

*PROGRAM OF STUDIES*

**UPPER ST. CLAIR  
HIGH SCHOOL**

**Upper St. Clair, Pennsylvania**



2009 – 2010

## Four Year Planning Guide

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

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

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,



Principal

Sincerely,



Director of Counseling



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## **PROGRAM OF STUDIES 2009-2010**

### **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 (412-833-1600 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, mathematics, or 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 that meets 10 or more modules per week will grant two (2) credits per year or one (1) credit per semester. Any class that 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
Wellness Education.....	4 Credits
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
  - \*\*101 – MYP English 9
  - \*103 – Honors English 9
  - \*\*106 – MYP Honors English 9
2. Social Studies 9 -2 Credits
  - 200 – American Civics & World Geography
  - \*\*201 – MYP American Civics & World Geography
  - \*203 – Honors American Civics & World Geography
  - \*\*206 – MYP Honors American Civics & World Geography
3. Mathematics -2 Credits
  - 300 – Cognitive Tutor Algebra 1
  - 303 – Cognitive Tutor Geometry
  - 306 – Geometry
  - \*309 – Honors Geometry
4. Science -2 Credits
  - 400 – Conceptual Biology
  - 403 – Academic Biology
  - \*\*404 – MYP 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.

609/610 – Related Elective – Computer Keyboarding

713/714 – 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-Technology Design

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. Wellness Education - 2 Credits

*\*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 LIMITATIONS**

Course offerings will depend on the availability of staff, space, resources and potential scheduling limitations.

## **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, 2009. 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 added or dropped during the second and third weeks of the semester with no impact on the student’s transcript if the student’s schedule consists of at least the minimum permissible number of courses. Students must request permission to drop a course after this period via the Schedule Change Procedure, which permits changes only at certain junctures of the school year. If permission to drop is granted, a designation of “W” will appear on the student’s transcript next to the student’s earned grade at the time of departure from the course, unless otherwise decided by the counselor and teacher. This becomes part of the student’s permanent record.*

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 wellness 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**

Involve additional reading and writing assignments. Material is covered at a faster pace. Generally, the same content is covered – more depth and breadth.

## **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. All AP courses are under review through an AP Audit conducted by the College Board and will be offered based on approval.

Upper St. Clair High School does not rank students. Both weighted G.P.A. and non-weighted G.P.A. 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 wellness education, it is likely that the student will not be scheduled for lunch several days a week.

## **SEMESTER COURSES**

On the list of classes on the back of the course recommendation letter, 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 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 2009-2010 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.
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## 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
Academic Math.....	8 Credits
Science .....	8 Credits
Foreign Language .....	8 Credits
Electives.....	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 Wellness Education are required for graduation.

## NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA) ELIGIBILITY STANDARDS

In order to participate in a Division I or Division II sport in college, a student must meet the minimum requirements for core courses as established by the NCAA.

- **NCAA Division I requires 16 core courses as of August 1, 2008.** This rule applies to any student first entering any Division I college or university on or after August 1, 2008. See the chart below for the breakdown of this 16 core-course requirement.
- **NCAA Division II requires 14 core courses.** See the breakdown of core-course requirements below. Please note, Division II will require 16 core courses beginning August 1, 2013.

<b>DIVISION I 16 Core-Course Rule</b>
<b><u>16 Core Courses:</u></b>
<b>4</b> years of English.
<b>3</b> years of mathematics (Algebra 1 or higher).
<b>2</b> years of natural/physical science (1 year of lab if offered by high school).
<b>1</b> year of additional English, mathematics or natural/physical science.
<b>2</b> years of social science.
<b>4</b> years of additional courses (from any area above, foreign language or non doctrinal religion/philosophy).

<b>DIVISION II 14 Core-Course Rule</b>
<b><u>14 Core Courses:</u></b>
<b>3</b> years of English.
<b>2</b> years of mathematics (Algebra 1 or higher).
<b>2</b> years of natural/physical science (1 year of lab if offered by high school).
<b>2</b> years of additional English, mathematics or natural/physical science.
<b>2</b> years of social science.
<b>3</b> years of additional courses (from any area above, foreign language or non doctrinal religion/philosophy).

PLEASE NOTE: If you are planning to participate in a Division I or Division II sport in college, please see your counselor prior to scheduling your courses.

## **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 Programme for students in grades 9 and 10, and the I.B. Diploma Programme for students in grades 11 and 12.

### **MIDDLE YEARS PROGRAMME (MYP) GRADES 9 AND 10**

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 programme 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; Environments; and Human Ingenuity. 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 that is a graduation prerequisite for all students.

#### **Technology/Arts Requirement:**

All MYP students are required to take one arts and one technology elective during their final two years in the program (grade 9 and 10).

#### **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 the 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 in, and continue with, this curricular option.

## IB-MYP COURSE WORK GRADES 9 AND 10

### Grade 9

101 MYP English 9  
106 MYP Honors English 9

201 MYP American Civics  
206 MYP Honors American Civics  
(One Semester)

201 MYP World Geography  
206 MYP Honors World Geography  
(One Semester)

404 MYP Academic Biology  
409 MYP Honors Biology

504 MYP French 2, 522 MYP German 2,  
or 550 MYP Spanish 2 FLES/MSE

851 MYP Wellness 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: Related Elective-  
Computer Keyboarding; Related Elective-  
Shop Materials and Processes & Technology  
Design; Related Elective – Graphic Arts and  
Technical Drawing

### Grade 10

115 MYP Honors English 10

215 MYP Honors World History

436 MYP Honors Chemistry

508 MYP French 3, 526 MYP  
German 3, or 554 MYP HN Spanish 3

854 MYP Wellness 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; Introduction to  
Engineering; Introduction to  
Architecture; Introduction to Graphics;  
or Technology Design & Development

## DIPLOMA PROGRAMME (DP) GRADES 11 AND 12

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 for additional information on college and university recognition.

## Unique Characteristics

The program 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 program. 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 judgements 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 complimented 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.

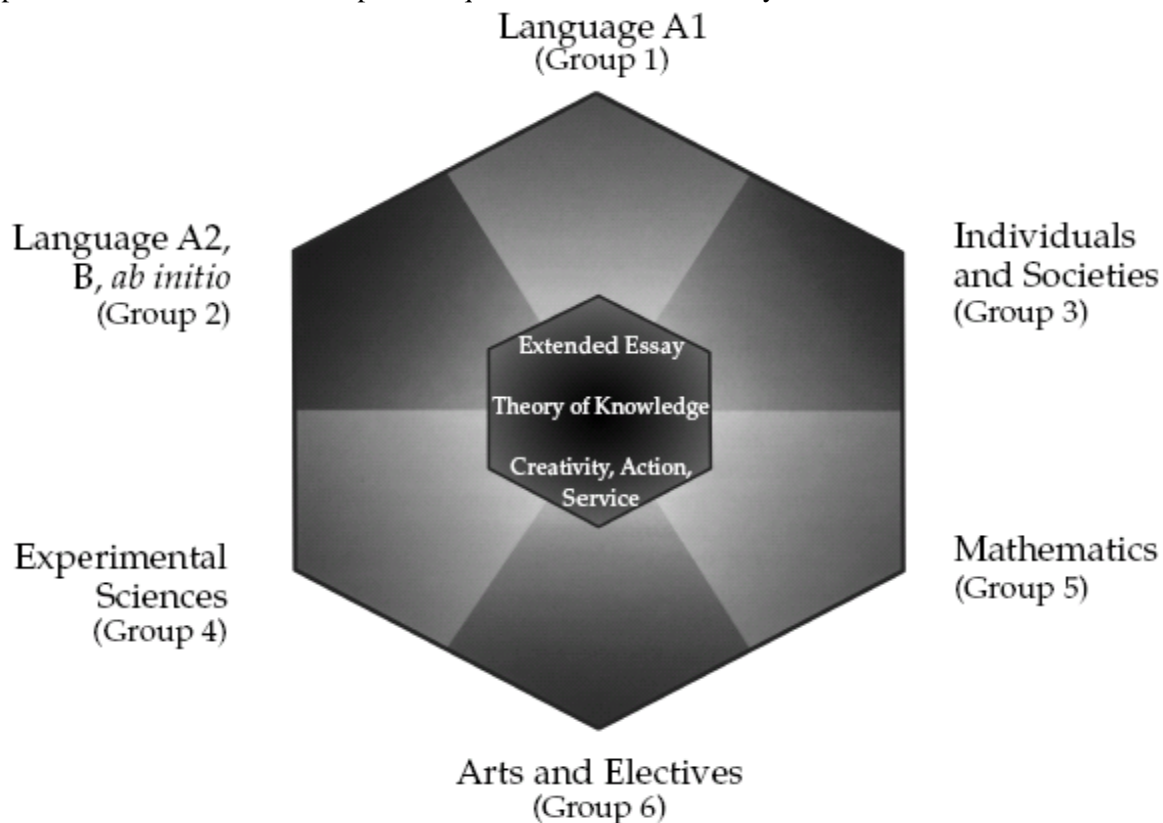
A required IB examination is given in each subject area once during the two-year period. A fee will be charged for each examination. The exam is graded on a scale of 1 (minimum) to 7 (maximum). Examinations are administered in May of each year. The IBO annually assesses over 36,000 students. Each year, 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.





## IB DIPLOMA COURSE WORK GRADES 11 AND 12

### Grade 11

124 IB English Language A1 (Higher Level)  
230 IB History of the Americas (Higher Level)  
345 IB Mathematics (Standard Level)

445 IB Chemistry (Standard Level)  
OR  
460 IB Physics 1 (Higher Level)

515 IB French 4 (Standard Level)  
533 IB German 4 (Standard Level)  
560 IB Spanish 4 (Standard Level)

### Grade 12

133 IB English Language A1 (Higher Level)  
233 IB History of the Americas (Higher Level)  
348 IB Mathematics (Standard Level)  
354 IB Mathematics (Higher Level)  
357 IB Mathematics (Higher Level)  
442 AP Chemistry  
OR  
445 IB Chemistry (Standard Level)  
463 IB Physics 2 (Higher Level)  
516 IB French 5 (Higher Level)  
534 IB German 5 (Higher Level)  
562 IB Spanish 5 (Higher Level)

## ELECTIVES-STANDARD LEVEL GRADES 11 OR 12

248 IB Economics	Standard Level	One year
260 IB Psychology	Standard Level	One year
*774 IB Visual Arts	Standard Level	One year
	Higher Level	Two years
956 IB Computer Science	Standard Level	One year

**\*This course is presently the only course offered from Group 6. A diploma student must take this course, or an additional course from groups 1-5.**

## **UPPER ST. CLAIR HIGH SCHOOL STUDENT SUPPORT SERVICES (S<sup>3</sup>)**

### **STUDENT ASSISTANCE PROGRAM (SAP)**

Many students are troubled by problems that 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. 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.

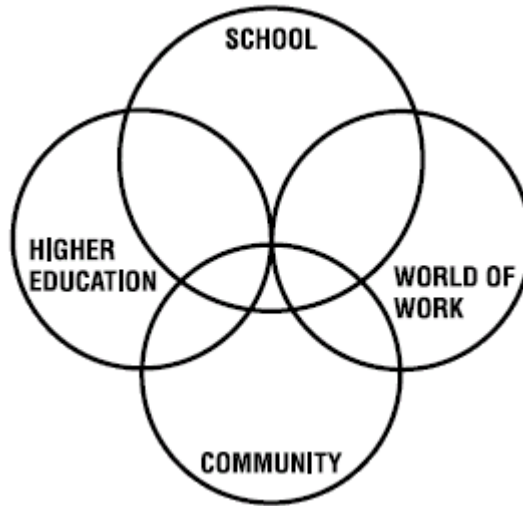
### **NATURAL HELPERS**

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 selection process. This process 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 at a three-day retreat.

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 their 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 that are cancelled 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 and 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: Grade 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 Supervisor of Counseling's written approval in advance. This is completely optional and at student expense.

### **DUAL ENROLLMENT PROGRAM**

The Dual Enrollment Program with local universities 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 placement test before being approved. The type and number of courses will be determined by discussion with USC Guidance and University personnel. Concurrent Enrollment/Dual Enrollment is a state-supported, locally controlled partnership between USC and local universities in which eligible students can earn both elective high school credit and college credit for satisfactorily completing pre-approved college courses. Students/Families are responsible for all up front costs associated with registration including tuition, fees, books, and transportation. There will be a possible cost reimbursement given to students/families once grant money is allocated to the school district. This reimbursement will be available until allocated funds are depleted. Student/Family is responsible for all costs not reimbursed by the grant allocation. Interested students, who wish to obtain more information about this program, are encouraged to meet with their counselor.

**920 9<sup>TH</sup> GRADE – APPLIED LEARNING STRATEGIES**

**923 10<sup>TH</sup> GRADE – APPLIED LEARNING STRATEGIES**

**926 11<sup>TH</sup> GRADE – APPLIED LEARNING STRATEGIES**

**929 12<sup>TH</sup> 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: Departmental Recommendation

## INTERDISCIPLINARY OPPORTUNITIES

### **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 – 1 Credit — 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. Students 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 AP COMPUTER SCIENCE A**

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

### **956 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

### **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. Must be taking Physics.

## **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, 1Credit — Prerequisite: None

## **968 VIDEO AND MEDIA COMMUNICATIONS 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.

2 Semesters, 2 Credits — Prerequisite: Introduction to Video Communications with an ‘A’ or ‘B’ or Instructor’s Approval

## **971 VIDEO AND MEDIA COMMUNICATIONS 2**

The class focuses on studio and remote productions with an emphasis on news and creating a news broadcast show. Students will develop skills in shooting news stories and developing interview skills. Students will be required to work in a number of roles from producer to camera operator. The class will require students to work outside of school in order to film their news stories; therefore students must be able to work beyond the school day. The course would benefit any student who is considering a career in broadcast journalism as there will be a need for anchors and field reporters.

2 Semesters, 2 Credits — Prerequisite: Video and Media Communications 1 with an ‘A’ or ‘B’ or Instructor’s Approval

## **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.

2 Semesters, 2 Credits — Prerequisite: Video and Media Communications 2 with an ‘A’ or ‘B’ or Instructor’s Approval

## **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. Clairion*. 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 various aspects of the performing arts. Students will work on monologues, scenes, voice and speech, improvisation, movement, character development, and audition preparation.

Full Year – 10 Mods – 2 Credits

### **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 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 a.m. 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 the 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**

**Auto Body Repair**

**Automotive Technology**

**Construction Technology**

**Cosmetology**

**Culinary Arts**

**Drafting and Design**

**Health Assistant**

**Information Technology**

**Machine Tool Technology**

**Public Safety Technology**

**Welding Technology**

## 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 *genres*: 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 and a review of basic grammar, punctuation, and sentence structure.

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

#### **101 MYP ENGLISH – 9**

The course objectives and the content are the same as 100 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

#### **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. 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 Recommendation

#### **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 motivated students a chronological survey of classic literature of western civilization. Students will study various *genres* of literature from ancient Greece and 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, including a controlled literary research paper. 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 course.

Full Year – 10 Mods – 2 Credits — Prerequisite: Departmental Recommendation

### **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 reading selections are representative examples of seven intellectual movements. Grammar exercises, vocabulary lessons, and timed writings are designed for SAT and PSSA preparation. Students continue to refine the writing and research skills necessary for a unified, coherent, multi-paragraph paper built around a thesis. These skills are the groundwork for the research papers that also require students to utilize traditional and web-based resources. Students will also be required to give a persuasive speech.

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

### **121 HONORS ENGLISH - 11**

Honors English 11 involves a comprehensive study of American Literature from Puritanism to the present. The reading selections are organized chronologically and are representative examples of six intellectual movements. The emphasis is not only on historic development but also on emerging themes. The course promotes writing, vocabulary development, language, discussion, and study skills. 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 vocabulary program, grammar exercises, and timed writings are designed for SAT and PSSA preparation. The continuing development of effective research skills culminates in a major critical research paper. The students will also deliver a persuasive speech.

Full Year – 10 Mods – 2 Credits — Prerequisite: Departmental Recommendation

## **124 IB LANGUAGE A1 (HIGHER LEVEL – 11<sup>TH</sup> 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: Departmental Recommendation

## **125 PSSA PROFICIENCY FOR READING AND WRITING (FALL)**

This course prepares seniors for the PSSA Senior Retake Tests in reading and writing. Students will focus on the skills for which they must demonstrate proficiency to qualify for high school graduation: reading comprehension, interpretation and analysis of fiction and nonfiction texts, and writing skills for both the information and persuasive modes of composition. The teacher will engage students in whole class, small group, and individualized instruction, based on their scores on the Grade 11 PSSA Reading and Writing Tests.

One Semester – 10 Mods – 1 Credit

## **126 PSSA PROFICIENCY FOR READING AND WRITING (SPRING)**

Seniors who do not score at the proficient level on the PSSA Senior Retake Tests in reading and/or writing will enroll in this course. The students will complete portfolios that provide them with the opportunity to demonstrate their proficiency in the PSSA reading and writing skills that are requirements for high school graduation.

One Semester – 10 Mods – 1 Credit

## **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 Era, 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 AP ENGLISH LITERATURE & COMPOSITION & AP ENGLISH LANGUAGE & COMPOSITION**

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* 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. These topics and skills are presented in a year long course. Literature skills are addressed in the fall, and Language skills are addressed in the spring.

Full Year – 10 Mods – 2 Credits — Prerequisite: Departmental Recommendation

### **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 style 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

**ENGLISH COURSE OFFERINGS  
2009-2010**

Grade 9	English 9	IB MYP English 9	Honors English 9	IB MYP Honors English 9	Core B semester electives to be taken in addition to the student's English course, available to students in grades 10, 11, and 12
Grade 10	English 10	Honors English 10	IB MYP Honors English 10	Speech	
Grade 11	English 11	Honors English 11	IB Language A1 (1 <sup>st</sup> year of two year course)	Creative Writing	
Grade 12	English 12	AP English Literature & Composition & AP English Language & Composition	IB Language A1 (2 <sup>nd</sup> year of two year course)	English Composition	
				Mass Com	

## **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

### **201 MYP AMERICAN CIVICS AND WORLD GEOGRAPHY**

The course objectives and the content are the same as 200 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

### **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 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 Recommendation

### **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 Recommendation

## **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 History 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 multidisciplinary 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 Recommendation

## **224 AP 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 groundwork 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 Recommendation

## **227 AP GOVERNMENT AND POLITICS: COMPARATIVE AND UNITED STATES**

Advanced Placement Government is designed for seniors who have a strong interest in economics and are highly motivated. The course focus is in government and politics in other countries in the fall. United States AP Government and Politics (in the spring) is designed to give students a critical perspective on government/politics in the United States.

Full Year – 10 Mods – 2 Credits — Prerequisite: High ability and motivation in Social Studies & 1 year of American History

## **230 IB HISTORY OF THE AMERICAS (HIGHER LEVEL – 11<sup>TH</sup> GRADE OF TWO YEAR COURSE)**

## **233 IB HISTORY OF THE AMERICAS (HIGHER LEVEL - 12<sup>TH</sup> GRADE OF TWO YEAR COURSE)**

Offered to those students enrolled in the International Baccalaureate program and IB certificate students, 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 11<sup>th</sup> Grade: World Cultures  
Prerequisite 12th Grade: 11th Grade History of the Americas

## **236 AP 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

### **239 ECONOMICS (FALL)**

### **242 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

### **245 AP MACROECONOMICS & AP MICROECONOMICS**

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 a year long course, Macroeconomic theory in the fall, and Microeconomic theory in the spring.

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

### **248 IB ECONOMICS**

IB 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 two one-semester courses, Macroeconomic theory in the fall, and Microeconomic theory in the spring.

This is a Standard Level course. All IB students are expected to take the 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 AP PSYCHOLOGY**

This course is intended for (but not limited to) those students wishing to take the Advanced Placement Exam in May. This is a year-long 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

## **272 ASIAN STUDIES (FALL)**

### **275 ASIAN STUDIES (SPRING)**

Asian Studies, a one-semester course, will explore the growing impact of Asia on the United States and the world. Through readings, visual media, speakers, and field site visits, students will be exposed to the ways in which the key regions of Asia are affecting the world economy and global politics. As a means to understanding modern Asia, this course will highlight each region's history, geography, and culture, and will stress an appreciation of the arts. Special emphasis will be placed on the growing impact of China and India on the world economy and global politics. This course is designed to complement the one-semester International Studies course (See Foreign Language Department offerings.). Students may take either course but are encouraged to take both.

Semester – 10 Mods – 1 Credit — Prerequisite: World History

Course Opportunities: Potential student travel to China and/or Thailand

# SOCIAL STUDIES DEPARTMENT COURSE OFFERINGS

2009-2010

□ - Year Courses

○ - Semester Courses

F/S – Fall or Spring

<b>G R A D E</b>	American Civics and World Geography	American Civics and World Geography <hr/> IB MYP	Honors American Civics and World Geography	Honors American Civics and World Geography <hr/> IB MYP
	9			

<b>G R A D E</b>	World History	Honors World History	Honors World History <hr/> IB MYP
	10		

<b>G R A D E</b>	American History	Honors American History	AP U.S. History (11/12)	History of the Americas (IB 11&12)
	11			

<b>G R A D E</b>	Psychology (F/S) (11/12)	AP Government and Politics: Comparative and United States (11/12)	AP U.S. History (11/12)	History of the Americas (IB 11&12)	IB Psychology (11/12)	
	12					
	<b>E L E C T I V E S</b>	Sociology (F/S) (11/12)	AP Psychology (11/12)	AP Macroeconomics & AP Microeconomics (11/12)	Asian Studies (11/12) (F/S)	
		American Law and Justice (11/12)	Economics (F/S) (11/12)	AP European History (11/12)	Theory of Knowledge (IB 11&12) (F/S)	IB ECONOMICS (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 non-traditional approach to learning Geometry. Three days a week, the students will work through real life scenarios to see geometric applications. Two days a week, the students will use the Cognitive Tutor computer program which supports, enriches, and remediates students based on their individual needs. Topics will include perimeter, area, volume, surface area, angles, right triangles, transformations, similarity, parallel and perpendicular lines, quadrilaterals, circles, and an introduction of trigonometry.

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

### **306 GEOMETRY**

The logical and conceptual precursors to proof are developed early in Geometry. Concentrated work with proof writing continues throughout the year, including direct and indirect proofs in both plane and coordinate geometry. Properties and attributes of polygons and circles are emphasized. Solid geometry, right triangle trigonometry, and transformations are introduced second semester.

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. A strong algebra background is necessary.

Full Year – 10 Mods – 2 Credits — Prerequisite: Algebra 1 with Middle School Recommendation

### **312 COGNITIVE TUTOR ALGEBRA 2**

The Carnegie Learning curriculum uses a non-traditional approach to learning Algebra 2. Three days a week, the students will join in classroom activities that include team work, presentations, and direct instruction. Approximately two days a week, the students will use the Cognitive Tutor computer program which supports, enriches, and remediates students based on their individual needs. The following functions will be studied in detail: Linear, Quadratic, Exponential, Logarithmic, Polynomial, and Trigonometric. Radical functions will be included as time permits.

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

### **325 PSSA PROFICIENCY FOR MATHEMATICS (FALL)**

This course prepares seniors for the PSSA Senior Retake Tests in mathematics. Students will focus on the skills for which they must demonstrate proficiency to qualify for high school graduation: numbers and operations, measurement, geometry, algebraic concepts, and data analysis and probability. The teacher will engage students in whole class, small group, and individualized instruction, based on their scores on the Grade 11 PSSA Mathematics Tests.

One Semester – 10 Mods – 1 Credit

### **326 PSSA PROFICIENCY FOR MATHEMATICS (SPRING)**

Seniors who do not score at the proficient level on the PSSA Senior Retake Tests in reading and/or writing will enroll in this course. The students will complete portfolios that provide them with the opportunity to demonstrate their proficiency in the PSSA mathematics skills that are requirements for high school graduation.

One Semester – 10 Mods – 1 Credit

### **327 APPLIED MATHEMATICS**

In this course, students will study applications of mathematics in a variety of different contexts. The topics studied involve 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, and integration.

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 AP 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.

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

### **339 AP CALCULUS BC**

This course is designed for highly motivated and gifted students who have earned an A average in Honors Precalculus. 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: 95% A or better in Honors Precalculus with Teacher  
Recommendation.



### **342 AP 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 Recommendation

### **345 IB MATHEMATICS SL (STANDARD LEVEL – 1<sup>ST</sup> 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 this two year Standard Level 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 1 will be combined with 324 Honors Precalculus. 348 IB Mathematics SL 2 will be combined with 336 AP Calculus AB.

Full Year – 10 Mods – 2 Credits — Prerequisite: SL 1: B or higher in Honors Algebra 2 or A in Algebra 2 with Teacher Recommendation.

Prerequisite: SL 2: B or higher in IB Mathematics SL 1 with Teacher Recommendation

### **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 probability and statistics. This course will be combined with 357 IB Mathematics HL 2.

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

### **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 two year 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 1 will be combined with 339 AP Calculus BC. 357 IB Mathematics HL 2 will be combined with 351 Advanced Mathematics Topics.

Full Year – 10 Mods – 2 Credits — Prerequisite HL 1: 95% or higher in SL 2 with Teacher Recommendation

Prerequisite HL 2: IB Mathematics SL 2, AP Calculus AB, AP Calculus BC, or IB Mathematics HL 1 with Teacher Recommendation

# MATHEMATICS COURSE OFFERINGS

2009-2010

<b>G R A D E</b>	<b>9</b>	Cognitive Tutor Algebra 1	Geometry <hr/> IB MYP	Honors Geometry <hr/> IB MYP	Honors Algebra 2 <hr/> IB MYP
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<b>G R A D E</b>	<b>10</b>	Cognitive Tutor Geometry	Algebra 2 <hr/> IB MYP	Honors Algebra 2 <hr/> IB MYP	Honors Precalculus <hr/> IB MYP
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<b>G R A D E</b>	<b>11</b>	Cognitive Tutor Algebra 2	Precalculus	Honors Precalculus <hr/> IB Math SL 1 (Standard Level)	AP Calculus AB <hr/> IB Math SL 2 (Standard Level)
					AP Calculus BC <hr/> IB Math HL 1 (Higher Level)

<b>G R A D E</b>	<b>12</b>	Applied Math	Applied Math	Calculus	AP Calculus BC <hr/> IB Math HL 1 (Higher Level)
		Precalculus	Introduction to Calculus	AP Calculus AB <hr/> IB Math SL 2 (Standard Level)	Advanced Mathematics Topics <hr/> IB Math HL 2 (Higher Level)
			Calculus	AP Calculus BC <hr/> IB Math HL 1 (Higher Level)	
			AP Statistics	AP Statistics	AP Statistics

## SCIENCE

### **400 CONCEPTUAL BIOLOGY**

Conceptual Biology is a course designed to provide a survey of important biological topics. This two-semester course will involve students in a hands-on, inquiry approach to the subject. Course themes include environment and ecology, classification, cell structure and function, and concepts of inheritance.

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. The Structure and Function of the Cell; 3. Genetics: Molecular and Classical; 4. Diversity in the Biological Kingdoms.

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

### **404 MYP ACADEMIC BIOLOGY**

The course objectives and the content are the same as 403 Academic 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

### **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. 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. Diversity in the Biological Kingdoms.

Full Year – 10 Mods – 2 Credits — Prerequisite: Recommended 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 and 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 and learning (The Mouse Olympics).

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

### **415 HONORS HUMAN ANATOMY AND PHYSIOLOGY**

This two-semester laboratory elective will explore 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 AP 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

### **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 Academic Chemistry, 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. Each unit opens with a real-world community issue, then introduces and develops these chemical principles within this context.

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 adaptation 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 and mathematics of beginning chemistry 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 Recommendation 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 science 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 AP 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 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. Offered every other year beginning 2008-2009. This course will not be offered during 2009-2010. \*\*IB students needing SL Chemistry should plan to take the course in 2010-2011.

Full Year – 14 Mods – 2 Credits — Prerequisite: Biology and Chemistry; Suggested Concurrent Math course: Precalculus or IB Mathematics 11<sup>th</sup> Grade

### **448 AP ENVIRONMENTAL SCIENCE**

This course follows the Advanced Placement curriculum and is designed to be the equivalent of a one-semester introductory college course in environmental science. The goal of the course is to provide students with the concepts and methods required to understand the interrelationships of the natural world, to identify and analyze environmental problems, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. The major topics of the course and exam include: Earth Systems and Resources; The Living World; Population; Land and Water Use; Energy Resources and Consumption; Pollution; and Global Change. The course has a laboratory component, including field investigations of local ecosystems and involves field trips to local streams and a water treatment plant.

Full Year – 14 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 to 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. Interrelationships between concepts are developed through integrating qualitative and quantitative procedures. Incorporation of real-world situations highlight applications in lecture/demonstrations, laboratory experiments, homework assignments, and special projects.

Full Year – 10 Mods – 2 Credits — Prerequisite: Honors Chemistry, Departmental Recommendation; Suggested Concurrent Math course: Precalculus

### **457 AP PHYSICS C: MECHANICS & AP PHYSICS C: ELECTRICITY & MAGNETISM**

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 analyses. 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 Mathematics 11<sup>th</sup> Grade  
Prerequisite 12th Grade: 11th Grade IB Physics; Suggested Concurrent Math course: IB Mathematics 12<sup>th</sup> Grade or Calculus

# SCIENCE COURSE OFFERINGS

2009-2010

<b>G R A D E  9</b>	<div style="border: 1px solid black; padding: 5px; margin: 5px;">Conceptual Biology</div>	<div style="border: 1px solid black; padding: 5px; margin: 5px;">Academic Biology <hr style="width: 50%; margin: 0 auto;"/>MYP Academic Biology</div>	<div style="border: 1px solid black; padding: 5px; margin: 5px;">Honors Biology <hr style="width: 50%; margin: 0 auto;"/>MYP Honors Biology</div>
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<b>G R A D E  10</b>	<div style="border: 1px solid black; padding: 5px; margin: 5px;">Conceptual Chemistry</div>	<div style="border: 1px solid black; padding: 5px; margin: 5px;">Conceptual Chemistry</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Academic Chemistry</div>	<div style="border: 1px solid black; padding: 5px; margin: 5px;">Honors Chemistry <hr style="width: 50%; margin: 0 auto;"/>MYP Honors Chemistry</div>
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<b>G R A D E  11</b>	<div style="border: 1px solid black; padding: 5px; margin: 5px;">*Academic Physics</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Forensic Chemistry</div>	<div style="border: 1px solid black; padding: 5px; margin: 5px;">*Academic Physics</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Forensic Chemistry</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Honors Biology Topics</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Honors Human Anatomy &amp; Physiology</div>	<div style="border: 1px solid black; padding: 5px; margin: 5px;">AP CHEMISTRY</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">IB CHEMISTRY SL</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">*HONORS PHYSICS <hr style="width: 50%; margin: 0 auto;"/>IB PHYSICS 1 (HL)</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">AP Biology</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">AP Environmental Science</div>
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\*Honors or Academic Physics is highly recommended for preparation for the PSSA science test given in 11th grade.

<b>G R A D E  12</b>	<div style="border: 1px solid black; padding: 5px; margin: 5px;">Forensic Chemistry</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">*Academic Physics</div>	<div style="border: 1px solid black; padding: 5px; margin: 5px;">Honors Biology Topics</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Honors Human Anatomy &amp; Physiology</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Forensic Chemistry</div>	<div style="border: 1px solid black; padding: 5px; margin: 5px;">IB Physics 2 (HL)</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">AP Physics C: Mechanics &amp; AP Physics C: Electricity &amp; Magnetism</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">AP Biology</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">AP Chemistry</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">AP Environmental Science</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">IB Chemistry SL</div>
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## FOREIGN LANGUAGES

### **500 FRENCH 1**

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. All students will receive instruction in the four language skills (understanding, speaking, reading, and writing) and in culture.

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. These accelerated students will transition to the second level after 1-2 quarters upon teacher recommendation.

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

### **502 FRENCH 2**

This course provides a review and continuation of the Level 1 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

### **504 MYP FRENCH 2**

The course objectives and the content are the same as 502 French 2.

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 Middle School French

### **506 FRENCH 3**

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, 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 2

### **508 MYP FRENCH 3**

The course objectives and the content are the same as 506 French 3.

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 4**

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 3

### **512 HONORS FRENCH 5**

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 4

### **513 PRE-AP FRENCH 4**

### **514 AP FRENCH LANGUAGE**

These courses emphasize the development of active communicative language proficiency. The foreign language is the primary means of communication in this class which focuses on speaking, writing, listening, and reading skills. Fluency and accuracy are stressed. 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. A thorough review of French grammar is also completed to prepare for college French. This sequence is designed for intellectually curious and hard-working students, who, as self-starters, are expected to progress quickly and become quite proficient in a second language while still in high school. Discussions on various topics are numerous and are the highlight of the curriculum. Writing and speaking portfolios will assist students in recognizing and valuing their own progress. These courses are designed for students who are interested in challenging courses and who will sit for the AP test in their senior year.

Full year – 10 Mods – 2 Credits — Prerequisite Pre-AP French 4: French 3

Prerequisite AP French Language: Pre-AP French 4 or Teacher Recommendation

### **515 IB FRENCH 4 (STANDARD LEVEL - 11<sup>TH</sup> GRADE OF TWO YEAR COURSE)**

### **516 IB FRENCH 5 (HIGHER LEVEL - 12<sup>TH</sup> 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. A thorough review of grammar is also completed. This course is designed for the intellectually curious and hard-working 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, 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 Programme or in a more challenging course than Honors French 4 or Honors French 5. 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.

Full Year – 10 Mods – 2 Credits — Prerequisite IB French 4: French 3

Prerequisite IB French 5: IB French 4 or Teacher Recommendation

## **518 GERMAN 1**

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. All students will receive instruction in the four language skills (understanding, speaking, reading, and writing) and in culture.

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. These accelerated students will transition to the second level after 1-2 quarters upon teacher recommendation.

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

## **520 GERMAN 2**

This course provides a review and continuation of the Level 1 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 the 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

## **522 MYP GERMAN 2**

The course objectives and the content are the same as 520 German 2.

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 Middle School German

## **524 GERMAN 3**

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. Students review points of grammar as a supplement to these units. 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 2

## **526 MYP GERMAN 3**

The course objectives and the content are the same as 524 German 3.

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

### **528 HONORS GERMAN 4**

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 post-war 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 3

### **530 HONORS GERMAN 5**

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 4

### **531 PRE-AP GERMAN 4**

### **532 AP GERMAN LANGUAGE**

These courses emphasize the development of active communicative language proficiency. The foreign language is the primary means of communication in this class which focuses on speaking, writing, listening, and reading skills. Fluency and accuracy are stressed. These skills are practiced in a context centered on authentic language material, oral and written reactions to these materials, an oral proficiency based text, as well as partner/group interactions and individual/group presentations. A thorough review of German grammar is also completed to prepare for college German. This sequence is designed for intellectually curious and hard-working students, who, as self-starters, are expected to progress quickly and become quite proficient in a second language while still in high school. Discussions on various topics are numerous and are the highlight of the curriculum. Writing and speaking portfolios will assist students in recognizing and valuing their own progress. These courses are designed for students who are interested in challenging courses and who will sit for the AP test in their senior year.

Full year – 10 Mods – 2 Credits — Prerequisite Pre-AP German 4: German 3

Prerequisite AP German Language: Pre-AP German 4 or Teacher  
Recommendation

### **533 IB GERMAN 4 (STANDARD LEVEL – 11<sup>TH</sup> GRADE OF TWO YEAR COURSE)**

### **534 IB GERMAN 5 (HIGHER LEVEL – 12<sup>TH</sup> 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. A thorough review of German grammar is also completed. This course is designed for the intellectually curious and hard-working 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, 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 Programme or in a more challenging course than Honors German 4 or Honors German 5. 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.

Full Year – 10 Mods – 2 Credits — Prerequisite IB German 4: German 3

Prerequisite IB German 5: IB German 4 or Teacher Recommendation

### **536 LATIN 1**

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 2**

This course continues with the same text series and objectives as Latin 1. 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

### **540 LATIN 3**

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 2

### **542 HONORS LATIN 4**

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 3

### **544 INTRODUCTORY SPANISH**

This course is designed to meet the needs of beginning Spanish students with no prior knowledge of Spanish or for students who historically have struggled with language learning. Students will begin the Level 1 text and will be introduced to all four facets of language learning: listening, speaking, reading, and writing. Appreciation of the Spanish culture is introduced.

Full Year – 10 Mods – 2 Credits — Prerequisite: Teacher Recommendation

### **546 INTERMEDIATE SPANISH FLES**

This course is designed for students who have completed FLES or the middle school course and would like review and remediation. It is also for students who are experienced language learners and have completed a high level of another language. It provides a review and continuation of Spanish 1 and then continues with the Level 1 text. It provides the opportunity to reach realistic proficiency at the novice level in all skill areas: speaking, listening, reading, and writing. Emphasis is placed on grammar and on accurate pronunciation. These skills are acquired and reinforced through the use of practical vocabulary in paired-partner practice, games, and conversational visuals. Reading and writing skills are acquired through a variety of written exercises, readings, and computer exercises designed to practice syntax and accurate spelling. In addition, attention is given 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: Introductory Spanish, FLES, or partial Middle School Spanish; Teacher Recommendation

### **548 SPANISH 2 FLES/MSE**

This course is for students who have successfully completed FLES and the middle school program. This course provides review and continuation of the fundamentals from the district's elementary and middle school Spanish programs and begins the Level 2 text. It provides the opportunity for greater accuracy in all skill areas: speaking, listening, reading, and writing. Emphasis is placed on oral and written proficiency with continued practice in reading and listening skills. These skills are acquired and reinforced through a variety of activities, including the video series "*Destinos*". In addition, the appreciation and understanding of the Spanish culture is emphasized through a variety of authentic activities. Excellence of class participation and communicative abilities are essential for final evaluation.

Full Year – 10 Mods – 2 Credits — Prerequisite: Intermediate Spanish FLES or Middle School Spanish; Teacher Recommendation

### **550 MYP SPANISH 2 FLES/MSE**

The course objectives and the content are the same as 548 Spanish 2 FLES/MSE.

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 Middle School Spanish; Teacher Recommendation

### **552 HONORS SPANISH 3**

The basic text used for this level provides students with a review of grammatical forms presented in the first three 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 2 FLES/MSE or Teacher Recommendation

### **554 MYP HONORS SPANISH 3**

The course objectives and the content are the same as 552 Honors Spanish 3.

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 Spanish 2 FLES/MSE

### **556 HONORS SPANISH 4**

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: Honors Spanish 3

### **558 HONORS SPANISH 5**

This course offers the opportunity for students to improve their language skills in all modes of communication: interpersonal; interpretative; presentational. It also enables them to improve their writing skills and sense of language structure through a comprehensive verb tense review in order to prepare for college Spanish. Discussions on various cultural and historical topics, plus contemporary issues encourage students to support and defend their opinions. This is a challenging course that stresses fluency, accuracy and appreciation for the Spanish culture.

Full Year – 10 Mods – 2 Credits — Prerequisite: Honors Spanish 4

### **559 PRE-AP SPANISH 4**

#### **561 AP SPANISH LANGUAGE**

These courses emphasize the development of active communicative language proficiency. The foreign language is the primary means of communication in this class which focuses on speaking, writing, listening, and reading skills. Fluency and accuracy are stressed. 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. A thorough review of Spanish grammar is also completed to prepare for college Spanish. This sequence is designed for intellectually curious and hard-working students, who, as self-starters, are expected to progress quickly and become quite proficient in a second language while still in high school. Discussions on various topics are numerous and are the highlight of the curriculum. Writing and speaking portfolios will assist students in recognizing and valuing their own progress. These courses are designed for students who are interested in challenging courses and who will sit for the AP test in their senior year.

Full year – 10 Mods – 2 Credits — Prerequisite Pre-AP Spanish 4: Honors Spanish 3  
Prerequisite AP Spanish Language: Pre-AP Spanish 4 or Teacher Recommendation

## **560 IB SPANISH 4 (STANDARD LEVEL – 11<sup>TH</sup> GRADE OF TWO YEAR COURSE)**

## **562 IB SPANISH 5 (HIGHER LEVEL – 12<sup>TH</sup> 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. Over these two years, a thorough review of grammar is completed. In addition, 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 hard-working 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, 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 Programme or in a more challenging course than Honors Spanish 4 or Honors Spanish 5. 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.

Full Year – 10 Mods – 2 Credits — Prerequisite IB Spanish 4: Honors Spanish 3

Prerequisite IB Spanish 5: IB Spanish 4 or Teacher Recommendation

## **564 JAPANESE 1**

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 2**

This course is for the students who finished Japanese 1 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 or equivalent

## **568 JAPANESE 3**

This course is for the students who finished Japanese 2 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 2 or equivalent

## **570 CHINESE 1**

This course is designed for students who would like an introduction to the Chinese language and culture. Students will practice listening and speaking, and they will also learn characters so that they can begin to read and write.

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

### **571 CHINESE 2**

This course is a continuation of Chinese 1. It will further develop the four language skills of listening, speaking, reading, and writing and introduce various cultural points.

Full Year – 10 Mods – 2 Credits — Prerequisite: Chinese 1 or equivalent

### **572 CHINESE 3**

This course is for the students who have finished Chinese 2 or the equivalent. Students will learn and practice more speaking and listening. Reading and writing characters will be main contents as well. Cultural aspects of China will also be emphasized.

Full Year – 10 Mods – 2 Credits — Prerequisite: Chinese 2 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.

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

### **573 ARABIC 1**

This course is designed for students who would like an introduction to the Arabic language and culture. The course presents an introduction to the Arabic sound system and script. Pronunciation and writing of the Arabic alphabet is given in context. At the end of the course, students should be fairly familiar with the Arabic writing system and will be able to write, read and converse in Arabic based on their individual progress. Students will be introduced to all facets of language learning: Speaking, Reading, Listening, and Writing through contextualized and functional situations. Four major units will be studied: Personal and Family Life, School Life, Social Life, and Community Life. Students will also explore cultural and historical information of the various Arab cultures through discussions, stories and presentations.

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

### **574 ARABIC 2**

This course is for the students who finished Arabic 1 or the equivalent. Students will continue to practice speaking, reading, listening, and writing in Arabic. Students will also continue to explore the various facets of the Arab cultures.

Full Year – 10 Mods – 2 Credits — Prerequisite: Arabic 1 or equivalent

### **575 INTERNATIONAL STUDIES (FALL)**

### **576 INTERNATIONAL STUDIES (SPRING)**

International Studies, a one-semester course, is an interdisciplinary course designed to complement the Asian Studies course (See Social Studies offerings.). Students may take either course but are encouraged to take both. This course will look at international studies from the perspective of culture and language, teaching students cross-cultural skills that they need in order to cooperate and to compete in the new world economy. Students will learn through discussions, readings, visual media, simulations, speakers, and field site visits. This course will be helpful to students interested in culture, business, history, current events, technology/media, and the exploration of careers.

Semester – 10 Mods – 1 Credit — Prerequisite: World History



# FOREIGN LANGUAGE COURSE OFFERINGS

2009-2010

- Year Courses

- Semester Courses

F/S – Fall or Spring

<b>G R A D E 9</b>	French 2 MYP French 2	German 2 MYP German 2	Spanish 2 FLES/MSE MYP Spanish 2 FLES/MSE	The sequence for Latin (4 years), Japanese (3years), and Chinese (3 years), as well as any other second foreign language, can be started at the beginning of any grade level.	
<b>G R A D E 10</b>	French 3 MYP French 3	German 3 MYP German 3	HN Spanish 3 MYP HN Spanish 3		Latin 1- HN 4
<b>G R A D E 11</b>	HN French 4 IB French 4 Pre-AP French 4	HN German 4 IB German 4 Pre-AP German 4	HN Spanish 4 IB Spanish 4 Pre-AP Spanish 4		Japanese 1-3
<b>G R A D E 12</b>	HN French 5 IB French 5 AP French Language	HN German 5 IB German 5 AP German Language	HN Spanish 5 IB Spanish 5 AP Spanish Language		Chinese 1-3
				Arabic 1-2	
				<span style="border: 1px solid black; border-radius: 50%; display: inline-block; width: 100px; height: 100px; vertical-align: middle;"></span> International Studies F/S	

**TECHNICAL & PRACTICAL STUDIES**  
**BUSINESS, COMPUTER AND INFORMATION TECHNOLOGY**

**600 COMPUTER KEYBOARDING (FALL)**

**601 COMPUTER KEYBOARDING (SPRING)**

This is an excellent one-semester keyboarding course, designed to enhance a student's computer knowledge, and applicable for any content area in which a student is presently enrolled. Students should be in grades 10, 11, or 12, who 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 and various types of professional correspondence. Skills Assessment Management (SAM) will be used to assess software skills. Language arts/communication and computer concepts will also be emphasized.

Semester – 10 Mods – 1 Credit

**602 ADVANCED COMPUTER KEYBOARDING (FALL)**

**603 ADVANCED COMPUTER KEYBOARDING (SPRING)**

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 for any career. Advanced MS Word assignments is a major focus of this course. SAM software will also be incorporated to ensure expert levels of software applications.

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

**604 SYSTEMS APPLICATIONS (FALL)**

**605 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

**606 ADVANCED SYSTEMS APPLICATIONS (FALL)**

**607 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

## **608 ACCOUNTING I**

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.

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

## **609 RELATED ELECTIVE - COMPUTER KEYBOARDING (FALL)**

## **610 RELATED ELECTIVE - COMPUTER KEYBOARDING (SPRING)**

This is an excellent one-semester course for the incoming freshman student who wants to increase their touch keyboarding skills, or to continue to develop their present skills. Keyboarding focuses on speed and accuracy skills and formatting MLA-style reports. Microsoft Word will be used to create and format business and personal letters and various types of professional correspondence. Language arts/communication and computer concepts will also be emphasized. Skills Assessment Management (SAM) will be used to assess software skills. After completion of this course, students will have the opportunity to enroll in either Advanced Computer Keyboarding or Systems Applications.

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

## **611 BUSINESS ADMINISTRATION/ENTREPRENEURSHIP (FALL)**

## **612 BUSINESS ADMINISTRATION/ENTREPRENEURSHIP (SPRING)**

This one-semester academic/business course is designed for 10, 11, and 12th grade students who intend to study business in college, explore the possibility of owning/managing their own businesses, or seek 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, human relations, and business correspondence.

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. This 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: Grades 10, 11 and 12

### **702 FOODS 2 (SPRING)**

This semester course builds on the basic skills learned in Foods 1. Some food items prepared include chicken stir fry, chicken wings, Fajitas, homemade soups, pierogies, specialty pizzas and yeast breads, sushi, and cakes. An International Foods unit includes cuisine from countries such as Mexico, Italy, France, Greece, Germany, China, and the Middle East just to name a few. The semester culminates with an outdoor barbeque.

Spring Semester – 10 Mods – 1 Credit — Prerequisite: Foods 1; Grades 10, 11 and 12

### **703 FOODS 3: ADVANCED FOODS (FALL)**

An advanced foods course that is centered around specialty cooking and presentation of food items. Arrays of topics and techniques that will be covered include garnishing and other presentation 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; Grades 10, 11 and 12

### **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; Grades 11 and 12 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 preschool 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: Grades 10, 11 and 12

### **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 and 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" doll simulator whereby students will simulate a caregiving experience outside the classroom.

Fall or Spring Semester – 10 Mods – 1 Credit — Prerequisite: Grades 10, 11 and 12

**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: Grades 10, 11 and 12

**711 FASHION DESIGN AND CONSTRUCTION (FALL)****712 FASHION DESIGN AND CONSTRUCTION (SPRING)**

This is a one semester course for sophomores, juniors, and seniors interested in Fashion Design and Construction. This course is designed for students who have interests in the fields of design apparel, textiles, and clothing construction. Individual projects using design principles will be used as vehicles to further develop the students' skills. Experiences may include principles of clothing construction, custom sewing, home decorating, and other entrepreneurial opportunities. Students completing this course will have a basic background in the field of Fashion Merchandising and Design.

Semester – 10 Mods – 1 Credit — Prerequisite: Grades 10, 11 and 12

**713 RELATED ELECTIVE - FAMILY AND CONSUMER SCIENCE (FALL)****714 RELATED ELECTIVE - FAMILY AND CONSUMER SCIENCE (SPRING)**

This is 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

**715 PRACTICAL LIVING (FALL)****716 PRACTICAL LIVING (SPRING)**

Have you ever wondered what it's like to live on your own? How much money will I need to support myself in my chosen lifestyle? Wait no longer, the answers can be found in this hands-on activity, one-semester course designed to provide students with the knowledge and skills needed to make decisions as they leave high school and assume independent living responsibilities. Choose a career, develop job interview skills, set up a budget, find a place to live, buy or lease a car, understand credit, improve consumer skills and learn to communicate and develop social skills.

Semester – 10 Mods – 1 Credit — Prerequisite: Grades 10, 11 and 12

## **TECHNOLOGY EDUCATION**

### **720 INTRODUCTION TO MANUFACTURING AND CONSTRUCTION**

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 in 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 ADVANCED MANUFACTURING AND CONSTRUCTION**

This is 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 INTRODUCTION TO ENGINEERING**

This course provides the opportunity for students to gain experience in technical sketching, Computer Aided Design, and Solid Modeling Design while learning to develop solutions to real-world problems. They will learn to interpret and develop detailed drawings and apply the engineering design process. Students will work individually and in teams during the course to develop solutions to student and teacher generated design problems. Careers related to engineering will be explored and discussed.

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

### **723 ADVANCED ENGINEERING**

This course is intended for students who have an interest in pursuing engineering or related fields in college. The major focus of this class will be using the Engineering Design Process to design, build, test, and analyze solutions to engineering problems. These problems will be real-world problems generated by the students. Students will use the skills they developed in the Introduction to Engineering course to find solutions as well as communicate the solutions through detailed drawings and models.

Full Year – 10 Mods – 2 Credits — Prerequisite: Introduction to Engineering

## **724 INTRODUCTION TO ARCHITECTURE**

This course provides the opportunity for students to design and develop a residential home from rough sketches to a detailed scaled model. They will discuss the history of architecture as well as the current trends. Students will learn about and develop a complete set of plans and a scaled model using Computer Aided Design software, Solid Modeling software, and traditional lab equipment. Careers related to architecture will be explored and discussed.

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

## **725 ADVANCED ARCHITECTURE**

This course is designed for students who have an interest in pursuing architecture or a related field in college. Students will work to develop a commercial structure. They will act as architects to design a structure that meets strict specifications including lot size and topography, financial limitations, client preferences, etc. Students will develop their structures using Computer Aided Design software, Solid Modeling Software, and traditional lab equipment. In addition, students will learn about and begin the development of an architecture portfolio.

Full Year – 10 Mods – 2 Credits — Prerequisite: Introduction to Architecture

## **726 INDEPENDENT STUDY---DESIGN AND DEVELOPMENT**

This course gives students an opportunity to develop specialized knowledge and skills in architecture or engineering. Students will research an area of particular interest to them and work with the teachers' guidance towards developing new knowledge and interesting projects. Because this course does not typically fall into a slotted time during the schedule, excellent time management skills will be required.

Prerequisite: Advanced Architecture, Advanced Engineering or Advanced Technology Design and Development

## **727 INTRODUCTION TO GRAPHICS**

The course is designed to provide experiences in the following; graphic design/advertising, layout design principles, desktop publishing, mechanical preparation, line/halftone photography, digital darkroom operations, screen printing, color proofing, and press procedures. Also, software such as QuarkXpress, Aldusfreehand, Flash, Photoshop, and various other applications will be introduced in this course. 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 ADVANCED GRAPHICS**

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 content 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: Introduction to Graphics

### **729 TECHNOLOGY DESIGN AND DEVELOPMENT (FALL)**

### **730 TECHNOLOGY DESIGN AND DEVELOPMENT (SPRING)**

Using relevant hands-on activities, students will develop an understanding and appreciation of how transportation, construction, and communication systems affect our lives, society, and the world. Students will construct working models that demonstrate the principles of transportation, the principles of construction, and principles of communication. Students will discuss the impacts and appropriate use of technology. In addition, students will explore alternative power and energy systems, bio-technology, and problem solving methods. They will be encouraged to problem solve and be creative in their design and thought process.

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

### **731 ADVANCED TECHNOLOGY DESIGN AND DEVELOPMENT (FALL)**

### **732 ADVANCED TECHNOLOGY DESIGN AND DEVELOPMENT (SPRING)**

This course offers an advanced study of technological systems in which the students will research and develop a technological system that has been selected by the student and 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. 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.

Fall or Spring Semester (half year) – 10 Mods – 1 Credit — Prerequisite: Technology Design and Development

## **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 Processes & Technology Design. 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 AND PROCESSES & TECHNOLOGY DESIGN (FALL)**

### **738 RELATED ELECTIVE - SHOP MATERIALS AND PROCESSES & TECHNOLOGY DESIGN (SPRING)**

**SHOP MATERIALS AND PROCESSES** - This is an introductory course for freshmen involving a variety of experiences with materials such as wood and metal. 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, wood-burning, and mass production procedures. Metalworking operations involving sheet metal will be offered. In addition, students will be instructed on the fundamentals of basic electricity and house wiring in this course.

**TECHNOLOGY DESIGN** - This is an introductory nine-week course for freshman that exposes them to the interesting and exciting world of technology. Students will be introduced to the basic concepts and principles of transportation, production and communication systems. Through hands-on projects and discussions students will develop an understanding and appreciation of the importance of technology to individuals, society and the world.



**739 RELATED 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 is offered in conjunction 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 is offered in conjunction 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. Twentieth century ceramic 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 also 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: Beginner Ceramics

**754 ADVANCED CERAMICS (FALL)**

**755 ADVANCED CERAMICS (SPRING)**

This course is designed for juniors and seniors and can be taken for a semester or a year. 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 class 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 trip during the year gives 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 juniors and seniors who have already successfully completed Beginner Painting, Drawing, and Mixed Media. This course 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 trip during the year gives 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. 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: Beginner Painting, 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, Drawing, and Mixed Media. 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 trip during the year gives 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. 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 their 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, and 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 peers' 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 Beginner 3-D Art; it can be taken for a semester or a year. Students may further explore techniques learned in RE 3-D or Beginner 3-D Art in addition to new techniques like lost wax casting, plaster mold making, fabric batik, and kinetic sculpture (mobiles). Pieces created from materials will be more technically challenging. Students will keep a sketchbook where they will develop their ideas and sequence 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: RE 3-D Art or Beginner 3-D 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 a strong emphasis on individualized instruction and the development of one's 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 3-D Art

## **772 ART HISTORY (Semester)**

Should a painting look exactly like a photograph? Or should art just be a colorful expression of emotion? Should art have a message behind it or should it match your couch? What about modern art...what do those scribbles mean? This non-studio art course is designed for sophomores, juniors, and seniors who are interested in learning how pieces of artwork became the means by which artists, past and present, expressed themselves in ways that captured the interest, imagination, and appreciation of people throughout the ages. Learn about individual artists and why they had the impulse to create, decipher how their art is made, and explore an international culture and history by merely looking at a piece of artwork. This course examines painting, sculpture, architecture, and related arts from the Renaissance (ca. 1400s) through Contemporary Art. Students will analyze works of art in their historical and cultural contexts, gain a familiarity with the vocabulary of art, as well as the knowledge of media and techniques of art production and their impact on the content of art. Please see syllabus online for complete list of art movements covered in class.

The assessment for this class is on a point system using rubrics based on the Pennsylvania Standards of Art.

10 Mods/Week for a Semester – I Credit — Prerequisite: None

## **773 AP STUDIO ART: 2-D DESIGN**

The AP Studio Art class is designed for highly motivated seniors who are seriously interested in the study of art. The classes are demanding and require a significant commitment of time and effort.

The instructional goals of the AP Studio Art program are:

- Encourage creative as well as systematic investigation of formal and conceptual issues.
- Emphasize making art as an ongoing process that involves the student in informed and critical decision making.
- Help students develop technical skills and familiarize them with the functions of the visual elements.
- Encourage students to become independent thinkers who will contribute inventively and critically to their culture through the making of art.

Internal and external portfolio assessment is based on three “Sections”.

Section 1: “Quality” – Students will create works that exhibit a synthesis of form, technique, and content, resulting in a unique self expression.

Section 2: “Concentration” – Students will demonstrate a depth of investigation and process of discovery through their art work.

Section 3: “Breadth” – Students will demonstrate a serious understanding of the elements of art, principles of design, and media techniques through their visual expressions.

It is highly recommended that AP Studio Art students enroll in one of the Art History Classes.

10 Mods/Week for a year – 1 Credit per Semester — Prerequisite: Students are required to have taken at least 2 semesters of art classes in their concentration of 2-Dimensional or 3-Dimensional Art

## **774 IB VISUAL ARTS**

**STANDARD LEVEL A – 150 HOURS (ONE YEAR)** 60% of Grade - Art work; 40% of Grade - Research Workbook

**STANDARD LEVEL B – 150 HOURS (ONE YEAR)** 60% of Grade - Research Workbook; 40% of Grade - Artwork

**HIGHER LEVEL A – 240 HOURS (TWO YEARS)**

**HIGHER LEVEL B – 240 HOURS (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 Investigation Workbook (IWB), 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 IWB 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.

\*It is strongly recommended that IB Art students enroll in an art history class either prior to taking or while taking the IB Visual Arts course.

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

At the discretion of the music teacher and administration, this course may be offered as an independent study in a flexible mod/day or after-school scheduling assignment.

**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 - 5 days per week.

Full Year – 6 or 10 Mods – 1 or 2 Credits — Prerequisite: Recommendation of the Director

**806 JAZZ LAB ENSEMBLE** - (Freshman Jazz Ensemble) - Students meet 3 – 5 days per week.

Full Year – 6 or 10 Mods – 1 or 2 Credits — 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

At the discretion of the music teacher and administration, this course may be offered as an independent study in a flexible mod/day or after-school scheduling assignment.

## **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

## **811 MUSIC THEORY/COMPREHENSIVE MUSICIANSHIP INDEPENDENT STUDY (FALL)**

## **812 MUSIC THEORY/COMPREHENSIVE MUSICIANSHIP INDEPENDENT STUDY (SPRING)**

The Music Theory/Comprehensive Musicianship program is being developed as 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 may 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.

Full Year – Independent Study – 2 Credits — Prerequisite: Prior approval and recommendation of the music staff

One Semester – Independent Study – 1 Credit — Prerequisite: Prior approval and recommendation of the music staff



### **813 AP MUSIC THEORY**

AP Music Theory is designed to provide students with a learning experience equivalent to that of an introductory college course in music theory. The course should develop a student's ability to recognize, understand, describe, and analyze the basic materials and processes of music that are heard or presented in a score. The course emphasizes integrated approaches to the student's development of aural, sight-singing, written, compositional, and analytical skills through listening, performance, written, creative, and analytical exercises.

Full Year – 10 Mods – 2 credits

### **814 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 – 1 Credit — Prerequisite: Any student may take part in the Marching Band

## MUSIC -VOCAL

### **820 MEN'S ENSEMBLE**

Men's Ensemble is an elective course open to male students 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, barbershop, and popular styles of 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 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 the 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 the occasional evening rehearsals (if necessary), and three 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

At the discretion of the music teacher and administration, this course may be offered as an independent study in a flexible mod/day or after-school scheduling assignment.

## **824 CHANTECLAIRS**

The Chanteclairs are an extra-curricular choir that specializes in *a cappella* music. 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

## WELLNESS EDUCATION

### WELLNESS EDUCATION

Wellness Education is a requirement for all students in grades 9, 10, 11, and 12. Wellness Education provides students with the knowledge and skills that will enable them to achieve and maintain a physically active and healthy life. By becoming and remaining physically, mentally, socially, and emotionally healthy, students will increase their chances of achieving to their highest academic potential. Throughout Wellness Education students will learn concepts of health, healthful living, safety and injury prevention, physical activity, and concepts, principles and strategies of movement.

### WELLNESS EDUCATION (DANCE OPTION)

Dance is a Wellness Education option for grades 10, 11, and 12. Dance provides students the opportunity to learn various dance forms such as ballet, jazz, and hip hop during the physical activity portion of Wellness. Students will choreograph a performance for all of the various dance forms.

### 850 WELLNESS EDUCATION - 9

Full Year – 8 Mods – 2 Credits — Prerequisite: None

### 851 MYP WELLNESS EDUCATION - 9

Full Year – 8 Mods – 2 Credits — Prerequisite: MYP Student

### 852 WELLNESS EDUCATION - 10

Full Year – 4 Mods – 1 Credit — Prerequisite: None

### 853 WELLNESS EDUCATION (DANCE OPTION) - 10

Full Year – 4 Mods – 1 Credit — Prerequisite: None

### 854 MYP WELLNESS EDUCATION - 10

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

### 855 WELLNESS EDUCATION - 11

Spring Semester – 4 Mods – .5 Credit — Prerequisite: None

### 856 WELLNESS EDUCATION (DANCE OPTION) - 11

Spring Semester – 4 Mods – .5 Credit — Prerequisite: None

### 857 WELLNESS EDUCATION - 12

Fall Semester – 4 Mods – .5 Credit – Prerequisite: None

### 858 WELLNESS EDUCATION (DANCE OPTION) - 12

Fall Semester – 4 Mods – .5 Credit — Prerequisite: None

### ADAPTIVE WELLNESS 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 activity portion of wellness. This may also act as supplemental instruction to the regularly scheduled course.

### WELLNESS EDUCATION (SUMMER)

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

## REQUIRED IB DIPLOMA PROGRAMME CORE COURSES

### **900 IB THEORY OF KNOWLEDGE (11<sup>TH</sup> GRADE)**

### **903 IB THEORY OF KNOWLEDGE (12<sup>TH</sup> 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. It is open to all 11<sup>th</sup> and 12<sup>th</sup> graders as an Upper St. Clair High School elective course.

### **906 IB THE EXTENDED ESSAY (11<sup>TH</sup> GRADE)**

### **909 IB THE EXTENDED ESSAY (12<sup>TH</sup> 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 (11<sup>TH</sup> GRADE)**

### **915 IB CREATIVITY, ACTION, SERVICE (12<sup>TH</sup> 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. It is for Diploma candidates only.

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# COURSE SELECTION WORKSHEET

COURSE NUMBER AND TITLE

**ENGLISH SELECTION**

(Required All Four Years)

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**SOCIAL STUDIES**

(Required First Three  
Years of High School)

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**MATH SELECTION**

(Three Years Required  
During High School)

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**FOREIGN LANGUAGE ELECTIVE**

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**WELLNESS EDUCATION**

(Required All Four Years)

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**OTHER ELECTIVES**

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**LUNCH**

(Recommended For Each Student)

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**PLEASE NOTE:** When planning your schedule, please remember that Lunch is one of the eight spaces available for classes 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.*