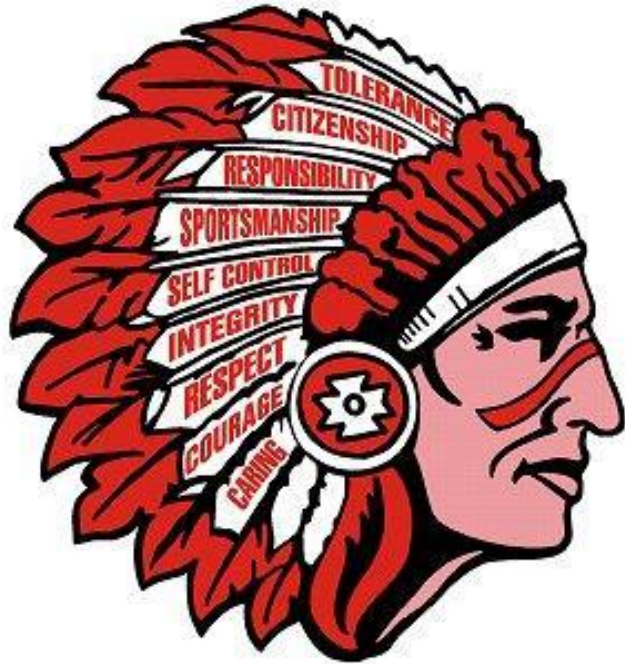


# Meyersdale Area High School



## Program of Studies

Revised February 2023

## **MISSION**

The mission of the Meyersdale Area School District, in partnership with parents and community, is to provide our students a high quality education enabling them to communicate effectively and function as responsible and productive citizens in a changing world.

### **GOAL 1: Student Achievement**

The Meyersdale Area School District will improve students' knowledge, skills and abilities in all subject areas as measured by an increase in PSSA scores to meet or exceed the advancing state expected performance levels. The district will make continuous improvement in the area of student achievement during the implementation of this strategic plan. Student achievement will be measured by performance on the PSSA and other variables necessary to meet adequate yearly progress (AYP).

### **GOAL 2: 21<sup>st</sup> Century Education**

The Meyersdale Area School District will provide a 21<sup>st</sup> Century learning opportunity so that each student will graduate with the knowledge and skills necessary to compete in and contribute to our changing society. The district will continue to provide and enhance a sequential curriculum, program options, learning experiences, equipment and support services necessary to ensure success for each student. During the implementation of this strategic plan, the district will make continuous improvement in the area of providing a 21<sup>st</sup> century education. Progress will be measured through student advancement in the K-12 curriculum and the tracking of graduates in attaining postsecondary success.

### **GOAL 3: Professional Development**

The Meyersdale Area School District will enhance student achievement by providing relevant and appropriate professional development to all instructional staff. The school will provide necessary resources, training and opportunities to staff to develop an environment of continuous district, school and individual improvement. Ongoing professional development will be provided that is strategically designed to make continuous improvement in student achievement according to the goals of the district. Due to the comprehensive nature of professional development, progress will be measured through the success of the district's goals.

### **GOAL 4: Community Environment**

The Meyersdale Area School District will provide a safe, secure, nurturing and healthy environment to the students of the school. The school will remain a community facility that will develop and foster a shared sense of responsibility and mutual respect among students, parents, staff, and community. During the implementation of this strategic plan, the district will make continuous improvement in the area of providing a community environment. Progress will be measured through data collection on factors that contribute to a successful community environment such as safe school data, counselor and Student Assistance Team reports and community surveys.

## **VISION**

We envision Meyersdale Area School District being a place where:

- each student is a lifelong learner who contributes to an ever-changing, increasingly diverse world.
- school and community relations are valued in Meyersdale Area School District. Students, teachers, staff, parents and community members will share the responsibility of every child.
- the community is dedicated to ensuring that students acquire the knowledge and skills necessary to enhance and fully develop their unique capabilities.
- each student is actively engaged in developing relevant knowledge, skills and attributes, both independently and collaboratively.
- faculty is provided professional development opportunities that encourage student engagement in learning experiences across the school district.
- all members of the school community have access to appropriate technology.
- all members of the school community are committed to continuous improvement.

## **BELIEFS (SHARED VALUES)**

We believe each student:

- can strive for excellence and be successful given enough time and resources.
- is unique in abilities, interests, needs and goals.
- should become an ethical decision-maker.
- needs a variety of educational opportunities that promote and enhance lifelong learning.

We believe learning:

- is promoted by a nurturing and stimulating environment.
- is an interactive process in which each student must be engaged.
- is enhanced by access to technology.
- must be defined, measured and recognized in a variety of ways.
- is enhanced by respectful, positive and collaborative relationships.

We believe educators:

- promote learning through relationships, engagement, and assessment.
- benefit from continuing professional development.
- grow professionally from opportunities for collaboration with peers.

We believe effective schools:

- are safe, secure and healthy environments in which students can learn.
- actively recognize, understand, and appreciate diversity.
- actively engage the community in the educational process.
- are accountable and add value to the community.
- provide resources to support adequate learning activities to implement vital educational opportunities including ethics and citizenship.
- anticipate and adapt to changes within the local, national and global context.
- strive for excellence in the areas of academics, arts and athletics.
- create responsible world citizens through shared civic responsibility at all levels.
- provide an environment that allows students to become problem solvers and critical thinkers.

**MEYERSDALE AREA SCHOOL DISTRICT  
SCHOOL BOARD MEMBERS  
2023-2024**

**Mr. Brian Deist  
Mrs. Heather Reese  
Mr. Bryan K Stanczyk**

**President  
Vice President  
Treasurer**

Ms. Gidget Brooks  
Mrs. Celeste Decker  
Mr. Ron Donaldson  
Mr. Mark Ferris  
Mrs. Melissa Platt  
Mr. Travis Smith

**309 Industrial Park Rd. • Meyersdale, PA 15552  
Phone: 814-634-1437 • Fax: 814-634-0832**



## **MESSAGE FROM THE SUPERINTENDENT OF SCHOOLS**

The Meyersdale Area Board of School Directors is committed to continuously improving our school district. One aspect of that improvement is the ongoing process of writing course curricula that not only meet state requirements, but provide a workable, practical blueprint for students in our ever-changing society. This description of courses offered at the Meyersdale Area High School has been prepared to provide our students and members of the community a window into the offerings available at our school. We are proud of the diverse range of classes available to our students. The descriptions were provided by the instructors teaching the classes and they would be happy to discuss their courses with you. The classes taken here at our school provide the foundation upon which a lifetime of education will be built. These course descriptions will, hopefully, give the students a better understanding of the available bricks to put into each of their own foundations.

**Dr. Tracey A. Karlie**  
Superintendent

## **MESSAGE FROM THE HIGH SCHOOL PRINCIPAL**

### **COURSE REQUIREMENTS**

Requirements for graduation are in accordance with the requirements for graduation in Pennsylvania secondary schools set by the State Department of Public Education. The courses provided are intended to develop study skills, work habits, and a sense of personal responsibility so that the student may become an independent thinker.

Course Requirements will reinforce learning through the practice, application, integration, and/or establishment of skills. Originality and creativity will be encouraged. This will enrich school experience and promote home-school communication skills.

We at Meyersdale Area High School believe it is an acceptable practice which should provide a means for our students to apply, integrate, practice, and extend school activities that combine the efforts of the school and home to develop the child physically, intellectually, emotionally, aesthetically, socially, and morally. It is the requirement of all courses that students must maintain a certain grade point average in addition to the expectations expressed in the course description.

Meyersdale Area High School is the oldest public high school in Somerset County. Meyersdale has a long tradition of successful alumni throughout the workforce today. Our courses were developed with an eye to the future to prepare students for the 21<sup>st</sup> century.

It is our desire that students and parents utilize this guide in preparing for their future success in a world environment.

**John Wiltrout**  
High School Principal

## **MESSAGE FROM THE HIGH SCHOOL COUNSELOR**

Dear Parents and Students:

This program of studies and course description guide is intended to help students and parents choose an appropriate academic program of study for high school. It is very important as students plan for post secondary education, training or employment to select courses designed for preparation for their individual post secondary goal. Students at Meyersdale Area High School can choose from many different programs of study such as: College Preparation, College/Career Preparation, Agriculture Education, Career Preparation and Technical programs through the Somerset County Technology Center. All of our programs offer extensive training to help prepare your child to work towards becoming a productive and self-sufficient citizen.

Students and parents who have questions about the different programs of study can contact the high school counselor at 634-8311 ext. 305 or at [carnold@masd.net](mailto:carnold@masd.net).

**Cassie Arnold**  
High School Counselor

## **EQUAL EDUCATION AND EMPLOYMENT OPPORTUNITY**

The Meyersdale Area School District's written policy 103 Nondiscrimination in School and Classroom Practices includes the following. The complete contents of the policy including complaint forms can be found online at [www.masd.net](http://www.masd.net) or by contacting the District's administration as referenced below.

Policy 103: The Board declares it to be the policy of this district to provide an equal opportunity for all students to achieve their maximum potential through the programs offered in the schools regardless of race, color, age, creed, religion, gender, sexual orientation, ancestry, national origin, marital status, pregnancy or handicap/disability.

The district shall provide to all students, without discrimination, course offerings, counseling, assistance, employment, athletics and extracurricular activities. The district shall make reasonable accommodations for identified physical and mental impairments that constitute handicaps and disabilities, consistent with the requirements of federal and state laws and regulations.

The Board encourages students and third parties who have been subject to discrimination to promptly report such incidents to designated employees. The Board directs that complaints of discrimination shall be investigated promptly, and corrective action be taken when allegations are substantiated. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations.

No reprisals nor retaliation shall occur as a result of good faith charges of discrimination.

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# GRADUATION REQUIREMENTS

Graduation is based upon the work completed in grades 9 through 12. The requirements for graduation are in accordance with the Requirements for Graduation in Pennsylvania Secondary Schools set up by the State Department of Education.

Effective with the 2012-2013 term all students must have a full schedule and at a minimum pass the following specific requirements to graduate. This is in addition to Physical Education. Physical Education is required at the 9<sup>th</sup> grade level followed by 1 full credit completed between grades 10-12.

1999 and thereafter – 24 credits grades 9 through 12 as follows:

English – 4 credits  
Social Studies – 4 credits  
Math – 3 credits  
Science – 3 credits  
Health – .50 credit  
Physical Education – 1 credit  
Electives – 8.5 credits

---

24 total credits

6 – Credits in selected program of study

All students in grades 9-12 must have full schedules at all times in a school year!

## ADDITIONAL REQUIREMENTS



In addition to the aforementioned graduation requirements, students must also successfully complete a *Career Graduation Research Assignment* AND demonstrate proficiency in the following subjects; *Algebra, Biology and Literature*. Every student will take the Algebra, Biology and Literature Keystone exams and proficiency will follow the Department of Education Pathways as outlined at the following link: [PDE Statewide Graduation Requirements](#)



# PROGRAMS OF STUDY



NAME: \_\_\_\_\_

YEAR OF GRADUATION: \_\_\_\_\_

MEYERSDALE AREA SCHOOL DISTRICT - *Four Year Plan*

PROGRAM APPLICATION: **Pre-College Accelerated & Pre-College:** 2 credits of World Language, 4 Math and Science credits and a combination of College Prep, Honors and College Courses

**SCTC:** 6 credits of a specific SCTC framework combined with core graduation requirements

**Ag Education:** Completion of all graduation requirements and the Agriculture Program course layout

**Career Preparation:** Completion of all graduation requirements with focuses on elective coursework and or work placement during the senior year

GRADUATION REQUIREMENTS	GRADE 9	GRADE 10	GRADE 11	GRADE 12
<b>ENGLISH</b> 4 CREDITS	112 Pre Honors/AP Lit & Comp or 111 Literature & Composition	122 *Honors/AP Composition or 121 College Prep Composition	132 *Honors/AP Literature or 131 College Prep Literature	140/1401 *Honors/AP English or 141 College Prep English
<b>SOCIAL STUDIES</b> 4 CREDITS	411 U.S. History	421 World Studies	431 POD/Economics	4410 *Honors Contemp. Affairs or 441 Contemporary Affairs
<b>MATHEMATICS</b> 3 CREDITS *4 Math credits are recommended	321 Algebra II, 326 Geometry or 314 Algebra I	322 Geometry, 342 Trigonometry or 321 Algebra II	342 Trigonometry, 343 Statistics or 322 Geometry	341-3410 *Honors Calculus or 342 Trigonometry, 343 Statistics
<b>SCIENCE</b> 3 CREDITS *4 Science credits are recommended	2210 Env Science OL & 221 Biology or 211 Env. Science	2310 * Honors Chem I or 221 Biology	*2410 *Honors Physics I or 231 Chemistry I	246 * Honors Chem II, 248 *Honors Physics II or 247 * Honors Anatomy or 241 Physics I
<b>WORLD LANGUAGE</b> 2 CREDITS * (if completing Pre-College Program)	711 Spanish I or 712 French I OL	721 Spanish II or 722 French II OL	Physical Education and 619 Health OL	Elective
<b>PHYSICAL EDUCATION</b> 1 CREDIT (between 10th-12th grade)	Elective course if not taking a double Science or Math	Physical Education And ½ Credit Elective	Elective	Elective
<b>HEALTH</b> ½ CREDIT (between 10th-12th grade)				
<b>ELECTIVES</b> 8.5 CREDITS	4 Quarter Rotation Courses: Ag, PE/Drivers Education, Oral Comm, Foods & Nutrition I (1.25)	Elective	Elective	Elective
<b>TOTAL CREDITS REQUIRED =</b> 24	<b>Min. 7 credits attempted</b> <b># of credits earned = _____</b>	<b>Min. 7 credits attempted</b> <b># of credits earned = _____</b>	<b>Min. 7 credits attempted</b> <b># of credits earned = _____</b>	<b>Min. 7 credits attempted</b> <b># of credits earned = _____</b>

Parent or Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_



NAME: \_\_\_\_\_

YEAR OF GRADUATION: \_\_\_\_\_

MEYERSDALE AREA SCHOOL DISTRICT - *Four Year Plan*

PROGRAM APPLICATION: **Pre-College Accelerated & Pre-College:** 2 credits of World Language, 4 Math and Science credits and a combination of College Prep, Honors and College Courses

**SCTC:** 6 credits of a specific SCTC framework combined with core graduation requirements

**Ag Education:** Completion of all graduation requirements and the Agriculture Program course layout

**Career Preparation:** Completion of all graduation requirements with focuses on elective coursework and or work placement during the senior year

GRADUATION REQUIREMENTS	GRADE 9	GRADE 10	GRADE 11	GRADE 12
<b>ENGLISH</b> 4 CREDITS	111 Literature & Composition	124 Career Composition	134 Career Literature	144 Career Prep English
<b>SOCIAL STUDIES</b> 4 CREDITS	411 U.S. History	421 World Studies	431 POD/Economics	441 Contemporary Affairs
<b>MATHEMATICS</b> 3 CREDITS *4 Math credits are recommended	313 Pre-Algebra and 314 Algebra I	321 Algebra II or 315 Algebra II/Geometry	Physical Education and 619 Health OL	Physical Education and ½ Credit Elective
<b>SCIENCE</b> 3 CREDITS *4 Science credits are recommended	211 Env. Science	221 Biology	230 Technical Chemistry I And 231 Tech Physics I or 232 Physical Science	Elective
<b>WORLD LANGUAGE</b> 2 CREDITS * (if completing Pre-College Program)	Elective	SCTC	SCTC	SCTC
<b>PHYSICAL EDUCATION</b> 1 CREDIT (between 10th-12th grade)	Elective	SCTC	SCTC	SCTC
<b>HEALTH</b> ½ CREDIT (between 10th-12th grade)				
<b>ELECTIVES</b> 8.5 CREDITS	4 Quarter Rotation Courses: Ag, PE/Drivers Education, Oral Comm, Foods & Nutrition I (1.25)	SCTC	SCTC	SCTC
<b>TOTAL CREDITS REQUIRED =</b> 24	<b>Min. 7 credits attempted</b> <b># of credits earned = _____</b>	<b>Min. 7 credits attempted</b> <b># of credits earned = _____</b>	<b>Min. 7 credits attempted</b> <b># of credits earned = _____</b>	<b>Min. 7 credits attempted</b> <b># of credits earned = _____</b>

**SCTC Areas of Concentration:**

Automotive Body Technology, Automotive Technology, Carpentry, Computer Networking Technology, Cosmetology, Culinary Arts, Dental Assisting, Early Childhood Ed/Teacher Prep, Electrical Occupations, Forestry, Health Occupations, Machine Technology, Manufacturing Trades, Masonry, Pre-Engineering Drafting and Design, Service Occupations, Welding Technology

Parent or Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_



NAME: \_\_\_\_\_  
 YEAR OF GRADUATION: \_\_\_\_\_

**MEYERSDALE AREA SCHOOL DISTRICT - Four Year Plan**

PROGRAM APPLICATION: **\*Pre-College Accelerated & Pre-College:** 2 credits of World Language, 4 Math and Science credits and a combination of College Prep, Honors and College Courses  
**SCTC:** 6 credits of a specific SCTC framework combined with core graduation requirements  
**Ag Education:** Completion of all graduation requirements and the Agriculture Program course layout  
**Career Preparation:** Completion of all graduation requirements with focuses on elective coursework and or work placement during the senior year

GRADUATION REQUIREMENTS	GRADE 9	GRADE 10	GRADE 11	GRADE 12
<b>ENGLISH</b> 4 CREDITS	111 Literature & Composition	123 College/Career Composition or 124 Career Composition	133 College/Career Prep Literature or 134 Career Literature	141 College Prep English or 144 Career Prep English
<b>SOCIAL STUDIES</b> 4 CREDITS	411 U.S. History	421 World Studies	431 POD/Economics	441 Contemporary Affairs
<b>MATHEMATICS</b> 3 CREDITS <i>*4 Math credits are recommended</i>	313 Pre-Algebra or 314 Algebra I	314 Algebra I or 321 Algebra II	321 Algebra II, 315 Algebra II/Geometry, or 322 Geometry	Physical Education and ½ Credit Elective
<b>SCIENCE</b> 3 CREDITS <i>*4 Science credits are recommended</i>	211 Env. Science	221 Biology	230 Technical Chemistry I And 231 Tech Physics I or 232 Physical Science	9692 Veterinary Science
<b>WORLD LANGUAGE</b> 2 CREDITS <i>*(if completing Pre-College Program)</i> <b>PHYSICAL EDUCATION</b> 1 CREDIT (between 10th-12th grade) <b>HEALTH</b> ½ CREDIT (between 10th-12th grade) <b>ELECTIVES</b> 8.5 CREDITS	9583 Ag Mechanics C	Physical Education and 619 Health OL	9691 Horticulture	9582 Agronomy
	9693 Natural Resource Management	958 Animal Science	9581 Ag Mechanics B	Elective
	<b>4 Quarter Rotation Courses:</b> Ag, PE/Drivers Education, Oral Comm, Foods & Nutrition I (1.25)	969 Ag Mechanics A	Elective	Elective
<b>TOTAL CREDITS REQUIRED =</b> 24	<b>Min. 7 credits attempted</b> <b># of credits earned = _____</b>	<b>Min. 7 credits attempted</b> <b># of credits earned = _____</b>	<b>Min. 7 credits attempted</b> <b># of credits earned = _____</b>	<b>Min. 7 credits attempted</b> <b># of credits earned = _____</b>

**Pathway Requirements**

**Agriculture:** Animal Science, Ag Mechanics A, Horticulture, Ag Mechanics B, Veterinary Science, Agronomy, Natural Resource Management, Ag Mechanics C, SAE

Parent or Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_



NAME: \_\_\_\_\_  
 YEAR OF GRADUATION: \_\_\_\_\_

**MEYERSDALE AREA SCHOOL DISTRICT - Four Year Plan**

PROGRAM APPLICATION: **\*Pre-College Accelerated & Pre-College:** 2 credits of World Language, 4 Math and Science credits and a combination of College Prep, Honors and College Courses  
**SCTC:** 6 credits of a specific SCTC framework combined with core graduation requirements  
**Ag Education:** Completion of all graduation requirements and the Agriculture Program course layout  
**Career Preparation:** Completion of all graduation requirements with focuses on elective coursework and or work placement during the senior year

GRADUATION REQUIREMENTS	GRADE 9	GRADE 10	GRADE 11	GRADE 12
<b>ENGLISH</b> 4 CREDITS	111 Literature & Composition	123 College/Career Composition or 124 Career Composition	133 College/Career Prep Literature or 134 Career Literature	144 Career Prep English
<b>SOCIAL STUDIES</b> 4 CREDITS	411 U.S. History	421 World Studies	431 POD/Economics	441 Contemporary Affairs
<b>MATHEMATICS</b> 3 CREDITS <i>*4 Math credits are recommended</i>	313 Pre-Algebra or 314 Algebra I	314 Algebra I or 321 Algebra II	315 Tech Algebra II/Geometry or 322 Geometry	Elective
<b>SCIENCE</b> 3 CREDITS <i>*4 Science credits are recommended</i>	211 Env. Science	221 Biology	230 Technical Chemistry I And 231 Tech Physics I or 232 Physical Science	Elective
<b>WORLD LANGUAGE</b> 2 CREDITS <i>*(if completing Pre-College Program)</i> <b>PHYSICAL EDUCATION</b> 1 CREDIT (between 10th-12th grade) <b>HEALTH</b> ½ CREDIT (between 10th-12th grade) <b>ELECTIVES</b> 8.5 CREDITS	Elective	Physical Education and ½ Credit Elective	Physical Education and 619 Health OL	Elective
	Elective	Elective	Elective	Elective
	<b>4 Quarter Rotation Courses:</b> Ag, PE/Drivers Education, Oral Comm, Foods & Nutrition I (1.25)	Elective	Elective	Elective
<b>TOTAL CREDITS REQUIRED =</b> 24	<b>Min. 7 credits attempted</b> <b># of credits earned = _____</b>	<b>Min. 7 credits attempted</b> <b># of credits earned = _____</b>	<b>Min. 7 credits attempted</b> <b># of credits earned = _____</b>	<b>Min. 7 credits attempted</b> <b># of credits earned = _____</b>

Parent or Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

## **SCHEDULING REGULATIONS**

### **PRE-COLLEGE ACCELERATED & PRE-COLLEGE:**

- Incoming Freshmen students must have a final average of an “A” in both Science and Algebra I to participate in the accelerated program.
- Teacher recommendations for English, Science and Mathematics are required for incoming Freshman and may also be required for Sophomores, Juniors and Seniors.
- Agriculture, Tech Ed, Family & Consumer Science, Art and Music can be taken in addition as elective courses.

### **AGRICULTURAL EDUCATION:**

- Agriculture courses are offered on a 4-year rotating basis. Please locate the Agriculture section in the Program of Studies Guide to view the rotation schedule.
- You must take at least 6 courses in the Agriculture Program for completion of the program.
- Pre-College Accelerated and Pre-College courses can be taken in conjunction with the Program.

### **SOMERSET COUNTY TECHNOLOGY CENTER (SCTC):**

- Select your program of choice annually on your course selection sheet.
- These courses are offered in the AM at the Somerset County Technology Center. Transportation is provided by the District.
- Co-Op experiences may be available Junior and/or Senior year based on completion of specific criteria.

### **CAREER PREPARATORY:**

- Agriculture, Tech Ed, Family & Consumer Science, Art and Music courses can be taken as elective courses to complete your schedule.
- Work placement opportunities may be available based on completion of specific criteria during your Senior year.

### **THE FOLLOWING REGULATIONS EXIST FOR ALL STUDENTS:**

- Courses with \* before the title are considered honors and/or college level courses and qualify for honors GPA weight.
- Some courses may require teacher recommendations (TR).
- No class may be dropped after the end of the 1st week of school.
- Students must have the approval of their parent/guardian to drop a class.
- Final approval for all schedules will be given by the School Counselor or Principal.
- If a class is dropped after the 1st week of school, the student will receive an “F” for the year.
- Student schedules will be full, at all times, with requirements and electives.
- All students must take 7 credits. (Exceptions may exist for seniors participating in the work placement program or students who have a scheduled science lab, dual enrollment course or Band/Chorus.)
- All revisions to course selections must be made by June 30th.

**Parents/Guardians who have questions should contact the High School Counselor at 634-8311 ext 305.**

# ENGLISH

## **(111) Literature and Composition**

**Time: 36 Weeks**

**Prerequisite: 8<sup>th</sup> Grade English**

Freshman students study grammar usage, sentence structure and mechanics through the use of sentence expansion studies and writing activities. Emphasis is placed on the use of the writing process: prewriting, rough drafting, revising, editing and final copy writing. The various forms of assigned writing are structured paragraphs, poetry, analytical essays, personal narratives, persuasive pieces, creative writing, research projects and short story writing. Completion of all major written pieces is mandatory for success of the course. Freshmen are shown various types of literature through an anthology. They read and analyze short stories and discuss literary terms and how they relate to the stories. In addition to short stories, students will read and analyze several novels and an epic poem. These works may include: *Loch*, *Great Expectations*, *Under a War Torn Sky* and *the Odyssey*. Students also explore various types of nonfiction and poetry.

## **(112) Pre-Honors/AP Literature and Composition**

**Time: 36 Weeks**

**Prerequisites: 8<sup>th</sup> Grade English, summer work completion and reading along with English Teacher Rec.**

The ninth grade pre-honors English class is a preparation course for possible acceptance into the honors English program. Freshman students study grammar usage, sentence structure and mechanics through the use of sentence expansion studies and writing activities. Emphasis is placed on the use of the writing process: prewriting, rough drafting, revising, editing and final copy writing. The various forms of assigned writing are structured paragraphs, poetry, essays, personal narratives, creative writing, research projects, short story writing and analytical pieces. Completion of all major written pieces is mandatory for success of the course. Freshman students are shown various types of literature through an anthology. They read and analyze short stories and discuss literary terms and how they relate to the stories. Students will read and analyze several novels and an epic poem. These works may include: *Great Expectations*, *Anthem*, *Ties That Bind*, *Ties that Break*, *Under a War Torn Sky* and *The Odyssey*. Speech activities include simple presentations, oral reading, and class discussions. Students also explore various types of nonfiction and poetry.

## **(121) College Preparatory Composition**

**Time: 36 Weeks**

**Prerequisites: 9<sup>th</sup> Grade English**

The tenth grade composition course focuses on strengthening student writing to better prepare them for 11<sup>th</sup> grade, the Keystone English Exam, and college. The writing is done through the reading and analysis of various literary genres: novels, dramas, short stories, and poetry. Contextual vocabulary and genre-specific terminology are also emphasized. The major writing assignments are learning to write research papers, developing analytical essays to short stories and novels, and composing poems in various forms. The course will emphasize understanding the author's purpose, making connections between texts, making connections to our lives today, and providing a literary analysis of the work. Texts may include *Antigone*, *Romeo and Juliet*, *Adventures in Appreciation* (short stories and poetry), *To Kill a Mockingbird*, *The Pearl*, *Animal Farm*, *The Cure*, and *the Joy Luck Club*.

## **(122) Honors/AP Composition**

**Time: 36 Weeks**

**Prerequisites: 9<sup>th</sup> Grade English, summer work completion and reading along with English Teacher Rec.**

The Honors English 10 course provides students with a background in literature and writing designed to prepare students for college and the College Board Advanced Placement testing program. The reading, analysis and appreciation of classic and contemporary literature (novels, dramas, short stories, and poetry) and authors are emphasized. Some works may include *The Cure*, *Animal Farm*, *The Secret Life of Bees*, *Romeo and Juliet*, *Antigone*, *The Scarlet Letter*, *The Joy Luck Club* and others. Literary devices and terms are presented through the literature-based compositions. Writing assignments include reader response to literature; poetry, short story and character analysis; reaction papers to novels and drama; essay tests; and research paper. Vocabulary from the literature is studied. A minimum of an 84% average must be maintained in this course.

**(124) Career Composition****Time: 36 Weeks****Prerequisites: 9<sup>th</sup> Grade English**

Texts: (may include) *Elements of Literature* (various short stories and poems), *Adventures in Appreciation* (various short stories and poems), *The Taming of the Shrew*, *Animal Farm*, *Cannery Row*, *The Devil's Arithmetic*, *Antigone*, *The Pearl*, *Alas, Babylon*, *To Kill a Mockingbird*, *The Crucible*, *Fast Food Nation*, *Marley and Me: Life and Love with the World's Worst Dog*, informative/persuasive nonfiction articles

Assignments/Activities: essay writing (expository, persuasive, narrative, personal); research writing; literary analysis writing (characterization, plot, theme, mood/tone, literary devices); creative writing; business writing (resume, letter of inquiry/interest/introduction, applications); text-based vocabulary development; grammar, mechanics, usage through writing; project-based activities that incorporate the use of technology. Public Speaking is also emphasized.

**(131) College Prep Literature****Time: 36 Weeks****Prerequisites: 10<sup>th</sup> Grade English and Teacher Rec.**

Academic/College Prep 11 offers students a comprehensive and intensive preparation for high stakes testing with an emphasis on literature. The course is augmented by grammar, composition, and public speaking components. Throughout the year the curriculum will focus on poetry, short stories, novels, non-fiction in various forms (biography, autobiography, technical articles, etc.), and drama. The literature component will emphasize critical thinking, interpretation, and analysis of the aforementioned forms of literature as well as literary elements. The student will produce examples of persuasive, expository, and narrative written communication. In addition, the student will produce a research paper to fulfill the requirements of the Senior Project. The course will also offer a public speaking component to prepare the student for successful verbal communication in either the employment or academic setting.

**(132) Honors/AP Literature 11****Time: 36 Weeks****Prerequisites: Honors/AP Literature and Composition 10, summer work completion and reading along with English teacher rec.**

Texts: (may include) *Elements of Literature* (various short stories, poems, and informative/persuasive nonfiction articles) *Of Mice and Men*, *Death of a Salesman*, *To Kill a Mockingbird*, *The Book Thief*, *A Midsummer Night's Dream*, *Ethan Frome*, *The Great Gatsby*, *The Metamorphosis*, *Adventures of Huckleberry Finn*, *A Separate Peace*, *Death of Innocence: The Story of the Hate Crime that Changed America*, *The World is Flat: A Brief History of the 21<sup>st</sup> Century*, *Flags of Our Fathers*, *Killer Germs: Microbes and Diseases that Threaten Humanity*, *The Greatest Generation*, *The Age of Terror: America and the World after September 11*

Assignments/Activities: reader response journals (analytical/evaluative essays that examine and critique author's use of literary elements/devices); essay writing (expository, persuasive, narrative, personal); research writing; in-class analytical/essay writing; text-based, ongoing vocabulary development; grammar, mechanics, usage through writing; persuasive/informative research paper writing; project-based activities, including individual and partner/group presentations, which incorporate the use of technology; independent literary analysis/research; public speaking; comprehension and application of MLA documentation procedures.

Course requirement: Maintenance of at least an 84% at the end of each grading period

**(134) Career Literature****Time 36 Weeks****Prerequisite: 10<sup>th</sup> Grade English**

Academic/Technical English 11 offers students a comprehensive and intensive preparation for high stakes testing with an emphasis on literature. The course is augmented by grammar, composition, and public speaking components. Throughout the year the curriculum will focus on poetry, short stories, novels, non-fiction in various forms (biography, autobiography, technical articles, etc.), and drama. The literature component will emphasize critical thinking, interpretation, and analysis of the aforementioned forms of literature as well as literary elements. The student will produce examples of persuasive, expository, and narrative written communication. In addition, the student will produce a research paper to fulfill the requirements of the Senior Project. The course will also offer a public speaking component to prepare the student for successful verbal communication in either the employment or academic setting.

**(140/1401) Honors/AP English 12****Time: 36 Weeks****Prerequisite: Honors/AP Literature, summer work completion and reading along with English teacher rec.**

Texts: (may include) *Student's Book of College English*, *Warriner's English Grammar and Composition* (6<sup>th</sup> edition), various short stories, poems, and persuasive/informative nonfiction articles, *One Hundred Years of Solitude*, *Catch-22*, *The Sun Also Rises*, *Their Eyes Were Watching God*, *A Separate Peace*, *Sula*, *Hamlet*, *The Color Purple*, *Othello*, *The Handmaid's Tale*, *A Passage to India*, *The Picture of Dorian Gray*, *Night*, *Fahrenheit 451*, *To Kill a Mockingbird*, *Cannery Row*, *Things Fall Apart*, *The Poisonwood Bible*, *In Cold Blood*, *Heart of Darkness*, *The Road*, *Death of Innocence: The Story of the Hate Crime that Changed America*, *The World is Flat: A Brief History of the 21<sup>st</sup> Century*, *Flags of Our Fathers*, *Killer Germs: Microbes and Diseases that Threaten Humanity*, *The Greatest Generation*, *The Age of Terror: America and the World after September 11*, *The Hot Zone*

Assignments/Activities: reader response journals (analytical/evaluative essays that examine and critique author's use of literary elements/devices); : essay writing (expository, persuasive, narrative, process, contrast, cause and effect with special consideration of the artistic proofs – ethos, pathos, logos); research writing; in-class analytical/essay writing; writing revision with specific concentration on syntax, diction, and fluency; text-based, ongoing vocabulary development; grammar, mechanics, usage through writing; persuasive/ informative research paper writing; project-based activities, including individual and partner/group presentations, which incorporate the use of technology; independent literary analysis/research; public speaking; comprehension and application of MLA documentation format; comprehension and application of appropriate/effective library/research resources.

Course requirement: Maintenance of at least an 84% at the end of each grading period

Course feature: Registration through Penn Highlands Community College to earn 6 college credits (3 credits of college writing - freshman composition; 3 credits of literary analysis – introduction to literature)

**(141) College Prep English 12****Time: 36 Weeks****Prerequisite: 11th Grade English**

Texts: (may include) *Adventures in British Literature* (various short stories, poems, and informative/persuasive nonfiction essays), *Lord of the Flies*, *Night*, *Beowulf*, *The Canterbury Tales*, *Macbeth*, *Paradise Lost*, *The Rime of the Ancient Mariner*, *Heart of Darkness*, *In Cold Blood*, *The Price of Admission*, *The Greatest Generation*

Assignments/Activities: essay writing (expository, persuasive, narrative, personal); research writing; in-class analytical/essay writing; text-based, ongoing vocabulary development; grammar, mechanics, usage through writing; persuasive/ informative research paper writing; project-based activities, including individual and partner/group presentations, which incorporate the use of technology; independent literary analysis/research; public speaking; comprehension and application of MLA documentation procedures.

**(144) Career English****Time: 36 Weeks****Prerequisite: 11<sup>th</sup> Grade English**

Career and Technical English 12 offers students a comprehensive and intensive preparation for life after high school, be it in the workforce, military, or post-secondary education. The course offers a brief grammar review, and features a comprehensive business communication skill component. Throughout the year the curriculum will focus on creation of a business and communication exercises to successfully compete in life after high school. The well rounded graduate will also sharpen his or her analytical skills by completing five lengthier works in various forms (novels, non-fiction, autobiography, technical articles, etc.). The literature component will emphasize critical thinking, interpretation, and analysis of the aforementioned forms of literature as well as literary elements. The student will produce examples of persuasive, expository, and narrative written communication; in addition, the student will produce a resume and credentials portfolio to prepare for the workforce. The course will also offer a public speaking component to prepare the student for successful verbal communication in either the employment or academic setting.

# MATHEMATICS

## **(311) Pre-Algebra I**

**Time: 36 Weeks**

**Prerequisite: Teacher Recommendation**

Pre-Algebra is a class for students who need additional practice for algebra concepts prior to attempting Algebra I. The class breaks down the concepts of basic algebra into competencies that are each mastered prior to completing the course. All of the resources for each competency are available online, while select hard copy material is available in the classroom. Students demonstrate mastery of each competency through successful completion of activities including vocabulary, practice problems and open ended questions. The students also complete unit review tests at the conclusion of each of the eight units.

## **(313) Algebra I**

**Time: 36 Weeks**

**Prerequisite: Teacher Recommendation**

This class breaks down the concepts of algebra into competencies that are each mastered prior to completing the course. All of the resources for each competency are available online, while select hard copy material is available in the classroom. Students demonstrate mastery of each competency through successful completion of activities including vocabulary, practice problems and open ended questions. The students also complete unit review tests at the conclusion of each of the eight units.

## **(316) Technical Algebra II / Geometry**

**Time: 36 Weeks**

**Prerequisite: Algebra I and TR**

Technical Algebra II / Geometry is the third course in the Technical Algebra curriculum. Topics include data analysis, algebraic expressions, equations and inequalities, probability, geometric logic, functions and graphs, transformations, and three-dimensional Geometry. Course evaluation is based on homework assignments, projects, tests and quizzes.

## **(321) Algebra II**

**Time: 36 Weeks**

**Prerequisite: Algebra I and TR**

The second course in Algebra is a continuation of concepts studied in Algebra I. A solid background of at least a C average in Algebra I is essential for success in the second course. The main concepts in the course include: solving linear equations and inequalities, quadratic, exponential, and rational functions. Students will interpret multiple representations of functions and relations, including tables, graphs, and symbols. Course evaluation is based on homework assignments, projects, tests and quizzes.

## **(322) Geometry**

**Time: 36 Weeks**

**Prerequisite: Algebra I, II and TR**

The Geometry curriculum will include geometry from a synthetic and algebraic perspective. The students will study two and three dimensions so they can interpret and draw three-dimensional objects; represent problem situations with geometric models and apply appropriate figures; classify figures in terms of congruence and similarity and apply these relationships; deduce properties of, and relationships between, figures from given assumptions. Students will also translate between synthetic and coordinate representations; deduce properties of figures using transformations and using coordinates; and identify congruent and similar figures using transformations. Students will also develop an understanding of an axiomatic system through investigating and comparing various methods of reasoning.

## **(342) Trigonometry**

**Time: 36 Weeks**

**Prerequisite: Algebra I, II Geometry and TR**

The Trigonometry course is an upper level math course intended for college bound students or those pursuing further technical training. The emphasis of this course will be on understanding the definitions and principles of trigonometry and their application to problem solving. Related topics will include the study of trigonometric ratios, identities and equations, vector and parametric equations and conic sections. Course evaluation is based on homework, assignments, projects, tests and quizzes.

**(341) Honors Calculus****Time: 36 Weeks****Prerequisite: Completion of Algebra I, II, III, Geometry, Trigonometry & TR**

The calculus course is an upper level mathematics course intended for college bound students and can be taken as a dual-enrollment course to earn college credits. Topics covered include limits, continuity of functions, differentiation, applications of the derivative, integration, and applications of the integral. This course offers students the opportunity to explore mathematical functions and their graphs using a combination of numeric, algebraic, graphical and analytical methods. Course evaluation is based on homework assignments, projects, tests and quizzes.

**(341) AP Calculus OL****Time: 36 Weeks****Prerequisite: Completion of Calculus and TR**

Part 1 teaches a balanced approach to problem solving, using analytical, algebraic, numerical, graphical, and verbal/written methods of representing problems. This course begins with a brief review of linear, polynomial, exponential, parametric, logarithmic, and trigonometric functions. Students will study all topics associated with limits and continuity. Students will also study derivatives of a variety of functions (i.e., polynomial, trigonometric and inverse trigonometric, exponential, and logarithmic), as well as learn how to apply the chain rule and implicit differentiation. The course closes with a study of extreme values and the Mean Value Theorem. Part 2 begins with additional topics related to derivatives, specifically first and second derivatives and their graphs. The study of derivatives concludes with optimization, linearization, and related rates. Students will study definite integrals and area under a curve. The topics include antiderivatives, the Fundamental Theorem of Calculus, the trapezoidal rule, slope fields, and antidifferentiation by substitution. The course concludes with the application of definite integrals. Students will study the integral as an accumulation function, the area under a curve, and the volume of a surface of revolution.

This course meets the Advanced Placement criteria required by the College Board.

**(343) Statistics****Time: 36 Weeks****Prerequisite: Completion of Algebra I, II and Geometry**

The statistics course is an upper level mathematics course intended for college bound students. The purpose of the course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes:

1. Exploring Data: Describing patterns and departures from patterns
2. Sampling and Experimentation: Planning and conducting a study
3. Anticipating Patterns: Exploring random phenomena using probability and simulation
4. Statistical Inference: Estimating population parameters and testing hypotheses

Course evaluation is based on homework assignments, projects, tests and quizzes. Graphing calculators will be an integral part of the course. Students will be required to provide their own calculator or borrow one from the math department for the year.



# SCIENCE

## **(211) Environmental Science**

**Time: 36 Weeks**

**Prerequisite: 8<sup>th</sup> Grade Science**

The Environmental Science curriculum presently consists of concepts in reference to Ecology, Populations, Water, Air, Land, Mineral and Energy Resources, our health and our future. This material presented in the form of lecture-discussion-notes, inquiry based labs and reports will be conducted to enhance student understanding of the scientific process. To evaluate student progress periodic quizzes and tests are administered along with science lab reports and class work.

## **(2110) Environmental Science OL**

**Time: 36 Weeks**

**Prerequisite: Honors Requirements & TR**

This course will include the above course description however, is offered online as part of the Honors Science Pathway. Students will be selected based on requirements set by the Science Department. Recommendation is required to participate in this course.

## **(221) Biology**

**Time: 36 Weeks**

**Prerequisite: Environmental Science**

Biology is a required course for all students. It produces a strong foundation in several areas of biology, including the cell, genetics, evolution, taxonomy, microorganisms and various forms of multicellular life. Objectives of the course are to prepare students for the PA Keystone Exam and give them a solid foundation to be built upon at the postsecondary level.

## **(230) Technical Chemistry I**

**Time 18 Weeks**

**Prerequisite: Biology, Algebra I, Technical Physics & Env. Science**

This half year introductory course is designed for those students who exhibit interest in science and gives a general overview of the study of molecules and their interactions. The course progresses on with basic metric measurement principles and mathematical techniques used to solve problems and perform lab work to the study of atomic structure and classification and atoms based on this. Nomenclature and chemical calculations using dimensional analysis are introduced with emphasis on the mole as the chemist's basic counting unit. The use of the periodic table as a tool and survey of properties and elements as a consequence of their atomic structure comprise the next benchmark. Chemistry is a course that examines matter and the changes it undergoes through the process of stoichiometry. We will cover the essential topics to give you a firm foundation for classes you may take later and for the chemistry you experience in everyday life. The course will attempt to give you a deeper understanding of the scientific processes that go on around you and the interconnections among the sciences, technology, society, and the environment. This class will also aim to give you reading, mathematical and studying strategies to help you become a more effective reader, learner and problem solver.

*\*This class must be paired with the (.50) credit Technical Physics course to earn a full credit and meet the 3 credit science requirements for graduation.*

## **(231) Chemistry I/Lab**

**Time: 36 Weeks**

**Prerequisite: Biology, Algebra I & Env. Science; 5 Day Lecture with 1 additional Lab Period (6 pds/week)**

This chemistry course is organized around a central theme: the properties of matter are a consequence of its structure. Before beginning a detailed study of structure, students demonstrate proper laboratory safety techniques and skills in preparing formal lab reports. The whole enterprise of chemistry, from the bench research chemist to the consumer, will be examined in order to gain an appreciation of the role of chemistry and the chemist in our society as vital to the students' well being. The course progresses on with basic metric measurement principles and mathematical techniques used to solve problems and perform lab work to the study of atomic structure and classification and atoms based on this. Nomenclature and chemical calculations using dimensional analysis are introduced with emphasis on the mole as the chemist's basic counting unit. The use of the periodic table as a tool and survey of properties and elements as a consequence of their atomic structure comprise the next benchmark. Finally the ways atoms combine into compounds, including bond formation and polar molecules are considered, also consideration of the gas law, molarity, molality and some basic compounds. The culminating activities include a final exam.

**(2310) Honors Chemistry I                      Time: 36 Weeks**

**Prerequisite: Biology, Algebra I & Env. Science OL; 5 Day Lecture with 1 additional Lab Period (6 pds/week)**

Honors Chemistry will include the above course description however it will include a greater depth of concepts with outside of class content required through an online format (moodle).

**(246) Honors Chemistry II/Lab                      Time: 36 Weeks**

**Prerequisite: Env. Science, Biology, Chemistry I,                      5 Day Lecture with 1 additional Lab Period (6 pds/week)**

Throughout this course we will use the basically familiar or known principles from the preceding Chemistry I course to continue the examination of the relationship of the properties of matter to their structure in greater depth. Consideration will be given to molecules and ions of different kinds with emphasis on aqueous solutions, reaction rates, acids, bases, salts and oxidation-reduction. Various concepts of energy and disorder will be brought together. Nomenclature and structure of some classes of organic compounds will be covered.

**(2470) Honors Anatomy/Physiology                      Time: 36 Weeks**

**Prerequisite: Chemistry I**

Introduction to human and comparative anatomy, human physiology, and organisms in homeostasis, emphasis is placed on interest in medicine, research, and environmental relationships. This course is designed for those students planning to go on to fields in the sciences or medicine.

**(232) Physical Science                      Time: 36 Weeks                      Prerequisite: Environmental Science, Biology, Algebra I**

The Physical Science curriculum consists of concepts in reference to general physics and chemistry. Students enrolled in this course will spend the first nine weeks learning general science, second nine weeks learning general chemistry, third nine weeks learning physics, and final nine weeks with a project that meets state standards. To evaluate student progress throughout the year, there will be homework, labs and tests. Labs will be turned in as written reports or in class presented PowerPoint's. Students will be required to take notes and then will have graded notebook checks throughout the year.

**(240) Technical Physics I                      Time: 18 Weeks**

**Prerequisite: Environmental Science, Biology, Technical Chemistry & Algebra I**

This half year introductory course is designed for those students who exhibit interest in science and gives a general overview of the study of motion and object interactions. The Technical Physics course helps students recognize the nature and scope of physics and its relationship to the other sciences. Students will learn about basic topics such as motion, forces, energy, momentum, heat and heat transfer, waves, electricity, and magnetism. Students will be engaged in scientific inquiry, investigations, and labs so that they develop a conceptual understanding and basic scientific skills. The mathematics prerequisite skills are based on middle school mathematics topics such as data analysis, measurement, scientific notation, ratio and proportion, and algebraic expressions. We will cover the essential topics to give you a firm foundation for classes you may take later and for the physics you experience in everyday life. The course will attempt to give you a deeper understanding of the scientific processes that go on around you and the interconnections among the sciences, technology, society, and the environment. This class will also aim to give you reading, mathematical and studying strategies to help you become a more effective reader, learner and problem solver.

*\*This class must be paired with the (.50) credit Technical Chemistry course to earn a full credit and meet the 3 credit science requirements for graduation.*

**Time: 36 Weeks**

Through the study of Physics you will take an organized look at the mechanics of the universe. You will discuss: Measurements, Kinematics, Forces, Newton's Laws, Work and Energy, Momentum, Power, Universal Gravitation, Planetary Motion, and Fluid Dynamics. We will proceed from the simple observations of everyday phenomenon and move toward more abstract generalizations. In addition to the class periods for discussion, a double period for laboratory work is scheduled once a week. Experiments relating to the topics discussed in class are performed to strengthen the learning and the thought process. Due to the problem solving nature of the course students should have taken Algebra I, II and Plane Geometry prior to Physics.

**Time: 36 Weeks**

Honors Physics I will include the above course description however it will include a greater depth of concepts with outside of class content required through an online format (moodle).

**Time: 36 Weeks**

Through the study of Physics you will take an organized look at the mechanics of the universe. Physics II will continue where physics I leaves off as you will discuss: Measurements, Fluid Dynamics, Heat, Thermodynamics, Wave Phenomena, Sound, Light, Reflection, Refraction, Interference, Electric Forces and Fields, Electrical Energy and Current, Circuits, and Magnetism. We will proceed from the simple observations of everyday phenomenon and move toward more abstract generalizations. In addition to the class periods for discussion, a double period for laboratory work is scheduled once a week. Experiments relating to the topics discussed in class are performed to strengthen the learning and the thought process. Due to the problem solving nature of the course students should have taken Algebra I, II and Plane Geometry prior to Physics.

**\*Students must complete Environmental Science, Biology and Chemistry I before choosing Physics I, Honors Chemistry II or Honors Anatomy & Physiology. College Preparatory students must complete at least 4 Science courses between 9th and 12th grade.**

# SOCIAL STUDIES

## **(411) U.S. History**

**Time: 36 Weeks**

**Prerequisite: None**

The ninth grade U. S. History course is a study of America's development from the Civil War to recent 20<sup>th</sup> century developments. The following areas are emphasized: Civil War, reconstruction and the end of the Frontier, Big Business and Industry, World War I, Between Wars, World War II, Post War and the 50's, and 60's to the beginning of the Cold War Era.

## **(421) World Studies**

**Time: 36 Weeks**

**Prerequisite: None**

The tenth grade World Studies course is a study of mankind's cultures. Much emphasis is placed on man's history including the following themes: the first civilizations (Sumeria and Egypt), the classical civilizations (Greece and Rome), the development of the world's major religions, the development of nations, the industrial revolution, and the development of modern scientific and medical knowledge. Emphasis is also placed on comparing institutions established by political systems, methods of communication, and geography.

## **(431) Problems of Democracy/Economics**

**Time: 36 Weeks**

**Prerequisite: None**

The Economic course includes: Economic System, The American Economy, Money and Banking. The purpose of the course is to help students to understand the structure and operations of the American Economy; and it also helps students to recognize and appreciate the American Economy as a system in which the individual is the major decision and owner of property. This knowledge and this awareness help students to understand the goals of the American Economy and the importance of their own roles in the economy. The purpose of the course is also to provide a descriptive and factual approach that emphasizes the legal foundation and institutions of American Government; and political-behavior approach that emphasizes the process of political activity. The student will understand the hows and whys of American Government.

## **(441) Contemporary Affairs**

**Time: 36 Weeks**

**Prerequisite: None**

Contemporary Affairs is a 12<sup>th</sup> grade history course covering the Postwar Era (1945) to present. Its scope includes the presentation of historical events and processes from political, socio-economic, cultural, as well as scientific and technological perspectives. Instruction will vary as these perspectives are examined. The desired outcome is a student comprehension of the material presented as it relates to both past and present U.S. and world affairs. The course also provides a foundation for the examination of prospects for the U.S. regarding domestic and global affairs in the future.

## **(4410) Honors Contemporary Affairs**

**Time: 36 Weeks**

**Prerequisite: 84% Average & TR**

Honors Contemporary Affairs is a 12<sup>th</sup> grade history course covering the Postwar Era (1945) to present. Its scope includes the presentation of historical events and processes from political, socio-economic, cultural, as well as scientific and technological perspectives. Instruction will vary as these perspectives are examined. The desired outcome is a student comprehension of the material presented as it relates to both past and present U.S. and world affairs. The course also provides a foundation for the examination of prospects for the U.S. regarding domestic and global affairs in the future. The honors course will cover more content and go deeper into detail than the general Contemporary Affairs course.

# AGRICULTURE

## **Agriculture 4 Year Rotating Schedule**

### **Year 1**

#### **(958) Animal Science**

**Time: 36 Weeks**

- Basics: Students will learn breeds of animals, uses in agriculture, nutritional needs, products produced.
- Husbandry: Students will learn the basic anatomy of animals, the basic reproductive process, and animal behavior characteristics.
- Care: Students will learn proper ways to care for animals as far as nutrition, medical and comfort needs on a daily basis. They will also learn how to properly handle the animals and basic grooming techniques.
- Meat Science: Students will learn how the meat industry has an effect on agriculture, types of meat products, slaughtering process, processing and packaging processes, etc.
- 

#### **( 969) Ag Mechanics A**

**Time: 36 Weeks**

- Project Planning & Woodworking: Basic woodworking skills along with properly planning out a project will be taught. Opportunity will be given to work on a variety of project types.
- Welding: Students will learn to weld using the arc welder, MIG welder, and other welding equipment. Various projects will be made during the course.

### **Year 2**

#### **( 9691) Horticulture**

**Time: 36 Weeks**

- Plant Science Basics: Students will learn plant parts, functions, plant growth, plant cell structures, seed structures, photosynthesis and other important plant processes.
- Propagation: Students will learn how to properly reproduce plants in a variety of ways. Students will be in charge of growing and caring for plants in the greenhouse during this year.
- IPM: Students will learn how, when, where and why to use pesticides, how to make an Integrated Pest Management plan, the safety surrounding pesticide use and laws associated with pesticides.
- Floriculture: Students will learn how to identify flowers, flower arranging, marketing strategies, and careers associated with floriculture.

#### **(9581) Ag Mechanics B**

**Time: 36 Weeks**

- Electricity: Students will learn how electricity works, why it is used, how to wire various types of electrical systems, safety procedures for electrical work.
- Small Gas Engines: Students will learn to identify the parts of an engine, tools used in engine repair, the systems within an engine, basic maintenance and repair procedures.

### **Year 3**

#### **(9692) Veterinary Science**

**Time: 36 Weeks**

- Anatomy: Students will learn all body systems of an animal including parts, functions and processes. The students will learn how to perform various health care checks that a veterinary and assistants might do on a regular basis.
- Nutrition: Students will learn the proper nutritional requirements for animals and be able to recognize when there are problems and how to fix it. The students will also learn about the food the animals eat and how it is important to their bodies.
- Diseases: Students will be able to determine when an animal is ill and learn various diseases associated with each animal.

#### **(9582) Agronomy**

**Time: 36 Weeks**

- Crop Science: Students will learn characteristics of various crops, growing conditions needed, value to animals, growing strategies, etc.
- Turfgrass Management: Students will learn about the science of growing grass for homes, golf courses, sports fields, etc. They will learn about the careers involved and basic care and growing techniques.
- Landscaping: Students will learn the basic elements to planning a landscaping project, making a drawing for the project, and actually completing projects associated with landscaping. Students will be working outside throughout the lessons.
- Tractor Driving: Students will learn the parts of a tractor, proper uses of each part of the tractor, safety procedures using a tractor, practice driving a tractor, use a course to test ability, etc.

### **\*\*Year 4**

#### **\*(9693) Natural Resource Management**

**Time: 36 Weeks**

- Forestry: Students will learn to identify trees, identify tree diseases and pests, learn how to manage a forest, careers involved in forestry, important uses of a forest, etc.
- Soil Science: Students will learn how to properly use soil, test soil, make the soil better suited for plant growth, etc.
- Aquaculture: Students will learn how to properly raise fish in a controlled setting by using the aquaculture system in our greenhouse. They will learn how to feed them, manage the temperature and other settings in their environment and learn the uses for this type of industry. They will learn how this can be used to make a career out of raising fish.
- Hydroponics: Students will learn another way to grow plants – in water not soil. They will learn how this works and the factors that affect how well it works.

#### **\*(9583) Ag Mechanics C**

**Time: 36 Weeks**

- Plumbing: Students will learn the basic language associated with plumbing and how to construct basic plumbing systems through hands-on activities.
- Concrete: Students will learn a basic knowledge of concrete and its uses. They will also learn the process to completing a concrete project in high quality standards.
- Welding: Students will learn to weld using the arc welder, MIG welder, and other welding equipment. Various projects will be made during the course.

#### **(959)/(960)/(961)/(962) Ag Ed/SAE Elective(9-12)**

**Time: 36 Weeks**

This course will allow FFA members to work on their agricultural experience programs. Students will be required to select a project of their choice for the agriculture program. This will be an independent study course.

## **Agriculture CTE Admissions Process**

### **Admissions Policy:**

This PDE approved Career and Technical Education Program has unlimited enrollment and allows all students to participate in classes that are detailed in the scope and sequence in CATS. The school district adds additional sections if warranted by student course selection

### **Recruitment:**

Meyersdale Area School Districts Agricultural CTE Program recruits students and provides equal access by introducing them to Agricultural experiences in Elementary school. These experiences may include but are not limited to assemblies and classroom instruction hosted by FFA members and Agriculture teachers. All 9th grade students participate in a quarter long course introducing them to Agriculture related careers and topics.

### **Selection and Placement Procedure:**

All students wishing to enter the PDE approved program are welcomed and counseled on the courses they should select each year to complete the Agriculture Education Program at Meyersdale Area School District. Students that complete 50% of the scope and sequence must take the end of program assessment (NOCTI).

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

1349 Shaw Mines Road

Meyersdale, PA 15552

(814)634-8311

thomascf@masd.net

# HEALTH & PHYSICAL ED.

## **(619) Health (Online)**

**Time: 18 Weeks**

**Prerequisite: None**

Health in Meyersdale Area High School is a program that will inform and instruct the students in such a way as to produce a positive attitude toward good mental, social and physical health. Concentration will be placed on the following areas: mental health, family and social health, growth and development, nutrition, exercise and fitness and drugs. Other areas that will be covered are AIDS, alcohol and tobacco. This is a required course for all students at the high school level.

## **Physical Education**

All students at MAHS are required to complete the 9<sup>th</sup> grade Physical Education course. In addition, students will be required to take 1 credit total of Physical Education 10<sup>th</sup>-12<sup>th</sup> grade. **This is a graduation requirement.** After the additional 1 credit requirement is met, students may choose to take a Physical Education course as an elective. Student may choose from the following courses:

## **(611) Physical Education 9**

**Time: 9 Weeks**

**Prerequisite: None**

The Physical Education Program in the ninth grade level involves competition and cooperation in team game activities, putting those fundamentals and skills into practice while playing and examining the rules and developing strategies to provide a competitive atmosphere. Evaluation is based on participation and cooperation. This is a required course for all 9<sup>th</sup> grade students.

## **(612) Physical Education**

**Time: 36 Weeks/3 Days Per Week**

**Prerequisite: None**

The Physical Education Program attempts to provide students with activities to promote a lifetime of fitness, individualized activities that students can use beyond the high school level. Included are some group activities and various levels of physical fitness. Evaluation is based on participation and cooperation.

## **(613) Weight Training**

**Time: 18 Weeks**

**Prerequisite: None**

Weight training offers instruction and practice in proper techniques of the development of muscular strength, endurance, and flexibility. Emphasis is placed on the application of scientific principles and methods used to build, improve and maintain proper muscular fitness. Also, body composition and nutrition for health and fitness are discussed. We review the fundamentals and provide for continued improvement in strength, muscular endurance, and flexibility development. Students are required to develop and follow a personal weight training program.

## **(614) Group Exercise Activities**

**Time: 18 Weeks**

**Prerequisite: None**

This course is designed to expose students to knowledge and skills required to perform in various group exercises in a variety of group settings. (Yoga, P90X, Zumba, Step/Step and abs, Pilates, fitness ball, etc.)

## **(616) Team Sports**

**Time: 18 Weeks**

**Prerequisite: None**

Team sports will emphasize various rules and skills in team games. Focus will include competition through round robin and tournament play. (Soccer, flag football, softball, gator ball, floor hockey, volleyball, etc.)



# WORLD LANGUAGE

## **(711) Spanish I**

**Time: 36 Weeks**

**Prerequisite: None**

Students begin to use Spanish to speak, to listen, to read, and to write. Spanish-speaking countries are the focus. Forms of evaluation are written tests, homework, quizzes and individual quality projects. Portions of the class will be conducted in Spanish.

## **(721) Spanish II**

**Time: 36 Weeks**

**Prerequisite: Spanish I & TR**

Students continue to use Spanish to speak, to listen, to read, and to write. Students begin to study grammar in depth. Students are expected to use Spanish in order to practice communicating with each other and with the instructor. The majority of class will be conducted in Spanish. Forms of evaluation are written and listening tests, written compositions, homework and individual and group quality projects.

## **(731) Spanish III**

**Time: 36 Weeks**

**Prerequisite: Spanish II & TR**

Students continue to use Spanish to speak, to listen, to read, and to write. Students continue to study grammar with greater emphasis on speaking and creating with the language. All classes are conducted in Spanish. Forms of evaluation are written and listening tests, compositions and homework.

## **(741) Spanish IV**

**Time: 36 Weeks**

**Prerequisite: Spanish III & TR**

Students take part in an educational video learning soap opera-style series. Students are expected to watch all video clips and answer comprehension questions. They will list new vocabulary words and practice them in written projects and online quizzes.

## **(999) French I OL**

**Time: 36 Weeks**

**Prerequisite: None**

French I students will learn to communicate in French using basic social expressions. They study correct pronunciation and basic structures of the language. By the end of the course they are expected to be able to ask and answer questions pertaining to personal information and everyday functions, respond to classroom directions and communicate effectively in a limited number of real-life situations. In addition, they will be able to read and listen for main ideas and/or details in the target language and will acquire an introductory knowledge of the history, geography, and culture of French-speaking countries. Activities include the study of vocabulary and grammatical structures, writing short paragraphs, peer interviews, role-playing and oral presentations.

## **(9984) French II OL**

**Time: 36 Weeks**

**Prerequisite: French I & TR**

French II is a two part course that students take online through Lincoln Interactive. Students will have the opportunity to review some of the structures from French I, but they will also build their knowledge of the French language and culture. They will learn vocabulary to talk about daily routines, celebrations, past events, and school. Additionally, students will explore the French cities of Paris and Rennes as well as the city of Quebec in Canada. They will also discover meals, sports, and crafts unique to the Francophone world. Finally, they will explore the different cultural and culinary attractions of the Senegalese city of Dakar and the southern French city of Nice. Coursework is supervised by a teacher at MASD; however, the course is designed and evaluated by an instructor from Lincoln Interactive.

## **(9980) French III OL**

**Time: 36 Weeks**

**Prerequisite: French II & TR**

French III is a two part course that students take online through Lincoln Interactive. In French III Part I, students will continue to explore the Francophone world, making stops in France, French-speaking Africa, and Francophone regions in the Americas. They will use new vocabulary to talk about school, communication, professions, and to discuss fairy tales and fables. They will be exposed to a variety of literary texts that utilize the structures and vocabulary that they will be learning. Students will also have opportunities to apply these structures to various written and recorded projects throughout the course. Part 2 is a continuation of French III Part 1, focusing on French-speaking Europe and French departments and territories located around the globe. Students must complete both Part 1 and Part 2 of French III.

# ELECTIVE COURSES

## **(973) Elective History (11-12)**

**Time: 36 Weeks**

**Prerequisite: None**

This course consists of 14 chronologically themed units emphasizing local and county history with some regional and state history, as well. The course begins with Paleo/Native American settlement and concludes with future economic development prospects. Four field trips are a required component of the curriculum.

## **(4412) AP US History (11-12)**

**Time: 36 Weeks**

**Prerequisite: TR**

AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, and continuity and change over time; and developing historical arguments. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society.

## **(944) Introduction to Oral Communication (9)**

**Time: 9 Weeks**

**Prerequisite: None**

Freshman students are introduced to the topic of oral communications through the understanding of voice quality skills and practice, the development of the three components of a speech, the practice of listening and the actual presentation of basic public speaking activities. The course will explain and give students practice in the many verbal and nonverbal skills of effective communication. Emphasis will be placed on those types of public speaking that any student may face in his or her everyday life such as introduction, fundraising, conversations and group or committee work.

## **(925) Journalism I (10-12)**

**Time 36 Weeks**

**Prerequisite: TR**

Journalism I provides an introduction to modern mass communication in its various forms: print, radio, television, and Internet. Special emphasis is placed on writing skills, writing forms, journalistic standards and ethics. Students who enroll in journalism will carry a major responsibility in the creation of the school newspaper.

## **(926) Journalism II (11-12)**

**Time 36 Weeks**

**Prerequisite: Journalism I & TR**

Journalism II continues the writing emphasis of Journalism. In addition, students will serve as leaders and editors of the student newspaper. They will be responsible for all phases of newspaper production: selling advertisement, assignment creation, writing, editing, proofreading, design and layout of pages, circulation, distribution, advertising, and public relations.

## **(974) Wildlife Biology (9-12)**

**Time: 18 Weeks**

**Prerequisite: None**

This 2-quarter class will cover endangered and non-endangered species of wildlife native to Pennsylvania. Classes will be lecture; self study, and involve fieldwork. Students will explore habitats, habitat management, and population studies. Emphasis will be placed upon conservation of Pennsylvania wildlife and the habitat they occupy.

## **(976) Ornithology (9-12)**

**Time: 18 Weeks**

**Prerequisite: None**

Basic avian (bird) anatomy and physiology as well as identification of common birds of Pennsylvania (both by sight and sound) will be stressed in this class. Students will spend approximately one day a week in the field (weather permitting), observing avian diversity as well as behavior.

**(512) Tech Ed 9****Time: 36 Weeks****Prerequisite: None**

This course will introduce students to multiple types of equipment used in woodworking. It will allow them to create and construct projects using specific plans and measurements. This course will also introduce different types of woodworking occupations students can explore in the future. Safety will be emphasized as students begin the learning process.

**(522) Tech Ed 10****Time: 36 Weeks****Prerequisite: Tech Ed 9**

This course covers more woodworking skills, planning and design, and layout of plans. Creating bills of materials and completing individual projects to exact specs and plans. Students will learn lumber identification and qualities. Hand finishing processes and procedures and finally learn possible career opportunities.

**(532) Tech Ed 11****Time: 36 Weeks****Prerequisite: Tech Ed 9 or 10**

This course covers more advanced woodworking skills, safety, planning and design processes, layout, mass production techniques, correct use of wood joints, glues and metal fasteners, skilled use of all hand tools, power hand tools and machines. Also discussed is subassembly, assembly, sanding, finishing techniques for manufactured projects. The students will also cover a section on manufacturing processes, systems, ingredients, history and development.

**(542) Tech Ed 12****Time: 36 Weeks****Prerequisite: Tech Ed 9, 10 or 11**

Wood IV is an advanced course for all students who have completed course requirements for Wood III (grade 12). This course covers advanced use in all power equipment available, safety, manufacturing design processes, project design of furniture/cabinets, use of correct hardware, mass production and light construction.

**(975) Technical Drawing (11-12)****Time: 36 Weeks****Prerequisite: None**

Industrial Arts Drafting is designed to give the student a basic knowledge of the various methods of graphical representation used by industry in the design of projects/products. The course includes the following topics: (1) The graphic language, (2) lettering and dimensioning, (3) sketching, (4) orthographic drawing (isometric, oblique and perspective), (6) auxiliary views (7) revolutions, (8) developments (parallel line, radial line, triangulation), (9) threads. The course presents and overviews the above significant areas of drafting practice recognized by industry and needed students of technology. Each area is discussed and demonstrated and is supported by "hands on" activity and practice by the student.

**(978) Computer Aided Drafting (CADD) (11-12)****Time: 36 Weeks****Prerequisite: Technical Drawing**

Computer Aided Drafting is designed to give the student an introduction into computer aided drafting. The program features productively, improves speed, accuracy in creating drawings, presenting drawings in a more detailed and visually impressive manner, and finally to understand capabilities offered by Internet facilities.

**(945) Foods and Nutrition I (9)****Time: 9 Weeks****Prerequisite: None**

This course is designed to help students gain an understanding of how food impacts their personal lives and how to develop healthy eating habits. Students will study the MyPlate food guide, proper serving sizes, food labels, meal planning, and food preparation. Students will learn basic nutritional information and prepare healthy snacks from each food group. This course is a 9<sup>th</sup> grade, quarter rotation class.

**(538) Foods and Nutrition II (10-12)****Time: 18 Weeks****Prerequisite: Foods and Nutrition I**

This course emphasizes the fundamental areas of food preparation techniques and up to date nutritional information. Students will learn to prepare and cook a variety of foods including eggs, dairy products, fruits, vegetables, snack foods, and cookies. The course is designed to help students identify the impact that food has on their lives, and how to make wise choices for today's busy lifestyle.

**(539) Foods and Nutrition III (10-12)****Time: 18 Weeks****Prerequisite: Foods and Nutrition I & II**

This course covers advanced food preparation techniques, healthy eating habits, and menu planning. Students will learn to prepare and cook a variety of foods including soups, breads, pasta, meat, poultry, pies, pastries, and salads. Students will also be introduced to foods from around the world and learn about careers in cooking.

**(536) Childcare and Development (10-12)****Time: 18 Weeks****Prerequisite: None**

This course will help students understand the world of children and their care. The course will identify the physical, social, emotional, and intellectual development of expectant mothers and children. Students will learn the importance of studying and observing children, child development theories, different family structures, the realities of becoming a parent, stages of pregnancy, prenatal development, the birthing process, and how to care for infants and young children. Students will also be given the opportunity to care for a RealCare Baby(a computerized baby simulator).

**(523) Clothing and Textiles (10-12)****Time: 18 Weeks****Prerequisite: None**

This course will enable students to wisely purchase, care for, and construct clothing. Students will learn about fibers, textiles, and fabric construction techniques in order to properly purchase and care for fabrics. Students will learn how to design and construct garments and craft projects based on their personal interests and style.

**(537) Independent Living (10-12)****Time: 18 Weeks****Prerequisite: None**

This course will help students understand the challenges of daily life now and in the future. Students will be introduced to the management process and decisions affecting personal and family life, relationships with others, finances, consumer concerns, and housing. Students will learn skills needed for independent living including decision-making, goal setting, planning, financial management, budgeting, and home economics including cooking and sewing skills.

**(528) Interior Design (10-12)****Time: 18 Weeks****Prerequisite: None**

This course is designed to introduce students to interior design. Topics covered include personal style, housing needs, architecture styles, elements of design, room layouts, furniture styles, lighting, drapery, and accessories. Students will create inspiration boards and design rooms based on different styles, trends, and techniques.

**(947) Driver Education (Classroom) (9)****Time: 9 Weeks****Prerequisite: None**

The Driver Education program is a program that will inform the students of the physical, mental, and social skills needed for driving. Concentration will be placed on the following areas: basic car control, signs, signals, basic car maneuvers, natural laws, IPED process, intersections, city driving, expressway driving, adverse conditions, handling emergencies, and alcohol, drugs and driving.

**(952) Yearbook (9-12)****Time: 36 Weeks****Prerequisite: TR**

Students in grades ten through twelve are introduced to the principles of graphic design, photography, and digital technology. Using these guidelines, students plan and produce the high school yearbook. Special emphasis is placed on journalistic writing and editing skills, meeting deadlines, collaborative processes, and technological competencies using digital imaging devices, word processing and spreadsheet programs, and the internet. Students who take more than one year of the course will build on the competencies they developed during previous years. Greater emphasis is placed on developing technological competencies using digital imaging devices and imaging software. These skills are used to plan and produce supplemental products for the yearbook including interactive CDs and slide shows. Due to deadlines associated with production of the yearbook, students taking this course will under no circumstances be permitted to drop the course anytime after the first week of school.

**(334) Accounting I****Time: 36 Weeks****Prerequisite: None**

Get the necessary basic skills of accounting through this course. Accounting I will give the student a thorough background in the basic accounting procedures used to operate a business. The concepts learned will also serve as a sound background for employment in office jobs and preparation for business courses in college. "Real life" simulations, computers and textbooks are used to reinforce and enhance skills learned throughout the course.

**(916-919) Art I, II, III & IV (9-12)****Time: 36 Weeks****Prerequisite: "A" Average in Art & TR**

All elective classes will be required to do an Artist Presentation and self-portrait. Projects change per year but have included: recycled projects, 100 trees, define; "Stressed Out", "My Whole World", "What I believe in other than God", "Larger Than Life"....

## **Art I**

The first half of the year will be devoted to students having the basics of art reinforced with a variety of studies involving several mediums and projects. The second half of the year students may choose to continue to follow a teacher directed curriculum or may choose to work exclusively in a given area of art such as pottery, printmaking, drawing, mixed-media, and painting to name a few. Students who choose to continue in a self-directed manner will provide written goals that they are looking to learn before the beginning of the third nine weeks. These goals must have teacher approval.

## **Art II, III, IV**

The first nine weeks will be devoted to reinforcing any basic art fundamentals that are needed and the introduction of new methods and techniques by the teacher. After the first 9 weeks students may follow a teacher directed curriculum or choose an area of art to focus on further. After choosing an area, the students may continue with teacher provided lessons or may continue in a self-directed manner by providing the teacher with written goals before the new nine weeks. Goals must be progressively more demanding so that the student continues to learn and grow. These goals must have teacher approval.

### **(516) Business Communications and Procedure**

**Time: 36 Weeks**

**Prerequisite: None**

This course is designed to broaden the student's knowledge of performing administrative duties including communication skills, computer skills, filing records and proofreading. No matter what field a student is entering, he or she must have the basic knowledge of how an office works. Other skills learned are spelling, human relations, personality development, checkbook skills, and keyboarding. This course will enhance all skills necessary for future education and employment.

### **(915) Music Theory I (9-12)**

**Time: 36 Weeks**

**Prerequisite: TR & Member of Band/Chorus/Musical**

Music Theory will provide an opportunity for students to explore basic music theory by using the Alfred's Essentials of Music Theory Books 1-3 which includes the study of the following concepts: Staff, Notes, Pitches, Note Values, Time Signatures, Dynamics, Articulation, Accidentals, Intervals, Musical Signs, Major/Minor Scale Development, Chromatic Scales, Solfege, Transposition, Simple & Compound Meters and Composition. Students will also use Breezin' Thru Theory to meet the requirements of the course. Students will be expected to read, write, sing, and play simple music through the use of these theory skills. Evaluation will be based on written quizzes, tests, and computer-based instruction. Basic singing skills and the ability to vocally match pitch will be expected.

### **(9150) Music Theory II (10-12)**

**Time: 36 Weeks**

**Prerequisite: Music Theory I**

Music Theory II is designed for students who are continuing study in music theory and composition. These students will utilize Breezin' Thru Composition and put their theoretical knowledge into play by following guided instruction to compose pieces. Evaluation will be based on written quizzes, tests, computer-based instruction, and composition.

### **(914) Chorus (9-12)**

**Time: 36 Weeks (2 Periods per week)**

**Prerequisite: Prior Membership in middle school chorus, audition for the Director is mandatory, & pitch matching ability is required.**

Chorus provides an opportunity for interested students to sing from unison to 3 and 4-part mixed choral literature from various style periods. Exceptional singers may be able to attend county, district, regional and state choirs regulated by the Pennsylvania Music Educators Association. At least two public performances per year are required. A student that does not perform for the Christmas and/or Spring Concerts will receive an automatic F for that nine weeks unless a doctor's excuse is presented as evidence of an illness.

### **(902) Band (9-12)**

**Time: 36 Weeks (3 Periods per week)**

**Prerequisite: Successful Middle School or beginning performance progress and audition for the Director.**

Band is an ensemble comprised of advanced instrumental students interested in furthering their understanding of music. Students achieve this understanding through lessons, concert band, marching band, and smaller chamber groups. Individually, students will further develop the concepts of tone quality, technique, intonation, articulation, phrasing, and tonal and rhythmic literacy. Marching band is a required part of participation in the High School Band program. There are many opportunities for public performances throughout the year, including concerts, football games, parades, and competitions. Public performances are a required part of the curriculum.

**(977) Jazz Band (9-12)****Time: 36 Weeks****Prerequisite: Teacher Recommendation**

Jazz Band is composed of advanced instrumental students interested in the jazz idiom. Students will study performance techniques of swing, Latin, shuffle, ballad, and rock styles. Students will also be introduced to the theory of constructing an improvised solo. The standard instrumentation for jazz band consists of piano, bass, percussion, saxophones, trombones, and trumpets. Other interested students will be added at the discretion of the director. This organization presents several performances throughout the year.

**(904) Band Lessons (9-12)****Time: 36 Weeks/4 Lessons/9 Weeks****Prerequisite: Band Member**

Band Lessons are implemented for students participating in the Band program. Lessons will be offered based on a rotating schedule which is organized based on like instrument groupings. The Band Director will facilitate lessons weekly. Students will be graded on ability and performance of assigned compositions. Participants will be expected to participate in playing tests during their lessons. Each student must complete at least 4 lessons per 9 week period in order to earn credit for the course.

**(344) Honors Accounting II****Time: 36 Weeks****Prerequisite: Accounting I & Teacher Rec.**

The objectives of Accounting II are directed toward the student who wishes to make a career in an area requiring accounting. It is to develop higher skills, deeper insights, and broader applications of basic accounting principles. Some of the topics for discussion revolve around partnerships, corporations and computerized accounting. These skills are a prerequisite for success in business as well as other fields, either as an employer or an owner or manager.

# ONLINE ELECTIVES

**(954) Envirothon Aquatics OL (9-12)****Time: 36 Weeks****Prerequisite: None**

This course is designed to prepare students for the aquatics portion of the annual Envirothon competition, held each year at a Somerset County State Park. Students will follow the learning objectives and utilize the resources that are provided by the PA Envirothon organization at <http://www.envirothonpa.org/index.html>. The course is taught in an online format using Moodle as the instructional program. Essential topics include aquatic ecology, water quality and aquatic organism identification.

**(9544) Envirothon Current Events OL (9-12)****Time: 36 Weeks****Prerequisite: None**

This course is designed to prepare students for the current issue portion of the annual Envirothon competition, held each year at a Somerset County State Park. Students will follow the learning objectives and utilize the resources that are provided by the PA Envirothon organization at <http://www.envirothonpa.org/index.html>. The course is taught in an online format using Moodle as the instructional program. This topic changes from year to year, but always deals with a current environmental problem facing PA.

**(9543) Envirothon Forestry OL (9-12)****Time: 36 Weeks****Prerequisite: None**

This course is designed to prepare students for the forestry portion on the annual Envirothon competition, held each year at a Somerset County State Park. Students will follow the learning objectives and utilize the resources that are provided by the PA Envirothon organization at <http://www.envirothonpa.org/index.html>. The course is taught in an online format using Moodle as the instructional program. Essential topics include forest ecology, forest management and forest tree and pest identification.

**(9542) Envirothon Soils OL (9-12)****Time: 36 Weeks****Prerequisite: None**

This course is designed to prepare students for the soils portion of the annual Envirothon competition, held each year at a Somerset County State Park. Students will follow the learning objectives and utilize the resources that are provided by the PA Envirothon organization at <http://www.envirothonpa.org/index.html>. The course is taught in an online format using Moodle as the instructional program. Essential topics include soil ecology, soil quality and soil horizon and type identification.

**(9541) Envirothon Wildlife (OL) (9-12)****Time: 36 Weeks****Prerequisite: None**

This course is designed to prepare students for the wildlife portion of the annual Envirothon competition, held each year at a Somerset County State Park. Students will follow the learning objectives and utilize the resources that are provided by the PA Envirothon organization at <http://www.envirothonpa.org/index.html>. The course is taught in an online format using Moodle as the instructional program. Essential topics include wildlife ecology, wildlife management and wildlife identification.

**(923) Personal Finance OL (9-12)****Time: 18 Weeks****Prerequisite: None**

This course is designed to help students understand the impact of individual choices on occupational goals and future earnings. Real world topics covered will include income, money management, spending and credit, as well as saving and investing. Students will design personal and household budgets; simulate use of checking and saving accounts; demonstrate knowledge of finance, debt, and credit management; and evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal financial decisions.

**(921) Sports Literature OL (9-12)****Time: 18 Weeks****Prerequisite: None**

This is an online high school English elective course, designed for students who are interested in reading/writing about team and individual athletic activities. The course will present the elements of fiction, nonfiction, and poetry through the use of short stories, magazine articles, and poems geared towards the sports enthusiast. Participants will work at their own pace to read literature, complete assignments, and create projects using the technology resources available in the school's media center and online.

**(922) Literature and Multimedia OL (9-12)****Time: 18 Weeks****Prerequisite: None**

This is an online high school English elective course, designed for students who want to learn more about technology. Students will choose a fiction book, written at their designated reading level, as the focus for the semester course. As they read independently, they will complete assignments online, relating to the elements of fiction. Participants will also be responsible for several projects created with the use of technology tools, such as a Glogster, Animoto, Prezi, Audacity, and others.

**(924) Digital Media Literacy OL (9-12)****Time: 18 Weeks****Prerequisite: None**

You will develop skills that will enable you to access, analyze, evaluate and create media in a safe and responsible manner to encourage you to be an informed and discriminating media consumer.

**(967) Mass Communications OL (9-12)****Time: 18 Weeks****Prerequisite: None**

Mass communication is the process in which a person or organization sends a message through a channel of communication to a large group of people. Channels of communication include television/video productions, radio broadcasts, social media posts, and newspaper/magazine articles. Throughout this course, students will have the opportunity to learn about journalism ethics, copyright and fair usage, styles of writing, as well as video production. This course engages students by requiring them to create several multimedia projects. However, students must be willing to work diligently to keep up with the rigorous pace of the course.

**(920) Military History OL (11-12)****Time: 36 Weeks****Prerequisite: None**

Welcome to the history online course officially known as "Military History." A better title might be "50 Influential Battles." In this course you will be examining 50 battles (if time permits) which have left their mark on history in one way or another.

**(9992) Computer Programming OL (10-12)****Time: 18 Weeks/Course****Prerequisite: None**

This course focuses on how to use the JavaScript computing language to create drawings and animations. Students will be directed through various facets of the language including drawing shapes, adding color, animating drawings, and adding text. Additionally, the student will learn about general techniques that are used in computer programming and how to utilize those techniques in JavaScript.

**(969) Career Exploration OL (9-12)****Time: 18 Weeks****Prerequisite: None**

The online Career Exploration Course empowers students to make clear, informed choices about their futures. As they progress through the course, students will evaluate their unique strengths and interests, investigate a variety of career options, explore an array of post-secondary education opportunities, set goals, learn about the job application process, and refine the skills they need to be successful in the 21st century workplace.

**(970) Video Editing OL (9-12)****Time: 18 Weeks****Prerequisite: None**

Video Editing with iMovie: In this course, students will learn the basics of iMovie, including importing clips, adding transitions/text/sounds, and using special effects like the green screen. After applying the editing techniques to premade clips, students will record, upload, and edit their own video projects relating to provided topics.

**(971) STEM Elective OL (9-12)****Time: 18 Weeks****Prerequisite: None**

In this course, students will have an introduction to engineering and design. Students will be presented with real life problems and challenged to come up with solutions using the materials in our STEM lab, while applying science, math, and writing skills.

**(968) Business Law OL (10-12)****Time: 18 Weeks****Prerequisite: None**

The curriculum for this course has just been updated. Learn how the Supreme Court is compiled, discuss current law and court events, and engage in “real life” activities. It is so important to understand our judicial system, our rights and responsibilities, contracts, insurance and employment laws, crimes and commercial paper. This course offers the learning of these concepts entailed with projects, textbook reading, activities and internet activities.

**(544) Office Procedures OL (10-12)****Time: 36 Weeks****Prerequisite: None**

This online course is designed to enhance student’s skills in a personal and professional manner. The skills learned include proofreading, spreadsheet skills, word processing skills, job preparation skills, as well as developing personal and professional qualities, which will enable the beginning employee to work well with others. These skills are reinforced by projects, textbook reading, “real life” applications, and current event discussions.



# DUAL-ENROLLMENT ELECTIVES

**(927) Honors Speech Communication 101 (10-12)      Time: 18 Weeks      Prerequisite: Age 16 & approval of ACM**  
Speech Communication is a survey course incorporating intrapersonal communication, interpersonal communication, and public speaking. A student will acquire theory and develop skills in self-awareness and self-concept building, small group discussion, and public speaking. This course is offered to students in grades ten through twelve. College credit through Allegany College of Maryland is offered for this course at a fee to the student.

**(9710) Honors Sociology (11-12)      Time: 18 Weeks      Prerequisite: Age 16 & approval of ACM**  
A basic introductory college level course in sociology. This course, using empirical knowledge and the application of the scientific method, is an overview of the principles of sociology. The course will examine and review basic principles of social interaction, social roles, organization, process, stratification, social change, group dynamics, social values, and social inequalities. College credit through Allegany College of Maryland is offered for this course at a fee to the student.

**(972) Honors Computer Literacy 101 (11-12)      Time 18 weeks      Prerequisite: Age 16 & approval of ACM**  
Students will acquire and/or demonstrate proficiency understanding basic computer terminology, using basic operating system features, e-mail, Internet, word processing, spreadsheet, database and presentation software. This course requires the use of software that students will be required to purchase.

**(980) Honors Psychology 101 (11-12)      Time 18 weeks      Prerequisite: Age 16 & approval of ACM**  
A foundation course that gives an overview of the nature and purpose of psychology, the dynamics of adjustment, sensory development, psychometrics, and the application of psychological knowledge to practical problems. The primary focus of this course is to provide the student with a broad overview of psychology. College credit through Allegany College of Maryland is offered for this course at a fee to the student.

**(344) Honors Accounting II: Mount Aloysius, (3410) Honors Calculus: Mount Aloysius, and (2460) Honors Chemistry II: Mount Aloysius, are also Dual-Enrollment Courses. Their course descriptions can be found earlier in the program of studies book. (1401) Honors/AP Senior English: Penn Highlands, can be taken for Dual-enrollment credit as well.**

# SCTC PROGRAMS OF STUDY

## **Automotive Technology**

Through theory and actual laboratory experience, students receive the training needed to troubleshoot, analyze, and repair malfunctioning gasoline engines. This course also prepares students for the PA State Safety Inspection Mechanics Test that is given at the end of the senior year. Areas of training include basic vehicle service, engine performance, engine repair, suspension and steering, brakes, electrical/electronic systems, heating, automatic transmissions, and manual drivetrain and axles. Instruction is based on the NATEF/ASE task link.

\*Allegany College of Maryland, Penn College of Technology

## **Carpentry (Millwork)**

Students receive competency-based skill instruction in all phases of residential construction. This includes blueprint reading, framing, interior and exterior finish. These skills are gained through the construction of a modular home.

In the millwork phase of the program, students have the opportunity to work with state of the art woodworking equipment to develop skills in custom cabinet design, construction and installation. Specialty occupations include contractor, framing carpenter, finish carpenter, roofer, drywall install and finish, siding mechanic, cabinet making, CNC operator.

\*Triangle Tech

## **Collision, Repair & Refinishing**

This course offers training in collision repair, frame and unibody diagnosis and repair, custom painting with airbrush graphics, and antique and classic car restoration. Using state-of-the-industry equipment, students learn damage diagnosis and estimating, metal straightening techniques, panel replacement, welding, pain mixing and refinishing, and auto detailing. Upon graduation, students are ready for an entry-level position in the auto body repair field or an advanced apprenticeship.

\*Allegany College of Maryland, Penn College of Technology, Wyoming Tech

## **Computer Networking Technology**

Students in Computer Networking are preparing for employment in a variety of career including but not limited to Network Administrator, network Technician, and Computer Support Technician. Students will begin by learning the basics of computer hardware, operating systems, and peripherals. They will learn physical networking to include routers, switches, and cabling. Also, students will have the opportunity to obtain Comptia A+, Network+ and Cisco certifications.

\*Mount Aloysius College

## **Construction Trades**

This program will cover information and potential certification in the following areas; electrical occupations, carpentry, masonry, HVAC and Pre-Engineering/Drafting.

## **Cosmetology**

Within this three-year course, students receive training in the various beauty profession services, state law requirements, and the commercial aspects of cosmetology. Learning experiences include administering facials, manicures and artificial nail services, cutting, styling, bleaching, tinting and perming hair. In preparation for state licensing, students are also taught hygiene and sanitation, anatomy and physiology, and state laws concerning cosmetology. Emphasis is also placed on customer service and business procedures relevant to the profession.

\*Penn College of Technology

### **Culinary Arts**

Culinary Arts students learn the main functions of ordering, preparing, cooking and serving food in restaurants, cafeterias, hotels and institutions. Instruction includes practical experience in the school restaurant and bakery where they study the following occupations: chef, cook, baker, salad maker, line cook, prep cook, cake decorator, serving staff and cashier. Special emphasis is placed on safety, sanitation, restaurant management, menu planning, daily operations and nutrition. Upon graduation, students are prepared for entry level positions in various types of establishments or for higher education admissions in colleges or culinary schools.

\*Allegany College of Maryland, Penn College of Technology, Westmoreland County Community College

### **Dental Assisting**

Students are prepared for immediate employment, internship or may further their education in the Dental Health field.

### **Electrical Occupations**

This course involves practices that include the three major branches of the electrician's trade: residential, commercial, and industrial. The student who has a basic background in math and science will begin with basic electricity and progress to learning a new language that starts with the simple atom and progresses into voltage, current, resistance, and wattage.

\*Triangle Tech, Penn College of Technology

### **Forestry Technology**

The demand for wood products has created the need for skilled lumber workers. The forestry program is designed to train students in woodland care and management which includes logging, cutting, planting, and marketing of wood and wood products. The course also covers skills involved in sawing, drying, and grading lumber. As part of their course work, students will use a GPS/GIS system and handheld computers. Increased national emphasis on ecology and conservation of natural resources has created the need for forest management personnel. Career opportunities also exist in related environmental sciences.

\*Allegany College of Maryland, Penn College of Technology

### **Health Occupations**

Students are provided coursework to prepare them for employment as a nurse aide or as a medical office assistant. In addition, they are introduced to a wide variety of highly employable paraprofessional careers. Students receive instruction and participate in activities designed to help them develop practical medical and safety skills. Clinical and/or cooperative education experiences are available with hospitals, nursing homes, and other appropriate health care agencies. Graduates go directly into several entry-level positions in the medical and nurse assisting occupations, or they can continue their education at a college or medical facility.

\*Penn College of Technology

### **Machining Technology**

Machining Technology provides students with an excellent background in mechanical operations for today's modern machine tool industry. The course is organized to offer competency-based instruction in the following areas: operation of a variety of machines; use of measuring tools, gauges, and instruments; computerized numerical control programming and operation; blueprint reading; and application of mathematics. Employment for machinists has traditionally been excellent and is forecast to remain excellent in the future as demand increases for highly skilled personnel.

\*Penn College of Technology

### **Masonry**

Employment and excellent financial rewards are readily available to successful masonry students. This three-year course offers instruction in brick and block-laying fundamentals such as mortar mixing, use of a masonry saw, scaffold building, blueprint reading and estimating. Brick paving, fireplace construction, stone masonry and the pouring and finishing of concrete are also covered.

\*Penn College of Technology

### **Pre-Engineering Drafting and Design Technology**

Drafting is the primary means of communicating technical ideas through the use of computers and software. As our nation continues to grow technologically, the demand for drafting technicians for both regular industry as well as the entertainment industry will continue to increase. Students initially learn the fundamentals of drawing, then progress into areas of specialization such as technical drafting, architectural drafting, civil engineering and surveying as well as animation for the entertainment industry. Students are also trained to operate CADD (Computer-aided) Drafting and Design) systems. CADD is an integral part of the program as is 3D modeling and animation software and enables graduates to be more competitive in job placement opportunities. Upon completion of this program, students are prepared for entry-level drafting and design positions and/or for post-secondary education that can lead to a high skill, high wage career.

\*Triangle Tech, Penn College of Technology, California University, Penn Highlands Community College

### **Service Occupations**

The Service Occupations Education program will provide students with the opportunity to explore careers in the personal services cluster and gain the employability skills needed for job placement. This program provides instruction in the fields of custodial services, institutional food services, commercial laundry, lawn care, automotive detailing, and distribution of goods. Students will learn hands-on skills in a lab setting and participate in related activities within the school setting. The program will stress workplace safety, the development of good work habits and the ability to work cooperatively.

### **Teacher Prep/Early Childhood Education**

This program covers human growth and development, health and safety, DPW regulations, nutrition, guidance and discipline, career and professional development, and activity planning. Students learn through both classroom experience and practical application in the preschool facility. Career opportunities include child care aide, assistant group supervisor, teacher's aide, nanny, day care operator. Industry certifications include First Aid, CPR, Child Development Associate and Assistant Group Supervisor.

\*Mount Aloysius College, Penn College of Technology

### **Welding Technology**

The welding course is designed to allow students to reach their highest level of achievement in oxy-fuel welding, brazing, shielded metal arc welding, gas tungsten arc welding, gas metal arc welding, and cutting using the oxy-fuel and plasma arc processes. Basic blueprint reading, safety precautions, and proper use of power equipment are also taught.

Students have the opportunities to participate in activities sponsored by the American Welding Society and SkillsUSA.

\*Penn College of Technology

\*Please refer to each program for a list of trade schools or colleges that SCTC has articulation agreements with.

SCTC-PA Skills Certificate/Program Completion during the senior year only carries a GPA weight of .20.

For more information regarding Somerset Technology Programs of Study, please visit <http://www.sctc.net/dnn/>.

# GPA/GRADING SCALE & HONORS PROGRAM

Faculty members determine the best grading system suitable to the individual classes taught, students' ability level, and curriculum. All teachers will explain to classes their methods of grading and individual class grading policies. All courses will adhere to the following grading scale:

Weighted System	Percent	Unweighted	.20 Weight	.40 Weight
A+	98 & Above	4	4.2	4.4
A	94-97	4	4.2	4.4
A-	93-90	3.7	3.9	4.1
B+	89-87	3.3	3.5	3.7
B	86-84	3	3.2	3.4
B-	83-80	2.7	2.9	3.1
C+	79-77	2.3	2.5	2.7
C	76-74	2	2.2	2.4
C-	73-70	1.7	1.9	2.1
D+	69-67	1.3	1.5	1.7
D	66-64	1	1.2	1.4
D-	63-60	0.7	0.9	1.1
F	59 and Below	0	0	0

## HONORS PROGRAM

Honors weight is earned by students who participate in courses and programs that reach beyond the scope of the Pennsylvania Academic Standards in terms of rigor and content. Course descriptions in the MAHS Program of Studies Guide include a designation of all honors courses. Students participating in honors courses may be awarded .20 or .40 additional weight based on course difficulty. Students must maintain an 80% or 84 % (depending on the course) at the end of each quarter to remain in the honors program for the following year. If a student drops below, they will be removed from the honors program the following school year. They will remain in the course they're currently scheduled in, for the remainder of the school year and are expected to continue to complete all of the requirements of the course. Each student must meet the prerequisite requirements and have teacher recommendation before being permitted to take an honors course.

### \* Honors Courses are as follows:

**.20 Weight:** ACM-Honors Speech 101, Honors Calculus, Honors Contemporary Affairs, ACM-Honors Sociology 101, ACM-Honors Psychology 101, ACM-Honors Computer Literacy 101, Honors Chemistry I, Honors Chemistry II, Honors Physics I, Honors Physics II, Honors Anatomy and Physiology, Honors Accounting II- Mount Aloysius(prerequisite of 80% in Accounting I) and SCTC-PA Skills Certificate/Program Completion  
**.40 Weight:** Honors/AP English grades 10-12(PHCC), AP Calculus and AP US History