

**UPPER ST. CLAIR
HIGH SCHOOL**
Upper St. Clair, Pennsylvania



PROGRAM OF STUDIES

2005-2006

Four Year Planning Guide

Choice	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
1	English - 9	English - 10	English - 11	English - 12
2	Amer. Civics and World Geography	World History	American History	Elective
3	Mathematics	Mathematics	Mathematics	Elective
4	Science	Science	Science	Elective
5	Foreign Language or Other Elective	Foreign Language or Other Elective	Foreign Language or Other Elective	Foreign Language or Other Elective
6	Music or Related Elective	Elective	Elective	Elective
7	Physical Education - 9 and Health - 9	Physical Education -10	Physical Education - 11/12 Spring Semester	Physical Education 11/12 Fall Semester
8	Lunch	Lunch	Lunch	Lunch

* Graduation Requirements are printed in **Bold Print**.

** The one semester Health Requirement must be taken before graduation if not taken as part of the ninth grade program.

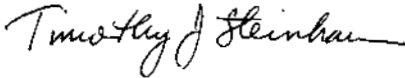
Dear Parents and Students:

The Program of Studies booklet is designed to assist you with the selection of courses and programs at Upper St. Clair High School. Because of the exceptional number, diversity, and quality of courses offered, it is important to review all the educational opportunities available to our students.

Academic success is dependent upon proper placement into the courses. Therefore, it is important to consider your options and future academic plans. To help with your decision making, a four-year planning guide has been included in the Program of Studies.

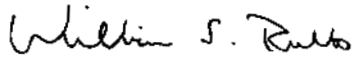
Please carefully review the Program of Studies prior to planning a schedule. If you have any questions about the process, contact the counseling office for assistance.

Sincerely,



Timothy J. Steinhauer
Principal

Sincerely,



William S. Rullo
Director of Counseling Services

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COURSES OFFERED AT UPPER ST. CLAIR HIGH SCHOOL

English	21
Social Studies	25
Mathematics	30
Science	35
Foreign Languages	40
Business Education	46
Family and Consumer Science	48
Technology Education	50
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PROGRAM OF STUDIES 2005-2006

GENERAL INFORMATION

This booklet contains information that will be helpful to students and parents in planning a high school program. It also provides a list of courses offered and a brief description of each.

Decisions about courses for the coming year should be related to the individual student's interests, abilities and plans for the future. We encourage students and parents to share in the decision making process. In addition, teachers and counselors may be of assistance.

Schedules should be planned to provide a full program for the coming year. Plans for first and second semester courses should be made at this time. Opportunities for mid-year schedule changes are limited. Students should strive to plan a schedule where the load is evenly distributed between the two semesters.

COUNSELING SERVICES IN SELECTION OF COURSES

Each student is assigned a counselor. Students may go to the counseling office for counseling and assistance. Parents may contact counselors by phone (833-1600 X-2290) to talk with the counselor or to arrange an appointment.

SENIOR PROFICIENCY REQUIREMENT

The State Board of Education requires graduating students to demonstrate proficiency in reading, writing and mathematics. Achieving proficiency on the PSSA administered in grade 11 as reported on the **Grade 11 PSSA Student Assessment Report** fulfills this requirement.

If the **Grade 11 PSSA Student Assessment Report** states that:

1. The student has not scored at proficiency in one or more areas of standards,
 2. The assessment was not scored in one of the three areas of standards, or
 3. The student was absent during the administration of at least one of the assessments;
- the student will be eligible to participate in PSSA coaching during the months of September and October of the senior year, and retake the PSSA in appropriate areas in late October. While participating in the PSSA coaching, the student will build a portfolio of work related to specific standards in which proficiency was not achieved on the grade 11 PSSA assessment. If proficiency is not reached on the retest, a committee of professionals, assigned by the Superintendent or his designee will review the student's PSSA coaching portfolio, **Grade 12 PSSA Student Assessment Report**, and the student's transcript. After reviewing these items the committee will determine whether or not the proficiency requirement has been met in the appropriate areas of standards.

If the **Grade 11 PSSA Student Assessment Report** states that

1. The student did not participate in the assessment due to parental request,
 2. The student participated in the grade 11 PSSA but did not meet proficiency in all three areas of the standards and did not participate in the grade 12 PSSA retest, or
 3. The student did not earn proficiency after the professional committee review;
- the student will participate in a local assessment exam, or submit another portfolio of work related to the standards. After successful completion of the local assessment exam, or successful review of the portfolio, the proficiency requirement has been met in the appropriate areas of standards.

Seniors who do not meet proficiency using one of the procedural methods listed will not have met the proficiency requirement for graduation contained in 22 PA Code 4.51.

Students identified as basic or below basic on the Grade 8 PSSA reading and mathematics and Grade 9 PSSA writing will participate in PSSA coaching and developing their portfolio during their unscheduled time in grades 10 and 11. The coaching will occur through the Resource Center during the months of November to February for grade 11 and from March to June for grade 10.

REQUIREMENTS FOR GRADUATION

Graduation from Upper St. Clair High School requires satisfactory completion of a minimum of 45 credits in grades 9 through 12.

Any class which meets 10 or more modules per week will grant two (2) credits per year or one (1) credit per semester. Any class which meets fewer than 10 modules per week will grant one (1) credit per year or one-half (1/2) credit per semester. All credits will be awarded at 1/2 credit or 1 credit increments only.

The requirements by subject areas are listed below.

DISTRIBUTION OF REQUIRED CREDITS

English	8 credits
Social Studies	6 credits
Mathematics	6 credits
Science	6 credits
*Arts and/or Humanities	4 credits
Physical Education	3 credits
Health	1 credit
Electives	11 credits
Total	45 credits

*Arts and/or Humanities include courses in the areas of fine and practical arts, literature, foreign languages and social studies.

*College courses need to be pre-approved in order to get a grade and credit.

INFORMATION FOR STUDENTS ENTERING GRADE NINE

Each ninth grade student is required to carry the following course work.

NOTE: Two credits are awarded for a full year of work in a class meeting at least eight mods per week.

1. English 9 - 2 Credits
 - 100 - English 9
 - *103 - Honors English 9
 - **106 - MYP Honors English 9
2. Social Studies 9 - 2 Credits
 - 200 - American Civics and World Geography
 - *203 - Honors American Civics and World Geography
 - **206 - MYP Honors American Civics and World Geography
3. Mathematics - 2 Credits
 - 300 - Cognitive Tutor Algebra I
 - 306 - Geometry
 - 309 - Honors Geometry
4. Science - 2 Credits
 - 400 - Twenty-First Century Science
 - 403 - Academic Biology
 - *406 - Honors Biology
 - **409 - MYP Honors Biology
5. Elective -2 Credits
 - One full year course selected from foreign language or any of the fine and applied arts.

6. Music Elective OR Related Elective - 2 Credits

Any student not selecting chorus, band or orchestra as a seventh class must select 2 courses from the following list. Students will be asked to rank the following courses according to their preference. Each course is one semester in length.

612/615 - Related Elective - Computer Keyboarding

712/713 - Related Elective - Family and Consumer Science - a general introduction to all areas of home economics

737/738 - Related Elective - Shop Materials & Processes - a variety of workshop experiences with wood, metal, and plastics linked with

Related Elective - Emerging Technology

739/740 - Related Elective - Graphic Arts - an introduction into digital processing and production printing. Linked with Related Elective - Technical Drawing - sketching, drafting, and designing programs related to manufacturing and construction.

756/757 - Related Elective - Painting & Drawing - introduction to Painting and Drawing

764/765 - Related Elective - 3-Dimensional Art

Please Note: Courses 737/738 and 739/740 taken for one semester.

7. Physical Education - 1 Credit

8. Health - 1 Credit and taken in conjunction with Physical Education in grade nine.

** Eligibility for courses so marked is determined by specific criteria. Criteria for each subject are available in the middle school office.*

Honors courses are enriched in content and depth of study in the general area normally studied at each level.

***IB Middle Years Program courses.*

COURSE SELECTION

Students are to carefully select courses with the advice and consent of their parents. Courses should be selected based on individual needs and interests. The selection of a class that is likely to be dropped at a later date is strongly discouraged. Since staffing and budgeting decisions are based on the course selection process, students should only choose those courses in which they are sincerely interested in and intend to complete.

When circumstances necessitate a change in a course selected, parents must present a valid reason for the change in writing no later than June 1, 2005. Students and parents are encouraged to see their counselors or teachers if they have questions about course selection. No changes in courses requested will be honored after this date. Changes resulting from completion of summer school must be made no later than the week immediately following the end of summer school.

SCHEDULE CHANGES

During weeks 2 and 3 of each semester, changes may be made based on the following valid reasons:

1. CURRICULUM PROGRAM CHANGE - When a student wants a change from one curriculum to another (college preparatory to vocational education).
2. EMPLOYMENT - When a student has acquired part-time employment.
3. SCHEDULING ERROR - When a student requests a specific course but was scheduled for another course.

4. PREVIOUS FAILURE - When a class is scheduled with a teacher with whom the student has achieved failing work and when another instructor is available to teach the same course.
5. SUMMER SCHOOL RECORD - When a student completed or failed a course during summer school and when this circumstance affected the student's course selections.
6. URGENT PERSONAL AND APPOINTMENT CONFLICTS - When a student has a medical problem verified by a doctor or requires instruction at a site other than Upper St. Clair High School.

PLEASE NOTE: Meeting any of the conditions listed above does not mean the automatic granting of a schedule change. There are times when the student's course change request cannot be met due to full classes, unavailability of classes at appropriate times necessary to meet the student's needs or other similar circumstances.

Classes may be dropped during the 2nd and 3rd weeks of the semester if the student's schedule consists of at least the minimum permissible number of courses. When students request permission to drop a course after this period, an F grade will be given unless otherwise decided by counselor and teacher. This becomes a part of the student's records.

- Parents: If you would like your son/daughter to be assigned to a resource center or an academic lab when not assigned to classes, please contact your counselor. Unassigned pupils are expected to use the many designated areas available at the high school.
- No schedule changes will be made during the first week of each semester.
- All class changes must meet the schedule change criteria set in the Program of Studies booklet and must be done within the second and third week of the semester.
- No schedules will be changed for the purpose of requesting a different teacher.
- For class size equity, schedules are subject to change, by school officials, over the summer months.

STUDENT LOAD

The minimum permissible student load is five classes in addition to physical education.

SPECIALLY DESIGNED COURSES

Specially Designed courses are English, social studies and science courses designed to address individual student's needs. Primary areas of concentration in these courses follow the academic program. Admission to these courses is by recommendation only.

HONORS COURSES

In mathematics and science they are both enriched and taken at least one year earlier than normal. In social studies and English these courses are enriched.

ADVANCED PLACEMENT (AP) AND INTERNATIONAL BACCALAUREATE (IB) COURSES

Courses identified as Advanced Placement or International Baccalaureate are also considered Honors courses. They are intended for (but not limited to) those students wishing to take the AP and/or IB exams offered in May. Only IB students are permitted (and required) to take the IB exams.

- Upper St. Clair High School does not rank students. Both weighted and non-weighted G.P.A.'s are maintained.

EARLY GRADUATION

Occasionally a student may find that his or her individual needs may indicate that early graduation would be desirable. Any student desiring such a privilege must have his or her parent make such a request in writing to the principal. Students seeking to graduate one year early should submit a request one year prior to the date of anticipated graduation. Students seeking completion of graduation requirements at the end of the first semester of the senior year are expected to make their request by September of the school year in which they expect to complete their work. Diplomas will be awarded at the time of regular commencement exercises only.

LUNCH PERIOD

We believe that each student should have a minimum of one module daily for lunch. When students request more than six classes and physical education, it is likely that the student will not be scheduled for lunch several days a week. If a student requests such a course load, we expect that the student and parent indicate that they are waiving access to daily lunch modules on the course selection sheet.

SEMESTER COURSES

On the list of classes on the back of the course selection sheet, semester courses are followed by an "F" (fall semester) or an "S" (spring semester). These designations are advisory only. Scheduling needs may require some changes. When this occurs, schedulers will attempt to maintain a balanced schedule for you. If problems result, you may discuss this with your counselor.

APPROVAL FOR EXTERNAL CREDITS

High school students earning course credit outside of the Upper St. Clair High School curriculum must receive approval from the school district before having it placed on their transcripts. After obtaining approval and successful completion of the course, credit will be granted toward graduation and the grade will be designated on the student's high school transcript as "P" (pass). Documentation of the course title on the student's high school transcript will be exactly the same as the course title is documented on the official notification from the external agency supervising the course work.

Students are to meet with their high school counselor prior to taking any external course work to discuss the process for receiving approval for such course work.

A high school student is deemed as any student in the school district scheduled to attend Upper St. Clair High School in the Fall.

TRANSCRIBING NON-USC TRANSCRIPTS

Students who transfer to Upper St. Clair High School will have their transcripts transcribed to an Upper St. Clair High School transcript. The transcription process will reflect the exact course titles and grades as they appear on the sending transcript by granting credit via the Upper St. Clair School District's semester method (one credit per semester per course). If the sending transcript contains:

1. Letter grades, the exact letter grades will be transferred to the student's USC transcript.
2. Percentage grades, the grades will be translated to letter grades by the sending institution's system as noted on the transcript. If no translation system is provided, the Upper St. Clair percentage scale will be used.

COURSE LISTINGS

Included in this booklet are listings and descriptions of all courses being offered during the 2005-2006 school year. Occasionally, courses may be dropped due to insufficient enrollment. If this happens to a course you have selected, your counselor will help you make a new selection.

COLLEGE PREPARATORY CURRICULUM

Since the student who is preparing for college admission is faced with a wide variety of admission requirements, it is wise to prepare, as far as the individual's abilities permit, for the most demanding of these standards. The following program is designed to meet the requirements of the most competitive colleges and universities.

English	8 Credits
Social Studies	8 Credits
Foreign Language	8 Credits
Academic Math	8 Credits
Science	8 Credits
Elective	1 Credit
Total	41 Credits*

The unit of credit as viewed by colleges and employers, is equivalent, in most cases, to 2 credits earned by an Upper St. Clair High School student. A number of variations may be planned to suit the needs, interests and special abilities of the individual student.

We encourage all capable students to plan to meet at least the minimum college admission requirements summarized below.

English	8 Credits
Social Studies	6 Credits
Academic Math	6 Credits
Science	6 Credits
Foreign Language	4 Credits
Electives	11 Credits
Total	41 Credits*

NOTE:

1. Colleges usually prefer 3 or 4 years of one language to 2 years of two different languages.
2. When only 2 years of a language are submitted for admission, both years are expected to be in a single language.
3. Science requirements are normally met with such courses as biology, chemistry and physics.
4. Admission may be granted to some institutions with less than the minimum indicated. However, any student having less has a more narrow selection of colleges to consider.
5. Science and engineering students should plan at least four years of academic mathematics and science in grades 9 through 12. At least one year of engineering drawing may be advantageous.
6. Colleges and Universities are constantly changing their admission requirements. It is no longer possible to make "blanket statements" concerning college admission. Students are encouraged to continue their work in the academic courses as long as it is appropriate and they are meeting success. We do not encourage student selection of inappropriate courses solely for the purpose of "needing it for college".

* In addition, four credits of Health and Physical Education are required for graduation.

INTERNATIONAL BACCALAUREATE PROGRAMME

The International Baccalaureate Organization (IBO) is a nonprofit educational foundation with its headquarters in Switzerland; it was created in 1968. It provides three related programmes to 1,293 authorized schools in 115 countries: its flagship pre-university IB Diploma Programme; the Middle Years Programme (MYP), created in 1992 for students aged 11-16 and the recently created (1998) Primary Years Programme (PYP) for children aged 3-11. I.B. Diploma schools number 1,000. Upper St. Clair High School offers I.B. Middle Years Program for students in grades 9 and 10, and the I.B. Diploma Programme for students in grades 11 and 12.

MIDDLE YEARS PROGRAMME (MYP)

The I.B. Middle Years Programme (MYP) is designed to develop the individual talents of young people, and help them to relate the experiences of the classroom to the realities of the world. It provides academic rigor, emphasizes international understanding and responsible citizenship, creates critical and compassionate thinkers and gives students the skills to be lifelong learners. The focus of any International Baccalaureate program is to develop individuals that are informed participants in local and world affairs.

The Curriculum

The curriculum of the MYP covers the same curricula objectives of corresponding high school courses. To achieve IB goals the delivery of instruction is focused through Areas of Interaction. The Areas of Interaction include: Approaches to Learning; Community Service; Health and Social Education; Environment; and Homo Faber ("Man the Maker"). After successfully completing both the ninth and tenth grade MYP coursework, 30 hours of community service at each level, and personal project, students will receive an Upper St. Clair School District International Baccalaureate-Middle Years Programme certificate. The Personal Project will fulfill the student's requirement for the senior project which is a graduation prerequisite for all students.

Personal Project

The personal project allows the student to demonstrate an understanding of the Areas of Interaction and their relationship to subjects and the world in a student's selected interest area. Students apply their personal abilities/skills and knowledge in completing the project. Students complete this project independently with guidance of a faculty member and/or mentor.

Program Benefits

Participation in MYP will also provide the student with an intensive experience designed to acquire the necessary skills and knowledge for the rigors of the IB Diploma Programme in grades 11 and 12. At the end of grade 10, students may opt to apply to participate in the IB Diploma Programme.

Students that participated in MYP in the Middle School are candidates to enroll and continue with this curricular option.

GRADES 9 AND 10 IB-MYP COURSE WORK

Grade 9

106 MYP Honors English 9

206 MYP Honors American Civic
(One Semester)

206 MYP Honors World Geography
(One Semester)

409 MYP Honors Biology

504 MYP French 3 & 4, 522 MYP German 3 & 4,
or 550 MYP Spanish 3 & 4

851 MYP Physical Education 9

Geometry, Honors Geometry, Algebra 2 or
Honors Algebra 2

Art Choices: Related Elective – Painting
Drawing and Mixed Media; Related
Elective – Three Dimensional Art; Concert
Band; Women’s Chorus; Men’s Ensemble;
or Orchestra

Technology Choices: Computer
Keyboarding; Related Elective – Shop
Materials and Emerging Technologies;
Related Elective – Graphic Arts; or Related
Elective-Technical Drawings.

Grade 10

115 MYP Honors English 10

215 MYP Honors World History

436 MYP Honors Chemistry

508 MYP French 5 & 6, 526 MYP German 5 & 6,
or 554 MYP Spanish 5 & 6

859 MYP Physical Education 10

Algebra 2, Honors Algebra 2, Precalculus,
or Honors Precalculus

Art Choices: Ceramics; Painting,
Drawing and Mixed Media; Three
Dimensional Art; Wind Symphony; Wind
Ensemble; Jazz Ensemble; Concert
Band; Clarion Choir, Men’s Ensemble; or
Orchestra

Technology Choices: Computer
Keyboarding; Engineering Drawing &
Design; Architectural Drawing & Design
Graphics; or Emerging Technologies.

DIPLOMA PROGRAMME (DP)

The International Baccalaureate Diploma Programme is a rigorous pre-university course of studies, leading to examinations that meet the needs of highly motivated secondary school students between the ages of 16 and 19 years. Designed as a comprehensive two-year curriculum that allows its graduates to fulfill requirements of various national education systems, the diploma model is based on the pattern of no single country but incorporates the best elements of several.

Authorization and Eligibility

Only schools authorized by the International Baccalaureate Organization (IBO) are eligible to teach the curriculum and to register candidates for examination. IB diploma candidates must be students in good standing at an authorized member school. 1,293 schools in over 115 countries worldwide offer the Diploma Programme.

University Recognition

IB graduates gain admission to selective colleges and universities throughout the world. Students with strong IB examination results may also receive advanced standing of course credit, depending upon the policy of the institution they are attending. In addition, formal agreements exist between the IBO and many ministries of education. The complete recognition policies of North American colleges and universities are currently available electronically in university details as are country specific guidelines for the USA and Canada. Information on the recognition of the IB by universities and ministries throughout the world is also available in IBO's publication series, University Recognition Policies, which are updated regularly. Please visit www.ibo.org for additional information on college and university recognition.

Unique Characteristics

The programme offers special features in addition to the traditional strengths of a liberal arts curriculum.

- *Theory of Knowledge (TOK)* is a required interdisciplinary course intended to stimulate critical reflection upon the knowledge and experience gained inside and outside the classroom. TOK challenges students to question the bases of knowledge, to be aware of subjective and ideological biases, and to develop a personal mode of thought based on analysis of evidence expressed in rational argument. The key element in the IBO's educational philosophy, Theory of Knowledge, seeks to develop a coherent approach to learning which transcends and unifies the academic subjects and encourages appreciation of other cultural perspectives.
- Creativity, action service (CAS) is a fundamental part of the diploma curriculum. The CAS requirement takes seriously the importance of life outside the world of scholarship, providing a refreshing counterbalance to the academic self-absorption some may feel within a demanding school programme. Participation in theatre production, sports and community service activities encourages young people to share their energies and special talents while developing awareness, concern and the ability to work cooperatively with others. The goal of educating the whole person and fostering a more compassionate citizenry comes alive in an immediate way when students reach beyond themselves and their books.
- Diploma candidates are required to undertake original research and write an *Extended Essay* of some 4000 words. This project offers the opportunity to investigate a topic of special interest and acquaints students with the kind of independent research and writing skills expected at university. There are currently 60 subjects, including more than 35 languages, in which the essay may be written.

Assessing Student Work and Awarding of the Diploma

Responsibility for all academic judgments about the quality of candidates' work rests with more than 3500 examiners worldwide, led by chief examiners with international authority. A variety of assessment methods are used to value both the content and the process of academic achievement and to take into account different learning styles and cultural patterns.

Conventional external examination techniques are chosen from a range of options: oral and written, long and short responses, databased questions, essays, and multiple-choice questions. These are complemented by internal assessment of coursework by the teachers responsible for evaluating students over the two-year period. With classroom teachers and international examiners working in partnership, the emphasis is on ensuring that students have ample opportunity to demonstrate what they are able to communicate.

The grading system used by the International Baccalaureate Organization is criterion-referenced. This means that each student's performance is measured against well-defined levels of achievement consistent from one examination session to the next. Grades are not simply awarded "on a curve" to a certain percentage of candidates but rather reflect attainment of knowledge and skills relative to set standards equally applied to all schools. Validity, reliability and fairness are watchwords of the IBO's international assessment strategy.

Applying to International Baccalaureate Diploma Programme

Students interested in applying to participate in the IB Diploma Programme should do so during the second semester of their sophomore year. Information on the application process can be obtained from their guidance counselor. It is recommended that prospective Diploma Programme applicants should have successfully completed the IB MYP by the end of grade 10 or have taken a minimum of three honors courses and a world language in each ninth and tenth grade year.

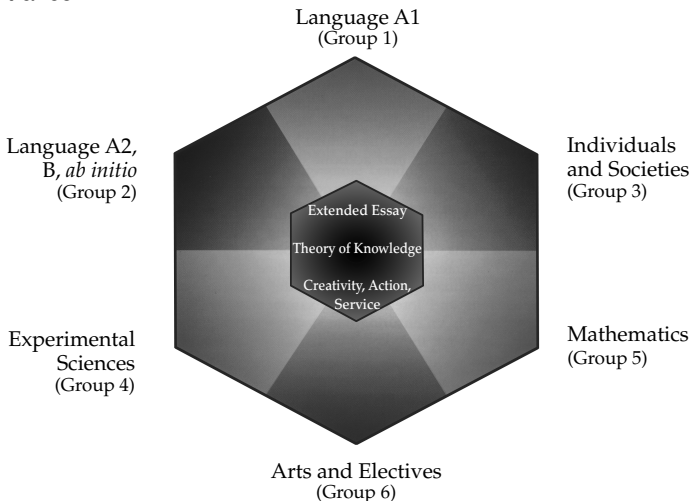
A required IB examination is given in each subject area once during the two-year period. A fee will be charged for each examination. The exam is graded on a scale of 1 (minimum) to 7 (maximum). Examinations are administered in May of each year. The IBO annually assesses over 36,000 students. Each year, approximately 80% of candidates attempting the diploma succeed in earning it. The award of the diploma requires students to meet defined standards and conditions and earn a minimum total of 24 points out of 42 possible points from all exams; satisfactory completion of the extended essay, TOK (Theory of Knowledge) and CAS (creativity, action, service) activities; and no one score on any area examination lower than a score of 3. Students may earn a maximum score of 45 points which includes six perfect examination scores of 7 and three additional points for the combination of the extended essay and TOK and CAS work.

The Curriculum

International curriculum planners seek to ensure that the Organization's educational aims are embodied in the structure and content of the programme itself. The diploma is displayed in the shape of a hexagon with six academic areas surrounding the core. Subjects are studied concurrently and students are exposed to the two great traditions of learning: the humanities and the sciences.

Diploma candidates are required to select one subject from each of the six subject groups. At least three and not more than four are taken at higher level (HL), the others at standard level (SL). HL courses represent 240 teaching hours, SL courses cover 150 hours. By arranging work in this fashion, students are able to explore some subjects in depth and some more broadly over the two-year period; this is a deliberate compromise between the early specialization preferred in some national systems and breadth found in others.

Distribution requirements ensure that the science-oriented student is challenged to learn a foreign language and that the natural linguist becomes familiar with laboratory procedures. While overall balance is maintained, flexibility in choosing higher level concentrations allows the student to pursue areas of personal interest and to meet special requirements from university entrance.



GRADES 11 AND 12 IB DIPLOMA COURSE WORK

Grade 11

124 IB English Language A1 (Higher Level)
233 IB History of the Americas (Higher Level)
345 IB Mathematical Methods (Standard Level)

442 IB Chemistry

OR

421 IB Environmental Systems
460 IB Physics (Higher Level)
514 IB French 7 & 8 (Higher Level)
532 IB German 7 & 8 (Standard Level)
560 IB Spanish 7 & 8 (Standard Level)

Grade 12

133 IB English Language A1 (Higher Level)
236 IB History of the Americas (Higher Level)
348 IB Mathematical Methods (Standard Level)

354 IB Mathematics (Higher Level)

424 IB Biology (Higher Level)

445 IB Chemistry (Standard Level)

OR

442 AP Chemistry
463 IB Physics (Higher Level)
516 IB French 9 & 10 (Higher Level)
534 IB German 9 & 10 (Standard Level)
562 IB Spanish 9 & 10 (Standard Level)

ELECTIVES - STANDARD LEVEL GRADES 11 OR 12

772 IB Visual Arts	Standard Level	One year
	Higher Level	Two years
810 IB Music	Standard Level	One year
953 IB Computer Science	Standard Level	One year
260 IB Psychology	Standard Level	One year

UPPER ST. CLAIR HIGH SCHOOL STUDENT SUPPORT SERVICES (S³)

STUDENT ASSISTANCE PROGRAM (SAP)

Many students are troubled by problems which interfere not only with their academic and extra curricular performance, but with their emotional, physical, and social development as well.

School staff, students, parents, and others recognize patterns of behavior commonly related to personal problems. These behaviors affect school performance. Early intervention with a student exhibiting problem behavior may alleviate greater problems in the future.

The Student Assistance Program (SAP) is designed to assist Upper St. Clair High School staff to better respond to the students' struggles. Student problems hamper the healthy development of the entire school. Consistent, systematic, and professional response to the problems of young people is necessary, and can be provided by staff. The SAP is an effort to help students resolve their problems and thus open the way for personally and socially satisfying lives. The team is made up of counselors, administrators, teachers, the school nurse and school psychologists.

Any concerned person is encouraged to refer the name of a student exhibiting behaviors of concern to the SAP team. Referral forms are available in the principals' offices and in the counseling office. Referring persons are asked to report only observable behaviors of concern to the SAP team.

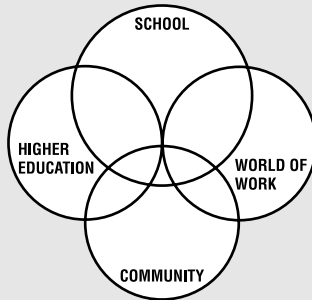
NATURAL HELPERS

Natural Helpers is a nationally sponsored peer helping program for the middle and high school communities. The program is based on a simple premise: students with problems naturally seek out other students, and adults, whom they trust.

Natural Helpers are a cross section of students (representing all activities) and adult staff members identified and selected through an anonymous school-wide survey. This survey assures that those selected are already seen by their peers as trustworthy and helpful people. Each year thirty-two students (four males and four females from each grade level) and eight adults are invited to participate in the Natural Helpers program. They receive at least thirty hours of training in a three-day retreat setting in December.

During the spring semester, the Natural Helpers receive ongoing training to provide them with additional information and skills and opportunities for service.

INDIVIDUALIZED LEARNING PROGRAMS



Individualized Learning Programs give students the opportunity to learn in an expanded educational environment.

These programs take advantage of a variety of resources outside the traditional structure of the high school. For example, these programs may utilize the curricula and instruction of multiple departments in the form of interdisciplinary studies. They might also be created to take advantage of resources found outside the school in the business world, on the college or university campus or from the community-at-large.

Individualized programs are initiated by the student and approved by the parent(s), school counselor and instructional principal. In most programs, the endorsement, sponsorship and guidance of a faculty member is essential.

Prerequisites and credit may vary.

EXAMPLES OF INDIVIDUALIZED LEARNING PROGRAMS:

UPPER ST. CLAIR - BETHEL PARK - PETERS TOWNSHIP STUDENT EXCHANGE

If space is available and an Upper St. Clair Counselor approves the student exchange, students from Upper St. Clair High School may enroll in classes at Bethel Park or Peters Township High School. This may occur when a student has particular educational or career plans which may necessitate taking courses which are not available in Upper St. Clair. In order to enroll in a Bethel Park or Peters Township High School course, a USCHS student:

1. Must provide transportation to and from Bethel Park or Peters Township High School.
2. Must be able to plan his USC schedule to accommodate class time at Bethel Park or Peters Township.
3. Must meet all course prerequisites.

Similar opportunities are available for Bethel Park and Peters Township students at USC. Students who have elected courses from the USC Program of Studies which are canceled due to insufficient enrollment, may be able to enroll in similar courses at Bethel Park or Peters Township High School.

INDEPENDENT STUDY

Independent Study is initiated by the student, approved by the appropriate administrator, faculty member(s), the department chairperson, counselor and parent(s)/guardian(s). Students are supervised by a member of the Upper St. Clair High School faculty. The Independent Study is governed by a signed contract stipulating the responsibilities of the student. Students interested in Independent Study should contact their counselor, teacher or department chairperson to submit an independent study proposal.

Semester/Year - Credit varies — Prerequisite: Grades 10, 11 and 12

ENROLLMENT IN COLLEGE PROGRAMS

Seniors may enroll in area college classes during the school day in order to gain early college experience. Details may be obtained from your counselor. High school credit may be granted subject to the principal's written approval in advance. This is completely optional and at student expense.

DUAL ENROLLMENT PROGRAM

The Dual Enrollment Program with the Community College of Allegheny County (CCAC) provides high school students with the opportunity to take college courses while still in high school. Junior and senior students wishing to take advantage of the Dual Enrollment Program must have a GPA of 2.5 or higher, school district approval and parent permission. Some courses may require the student to take a CCAC placement test before being approved. The type and number of courses will be determined by discussion with USC Guidance and CCAC personnel. Students are responsible for any costs associated with participation in this program or transportation needs. Interested students, who wish to obtain more information about this program, are encouraged to meet with their counselor.

920 9TH GRADE - APPLIED LEARNING STRATEGIES

923 10TH GRADE - APPLIED LEARNING STRATEGIES

926 11TH GRADE - APPLIED LEARNING STRATEGIES

929 12TH GRADE - APPLIED LEARNING STRATEGIES

This class focuses on learning strategies utilizing all content curriculums. Students who are recommended will develop better test taking strategies, note taking skills, self-advocacy skills, organizational skills and other individualized needs.

Semester/Year - Credit varies — Prerequisite: Department selection

INTERDISCIPLINARY OPPORTUNITIES

932 SYSTEMS APPLICATIONS (FALL)

935 SYSTEMS APPLICATIONS (SPRING)

Students will learn to use a computer as a tool for school for life situations. A variety of hardware and software will be available for classroom and individual use. This is a hands-on project-oriented course in which students will learn the basic operation of six computer application areas. These are word processing, databases, spreadsheets, presentation/graphics, web design and Internet. We will use Microsoft Office, FileMaker Pro, and Netscape Navigator as our primary applications. Emphasis will be placed on building one's confidence with computer software and an understanding of the appropriate uses of the applications covered in class. This course is intended for students with little or no previous experience or with little application experience. All students desiring to learn more about computers are encouraged to enroll.

Fall or Spring Semester - 10 Mods - 1 Credit

938 ADVANCED SYSTEMS APPLICATIONS (FALL)

941 ADVANCED SYSTEMS APPLICATIONS (SPRING)

Students will continue their study of the Windows operating environment and the school software. The use of the school network and file system will be covered. This course emphasizes independent projects that the students develop using the applications and resources available in the computer lab. Systems Applications is intended for students with a good background in the use of applications on the computer. Systems Applications (or equivalent knowledge) is strongly recommended.

Fall Semester or Spring - 10 Mods - 1 Credit — Prerequisite: Systems Applications or equivalent

944 PROGRAMMING LANGUAGES 1

In this course, students will learn the C++ programming language as well as develop problem-solving techniques commonly used in programming. Students will utilize classic algorithms for sorting, searching and dealing with data. This is an intro level course designed for novices. An in-depth introduction to the C++ language and the computer in general will be presented. This hands-on course will enable students to write programs of varying complexity.

Fall Semester - 10 Mods - Prerequisite: Completion of Geometry

947 PROGRAMMING LANGUAGES 2

In this course, students will continue to use the C++ programming language as they learn dynamic data structures, object oriented programming, and advanced algorithms. Emphasis will be placed on working with classes and developing classes of our own. Students will also be exposed to abstract data types such as linked lists, stacks and queues.

Spring Semester - 10 Mods - 1 Credit — Prerequisite: Programming Languages 1

950 COMPUTER SCIENCE 1 - INDEPENDENT STUDY

Students who demonstrate an interest in learning more about computers - programming or application use - should enroll in the Independent Study course. Student complete projects with their progress being monitored by the teacher. These projects are student-initiated in areas of student interest.

Fall or Spring Semester - 8-10 Mods - P/F Grading - 1 Credit

953 IB COMPUTER SCIENCE

This course will continue the study of computer science using JAVA, and will prepare any interested students to pass IB SL exams. The students will work with data structures, efficiency analysis and object oriented programming. Other topics will include comparative languages, hardware, software, operating systems, the software development lifecycle, ethical/social implications of computer use and an exploration of issues facing computer programmers.

Full Year - 10 Mods - 2 Credits — Prerequisite: Programming Languages 1

956 AP PROGRAMMING LANGUAGES

In this course, students cover the material found on the APCS A test. In addition to the test material, students will also be exposed to concepts of object-oriented programming including defining classes and creating reusable program code. This hands-on course will enable students to write programs of varying complexity in the Java programming language.

Full Year - 10 Mods - 2 Credits — Prerequisite: Programming Languages 1 and 2

962 ENGINEERING DESIGN AND FABRICATION

Students will solve non-routine, societal problems by applying mathematics, science and technology concepts to an engineering solution. The class will function as an engineering team using creative thinking, cooperative teamwork, higher-order thinking skills and effective communications.

Full Year - 10 Mods - 2 Credits — Prerequisite: Admittance by application

965 INTRODUCTION TO VIDEO COMMUNICATIONS

This course will give students an introductory experience in video communications setting. The class will examine techniques used in video communication production including story boarding, scripting, acting and production. It will also examine the art of movie making.

1 Semester, 1 Credit

968 VIDEO AND MEDIA COMMUNICATONS 1

This course will give students experience in a communication studio. The class will cover linear editing, graphics design and use, broadcast camera techniques, scripting and production design. The course will also look at the effects of the media, marketing in video, demographics and advertising.

Prerequisite: Introduction to Video Communications with an 'A' or 'B' or instructor's permission.
2 Semesters, 2 Credits

971 VIDEO AND MEDIA COMMUNICATIONS 2

This class will give students experience in broadcast communication and journalism. The class will focus on news writing, interviewing and include audio tracks, on-camera work, lighting, studio camera work and producing packages. It is an introduction to the field of broadcast journalism involving producing video packages and broadcasts for cable. Students will also receive an introduction to digital (non-linear) editing.

Prerequisite: Video and Media Communications 1 with an 'A' or a 'B'.
2 Semesters, 2 Credits

974 VIDEO AND MEDIA COMMUNICATIONS 3

This class will give students an advanced look into the field of broadcasting. It will include composing in-depth features, documentaries and new stories in school and around the township. Students will research, write, develop and produce stories. It will also give students an insight into the profession including ethics, laws effecting broadcasting, programming and media markets. Students will use digital (non-linear) computer editing using advanced editing and graphic effects.

Prerequisite: Video and Media Communications 2 with an 'A' or 'B'.
2 Semesters, 2 Credits

977 JOURNALISM-YEARBOOK

This workshop-based course will emphasize the fundamentals of yearbook layout, design, and layout sections for *The Clairvoyant*. Students will create section layouts, prepare for, take, and crop photographs, and write captions and body copy. Depending on the student's assignment, he or she may also be involved in the marketing process. The interactive and independent nature of the course affords students a sustained opportunity to demonstrate and refine leadership skills. Participation in after-school work sessions is an expectation of this course.

Full Year - 10 Mods - 2 Credits — Prerequisite: English 9/Application Process

980 JOURNALISM-NEWSPAPER

This workshop-based, computer lab course will emphasize the fundamentals of journalistic writing, design and fiscal management. Using the latest desktop publishing technology, students will plan, write, edit, design and distribute *The St. Clarion*. Students will create story assignments, conduct interviews and research, take photographs, write individual articles and plan and implement an operating budget. The real-world, practical value of the course affords students a sustained opportunity to explore career opportunities in the field of print media.

Full Year - 10 Mods - 2 Credits — Prerequisite: English 9

983 THEATER ARTS/ACTING

Students will study the art of acting, based largely on Stanislavski's work. Students will work on monologues, scene work, voice and speech, improvisation, scene and character development and audition preparation.

Semester - 10 Mods - 1 Credit

986 COMMUNITY BASED LEARNING PROGRAM

The Community Based Learning Program is an experiential learning activity for second semester seniors. The goals of the program are: to provide students with first hand experience in an identified work place; to develop in students a sense of responsibility and confidence and to allow students to explore careers of interest at this time. Career interests could be in the professions, in the arts, in commerce, or in public service. Students are assigned a split schedule. Part of the day is spent in the classroom on academics and part of the day is spent in the community at an on-site learning station; the amount of time in each setting is determined by the needs of the individual student. Colleges and potential employers have high regard for students who have had learning experiences in the work place.

Semester - Credit varies — Prerequisite: Grade 12

PARKWAY WEST ALTERNATIVE CENTER FOR EDUCATION

BACKGROUND AND STRUCTURE

The Alternative Center for Education is a small learning community designed for approximately 70 students in grades nine through twelve. It opened in August of 1988 on the campus of the Parkway West Area Vocational-Technical School.

It was established as an option for students having difficulty succeeding in a traditional high school. One of its major goals is to help students develop a sense of responsibility for their own learning. Teachers acting as advisors help students define and work toward goals. Parents are expected to support the school's efforts to help their child. As students acquire enough credits to meet high school graduation requirements, they will be eligible to receive diplomas from their home schools. Students who do not attain a diploma are encouraged to obtain a General Educational Development (G.E.D.) certificate.

INSTRUCTION

Students may attend one of two school sessions: the morning session, 7:40 to 10:35 a.m. or the afternoon session, 11:40 to 2:43 p.m. Four classes are offered in each session. For students who elect to take a program at the Area Vocational-Technical School, a fifth class is offered from 10:40 to 11:10 a.m. Lunch periods are scheduled from 10:35 a.m. to 11:40 a.m. for students staying all day who may add a sixth class from 11:15 - 11:40 a.m.

The average class size is 15 students. Classes are offered in English, social studies, mathematics, science, physical education, and health. Additional credit may be earned through service learning.

The Alternative School maintains a strong link with the Area Vocational-Technical School and students are encouraged to schedule a program of studies that include both academic courses and vo-tech training.

Another option available to students with staff recommendation is the selection of a course at the Community College of Allegheny County (CCAC). Students considering post high school training can begin by selecting one or more courses as scheduling permits.

HOW TO GET MORE INFORMATION

The Parkway West Alternative Center For Education is an educational option available on a voluntary basis to students from the jointure's participating school districts. Parental permission and the recommendation of the home high school are required. Contact your counselor for additional information.

PARKWAY WEST AREA VOCATIONAL-TECHNICAL SCHOOL

Students who have an interest in vocational-technical education may take advantage of the program offered at Parkway West and enroll in course 989. The school is supported by 12 school districts in southwestern Allegheny County and serves high school students and adults from each of these districts. Its building is to be considered as a part of Upper St. Clair High School and its courses offer a broadening of our school's curriculum.

Each year a representative of Parkway West comes to our school to present the Parkway West programs. Students apply for admission to Parkway West during the freshman or sophomore year, and if accepted, begin classes in the sophomore or junior year.

Students attend Parkway West for a half day each morning or afternoon for instruction and return to the high school for a schedule of English, related requirements and electives. Each student who successfully completes the courses at Parkway West and the requirements for graduation at his home high school will receive a diploma from his home school and a certificate of achievement from Parkway West. Students receive eight Upper St. Clair credits each year upon successful completion of the work.

Tuition and transportation are provided by the Upper St. Clair School District. However, students who begin a two year program in the senior year and wish to continue the program as a post graduate student must provide their own tuition and transportation for the second year of the program.

Parents and/or students interested in seeing the facilities at Parkway West are encouraged to call our high school counseling department. Arrangements can be made to see the school during day or evening hours.

PROGRAMS OFFERED

Accounting

Auto Body Repair

Automotive Technology

Business Technology

Computer Technology

Construction Technology

Cosmetology

Culinary Arts

Drafting and Design

Electronics Technology

Health Assistant

Machine Tool Technology

Printing Technology

Protective Services

Travel & Hospitality

UPPER ST. CLAIR HIGH SCHOOL COURSE OFFERINGS

ENGLISH

100 ENGLISH - 9

Primary areas of study in Academic English 9 are literature, composition, oral communication and language skills. Literature study includes the four major *genre*: short story, novel, drama and poetry. The focus is on acquisition of reading comprehension skills and the ability to identify and analyze the characteristics of each *genre*. Using the process approach to writing, students write compositions in the informational, descriptive, narrative, persuasive and creative modes. To develop their oral communication skills, students make both formal and informal presentations, including one formal speech. Language skills include regular vocabulary study, as well as a review of basic grammar, punctuation and sentence structure.

Full Year - 10 Mods - 2 Credits — Prerequisite: None

103 HONORS ENGLISH - 9

The emphasis of the honors ninth grade program is on literature, composition, and vocabulary. The literature is presented by *genre*: short story, novel, drama, and poetry. Students are required to identify and analyze critically the major characteristics and technical aspects of each *genre*. Composition is an integral part of the literature program. Additionally, the students are required to write creatively. A supplementary reading program consisting of fiction and nonfiction complements the regular program. Discussion seminars require oral participation and class leadership. Language skills are practiced in writing and speaking. Students study contextual vocabulary with each literature unit.

Full Year - 10 Mods - 2 Credits — Prerequisite: Middle School Selection

106 MYP HONORS ENGLISH - 9

The course objectives and the content are the same as 103 Honors English 9.

MYP instruction will emphasize IB principles such as the Areas of Interaction, global connections, and development of skills for life-long learning.

Full Year - 10 Mods - 2 Credits — Prerequisite: Successful Completion of Eighth Level MYP

109 ENGLISH - 10

The objective of this course is to emphasize reading and writing through the study of universal themes reflected in the literature of numerous cultures and eras. Areas of concentration include literature, vocabulary, grammar and usage, speech techniques, and composition. Students will explore nonfiction, the short story, poetry, drama/tragedy, and the novel, including supplemental books. Student writing will include various multiparagraph essays, both formal and informal. Students will also develop research skills by writing a critical paper in which they integrate primary and secondary source quotations. The grammar/usage study will reinforce skills needed to write clear and complete sentences with units on clauses, punctuation, and usage. The vocabulary program consists of literary terms, contextual vocabulary, and words common to the SAT. Students will also prepare and deliver an informative speech.

Full Year - 10 Mods - 2 Credits — Prerequisite: None

112 HONORS ENGLISH - 10

Honors English 10 offers highly motivated students a chronological survey of classic literature of western civilization. Students will study various genres of literature from ancient Greece. The course also examines the classic writers of England. Throughout the study of core works and supplemental novels, students will explore the nature of a literary classic, its universality, and its relevance to modern man. To complement the study of literature, students will write for various purposes and audiences. Besides offering an accelerated reading and writing program, the course also provides opportunities to practice effective speech techniques. An ambitious independent vocabulary program is another important component of this challenging course.

Full Year - 10 Mods - 2 Credits — Prerequisite: Departmental Selection

115 MYP HONORS ENGLISH - 10

The course objectives and the content are the same as 106 Honors English 10.

MYP instruction will emphasize IB principles such as the Areas of Interaction, global connections, and development of skills for life-long learning.

Full Year - 10 Mods - 2 Credits — Prerequisite: Completion of Ninth Level MYP

118 ENGLISH - 11

The junior year emphasizes two areas: the survey of American literature and the process of composition. The historical development of American literature is traced from the first American colonies to contemporary times, linking the development of American literature to the philosophical and historical events occurring during various periods. The material is approached chronologically through the study of representative fiction and nonfiction and philosophically through the study of Puritanism, Rationalism, Romanticism, Transcendentalism, Westward Movement, Realism and Naturalism. Students continue to refine the skills necessary to develop a unified, coherent, multiparagraph paper built around a logical well-developed thesis. These skills are the groundwork for the extensive research project required during the junior year for which students use various writing and research techniques to produce a comprehensive research paper.

Full Year - 10 Mods - 2 Credits — Prerequisite: None

121 HONORS ENGLISH - 11

Honors English 11 involves an in-depth study of American Literature during which students analyze a variety of fiction and non-fiction works with emphasis on the novel, the essay, poetry, drama, and the short story. These *genre* are arranged in thematic units with consideration as to how these themes historically evolved. Intensive work in composition emphasizes exposition, narration, description, and persuasion. An extensive vocabulary program includes specific units as well as contextual vocabulary taken from the literature. The continuing development of effective research skills culminates in a major critical research paper.

Full Year - 10 Mods - 2 Credits — Prerequisite: Departmental Selection

124 IB LANGUAGE A1 (HIGHER LEVEL - 11TH GRADE OF TWO YEAR COURSE)

"One of the most effective and humanizing ways that people of different cultures can have access to each other's experiences and concerns is through works of literary merit." Salma Jayyusi, *The Literature of Modern Arabia*

The Language A1 program encourages students to see literary works as products of art and their authors as craftsmen whose methods of production can be analyzed in a variety of ways and on a number of levels. This goal is achieved through the emphasis placed on exploring the means used by different authors to convey their subjects in the works studied. The World Literature studied in the Language A1 program is important to IB students because of its global perspective. It is envisaged as having the potential to enrich the international awareness of IB students and to develop in them the attitudes of tolerance, empathy, and a genuine respect for perspectives different from their own. In fulfilling the objectives of the course, the students will develop their powers of expression, both in oral and written communication, as they practice the skills involved in writing and speaking in a variety of styles and situations. Students enrolled in this course must take the IB exam at their own expense.

Full Year - 10 Mods - 2 Credits — Prerequisite: 10th Grade: IB Application

127 ENGLISH - 12

This course will provide a full year survey of English literature with an in-depth analysis of literature from the Anglo-Saxon Period, the Medieval Era, the Elizabethan Era, the Romantic Revolt, the Victorian Age, and the Modern Age. It will provide students with a study of English poetry as a *genre*, English satire as a literary manner, and English signature works as representative literature. The course also provides a study of sophisticated grammar, mastery of the rules of usage, and implementation of composition skills as delineated in the sequential writing program.

Full Year - 10 Mods - 2 Credits — Prerequisite: None

130 ADVANCED PLACEMENT ENGLISH - 12

The Advanced Placement English course is designed for academically superior students in English. The course is driven by the AP English Literature and Language Tests administered in May. Students may, upon the satisfactory completion of the AP test, receive college credit for this course; therefore, it represents a college level course. It requires high level reading and writing skills, critical analysis, and abstract thinking skills. The student examines, in depth, genres of literature through a core of six themes: The Essentials of Poetry, The Tragic Vision, Man and his Destiny, The Conflict Between Good and Evil, The Role of Women in Society, and The Search for Self. Critical analysis is the writing staple of the course. A participating student should have high reading and writing scores as demonstrated by standardized tests. The student *should* be capable of passing the AP test (a score of 3, 4, 5), have earned A's in his/her previous English classes, and welcome intellectual challenge. He/she must be willing to commit to a greater amount of course work than that of an honors course.

Full Year - 10 Mods - 2 Credits — Prerequisite: Departmental Selection

133 IB LANGUAGE A1 (HIGHER LEVEL - 12TH GRADE OF TWO YEAR COURSE)

"One of the most effective and humanizing ways that people of different cultures can have access to each other's experiences and concerns is through works of literary merit." Salma Jayyusi, The Literature of Modern Arabia

The Language A1 program encourages students to see literary works as products of art and their authors as craftsmen whose methods of production can be analyzed in a variety of ways and on a number of levels. This goal is achieved through the emphasis placed on exploring the means used by different authors to convey their subjects in the works studied. The World Literature studied in the Language A1 program is important to IB students because of its global perspective. It is envisaged as having the potential to enrich the international awareness of IB students and to develop in them the attitudes of tolerance, empathy, and a genuine respect for perspectives different from their own. In fulfilling the objectives of the course, the students will develop their powers of expression, both in oral and written communication, as they practice the skills involved in writing and speaking in a variety of styles and situations. Students enrolled in this course must take the IB exam at their own expense.

Full Year - 10 Mods - 2 Credits — Prerequisite: IB Language A1 11th Grade

The following electives are open to students as supplemental electives and do not fulfill the English requirement. These electives are of an enrichment nature.

136 SPEECH (FALL)

139 SPEECH (SPRING)

Speech I, available to all tenth, eleventh, and twelfth grade students, offers the student an opportunity to develop mastery, poise, and self-confidence in both formal and informal speaking situations. The course includes a variety of speaking experiences designed to develop each student's abilities to prepare, to deliver, and to evaluate a variety of speech types.

One Semester - 10 Mods - 1 Credit — Prerequisite: English 9

142 ENGLISH COMPOSITION

This elective is designed to improve students' writing abilities by exploring various writing styles, techniques, and processes. Students will create, revise, and publish formal and informal essays, and improve their writing styles. Students are expected to write in a manner that reflects standard grammar, usage, and punctuation. Assistance will be provided in these areas as needed. Students will also explore writing techniques through direct instruction, individual and small-group projects, readings, and classroom workshops. A workshop-style setting will provide an individualized approach.

One Semester - 10 Mods - 1 Credit — Prerequisite: Completion of Sophomore Year

145 CREATIVE WRITING

This elective is designed to improve students' writing abilities in the *genres* of poetry, fiction, and drama. Students will also experiment with personal and reflective writing. Students will study models of the various forms, but the course's primary focus will be the creation of original work. Some of these works may be published and/or performed for the class. Students will discover creative writing techniques through direct instruction, individual and small-group projects, readings, and classroom workshops. A workshop-style setting will provide an individualized approach.

One Semester - 10 Mods - 1 Credit — Prerequisite: English 9

148 MASS COMMUNICATIONS

Designed for students interested in advertising, journalism, radio and television, the course will include a study of the history of the various media, the power of mass communication in today's society, and "hands on" experience in creating various class media assignments. The course is open to grades 10-12.

One Semester - 10 Mods - 1 Credit — Prerequisite: English 9

SOCIAL STUDIES

200 AMERICAN CIVICS AND WORLD GEOGRAPHY

AMERICAN CIVICS - This course may be either first or second semester of the freshman year. Civics is the study of the workings of our political system and the responsibilities of good citizenship. Students investigate all levels of government (federal, state and local) and focus on their participating role in the political, social, and economic aspects of our democracy.

WORLD GEOGRAPHY - This course may be either first or second semester of the freshman year. The overall goal of World Geography is to provide the student with a core of knowledge about the world's geographic regions and how to relate this knowledge to events in today's rapidly changing world. In addition, the acquisition of geography skills is stressed along with the application of these skills to the various geographic regions of the world. Through these activities, the students will learn to relate the physical geography to the economic, political, social, historical and cultural aspects of human activity.

Full Year - 10 Mods - 2 Credits — Prerequisite: None

203 HONORS AMERICAN CIVICS AND WORLD GEOGRAPHY

HONORS AMERICAN CIVICS - This course will focus on the three levels of American government (federal, state and local). Analysis of the growth, adaptation and innovation of our American institutions will be explored throughout the semester. The rights and responsibilities of all American citizens will be thoroughly investigated. This course will promote the extensive use of primary sources and the in-depth study of a variety of topics. The Honors American Civics course includes participation in a stock market simulation game for ten weeks and a community service requirement.

HONORS WORLD GEOGRAPHY - This course is designed to survey geographical skills and the application of these skills to the study of various cultural regions of the world. The objective of this course is to relate physical geography to the economic, political, social, historical and cultural aspects to human activity. Analysis of the impact of geography upon world history will also be explored.

Full Year - 10 Mods - 2 Credits — Prerequisite: Middle School Selection

206 MYP HONORS AMERICAN CIVICS AND WORLD GEOGRAPHY

The course objectives and the content are the same as 203 Honors American Civics and World Geography.

MYP instruction will emphasize IB principles such as the Areas of Interaction, global connections and development of skills for life-long learning.

Full Year - 10 Mods - 2 Credits — Prerequisite: Successful completion of Eighth Level MYP

209 WORLD HISTORY

World History deals with the sum total of human activity and encourages the student to explore its achievements, failures and consequences. Western and non-western civilizations are presented in a framework of their own culture and history. Different civilizations are compared to show how they have interacted with each other over the short span of man's recorded history. A study is made of how man makes a living, thinks, believes and expresses himself. Sociology, economics, geography, philosophy, psychology, science, and art are incorporated into the course along with the major approach, history. Through this multi-disciplinary approach students will be encouraged to view the importance of history in reference to all aspects of life, since all human activities shed light on the development of man and society.

Full Year - 10 Mods - 2 Credits — Prerequisite: None

212 HONORS WORLD HISTORY

This course is similar to the regular World History course but includes additional in-depth coverage, readings, research and more emphasis on the inquiry approach. Less time is spent on review and more time on in-depth coverage.

Full Year - 10 Mods - 2 Credits — Prerequisite: Departmental Selection

215 MYP HONORS WORLD HISTORY

The course objectives and the content are the same as 212 Honors World History.

MYP instruction will emphasize IB principles such as the Areas of Interaction, global connections and development skills for life-long learning.

Full Year - 10 Mods - 2 Credits — Prerequisite: Completion of Ninth Level MYP

218 AMERICAN HISTORY

All students are required to take a full year of American studies during the eleventh grade year. Through an extensive study of history, students will learn about the many aspects of American life: values, behavior patterns, beliefs, ideas, and the various institutions we have established. The course is organized as a survey of the history of the United States from 1607 to the present day. A multi-disciplinary approach is used to incorporate into the study of history the areas of economics, geography, anthropology, political science, psychology, philosophy, sociology, and the arts.

Full Year - 10 Mods - 2 Credits — Prerequisite: None

221 HONORS AMERICAN HISTORY

Men and women make history. Their ideas and hopes, their goals and contrivances for reaching those goals, shape all experience, past and present. The Honors American History course endeavors to recount and explain that experience. It examines both the aspirations and achievements of the American people, as well as the ideas, institutions and the processes of American history. It focuses on the decisions, positive and negative that reflect national goals and direct national purposes and consequently it focuses continually on the men and women who made those decisions. On those who made history, the course emphasizes public policy but the history of public policy demands continual discussion of the whole culture that influenced it.

Students will be required to conduct original research at various times throughout the course. This original research will take various forms including the completion of an independent research project.

Full Year - 10 Mods - 2 Credits — Prerequisite: Departmental Selection

224 ADVANCED PLACEMENT UNITED STATES HISTORY

Advanced Placement United States History is designed for juniors and seniors who are highly motivated and have a strong interest in history. The course will explore issues, innovations and conflicts that have shaped American life. Discussions, writings and readings will emphasize the emergence of social patterns and political structures that characterize today's centralized, urban industrial nation.

The goal of the course is to prepare students for higher-level college work by making demands on them equivalent to those associated with an introductory college course. It will present students with a ground-work in facts and instill an understanding of methods for evaluating facts. Students will also review historical materials, analyze and criticize historical evidence and arrive at conclusions on the basis of informed judgment. The course is designed to sharpen analytical and inquiry skills. Students will be encouraged to participate in seminars, discussions and to pursue independent research projects.

Full Year - 10 Mods - 2 Credits — Prerequisite: High ability and motivation in social studies. Departmental Selection

227 ADVANCED PLACEMENT GOVERNMENT & POLITICS - UNITED STATES (FALL)

230 ADVANCED PLACEMENT GOVERNMENT & POLITICS - UNITED STATES (SPRING)

The Advanced Placement course in American Government and Politics is designed to give students a critical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret American politics and the analysis of specific case studies. Topics of study include: Constitutional Underpinnings of American Government; Political Beliefs and Behaviors; Political Parties and Interest Groups; Civil Rights and Civil Liberties; Institutions and Policies. Current issues and topics are a significant part of class discussions and activities.

10 Mods - 1 Credit — Prerequisite: High ability and motivation in Social Studies & 1 year of American History

233 IB HISTORY OF THE AMERICAS (HIGHER LEVEL - 11TH GRADE OF TWO YEAR COURSE)**236 IB HISTORY OF THE AMERICAS (HIGHER LEVEL - 12TH GRADE OF TWO YEAR COURSE)**

Offered to those students enrolled in the International Baccalaureate program, this two-year course is a combination of college level U.S. history and key topics in Canadian and Latin American history. As juniors, the students explore the early history of the Americas through the 20th Century. Topics include the American Revolution, Latin American Revolutions, slavery, the Civil War, and foreign and domestic policies of the Americas in the 20th Century. Senior year is a contemporary look at the Americas as they relate to the global community. Students will do an in-depth study to prepare for their exam topics while studying the World Wars, 20th century revolutions, the Cold War and modern issues in politics and foreign affairs. Students enrolled in this course must take the IB exam at their own expense.

Full Year - 10 Mods - 2 Credits — Prerequisite 11th Grade: World Cultures

Prerequisite 12th Grade: 11th Grade History of the Americas

239 ADVANCED PLACEMENT EUROPEAN HISTORY

Advanced Placement European History is designed for juniors and seniors who have completed a course in World Cultures or World History. These students must have a strong interest in history and must have excelled in their previous history courses. The students will study, question and evaluate the course content through extensive reading, researching and writing. The goal of the course is to prepare students for higher level college work by making demands on them equivalent to those associated with an introductory college course. Content will include the study of history from the Renaissance to the 21ST Century.

Full Year - 10 Mods - 2 Credits — Prerequisite: Course in World Cultures or World History. High ability and motivation in social studies.

242 ECONOMICS (FALL)**245 ECONOMICS (SPRING)**

This one semester course is an introductory survey of the American free market system, designed to acquaint students with broad concepts and practices and to raise their level of economic literacy. Emphasis is placed on fundamental concepts of both microeconomics and macroeconomics. Some of the concepts presented are scarcity and opportunity cost, supply, demand and prices. There will also be discussion about institutions, government, banking and the Federal Reserve. A unit on international and global economics is also included in this course.

Semester - 10 Mods - 1 Credit — Prerequisite: American History

248 ADVANCED PLACEMENT ECONOMICS

Advanced Placement Economics is designed for seniors who have a strong interest in economics and are highly motivated. The course focus is on the theory underlying basic economic concepts. There is extensive graphic interpretation and analysis of interacting economic policy. These theories are presented in 2 one semester courses, Macroeconomic theory in the fall, and Microeconomic theory in the spring. The class is 2 semesters to prepare students for both AP Economics Exams. However, under special circumstances, students may choose to take only one semester. All students are encouraged to take the AP Exam.

Full Year - 10 Mods - 2 Credits — Prerequisite: Senior, strong math background, high interest and motivation.

251 PSYCHOLOGY (FALL)**254 PSYCHOLOGY (SPRING)**

This semester course is designed to give students an introduction to several important topics within the discipline of psychology. Units of study will include Definition of Psychology and Methods of Research; The Individual and Society; Biology and Behavior; Learning and Memory; Issues of Normality and Abnormality. Students will be required to participate in a variety of class activities and to complete independent projects, reaction papers and other types of assessment.

Semester - 10 Mods - 1 Credit — Prerequisite: 11th and 12th grade students

257 ADVANCED PLACEMENT PSYCHOLOGY

This course is intended for (but not limited to) those students wishing to take the Advanced Placement Exam in May. This is a yearlong course to introduce students to the scientific study of behavior and mental processes of human beings and animals. Students will be introduced to the psychological theories, principles and phenomena associated with each of the major fields within psychology. Students will investigate and use various methods of psychological research in independent projects, which are required for each unit of study.

Full Year - 10 Mods - 2 Credits — Prerequisite: Junior or Senior, High interest and motivation. Students do not need to take Psychology before taking AP Psychology.

260 IB PSYCHOLOGY

The course of study for psychology focuses on the systematic study of human behavior and the mental and experiential factors that influence that behavior. Students will develop an understanding of the historical roots of psychology as well as an appreciation for the diversity of the human experience. Through the study of 3 major perspectives — biological, behavioral and cognitive, students will focus on the skills of critical thinking and the methods of empirical investigation that are the hallmark of psychology. Attention will be given to ethical procedures and issues throughout the course. The exploration of human behavior will also consider the opportunity for psychology to improve the human condition.

The standard level curriculum will provide students with the opportunity to understand research methods through the replication of a simple psychology experiment. Students will also explore an optional subject area in depth. Students enrolled in this course must take the IB exam at their own expense.

Full Year - 10 Mods - 2 Credits — Prerequisite: IB Application

263 SOCIOLOGY (FALL)

266 SOCIOLOGY (SPRING)

Sociology is a one semester course that will introduce students to the study of society and society's problems. Students will gain a better understanding of themselves and their social world. This will include basic concepts of Sociology, such as culture, society, groups, relationships, deviance and research methods. Sociology seeks to describe, explain and possibly predict various aspects of social life, particularly how the groups and the society of which we are a part influence our lives and how we in turn may bring about changes in our times. Students will be required to participate in class group activities and do an in-depth research project on a social issue of their choice.

Semester - 10 Mods - 1 Credit — Prerequisite: Junior or Senior

269 AMERICAN LAW AND JUSTICE

American Law and Justice is a full year, senior course designed to provide students with a practical understanding of law and the legal system; to improve understanding of the fundamental principles and values underlying our Constitution, laws, and legal system; to promote awareness of current issues and controversies relating to law and the legal system; to encourage effective citizen participation in our legal system; and to bring about a greater sense of justice, tolerance, and fairness. The course is designed to improve basic skills, including critical thinking and reasoning, communication, observation, and problem solving. The curriculum includes a balance of legal knowledge, application of this knowledge, and experiential activities. Activities include legal case studies, mock-trials, role-plays, small group exercises, and the use of community resource people in the classroom such as lawyers and police officers. The course includes real-life opportunities related to law such as law-related field trips and job shadowing experiences.

Full Year - 10 Mods - 2 Credits — Prerequisite: Senior/High interest and motivation

SOCIAL STUDIES DEPARTMENT COURSE OFFERINGS

2005-2006

Rev: 1/05

- Year Courses

- Semester Courses

F/S - Fall or Spring

GRADE 9	American Civics and Geography	HONORS American Civics and Geography	Honors American Civics and Geography <hr style="width: 50%; margin: 0 auto;"/> IB MYP
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GRADE 10	World History	HONORS World History	Honors World History <hr style="width: 50%; margin: 0 auto;"/> IB MYP
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GRADE 11	American History	HONORS American History	AP American History (11 or 12)	History of the Americas (IB 11 & 12)
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GRADE 12 (ELECTIVES)	<input type="radio"/> Psychology (F/S) (11/12)	<input type="radio"/> AP Government & Politics-U.S. (F/S) (12)	<input type="checkbox"/> AP American History (11 or 12)	<input type="checkbox"/> History of the Americas (IB 11 & 12)	<input type="checkbox"/> IB Psychology (11/12)
	<input type="radio"/> Sociology (F/S) (11/12)	<input type="checkbox"/> AP Psychology (11/12)	<input type="checkbox"/> AP Economics (12)		
	<input type="checkbox"/> American Law and Justice (12)	<input type="radio"/> Economics (F/S) (12)	<input type="checkbox"/> AP European History (11/12)		

MATHEMATICS

300 COGNITIVE TUTOR ALGEBRA 1

Using the Carnegie Learning curriculum, which includes an instructional computer program called the Cognitive Tutor, students develop an understanding of Algebra 1 concepts. Through a variety of methods, students are required to be active participants in the learning process by solving real-life problems. Working at their own pace, students in Algebra 1 will spend two days per week in the computer lab solving interactive problems. In the remaining three days a week, students will join in classroom activities, both individually and in groups, to further develop comprehension of mathematical concepts and their applications. This innovative approach to Algebra integrates technology, applied mathematics and cognitive science and is based on 18 years of rigorous research. A more traditional review of materials is offered as needed.

Full Year - 10 Mods - 2 Credits — Prerequisite: Pre-Algebra

303 COGNITIVE TUTOR GEOMETRY

The Carnegie Learning curriculum uses a variety of instructional methods in which the students are required to be active participants in the learning process by solving real-life problems. The course includes a computer-assisted program called the Cognitive Tutor. Working at their own pace, students in Geometry will spend two days per week in the computer lab solving interactive problems. In the remaining three days a week, students will join in classroom activities, both individually and in groups, that further develop a comprehension of mathematical concepts and applications. A more traditional review of concepts is offered as needed.

Full Year - 10 Mods - 2 Credits — Prerequisite: Algebra 1

306 GEOMETRY

Transformations are a major theme of the first semester and they continue to be investigated throughout the course. The logical and conceptual precursors to proof are developed early in Geometry. Coordinates, measurement formulas and three dimensional figures are presented in the second half of the course. Concentrated work with proofwriting begins near the mid-year point. Students will explore conjectures and verify theorems using the graphing calculator and computer.

Full Year - 10 Mods - 2 Credits — Prerequisite: Algebra 1

309 HONORS GEOMETRY

All of the objectives in course 306 Geometry are included in this course. However, students are expected to achieve at a higher level, work at a faster pace, and spend more time on exploration and enrichment topics.

Full Year - 10 Mods - 2 Credits — Prerequisite: 90% average on Post Tests in Algebra 1 with Middle School Teacher Recommendation

312 COGNITIVE TUTOR ALGEBRA 2

The Carnegie Learning curriculum uses a variety of instructional methods in which the students are required to be active participants in the learning process by solving real-life problems. The course includes a computer-assisted program called the Cognitive Tutor. Working at their own pace, students in Algebra 2 will spend two days per week in the computer lab solving interactive problems. In the remaining three days a week, students will join in classroom activities, both individually and in groups, that further develop a comprehension of mathematical concepts and their applications. A more traditional review of concepts is offered as needed.

Full Year - 10 Mods - 2 Credits — Prerequisite: Algebra 1 and Geometry

315 ALGEBRA 2

The development of aptitude with algebraic forms, linear and quadratic expressions, powers and roots, and functions based on these concepts are emphasized in this second year algebra course. Trigonometric and other special functions are also studied. Logarithmic and polynomial functions are included as time permits. The use of these forms and functions to model real world situations is a major theme. Geometric ideas are utilized along with notions of a mathematical system (postulates, theorems, etc.). Many connections with graphing calculators are made.

Full Year - 10 Mods - 2 Credits — Prerequisite: Algebra 1 and Geometry

318 HONORS ALGEBRA 2

All of the objectives in course 315 are included in this course. However, students are expected to achieve at a higher level, work at a faster pace and spend more time on exploration and enrichment topics.

Full Year - 10 Mods - 2 Credits — Prerequisite: B or Higher in Honors Geometry or A in Geometry with Teacher Recommendation

321 PRECALCULUS

Students study descriptive and inferential statistics, combinations, probability, and do further work with exponential, logarithmic, and trigonometric functions. Enough trigonometry is available to constitute a standard precalculus background in trigonometry and circular functions. Algebraic and statistical concepts are integrated throughout, and modeling of real phenomena is emphasized. Students use a graphing calculator, a statistical package, and computer programs to plot functions, explore relationships between equations and their graphs, simulate experiments, generate and analyze data, and develop limit concepts. Students are encouraged to purchase their own graphing calculator.

Full Year - 10 Mods - 2 Credits — Prerequisite: Algebra 2 and Geometry

324 HONORS PRECALCULUS

All of the topics considered in course 321 are presented in this course. These topics are covered in greater depth and additional related topics are explored in order to enrich the student's mathematics experience. Students are encouraged to purchase their own graphing calculator.

Full Year - 10 Mods - 2 Credits — Prerequisite: B or Higher in Honors Algebra 2 or A in Algebra 2 with Teacher Recommendation

327 APPLIED MATHEMATICS

In this course, students will study applications of mathematics in a variety of different contexts. Twelfth grade students were surveyed to determine if a mathematics elective course in applications would be appropriate. The students surveyed were not enrolled in a mathematics course at the time. Response to the survey indicated that students were interested in learning more mathematics if the topics studied involved technology, finance, problem solving and more everyday applications. This course may enlist community partners as mentors to help determine the type of mathematical skills and everyday applications needed in a technological world.

Full Year - 10 Mods - 2 Credits — Prerequisite: None (Grades 11 - 12)

330 INTRODUCTION TO CALCULUS

This course will begin with an intense review of precalculus. Students will investigate the following topics: discrete mathematics, analyzing functions, inverse functions, equations and inequalities, integers and polynomials, rational numbers and rational functions, trigonometric identities and equations, limits, derivatives and some of their applications.

Full Year - 10 Mods - 2 Credits — Prerequisite: PreCalculus

333 CALCULUS

To ensure that everyone begins this course with the same background, the first part of this course is a review of the prerequisites for calculus. An understanding and confidence with both differential and integral calculus are the objectives of this course. Students will investigate calculus from graphical, numerical and algebraic perspectives. Content is organized to give the students a firm foundation for the first year college calculus course. Students will thoroughly investigate limits and derivatives and their applications. An introduction to integrals will follow derivatives. Emphasis is on the myriad of applications of calculus in various fields. Calculators are used regularly. In addition to using calculators as a tool to solve problems, students will learn more about how the calculator can be utilized. Students are encouraged to purchase their own calculator. This course will cover the following topics: Review of prerequisite mathematics, limits and continuity, derivatives and some of their applications, and integration and some of its applications.

Full Year - 10 Mods - 2 Credits — Prerequisite: B or better in Precalculus with Teacher Recommendation or C or better in Honors Precalculus

336 A.P. CALCULUS AB

This course consists of a full academic year of work in calculus and related topics that are comparable to a first year university level course. The class is for those students who intend to place out of a comparable college calculus course by successfully passing the AP Examination, a college placement exam, or any other method employed by the student's college. This is an intensive study of topics in differential and integral calculus, with a small review of prerequisite math topics which include, but are not limited to, advanced algebra techniques and trigonometry. Calculus students will have many opportunities to acquire fundamental skills in using graphing calculators. Mathematically talented students who have received a B or better in Honors PreCalculus are encouraged to enroll. Students are encouraged to purchase their own graphing calculator (excluding the T1-89 or higher model).

Full Year - 10 Mods - 2 Credits — Prerequisite: B or better in Honors Precalculus with Teacher Recommendation

339 A.P. CALCULUS BC

This course is designed for highly motivated and gifted students who have earned an A average in Honors Precalculus or have successfully completed AP Calculus AB. The course will cover the same material as in the AB course plus some additional topics which include such topics as Infinite Sequences and Series and calculus problems dealing with Parametric, Polar, and Vector Functions. Calculus BC is an extremely fast paced course which emphasizes more exhausting problem solving. Students are encouraged to purchase their own graphing calculator.

Full Year - 10 Mods - 2 Credits — Prerequisite: A in Honors PreCalculus with Teacher Recommendation or Successful Completion of AP Calculus AB

342 ADVANCED PLACEMENT STATISTICS

The purpose of the Advanced Placement 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: Observing patterns and departures from pattern, 2. Planning a Study: Deciding what and how to measure, 3. Anticipating patterns: Producing models using probability and simulation, 4. Statistical inference: Confirming models. Students who successfully complete the course and examination may receive credit and/or advanced placement for a one semester introductory college statistics course. Students are encouraged to purchase their own calculator.

Full Year - 10 Mods - 2 Credits — Prerequisite: Algebra 2 and Departmental Selection

345 IB MATHEMATICS SL (STANDARD LEVEL - 1ST YEAR OF TWO YEAR COURSE)

348 IB MATHEMATICS SL (STANDARD LEVEL - 2ND YEAR OF TWO YEAR COURSE)

The Mathematics Standard Level is designed to provide a background of mathematical thought and a reasonable level of technical ability. It is a demanding program that contains a variety of mathematical topics and requires extensive background knowledge. It does not have the depth found in the Higher Level Mathematics class. Students in the Mathematical Methods course will cover calculus course work and study statistics, probability, vector geometry, circular functions and trigonometry. In addition, the students will study one of three additional topics: further calculus, further geometry, or statistical methods. This program will enable the student to develop a sound basis of mathematical skills and knowledge in order to facilitate the further study of mathematically related subjects. Students enrolled in this course must take the IB exam at their own expense. 345 IB Mathematics SL will be combined with 324 Honors Precalculus. 348 IB Mathematics SL will be combined with 336 A.P. Calculus AB.

Full Year - 10 Mods - 2 Credits — Prerequisite 11th Grade: B or higher in Honors Algebra 2 or A in Algebra 2 with Teacher Recommendation

Prerequisite 12th Grade: 11th Grade IB Mathematics SL

351 ADVANCED MATHEMATICS TOPICS

This course is designed to teach advanced mathematical topics which are unfamiliar to the high school student. Such topics included are advanced calculus, discrete math including number theory, linear/abstract algebra, series and differential equations, analysis and approximation, and Euclidean geometry and conic sections. This course will be combined with 357 IB Mathematics HL.

Full Year - 10 Mods - 2 Credits — Prerequisite: IB Mathematics SL 2, AP Calculus AB or AP Calculus BC

354 IB MATHEMATICS HL (HIGHER LEVEL - 1ST YEAR OF TWO YEAR COURSE)

357 IB MATHEMATICS HL (HIGHER LEVEL - 2ND YEAR OF TWO YEAR COURSE)

Students in this higher level mathematics course will continue with a more in depth look at all mathematics topics. This course is designed to teach advanced mathematical topics which are unfamiliar to the high school student. Such topics included are advanced calculus, discrete math including number theory, linear/abstract algebra, series and differential equations, analysis and approximation, and Euclidean geometry and conic sections. Students enrolled in this course must take the IB exam at their own expense. 354 IB Mathematics HL will be combined with 339 A.P. Calculus BC. 357 IB Mathematics HL will be combined with 351 Advanced Mathematics Topics.

Full Year - 10 Mods - 2 Credits — Prerequisite: IB Mathematics SL 2, AP Calculus AB, or AP Calculus BC or IB Mathematics HL 1

MATHEMATICS COURSE OFFERINGS

2005-2006

Rev: 1/05

GRADE 9	Cognitive Tutor Algebra 1	Geometry IB MYP	Honors Geometry IB MYP	Honors Algebra 2 IB MYP
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GRADE 10	Cognitive Tutor Geometry	Algebra 2 IB MYP	Honors Algebra 2 IB MYP	Honors Precalculus IB Math SL 1 (Standard Level)
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GRADE 11	Cognitive Tutor Algebra 2	Precalculus	Honors Precalculus IB Math SL 1 (Standard Level)	AP Calculus AB IB Math SL 2 (Standard Level) AP Calculus BC IB Math HL 1 (Higher Level)
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GRADE 12	Applied Math	Applied Math	Calculus	AP Calculus BC IB Math HL 1 (Higher Level)
	Precalculus	Introduction to Calculus	AP Calculus AB IB Math SL 2 (Standard Level)	Advanced Mathematics Topics IB Math HL 2 (Higher Level)
		Calculus	AP Calculus BC IB Math HL 1 (Higher Level)	
		AP Statistics	AP Statistics	AP Statistics

SCIENCE

400 TWENTY-FIRST CENTURY SCIENCE

This is a two-semester course in which the emphasis is placed on providing the student with the scientific knowledge to succeed in this day and age of science and technology. Through laboratory and in-class activities, the student will develop an understanding of the scientific principles that they will encounter in their everyday life. Emphasis will be placed on the concepts related to chemistry, physics, earth science, space science and mathematics.

Full Year - 10 Mods - 2 Credits — Prerequisite: None

403 ACADEMIC BIOLOGY

Academic biology is a course designed to give students an overview of biological concepts. This is a two-semester laboratory course that is designed to explore the following areas: 1. Ecology; 2. Introductory Biochemistry; 3. The Structure and Function of the Cell; 4. Cellular Growth and Reproduction; 5. Classical Genetics; 6. Molecular Genetics and Organic Variation; 7. Botany; 8. Diversity in the Biological Kingdoms

Full Year - 10 Mods - 2 Credits — Prerequisite: None

406 HONORS BIOLOGY

Honors Biology is open to motivated students who wish to undertake a comprehensive study of biology. Laboratory work is utilized to stimulate, enhance and promote critical thinking skills. Independent study and a creative project are required. The areas of study are as follows: 1. Introductory Biochemistry; 2. The Structure and Function of the Cell; 3. Cellular Growth and Reproduction; 4. Heredity and Organic Variation; 5. Ecology; 6. Comparative Anatomy; 7. Botany

Full Year - 10 Mods - 2 Credits — Prerequisite: Selected 9th Graders

409 MYP HONORS BIOLOGY

The course objectives and the content are the same as 406 Honors Biology.

MYP instruction will emphasize IB principles such as the Areas of Interaction, global connections and development of skills for life-long learning.

Full Year - 10 Mods - 2 Credits — Prerequisite: Successful Completion of Eighth Level MYP

412 HONORS BIOLOGY TOPICS

Honors Biology Topics is a two-semester course offered as an elective to motivated junior and senior students who are interested in exploring more deeply several selected topics in the field of life science. The course primarily focuses on an in-depth study of the following topics: ecology, botany, genetics and animal behavior & learning. Students will be required to complete quarterly research projects in natural history (The Great Biology Scavenger Hunt), botany (Botany 101), genetics (the Fruit Fly Project) and animal behavior & learning (The Mouse Olympics).

Full Year - 10 Mods - 2 Credits — Prerequisite: Biology, Chemistry

415 COMPARATIVE ANATOMY AND PHYSIOLOGY

This two semester laboratory elective that will explore the fascinating world of animals with emphasis on the intricate organs and systems of the human body. This course will take an in depth look at the body's components, how they are involved in maintaining the body's stability and the consequences that can result if that stability is not maintained. The course is open to juniors and seniors who are interested in pursuing a career in a health related field.

Full Year - 10 Mods - 2 Credits — Prerequisite: Biology, Chemistry

418 ADVANCED PLACEMENT BIOLOGY

This course is a highly challenging two-semester laboratory course equivalent to a first level college biology course. It is specifically designed to follow the Advanced Placement curriculum. This curriculum will greatly enhance students' confidence and academic interest in the areas of cellular biology, heredity, molecular genetics, evolutionary biology and plant and animal physiology. Emphasis will be placed on the concepts and themes of biology. Students who complete this course have the option of taking the AP Biology Examination and receiving college credit for their work.

Full Year - 14 Mods - 2 Credits — Prerequisite: Biology, Chemistry

421 IB ENVIRONMENTAL SYSTEMS

IB Environmental Systems is a standard level course designed to prepare the student to take and pass the IB SL Environmental Systems Examination. This is an advanced course that will focus on the following topics: Environmental systems and models, ecosystems, global cycles and physical systems, human population and carrying capacity, conservation and biodiversity as well as analyzing a local ecosystem. This year will focus not only on the IB curriculum but laboratory skills as well. A group 4 project will also be completed during this year.

Full Year - 10 Mods - 2 Credits — Prerequisite: Biology and Chemistry

424 IB BIOLOGY 2 (HIGHER LEVEL - 12TH GRADE OF TWO YEAR COURSE) is the second year of the two-year sequence of courses and will be designed to further prepare the student for the IB HL Biology Examination. This year is devoted to completing the laboratory requirement for IB HL Biology. Students will learn laboratory and experimental procedures that will be focused on the skills necessary to design and implement scientific experiments. The group 4 project will also be completed during this year. Extensive review of the IB curriculum will also be conducted during this year to further prepare the students for the IB HL Biology Examination. Students enrolled in Biology 418 and 421 must take the IB exam at their own expense.

Note: IB 424 will only be offered this school year 2005-2006 so that students who have already taken course IB Biology 1 (Higher Level - 11th Grade) can complete their HL Biology sequence.

Full Year - 10 Mods - 2 Credits — Prerequisite: 11th Grade IB Biology 1

427 CONCEPTUAL CHEMISTRY

This course is intended for those students whose academic plans require a less quantitative treatment of the study of Chemistry. The same general outline of topics is used as in Chemistry 430 but with less emphasis on the mathematical aspects of this science. The practical applications of Chemistry are stressed along with more experimental work and demonstrations.

Full Year - 10 Mods - 2 Credits — Prerequisite: Biology

430 ACADEMIC CHEMISTRY

Using a laboratory oriented approach, the students study the properties and forms of matter, the means whereby transformations occur in matter, the energy changes accompanying these processes and man's use of these changes in his adaption to his environment. The course is designed to meet the needs of those who enroll as a matter of general interest as well as those who may need to take a science as a part of their program at the college level.

Full Year - 2 Credits — Prerequisite: Biology and Suggested Concurrent Math Course: Algebra 2

433 HONORS CHEMISTRY

This course is designed to meet the needs of those students with a strong background in science and mathematics who intend to pursue science as a major at the college level in the fields of Engineering, Medicine, etc. The theoretical concepts of beginning chemistry as well as the mathematics are dealt with in greater depth in both lecture and laboratory work than in Academic Chemistry. This course followed by AP Chemistry in the junior or senior year is meant to prepare the student for a rigorous freshman college chemistry course.

Full Year - 2 Credits — Prerequisite: Honors Biology or Departmental Selection and Suggested Concurrent Math Course: Algebra 2

436 MYP HONORS CHEMISTRY

The course objectives and the content are the same as 433 Honors Chemistry.

MYP instruction will emphasize IB principles such as the Areas of Interaction, global connections and development of skills for life-long learning.

Full Year - 10 Mods - 2 Credits — Prerequisite: Successful Completion of the Ninth Level MYP

439 FORENSIC CHEMISTRY

This is a two-semester course that emphasizes the application of chemistry to criminal investigation. The laboratory course will focus on scientific inquiry, logical thinking skills and problem solving procedures to understand how chemistry can be crucial in solving crimes and how this information is gathered and used in a Court of Law. Students will develop a theoretical and experimental background in chemistry as well as written and oral communication skills. This course will combine many types of instructional strategies including scientific inquiry, qualitative analysis experiments, use of the Internet and libraries for research, field trips, guest speakers, and “murder mystery” scenarios that encourage students to utilize the knowledge learned in class to “solve a crime.”

Full Year - 10 Mods - 2 Credits — Prerequisite: Biology, Chemistry

442 ADVANCED PLACEMENT CHEMISTRY

This course is designed to be the equivalent of the General Chemistry courses taken during the first year of college. It will also prepare the student to take and pass the AP Chemistry Examination.

The topics included in detail are: the structure of matter which includes atomic theory and structure, chemical bonding and nuclear chemistry; states of matter including gases, liquids, solids and solutions; reactions which include reaction types, stoichiometry, equilibrium, kinetics and thermodynamics; descriptive chemistry to include chemical reactivity and products of chemical reactions, relationships in the periodic table; and an introduction to organic chemistry. In addition, an AP Chemistry laboratory program will be included.

Full Year - 14 Mods - 2 Credits — Prerequisite: Chemistry

445 IB CHEMISTRY STANDARD LEVEL

IB Chemistry - Standard Level is a one year course designed to prepare the student to pass the IB Standard Level Chemistry examination. The student taking this course will be enrolled in a section of Advanced Placement chemistry. The topics included are: the structure of matter, atomic theory, chemical bonding, nuclear chemistry, states of matter, chemical reactions, stoichiometry, kinetics, equilibrium, thermodynamics, periodicity, and chemical reactivity. In addition, a laboratory program and a Group Four project will be included.

Full Year - 14 Mods - 2 Credits — Prerequisite: Biology and Chemistry; Suggested Concurrent Math course: Precalculus or IB Mathematical Methods 11th Grade

448 ENVIRONMENTAL SCIENCE

The Environmental Science course is interdisciplinary and embraces a wide variety of topics from the different areas of science. The course is designed to provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

Full Year - 10 Mods - 2 Credits — Prerequisite: Biology, Chemistry

451 ACADEMIC PHYSICS

Physics is a way of thinking. It is a continuing effort to solve problems, to answer questions, and to understand and interpret our physical environment in a logical and orderly way. Basic concepts are presented in data analysis, motion, waves, sound, light, electricity and magnetism. The sequence of material is designed to maximize comprehension, to balance theory and practical application, and build thinking and reasoning skills. Measurement and problem solving techniques are emphasized. Efficient use of algebra and geometry is essential. Computer applications and basic trigonometry are presented as required by topic.

Full Year - 10 Mods - 2 Credits — Prerequisite: Biology, Chemistry; Suggested Concurrent Math course: Precalculus

454 HONORS PHYSICS

This is an algebra and trigonometry based first-year traditional physics course taught with an Honors standard in detail and rigor. This means developing conceptual thinking strategies and problem solving skills in a variety of topics that include mechanics, electricity, magnetism, wave motion and optics. Inter-relationships between concepts are developed through integrating qualitative and quantitative procedures. Incorporation of real-world situations high-light applications in lecture/demonstrations, laboratory experiments, homework assignments, and special projects.

Full Year - 10 Mods - 2 Credits — Prerequisite: Honors Chemistry, Departmental Selection, Suggested Concurrent Math course: Precalculus

457 ADVANCED PLACEMENT PHYSICS

AP Physics is a two-semester course dealing mainly with the basic concepts of classical mechanics, electricity and magnetism. The course will primarily center on problem solving strategies in addressing both qualitative and quantitative analysis. Laboratory and computer activities will supplement this problem solving focus.

This course is designed to prepare the student to take the AP Physics “C” Examination. a detailed and mathematically rigorous treatment of mechanics, electricity and magnetism will be presented. Calculus will be used freely in both developing theory and solving problems.

Full Year - 14 Mods - 2 Credits — Prerequisite: Physics, Suggested Concurrent Math Course: Calculus

460 IB PHYSICS 1 (HIGHER LEVEL - 11TH GRADE OF TWO YEAR COURSE)

463 IB PHYSICS 2 (HIGHER LEVEL - 12TH GRADE OF TWO YEAR COURSE)

The Diploma Programme physics course allows students to develop traditional practical skills and techniques and increase facility in the use of mathematics, which is the language of physics. It also allows students to develop interpersonal skills, and information and communication technology skills which are essential in modern scientific endeavor and are important life-enhancing, transferable skills in their own right. This course is a two-year course. Year one will follow the Honors Physics curriculum. Year two will cover the remainder of the topics and will follow the International Baccalaureate format. **Preparation for the IB Physics Higher Level test is a priority.** Students enrolled in these courses must take the IB exam at their own expense.

Full Year - 10 Mods - 2 Credits — Prerequisite 11th Grade: Biology and Chemistry;
Suggested Concurrent Math course: Precalculus or IB Mathematical Methods 11th Grade
Prerequisite 12th Grade: 11th Grade IB Physics:
Suggested Concurrent Math course: IB Mathematical Methods 12th Grade or Calculus

SCIENCE COURSE OFFERINGS

2005-2006

Rev: 1/05

GRADE 9	Twenty-First Century Science	Academic Biology	Honors Biology MYP Honors Biology
GRADE 10	Academic Biology	Conceptual Chemistry Academic Chemistry	Honors Chemistry MYP Honors Chemistry
GRADE 11	Conceptual Chemistry Environmental Science Comparative Anatomy & Physiology	Forensic Chemistry Honors Biology Topics	Honors Physics AP Chemistry IB Chemistry SL IB Physics 1 AP Biology IB Environmental Systems
GRADE 12	Forensic Chemistry Comparative Anatomy & Physiology	Honors Biology Topics	IB Physics 2 IB Biology 2 IB Environmental Systems AP Physics

FOREIGN LANGUAGES

500 FRENCH 1 & 2

This course is for students in grades 9 - 12. Through the possible use of a dual track, teacher instruction and independent study, this course will meet the needs of beginning foreign language students and of students who wish to begin a second foreign language. It will give students the opportunity to begin or to review first-year French, to review the fundamentals of first-year French but yet still finish the second level, or to complete a two-year course in one year, thus gaining more skills and/or completing the entire five-year sequence before graduation.

Students will decide after approximately three weeks which track they wish to pursue. The traditional one-year format will lead to placement in the second level of study. The two-year, or accelerated, format will require more work from students, will count as one year of high school foreign language study although two courses will appear on the transcript, and will allow students to place into the third-year course. All students will receive instruction in the four language skills (understanding, speaking, reading, and writing) and in culture.

Full Year - 10 Mods - 2 Credits — Prerequisite: None

502 FRENCH 3 & 4

This course provides a review and continuation of the Level I Program. Oral and listening proficiency are stressed. Visuals are used to help the student acquire vocabulary in as real a context as possible and with minimal dependence on English. French customs and traditions are incorporated in the readings and exercises. Many different types of activities and varied drills are used to reinforce the language structures.

Full Year - 10 Mods - 2 Credits — Prerequisite: Middle School French or French 1 & 2

504 MYP FRENCH 3 & 4

The course objectives and the content are the same as 502 French 3 & 4.

MYP instruction will emphasize IB principles such as the Areas of Interaction, global connections and development of skills for life-long learning.

Full Year - 10 Mods - 2 Credits — Prerequisite: Successful Completion of the Eighth Level MYP and Middle School French

506 FRENCH 5 & 6

This third year course continues the proficiency approach to foreign language study. Listening comprehension and speaking continue to be stressed. The structure of the language is further studied at this level with emphasis placed on verb usage and communication. The basic textbook, *Discovering French*, stresses conversational situations. Small group discussions stress practical application of vocabulary and structures mastered in class groups. Taped drills and questionnaires, filmstrips and recordings, and films continue to strengthen the four basic skills: reading and writing, speaking and listening. Computer lessons reinforce grammatical points. Videotapes are also used to present French culture.

Full Year - 10 Mods - 2 Credits — Prerequisite: French 3 & 4

508 MYP FRENCH 5 & 6

The course objectives and the content are the same as 504 French 5 & 6.

MYP instruction will emphasize IB principles such as the Areas of Interaction, global connections and development of skills for life-long learning.

Full Year - 10 Mods - 2 Credits — Prerequisite: Successful Completion of the Ninth Level MYP

510 HONORS FRENCH 7 & 8

This course offers students the opportunity to improve speaking skills through communicative partner activities and class discussions on cultural topics and the world of students. It will also help students to improve writing skills and knowledge of language structure through paragraph composition.

Full Year - 10 Mods - 2 Credits — Prerequisite: French 5 & 6

512 HONORS FRENCH 9 & 10

This course offers a dual purpose: to provide the student with opportunities to converse on topics of current significance and in practical travel situations, and to offer opportunities to perfect the control of French structure through paragraph composition and oral presentations. An extensive review of the major grammatical principles of French is conducted throughout the year. Work is done in the language lab. Additional activities include films, videos and computer assignments.

Full Year - 10 Mods - 2 Credits — Prerequisite: Honors French 7 & 8

514 IB FRENCH 7 & 8 (HIGHER LEVEL - 11TH GRADE OF TWO YEAR COURSE)

516 IB FRENCH 9 & 10 (HIGHER LEVEL - 12TH GRADE OF TWO YEAR COURSE)

Although this course is taught at the higher level, students have the option to sit for the standard or higher level IB exam. This two year course emphasizes the development of communicative language proficiency. The foreign language is the primary means of communication in this class which focuses on authentic language skills. These skills are practiced in a context centered on authentic language materials, oral and written reactions to these materials, an oral proficiency based text, as well as partner/group interactions and individual/group presentations. This course is designed for the intellectually curious and hardworking student who, as a self-starter, is expected to progress quickly and become quite proficient in a second language while still in high school. The curriculum is designed so that the students consider issues of a human and global nature, such as the significance of family, the nature of culture, the environment, terrorism, etc. Discussions on such topics are numerous and are the highlight of the curriculum. Students are evaluated according to both IB and USC standards. Moreover, the use of writing and speaking portfolios will assist the students in recognizing and valuing their own progress. This course is designed for students interested in the full IB Diploma program or in a more challenging course than Honors French 7 & 8. An IB Individual Course Certificate will be earned after successful IB test results. Students enrolled in this course are required to take either the standard or higher level IB exam at their own expense. Students may elect to take either the higher level or standard level exam.

Full Year - 10 Mods - 2 Credits — Prerequisite IB French 7 & 8: French 5 & 6

Prerequisite IB French 9 & 10: IB French 7 & 8
or teacher recommendation

518 GERMAN 1 & 2

This course is for students in grades 9 - 12. Through the possible use of a dual track, teacher instruction, and independent study, this course will meet the needs of beginning foreign language students and of students who wish to begin a second foreign language. It will give students the opportunity to begin or to review first-year German, to review the fundamentals of first-year German but yet still finish the second level, or to complete a two-year course in one year, thus gaining more skills and/or completing the entire five-year sequence before graduation.

Students will possibly decide after approximately three weeks which track they wish to pursue. The traditional one-year format will lead to placement in the second level of study. The two-year, or accelerated format, will require more work from students, will count as one year of high school foreign language study, although two courses will appear on the transcript, and will allow students to place into the third-year course. All students will receive instruction in the four language skills (understanding, speaking, reading, and writing) and in culture.

Full Year - 10 Mods - 2 Credits — Prerequisite: None

520 GERMAN 3 & 4

This course provides a review and continuation of the Level I program. The first year text, *Komm mit!*, places its emphasis on understanding and speaking German. The second year course puts more emphasis on reading and writing than the first year. The goals of our program are to (1) master a basic vocabulary through further acquisition of reading skills, (2) continue aural-oral practice, (3) introduce German culture through conversations and readings and (4) expand the grammar control for formally analyzing familiar structures.

Full Year - 10 Mods - 2 Credits — Prerequisite: Middle School German or German 1 & 2

522 MYP GERMAN 3 & 4

The course objectives and the content are the same as 511 German 3 & 4.

MYP instruction will emphasize IB principles such as the Areas of Interaction, global connections and development of skills for life-long learning.

Full Year - 10 Mods - 2 Credits — Prerequisite: Successful Completion of the Eighth Level MYP and Middle School German

524 GERMAN 5 & 6

During the third year of German, the student continues to use the language skills acquired in the first and second years but with greater accuracy. The student is now required to use the language and previously learned structure and vocabulary to produce spontaneous conversation. Emphasis is placed on oral and written proficiency using the vocabulary for daily living. Units studied include household chores, vacations, health, cuisine, shopping, geography, house parts, city parts, and directions. Students prepare individual cultural presentations on the various cities in Germany as well as the other German-speaking nations. As a supplement to these units, students review points of grammar. Although emphasis on reading and writing continues, the majority of class time is spent on improving oral proficiency.

Full Year - 10 Mods - 2 Credits — Prerequisite: German 3 & 4

526 MYP GERMAN 5 & 6

The course objectives and the content are the same as 513 German 5 & 6.

MYP instruction will emphasize IB principles such as the Areas of Interaction, global connection and development of skills for life-long learning.

Full Year - 10 Mods - 2 Credits — Prerequisite: Successful Completion of the Ninth Level MYP

528 HONORS GERMAN 7 & 8

The Germans of today and a brief introduction to literature comprise the content of this course. The people are understood through readings about their history and about current issues. Topics such as the environment, the school system, the political structure, and the postwar attitude toward war are discussed. Short stories and poems by such authors as Boll, Borchert, and Heine are also presented. The main emphasis throughout the course, however, is the improvement of conversation and composition skills so that the student learns to speak more quickly, accurately, and fluently. Letters and videotapes are also exchanged with our partner school in Leverkusen, Germany. Special cultural projects (festivals, Karneval, cafes, television, etc.) revolving around student interest round out the content of this course.

Full Year - 10 Mods - 2 Credits — Prerequisite: German 5 & 6

530 HONORS GERMAN 9 & 10

Students can practice and perfect their speaking and comprehending of German in this course while learning about both the Germany of today and also its literary heritage. A textbook based on speaking activities, literary selections from various periods and genres, and a videotape and realia exchange with our partner school in Leverkusen, Germany, provide the basis of class discussion in the target language. A review of grammar enables students not only to structure thoughts correctly but also to prepare well for future study in German. Special cultural projects based on student interest (a cafe, an architecture trip, an immersion day, interviews with Germans, festivals, etc.) round out this course.

Full Year - 10 Mods - 2 Credits — Prerequisite: Honors German 7 & 8

532 IB GERMAN 7 & 8 (STANDARD LEVEL - 11TH GRADE OF TWO YEAR COURSE)**534 IB GERMAN 9 & 10 (STANDARD LEVEL - 12TH GRADE OF TWO YEAR COURSE)**

This two year standard level course emphasizes the development of communicative language proficiency. The foreign language is the primary means of communication in this class which focuses on authentic language skills. These skills are practiced in a context centered on authentic language materials, oral and written reactions to these materials, an oral proficiency based text, as well as partner/group interactions and individual/group presentations. This course is designed for the intellectually curious and hardworking student who, as a self-starter, is expected to progress quickly and become quite proficient in a second language while still in high school. The curriculum is designed so that the students consider issues of a human and global nature, such as the significance of family, the nature of culture, the environment, terrorism, etc. Discussions on such topics are numerous and are the highlight of the curriculum. Students are evaluated according to both IB and USC standards. Moreover, the use of writing and speaking portfolios will assist the students in recognizing and valuing their own progress. This course is designed for students interested in the full IB Diploma program or in a more challenging course than Honors German 7 & 8. An IB Individual Course Certificate will be earned after successful IB test results. Students enrolled in this course are required to take the IB exam at their own expense. Students may elect to take either the higher level or standard level exam.

Full Year - 10 Mods - 2 Credits — Prerequisite IB German 7 & 8: German 5 & 6
Prerequisite IB German 9 & 10: IB German 7 & 8
or teacher recommendation

536 LATIN 1 & 2

The first level Latin course presents an introduction to the Latin language. The course is based on the text *Ecce Romani* that follows a Roman family in the First Century A.D. The objectives of this course are to build Latin vocabulary and basic grammar skills, through drills and memorization, for the purpose of reading Latin and to introduce students to Roman daily life.

Full Year - 10 Mods - 2 Credits — Prerequisite: None

538 LATIN 3 & 4

This course continues with the same text series and objectives as Latin 1 & 2. As students master more vocabulary and grammar, they will be able to read more challenging stories. A heavy emphasis is placed not only on memorizing more vocabulary but also on memorizing all noun and adjective declensions and verb conjugations, both active and passive, in all tenses.

Full Year - 10 Mods - 2 Credits — Prerequisite: Latin 1 & 2

540 LATIN 5 & 6

While the *Ecce Romani* text series remains a source of vocabulary, grammar and translation practice and cultural information, third year students begin reading authentic texts. Grammar demands increase as students learn how to read indirect statements and subordinate subjunctive clauses.

Full Year - 10 Mods - 2 Credits — Prerequisite: Latin 3 & 4

542 HONORS LATIN 7 & 8

This course follows the curriculum for the AP exam on the poets Catullus and Ovid. Students will learn how to read authentic Latin poems metrically and to understand the poems' meanings. The *Ecce Romani* series serves as a grammar supplement.

Full Year - 10 Mods - 2 Credits — Prerequisite: Latin 5 & 6

544 SPANISH 1 & 2

This course is an accelerated course that focuses on the fundamentals from the district's elementary and middle school Spanish programs. It provides the opportunity to reach realistic and rewarding proficiency in Spanish at the novice level in all skill areas: speaking, listening, reading, and writing. Emphasis is placed on listening, grammar, and speaking skills with stress on accurate pronunciation. These skills are acquired and reinforced through the use of practical and useful vocabulary in paired partner practice, tapes, games, and conversation visuals. Reading and writing skills are acquired through a variety of written exercises, readings, and computer assignments designed to practice grammar syntax and accurate spelling. In addition, attention is directed to cultural aspects of Spanish life. Excellence of class participation, daily preparation, written exams and communicative ability are equal factors for final evaluation.

Full Year - 10 Mods - 2 Credits — Prerequisite: None

546 SPANISH 3 & 4

548 SPANISH 3 & 4 MSE

This course is a continuation of the study of Spanish grammar, vocabulary and speech forms begun in the elementary course. Attention and emphasis are still placed on oral-aural comprehension, with continued stress placed on the reading and writing of Spanish. Conversational skills are reinforced through practice. Cultural facets of Spanish-speaking countries are introduced. Class participation, daily preparation, and progress in all four language skills (reading, writing, listening, and speaking) are necessary. Additional activities include films, videos and computer assignments.

Full Year - 10 Mods - 2 Credits — Prerequisite: Spanish 1-2 or Middle School Spanish

550 MYP SPANISH 3 & 4

The course objectives and the content are the same as 523 Spanish 3 & 4.

MYP instruction will emphasize IB principles such as the Areas of Interaction, global connections and development of skills for life-long learning.

Full Year - 10 Mods - 2 Credits — Prerequisite: Successful Completion of the Eighth Level MYP Spanish 1-2 or Middle School Spanish

552 SPANISH 5 & 6

The basic text used for this level provides students with a review of grammatical forms presented in the first two levels as well as a presentation of new grammatical structures. Additional training in pronunciation, conversation and speaking are included. Cultural aspects of the Spanish-speaking countries are also emphasized. Original writing is expected in the form of compositions, directed dialogues and short paragraphs. Cultural reading selections are also included at this level.

Full Year - 10 Mods - 2 Credits — Prerequisite: Spanish 3-4 or Spanish 3-4 MSE

554 MYP SPANISH 5 & 6

The course objectives and the content are the same as 525 Spanish 5 & 6.

MYP instruction will emphasize IB principles such as the Areas of Interaction, global connection and development of skills for life-long learning.

Full Year - 10 Mods - 2 Credits — Prerequisite: Successful Completion of the Ninth Level MYP and Spanish 3-4 or Spanish 3-4 MSE

556 HONORS SPANISH 7 & 8

The goal of this course is to prepare students for advanced level work which emphasizes comprehension, communication in speech and writing, and an appreciation of the Spanish language and culture. The emphasis is on class and partner discussion, reading, listening to some authentic and other texts, and improving writing skills. These goals will be met through a series of grammatical and cultural units which the students will relate to their own lives.

Full Year - 10 Mods - 2 Credits — Prerequisite: Spanish 5-6

558 HONORS SPANISH 9 & 10

This course offers the opportunity for the student to improve his conversational skills through class and partner discussions on history, some cultural topics and the student's world. It also enables him to improve his writing skills and sense of language structure through paragraph composition and verb tense review.

Full Year - 10 Mods - 2 Credits — Prerequisite: Honors Spanish 7-8

560 IB SPANISH 7 & 8 (HIGHER LEVEL - 11TH GRADE OF TWO YEAR COURSE)

562 IB SPANISH 9 & 10 (HIGHER LEVEL - 12TH GRADE OF TWO YEAR COURSE)

This two year standard level course emphasizes the development of communicative language proficiency. The foreign language is the primary means of communication in this class which focuses on authentic language skills. These skills are practiced in a context centered on authentic language materials, oral and written reactions to these materials, an oral proficiency based text, as well as partner/group interactions and individual/group presentations. This course is designed for the intellectually curious and hardworking student who, as a self-starter, is expected to progress quickly and become quite proficient in a second language while still in high school. The curriculum is designed so that the students consider issues of a human and global nature, such as the significance of family, the nature of culture, the environment, terrorism, etc. Discussions on such topics are numerous and are the highlight of the curriculum. Students are evaluated according to both IB and USC standards. Moreover, the use of writing and speaking portfolios will assist the students in recognizing and valuing their own progress. This course is designed for students interested in the full IB Diploma program or in a more challenging course than Honors Spanish 7 & 8. An IB Individual Course Certificate will be earned after successful IB test results. Students enrolled in this course must take the IB exam at their own expense. Students may elect to take either the higher level or standard level exam.

Full Year - 10 Mods - 2 Credits — Prerequisite IB Spanish 7 & 8: Spanish 5 & 6
Prerequisite IB Spanish 9 & 10: IB Spanish 7 & 8
or teacher recommendation

564 JAPANESE 1 & 2

This course is the first level of a three-year sequence course of Japanese culture and language. Students will practice the communicative skills of listening and speaking. They will also learn hiragana, a set of Japanese phonetic symbols. In addition, they will do a limited amount of reading and writing and also explore Japanese culture, customs, foods, etc.

Full Year - 10 Mods - 2 Credits - Prerequisite: None

566 JAPANESE 3 & 4

This course is for the students who finished Japanese 1 & 2 or the equivalent. The students will practice to further develop their language abilities in listening/speaking and reading/writing with a wide variety of activities. They will master katakana in addition to hiragana, and some kanji will be introduced throughout the entire course. Japanese culture will be introduced and discussed as well.

Full Year - 10 Mods - 2 Credits — Prerequisite: Japanese 1 & 2 or equivalent

568 JAPANESE 5 & 6

This course is for the students who finished Japanese 3 & 4 or the equivalent. Students will practice to develop their ability in the utilization of sentence patterns with which they are already familiar. Formal and informal speech styles will be introduced. They will also develop their reading and writing skills using a variety of authentic materials, and Japanese culture will be discussed as well. Students will learn the most frequently used kanji.

Full Year - 10 Mods - 2 Credits - Prerequisite: Japanese 3 & 4 or equivalent

MODERN HEBREW

An external course in Modern Hebrew has been approved for high school credit as part of the Upper St. Clair program. The course is conducted by the School of Advanced Jewish Studies at a time and site determined by the school. Credit toward graduation will be granted on a pass-fail basis. Arrangements for enrollment in the course must be made through the School of Advanced Jewish Studies and the Upper St. Clair Counseling Department. Students may elect to take either the higher level or standard level exam.

Full Year - Independent Study - 2 Credits — Prerequisite: None

TECHNICAL & PRACTICAL STUDIES BUSINESS EDUCATION

600 COMPUTER KEYBOARDING (FALL)

603 COMPUTER KEYBOARDING (SPRING)

This is an excellent one-semester keyboarding course designed to enhance a student's computer knowledge that is applicable for any content area in which a student is presently enrolled. Students should be in grades 9, 10, 11, or 12 and didn't have an opportunity to take Related Elective Computer/Keyboarding in 9TH grade.

Students will learn how to develop correct touch keyboarding skills while increasing keyboarding speed and accuracy according to their own personal skill level. Microsoft Word will be used to create and format business and personal letters, various types of professional correspondence. Language arts/communication and computer concepts will also be emphasized.

Semester - 10 Mods - 1 Credit

606 ADVANCED COMPUTER KEYBOARDING (SEMESTER)

This course is a continuation of Computer Keyboarding. The purpose of this course is for each student to develop the ability to handle efficiently a wide range of business assignments that require a high degree of word processing and integration. The materials and procedures used are especially designed to equip students with the skill and knowledge essential for top-level performance in a modern business office. This includes high key stroking speed, efficient work habits, and understanding of business styles and procedures, and a wide range of business oriented assignments.

Semester - 10 Mods - 1 Credit — Prerequisite: Computer Keyboarding or Related Elective Computer/Keyboarding

609 ACCOUNTING 1

Accounting is a business course designed to familiarize students with the "language of business". Basically designed for the college-bound business major student, the course is applicable to nearly all students who wish to further their knowledge of business management and decision-making. Automated accounting and spreadsheet software will be used to record data and build financial statements. The accounting cycle, the accounting equation, journalizing, posting, and the theory of double-entry accounting will be studied. Preparing personal tax returns, using checkbooks, and other personal accounting applications are also covered. Current events in the business world will be discussed as students complete projects using the Internet and business periodicals.

This course will satisfy one year of math requirements for graduation and is primarily designed for grades 11 and 12.

Students may also elect to receive 3 college credits from California University by enrolling in this course.

Full Year - 10 Mods - 2 Credits — Prerequisite: Grades 11 and 12

612 RELATED ELECTIVE - COMPUTER KEYBOARDING (FALL)

615 RELATED ELECTIVE - COMPUTER KEYBOARDING (SPRING)

This is an excellent one-semester course for the incoming freshman student who wants to learn a variety of commonly used computer applications, and also to increase their touch keyboarding skills or to continue to develop their present skills. The focuses for this course are as follows: word processing, database managers, spreadsheets, graphics, and presentation managers. The focuses for keyboarding are as follows: speed and accuracy skills, and formatting MLA style reports. Students will be using Microsoft Office as their primary software application. After completion of this course, students will have the opportunity to enroll in either Advance Computer Keyboarding or Systems Applications.

Fall or Spring Semester - 10 Mods - H/P/F Grading - 1 Credit

618 BUSINESS ADMINISTRATION/ENTREPRENEURSHIP (FALL)

621 BUSINESS ADMINISTRATION/ENTREPRENEURSHIP (SPRING)

This one-semester academic/business course is designed for the 10, 11, and 12TH grade student who intends to study business in college, explore the possibility of owning/managing their own business, or wants to gain an understanding of business operations. Many community experts will be involved in assisting students prepare their business plan.

The major content area includes: creating a business by preparing the business plan, exploring the changing trends of American business, forms of business enterprise, small business and franchises, financing a business, functions of management, marketing, decision making skills, leadership, and human relations.

Semester - 10 Mods - 1 Credit — Prerequisite: Grades 10-11-12 Only

FAMILY AND CONSUMER SCIENCE

700 FOODS 1 (FALL)

701 FOODS 1 (SPRING)

Foods 1 is a one semester course for sophomores, juniors and seniors interested in learning or improving basic survival skills in the kitchen. Includes planning, preparing, and serving a wide variety of foods. Important nutritional information is included in each unit. Students may choose to take foods for one semester or for 1 full year by selecting Foods 1 and Foods 2.

Semester or Full Year - 10 Mods - 1 Credit — Prerequisite: 10 - 11 - 12 grades

702 FOODS 2 (SPRING)

This semester course builds on the basic skills learned in Foods 1. Some food items prepared include stir fry, chicken wings, Fajitas, homemade soups, pierogies, specialty pizzas, bagels, sushi and breads. A foreign foods unit includes Italian, Mexican, Greek, German and French cuisine. The semester culminates with an outdoor barbeque.

Spring Semester - 10 Mods - 1 Credit — Prerequisite 10 - 11 - 12 grades, Foods 1

703 FOODS 3: ADVANCED FOODS (FALL)

An advanced foods course that is centered on specialty cooking and presentation of food items. Arrays of topics and techniques that will be covered include garnishing and other presentations skills, holiday cooking that involves preparing a Thanksgiving dinner, creating gifts out of food to be included in a holiday gift basket and utilizing special cooking techniques and skills needed for entertaining. As with all foods classes, nutritional needs will be emphasized.

Fall - 10 Mods - 1 Credit — Prerequisite: Foods 1, 11 - 12 grades only

704 FOODS 4, FOOD FOR ENTERTAINING (SPRING)

This semester advanced foods course is centered on entertaining. Students will plan, prepare and formally serve meals to invited adult guests. All skills learned in previous foods courses will be applied to this experience, as well as learning types of meal service, table settings, and proper etiquette when entertaining. Besides entertaining, a focus on regional cooking within the United States will be included within this course.

Spring Semester - 10 Mods - 1 Credit — Prerequisite: Foods 1, 11 - 12 grades only

705 CHILD CARE AND DEVELOPMENT 1 (Nursery School Experience)

This course involves the practical application of child development in a specially designed nursery school for three and four-year-old children from our community. Students plan and teach lessons in the pre-school lab as well as guide the behavior and observe the development of children. This course is an excellent introduction to teaching or for students planning careers working with children.

Full Year - 10 Mods - 2 Credits — Prerequisite - None

706 CHILD CARE AND DEVELOPMENT 2 (Nursery School Experience)

This class provides a complete hands-on experience for students by working with and teaching three and four year olds each day in our classroom nursery school. This class provides a valuable experience for students interested in a career involving children such as teaching, social work, child care, nursing or psychology as well as for those who just enjoy children. Students travel to district elementary schools to observe and participate with students there. Class also includes writing a children's book and reading to children.

Full Year - 10 Mods - 2 Credits — Prerequisite: Child Care and Development 1 or teacher recommendation

707 CHILD GROWTH AND DEVELOPMENT (FALL)**708 CHILD GROWTH AND DEVELOPMENT (SPRING)**

This one semester course encourages an understanding of all aspects of children's physical, intellectual, emotional, social and moral development. Growth & Development will be followed from the prenatal period through school age. Students will observe children of various ages to better understand growth; development. In addition to concepts of child development, this course will teach skills to prepare students for caregiving and future parenting. This course also includes the "Baby Think It Over" babydoll whereby students will simulate a caregiving experience outside the classroom.

Fall or Spring Semester - 10 Mods - 1 Credit — Prerequisite: 10 - 11 - 12 Grades

709 INTERIOR DESIGN (FALL)**710 INTERIOR DESIGN (SPRING)**

This course is designed to expose the student to the basic principles needed to furnish a home. Color, furniture styles, fabrics and textiles as well as room arrangements will help the students to understand their own taste as well as that of others. The actual projects in color coordinating and layout will make this a practical, workable chance for deeper understanding of the possibilities in this as a career opportunity. This course will provide a co-educational way to plan and carry out projects of furnishing a room or planning home decorating units.

Fall or Spring Semester - 10 Mods - 1 Credit — Prerequisite: 10 - 11 - 12 Grades

712 RELATED ELECTIVE - FAMILY AND CONSUMER SCIENCE (FALL)**713 RELATED ELECTIVE - FAMILY AND CONSUMER SCIENCE (SPRING)**

A hands-on activity course providing an introduction to all areas of Family and Consumer Science. Students will be involved in projects in the areas of Interior Design, Child Care and Development, Clothing Construction, Foods and Personal Development.

Fall or Spring Semester - 10 Mods - 1 Credit — Prerequisite: Grade 9

714 PRACTICAL LIVING (FALL)**715 PRACTICAL LIVING (SPRING)**

This one semester course is designed to provide students with knowledge and skills needed to make decisions as they leave high school and assume independent living responsibilities. Unit will include establishing a foundation for family and community involvement, developing skills necessary for communication and social development, using and improving consumer skills, making housing choices, developing financial skills, using money effectively, understanding credit, using financial services, looking ahead to shaping a career, developing job interview skills and ensuring workplace success.

Semester - 10 Mods - 1 Credit — Prerequisite: Grade 10, 11 and 12

TECHNOLOGY EDUCATION

720 MANUFACTURING AND CONSTRUCTION (MATERIALS AND PROCESSES 1 & 2)

This is a beginning course in manufacturing/construction materials and processes. This course aims to give the student a basic understanding and “hands-on” activity working with power machinery and tools on materials such as wood, metal, plastic, etc.

Activities included will be the mass production of a selected item, organizational skills in setting up assembly line procedures, planning, development, and quality control.

Students will also have an opportunity to select or design a personal interest project(s) to be made using the skills and techniques learned.

Fall or Spring Semester (half year) - 10 Mods - 1 Credit

Fall and Spring Semester (full year) - 10 Mods - 2 Credits

721 MANUFACTURING AND CONSTRUCTION (MATERIALS & PROCESSES 3 & 4)

An advanced course in the study of manufacturing and construction systems and processes. Students will take an active part in the sequences of manufacturing. They will learn about enterprise, planning, materials, assembly line work, division of labor, mass production, quality control, etc.

Students will work with wood as well as metal and other materials to perform processes involving cutting, shaping, smoothing, forming, assembling, fastening, and finishing. Students will learn about careers in manufacturing.

Students will learn in detail how to use the power tools and machinery to their advantage, and they are encouraged to design and plan their own personal interest project(s) to be made using the techniques and knowledge learned.

Fall or Spring Semester (half year) - 10 Mods - 1 Credit

Fall and Spring Semester (full year) - 10 Mods - 2 Credits

722 ENGINEERING DRAWING & DESIGN 1 & 2

A beginning study that enables students to develop engineering visual communications skills that are recommended for entry into engineering studies and related technical fields at most universities and technical schools. The students will gain equal experience in both computer-aided drafting and design (CADD) and solid modeling equipment, and materials in representing creative and classical problems selected from the major fields of engineering and manufacturing. Major units of study include: detail, assembly, and pictorial representation; design concepts, processes and systems; and concept and technical sketching techniques. Also, careers related to engineering, drafting, design, and related technical fields will be surveyed.

Full Year - 10 Mods - 2 Credits — Prerequisite: None

723 ENGINEERING DRAWING AND DESIGN 3 & 4

A complimentary study designed for students who have successfully completed “Engineering Drawing and Design 1 & 2” and are interested in developing additional skills and acquiring more information in drafting, engineering, design, and related technical fields. The selected areas of study include: engineering graphs; descriptive geometry; surface development; mechanics; technical writing and illustration; precision measurement and tolerancing; CADD systems training; career analysis; and independent study project in the student’s special interest area of drafting, engineering, design, or related technical field. This course provides an excellent background for students desiring to pursue training for careers in drafting, engineering, design, and related technical fields.

Full Year - 10 Mods - 2 Credits — Prerequisite: Engineering Drawing and Design 1 & 2

724 ARCHITECTURAL DRAWING & DESIGN 1 & 2

A beginning course that enables students to develop architectural visual communications skills. These skills are recommended for entry into architectural studies and related technical fields at most universities and technical schools. The course is designed to provide basic interpretive and representative instruction in conventional principles and practices of residential architecture; in addition to, enabling students to discover aptitude, develop talent, pursue interest, problem solve, and express ideas in residential architecture. The students will be trained in computer-aided drafting and design (CADD) techniques necessary to make a complete set of drawings for a residence of their own design. Also, careers related to architectural design, drafting, and related technical fields will be surveyed.

Full Year - 10 Mods - 2 Credits — Prerequisite: None

725 ARCHITECTURAL DRAWING AND DESIGN 3 & 4

A complimentary course designed for students who have successfully completed “Architectural Drawing and Design 1 & 2” and have demonstrated aptitude, interest, skills, and talent in pursuing a career in architecture or related field. Major areas of study include: design process theory; modular component design; structural steel systems; commercial site development; cost analysis; architectural client presentation techniques and materials; CADD training; career development; and an independent study project enabling the student to study his/her special interest in architecture.

Full Year - 10 Mods - 2 Credits — Prerequisite: Architectural Drawing & Design 1 & 2

726 DRAFTING & DESIGN INDEPENDENT STUDY

A course that enables the student to pursue a specialized field of architecture or engineering that provides in depth representation opportunities in design and drafting. Color rendering with traditional media, and AutoSHADE and AutoFLEX may be used in selected final drafts.

Prerequisite: Architectural Drawing & Design 3 & 4 or Engineering Drawing & Design 3 & 4

727 GRAPHICS 1 & 2

Course which provides experiences in the function of graphic design in advertising, how to design an ad layout based on graphic design principles that can be applied to every design assignment. A comprehensive study in desktop publishing, mechanical preparation, line and halftone photography, stripping procedures, platemaking, digital darkroom operations and press procedures. Also software such as QuarkXPress, Aldus FreeHand, and various other applications will be introduced to use in designing, set copy fit items on a given page layout. Numerous projects will be incorporated for class assignments. The course could have direct application for students entering into a science and technology program at the college level.

Full Year - 10 Mods - 2 Credits — Prerequisite: None

728 GRAPHICS 3 & 4

The course is designed for developing skills in printing technology. A fine injection of technical information and skills will be covered to enhance the student's knowledge for further advancement in the field of graphic communications. The contents covered will reflect heavily on printing technology which will cover design language, comprehensive study in mechanical preparation for black and white, multi-color printing, optics, offset press overview, estimating cost production and instruction in using the computer for graphic design application. A detailed study of various software will be used to enhance desktop publishing. Also technical terms will be presented and explained in the field of printing technology. Numerous projects will be incorporated for class assignments. The course could have direct application for students entering into a science and technology program at the college level.

Full Year - 10 Mods - 2 Credits — Prerequisite: Graphics 1 & 2

729 EMERGING TECHNOLOGIES 1 (FALL)

730 EMERGING TECHNOLOGIES 1 (SPRING)

This is an introductory course in transportation systems, production systems, and communication systems. Using relevant hands-on activities, students will develop an understanding and appreciation of how these technologies affect our lives, society and the world. Students will construct working models that demonstrate the principles of transportation (air, land, space, and water), the principles of construction, and principles of communication. In addition, students will explore alternative power and energy systems, bio-technology and problem solving methods.

Students will be working with both synthetic and natural materials, plus hand tools and power tools. They will be encouraged to problem solve and be creative in their design and thought process. The lessons learned will be valuable not only in high school and college, but also in everyday activities throughout their lives.

Fall or Spring Semester (half year) - 10 Mods - 1 Credit — Prerequisite - None

731 EMERGING TECHNOLOGIES 2 (FALL)

732 EMERGING TECHNOLOGIES 2 (SPRING)

Advanced study of emerging technologies in which the students will research and develop a technological system that has been approved by the teacher. The major emphasis of the course will be the development of a working prototype that demonstrates the principles of transportation, construction or communication. Students will be using both hand tools and power tools to process synthetic and natural materials. The methods of problem solving and engineering design processes will be used extensively in this course. This is an excellent class for self-directed students interested in pursuing engineering as a career. Emerging Technologies I is a prerequisite for the course.

Fall or Spring Semester (half year) - 10 Mods - 1 Credit — Prerequisite - Emerging Technologies 1

9TH GRADE RELATED ELECTIVES TECHNOLOGY PROGRAM

Two nine-week courses are offered to freshmen students as part of the related elective program. Course titles include Related Elective - Graphic Arts and Technical Drawing and Related Elective - Shop Materials and Process and Emerging Technology. Students electing to take related elective industrial arts/technology courses one semester must select both nine week offerings.

Fall and Spring Semester - 10 Mods - 2 Credits

Fall or Spring Semester - 10 Mods - 1 Credit

A more detailed description of the above courses are listed below:

737 RELATED ELECTIVE - SHOP MATERIALS & PROCESSES & EMERGING TECHNOLOGY (FALL)

738 RELATED ELECTIVE - SHOP MATERIALS & PROCESSES & EMERGING TECHNOLOGY (SPRING)

SHOP MATERIALS AND PROCESSES - An introductory course for freshmen involving a variety of experiences with materials such as wood, metal, and plastic. The course will provide information and "hands-on" student activity in woodcraft, including the use of power hand tools and machinery. Activities may include wood finishing, lathe turning, woodburning, and mass production procedures. Metalworking operations involving sheetmetal and ornamental iron will be offered. In addition, students will be instructed on the fundamentals of basic electricity and house wiring in this course.

EMERGING TECHNOLOGY - This is an introductory nine-week course for freshman that enables the discovery of aptitude and talent in the fields of technology. Students will be introduced to the basic concepts and principles of transportation, production and communication systems. Through hands-on projects, discussions, and lectures students will develop an understanding and appreciation of the importance of technology. Career opportunities related to the above will be explored.

739 RELATIVE ELECTIVE - GRAPHIC ARTS AND TECHNICAL DRAWING (FALL)

740 RELATIVE ELECTIVE - GRAPHIC ARTS AND TECHNICAL DRAWING (SPRING)

GRAPHIC ARTS - An introductory nine week course for freshmen is designed to teach digital darkroom processing and production printing. Students will use a variety of photographic films and special light sensitive graphic materials. Various projects will be assigned such as designing and printing T-Shirts, bumper stickers, letterhead, posters and much more. A study in digital darkroom procedures, layout and design, stripping a flat, platemaking and offset press procedures will also be covered in this course. Related Elective Technical Drawing must be selected with this course.

TECHNICAL DRAWING - An introductory nine week course for freshmen that enables the discovery of aptitude and talent in sketching, drafting, and designing as well as the development of basic skills in these areas. A special feature of the course is an introduction to computer-aided drafting and design (CADD). Selected problems representative of manufacturing, construction, power technology, and visual communication industries will be used in the instruction of the course. Career opportunities related to the above industries will be explored. Related Elective Graphic Arts must be selected with this course.

FINE & PERFORMING ARTS VISUAL ARTS

750 BEGINNER CERAMICS (FALL)

751 BEGINNER CERAMICS (SPRING)

This course is designed for sophomores, juniors or seniors. Students will explore various ceramic processes: hand building, throwing on the wheel, throwing a lid, handle making, slumping and draping, sculpting, glazing and decorating techniques. There are required pieces that students must produce demonstrating understanding of these processes. Motivation for some of the requirements will come from looking at and discussing the ceramics created by various cultures.

Students are encouraged to be creative and expressive when developing ideas for their work. Students will be evaluated through the use of rubrics based on Pennsylvania State Standards for Art (Production, Historical & Cultural Context, Critical Response and Aesthetic Response).

10 Mods/Week for a Semester - 1 Credit per Semester — Prerequisite: None

752 INTERMEDIATE CERAMICS (FALL)

753 INTERMEDIATE CERAMICS (SPRING)

This course is designed for sophomores, juniors and seniors. There is a strong emphasis on individualized instruction and the development of one's own personal expression through clay. Students will continue to explore the various techniques introduced in Beginners Ceramics. Contemporary clay artists will be explored in this class and used as inspiration for some of the work. The required pieces will become more challenging as the year progresses, but there will be time for students to develop and create their own works. Students will be evaluated through the use of rubrics based on Pennsylvania State Standards for Art (Production, Historical & Cultural Context, Critical Response and Aesthetic Response).

10 Mods/Week for a Semester- 1 Credit per Semester — Prerequisite: Beginners Ceramics

754 ADVANCED CERAMICS (FALL)

755 ADVANCED CERAMICS (SPRING)

This course is designed for juniors and seniors. Students will work with the instructor on developing an individualized set of requirements. They may choose to focus on a particular technique, style, shape, theme, culture or artist. There will also be more involvement with mixing glazes, loading, unloading and firing the kilns. Students will utilize the sketchbook to develop ideas and record information. Students will be evaluated through the use of rubrics based on Pennsylvania State Standards for Art (Production, Historical & Cultural Context, Critical Response and Aesthetic Response).

10 Mods/Week for a Semester or a year - 1 Credit per Semester — Prerequisite: Intermediate Ceramics

756 RELATED ELECTIVE - PAINTING, DRAWING AND MIXED MEDIA (FALL)

757 RELATED ELECTIVE - PAINTING, DRAWING AND MIXED MEDIA (SPRING)

This freshman Painting, Drawing and Mixed Media is an introductory course to the various media used in the creation of two-dimensional art. Projects will include: painting, drawing, perspective, color theory, calligraphy, collage and printmaking techniques. Students will cover the Elements of Art and the Principles of Design providing them with a solid foundation for more varied art experiences offered at the high school.

Evaluation is on a point system using rubrics, but appears on the record as Pass/Fail/Honors.

Emphasis is placed on individual assistance and evaluation is recorded as Pass/Fail/Honors

758 BEGINNER PAINTING, DRAWING AND MIXED MEDIA (FALL)**759 BEGINNER PAINTING, DRAWING AND MIXED MEDIA (SPRING)**

This course is designed for sophomores, juniors and seniors and can be taken for a semester or a year. General areas of study include: problems in design, painting and drawing, printmaking and individualized projects. Students are guided through the use of traditional and contemporary art media as they gain an understanding of the art elements and principles of design. Work is both original as well as inspired by the study of Art History. Emphasis is placed on individual instruction and self-expression. Students are evaluated according to their own ability and personal growth.

Field trips throughout the year give students an opportunity to see professional shows and new approaches to a variety of techniques and media. Students will be evaluated through the use of rubrics based on Pennsylvania State Standards for Art (Production, Historical & Cultural Context, Critical Response and Aesthetic Response).

10 Mods/Week for a Semester or a year - 1 Credit per Semester — Prerequisite: None

760 INTERMEDIATE PAINTING, DRAWING AND MIXED MEDIA (FALL)**761 INTERMEDIATE PAINTING, DRAWING AND MIXED MEDIA (SPRING)**

This course is designed for sophomores, juniors and seniors and can be taken for a semester or a year. General areas of study will include advanced problems in design, painting, drawing, lettering, printmaking, figure drawing and interpretive problems. Students are encouraged to develop an individualized course of study concentrating on areas of most interest. The study of Art History continues to be an integral part of the course with students focusing on specific artists, styles, techniques or themes. Evaluation is placed on individual ability, growth and achievement.

Field trips throughout the year give students an opportunity to see professional shows and new approaches to a variety of techniques and media. In school workshops will be presented by professional artists several times a year. Students will be evaluated through the use of rubrics based on Pennsylvania State Standards for Art (Production, Historical & Cultural Context, Critical Response and Aesthetic Response).

10 Mods/Week for a year - 1 Credit per Semester — Prerequisite: Painting and Drawing and Mixed Media and Teacher Recommendation

762 ADVANCED PAINTING, DRAWING AND MIXED MEDIA (FALL)**763 ADVANCED PAINTING, DRAWING AND MIXED MEDIA (SPRING)**

This course is designed for juniors or seniors who have already successfully completed Intermediate Painting and Drawing. This course can be taken for a semester or a year. Students will develop with their instructor an individualized course of study for both semesters. Options will include concentrating their efforts on developing a personal style or theme, further development of a technique, combining media innovatively or creating works to be used in a college portfolio. Evaluation is placed on individual ability, growth and achievement.

Field trips throughout the year give students an opportunity to see professional shows and new approaches to a variety of techniques and media. In school workshops will be presented by professional artists several times a year.

Students will be evaluated through the use of rubrics based on Pennsylvania State Standards for Art (Production, Historical & Cultural Context, Critical Response and Aesthetic Response).

10 Mods/Week for a Semester or a year - 1 Credit per Semester — Prerequisite: Intermediate Painting, Drawing and Mixed Media and Teacher Recommendation

764 RELATED ELECTIVE - THREE DIMENSIONAL ART (FALL)**765 RELATED ELECTIVE - THREE DIMENSIONAL ART (SPRING)**

This freshman course is an introduction to various materials used in the creation of three dimensional art. This course is divided into two nine week sessions. Students will spend the first nine weeks exploring clay, learning various hand building, throwing and extruding techniques. With clay, they will explore surface decoration such as glazing, underglazing and texturing. Students spend the second nine week session exploring various sculptural processes that include: wire, carving, mobiles, found object assemblage, plaster and basic fabrication of metals (filing, sawing, soldering). Students will learn about art history through studio lessons and record project designs in a portfolio.

Evaluation is on a point system using rubrics, but appears on the record as Pass/Fail/Honors.

Fall or Spring Semester - 10 Mods - 1 Credit

766 BEGINNER THREE DIMENSIONAL ART (FALL)

767 BEGINNER THREE DIMENSIONAL ART (SPRING)

This course is designed for sophomores, juniors and seniors and can be taken for a semester or a year. Students will explore various 3-D materials, which may include plaster, wire, found objects, metals and fibers. Processes may include: additive sculpture subtractive, or carved sculpture, metal fabrication (sawing, filing, soldering, enameling). There are required pieces that students must produce that demonstrate an understanding of these processes. Motivation for the work will come from looking at and discussing works by various artists and cultures throughout history as well as their peer's work. Students will be evaluated through the use of rubrics based on Pennsylvania State Standards for Art (Production, Historical & Cultural Context, Critical Response and Aesthetic Response).

10 Mods/Week for a Semester - 1 Credit per Semester — Prerequisite: None

768 INTERMEDIATE THREE DIMENSIONAL ART (FALL)

769 INTERMEDIATE THREE DIMENSIONAL ART (SPRING)

This course is designed for sophomores, juniors or seniors who have completed RE 3-D or 3-D Art 1-2 and can be taken for a semester or a year. Students may further explore techniques learned in RE3D or 3D Art 1-2 in addition to new techniques like lost wax casting, plaster mold making, fabric batiking, kinetic sculpture (mobiles). Pieces created from materials will be more technically challenging. Students will keep a sketchbook where they will develop their ideas and sequences the steps to complete the project. Students will be evaluated through the use of rubrics based on Pennsylvania State Standards for Art (Production, Historical & Cultural Context, Critical Response and Aesthetic Response).

10 Mods/Week for a Semester - 1 Credit per Semester — Prerequisite: RE3D or Beginner 3D Art

770 ADVANCED THREE DIMENSIONAL ART (FALL)

771 ADVANCED THREE DIMENSIONAL ART (SPRING)

This course is designed for juniors and seniors and can be taken for a semester or a year. There is strong emphasis on individualized instruction and the development of ones personal expression through metal, clay, plaster, fibers, found objects and mixed media. Instruction emphasis will be placed on the expression of student's ideas and the independent development of techniques. Motivation for some of the work may come from looking at and discussing art created by various cultures throughout history. Students will be evaluated through the use of rubrics based on Pennsylvania State Standards for Art (Production, Historical & Cultural Context, Critical Response and Aesthetic Response).

10 Mods/Week for a Semester or a year - 1 Credit per Semester — Prerequisite: Intermediate 3D Art

772 IB VISUAL ARTS (STANDARD LEVEL-ONE YEAR), (HIGHER LEVEL-TWO YEARS)

The IB Visual Arts curriculum is designed for creative, self-motivated art students. Students will embark on a journey of discovery as they develop an individualized course of study. At the heart of the program is the Research Work Book (RWB), a sketch book/journal, that chronicles each student's development throughout the class. There are five main components to the program:

Research - explore a culture, time, style, media or artist;

Process - both hands-on and cognitive approaches are utilized to develop skills and techniques;

Production - expressing ideas in the RWB and in the creation of works of art in student selected media;

Presentation - students will exhibit their work in the form of an Art Exhibition; and

Assessment - the above four components comprise the "portfolio" required for both the Internal and External Assessment.

In addition to looking at slides and books, students are encouraged to visit museums and galleries throughout the class to expose themselves to a wide variety of art expressions. Some field trips will be made available. Students enrolled in this course are required to take the IB exam at their own expense.

Full Year - 10 Mods - 2 Credits

MUSIC - INSTRUMENTAL

Band is an organization of students who are interested in instrumental music, express a sincere desire to improve musically and also meet the musical standards necessary for membership. The main objective of the band is to help create musical understanding and to learn the necessary skills for a satisfying and rewarding performance on a musical instrument.

All students are welcome to join the instrumental music program. There is a band, ensemble or course of study available to meet the level of proficiency of each student from beginning study through advanced study.

PLEASE NOTE: IN MOST INSTANCES when a band is scheduled during the student's lunch period, the student will eat lunch at the beginning of the period then proceed to Jazz Lab Band. THE STUDENT WILL NOT MISS LUNCH.

801 WIND SYMPHONY - Composed of 50-60 woodwind, brass, and percussion instrumentalists in levels 10 through 12. This course is for moderately advanced level players.

Full Year - 10 Mods - 2 Credits — Prerequisite: Recommendation of Director and Audition

802 WIND ENSEMBLE - Composed of the best 40-60 woodwind, brass, and percussion instrumentalists in grades 10 - 12. This course is for advanced musicians.

Full Year - 10 Mods - 2 Credits — Prerequisite: Recommendation of Director and Audition

803 CONCERT BAND - Composed of 40-60 woodwind, brass, and percussion players in grade 9. This course is for intermediate level musicians.

Full Year - 10 Mods - 2 Credits — Prerequisite: Recommendation of Director and Audition

804 JAZZ ENSEMBLE 1 - Advanced Jazz Ensemble. Students will be selected through audition only. Grades 9-12 meet 3 - 5 days per week.

Full Year - 6 or 10 Mods - 1 or 2 Credits — Prerequisite: Recommendation of Director and Audition

805 JAZZ ENSEMBLE 2 - Students will be selected through audition from grade levels 10, 11, 12. Students meet 3 times a week.

Full Year - 6 Mods - 1 Credit — Prerequisite: Recommendation of the Director

806 JAZZ LAB ENSEMBLE - (Freshman Jazz Ensemble) - Students meet 3 times a week.

Full Year - 6 Mods - 1 Credit — Prerequisite: Recommendation of the Director and Audition

Jazz Ensemble is a group of 20-25 instrumentalists who have a desire to play jazz, rock, and other types of modern styles of music. It is an extension of the band program. In Jazz Ensembles, advanced improvisation and ensemble technique will be studied. Students meet three times a week and receive credit. Time must be available in the student's schedule for all rehearsals.

807 ORCHESTRA

Orchestra should be considered by any student who is currently or has previously studied an orchestral instrument (String, Woodwind, Brass or Percussion). Only string players or pianists may enroll for 5 days per week. The major objectives of the course are to provide students the opportunity to develop individual instrumental skills through small (chamber or section) and large (full and string orchestra) ensemble participation.

Orchestra is scheduled during lunch mods. Students may eat lunch at the end of the Mod in the Nutrition Center or bring a bag lunch to eat during both mods.

* Woodwind, brass and percussion players may be excused one day per week from Wind Symphony to play in Orchestra for no credit.

* Students having Orchestra 5 days per week receive 1 Credit per Semester - 2 Credits per year.

* Students having Orchestra 3 days per week receive 1/2 Credit per Semester - 1 Credit per year.

Full Year - 10 Mods - 2 Credits — Prerequisite: Minimum competency on an orchestral instrument

808 BASIC GUITAR TECHNIQUE AND PERFORMANCE

Basic Guitar Technique provides the high school level students the opportunity to begin to study proper guitar technique and to build on the concepts and skill taught in General Music class at the Middle School level. The intent of this class is to provide a hands-on approach to music theory and music history. The class will meet three days each week. Some school instruments may be available, but students should expect to provide their own guitar if possible.

Full Year - 6 Mods - 1 Credit — Prerequisite: None

809 BEGINNING INSTRUMENTAL STUDIES

Beginning Instrumental Studies provides the high school level student the opportunity to learn to play a woodwind, brass, percussion, or string instrument found in the band and/or orchestra. Some school owned instruments may be available for beginning students but students should expect to provide their own instruments. Scheduling of students is very flexible.

Full Year - 6 Mods - 1 Credit — Prerequisite: None

810 IB MUSIC (STANDARD LEVEL)

IB Music is open to students who are enrolled in a performing group at the high school. Coursework will include the study of the following:

- music structure, function and expressive elements
- musical terminology and notations
- musical elements: melody, harmony, rhythm, texture, tone color
- historical and cultural contexts

Students will be expected to demonstrate:

- use of appropriate musical language and terminology to describe and reflect their critical understanding of music
- knowledge and understanding of music in relation to time and place.
- development of perceptual skills in response to music

Students will choose between the following three options:

- Solo Performance (SLS)
- Group Performance (SLG)
- Composition (SLC)

SLS is designed for the student who has a background in musical performance, and will include evaluation in Musical Perception and Analysis and Group Performance, with two or more public performances. SLG is designed for students with a general interest in music, or those without prior experience, particularly members of ensembles. Evaluation will include Musical Perception and Analysis and Group Performance, with two or more public performances. SLC is designed for the student who has a background in musical composition, and will include evaluations in Musical Perception and Analysis and Composition, with two contrasting compositions. Musical Perception and Analysis is common to all options, and consists of the study of a prescribed work, the study or musical genres, and styles and a musical investigation, a paper of 1200-1500 words investigating the relationships between two musical genres. Students enrolled in this course are required to take the IB exam at their own expense.

Full Year - 10 Mods - 2 Credits — Prerequisite: Participation in a school musical ensemble.

811 MUSIC THEORY/COMPREHENSIVE MUSICIANSHIP INDEPENDENT STUDY (FALL)

812 MUSIC THEORY/COMPREHENSIVE MUSICIANSHIP INDEPENDENT STUDY (SPRING)

The Music Theory/Comprehensive Musicianship program is a fundamentals of music course intended for students who are giving serious consideration to having a major or minor in music in college. The course can include elements of music theory, composition, ear training and jazz improvisation. Each student, with the aid of his or her instructor, will develop a course of study, including goals and objectives, which will allow the student to work at his or her own pace. The course will be monitored by the instructor. Students are required to meet weekly with the instructor. The students involved in the Music Theory/Comprehensive Musicianship program may be required to meet as a class, after school hours, several times during the semester.

Music Theory/Comprehensive Musicianship may be taken until the mastery of the skills involved is achieved by the student and or the availability of new challenging material has been depleted. It is recommended that Music Theory/Comprehensive study begin in the sophomore or junior year and continue as interest in the subject continues.

Full Year - Independent Study - 2 Credits — Prerequisite: Prior approval & recommendation of the music staff.

One Semester - Independent Study - 1 Credit — Prerequisite: Prior approval & recommendation of the music staff.

813 PANTHER MARCHING BAND, MAJORETTES, PANTHERETTES & COLOR GUARD

The "Panther" Marching Band membership is drawn from the entire high school student body for players, Majorettes, Pantherettes, Color Guard and Band Managers. Auditions for Auxiliary Units (Majorettes, Pantherettes, Color Guard) are held each spring shortly after the Music Department trip. The Marching Band meets during the first nine weeks of school and has a three week summer training program in August prior to the beginning of the school year. The Marching Band rehearses in September, October and November, Monday through Thursday from 4:00 to 6:00 p.m. Every spring the "Panther" Marching Band takes a trip to a major festival held in Orlando, Myrtle Beach, Toronto, Virginia Beach/Williamsburg or other east coast destinations. The "Panther" Marching Band includes our playing membership, Majorettes, Pantherettes, Color Guard and Band Managers.

Fall Semester - After School - 0 Credit — Prerequisite: Director's recommendation through audition

MUSIC VOCAL

820 MEN'S ENSEMBLE

Men's Ensemble is an elective course open to male students who are new to the choral program in grades 9 -12. The Men's Ensemble is one of four performing groups and is designed to accommodate new students entering the Upper St. Clair Choral Department. Members study basic singing techniques and the basic elements of music. The music is of a varied nature including classic pieces and the 60's "Doo Wop" music. All coursework is completed in class during rehearsal, except for the occasional evening rehearsals (if necessary) and two annual concerts, which are mandatory. The Men's Ensemble always provides an entertaining addition to USC's Choral Concerts, and occasionally performs in the community on field trips. Students receive regular grades as in academic subjects. No audition is necessary.

Full Year - 10 Mods - 2 Credits — Prerequisite: None

821 WOMEN'S CHORUS

Women's Chorus is an elective course open to female students in Grade 9 who are interested in participating in a performing choral group. Members study basic singing techniques and the basic elements of music. The music is of a varied nature including sacred, secular, Broadway and popular songs. All coursework is completed in class during rehearsal, except for the occasional evening rehearsals (if necessary) and two annual concerts, which are mandatory. The Women's Chorus occasionally takes performance field trips. Students receive regular grades as in academic subjects. No audition is necessary.

Full Year - 10 Mods - 2 Credits — Prerequisite: None

822 CLARION CHOIR

Clarion Choir is open to all female students in grades 10-12 who are interested in participating in a performing choral group. Members study singing techniques and intermediate elements of music. The music is of a varied nature including sacred, secular, Broadway and popular songs. All coursework is completed in class during rehearsal except for occasional evening rehearsals (if necessary) and two annual concerts, which are mandatory. The Clarion Choir performs challenging music. Occasional performance field trips are taken. Students receive regular grades as in academic subjects. No audition is necessary.

Full Year - 10 Mods - 2 Credits — Prerequisite: None

823 PANTHEON CHOIR

The Pantheon Choir is a mixed choir of female students from grades 11 - 12 and male students in grades 10-12. You must audition for this ensemble. Auditions will be held the week before course selection sheets are due. An audition sheet will be posted outside the choir room. As part of the course, members study vocal techniques and advanced elements of music at a higher level than the other performing groups. The Pantheon Choir has performed with the Pittsburgh Symphony and The River City Brass Band. A favorite tradition is the performance in December on the steps of the Allegheny County Courthouse. The Chanteclairs are selected from the Pantheon Choir. All coursework is completed during class except for occasional evening rehearsals (if necessary) and the two annual concerts, which are mandatory. Students receive regular grades as in academic subjects.

Full Year - 10 Mods - 2 Credits — Prerequisite: Director's recommendation through an audition; participation in a choral group the preceding year.

824 CHANTECLAIRS

The Chanteclairs are an extra-curricular choir that specializes in a cappella music of the Renaissance. Only students who are enrolled in Pantheon Choir may audition for this ensemble, and students must continue as members of Pantheon Choir. Students in other choirs may also be invited by the director to audition. Chanteclairs rehearse on Tuesdays from 3:00 - 4:15 p.m.

Full Year - After school or evenings - 0 Credit — Prerequisite: Enrollment in Pantheon Choir and auditions.

HEALTH AND PHYSICAL EDUCATION

PHYSICAL EDUCATION (FALL/SPRING)

Physical Education is a requirement for all students in grades 9, 10, 11, and 12. Activities are constructed to meet the students interrelated developmental needs - physical, mental, emotional and social. The ability to participate with others in various games and sports promotes cooperation, respect for individuals and groups, initiative and a feeling of personal wellness. All of these objectives are achieved through a varied program of physical activities, some of which include lifetime activities - archery, golf, track and field, swimming, bowling, weight training, circuit training, aerobics; team sports - ultimate frisbee, football, soccer, basketball, volleyball, and water polo; dual sports - tennis, pickleball and badminton. Swimming is taught in all grades. Basic swimming strokes are taught in ninth grade. In the tenth grade, students receive instruction in basic survival skills. Juniors and seniors have an aquatic unit covering water polo, water aerobics and cardiovascular fitness.

All 9th, 10th, 11th, and 12th grade students will have a 1-2 week unit each year covering information on drugs, alcohol, and tobacco.

The 9th grade students have a unit on First Aid.

1 Semester - 9th - 8 Mods - 1 Credit — Prerequisite: None

Full Year - 10th - 4 Mods - 1 Credit — Prerequisite: None

1 Semester - 11th & 12th - 4 Mods - 1 Credit — Prerequisite: None

851 MYP PHYSICAL EDUCATION - 9

The course objectives and the content are the same as Physical Education.

MYP instruction will emphasize IB principles such as the Areas of Interaction, global connections and development of skills for life-long learning.

1 Semester Physical Education - 8 Mods - 1 Credit — Prerequisite: MYP Student

853 HEALTH

The course is structured to help students form wholesome health habits and attitudes based on scientific knowledge of health and disease through the study of mental health, nutrition, disease prevention, including AIDS, and human sexuality. Students will have a sound background to make choices and assume increasing responsibility for their own personal health development.

1 Semester - 8 Mods - 1 Credit

856 DANCE (A Physical Education option for grades 10, 11 and 12)

Students in this course will learn and perform several dance forms including: ballet, jazz, tap, hip hop and folk. The course will also include some history of dance. Students, beginner through advanced, will have the opportunity to choreograph a performance for each form of dance. This course will fulfill one semester of physical education credit. Students may also schedule Dance as an elective in Fine & Performing Arts.

1 Semester, .5 Credit

859 MYP PHYSICAL EDUCATION - 10

The course objectives and the content are the same as Physical Education.

MYP instruction will emphasize IB principles such as the Areas of Interaction, global connections and development of skills for life-long learning.

1 Full Year - 4 Mods - 1 Credit — Prerequisite: MYP Student

ADAPTIVE PHYSICAL EDUCATION

This course is a program alternative that is available to meet the needs and ability levels of students who are temporarily or permanently unable, for physical or medical reasons, to participate in the regularly scheduled physical education program. This programs flexibility permits a student to be changed from one activity to another during the regularly scheduled class.

PHYSICAL EDUCATION (SUMMER)

This course is designed for students who are unable to meet the requirements for physical education during the regular school year. Thirty hours of attendance is required for each semester of physical education credit. Grade 10 students may take one or two semesters of physical education during the summer. This course is only offered to students entering grades 10, 11 and 12.

REQUIRED IB DIPLOMA PROGRAMME CORE COURSES

900 IB THEORY OF KNOWLEDGE (11TH GRADE)

903 IB THEORY OF KNOWLEDGE (12TH GRADE)

The Theory of Knowledge course strives to engender within the students life-long habits of critical thinking, independent inquiry, intellectual honesty, openness to diverse cultural views, and a willingness to use knowledge responsibly in the classroom and in their personal decision-making. It does so by presenting diverse ways of knowing for the students' reflection and discussion. It encourages students to develop a critical awareness of what they and others know and the capacity to accept the strengths and limits of most knowledge. It encourages students to integrate their learning across the curriculum by comparing various concepts and bases of knowledge. This one year course takes place second semester junior year and first semester senior year. For Diploma candidates only.

906 IB THE EXTENDED ESSAY (11TH GRADE)

909 IB THE EXTENDED ESSAY (12TH GRADE)

The extended essay is defined as an in-depth study of a limited topic within a subject. Its purpose is to provide candidates with an opportunity to engage in independent research. Emphasis is placed on the process of engaging in personal research, on the communication of ideas and information in a logical and coherent manner, and on the overall presentation of the extended essay in compliance with these guidelines. Many of these general issues, such as the way in which information is handled, the level of analysis and the quality of argument, are assessed through the general assessment criteria. This is reflected in the relative weighting of 2:1 between the general and subject assessment criteria. For Diploma candidates only.

912 IB CREATIVITY, ACTION, SERVICE (11TH GRADE)

915 IB CREATIVITY, ACTION, SERVICE (12TH GRADE)

Participation in the Creativity, Action, Service (CAS) programme encourages students to be involved in sports, artistic pursuits and community service work. An international education must go well beyond the provision of information and is involved in the development of attitudes and values that transcend barriers of race, class, religion, gender or politics. Creativity and action need to play an equal part with service in any CAS programme. CAS should: challenge and extend the individual student; develop a spirit of discovery and self-reliance; encourage new skills and interests and inspire a sense of responsibility towards all members of the community. Over the two years, students are required to have one hundred and fifty hours of CAS and these hours will be equally divided between creativity, action and service. For Diploma candidates only.

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COURSE SELECTION WORKSHEET

COURSE NUMBER AND TITLE

ENGLISH SELECTION
(Required All Four Years)

SOCIAL STUDIES
(Required First Three Years
of High School)

MATH SELECTION
(Three Years Required
During High School)

SCIENCE SELECTIONS
(Three Years Required
During High School)

FOREIGN LANGUAGE ELECTIVE

PHYSICAL EDUCATION
(Required All Four Years)

OTHER ELECTIVES

HEALTH
(Taken with Ninth Grade
Physical Education)

LUNCH
(Recommended For Each Student)

PLEASE NOTE: When planning your schedule, please remember that Lunch is one of the eight spaces available for classes each semester. Also, every student is required to take a **minimum** of five subjects and physical education each semester.

#3003 - Equal Opportunity Policy

The Upper St. Clair School District, in order to be in compliance with all applicable federal, state, and local laws and regulations, shall not discriminate on the basis of race, color, religion, national origin, age, sex, or *marital or handicapped status in its educational programs, services facilities, activities or employment policies.

Information regarding compliance is available from the Director of Professional Personnel, Title IX Coordinator; and Supervisor of Pupil Personnel Services, Section 504 Coordinator; and the School District shall in appropriate and relevant publications give notice of the names and addresses of the persons occupying these positions as well as the Director of the Office of Civil Rights, Department of Health and Human Services, Washington D.C.

**Expanded to include marital and handicapped status.*