

# Northwest Area

**Senior High Course Selection Guide  
2023-2024**



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# NORTHWEST AREA SCHOOL DISTRICT

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## **Northwest Area Learning Community Mission Statement**

In collaboration with family and community partners, the Northwest Area School District provides a continuum of services that support ALL students to realize their fullest potential through academically rigorous and relevant programs of study.

### **Core Beliefs**

We believe that student success is achieved by:

- Encouraging life-long learning
- Promoting effective communication
- Cultivating professional development opportunities
- Stimulating critical thinking skills
- Fostering character development
- Setting challenging academic expectations
- Providing a healthy social and emotional environment

### **Credited Courses**

Northwest Area Senior High and Middle School provides a range of courses that enable students to attain academic standards. Credited courses consist of at least the following elements:

1. An alignment with post secondary goals to be completed by all students prior to graduation
2. Content, including materials and activities, and estimated instructional time to be devoted to achieving the academic standards
3. A relationship between the credits, instructional unit or interdisciplinary studies and academic standards specified under *Section 4.12* (relating to academic standards) and to those determined in the school district's (including charter schools) or AVTS's strategic plan under *Section 4.13* (relating to strategic plans).

### **School Profile**

The Northwest Area School District is a small, rural district located in Shickshinny, Luzerne County approximately 16 miles southwest of Wilkes-Barre, PA. The district has been in existence since 1955 when several smaller schools combined to form Northwest Area.

Northwest Area Senior High and Middle School is a comprehensive high school consisting of grades 7-12 with 430 students. There is a Primary School with 245 students in grades Pre-K-2 and an Intermediate School with 300 students in grades 3-6. Northwest Area High School has 45 certified staff members.

### **Academic Program**

Students are required to complete appropriate credits for graduation. In addition, all students are required to maintain a career-based portfolio to collect artifacts from career activities throughout all grade levels. Select juniors and seniors are permitted to enroll in a local college while still attending Northwest Area High School. They are permitted to take a maximum of 2 college courses per semester and must attend college both semesters. These courses are listed on their high school transcript and noted as "Col" following the name of the course (Eng. Comp. Col). The colleges have provided conversion tables for their grading systems. Credit is given toward graduation requirements for these courses.

## Grading System

Numerical grading based on 100% with 70% as a passing grade.

**A** = 100 to 93    **B** = 92 to 85    **C** = 84 to 76    **D** = 75 to 70    **F** = 69 to 0

## Grade Point Average

Grade point average, based on a 100 point grading scale, is calculated quarterly by including all courses taken as well as the college courses noted above. Due to the additional time requirements for certain courses, they are listed as 1.5 or 2.0 credits. GPA is reported on the transcript as both current (this year) and cumulative (9-12).

## Rank in Class

Class rank is calculated annually for all students. All courses are included in the calculation. Rank is reported on the transcript as current (this year) and cumulative (9-12).

## Online Learning

Students will have the option of taking classes through online options from the Northwest Virtual Academy. The only time students can enroll in electives is during course selection. If students change their mind after selecting an online course they and/or their parents will be assessed the cost of the class. All online grades are part of the grade point average and class rank. If the students fail to complete the class they will receive zeros for all incomplete assignments.

## Weighted Grades

AP Course grades will be weighted with a multiplier of 1.05, and not rounded, as a way to encourage students to challenge themselves with courses that provide a higher level of rigor. Any average that is calculated based on a weighted multiplier will not be rounded any further.

## NCAA Eligibility

For a student interested in continuing their athletic career on the Division I or II collegiate level, the following courses have been approved by NCAA for purposes of eligibility. These courses are considered to be college prep level courses providing a rigorous academic environment which will be accepted by the NCAA. Please see pages 6 and 7 (worksheets) to track eligibility.

### English/Language Arts

AP English  
Creative Writing  
English 9, 10, 11, 12  
Intensive English 9, 10, 11, 12  
Great Books

### Social Sciences

AP Government  
Government  
Modern World History  
Psychology  
Sociology  
American History I  
American History II  
American History III

### Science

AP Biology  
Biology  
Honors Biology  
Biotechnology  
Chemistry for the Community  
Chemistry I  
Chemistry II  
Comparative Anatomy  
Human Anatomy  
Advanced General Science  
Environmental Science  
Physics I

### Math

Algebra I  
Algebra II  
Algebra IA (.5)  
Algebra IB (.5)  
Calculus  
Essentials of Geometry  
Geometry  
AP Calculus  
Statistics  
Trigonometry

### Additional Courses

Spanish I, II, III

# DIVISION I WORKSHEET

This worksheet is provided to assist you in monitoring your progress in meeting NCAA initial-eligibility standards. The NCAA Eligibility Center will determine your academic status after you graduate. Remember to check your high school's list of NCAA-approved core courses for the classes you have taken or plan to take.

Use the following scale: A = 4 quality points; B = 3 quality points; C = 2 quality points; D = 1 quality point.

ENGLISH (4 YEARS REQUIRED)						
10/7	COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)
✓	Example: English 9	0.5		4		(0.5 x 4) = 2
						0.0
						0.0
						0.0
						0.0
	<b>TOTAL ENGLISH CREDITS</b>	0.0				<b>TOTAL QUALITY POINTS</b> 0.0
MATH (3 YEARS REQUIRED)						
10/7	COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)
✓	Example: Algebra I	1.0		3		(1.0 x 3) = 3
						0.0
						0.0
						0.0
	<b>TOTAL MATH CREDITS</b>	0.0				<b>TOTAL QUALITY POINTS</b> 0.0
SCIENCE (2 YEARS REQUIRED)						
10/7	COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)
						0.0
						0.0
	<b>TOTAL SCIENCE CREDITS</b>	0.0				<b>TOTAL QUALITY POINTS</b> 0.0
ADDITIONAL YEAR IN ENGLISH, MATH OR SCIENCE (1 YEAR REQUIRED)						
10/7	COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)
						0.0
	<b>TOTAL ADDITIONAL CREDITS</b>	0.0				<b>TOTAL QUALITY POINTS</b> 0.0
SOCIAL SCIENCE (2 YEARS REQUIRED)						
10/7	COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)
						0.0
						0.0
	<b>TOTAL SOCIAL SCIENCE CREDITS</b>	0.0				<b>TOTAL QUALITY POINTS</b> 0.0
ADDITIONAL ACADEMIC COURSES (4 YEARS REQUIRED)						
10/7	COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)
						0.0
						0.0
						0.0
						0.0
	<b>TOTAL ADDITIONAL ACADEMIC CREDITS</b>	0.0				<b>TOTAL QUALITY POINTS</b> 0.0
<b>TOTAL QUALITY POINTS FROM EACH SUBJECT AREA / TOTAL CREDITS = CORE-COURSE GPA</b>		0.0	/	0.0	=	
<b>QUALITY POINTS / CREDITS = CORE-COURSE GPA</b>						

10 of your 16 NCAA-approved core course credits must be completed before the start of your seventh semester, including seven in English, math or science.

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# DIVISION II WORKSHEET

This worksheet is provided to assist you in monitoring your progress in meeting NCAA initial-eligibility standards. The NCAA Eligibility Center will determine your academic status after you graduate. Remember to check your high school's list of NCAA-approved core courses for the classes you have taken or plan to take.

Use the following scale: A = 4 quality points; B = 3 quality points; C = 2 quality points; D = 1 quality point.

ENGLISH (3 YEARS REQUIRED)					
COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)
Example: English 9	0.5		4		(0.5 x 4) = 2
					0.0
					0.0
					0.0
<b>TOTAL ENGLISH CREDITS</b>	0.0				<b>TOTAL QUALITY POINTS</b> 0.0
MATH (2 YEARS REQUIRED)					
COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)
Example: Algebra I	1.0		3		(1.0 x 3) = 3
					0.0
					0.0
<b>TOTAL MATH CREDITS</b>	0.0				<b>TOTAL QUALITY POINTS</b> 0.0
SCIENCE (2 YEARS REQUIRED)					
COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)
					0.0
					0.0
<b>TOTAL SCIENCE CREDITS</b>	0.0				<b>TOTAL QUALITY POINTS</b> 0.0
ADDITIONAL YEARS IN ENGLISH, MATH OR SCIENCE (3 YEARS REQUIRED)					
COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)
					0.0
					0.0
					0.0
<b>TOTAL ADDITIONAL CREDITS</b>	0.0				<b>TOTAL QUALITY POINTS</b> 0.0
SOCIAL SCIENCE (2 YEARS REQUIRED)					
COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)
					0.0
					0.0
<b>TOTAL SOCIAL SCIENCE CREDITS</b>	0.0				<b>TOTAL QUALITY POINTS</b> 0.0
ADDITIONAL ACADEMIC COURSES (4 YEARS REQUIRED)					
COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)
					0.0
					0.0
					0.0
					0.0
<b>TOTAL ADDITIONAL ACADEMIC CREDITS</b>	0.0				<b>TOTAL QUALITY POINTS</b> 0.0
<b>TOTAL QUALITY POINTS FROM EACH SUBJECT AREA / TOTAL CREDITS = CORE-COURSE GPA</b>	0.0	/	0.0	=	
<b>QUALITY POINTS / CREDITS = CORE-COURSE GPA</b>					

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## Course Selection Information

1. Students should discuss their proposed course selection with their parents or guardian and be prepared to meet with a counselor. Students should be certain they have the necessary prerequisites before selecting a course.
2. A counselor will prepare a course selection form for students who do not submit a completed and properly signed form by the prescribed date.
3. Students should select their electives with care. A student expecting to further his/her education should plan his/her courses so that he/she has the necessary subjects for admission.
4. College entrance requirements for specific college majors vary greatly from one institution to another. Students and parents are reminded that most college entrance requirements are based on all four grades of high school. Credits outlined by the college catalogues are the minimum requirements for entrance. Students should pursue a well-rounded college preparatory curriculum, which will prepare them to complete college level work successfully.
5. Suggested grade levels are marked with each course to help students in selecting their programs.
6. Once a student begins a course that he/she scheduled, district practice is that the student remains in that course for the entire school year, regardless of the student's performance.  
**No schedule changes will be made after the 10<sup>th</sup> day of school.**
7. Course selection is one of the most important tasks that a student and his/her counselor accomplish together. Consider with care the many courses listed in this guide. Counselors will do everything possible to help students select the most appropriate program of studies for the next academic year. This guide has been designed to meet the needs of all students. Students should read it carefully as they select courses for next year. If students or parents have any questions about selections, please see a guidance counselor.

## Northwest Area High School Graduation Requirements:

- All students must pass at least 24.5 credits including the minimum course sequence in all areas:

### **Requirement**

Language Arts	4.0
Mathematics	4.0
Science & Technology	4.0
Social Studies	4.0
Family/Consumer Sci.	0.5
Wellness	2.0
Arts/Humanities	1.0
Computer Tech Ed.	1.0
Electives	4.0

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Total	24.5
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### **Note:**

- College bound students are recommended, not required to schedule and pass two years of a foreign language.
- Sequences of courses play an important role in the scheduling process.
- There is an emphasis on student reading, writing, speaking and listening skills at all grade levels and content areas.
- Graduation requirements for transfer students are subject to revision and review by the principal's office to determine eligibility for graduation.

## **Act 158 Pathways to Meeting Graduation Requirements**

**Act 158 of 2018** provides alternatives to Pennsylvania's statewide requirement of attaining proficiency on the three end-of-course Keystone Exams (Algebra I, Literature, and Biology) in order for a student to achieve statewide graduation requirements. This toolkit is designed to provide guidance as a result of the enactments of Act 158 and Act 6 of 2017 (Act 6), which established alternative pathways to meeting statewide graduation requirements for students who are Career and Technical Education (CTE) concentrators.

**Effective with the graduating class of 2023,** students have the option to demonstrate postsecondary preparedness through one of four additional pathways that more fully illustrate college, career, and community readiness. Keystone Exams will continue as the statewide assessment Pennsylvania uses to comply with accountability requirements set forth in the federal Every Student Succeeds Act (ESSA). Although students will no longer be required to achieve proficiency on the Keystone Exams in order to meet statewide graduation requirements, students must take the Keystone Exams for purposes of federal accountability. Failure to do so will affect a Local Education Agency (LEA) and school's participation rate.

### **Pathways**

**For students graduating in 2023 and beyond,** five pathways exist for meeting state high school graduation requirements:

- Keystone Proficiency
- Keystone Composite

- Career and Technical Education (CTE) Concentrator
- Alternative Assessment
- Evidence-Based

### **Students with Disabilities**

Any student with a disability who satisfactorily completes a special education program developed by an individualized education program team under the Individuals with Disabilities Education Act and 22 Pa. Code Ch. 14 (relating to special education services and programs) that does not otherwise meet the requirements of Act 158 or Act 6 shall be granted and issued a regular high school diploma by the student's LEA. Note: Students who graduate in this manner are not considered to have been granted waivers under Act 158.

For further information on the criteria for the individual pathways, please follow this link:

<https://www.pdesas.org/Page/Viewer/ViewPage/56/>

### **Northwest Area School District Annual Notice of Gifted Support Services**

The Northwest Area School District is committed to providing Gifted Support services to those students who are eligible and in need of these services.

The Northwest Area School District provides programming for students who are identified as Mentally Gifted. This term includes a person who has an IQ of 130 or higher or when multiple criteria as set forth in Chapter 16 regulations and in Department Guidelines indicate gifted ability. Determination of gifted ability will not be based on IQ score alone. Deficits in memory or processing speed, as indicated by testing, cannot be the sole basis upon which a student is determined to be ineligible for gifted special education. A person with an IQ score lower than 130 may be admitted to gifted programs when other educational criteria in the profile of the person strongly indicate gifted ability. Determination of mentally gifted must include an assessment by a certified school psychologist.

#### **Identification (Child Find) Activities:**

Building level teams meet regularly at the elementary, intermediate, middle school, and high school levels to monitor student progress, to develop intervention strategies, and to identify students who may need gifted services. The teams consider a variety of academic, behavioral, speech/language, and motor development information. Guidance counselors, working in collaboration with their district colleagues at all levels, are also important front line personnel in child find procedures.

The analysis of assessment results is an important child find strategy, and students may be referred to the school guidance counselor and/or school psychologist for additional assessment.

#### **Initiating an Evaluation:**

Parents who have questions about their child's academic or developmental growth and believe that their child may be Mentally Gifted should contact the appropriate building principal, school guidance counselor, or the Gifted Coordinator to request screening and/or evaluation. A parental request for a gifted evaluation should be made in writing.

9<sup>th</sup> Grade  
Electives

10<sup>th</sup> Grade  
Electives

11<sup>th</sup> Grade  
Electives

12<sup>th</sup> Grade  
Electives

Adulting 101/ Child Development  
Animal Science  
AP Computer Science Principles  
Aquatics & Fisheries/Agribusiness  
Band  
Biology (with teacher recommendatio  
/Honors Biology  
Chorus  
Manufacturing I  
Great Books  
Living Forest/Welding  
Pennsylvania Wildlife  
SAE: Work-Based Learning  
Spanish I  
World of Plants

Accounting I  
Adulting 101/ Child Development  
Advanced Art I  
Advanced Physical Education  
Animal Science  
AP Bio & Lab (2 periods)  
AP Computer Science Principles  
Aquatics & Fisheries/Agribusiness  
Band  
Business Law and Ethics  
CADD  
Chorus  
Creative Foods  
Creative Writing  
Comparative Anatomy and Physiology  
Great Books  
Living Forest/Welding  
Manufacturing I  
Manufacturing II  
Pennsylvania Wildlife  
SAE: Work-Based Learning  
Spanish I and II  
Sports Marketing  
World of Plants

Accounting I  
Accounting II  
Adulting 101/ Child Development  
Advanced Art I  
Advanced Art II  
Advanced Art III  
Advanced Physical Education  
Animal Science  
AP Bio & Lab (2 periods)  
AP Computer Science A (JAVA)  
AP Computer Science Principles  
Aquatics & Fisheries/Agribusiness  
Architectural Drafting  
Band  
Biotech and Medical Technology  
Business Law and Ethics  
CADD  
Chemistry II  
Chorus  
Comparative Anatomy and Physiology  
Creative Foods  
Creative Writing  
Great Books  
Intro. to Developmental Disabilities  
Living Forest/Welding  
Manufacturing I  
Manufacturing II  
Manufacturing III  
Pennsylvania Wildlife  
Principles of Engineering  
Psychology  
SAE: Work-Based Learning  
Sociology  
Spanish I, II and III  
Statistics  
World of Plants

Accounting I  
Accounting II  
Accounting III  
Adulting 101/Child Development  
Advanced Art I  
Advanced Art II  
Advanced Art III  
Advanced Physical Education  
Animal Science  
AP Bio & Lab (2 periods)  
AP Computer Science A (JAVA)  
AP Computer Science Principles  
Aquatics & Fisheries/Agribusiness 101  
Architectural Drafting  
Band  
Biotech and Medical Technology  
Business Law and Ethics  
CADD  
Chemistry II  
Chorus  
Comparative Anatomy and Physiology  
Creative Foods  
Creative Writing  
Great Books  
Intro. to Developmental Disabilities  
Intro to Developmental Disabilities Practicum  
Living Forest/Welding  
Manufacturing I  
Manufacturing II  
Manufacturing III  
Pennsylvania Wildlife  
Physical Education 12  
Principles of Engineering  
Psychology  
SAE: Work-Based Learning  
Sociology  
Spanish I, II, & III  
Statistics  
World of Plants

## Language Arts Required Courses

### English 9 Essential English 562

Grade Level: 9 1 Credit

Prerequisite: Students must have successfully completed 8th grade English.

The ninth grade Essential English course, based on a broad variety of literary genres builds on the learning and skill levels developed in the eighth grade. The focus of Essential English is the effective use of language for communication. The curriculum, which includes the study of specific novels, short stories, poetry, grammar, and vocabulary, concentrates on attaining these skills. Learners will cultivate active reading strategies that will enable them to not only understand and analyze fictional and non-fictional texts, but also to critically write about literature. Independent reading is required of all students and will be assessed during the school year.

### English 9 509

Grade Level: 9 1 Credit

Prerequisites:

1. Passing grade in current English class

2. Recommendation to take academic level from 8th grade English and Reading Teacher

English 9 focuses on multiple experiences in a variety of literary genres. Classes will focus on thematic and literal meanings of readings as well as the literary devices related to various genres. This course emphasizes instruction and practice in oral and written composition and also improvement of language skills. Students are challenged to demonstrate skills in a variety of written responses to informational, persuasive and creative assignments. Basic grammar skills taught in eighth grade are the expected knowledge base. Additional skills will be taught and reinforced. Students are responsible for retaining skills, completing assignments and participating in class. Independent reading is required of all students and will be assessed throughout the school year. Students will be required to read novels/plays in addition to poetry, short stories and independent reading assignments.

### Intensive English 9 0583

Grade Level: 9 1 Credit

Prerequisites: Student must fulfill the following requirements in order to take Intensive English 9:

1. An "A" average in eighth grade English and Reading

2. Recommendation to take intensive from current English and Reading teachers

Intensive English 9 is a reading, writing, and grammar intensive course designed for the motivated freshman. This course provides students with an intensive thematic examination of American and world authors and a variety of literary genres. Areas of study include extensive investigation of literary devices as well as author motivation and historical context. Students are expected to research, to analyze and to interpret each piece of literature and to participate in classroom discussions. Writing expository/informational and persuasive essays is the main focus; students are expected to include literary and researched proof in their essays and to have a firm working knowledge of the grammar skills taught in 8th grade. Grammar skills will be reinforced and taught. Independent reading will be required of all students and will be assessed during the school year. Students will read numerous novels/plays in addition to poetry, short stories, and independent reading assignments.

### English 10 Essential English 563

Grade Level: 10 1 Credit

Prerequisite: A passing grade in 9th grade English

The tenth grade English course that is based on *World Literature* builds on the learning and skill levels cultivated in the ninth grade. In the study of various forms of literature, students experience the people, the places, the ideas, philosophies, culture and the language of both western and eastern civilizations alike, practice grammatical concepts, vocabulary and writing skills. Sophomores will be expected to respond to the literature examined in numerous ways which include, but are not limited to: class discussion, informal and formal written products, informal and formal presentations, projects and summative assessments. In Essential English 10, learners will cultivate active reading strategies that will enable them to not only understand and analyze fictional and non-fictional texts, but also critically write about literature.

## **English 10 511**

Grade Placement: 10 1 Credit

Prerequisites: Students must fulfill the following requirements in order to take the academic level in tenth grade:

1. Passing grade in current English class.
2. Recommendation to take the academic level from current English teacher.

The sophomore year focuses on the development of World Literature by engaging in an examination and survey of the literary contributions of multicultural authors whose literary contributions represent a broad spectrum of genres and cultures. In *World Literature*, sophomores are afforded with an opportunity to critically examine the prose, poetry and drama of multicultural writers whose works serve as an artifact of cultures out of which they evolved. World Literature examines multicultural works from antiquity to modern times, offering students an opportunity to study major literary works in the context of cultural values, historical periods and philosophical frameworks. Students are presented with the basic terminology and devices for interpreting and analyzing literature that represents a variety of genres. In doing so, students cultivate a strong foundation in critical reading strategies and literary criticism. Throughout the year, students will be assessed on a variety of expository essays, vocabulary, summative assessments focusing upon the literature, the historical/philosophical context of the literature and the biographical information on the authors.

## **Intensive English 10 584**

Grade Placement: 10 1 Credit

Prerequisite: Students must fulfill the following requirements in order to enroll in 10th Intensive English:

1. Final grade of "A" in English 9.
2. Final grade of "B" or higher in ninth grade Intensive English.
3. Recommendation of 9th grade English teacher.

Intensive English 10 is a reading and writing intensive course for the highly motivated sophomore willing to assume a rigorous and challenging study of *World Literature*. Independent thinking, reading and creative expression is greatly encouraged. The "intensive" student is expected to possess a strong foundational knowledge of grammar, mechanics and writing conventions. Based on the class discussion format, students will be given an opportunity to explore new ideas and incubate ambitious and thought-provoking arguments. Students will examine a variety of multicultural works from antiquity to modern day which reflect a variety of cultural and philosophical frameworks, and be asked to synthesize new learning, reading and written products in order to cultivate critical connections. Honors English 10 affords learners with an exploration of the great works of world literature in their historical and philosophical contexts so that students may discover the variety and development of human thought and feeling in various cultures. Works of the Classical, Medieval and Renaissance periods in Europe as well as Asian and Middle-Eastern works that have influenced the West, in the forms of poetry, drama and fiction are examined. Evaluations are based on lecture, small and large group activities and presentations, individual assignments, readings, quizzes, essays and tests. Independent reading is required and will be essential during the school year.

## **English 11 Essential English 564**

Grade Placement: 11 1 Credit

Type of Course: Fulfills an English requirement for graduation.

Prerequisite: A passing grade in 10th grade English

The eleventh grade Essential English course, based on American Literature, builds on the learning and skill levels developed in the tenth grade. In the study of various forms of literature, students experience the people, the places, the ideas and the language of America, and practice grammatical concepts, vocabulary and writing skills. In Essential English 11, learners will cultivate active reading strategies that will enable them to not only understand and analyze fictional and non-fictional texts, but also critically write about literature.

## **English 11 514**

Grade Placement: 11 1 Credit

Length of Course: One Year Type of Course: Fulfills an English requirement for graduation.

Prerequisites: Students must fulfill the following requirements in order to take the academic level in tenth grade:

1. Passing grade in current English class.
2. Recommendation to take the academic level from current English teacher.

The sophomore year focuses on the development of American literature by tracing themes that recur at various periods in the nation's history. An extensive review and study of formal grammar and vocabulary will be completed. The students learn to use APA style documentation. Frequent writing by the students is of a critical nature and is directly related to the developmental and thematic focus of American literature. Engaging in such an examination, students are afforded with an opportunity to: (1.) acquire an understanding of the ideas, literary genres, literary devices and language employed by American authors; (2.) cultivate an awareness of the inextricable relationship between literature and cultural practice; (3.) develop the communication skills necessary to collaborate in an interdependent society; (4.) explore career options and their implications; and (5.) cultivate the requisite skills necessary to effectively construct a collegiate-level research paper. Lastly, students will read numerous novels/plays in addition to poetry, short stories and independent reading assignments.

## **Intensive English 11 585**

Grade Placement: 11 1 Credit

Prerequisites: Students must fulfill the following requirements in order to enroll in Intensive English 11:

1. Final grade of "A" in English 10.
2. Final grade of "B" or higher in Intensive English 10.
3. Recommendation of 10th grade English teacher.

Intensive English 11 is a reading and writing intensive course for the highly motivated 11th grader willing to assume a rigorous and challenging study of American Literature and culture. Independent thinking, reading and creative expression is greatly encouraged. A solid background in grammar is expected. The literature is arranged and explored in order of historical events. This course will examine the historical and cultural impact on the literature of the United States. Engaging in such an examination, students are afforded with an opportunity to: (1.) acquire an understanding of the ideas, literary genres, literary devices and language employed by American authors; (2.) cultivate an awareness of the inextricable relationship between literature and cultural practice; (3.) develop the communication skills necessary to collaborate in an interdependent society; (4.) explore career options and their implications; and (5.) cultivate the requisite skills necessary to effectively construct a collegiate-level research paper. Evaluations are based on lecture, small and large group activities and presentations, individual assignments, readings, quizzes, essays and tests. Students will read numerous novels/plays in addition to poetry, short stories and independent reading. Independent reading is required and will be essential during the school year.

## **English 12 Essential English 565**

Grade Placement: 12 1 Credit

Prerequisite: A passing grade in 11th grade English

The twelfth grade English course, which is based on British Literature, builds on the learning and skill levels cultivated in the eleventh grade. In the study of various forms of literature, students experience the people, the places, the ideas, and the language of the British Isles, and practice grammatical concepts, vocabulary and writing skills. In Essential English 12, learners will cultivate active reading strategies that will enable them to not only understand and analyze fictional and non-fictional texts, but also critically write about literature. Independent reading is required of all students and will be assessed during the school year.

## **English 12 512**

Grade Placement: 12 1 Credit

Prerequisites: Students must fulfill the following requirements in order to take the academic level in twelfth grade:

1. Passing grade in current English class.

2. Recommendation to take the academic level from current English teacher

The senior year focuses on the development of British Literature by engaging in a chronological examination and survey of the literary contributions of British authors that span from the Anglo-Saxon Period to the Twentieth Century. In British Literature seniors will be afforded with an opportunity to critically examine the classic, prose, poetry and drama of English writers whose works serve as an artifact of bygone British culture. Throughout the year, students will be assessed on a variety of expository essays, vocabulary, summative and authentic assessments focusing upon the literature, the historical context of the literature and the biographical information on the authors.

## **AP English 588**

Grade Placement: 12 1 Credit

Prerequisite: Final grade of A in Intensive English 11 and teacher recommendation.

This Advanced Placement English Literature and Composition course is a college level course, which encourages the development of skills in critical reading of imaginative and discursive literature and in writing about literature and related ideas. It follows the curricular requirement described in the AP English Course Description and is for students who are capable of doing college level work in English, while they are still in secondary school. It is designed for those who are willing to devote the energy necessary to complete a course more rigorous and demanding than other high school English courses designed for the college bound student.

The short term goal of this course is to enable students to demonstrate their achievement by taking the Advanced Placement English Examination in Literature and Composition in May. The long term goals of the course are to enable students to learn at a rate commensurate with their ability, to deal with material that intellectually mature students find engaging, to refine reading and writing skills important for success—not only for college but also in the business and professional world—and to cultivate habits of reading, writing and thinking that characterize lifelong learning and enjoyment.

*This course will be weighted by 1.05.*

## Language Arts Electives

### **Creative Writing 577**

Grade Placement: 10-12 1 Credit

Prerequisite: 85% or better in Current English Class

This course provides students with exposure to a variety of writing strategies and modes to express themselves while cultivating their writing style and skills. In Creative Writing, students will be encouraged to identify their strengths and interests as a writer while developing their own resources of observation, style and voice. Creative Writing affords students with an opportunity to write in a wide range of genres which include but are not limited to: exposition, fiction, poetry, biography, playwriting and journalism. The emphasis of this student-centered course is the discovery of the student's individual direction and style through analysis of literature, experimentation, practice and constructive feedback.

### **Great Books 531**

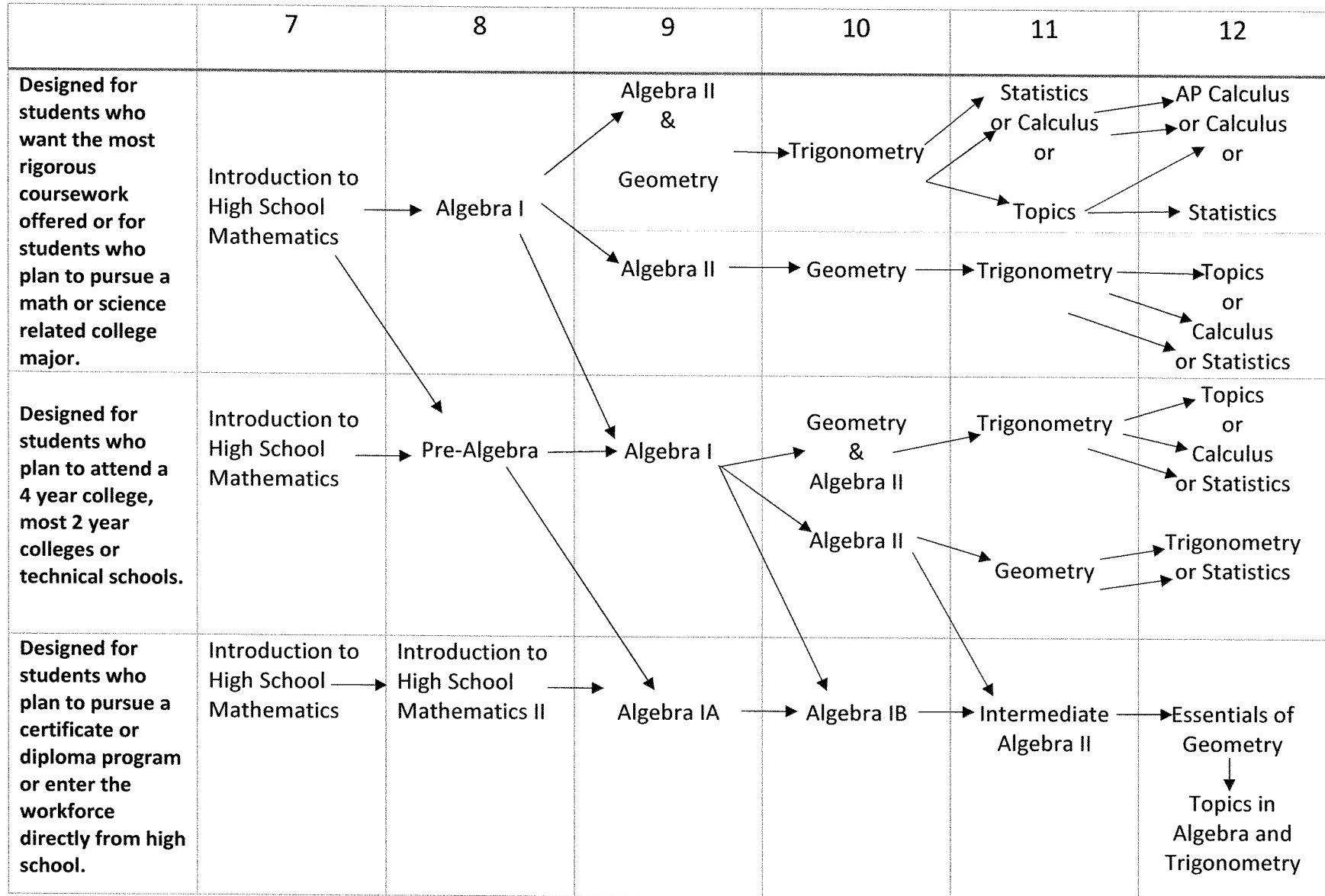
Grade Placement: 10-12 1 Credit

Prerequisite: Interest in reading and writing

The Great Books course will offer the students an opportunity to read, discuss and write about some of the world's best classic and contemporary literature. Students will read various authors from multiple regions, such as America, England and other parts of the world. Written reflections and presentations on the reading are also a requirement for this course. Students should have a strong interest in reading various genres in literature and writing. Students will be required to purchase and acquire certain novels throughout the year.

*This course will alternate every other year with Mass Communications.*

## Mathematics Progression



Each student is responsible to work with their math teachers and their guidance counselors to determine their sequence through the math progression.

## **Mathematics Math Sequence**

### **Algebra 1A    222**

Grade Placement: 9    1 Credit

Prerequisites: Introduction to High School Mathematics II or Pre-Algebra

This course is designed to teach the student how to solve and graph the solution sets of equations and inequalities in one variable; to solve absolute value equations and inequalities; to evaluate polynomial expressions containing exponents; to factor polynomial expressions; to solve word problems; and to solve basic probability problems.

### **Algebra 1B    223**

Grade Placement: 10    1 Credit

Prerequisite: Algebra 1A

This course is designed to teach the student how to evaluate rational expressions; to solve and graph the solution sets of linear equations and inequalities; to recognize functions and identify the domain and range of a function; to write and evaluate composite functions; to solve word problems algebraically; and to solve basic probability problems.

### **Algebra I    203**

Grade Placement: 9    1 Credit

Prerequisites: Recommendation of teacher and/or satisfactory completion of Pre-Algebra

Algebra I is designed to teach the students to solve, analyze and graph linear functions, inequalities, and systems within the real number system, as well as operations with polynomials and factoring.

### **Essentials of Geometry and Trigonometry    225**

Grade Placement: 11-12    1 Credit

Prerequisite: Algebra 1B or Algebra 1

This course covers the fundamental concepts of Euclidean geometry without emphasizing theory and proof.

Geometry topics include congruent and similar figures, parallel lines, polygons, and circles. Trigonometry topics include right triangle ratios, special right triangles, and trigonometric functions.

### **Geometry    212**

Grade Placement: 9-11    1 Credit

Prerequisites: Algebra I

This course presents the fundamental Euclidean geometric postulates and theorems concerning points, lines, planes, angles, polygons, and circles. In addition, basic topics from analytic geometry and trigonometry are included.

Students are expected to understand and to apply the properties of geometric figures to solve problems and to develop logical proofs of basic geometric concepts.

### **Intermediate Algebra II    224**

Grade Placement: 11-12    1 Credit

Prerequisite: Algebra 1B or Algebra 1

This course is designed to teach the student how to solve and graph systems of linear equations and inequalities; to evaluate complex rational expressions; to solve equations containing radicals, irrational numbers, and complex numbers; to solve and graph quadratic functions; and to find terms of a sequence or series.

## **Topics in Algebra and Trigonometry 215**

Grade Placement: 12 1 Credit

Prerequisites: Algebra I, Essentials of Geometry, Intermediate Algebra II

(By recommendation of Mathematics Department ONLY)

This course is designed to reinforce algebraic concepts and present basic trigonometry concepts, identities and their applications.

## **Algebra II 204**

Grade Placement: 9-10 1 Credit

Prerequisites: Algebra I

Algebra II is designed to reinforce and extend the topics of Algebra I. Additional topics are simplifying radicals, working with rational expressions, writing and graphing quadratic equations, and solving systems of two or more equations in two or more variables.

## **Trigonometry 214**

Grade Placement: 10-12 1 Credit

Prerequisites: Cumulative Average of 82 or higher in Algebra I, Geometry and Algebra II

This course presents the basic trigonometry concepts, identities and their applications. The course content includes definitions of the trigonometric functions, solving right triangles, radian measure, linear and angular velocity, graphing the six trigonometric functions, trigonometric identities, inverse trigonometric functions and the laws of sines and cosines applied to oblique triangles.

## **Statistics 275**

Grade Placement: 11-12 1 Credit

Prerequisites: Algebra II, Geometry or currently taking Geometry

Statistics is the science of collecting, organizing, analyzing and interpreting data in order to make decisions.

Individual and group projects based on real life statistical situations as well as traditional tests and quizzes will be used to evaluate student performance.

## **Calculus 206**

Grade Placement: 11-12 1 Credit

Prerequisites: Cumulative average of 82 or higher in Algebra II, Geometry, Trigonometry

This course will begin with a brief review of Algebra and Trigonometry concepts. The main body of the course will be derivatives as well as the rules and applications of differentiation. The course will conclude with integrals along with some of the rules and applications of integration. This course is an introduction to basic Calculus.

## **AP Calculus and Lab 202**

Grade Placement: 12 2 Credits

Prerequisite: 90 in Calculus with Teacher Recommendation

Advanced Placement (AP) Calculus is a college-level calculus course that is intended to prepare students for college calculus. In addition, students who pass the Advanced Placement Calculus Exam may be exempt from college calculus if the college or university permits such exemption. Topics discussed in AP Calculus include functions, limits and continuity, derivatives and their applications, indefinite and definite integrals and their applications and techniques of integration. Due to the demanding nature of the course, students are expected to be familiar with some of the topics as a result of having taken Calculus. In addition, a strong foundation in algebra is extremely valuable. A graphing calculator is required, but will be provided for the duration of the course. Any student who chooses to purchase their own calculator should consider contacting the college they plan to attend for information on acceptable calculators before making a purchase.

*AP credit will be given to students who take the appropriate AP test and score 3 or better.*

*This course will be weighted by 1.05.*

## **Mathematics Electives**

### **AP Computer Science A (JAVA) 200**

Grade Placement: 11-12 1 Credit

Prerequisites: Algebra II and Geometry

AP Computer Science A is an introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures. This course will provide a structured hands-on programming course using the language JAVA. The student must be able to log-on, use the keyboard, save and print to the network. A background in Algebra and Geometry will aid in the writing of programs. Topics covered in the programming class include variables, loops, methods, classes and graphics. The student will be assessed by writing programs and taking tests.

### **Principles of Engineering 273**

Grade Placement: 11-12 1 Credit

Prerequisite: Calculus or currently taking Calculus

**This course can also be taken as a 3-credit Dual Enrollment through Penn State with an additional cost to the student.**

Principles of Engineering will introduce students to design processes leading to implementation through group collaboration. Math and decision-making skills combined with communication will be the pillars of this course.

### **AP Computer Science Principles 209**

Grade Placement: 9-12 1 Credit

Prerequisites: 80% or higher in Algebra 1 or Algebra 2

AP Computer Science Principles will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

*AP credit will be given to students who take the appropriate AP test and score 3 or better.*

*This course will be weighted by 1.05.*

## **Science and Technology Required Courses**

### **Environmental Science 316**

Grade Placement: 9 1 Credit

This course is designed to familiarize students with watersheds' renewable and non-renewable resources; environmental health; agriculture and society; integrated pest management; ecosystems and their interactions; threatened, endangered, and extinct species; and humans and the environment. Students will be habituated with problems concerning air, water, sound and soil pollution. The student will synthesize, analyze and collect data from the environment. Chapter 4 requirements for Environment and Ecology are integrated into this course.

### **Biology I and Lab 301**

Grade Placement: 9-10 1 Credit

Biology I describes in detail a historical perspective of biology, biochemistry, cells, movement into and out of cells, DNA and protein synthesis, biotechnology, cellular energy, genetics and heredity, evolution of organisms, classification of organisms and the diversity of life and ecology. This is a required course for all tenth-grade students. Ninth grade students who wish to take this course in addition to Environmental Science need a 93 or better in 8<sup>th</sup> grade Science.

### **Honors Biology 303**

Grade Placement: 9-10 1 Credit

Prerequisites: 95 or better in the previous science course

Students in Honors Biology may take Comparative Anatomy concurrently with teacher recommendation.

Students will investigate the science of biology through rigorous and accelerated course work in the following content areas: biochemistry, cells, cellular energy, nucleic acids and protein synthesis, cellular growth and division, genetics and heredity, biotechnology, evolution and the origins of life, the diversity of life, the environment and ecology. Students will be expected to complete laboratory work and written reports as well, and oral presentations of their original lab work in all of the areas listed. This course may require experimentation on living organisms (bacteria, pill bugs, etc.). Students will also be expected to explore biology by completing reading and writing assignments outside of class.

*Either Chemistry for the Community or Chemistry I is required by the end of the 11th grade year.*

### **Chemistry for the Community 314**

Grade Placement: 11 1 Credit

This is a student-centered, activity-based, issues-oriented chemistry course that encourages small-group learning. It includes many traditional chemical concepts and laboratory skills, as well as more biochemistry, industrial, organic and nuclear chemistry than is normally encountered in a standard high school chemistry text.

### **Chemistry I and Lab 304**

Grade Placement: 11 1 Credit

Prerequisites: Algebra II

Chemistry is the science of matter and its changes the effort to understand the laws governing the behavior of atoms and molecules. General chemistry introduces the student to the basic principles of chemistry and emphasizes both the qualitative and quantitative aspects. Topics studied include the metric system, significant digits and scientific notation; properties of elements, compounds, mixtures; formula writing; balancing equations and predicting products in a chemical reaction; mole concepts; atomic theory and the periodic table; chemical bonding; stoichiometry; and gas laws, aqueous solutions and descriptive chemistry of selected elements and compounds. Chemists study abstract theories in an effort to understand fundamental laws. They can then apply them in making new materials, eliminating pollution, fighting diseases and detecting crime, for example. This course is highly recommended for all college bound students and should be considered mandatory for science-oriented students.

### **Chemistry II and Lab 305**

Grade Placement: 11-12 1.5 Credit

Prerequisites: Algebra II and Chemistry I

This course covers all topics discussed in Chemistry I in greater detail and also includes the study of molecular geometry and bonding theories, intermolecular forces, chemical equilibrium, acid-base equilibrium, thermochemistry and kinetics. Labs will stress the quantitative aspects of analysis. This course is recommended for all college bound science majors. This course will be scheduled for a double period every other day. Please plan accordingly.

### **Physics I and Lab 309**

Grade Placement: 11-12 1 Credit

Prerequisites: Trigonometry OR recommended by your math and science teachers for Trigonometry concurrently with Physics. Against Teacher Recommendation is not an option.

This course is an advanced alternative to Advanced Physical Science. It is a general first year Newtonian physics course, which presents in detail the basic laws that govern the nature of matter and energy. It covers in-depth concepts of forces and motion, conversions of energy, behaviors of light and sound waves, and electricity. Each of these topics also includes calculating values based on given real-world situations. Lab activities include both demonstrations of concepts and quantitative calculations. This course places light emphasis on some modern physics topics such as black holes, particle physics and special relativity. This course is recommended for college-bound science or pre-med/physician's assistant majors.

### **Advanced General Science 312**

Grade Placement: 12 1 Credit

The Science Topics course is designed to be an alternative to Physics for non-science majors or non-college bound students. This course is a laboratory-based, hands-on science class in which students will study but not be limited to the following topics: principles of science, matter and energy, structure of atoms, forces, motion, magnetism and electricity.

## Science and Technology Electives

### **AP Biology and Lab 313**

Grade Placement: 11-12 2 Credits

Prerequisites: 93% or better in Chemistry I and Biology I or Honors Biology

Students will study the following content areas as defined by The College Board: Molecules and Cells 25%, Heredity and Evolution 25% and Organisms and Populations 50%. In order to explore the areas listed above, students will be involved in twelve required labs which involve experimenting on living organisms (fruit flies and pill bugs). The course is taught as a freshman, biology major, and college level course. Some of the things the students will be asked to complete are the following: required readings and writings outside of class, laboratory reports, essay exams, objective exams and hands-on laboratory manipulations. This course will be scheduled for a double period every day. Please plan accordingly.

*This course will be weighted by 1.05.*

### **Biotechnology and Medical Technology 320**

Grade Placement: 11-12 1 Credit

Prerequisites: Biology I and Chemistry I with a minimum of 85% in each course

This course is a laboratory-based science class in which students will explore the applications of the field of biotechnology and how it applies to modern medical technology. Students will learn how to isolate DNA, perform gel electrophoresis, PCR and analyze DNA fingerprints. Biotechnology provides us with useful research tools. Technology touches us by producing new pharmaceuticals, food, textiles, chemicals, paper and degrading environmental pollutants. This course is designed to explore biotechnology's influence on life from cellular and molecular biology to ecology and evolution. The main focus of the course will be to familiarize students with laboratory procedures and techniques with an emphasis on their application in the medical field. Students considering a career in the medical field such as nursing, medical technology or veterinary technician would benefit from this course.

### **Comparative Anatomy and Lab 322**

Grade Placement: 10-12 1 Credit

Prerequisites: Biology I

Students will examine animal phyla through dissection of a wide variety of organisms to explore and discover the anatomical similarities and differences found in the animal kingdom indicating the evolutionary relationships between the organisms. Students will be responsible for a laboratory notebook with reflective entries on the development of organ systems within the animal phyla. Students will be expected to read, discuss and present information on animal phyla and the anatomy of those organisms with their relationship to the human organism. *Students in Honors Biology may take Comparative Anatomy and Physiology concurrently with teacher recommendation.*

## **Social Studies Required Courses**

### **American History II 704**

Grade Placement: 9 1 Credit

In this course, students will examine how the United States developed post Reconstruction into an industrialized nation and super power on the world stage. By analyzing primary and secondary sources, students will examine the political, cultural, social, economic, and historical significance of events from approximately 1865-1945. Topics include the Industrial Revolution, the Gilded Age, Progressive Era, World War I, Prohibition, the Roaring Twenties, the Great Depression, Dust Bowl, New Deal, and World War II.

### **American History III 707**

Grade Placement: 10 1 Credit

Suggested Prerequisites: American History II

American Cultures III will provide a survey of American history since the end of World War II.

The survey will include the closing events of World War II, America's role as a world superpower, social unrest and reforms, the Cold War Era, economic issues, conservative vs. liberal politics and the ongoing War on Terror.

Students will be expected to have an understanding of important social, political and economic events, the zeitgeist changes, and the women and men that were involved with them.

Students will be able to understand, explain and relate the significance of these historical events and people through written essays, various test formats, oral reports, research papers and classroom discussions.

### **Modern World History 712**

Grade Placement: 11 1 Credit

Modern World History will focus on the era beginning with the Period of Industrialization and continuing through events in the Twentieth Century (approximately 1750-present). Each student will become familiar with events of global importance that helped to shape the world in which we live today. The course will follow a chronological order of historical events relevant to the world perspective. Students will be required to conduct research and compose a scholarly paper on a chosen topic along with completing several supplemental reading assignments.

### **Government and Current Events 713**

Grade Placement: 12 1 Credit

This course is designed to give students a basic understanding of the American system of government. Students will study principles and documents of government; how government works; relationships among federal, state, and local governments, and how international relationships function. Students will also explore and investigate the legal system, court cases, constitutional issues, the influence of government in daily life, and the rights and responsibilities of American citizenship. Current political/social events and issues will also be discussed. Chapter 4 requirements for Civics and Family and Consumer Sciences are integrated in this course.

### **AP Government 711**

Grade Placement: 12 1 Credit

Prerequisite: 93 or higher in grade 11 history course + recommendation from 11<sup>th</sup> grade history teacher

This AP course will give students an analytical perspective on United States Government and Politics. This course includes both the study of general concepts used to interpret US government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute US government and politics. Through this course, students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes.

### **Family and Consumer Science 674**

Grade Placement: 9 .5 Credit

This course will address the skills and knowledge needed to help students prepare for life on their own. There will be an emphasis on building an understanding of everyday living. There will be a focus on building and maintaining positive relationships through proper communication techniques and balancing family, work and community responsibility. Also included is the importance of healthy living such as proper nutrition, meal management and kitchen safety/sanitation.

## Social Studies Electives

### **Sociology 715**

Grade Placement: 11-12 1 Credit

This course is designed to introduce students to the social science of sociology—the study of human societies, social behavior and relationships. Areas of study will include the nature of culture, conformity and deviance, roles, relationships, group interaction, socialization, stratification, social institutions, major theoretical perspectives and sociological methods of research and data collection. Contemporary social issues and problems will also be examined.

### **Psychology 706**

Grade Placement: 11-12 1 Credit

This course is designed to introduce students to the science of psychology. Students will explore the various sub-disciplines within psychology, along with the physical components of such and methods of applying the science to real-world situations.

### **Introduction to Developmental Disabilities 603**

Grade Placement: 11-12 1 Credit

This course is designed to give students in grades 11 and 12, that are or may be interested in working the fields of occupational or physical therapy, special or general education, law, or within the medical field an overview of what it means to have a disability. Throughout the course we will explore various disabilities including physical and mental, intellectual disabilities, mental illness, autism spectrum disorder, among others. We will also look at how such things as how Title IX and ADA help to “level the playing” field for all. Throughout the year there will guest speakers, videos, articles and other opportunities to gain a better understanding and appreciation for those that have disabilities. We will review movies that deal with the subject of disabilities and discuss Hollywood’s view on disabilities. The course will also include text work, case studies, projects, and hands-on applications to expand our knowledge of what constitutes a disability.

### **Introduction to Developmental Disabilities Practicum 604**

Grade Placement: 12 1 Credit

Recommended Prerequisite: Introduction to Developmental Disabilities

Students in 12<sup>th</sup> grade may choose to take part in the practicum by working with the students in the Life Skills classroom.

### **Child Development 670**

Grade Placement: 9-12 .5 Credit

This course introduces the student to the importance of studying the growth process of children and developing parenting and career skills. Child development from conception through age five is a major focus. Classroom concepts are combined with practical applications and in-class activities. **This course must be scheduled concurrently with Adulting 101.**

### **Adulting 101 671**

Grade Placement: 9-12 .5 Credit

Adulting 101 is a course designed to help students become prepared to face the challenges of becoming an adult and living on their own. Students will study career preparation, personal finance, budgeting techniques, housing decisions, personal life skills, developing social skills, parenting skills, nutrition and wellness guidelines, as well as basic culinary skills. **This course must be scheduled concurrently with Child Development.**

### **Creative Foods 673**

Grade Placement: 9-12 1 Credit

This course is designed to introduce the student to the world of foods. Many areas of foods are studied such as fruits, vegetables, quick breads, yeast breads, cookies, pastries, meats, poultry and fish. Students select recipes to prepare from each of the food types. Foods and customs are studied from various regions of the United States as well as international cuisine. Additional topics studied in this course include nutrition, meal planning and dining etiquette.

## **Arts and Humanities Required Courses**

### **Introduction to Art II 831**

Grade Placement: Grade 9 .5 Credit

This course builds upon Introduction to Art I. Students will be introduced to higher level drawing, painting and more intermediate handbuilding techniques with clay. Art history is incorporated throughout lessons.

### **Music History and Literature 805**

Grade Placement: Grade 9 .5 Credit

Students of Music History and Literature will explore the development of our Western culture, as well as other world cultures, through the medium of music.

## **Arts and Humanities Electives**

### **Band 803**

Grade Placement: 9-12 1 Credit

Suggested Prerequisite(s): Elementary Band, Jr. Band, school or private instrumental instruction  
This course is structured to provide a performance venue for instrumentalists.

### **Chorus 804**

Grade Placement: 9-12 1 Credit

This course is structured to provide a performance venue for vocalists.

### **Advanced Art I 832**

Grade Placement: 10-12 1 Credit

Suggested Prerequisite: 85 or better in Introduction to Art II or Teacher Recommendation.  
Builds and strengthens art techniques and skills. Projects will vary throughout the year with both 3D and 2D art forms, including introduction to the pottery wheel, ceramics, painting, drawing and printmaking.

### **Advanced Art II 833**

Grade Placement: 11-12 1 Credit

Suggested Prerequisites: 85 or better in Advanced Art I or Teacher Recommendation.  
First half of the year will focus solely on 3D art work including focus on the pottery wheel, intermediate handbuilding techniques with clay and sculpture with the use of various materials. The second part of the year will focus on 2D art including intermediate drawing, painting, printmaking and various aspects of design. Students will build a portfolio throughout the year. Advanced Art II may be taken concurrently with Advanced Art III.

### **Advanced Art III 834**

Grade Placement: 11-12 1 Credit

Suggested Prerequisites: 85 or better in Advanced Art I or Teacher Recommendation.  
First half of the year will be with 2D work, including advanced drawing, painting, printmaking, collage and various advanced aspects of design. The second half of the year will be 3D work with the pottery wheel, sculptures and advanced ceramics. Students will build a portfolio throughout the year.  
Advanced Art III may be taken concurrently with Advanced Art II.

## **Arts and Humanities (Foreign Language)**

### **Spanish I 522**

Grade Placement: 9-12 1 Credit

Prerequisite: Students must have an 80% average or higher in the current English class.

Spanish I introduces the student to the Spanish language and culture. Students develop basic skills in pronunciation and intonation with emphasis on the communication skills of listening, speaking, reading and writing. The student will learn the basic rules of Spanish grammar in the present tense through stem changing verbs, along with basic communication expressions and sentence structure, and will discuss some of the customs, traditions and geography of the many Spanish-speaking countries.

### **Spanish II 523**

Grade Placement: 10-12 1 Credit

Prerequisite: Passed Spanish I

Spanish II reviews and expands first year grammar structure and the development of the basic communication skills of listening, speaking, reading and writing. Vocabulary, sentence structure and phrases are increased to attain proficiency in the language. The student will learn two of the past tenses—both formation and usage. The understanding and appreciation of Spanish customs, culture and civilization are stressed throughout.

### **Spanish III 524**

Grade Placement: 11-12 1 Credit

Prerequisite: Students must have passed Spanish II with an 80% average or higher.

Spanish III is available in grades 11-12 and seeks to further proficiency in listening, speaking, reading and writing. Increased emphasis is placed on conversation skills and readings, along with advanced grammar study and vocabulary. The student will learn to differentiate between past tenses (imperfect and preterit) in speech and writing. The subjunctive mood will also be introduced, along with command expressions. Further knowledge of Spanish and Latin American culture is covered throughout. This is a combined course taught with Spanish IV.

## **Physical Education and Wellness Required Courses**

### **Health Education Grade 11 403**

Grade Placement: Grade 11 .5 Credit

The senior high school wellness program is a comprehensive program that teaches the student about total wellness, physical, mental, and social wellbeing.

### **Physical Education Grade 9 409**

### **Physical Education Grade 10 410**

### **Physical Education Grade 11 411**

.5 Credit

The physical education program facilitates development of skills and interest in fitness activities for all students.

## **Physical Education and Wellness Electives**

### **Physical Education Grade 12 412**

1 Credit

The physical education program facilitates development of skills and interest in fitness activities for all students.

### **Advanced Physical Education 422**

Grade Placement: Grades 10, 11, 12 1 credit

Advanced Physical Education is an elective class designed for students that are looking for a highly competitive Physical Education atmosphere. This class will mirror the activities that are offered in other Physical Education classes. The class will be open to highly motivated students in grades 10, 11 and 12.

## **Business Information and Computer Technology Education Required Courses**

### **Intro to Business 112**

Grade Placement: 9 1 Credit

This course introduces the student to types of business organizations and their relationships with government and society. Modern business practices and the tasks involved in decision-making, budgeting, financing, marketing and directing personnel are reviewed. These topics will be taught with a focus on the Microsoft Office Word, PowerPoint, Excel and Publisher to provide real-world, hands-on applications of these programs to the world of business. The students will learn how to effectively use a database program to query information and create reports, a spreadsheet program to solve, analyze and compare data with charts and graphs, a presentation program to design electronic slide shows and a Web page program to create Web pages appropriate for personal or commercial use. Students will use online research techniques to acquire information, collect data and research careers.

*This course is considered part of the scope and sequence of the approved Agriculture Program 1.9999 Agricultural/Animal/Plant/Veterinary Science and related fields, other.*

## **Business Information and Computer Technology Education Electives**

### **Accounting I 114**

Grade Placement: 10-12 1 Credit

Prerequisite: Introduction to Business

*Accounting for a Service Business Organized as a Proprietorship*

The Accounting I course provides an introduction to the accounting processes and procedures of using worksheets to document all transactions involved in various types of businesses. Students will become familiar with the generally accepted accounting principles and procedures, double-entry accounting, the use of journals and ledgers, adjusting and closing entries, preparation of financial statements and completion of the accounting cycle for a service sole-proprietorship business. First year accounting provides the theory and skills necessary to keep financial records both manually and with the use of computers. This course provides basic accounting knowledge for students planning to enter college and pursue a career in a business-related field, students desiring entry-level employment, and students who plan to own and operate their own business.

### **Accounting II 115**

Grade Placement: 11-12 1 Credit

Prerequisite: Accounting I

*Accounting for a Merchandise Business Organized as a Partnership*

The Accounting II course provides a deeper look into the accounting processes and procedures of using worksheets to document all transactions involved in various types of businesses. Students will journalize purchases, cash payments, sales, and cash payments, as well as prepare subsidiary ledgers, payroll records, and the preparation of financial statements and completion of the accounting cycle for a merchandise partnership business. Second year accounting provides the theory and skills necessary to keep financial records both manually and with the use of computers. This course provides basic accounting knowledge for students planning to enter college and pursue a career in a business-related field, students desiring entry-level employment, and students who plan to own and operate their own business.

### **Accounting III 116 (Independent Study)**

Grade Placement: 12 1 Credit

Prerequisite: Accounting II

*Accounting for a Merchandise Business Organized as a Corporation*

The Accounting III course provides a deeper look into the accounting processes and procedures of using worksheets to document all transactions involved specifically in a merchandise business organized as a corporation. Students will record daily transactions using special journals, account for uncollectible accounts receivable, account for plant assets and depreciation, account for inventory, notes, and interest, account for accrued revenue and expenses, and prepare financial statements for dividends and end-of-fiscal-period documents for a merchandise corporation. Third year accounting provides the theory and skills necessary to keep financial records both manually and with the use of computers. This course provides basic accounting knowledge for students planning to enter college and pursue a career in a business-related field, students desiring entry-level employment, and students who plan to own and operate their own business.

### **Computer Aided Drafting and Design (C.A.D.D.) 611**

Grade Placement: 10-12 1 Credit

Drafting (C.A.D.D.) is the study of industrial communication. Using the language of industry, students will learn how to draw three-dimensional objects in a two-dimensional format using lines and symbols in an industrial setting. Students will learn how to create and incorporate their projects into an interactive Website. The use of computers and drafting programs help the students to develop skills to communicate their information.

### **Architectural Drafting 612**

Grade Placement: 11-12 1 Credit

This course will challenge students by more advanced and larger scoped architectural projects by means of plans, elevations and section drawings. Students will explore the fundamental design phases for small- and medium-sized residential and commercial projects. Students will complete projects using CAD software, where computer-aided drafting techniques and standards will be used to prepare two-dimensional architectural drawings.

### **Manufacturing I 601/ Manufacturing I (12) 675**

Grade Placement: 9-12 1 Credit

This is an introductory woodworking course that provides students with the essential principles of woodworking. Safety and basic use of woodworking equipment are emphasized. Areas of study include wood technology, use of hand tools, portable power tools, basic machinery, basic joints and finishing techniques. Students will be required to complete chapter readings and written reports, as well as wood projects designed to develop fundamental woodworking skills.

*This course is considered part of the scope and sequence of the approved Agriculture Program 1.9999 Agricultural/Animal/Plant/Veterinary Science and related fields, other.*

### **Manufacturing II 661**

Grade Placement: 10-12 1 Credit

Prerequisite: Manufacturing I

This course is a continuation of the skills learned in Manufacturing I. During this project-based course, students will construct more complex furniture or wood items. Major emphases will be given to the safety and effective use of hand tools, portable power tools and stationary power tools.

### **Manufacturing III 663**

Grade Placement: 11-12 1 Credit

Prerequisite: Manufacturing II

This course is a continuation of the skills learned in Manufacturing I and II. Students will be exposed to basic engineering and robotic principles along with home improvement content and the construction of complex furniture items. Major emphasis will be given to the safety and effective use of hand tools, portable power tools and stationary power tools. The focus of the class will be project-based inquiry learning which develops a student's ability to adapt to modern day workforce skills.

### **Sports and Entertainment Marketing 128**

Grade Placement: 10-12 1 Credit

This course will alternate as a business elective with Business Law and Ethics.

This course will introduce students to the concepts of marketing via the sports and entertainment industry. Some of the areas of study will include: Marketing basics, special marketing tools, worldwide sports and entertainment events, entertainment and sports strategies, publicity and sales promotions, pricing strategies and recruiting athletes and entertainers.

## **Agriculture/Natural Resources Education Program Required Courses**

Northwest Area High School offers students an opportunity to focus their elective credits on Agriculture/Natural Resources. Seniors in the “Ag” Program can take the NOCTI Exam their senior year once they have completed a minimum of four Ag credits. If students qualify, they can then become Ag Completers and gain college credit at select post-secondary schools. The NOCTI Exam assesses work readiness in certain career fields.

*These courses are considered part of the scope and sequence of the approved Agriculture Program 1.9999 Agricultural/Animal/Plant/Veterinary Science and related fields, other.*

### **Animal Science 631**

Grade Placement: 9-12 1 credit

Students will explore the basic science concepts involved in the production of agricultural animals. All facets of modern agriculture are based on science. From the most rudimentary of cultural practices to the most complicated biotechnology techniques, scientific research has produced the phenomenon known as American Agriculture. The science of agriculture has brought humans from the stage of wandering and gathering food to modern civilization. Much of what we know about how living organisms reproduce and grow has come about through our quest to be more efficient in the production of food and fiber. Animal Science deals with the latest concepts in the animal industries, consumer concerns, animal products, and animals’ systematic processes including reproduction and digestion.

### **Pennsylvania Wildlife 623**

Grade Placement: 9-12 1 credit

This class is designed for individuals who care about natural resources and the environment – beginning with the recognition that the Earth is home for both people and wildlife. Students will study wildlife species found in Pennsylvania. Topics include identification, biology, management, habitat improvement, hunting regulations and firearm safety. Students will work with agencies such as the PA Game Commission and local sportsman’s organizations.

### **World of Plants 629**

Grade Placement: 9-12 1.0 credit

The purpose of this course is to give students a basic introduction to horticulture including greenhouse management, landscaping, floriculture, botany, and soil science. Hands-on activities include basic plant propagation, growing plants in containers, landscaping, planning a vegetable garden, floral design, reproduction and propagation, soil management and greenhouse operations.

### **The Living Forest 622 / AGM2**

Grade Placement: 9-12 (Fall 0.5 credit)

Students will learn about balancing the needs of traditional forestry with the needs of a changing world. This course presents the forest-products viewpoint while keeping in mind public awareness and the need for involvement in the decision-making processes by the public in general. Students will define forestry, trace its evolution, and identify the many beneficial qualities of trees and forests, along with the many diseases and pests that damage trees. Also included is the study of dendrology, mensuration and silviculture. **This course must be scheduled concurrently with Welding.**

### **Welding 625 / AGM2**

Grade Placement: 9-12 (Spring 0.5 credit)

The welding industry today is a continually growing and changing series of opportunities. This course is designed to develop and build skills and knowledge in working with metals. You will learn basic arc welding principles including safety, welding processes, welding positions, types of welds, and electrode selection and manipulation techniques. In this course you will practice fabricating various welds in performance applications.

**This course must be scheduled concurrently with The Living Forest.**

### **Agribusiness 101 632 / AGM1**

Grade Placement: 9-12 (Fall 0.5 credit)

Have you considered someday owning your own business? If so, this class is for you. We will discuss the topic of economics in agriculture, research prestigious agribusinesses in PA and build a business of our own from the ground up. We will answer the five important questions of the economic system and discuss the roles of individuals, businesses and society in the production process.

**This course must be scheduled concurrently with Aquatics and Fisheries.**

### **Aquatics and Fisheries 624 / AGM1**

Grade Placement: 9-12 (Spring 0.5 credit)

In this course you will learn about taxonomy and habitat requirements. While learning internal and external anatomy and physiology of fish, students will create a replica of a certain species. You will research extensively a fish family and the species within it. Students will work with agencies such as the PA Fish and Boat Commission, Trout Unlimited and local watershed organizations.

**This course must be scheduled concurrently with Agribusiness 101.**

### **SAE: Work-based Learning 640**

Grade Placement: 9-12 (1.0 credit entire school year)

Supervised Agricultural Experiences make learning relevant! To be successful in tomorrow's workplace and life, students need SAEs: planned, supervised, work-based applications of concepts and skills learned in agricultural education instruction. Instead of just talking about agriculture or the environment, students learn by conducting experiments, working in a greenhouse or agribusiness or raising animals. This credit is completed outside of regular school hours. Student must be concurrently enrolled in an agriculture class to be eligible.

## **Off-Campus Elective Offerings**

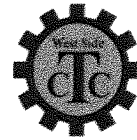
### **Cooperative Education - Diversified Occupations (Work Co-op or Work Study) 0001**

Cooperative Education is a structured method of instruction for qualified seniors combining school-based classroom learning with productive work-based learning at a training site in business and industry in an occupation matching the student learner's academic and career objective.

Cooperative Education is a partnership among students, parents/guardians, educational institutions, and employers, with specified responsibilities for each party. These include, but are not limited to:

- A written training agreement detailing responsibilities and a written training plan including work-based competencies relevant to the student's career choice
- Specified minimum work periods equivalent in length to an academic term (quarter, semester, etc.)
- Recognition of an employer/employee relationship which enforces all state and federal laws- Particular attention given to the Child Labor Laws regarding work permits, working hours, insurance, worker's compensation, safety and hazardous occupations, and mandated clearances
- Work experiences monitored by the instructor and supervised by employers
- Formal recognition of the experience by the school (e.g. grade, credit hours, etc.)
- Evaluations and assessments completed by the instructor and the employer
- Remuneration for the work performed

### **West Side Career and Technology Center**



The West Side Career and Technology Center is a full-time comprehensive technology school serving students in grades 9 through 12 from member districts. A complete academic curriculum compliments the 15 career-technical programs that lead to immediate career or college admission. Our integrated competency-based curriculum provides a quality educational community in which students will learn academic, career, technical, and soft skills necessary to prepare them to be contributing members of our society, skilled members of the workforce, and responsible life-long learners prepare to meet the challenges of the 21<sup>st</sup> century.

As part of the admission process, we invite students and their families to tour the facility while school is in session. In addition, we highly encourage students to schedule a Shadow Day to meet our students and participate in daily CTE program activities. This allows students to experience one or more programs to determine first-hand if a program is a good fit for their future goals. This allows

Visit our website at [www.wsctc.net](http://www.wsctc.net) or your guidance office to obtain an application to enroll. In order to be considered, students must complete sufficient credits to be promoted to ninth grade. Students are not guaranteed their first career choice. The acceptance and placement process will be determined by, but not limited to, program availability, credit requirements, attendance, academic involvement, grades, and behavioral infractions and standardized test results.

In addition to offering hands-on technology that prepare students for immediate employment, WSCTC provides other opportunities for students to grow and develop. Our academic courses prepare students for college admission, and our Early College program allows students to earn college credit during school hours or as part of after school offerings. Each CTE program also offers industry recognized credentials for students who qualify and co-curricular activities that are career related. Students may also participate in sports at the sending district.

### **Part-Time Program**

Students may be eligible for part-time enrollment at West Side CTC. Students attend their home school for their academic classes and report to West Side CTC for career and technical training. Admission to this program is limited and a consultation with both schools is necessary to review academic standards and credits.

### **Students Occupationally and Academically Ready (SOAR)**

The PA Department of Education supports career and technical education students aligning their CTE courses to a college program in order to complete a degree, diploma or certificate. Information about earning advanced credits and statewide articulations can be viewed at [www.collegetransfer.net](http://www.collegetransfer.net).

### **Diversified Occupations**

Cooperative Education is a structured method of instruction for qualified seniors combining school-based classroom learning with productive work-based learning at a training site in business and industry in an occupation matching the student learner's academic and career objective. Cooperative Education is a partnership among students, parents/guardians, educational institutions, and employers with specified responsibilities for each part.

- |  |                                  |
|--|----------------------------------|
| <b><u>Career and Technical Programs offered at West Side CTC</u></b> |                                  |
| ▪ Auto Body Collision Repair Technology                              | ▪ Culinary Arts                  |
| ▪ Automotive Technology  | ▪ Early Childhood Education      |
| ▪ Business Marketing   | ▪ Electrical Technology          |
| ▪ Carpentry  | ▪ Health Related Technology      |
| ▪ Computer Information Systems/Programming                           | ▪ H.V.A.C.                       |
| ▪ Computer Networking and Maintenance                                | ▪ Law Enforcement/Police Science |
| ▪ Cosmetology (10 <sup>th</sup> through 12 <sup>th</sup> )           | ▪ Machine Tool Technology        |
|  | ▪ Multi-Media Technologies       |

### **Northwest Area Dual Enrollment Program**

The following are the criteria for the Northwest Area Dual Enrollment Program for seniors:

- SAT score of 500 Critical Reading and 500 Math (or placement test as required by institution)
- Recommended cumulative grade point average of 85 or above
- No more than 15 absences during the previous school year
- Recommendation from Guidance Counselor

The following are the criteria for the Northwest Area Dual Enrollment Program for juniors:

- SAT score of 500 Critical Reading and 500 Math (or placement test as required by institution)
- Recommended cumulative grade point average of 95 or above
- No more than 15 absences during the previous school year
- Recommendation from Guidance Counselor

*Please note, these are general guidelines and requirements. Some colleges and universities may have additional criteria that need to be met.*

# Northwest Area Senior High – Course Selection

## Freshman

Student Name \_\_\_\_\_ **Grade: 9**

Student Cell # \_\_\_\_\_

Parent Name and Phone Number \_\_\_\_\_

## STUDENT SCHEDULE

	<i><b>COURSE</b></i>	<i><b>COURSE NUMBER</b></i>
Period 1	English 9*	562, 509, 583
Period 2	American History II*	704
Period 3	Environmental Science*	316
Period 4	Music History Literature/Art*	MOD9
Period 5	Physical Education/Family Consumer Science*	BLK9
Lunch	6	
Period 7	Mathematics* _____	_____
Period 8	Intro to Business*	112
Period 9	Elective: _____	_____

### **Alternate Elective Choices:**

1. \_\_\_\_\_ 2. \_\_\_\_\_

### \* Required Course

- Freshmen must schedule a minimum of 7 class periods and must pass 6 courses, including 3 of the following 4 courses: Math, English, History, and Environmental Science, in order to be promoted to the next grade level.
- **Once a student begins a course that he or she scheduled, district practice is that the student remains in that course for the entire school year, regardless of the student's performance.**

# Northwest Area Senior High – Course Selection

## Sophomore

Student Name \_\_\_\_\_ **Grade: 10**

Student Cell # \_\_\_\_\_

Parent Name and Phone Number \_\_\_\_\_

## STUDENT SCHEDULE

	<i><b>COURSE</b></i>	<i><b>COURSE NUMBER</b></i>
Period 1	American History III*	707
Period 2	English 10*	563, 511, 584
Period 3	Biology I*/Honors Biology	301, 303
Period 4	Mathematics* _____	_____
Period 5	Physical Education/Keystone Prep*	BK10
Lunch	6	
Period 7	Elective: _____	_____
Period 8	Elective: _____	_____
Period 9	Elective: _____	_____

### Alternate Elective Choices:

1. \_\_\_\_\_ 2. \_\_\_\_\_

\* Required Course

- Sophomores must schedule a minimum of 7 class periods and must pass 6 including 3 of the following 4 courses: English, American History III, Biology, and Mathematics in order to be promoted to the next grade level.
- **Once a student begins a course that he or she scheduled, district practice is that the student remains in that course for the entire school year, regardless of the student's performance.**

# Northwest Area Senior High – Course Selection

## Junior

Student Name \_\_\_\_\_ **Grade: 11**

Student Cell # \_\_\_\_\_

Parent Name and Phone Number \_\_\_\_\_

## STUDENT SCHEDULE

	<i><b>COURSE</b></i>	<i><b>COURSE NUMBER</b></i>
Period 1	Modern World History*	712
Period 2	English 11*	564, 514, 585
Period 3	Physical Education/Wellness*	BK11
Period 4	Mathematics* _____	_____
Period 5	Chem. I or Chem. Comm.* _____	304/305/314
Period 6	Elective _____	_____
Lunch	7	
Period 8	Elective _____	_____
Period 9	Elective _____	_____

### Alternate Elective Choices:

1. \_\_\_\_\_ 2. \_\_\_\_\_

### \*Required Course

- Juniors must schedule a minimum of 7 class periods and pass 6 courses including 3 of the following 4 courses: Modern World History, English, Mathematics, and Chemistry I/Chem. for the Community in order to be promoted to the next grade level.
- **Once a student begins a course that he or she scheduled, district practice is that the student remains in that course for the entire school year, regardless of the student's performance.**
- Students wanting to take both Trig and Physics concurrently need the signatures of both their math and science teachers.

Science Teacher Signature: \_\_\_\_\_

Math Teacher Signature: \_\_\_\_\_

# Northwest Area Senior High – Course Selection

## Senior

Student Name \_\_\_\_\_ **Grade: 12**

Student Cell # \_\_\_\_\_

Parent Name and Phone Number \_\_\_\_\_

## STUDENT SCHEDULE

	<i><b>COURSE</b></i>	<i><b>COURSE NUMBER</b></i>
Period 1	English 12*	565, 512, 588
Period 2	Government & Current Events*	713/711
Period 3	Mathematics* _____	_____
Period 4	Advanced General Science/Physics*	312/309
Period 5	Elective _____	_____
Period 6	Elective _____	_____
Lunch	7	
Period 8	Elective _____	_____
Period 9	Elective _____	_____

### Alternate Elective Choices:

1. \_\_\_\_\_ 2. \_\_\_\_\_

### \* Required Course

- Seniors are required to schedule 7 class periods and pass 6 credits including English, Government, Mathematics, Physics or Advanced General Science.
- **Once a student begins a course that he or she scheduled, district practice is that the student remains in that course for the entire school year, regardless of the student's performance.**
- Students wanting to take both Trig and Physics concurrently need the signatures of both their math and science teachers.

Science Teacher Signature: \_\_\_\_\_

Math Teacher Signature: \_\_\_\_\_

**Seniors Note:** It shall be the student's responsibility to visit with the Guidance Office for a transcript review in the beginning of his or her senior year. Seniors should be sure they have fulfilled all graduation course requirements.

## My High School Plan

	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
1				
2				
3				
4				
5				
6	LUNCH	LUNCH		
7			LUNCH	LUNCH
8				
9				

**Three areas of potential career focus:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_