISH III

The Spanish III course is designed for those students who wish to strengthen their conversation and writing skills and delve further into the understanding of the Spanish language and culture. The cultural material continues to stress the historical backgrounds and traditions of Spanish speaking countries. The material in this course is presented primarily in Spanish. Students will be expected to expand their vocabulary range to include more sophisticated terms, use advanced language expressions, verb tenses and grammatical concepts.

SPANISH IV

This course is designed to meet the needs of students who are interested in further developing their Spanish proficiency. It provides students the opportunity to improve and refine their listening, speaking, reading and writing skills. Instruction will take place primarily in Spanish. During this year, students will learn more complex grammar features and emphasis continues to be placed on oral skills with additional emphasis on reading and writing in the target language.

FRENCH I

French I is a beginning language course which stresses comprehension and speaking skills through basic grammatical structures and vocabulary building. Cultural material is integrated into the learning process so that students attain an awareness of the French culture as they read dialogues; translate stories, do oral activities and initiate conversation in the target language.

FRENCH II

In the second year of study, French, as a means of oral communication, is again stressed. This includes daily conversational activities, vocabulary building (professions, food, clothing, etc.) and more. Emphasis is also placed on advanced grammatical structures. The cultural material presented in French through historical, geographic, and social readings will allow students to acquire an awareness of daily life, history, and traditions of French speaking countries.

FRENCH III

The third year of study in French is designed to offer the student many opportunities to communicate with more fluency and self-confidence and to expand reading and writing skills. This will be accomplished through student created dialogues, and oral descriptions, short speeches and various written assignments. Authentic French literary selections (newspapers, cartoons, and traveling information) will be correlated toward this goal. The vocabulary and reading selections chosen will respond to the student's curiosity of life in the French speaking world. The prerequisite for this class is an 85 or higher average in French 2.