

Keystone Oaks High School

Program of Studies

2021-2022



TABLE OF CONTENTS

INTRODUCTION	3
PROMOTION POLICY	7
GRADUATION REQUIREMENTS	7
SCHEDULE CHANGES & COURSE WITHDRAWAL	8
GRADING SYSTEM	9
NCAA ACADEMIC REQUIREMENTS	9
COUNSELING SERVICES	9
PARKWAY WEST CAREER & TECHNOLOGY CENTER	11
SAMPLE PROGRAMS	13
ENGLISH COURSES	17
SOCIAL STUDIES COURSES	24
MATH COURSES	29
SCIENCE COURSES	33
WORLD LANGUAGE COURSES	40
BUSINESS EDUCATION COURSES	44
FAMILY & CONSUMER SCIENCE COURSES	48
COMPUTER SCIENCE COURSES	51
TECHNOLOGY EDUCATION COURSES	52
FINE ARTS COURSES	56
PHYSICAL EDUCATION COURSES	62
APPENDIX	
APPENDIX A: Alternative Options for Earning Credit	65
APPENDIX B: Course Waivers	67
APPENDIX C: AP Student Contract	70



KEYSTONE OAKS HIGH SCHOOL

1000 KELTON AVENUE • PITTSBURGH, PA 15216
PHONE 412.571.6000 • FAX 412.571.6006

MICHAEL LINNERT
HIGH SCHOOL PRINCIPAL
LINNERT@KOSD.ORG

Dear Student and Parents/Guardians:

As you begin to plan for the 2021-2022 school year with your child(ren), I present to you the high school Program of Studies and our offerings for our students. The Program of Studies is designed to allow for the continued educational growth and development of each student, through the encouragement of personalized learning and making available the best opportunities for preparedness and success beyond the classrooms at Keystone Oaks High School.

The 2021-2022 Program of Studies contains valuable information to guide students throughout their high school career. Included in this guide is information relative to the high school, each course and a description of what to expect, and an outlook of the future. Keystone Oaks High School is committed to supporting students' educational development through rigorous and relevant course offerings at each level.

As you review our offerings for the upcoming school year, take time to consider which course offerings may be right for you and that will help you to achieve your future goals. The staff and administration at Keystone Oaks High School are here to make suggestions, provide guidance, and present a welcoming, encouraging classroom environment for all students.

Yours in Education,

Mr. Michael Linnert
Principal

WWW.KOSD.ORG
KEYSTONE OAKS IS AN EQUAL OPPORTUNITY SCHOOL DISTRICT

Keystone Oaks School District

Mission Statement:

Excellence in engaging, empowering, and enriching today for tomorrow's expectations

Core Values:

Communication: Expressing, receiving, and sharing information

Empathy: Acknowledging the perspective, emotions, and experiences of all stakeholders

Global Competence: Responding to and understanding diverse cultural practices and world viewpoints

Imagination: Envisioning creative and innovative ways to take risks and solve problems

Integrity: Making ethical choices and doing the right thing regardless of personal gain

Learning: Acquiring, processing, and retaining information for life-long use

Motivation: Achieving goals through personal drive

Ownership: Having pride and taking responsibility for one's actions and their outcomes

Passion: Sparking the emotional connection that ignites one's purpose

Work: Being accountable and persevering

Learning Vision

The District strives to hear the voice of every child describing his/her learning through meaningful, engaging encounters.

Curriculum Vision

The District promotes excellence in the academics, arts, activities, and athletics, while providing opportunities for all students that will prepare them for a successful future beyond Keystone Oaks.

Instruction Vision

Students are motivated to learn at their individual, maximum pace while their developmental levels, and interests are being considered in their programs of study.

Assessment Vision

Students are allowed and are encouraged to demonstrate their learning in a variety of ways.

Technology Vision

All stakeholders enrich education through the thoughtful and responsible use of technology within a cycle of utilization, application, and evaluation.

Personnel Vision

Personnel provide an engaging and nurturing environment that promotes the personal well-being of each student and every employee.

Leadership Vision

To lead the district's mission and core values, leaders within the district embody authenticity, execute the vision, build relationships, provide quality direction, are service oriented, and effectively communicate to promote excellence.

Stakeholder Vision

The stakeholders support the active involvement of guardians, District personnel, and community members in providing an environment that engages, empowers, and enriches every Keystone Oaks student.

**KEYSTONE OAKS HIGH SCHOOL
ADMINISTRATION/FACULTY/STAFF**

Mr. Michael LinnertPrincipal
Mrs. Jennifer TomCounselor
Ms. Nicole Varrenti Counselor
Ms. Sabrina Amman Secretary

Mrs. Judi Fritz Nurse
Ms. Donda Snell Nurse’s Assistant
Mr. Mark Elphinstone Athletic Director
Ms. Christina DeAngelis Secretary

FACULTY

English

Ms. Jennifer Bogdanski
Ms. Rebekah Brooks
Ms. Sarah Fontanesi
Ms. Nancy Kraemer
Ms. Carrie Quinn
Ms. Lainey Resetar
Ms. Kim Smykal

Science

Ms. Allyson Culp
Ms. Christine Chimento
Ms. Suzanne Deemer
Ms. Rebecca Hritz
Ms. Tricia Kreitzer
Ms. Michelle McSwigan
Ms. Madeline Morris

Special Education

Mr. Mark Elphinstone – Transition Coordinator
Ms. Joyelle Galiszewski
Ms. Pam Gianoglio
Mr. Michael Orsi
Mr. Matthew Richert
Ms. Julia Todd
Mr. Michael Turner

Foreign Language

Ms. Lisa Forlini
Dr. Michelle Lowers
Ms. Julie O’ Mara

Music

Mr. William Eibeck
Mr. Thomas Duxbury

Math

Mr. Kevin Gallagher
Mr. Jeff Kelly
Ms. Danielle Kandrack
Mr. Josh Kirchner
Mr. John McCarthy
Mr. Randy Tobias

Social Studies

Mr. Shane Hallam
Mr. Russ Klein
Mr. John Murphy
Mr. Jeff Sieg

Art

Ms. Heather Hruby

Business

Ms. Linda Celli

Technology Education

Mr. Jeff Oestreich
Mr. Craig Wetzel

Physical Education

Mr. Ken Hustava
Mr. Nick Kamberis

Paraprofessionals

Ms. Patricia Constantini
Ms. Diane Flaherty

Personal Care Assistants

Ms. Judith Copenheaver
Ms. Virginia Walker
Ms. Sherri Welsh

Mr. Mark Elphinstone – Cyber Education
Ms. Emily Brill – Family Consumer Science
Ms. Kathy Morrow - ESL
Ms. Ramona Klein - Librarian
Ms. Heather Scanlon – Community Service & Career
Readiness Advisor

PROMOTION POLICY

Graduation from Keystone Oaks High School currently requires satisfactory completion of 26 credits plus 1 credit of community service/career readiness for a total of 27 credits for the classes of 2022 and 2023. Graduation from Keystone Oaks High School currently requires satisfactory completion of 25.5 credits plus 1 credit of community service/career readiness for a total of 26.5 credits for the class of 2024 and beyond. Seniors who do not meet the graduation requirements must attend summer school and cannot participate in commencement. Students may attend summer school through the Keystone Oaks Cyber Program or CCAC, at their expense. Please refer to School Board Policy 214 for information on class rank.

GRADUATION REQUIREMENTS

Planned Course Sequence and Credits

Beginning in the ninth grade, students will demonstrate attainment of learning outcomes by completing the following Program of Planned Courses:

For the class of 2022 and 2023,

- a. English – 4 credits
- b. Social Studies - 4 credits
- c. Math – 4 credits
- d. Science – 4 credits
- e. Physical Education/Health - 1 credit
- f. S.T.E.A.M. - 1 credit
- g. Electives - 8 credits (must include .5 Speech, .5 Key to the Future 10, and .5 Money Matters)
- h. Community Service - .5 credit
- i. Career Readiness - .5 credit

For the class of 2024 and beyond,

- a. English – 4 credits
- b. Social Studies - 4 credits
- c. Math – 4 credits
- d. Science – 4 credits
- e. Physical Education/Health - 1 credit
- f. Electives – 8 credits (must include .5 Speech, .5 Key to the Future 10, and .5 Money Matters)
- g. Community Service - .5 credit
- h. Career Readiness - .5 credit
- i. Computer Science - .5 credit

S.T.E.A.M. Credit (Classes of 2022 and 2023)

A student can earn their S.T.E.A.M. graduation credit by completing any Technology, Engineering or Arts course. Students can also meet the requirement by completing an additional Science or Math credit beyond the requirement needed for graduation.

Course Selection

As students prepare to select courses for the upcoming school year, the high school teaching staff, with support from the counseling staff, will suggest the next course for a student to take within a particular department. This suggestion is derived from their professional responsibilities and educational experiences with the student to the point of scheduling.

In the spirit of the District's Strategic Plan, which embraces personalized learning, competency-based learning, and project-based learning parents/guardians and students have the option to challenge themselves with a different course than what has been suggested by the teacher and/or school counselor. To choose an alternative course other than what may have been suggested, a parent/guardian and student will need to complete a waiver form.

When selecting a course that is of a higher level than suggested, there is the potential of also having to complete some advanced work over the summer in order to be prepared for the course and hopefully eliminate any potential gaps in the student's current knowledge. A meeting may be scheduled with the school counselor to discuss this and provide the waiver form. Keystone Oaks High School is prepared to help each student meet his or her learning goals through a rigorous curriculum, while providing course suggestions that are supportive of each student.

Community Service

All Keystone Oaks High School students must complete 60 hours of community service. The community service hours are prorated in 15-hour required increments during each of the four years. Students transferring to Keystone Oaks must complete community service hours adjusted to the date of entry. Students may begin earning hours during May of their 8th grade year. It is required that students earn a minimum of 15 hours each school year to meet this requirement.

For more information, please the school website or contact the Advisor for Community Service and Career Readiness in the high school counseling office.

Career Readiness

All Keystone Oaks High School students must demonstrate career readiness through the development of a Career Plan, the completion of a Career Portfolio, and the participation in a job shadow.

For more information, please visit the school website or contact the Advisor for Community Service and Career Readiness in the high school counseling office.

IEPs

For students who are part of the Special Education Program, successful acquisition of the student goals and of graduation criteria will be accomplished within the requirements developed as part of the IEP process.

SCHEDULE CHANGES AND COURSE WITHDRAWAL

Students will be expected to accept full responsibility for their course selections and to fulfill their commitment to these selections. Schedule changes will be made as a result of summer school make-up, computer errors, schedule conflicts, elimination of study halls, and special program placements. Students begin the scheduling process during the second semester each year. Students meet with their counselor on an individual basis to select courses for the next school year. The selection sheet is given to the student and must be signed by a parent, prior to returning it to the counselor.

If withdrawal occurs . . .

. . . during days 1-10 a change may be made without a notation appearing on the student's transcript.
. . . after the 11th day, a "W" will be placed on the official high school transcript. There will be no exceptions.

. . . beyond the 40th day of the year or the 20th day of the semester for a semester course an "F" will be placed on the official high school transcript. There will be no exceptions.

. . . all grades from the course from which the student has waived will transfer to the new class the student selects.

A STUDENT WILL RECEIVE THEIR CURRENT GRADE FOR COURSES DROPPED AFTER 20 DAYS FOR A SEMESTER COURSE AND AFTER 40 DAYS FOR A FULL YEAR COURSE. The current grade will be included in the QPA calculations.

CLASS CANCELATION

When scheduling classes, students must keep in mind that some classes may have to be canceled due to insufficient student enrollment. In this event, those students who have signed up for a canceled course will be contacted by their counselor, as soon as it is determined that a course is canceled, and given an opportunity to choose another class. It is very important that students identify alternative courses to ensure that a complete schedule can be created.

GRADING SYSTEM & NUMERICAL EQUIVALENTS

A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	0% - 59%

NCAA ACADEMIC ELIGIBILITY

Any student planning to pursue collegiate athletics should contact the Athletic Director and visit the NCAA website at www.eligibilitycenter.org or http://fs.ncaa.org/Docs/eligibility_center/Student_Resources/IE_Brochure.pdf for more information. Courses receiving approval by the NCAA are designated in the Program of Studies.

SCHOOL COUNSELING

General Services

The Counseling Department exists to help students make successful adjustments to school life. During high school, a variety of services will be available through the school counselor. Programs will be provided to acquaint students with school policies, programs of study, extracurricular activities, and counseling services. In addition, personal, social, educational, and career information materials are available. A counselor will assist with choosing an appropriate program of studies in keeping with a student's interest, abilities, and future plans.

Future Fair

The Counseling Department hosts an annual career and college fair in September. Students and their parents are invited to meet with career professionals and representatives from post-secondary institutions.

College Briefings

Representatives from colleges and universities make visits to the High School to meet with interested students. Students can sign up in the Counseling Office on the morning of the visit. Students are responsible for all work missed while attending the meeting. Monthly lists of visiting schools are posted in student homerooms.

Financial Aid

The Counseling Department hosts a financial aid meeting in the spring of each year for students/parents of 11th and 12th grade students to provide information regarding financing post-secondary education.

FAFSA Completion Workshop

A representative from PHEAA will be available in October to assist students and parents in completing the application for financial aid.

PSAT

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a standardized test administered by the College Board and cosponsored by the National Merit Scholarship Corporation (NMSC). Scores from the PSAT/NMSQT are used to determine eligibility and qualification for the National Merit Scholarship Program. This test will be offered at Keystone Oaks High School to all 10th and 11th grade students during the Wednesday test date in October at the district's expense.

Keystone Exams

The Keystone Exams are end-of-course assessments designed to assess proficiency in the subject areas of Algebra, Biology, and Literature.

Senior Internship Opportunity**SENIOR INTERNSHIP**

#902 Grade 12

This two-credit course is designed for senior students who are in good academic and attendance standing and desire direct experience in a career. Internships will begin in either the fall or spring semester of the senior year. Interested interns will complete an application, which will be reviewed by the Intern Selection Committee. If accepted they will be required to complete a minimum of fifteen hours each week at their designated job site. Interns are responsible for attending the Internship Orientation, submitting a weekly log, completing 270 field hours, adhering to all deadlines and meetings, and producing a presentation for a final assessment.

PARKWAY WEST CAREER AND TECHNOLOGY CENTER GENERAL INFORMATION

ADMISSION PROCEDURES

Students should request an application form at the High School Counseling Office. This application is to be completed and returned to the counselor who will prepare a transcript to accompany the application. When all admission procedures and final evaluations are completed, students are notified of acceptance. Parkway West students must maintain satisfactory grades at their home school in order to continue their technical training.

ELIGIBILITY

Students who have successfully completed the eighth grade are eligible for consideration. Students admitted to Parkway West are selected from a wide range of ability and achievement levels. The following factors are considered:

Ability	An inclination towards technical and manual areas, a degree of manual dexterity and talent for training in a technical field is preferred.
Grades	Students need to be in good academic standing to participate in Parkway.
Math	An understanding of basic math is required for most technical and trade areas. Algebra is required for some programs.
Maturity	A record of regular attendance, cooperation, diligence, perseverance, and responsible behavior is required.

Those students who attend Parkway will enroll in History (course appropriate for grade level) at Parkway or online through KO Cyber.

ATTENDANCE

Students attend Parkway West for half-day sessions. The other half-day is spent at the home school following a schedule of general academic courses. Students will attend the A.M. session (7:40 - 10:25). In the event of absence, students must submit an excuse to Parkway within 2 days of their return to school.

TRANSPORTATION

The home school provides transportation to and from Parkway West. Prior to the first day of school, students will receive a bus schedule of pick-up times and locations.

ADVANCED EDUCATION

Although the primary purpose of the technical school program is to prepare students for employment, it quite often prepares them for further education. It is possible for technical school students to select appropriate academic courses at the home school to become eligible for admission to colleges or other institutions of higher education. In some programs, credit is earned for advanced standing in college, technical school, professional school, or apprenticeship programs.

CREDIT

Students receive four credits for each year successfully completed at Parkway West. All credits earned are transferred to the home school to become a part of the student's permanent record. Upon graduation, students will receive a diploma from their home school and a certificate of achievement from Parkway West.

WITHDRAWAL FROM PARKWAY

Any student who withdraws from Parkway without completing the school year will receive no credit.

CAREER MAJORS

Auto Body Repair

Automotive Technology

Construction Technology Cluster

 Carpentry

 Electrical Systems Technology

 Heating, Ventilation, Air Conditioning, and Refrigeration (HVAC)

 Welding Technology

Cosmetology

 Nail Technician (open to seniors only)

 Teacher License (must have a Cosmetology license)

Culinary Arts

Diesel Technology

Graphic Arts and Production Technology

Health Occupations Technology

 Phlebotomy (open to seniors only)

 Pharmacy Technology (open to seniors only)

Cyber Security and Network Technology

Public Safety Technology

Sports Medicine and Rehabilitation Therapy Technology (SMARTT)

Veterinary Assistant Technology

Sample Program Applied Curriculum

Grade 9

Applied English 9
Speech/Communications 9
World History 9
Algebra IA
Applied Biology
Physical Education/Health
Electives

Grade 10

Applied English 10
Key to the Future 10
Government and Economics
Algebra IB
Applied Chemistry
Physical Education/Health
Electives

Grade 11

Applied English 11
Modern American History
Accelerated Geometry
Money Matters
Applied Physics
Physical Education
Electives

Grade 12

Applied English 12
Sociology/Psychology
Business Math
Applied Environmental Science
Electives **OR**
Work Study, Internship, or Dual Enrollment

Note: Class of 2024 must take .5 credit in computer science

Sample Program Accelerated

Grade 9

Accelerated English 9
Speech/Communications 9
World History 9
Accelerated Algebra I or Accelerated Geometry
Accelerated Biology
Physical Education/Health
Electives

Grade 10

Accelerated English 10
Key to the Future 10
Government and Economics
Accelerated Geometry or Accelerated Algebra II
Accelerated Chemistry
Physical Education/Health
Electives

Grade 11

Accelerated English 11
Modern American History
Accelerated Algebra II or Accelerated Trigonometry/Pre-Calculus
Accelerated Physics and Accelerated Chemistry II or Organic Chemistry or Human Anatomy
or Forensic Science
Money Matters
Physical Education
Electives

Grade 12

Accelerated English 12
Sociology and Accelerated Psychology
Accelerated Trigonometry/PreCalculus or College Algebra/Statistics or Honors Calculus
Accelerated Chemistry II or Organic Chemistry or Human Anatomy or Forensic Science or
AP Environmental Science
Electives **OR**
Work Study, Internship, or Dual Enrollment

Note: Class of 2024 must take .5 credit in computer science

Sample Program

Honors/Advanced Placement

Grade 9

Honors English 9
Speech/Communications 9
Honors World History 9
Honors Algebra II
Honors Biology
Physical Education/Health
Electives

Grade 10

Honors English 10
Key to the Future 10
Honors Government and Economics
Honors Trigonometry/Pre-Calculus
Honors Chemistry and AP Physics 1
Physical Education/Health
Electives

Grade 11

AP English Language & Composition
AP US History
AP Calculus AB
AP Biology or AP Chemistry or AP Physics 2
Money Matters
Physical Education
Electives

Grade 12

AP English Literature
AP Psychology
AP Calculus AB or AP Calculus BC or CHS Statistics
AP Biology and/or AP Chemistry and/or AP Physics 2 and/or AP Environmental Science
Electives **OR**
Work Study, Internship, or Dual Enrollment

Note: Class of 2024 must take .5 credit in computer science

Sample Program Vocational/Technical Education

Each year of participation, students will take courses in their program during Parkway's morning session. They will return to school in the afternoon for their core academic classes, including English, math, and science. Students will be enrolled in an online history course.

Students who participate in Parkway may take core academic classes from the general curriculum, accelerated, or the honors/advanced placement track. Modifications of individual schedules may have to be made pending the results of the Keystone exams.

ENGLISH COURSES

Students must earn four English credits to meet graduation requirements. In addition to their regular, year-long English class, students will take an additional semester course during each of their first two years of high school. All year-long English classes will earn one credit upon successful completion; semester classes will earn a half credit. AP courses fall under the AP contract (Appendix C)

Grade 9 - **students must select one of these courses toward their English requirement*

* Applied English 9

* Accelerated English 9

* Honors English 9

Speech / Communications 9 – *Required Course under Elective Credits* for all 9th graders
(semester)

Grade 10 - **students must select one of these courses toward their English requirement*

* Applied English 10

* Accelerated English 10

* Honors English 10

Key to the Future – *Required Course under Elective Credits* for all 10th graders
(semester)

Grade 11 - **students must select one of these courses toward their English requirement*

* Applied English 11

* Accelerated English 11

* AP English Language & Composition

Grade 12 - **students must select one of these courses toward their English requirement*

* Applied English 12

* Accelerated English 12

* AP English Literature & Composition

Electives (cannot be taken in place of a required, one-credit, full-year English course)

Creative Writing

Advanced Creative Writing

Introduction to Drama

Introduction to Theatre

Journalism

Poetry Workshop

Grade 9 Course Offerings

#109 Grade 9 **APPLIED ENGLISH 9**
NCAA Approved

Applied English 9 is a course designed to strengthen student skills in preparation for college and career readiness. The focus is in all areas of communication: oral, written, listening, group interaction, and transfer of knowledge to direct application. This course is designed to meet state standards for reading, writing, speaking, and listening.

#119 Grade 9 **ACCELERATED ENGLISH 9**
NCAA Approved

Accelerated English 9 is a course designed to strengthen student skills in preparation for college and career readiness. The focus is in all areas of communication: oral, written, listening, group interaction, and transfer of knowledge to direct application. The course encourages students to become independent thinkers. This course is designed to meet and exceed state standards for reading, writing, speaking, and listening. Content is approached at a quicker pace.

#123 Grade 9 **HONORS ENGLISH 9**
NCAA Approved

Honors English 9 is a course designed to strengthen student skills in preparation for college and career readiness and Advanced Placement classes. The focus is in all areas of communication: oral, written, listening, group interaction, and transfer of knowledge to direct application. The course encourages students to become independent thinkers. This course is designed to meet and exceed state standards for reading, writing, speaking, and listening. Additional content is pursued.

#142 Grade 9 **SPEECH/COMMUNICATIONS 9 (Required Course under Elective Credits; semester)**
NCAA Approved

This required course is designed so that students will develop an awareness of the importance of communication skills and demonstrate an understanding of the process. Course emphasis will be on communication skills essential for success in school, college, career, and as a citizen. Activities will include extemporaneous, persuasive, and informative speaking assignments.

Grade 10 Course Offerings

APPLIED ENGLISH 10

#110 Grade 10

NCAA Approved

Applied English 10 is a course designed to strengthen student skills in preparation for college and career readiness. The focus is in all areas of communication: oral, written, listening, group interaction, and transfer of knowledge to direct application. This course is designed to meet state standards for reading, writing, speaking, and listening.

ACCELERATED ENGLISH 10

#120 Grade 10

NCAA Approved

Accelerated English 10 is a course designed to strengthen student skills in preparation for college and career readiness. The focus is in all areas of communication: oral, written, listening, group interaction, and transfer of knowledge to direct application. The course encourages students to become independent thinkers. This course is designed to meet and exceed state standards for reading, writing, speaking, and listening. Content is approached at a quicker pace.

HONORS ENGLISH 10

#124 Grade 10

NCAA Approved

Honors English 10 is a course designed to strengthen student skills in preparation for college and career readiness and Advanced Placement classes. The focus is in all areas of communication: oral, written, listening, group interaction, and transfer of knowledge to direct application. The course encourages students to become independent thinkers. This course is designed to meet and exceed state standards for reading, writing, speaking, and listening. Additional content is pursued.

KEY TO THE FUTURE 10

(Required Course under Elective Credits; semester)

#146 Grade 10

This course is designed to enhance and strengthen students' approach to college and career development and provide strategies for future standardized testing. Student essays will be evaluated and scored according to specific criteria and structure. Students will research and explore future careers. Additionally, students will develop skills to write job applications, cover letters and resumes, as well as persuasive, narrative, and informational essays.

Grade 11 Course Offerings

APPLIED ENGLISH 11

#111 Grade 11

NCAA Approved

Applied English 11 is a course designed to strengthen student skills in preparation for college and career readiness. The focus is in all areas of communication: oral, written, listening, group interaction, and transfer of knowledge to direct application. This course is designed to meet state standards for reading, writing, speaking, and listening.

ACCELERATED ENGLISH 11

#121 Grade 11

NCAA Approved

Accelerated English 11 is a course designed to strengthen student skills in preparation for college and career readiness. The focus is in all areas of communication: oral, written, listening, group interaction, and transfer of knowledge to direct application. The course encourages students to become independent thinkers. This course is designed to meet and exceed state standards for reading, writing, speaking, and listening. Content is approached at a quicker pace.

AP ENGLISH LANGUAGE & COMPOSITION

#130 Grade 11 or 12

NCAA Approved

The AP English Language and Composition course aligns to an introductory college level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

Grade 12 Course Offerings

#112 Grade 12 **APPLIED ENGLISH 12**
NCAA Approved

Applied English 12 is a course designed to strengthen student skills in preparation for college and career readiness. The focus is in all areas of communication: oral, written, listening, group interaction, and transfer of knowledge to direct application. This course is designed to meet state standards for reading, writing, speaking, and listening.

#122 Grade 12 **ACCELERATED ENGLISH 12**
NCAA Approved

Accelerated English 12 is a course designed to strengthen student skills in preparation for college and career readiness. The focus is in all areas of communication: oral, written, listening, group interaction, and transfer of knowledge to direct application. The course encourages students to become independent thinkers. This course is designed to meet and exceed state standards for reading, writing, speaking, and listening. Content is approached at a quicker pace.

#126 Grade 11 or 12 **AP ENGLISH LITERATURE & COMPOSITION**
NCAA Approved

AP English Literature & Composition follows a course consistent with the Advanced Placement Program and is comparable to a freshman course in college. The readings survey a variety of periods and forms of world literature including fiction, poetry, and drama. The class discussions are based on close analysis of the meaning and structure of the literature being studied. Composition is predominantly analytic or expository and is based on the literature being read.

Elective Offerings in English

CREATIVE WRITING (semester)

#145 Grades 11 or 12 NCAA Approved

This coffee shop-style course explores creative writing styles in the formats of image poetry, dominant impressions, character sketches, personal narratives, and drama. Special techniques for each format and prompts are studied and then applied to the students' original compositions. This class offers an avenue for students to express their voice through imaginative writing. Each student will leave the course with a portfolio of his/her own work.

ADVANCED CREATIVE WRITING (semester)

#147 Grades 11 or 12 NCAA Approved

This coffee shop-style course continues to explore the foundations utilized in the course, Creative Writing. Students will continue to express their own voice through imaginative writing. The focus of this course will be on various genres and mediums of writing. Special techniques for each format are studied and then applied to the students' original compositions. This class offers an avenue for students to express their voice through imaginative writing. Each student will leave the course with a portfolio of his/her own choice of a genre(s) and medium(s).

INTRODUCTION TO DRAMA (semester)

#163 Grades 11 or 12

This course is designed for students who are interested in stage performance and theater arts. Emphasis will be placed on the elements of dramatic theatrical production, character portrayal, and script analysis. The class will work as an ensemble as they perform a pantomime skit in the Varieties student talent show.

INTRODUCTION TO THEATRE (semester)

#162 Grades 11 or 12

This course is a one-semester offering for students with little to no theatre experience to introduce them to theatre at the high school while gaining performance skills and confidence. This is a participation-based class with a focus on the student's own qualities as a means of self-expression. In this course, the student takes the first steps in developing the voice, body, and mind as the tools of an actor through various activities and improvisation. The student has the opportunity to present a monologue, puppet show, lip sync, pantomime, and short play along with many other productions. Students will study dramatic literature, create performance pieces, and learn about staging. Students looking to get involved in the school's dramatic productions are encouraged to take this course.

JOURNALISM (semester)

#145/146 Grade 11 or 12 NCAA Approved

Journalism is a course designed to offer an introduction to journalistic writing, photography, and online publication of a student newspaper. This course will emphasize interview skills, feature writing, sports writing and editorial writing. Students will participate in the process of the publication, *The Keynote*. In order to earn credit for the course, students will write publishable articles on student news, activities, and events. This course will be offered both semesters. Students may take this course twice.

POETRY WORKSHOP (semester)

#150

Grade 11 or 12

NCAA Approved

This course will study works from Robert Frost, William Wordsworth, Emily Dickinson, E.E. Cummings and many of their contemporaries as students seek to understand, analyze, and write poetry. Students will study methods, forms, and experiences that have helped develop these poets and also write poetry using many of the same devices. Through in-class writing exercises, reading of model poems, and discussion of student work, this course encourages students to produce poetry of increasing quality. Students will learn the basic elements of poetry, important types of poems, and fundamental poetic techniques while also exploring different forms of poems from various time periods and begin to learn what it takes to create a poem. Students will be expected to write analytically about poetry in addition to writing their own original poetry.

SOCIAL STUDIES COURSES

Students must earn four social studies credits to meet graduation requirements. Each social studies course listed is worth one credit, unless otherwise designated as a semester (half credit) course. AP courses fall under the AP contract (Appendix C)

Grade 9

World History 9

Honors World History 9

Grade 10

Government & Economics

Honors Government & Economics

Grade 11 **students must select one of these courses toward their Social Studies requirement*

Modern American History

AP United States History

**students may select one of these courses toward their electives requirement*

AP European History

AP Comparative Government & Politics

Grade 12 **students must select one of these courses toward their Social Studies requirement*

Accelerated Sociology (semester)

Accelerated Psychology (semester)

AP Psychology

**students may select one of these courses toward their electives requirement*

AP European History

AP Comparative Government & Politics

Grade 9 Course Offerings

WORLD HISTORY 9

#217 Grades 9

NCAA Approved

World History places an emphasis on geography, time-period, inventions, and prominent people. The course blends social, political, economic and cultural events to help students comprehend the diversity of people and their achievements from Feudalism to present. Evaluation will be based on critical-thinking, writing skills, quizzes, tests, homework, participation, and reflective essays.

HONORS WORLD HISTORY 9

#218 Grades 9

NCAA Approved

Honors World History will generate a study from the Middle Ages to present day. Students will experience learning using a broad spectrum of activities. They will debate, articulate content through Socratic seminars, draw conclusions from chapter concepts, and demonstrate opinions and justifications through a reflective essay. The students will be able to identify the significance and recurring themes such as: power and authority, cultural interaction, economics, science and technology, and art. The objective of the course is for the student to understand and correlate the historical information to improve themselves as individuals and as a community.

Grade 10 Course Offerings

GOVERNMENT AND ECONOMICS 10

#211 Grade 10

NCAA Approved

This course will provide the student with fundamental knowledge regarding the American political and economic system. The primary objective is to help each individual make intelligent decisions as a citizen and consumer in today's society. Skills related to this objective will be stressed, along with factual knowledge and an emphasis on current topics. Problem solving activities will be an integral part of the course. Evaluation will be based on unit examinations, quizzes, class projects, homework, and participation.

HONORS GOVERNMENT AND ECONOMICS 10

#224 Grade 10

NCAA Approved

This course is designed for the college bound student who needs to reinforce his/her academic skills with high school level materials and activities. The content of the course will focus on American government and the American Capitalist System. Curriculum will be supported by current political and economic topics as they relate to class content. The theories behind, and actual operation of, our political and economic system will be presented in such a manner as to help the student make useful decisions pertinent to today's society. Central to this objective will be an emphasis on communications, reasoning, and study skills consistent with the needs and abilities of a college bound high school sophomore. Evaluation may consist of a combination of unit examinations, quizzes, out-of-class assignments, research projects, and class participation.

Grade 11 Course Offerings

Note: Students must complete either Modern American History or A.P. U.S. History. Other listings may be used for elective credit

MODERN AMERICAN HISTORY 11

#215 Grade 11 NCAA Approved

Modern American History places an emphasis on prominent people, events, and social changes that took place in America from 1920 to the present including current events that are shaping the current world. The course blends social, political, economic, and cultural events that show the history and evolution of the United States. Evaluation will be based on critical-thinking, writing skills, quizzes, tests, homework, participation, and note-taking skills.

AP UNITED STATES HISTORY

#230 Grades 11 NCAA Approved

AP United States History is designed for the student who desires an intensive study of American history from the colonial period to the present. Emphasis is on skill development consistent with the demands of a college level course. A particular focus of the course is to prepare each student for the Advanced Placement Examination. Evaluation is based upon unit and semester examinations, essay development, book reviews, class recitation, and a research paper. An additional quality point is given for this course if the student achieves a grade of "C" or better.

AP EUROPEAN HISTORY

#231 Grades 11 or 12 NCAA Approved

AP European History is designed to provide the students with skills and content knowledge required on the college level. The history of Europe includes political, social and economic, cultural, and intellectual themes. Grades are based on recitation in class quizzes and exams, project papers, and work reviews. Students may choose to take the Advanced Placement exam for college credit at the end of the year. An additional quality point is given for this course if the student achieves a grade of "C" or better.

AP COMPARATIVE GOVERNMENT & POLITICS

#233 Grades 11 or 12 NCAA Approved

This course will establish conceptual lenses to compare political and socio-economic phenomena in six countries: Great Britain, Russia, China, Iran, Nigeria, and Mexico. We will learn about the impact of political structure, political culture, political socialization, political recruitment, political institutions, interest groups, etc. on the domestic policies of these nations. The course is designed to introduce the discipline of comparative politics and to learn the art of critical analysis as we establish variables to compare across national boundaries. The methodology for the course will introduce theories of comparative politics, establish conceptual lenses to study it, and use countries as a comparative case studies.

Grade 12 Course Offerings

ACCELERATED SOCIOLOGY 12 (semester)

#222 Grade 12 NCAA Approved

Sociology will help students prepare for careers in an increasingly diverse world. Course content will focus on the scientific study of society. Students will be introduced to sociological theory and address important issues such as culture, social organization, inequalities, class structure, deviance, conformity, social change, and other contemporary social issues. Evaluation will consist of homework assignments, quizzes, essays, unit exams, and class discussions.

ACCELERATED PSYCHOLOGY 12 (semester)

#223 Grade 12 NCAA Approved

Psychology is designed to involve the student in the scientific study of behavior and the human mind. Emphasis is on understanding why people behave as they do and what may influence that behavior. Additional topics include theories of personality, development, thinking, memory, social behavior, disorders, and treatment. Psychology will offer important lessons that can be applied to any career. Evaluation will consist of homework assignments, quizzes, essays, unit exams, and class discussions.

AP PSYCHOLOGY

#232 Grade 12 NCAA Approved

AP Psychology is a Senior only course designed to introduce the student to the scientific study of the behavior and the mental processes of humans and animals. Students will study all of the major theories of psychology, as well as units on the brain, cognition, personality, behavior and disorders. Evaluation will be based upon quizzes, tests, homework assignments, and research. Students may choose to take the Psychology Advanced Placement exam for college credit at the end of the year.

AP COMPARATIVE GOVERNMENT & POLITICS

#233 Grade 11 or 12 NCAA Approved

This course will establish conceptual lenses to compare political and socio-economic phenomena in six countries: Great Britain, Russia, China, Iran, Nigeria, and Mexico. We will learn about the impact of political structure, political culture, political socialization, political recruitment, political institutions, interest groups, etc. on the domestic policies of these nations. The course is designed to introduce the discipline of comparative politics and to learn the art of critical analysis as we establish variables to compare across national boundaries. The methodology for the course will introduce theories of comparative politics, establish conceptual lenses to study it, and use countries as a comparative case studies.

AP EUROPEAN HISTORY

#231 Grades 11 or 12 NCAA Approved

AP European History is designed to provide the students with skills and content knowledge required on the college level. The history of Europe includes political, social and economic, cultural, and intellectual themes. Grades are based on recitation in class quizzes and exams, project papers, and work reviews. Students may choose to take the Advanced Placement exam for college credit at the end of the year. An additional quality point is given for this course if the student achieves a grade of "C" or better.

MATHEMATICS COURSES

Students must earn four credits in Mathematics to meet graduation requirements. AP courses fall under the AP contract (Appendix C) All Algebra courses will prepare students for the PA Keystone Exam in Algebra.

Students will have the ability to earn college credit by either enrolling in AP courses in Calculus AB or BC or in College in the High school courses in Business Calculus or Statistics, offered by the University of Pittsburgh.

If a student wishes to take two math courses simultaneously, he/she should seek the recommendation of the current teacher and counselor.

Course Overview

9 th Grade	10 th Grade	11 th Grade	12 th Grade
Algebra 1 A	Algebra 1 B	Accelerated Geometry	Accelerated Algebra II Business Math
Accelerated /Honors Algebra I	Accelerated Geometry	Accelerated Algebra II	Accelerated Pre-Calculus AP Statistics College Algebra/College Statistics Business Math
Accelerated /Honors Geometry	Accelerated Algebra II	Accelerated Pre-Calculus AP Statistics	College Algebra/College Statistics
Honors Algebra 2 and Honors Geometry	Honors Precalculus	AP Calculus AB AP Statistics	AP Calculus BC AP Statistics

ALGEBRA 1A

#010

Algebra 1A is year one of a two-year course in Algebra 1. Algebra 1A is designed to give students a strong foundation in algebra. Students will study various concepts which will focus on functions, solving and graphing linear equations and inequalities, writing equations of lines and applications to real world problems. Individual and group projects will be a component of this course.

ALGEBRA 1B

#011

Algebra 1B is year two of a two-year course in Algebra 1. Algebra 1B will focus on the second half of a traditional Algebra course with additional topics to prepare the student for the Keystone Exam given in the spring. Topics include systems of equations and inequalities, exponents, polynomials, and data analysis and probability. Individual and group projects will be a component of this course. Students are required to take the Keystone Algebra exam in May at the end of the Algebra 1B course only.

ACCELERATED ALGEBRA I

#331 NCAA Approved

The study of algebra expands what students know about applying operations to numbers to get specific facts to thinking in terms of patterns that are valid in many situations. Algebra 1 students spend much of the year modeling real life problems with constant rates of change. To do this, students explore the properties of real numbers, absolute value, proportional reasoning, systems of linear equations and inequalities, and a brief introduction to quadratic equations. All students are required to take the Keystone Algebra Exam offered in the spring.

HONORS ALGEBRA I

#332 NCAA Approved

Rigorous and fast paced, this course is designed for the college bound student. Topics include expressions; equations; function; real number properties; solving, graphing, and writing linear equations; functions and inequalities; systems of equations and inequalities; exponents; exponential functions; polynomials and factoring; quadratic equations; quadratic functions; radicals; and geometric connections. All students enrolled in this course must take the Keystone Algebra I Exam in May.

ACCELERATED GEOMETRY

#332 NCAA Approved

In this course, students will develop reasoning and problem-solving skills as they study topics including congruence and similarity, properties of lines, triangles, quadrilaterals, and circles. Students will use skills from algebra as well to solve problems by using length, perimeter, area, circumference, surface area, and volume to explore real world problems.

HONORS GEOMETRY

#332 NCAA Approved

Rigorous and fast paced, this course is designed for a future AP Calculus student. Topics include essentials of geometry, reasoning and proof, parallel and perpendicular lines, congruent triangles, triangle relationships, similarity, right triangles and trigonometry, quadrilaterals, transformation properties, circle properties, measuring length and area, surface area, and volume of solids.

ACCELERATED ALGEBRA II

#333 NCAA Approved

Students enrolled in this course are expected to apply prior knowledge to enhance current algebra practices. The study of functions including but not limited to linear, quadratic, cubic, quartic, piecewise, exponential, logarithmic, radical, and rational will be studied. Function operations and transformations, solving equations, and the use of the graphing calculator provide a common thread to link the units of study.

HONORS ALGEBRA II

#319 NCAA Approved

This course is a rigorous continuation of Algebra 1 and is designed for students who have demonstrated an advanced level of achievement in mathematics. Algebra 2 is the study of functions: linear, quadratic, cubic, piecewise, exponential, logarithmic, radical, and rational. Function operations and transformations provide a common thread to link the units of study. The curriculum is distinguished by a difference in pace, rigor, and the quality of work, not merely the quantity. This course is intended for students to take AP Calculus AB as juniors.

ACCELERATED TRIGONOMETRY AND PRE-CALCULUS

#334 NCAA Approved

This course is designed to prepare a student for the study of calculus. Students in this course make take College in the High School Business Calculus or AP Calculus AB the following year. The course begins with a study of trigonometry, including right triangles, graphing periodic functions, proving identities, and solving trigonometric equations. The second semester involves the deeper understanding of functions and their applications designed to increase students' knowledge of algebra.

HONORS TRIGONOMETRY AND PRECALCULUS

#336 NCAA Approved

This course includes the study of Trigonometry including right triangle trigonometry, graphing the six periodic trigonometry functions, verifying identities, and solving trigonometric equations. This course also includes an introduction to the polar coordinate system. A review of functions is explored while gaining a deeper understanding leading to an introduction to calculus.

COLLEGE ALGEBRA (semester)

#339 NCAA Approved

This course is designed to help prepare a college bound student for an introductory level college algebra course. Topics covered include but are not limited to factoring, binomial expansion, solving all types of equations, graphing various functions and their transformations, piecewise functions, and higher order polynomial functions. An introduction to trigonometry will be included as time permits.

COLLEGE STATISTICS (semester)

#355 NCAA Approved

This course is a one semester course designed for students who are interested in having an exposure to a statistics course. Students will learn the fundamentals of probability, methods of describing and displaying numerical and categorical data, distribution, association, sampling, confidence, and significance.

BUSINESS MATH

#660

This course will focus on using mathematics in financial planning for the future. Topics include discretionary spending, banking, credit, auto and home ownership, employment, taxes, investments, entrepreneurship, retirement, and budgeting.

CHS BUSINESS CALCULUS

#365

This course is recommended for students who have interests in business, economics, and other social sciences. The concepts taught in this course include a review of precalculus topics, limits, differentiation, integration, and problem solving with an emphasis on applications in the social sciences- especially business and economics. Students taking this course have the option of earning four (4) college credits from the University of Pittsburgh by paying approximately \$300.

A.P. STATISTICS

#316 NCAA Approved

This course is available to all students. The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. Required topics are Exploring Data, Sampling, Experimentation, Anticipating Patterns, and Statistical Inference. Students can earn college credit for this course with a qualifying score on the AP exam or a "C" or better in Applied Statistics, Math 115 taken through Carlow University.

A.P. CALCULUS AB

#315 NCAA Approved

This course consists of a full academic year of work in theoretical calculus and related topics that are comparable to a semester course of college calculus. AP Calculus AB is structured around three big ideas: limits, derivatives, and integrals. This course emphasizes a multi-representational approach, with concepts, results and problems being expressed and connected graphically, numerically, analytically, and verbally. All students enrolled in this course are expected to take the AP Calculus AB exam in May of each calendar year.

A.P. CALCULUS BC

#345

NCAA Approved

The AP Calculus BC course is equivalent to two semesters of college calculus. A working knowledge of differential calculus, success in AP Calculus AB, is required for entry into this course. This course extends into integral calculus and sequences and series with considerable attention paid to the theories underlying calculus. All students enrolled in this course are expected to take the AP Calculus BC exam in May of each calendar year.

SCIENCE COURSES

- All science course offerings are aligned with the Pennsylvania Science, Technology and Engineering Standards.
- Students must complete a minimum of 4 credits of science to graduate.
- All students are required to take at least one course in each of the natural sciences: biology, chemistry, and physics.
- All biology courses will prepare students for PA Keystone Exam in Biology, given in the Spring of 9th Grade.
- Students are encouraged to check with prospective colleges to ensure that appropriate courses are selected for potential college majors.
- Medical career paths would benefit from AP Courses in Biology and Chemistry as well as Organic Chemistry and Human Anatomy.
- Engineering career paths would benefit from AP Courses in Physics.
- AP courses fall under the AP contract (Appendix C)

9th Grade	10th Grade	11th Grade	12th Grade
Applied Biology	Applied Chemistry	Applied Physics	Applied Environmental Science
Accelerated Biology	Accelerated Chemistry	Accelerated Physics May Take Concurrently: Accel. Chemistry 2 Organic Chemistry Human Anatomy	Select 1 or More: AP Biology AP Chemistry AP Physics 1 AP Envir. Science Accel. Chemistry 2 Organic Chemistry Human Anatomy
Honors Biology	Honors Chemistry May Take Concurrently: AP Physics 1 if concurrently enrolled in Algebra II	AP Physics 1 or Accelerated Physics May Take Concurrently: AP Biology AP Chemistry AP Physics 2 Accel. Chemistry 2 Organic Chemistry Human Anatomy	Select 1 or More: AP Physics 1 AP Biology AP Chemistry AP Envir. Science AP Physics 2 Accel. Chemistry 2 Organic Chemistry Human Anatomy

APPLIED BIOLOGY

#430 Grade 9 NCAA Approved

This course uses a hands-on approach to teach the fundamental concepts of biology in preparation for post-high school academic endeavors. Topics include: basic biological principles, chemical basis for life, bioenergetics, homeostasis and transport, cell growth and reproduction, genetics, theory of evolution, and ecology. This course includes integration of technology, cooperative learning projects, hands-on labs, online labs, and research. Assessment is through multiple approaches such as exams, quizzes, projects, and presentations.

ACCELERATED BIOLOGY

#432 Grade 9 NCAA Approved

Recommendation: Successful completion of Science 8.

This course prepares students for a future academic development by providing a more in-depth, accelerated view of the world of living things. Topics covered include: basic biological principles, chemical basis for life, bioenergetics, homeostasis and transport, cell growth and reproduction, genetics, theory of evolution, and ecology. This course includes integration of technology, cooperative learning, laboratory experiments, and research. Assessment is through multiple approaches such as exams, quizzes, lab work, homework, projects, and presentations.

HONORS BIOLOGY

#433 Grade 9 NCAA Approved

Recommendation: Completion of Honors Science 8 with a minimum of a C or completion of Science 8 with a minimum of a B along with teacher recommendation.

This introductory biology course is designed for motivated students who may be interested in pursuing medical, research, or environmental careers. Honors Biology topics include: basic biological principles, chemical basis for life, bioenergetics, homeostasis and transport, cell growth and reproduction, genetics, theory of evolution, and ecology.

The two major goals of Honors Biology are to help students develop a conceptual framework for the study of biology and to gain an appreciation of science as a process. The primary emphasis of this course is the development of an understanding of biological concepts rather than memorization of facts and technical details. Four major notions are essential to this conceptual understanding. They are: a grasp of science as a process rather than as an accumulation of facts, personal experience in scientific inquiry, recognition of unifying themes that integrate the major topics of biology, and the application of biological knowledge and critical thinking to environmental and social concerns. Assessment is through multiple approaches such as written exams, lab work, homework, and class work.

#446 Grades 11 or 12 **AP BIOLOGY**
NCAA Approved

Recommendation: Successful completion of Honors Biology or completion of Accelerated Biology with a minimum of a B average with teacher recommendation.

Students interested in STEM or medical careers are strongly encouraged to take AP Biology. Students should also inquire about the electives, Human Anatomy and Organic Chemistry as concurrent courses with AP Biology.

This course is designed to be the equivalent of a full year (two semesters) of a general biology course including laboratory usually taken during the first college year. In this rigorous college level course, living organisms are studied from the cellular, genetic, organismal, and ecological perspectives. Evolution by natural selection is one of the central ideas that ties together much of the content in the course. Topics such as gene regulation and cell communication are explored and stressed in an attempt to more deeply understand the biology of living things at a cellular level. Students will regularly work with biological models and data sets to strengthen content learned in class. Laboratory activities will allow the students to pose their own questions and design experiments related to their questions. Students will apply statistical tests to best analyze data as well.

Students who select AP Biology should be self-disciplined and of the maturity level expected for a college level course. Students who complete this course are expected to take the AP Biology Exam; students who pass this exam may earn up to 8 college credits. Assessment is through exams, laboratory work, homework, and class participation.

#434 Grade 10 **APPLIED CHEMISTRY**
NCAA Approved

This course uses a hands-on approach to teach the fundamental concepts of chemistry in preparation for post-high school academic endeavors. Topics include: matter, phases, periodic table, and energy. This course includes integration of technology, cooperative learning projects, hands-on labs, online labs, and research. The skills covered during the course include the use and care of laboratory equipment, evaluation of simple equations, recording and analyzing data, and making and interpreting graphs. Assessment is through multiple approaches such as written exams, projects, lab work, homework, class participation.

#436 Grade 10 **ACCELERATED CHEMISTRY**
NCAA Approved

Recommendation: Students must pass Accelerated Biology, complete Applied Biology with an A average, or pass Applied Chemistry along with teacher recommendation and completion of Algebra I.

This course includes integration of technology, cooperative learning, and laboratory experiments. The course will cover the following topics: measurements, matter and energy, atomic theory and structure, periodic law, chemical bonding, chemical formulas and nomenclature, chemical equations and reactions, and stoichiometry. Applications to issues and topics from everyday life will be made while laboratory skills and cooperative skills are refined. Assessment is through exams, lab results and reports, homework, and class participation.

HONORS CHEMISTRY

#437

Grade 10

NCAA Approved

Recommendation: Successful completion of Honors Biology or completion of Accelerated Biology with a minimum of a B-average, along with teacher recommendation with completion of minimum of Algebra I.

This course is a comprehensive, laboratory-oriented introduction to chemistry intended to prepare students for AP science courses. Traditional principles and applications of chemistry include concepts of matter, energy, atomic structure, chemical bonding, periodic law, compound formula writing and nomenclature, composition stoichiometry, reactions, reaction stoichiometry, and gas laws. Laboratory skills are developed for performing experiments and for analyzing data. Application of general chemical knowledge to daily living, technology, and the environment is incorporated.

This course is designed for those students who have demonstrated exceptional abilities in mathematics and science and who desire a much more rigorous approach to chemistry. Students taking this course should be prepared to work on a more independent basis and should intend to take AP Chemistry in either their junior or senior year. Students who are interested in STEM careers will benefit from this course. Technology is an integral part of this course. Assessment is through exams, lab results and reports, homework, and class participation.

ACCELERATED CHEMISTRY II

#444 Grades 11 or 12

NCAA Approved

Recommendation: Completion of Accelerated Chemistry or Honors Chemistry.

A student who enjoys using mathematics, who is very interested in science, and who feels it may be a major role in his/her career choice should elect this course.

This course is a second year course designed for those students who have a need for or an interest in continuing study of chemistry and will prepare students for the freshman year of college. The topics covered include gases, thermochemistry, acids and bases, equilibrium, kinetics, nuclear chemistry, and electrochemistry. The labs integrate modern technologies to collect and analyze data. Student experiments and instructor demonstrations are also included as visible applications of theories. Practical examples of these theoretical concepts being applied to everyday life are extensively used throughout the course.

This course is highly recommended for the college bound student who is planning a career in science, mathematics, medicine, engineering, or a related field.

AP CHEMISTRY

#447

Grades 11 or 12

NCAA Approved

Recommendation: Successful completion of Honors Chemistry or completion of Accelerated Chemistry with a minimum of a B average with teacher recommendation along with completion of a minimum of an Algebra I course.

Students interested in AP Chemistry would benefit from concurrently enrolling in Organic Chemistry. Students interested in STEM, Engineering, and Medical careers will benefit from this course.

This course is designed to be the equivalent of a full year (two semesters) of a general inorganic chemistry course including laboratory usually taken during the first college year. In this course, the student will attain a depth of understanding of the fundamentals of chemistry and a reasonable competence in dealing with chemical problems. This course should contribute to the development of the student's ability to think clearly and to express their ideas, orally and in writing, with clarity and logic.

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, electrochemistry, and equilibrium. A heavy emphasis will be placed on problem solving and laboratory investigation.

Students who select AP Chemistry should be self-disciplined and of the maturity level expected for a college level course. Students who complete this course are expected to take the AP Chemistry Exam; students who pass this exam may earn up to 8 college credits. Assessment is through exams, laboratory work and reports, homework, class participation, and short projects.

APPLIED PHYSICS

#435 Grade 11 NCAA Approved

This course uses a hands-on laboratory approach to teach the fundamental concepts of physics. Topics include: energy, work, motion, and forces. This course includes integration of technology, hands-on labs, online labs, and research. The skills covered during the course include the use and care of laboratory equipment, evaluation of equations, recording and analyzing data, and making and interpreting graphs. Assessment is through multiple approaches such as written exams, projects, lab work, homework, class participation.

ACCELERATED PHYSICS

#442 Grades 11 NCAA Approved

Recommendation: Successful completion of Accelerated Chemistry I and at least concurrently enrolled in an Algebra II mathematics course. However, a trigonometry-based mathematics course is preferred.

This course is highly recommended for students preparing to go to college or technical school in the fields of science, engineering, math, medicine, or education.

This course is an accelerated, comprehensive, laboratory-oriented introduction to physics. It focuses on conceptual understanding and computational problem solving using hands-on activities and includes a lab period once a week. Emphasis will be directed to the application of major principles to everyday experiences. The following topics will be of major concern during the year: measurement, objects in motion, forces and Newton's laws of motion, energy and momentum conservation, and collisions. Laboratory experiences provide opportunities for students to engage in science practices as they conduct experiments, make predictions, collect and analyze data, apply mathematical routines, develop explanations, and communicate about their work. Assessment is through multiple approaches such as written exams, projects, lab work, homework, and class participation.

AP PHYSICS 1: Algebra-Based

#438 Grades 10, 11 or 12 NCAA Approved

Recommendation: Students may select to concurrently enroll in this course in 10th grade with Honors Chemistry. This course is highly recommended for all students preparing to go to college in the fields of science, engineering, math, and medicine.

AP Physics 1 is an advanced placement, algebra-based, laboratory-oriented, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore topics including: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound. Inquiry-based laboratory experiences provide opportunities for students to engage in science practices as they design plans for experiments, make predictions, collect and analyze data, apply mathematical routines, develop explanations, and communicate about their work.

Students who select AP Physics 1 should be self-disciplined and of the maturity level expected for a college level course. Students who complete this course are expected to take the AP Physics 1 Exam; students who pass this exam may earn up to 4 college credits. Assessment is through exams, laboratory work and reports, homework, class participation, and short projects.

AP PHYSICS 2: Algebra-Based

#439 Grades 11 or 12 NCAA Approved

Prerequisite: Successful completion of AP Physics 1.

This course is highly recommended for all students preparing to go to college in the fields of science, engineering, math, and medicine.

AP Physics 2 is an advanced placement, algebra-based, laboratory-oriented, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: fluids; thermodynamics; electrical force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics. Inquiry-based laboratory experiences provide opportunities for students to engage in science practices as they design plans for experiments, make predictions, collect and analyze data, apply mathematical routines, develop explanations, and communicate about their work.

Students who select AP Physics 2 should be self-disciplined and of the maturity level expected for a college level course. Students who complete this course are expected to take the AP Physics 2 Exam; students who pass this exam may earn up to 4 college credits. Assessment is through exams, laboratory work and reports, homework, class participation, and short projects.

APPLIED ENVIRONMENTAL SCIENCE

#448

Grade 12

NCAA Approved

This course examines the delicate balance that exists in the ecology of our planet. Environmental science is a multidisciplinary field that integrates physical, biological, and information sciences to the study of the environment and the solutions to environmental problems. The major units studied include population dynamics, overpopulation, pollution, alternative energy, climate change, destruction of rainforests, and endangered species. Environmental Science incorporates the social sciences for understanding human relationships, perceptions, and policies toward the environment. Issues such as the understanding of earth processes, evaluating alternative energy systems, pollution control and mitigation, natural resource management, and the effects of global climate change will be examined. Assessment is through unit exams, quizzes, class projects, and class participation.

AP ENVIRONMENTAL SCIENCE

#460

Grade 12

NCAA Approved

Prerequisite: Students must have successfully completed at least one full year of biology, chemistry, and physics in order to take this course.

Recommendation: Students are encouraged to dual-enroll in science classes senior year.

AP Environmental Science is an advanced placement, introductory course equivalent to a semester of college environmental science. The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

Students who select AP Environmental Science should be self-disciplined and of the maturity level expected for a college level course. Students who complete this course are expected to take the AP Environmental Science Exam; students who pass this exam may earn up to 3 college credits. Assessment is through exams, laboratory work and reports, homework, class participation, and short projects.

Science Electives

HUMAN ANATOMY

#449 Grades 11 or 12 NCAA Approved

Recommendation: Successful completion of a minimum of a biology and chemistry course.

Students interested in medical careers will benefit from this course.

Human Anatomy will enable students to develop an understanding of the relationships between the structures and functions of the human body. Topics covered will include the basic organization of the body and major body systems along with the impact of diseases on certain systems. Students will also learn the mechanisms for maintaining homeostasis within the human body. This course will involve laboratory activities, textbook materials, models, diagrams, and clinical studies. This course is designed for college preparation especially for biology and health career majors. Assessment is through multiple approaches such as written exams, lab work, homework, and class participation.

ORGANIC CHEMISTRY

#450 Grades 11 or 12 NCAA Approved

Recommendation: Successful completion of a minimum of a biology and chemistry course.

Students interested in STEM, engineering, and medical fields will benefit from this course. Students enrolled in AP Chemistry are strongly encouraged to take this course concurrently.

This course is designed to teach the basic nomenclature, structures, reactions and properties of aliphatic and aromatic hydrocarbons and their derivatives, including alcohols, esters, ethers, aldehydes, ketones, amines, amides, and others. Techniques of purification, separation, and synthesis are practiced in the laboratory. The student will evaluate the impact of organic compounds on our standard of living and the environment. This course is intended for students planning to major in biology, chemistry, chemical engineering, pharmacy, and certain medical fields. Assessment is through exams, labs, and class participation.

FORENSIC SCIENCE

#451 Grades 11 or 12 (Semester) NCAA Approved

This course will examine the unifying principles of forensic science, discuss the rooting of forensic science in the pure sciences, and introduce the unique ways in which a forensic scientist must think. Students will work through interactive exercises and discuss various scenarios. Topics covered include blood analysis, hair analysis, fiber comparisons, paints, glass compositions, and soil comparisons. This course involves all areas of science including biology, anatomy, chemistry, physics, and earth science with an emphasis in complex reasoning and critical thinking. In addition, students must incorporate the use of technology, communication skills, language arts, art, family and consumer science, mathematics, and social studies. Assessment is through exams, homework, class participation, and performance assessments with students working in teams to solve crimes using scientific knowledge and reasoning.

ECOLOGY

#456 Grades 11 or 12 (Semester) NCAA Approved

This course is a semester that examines the balance that exists in the ecology of our planet. The major units studied include: basic ecological principles, six terrestrial biomes of the world, human ecology including overpopulation, pollution, alternative energy, climate change, destruction of rainforests, and endangered species. Assessment is through unit exams, class projects, and class participation.

WORLD LANGUAGE COURSES

World Languages offerings include French and Spanish. Students will follow a sequential program in each language. The goal of all language courses is for students to achieve communicative proficiency. The World Language teachers strongly encourages students to commit themselves to a full program, studying one language for four years between Grades 8 and 12, and to elect a second language when scheduling allows. It is highly recommended for the college-bound student or anyone wishing to pursue further education to have at least two years of a world language. AP courses fall under the AP contract (Appendix C)

French 1

French 2

French 3

AP French Language and Culture

Spanish 1

Spanish 2

Spanish 3

AP Spanish Language and Culture

FRENCH 1

#501 Grades 9, 10, 11, or 12 NCAA Approved

French 1 is an introduction to French and focuses on the four key areas of world language study: listening, speaking, reading, and writing. The primary purpose of the course is to prepare students to be college-ready, well-rounded global citizens who can communicate effectively in French and are aware of the cultural influences of the French heritage at home and abroad.

Each lesson introduces new vocabulary and grammar concepts through listening comprehension, speaking, and writing activities. Simple grammatical structures are practiced in innovative and interesting ways with a variety of learning styles in mind. Various forms of assessments will monitor the language progression. Students selecting this course should have a minimum of a C grade in their English class.

FRENCH 2

#502 Grades 9, 10, 11, or 12 NCAA Approved

French 2 continues the study of French by expanding meaningful expression in both speaking and writing. The primary purpose of the course is to prepare students to be college-ready, well-rounded global citizens who can communicate effectively in French and are aware of the cultural influences of French heritage at home and abroad. Each unit consists of new vocabulary themes and grammar concepts, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices that reinforce vocabulary and grammar. Various forms of assessments will monitor the language progression. Students selecting this course should have attained at least a C grade in French 1.

FRENCH 3

#503 Grades 10, 11 or 12 NCAA Approved

French III provides a greater emphasis on the French language, grammar, and culture. The primary purpose of the course is to prepare students to be college-ready, well-rounded global citizens who can communicate effectively in French. This course is a continuation of the beginning level courses and is designed to help the student continue learning the French language. In this course, students practice listening, speaking, reading and writing skills. Throughout the course, students will expand their vocabulary and use of increasingly complex grammatical structures are introduced and practiced in innovative and interesting ways. Students learn about the culture, people, geographical locations, and histories of the French-speaking world. Various forms of assessments will monitor the language progression. Students selecting this course should have attained at least a C in French 2

AP FRENCH LANGUAGE AND CULTURE

#505 Grades 11 or 12 NCAA Approved

The AP French Language and Culture is designed to lead students toward mastery of all aspects of the language equal to an intermediate college course in composition and conversation. This class is noticeably more rigorous both in and out of class than the other levels. Students cultivate their understanding of the French language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges.

SPANISH 1

#521 Grades 9, 10, 11, or 12 NCAA Approved

This course is designed to enhance students' ability to learn a world language. Students will be expected to use the target language extensively in class to enhance their communicative skills. Students will develop their listening, speaking, reading, and writing skills through oral and written presentations. Short cultural readings will provide authentic insight into Spanish culture worldwide. Students will have the opportunity to work with technology in an interactive manner. In addition to classroom participation, students will be assessed through regularly assigned homework, quizzes, projects, and a comprehensive end of year test. It is recommended that students selecting this course should have a minimum of a C average in their English course from the previous year.

SPANISH 2

#522 Grades 9, 10, 11, or 12 NCAA Approved

Spanish 2 continues the study of Spanish by expanding meaningful expression in both speaking and writing. Each unit consists of new vocabulary topics and grammatical concepts, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices that reinforce vocabulary and grammar. This course includes a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students are actively engaged in their own language learning, understand common vocabulary terms and phrases, use a wide range of grammar patterns in their speaking and writing, participate in conversations and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries. Various forms of assessments will monitor the language progression.

SPANISH 3

#523 Grades 10, 11 or 12 NCAA Approved

Spanish 3 provides a greater emphasis on the Spanish language, grammar, and culture. The primary purpose of the course is to prepare students to be college-ready, well-rounded global citizens who can communicate effectively in Spanish. This course is a continuation of the beginning level courses and is designed to help the student continue learning the Spanish language. In this course, students practice listening, speaking, reading, and writing skills. Throughout the course, students will expand their vocabulary and use of increasingly complex grammatical structures are introduced and practiced in innovative and interesting ways. Students learn about the culture, people, geographical locations, and histories of the Spanish -speaking world. Various forms of assessments will monitor the language progression. Students selecting this course should have attained at least a C in Spanish 2

AP SPANISH LANGUAGE AND CULTURE

#525 Grades 11 or 12 NCAA Approved

The AP Spanish Language and Culture course is designed to lead students toward mastery of all aspects of the language equal to an intermediate college course in composition and conversation. This class is noticeably more rigorous both in and out of class than the other levels. Students cultivate their understanding of Spanish language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges.

BUSINESS EDUCATION COURSES

The courses in the Business Education will fulfill elective credit requirements.

Accounting 1

Accounting 2

Business Publications, formerly Graphic Design (semester)

Business Publications II, formerly Advanced Graphic Design (semester)

Web Design (semester)

Simulation Academy (semester)

Virtual Business Challenge (semester)

Money Matters - *Required Course under Elective Credits* (semester)

Entrepreneurship (semester)

Introduction to Business and Marketing (semester)

2D Video Game Design (GameMaker)

3D Video Game Design (Unity)

ACCOUNTING I

#601 Grades 10, 11, or 12

This course provides students with skills useful in life related to banking, credit, taxes, invoices, and payroll. Students are introduced to basic accounting principles for a service business organized as a proprietorship. Students will learn the basics of completing an accounting cycle and all of the financial statements that must be completed according to generally accepted Accounting principles. Sophomores wanting to take this course should be good academic students with an overall C average or better. Grades are based on homework, class work, and chapter tests.

ACCOUNTING 2

#602 Grades 11 or 12

This course is for students who have career objectives in Accounting or any other business fields such as finance, economics, marketing, financial planning, or management. The basic principles of Accounting 1 are reviewed and applied to a merchandising business organized as a partnership. A full accounting cycle will be studied with the new addition of payroll, taxes as related to payroll, and merchandise. Automated Accounting Software is utilized to reinforce concepts and introduce how their basic knowledge of manual accounting is enhanced by the use of the computer and accounting software. Grades are based on homework, class work, and chapter tests.

***Prerequisite: Students must have completed Accounting 1 with a C or better**

BUSINESS PUBLICATIONS, formerly Graphic Design (semester)

#643 Grades 9, 10, 11, or 12

Business Publications is an applications software course that allows student to utilize their creativity skills to create professional-quality business publications for print using advanced layout and design techniques. A great emphasis is placed on the concepts and procedures of graphic design for integrating text, graphics, stationery, fact sheets, newsletters, advertisements, posters, brochures, and much more. This course is highly recommended for students who have an interest in the technology or business fields, specifically to utilize their creative skills through general layout and design of documents.

BUSINESS PUBLICATIONS 2, formerly Advanced Graphic Design(semester)

#644 Grades 9, 10, 11, or 12

Recommendation: Successful completion of Graphic Design

Business Publications 2 is an applications software course that continues to utilize their creative skills to design advanced professional-quality business publications for print. They continue their skill set from graphic design and create custom logos, custom templates, and multiple page documents using master pages, create slogans, and much more.

WEB DESIGN (semester)

#649 Grades 9, 10, 11, or 12

The students will create web pages, add links and images, insert tables, and create templates and CSS styles using Dreamweaver CC. The students will also learn to create graphics and text, create custom animation, and create buttons to help customize web pages with a purpose and a goal for a specific target audience using design basics and a navigation map.

SIMULATION ACADEMY (semester)

#645 Grades 9, 10, 11, or 12

This class is designed to allow the students to choose which real world industry simulation they would like to focus on for a semester, and as a result, learn the many facets of business ownership, marketing, management, and product development and sales. Each semester this course offers the following different simulations including the topics of Business Management, Sports and Entertainment Management, Restaurant Marketing and Management, Hotel Management, Fashion Marketing, Retail Management, Personal Finance, and Accounting (if the students has completed one level of Accounting). Students who take this class can take it multiple semesters and choose a different simulation each time for a possible total of up to seven (7) semesters.

VIRTUAL BUSINESS CHALLENGE (semester)

#647 Grades 9, 10, 11, or 12

Compete against students from around the country in the *Virtual Business Challenge* which is operated through the software company that operates Simulation Academy and Money Matters. There is no homework. Class is driven by a simulation program. Grades are based on the completion of unit assignments, quizzes, and successful completion of the Simulation Exercises all of which meet State and National Standards for Literature and Math. Since students are competing at the State Level, grades will be determined on a scale developed based on their final standings throughout the State. Because the game only runs until the end of the third nine weeks, students will select another in-house simulation to work to complete the end of the semester.

MONEY MATTERS (semester) (Required Course under Elective Credits)

#662 Grades 10 or 11

Have you ever wondered what your life will be like when you graduate high school? You have probably thought about the bigger picture such as getting a job, going to college, joining the military, renting an apartment or buying a house, and being able to make enough money to not only buy the things you need but also the things that you want. Money Matters is designed to provide students with the tools needed to understand some of the biggest financial decisions that they will have to make throughout their lives. From goal setting and formulating a financial plan to choosing the right investment and insurance policy, students will develop valuable lifelong skills for making career decisions, managing money, and creating a secure financial future into retirement. This course is intended to help students prepare for a lifetime of financial literacy, and is designed for students who want to get the most from their money. Managing money is a very important skill set for all young adults and this course will help them succeed with that.

ENTREPRENEURSHIP (semester)

#664 Grades 10, 11, or 12

One of the greatest privileges afforded by the U.S. economic system is the ability for any U.S. citizen to own and operate his or her own business known as Free Enterprise. In Entrepreneurship you will assume the role of a business owner. The form of business ownership you will assume will be that of a sole proprietorship. A sole proprietorship is a business owned and operated by one person. As a business owner in this simulation you will be required to choose a business to own and operate and complete a series of individual projects to successfully create a comprehensive business plan for your chosen business. This is an excellent course for students who think they would like to start or manage a business, as well as any college bound student to understand the workings of business as an employee or a consumer.

INTRODUCTION TO BUSINESS AND MARKETING (semester)

#666 Grades 10, 11, or 12

Marketing is a part of everyone's daily lives, even if we are unaware of it. From billboards along the interstate to email messages in our inboxes, marketing surrounds us. Possessing a basic understanding of how marketing works can help you make informed choices as a consumer, as well as plan for future careers in business and marketing. Introduction to Business and Marketing provides students with an overview of course concepts that are valuable and impact the world of marketing. The course provides real world and current examples of relevant companies and organizations. The course includes hands on creation of a marketing plan which can be carried over into the *Entrepreneurship Class* in a subsequent semester, although it does not need to be taken in any particular order. There is a companion website that is used throughout, which enables the students to prepare from a remote location.

2D VIDEO GAME DESIGN (GameMaker)

#650 Grades 9, 10, 11, or 12

Students will receive an introduction to basic programming by creating 2D executable games with GameMaker software. Students will design their games based on the Game Maker scripting language. The game design process of planning, implementing, reviewing and adjusting will be utilized as students create a program their games. Problem solving skills will be used and improved to debugging programming errors. Major topics include Sprites (pictures), objects, rooms. Backgrounds, instances, user interface, managing variables, managing game iteration, creating the scores, play-test evaluation, game evaluation, game timers, high scores and sound.

3D VIDEO GAME DESIGN (Unity)

#652 Grades 9, 10, 11, or 12

Are you ready to take your programming skills into the next dimension? Learn how to create dynamic Unity™ 3D games using the same industry-standard developing engine as professionals. You will create two fully executable games that can be played on many platforms and added to your digital portfolio.

FAMILY AND CONSUMER SCIENCES COURSES

The courses in Family and Consumer Sciences will fulfill Elective Credit requirements.

Culinary Arts I (semester)

Culinary Arts II (semester)

Child Development (year)

Advanced Child Development (year; double period)

Bake Shop (semester)

Sports Nutrition (semester)

CULINARY ARTS I (semester) Formerly Foods I

#701 Grades 9-12

This class is a semester course for any student interested in learning the basics of food preparation and kitchen management which are necessary life skills. Students will prepare recipes using various cooking techniques and will work in teams practicing cooperation skills including communication, decision making, problem solving, and conflict management. Particular emphasis will be placed on learning the nutritional value in everyday foods and how good food choices make a healthier lifestyle. Topics include kitchen equipment and utensils, sanitation practices, knife skills, dairy products, fruits and vegetables, grains, quick breads, and eggs.

CULINARY ARTS II (semester) Formerly Foods II

#702 Grades 9-12

Prerequisite: Successful completion of Culinary Arts I

This class is a semester course for the student who wants to further their skills in food preparation and nutritious meal planning. The class will consist of reinforcement of the skills learned in Culinary Arts I with an emphasis on more challenging cooking skills. Meats, yeast breads, soups, casseroles, pastry, and desserts are some of the units that will be covered in this class. Students will also have the opportunity to prepare recipes of their choosing for other labs, in addition to practicing budgeting and meal planning skills.

BAKE SHOP (semester)

#709 Grades 10-12

Prerequisite: Successful completion of Culinary Arts I

Bake Shop is a competition-based course in which groups will write recipes and produce baked goods based on various themes. Groups will compete against one another and present dishes to a panel of judges upon completion. Students will create various treats throughout the semester including, but not limited to, quick breads, pies, cookies, cupcakes, and candies. Students should have successfully completed Culinary Arts I and/or Culinary Arts II before taking this course as the techniques are much more advanced.

SPORTS NUTRITION (semester)

#703 Grades 10-12

Prerequisite: Successful completion of Culinary Arts I

This course will give students a greater understanding of nutritional needs as they pertain to sports and fitness. Students will analyze their current eating habits, formulate a plan based on their calculated needs, understand the different nutrients our bodies need, and design a healthy eating plan. Students will spend time in the culinary arts kitchen preparing and modifying recipes covering meals, pre- and post-workout fuel, snacks, and beverages. Participating in a school sport is not a requirement of this class. We welcome all students interested in learning more about maintaining healthy weight, gaining muscle mass, losing body fat, or staying hydrated.

CHILD DEVELOPMENT

#705 Grades 10-12

Child Development is a year-long, one period course designed for any student interested in having their own children in the future or considering a career working with children. Prenatal health and development will be discussed, as well as the physical, cognitive, and social/emotional development of children through age five. The first semester will also include learning the skills and techniques needed for participating in the Keystone Oaks Nursery School program. Teaching techniques are demonstrated and practiced, and educational theories are discussed. Students will also be required to complete the Real Care Baby project in which they will take care of a computerized baby. During the second semester, students will apply their knowledge of planning, preparing, and carrying out lesson plans while participating in the nursery school program. Students will supervise and teach children between the ages of 3 ½ and 5 on Mondays, Wednesdays, and Fridays for approximately 12 weeks.

ADVANCED CHILD DEVELOPMENT

#706 Grades 11-12

Prerequisite: Successful completion of Child Development

Advanced Child Development is a year-long, double-period course designed to provide students with the skills necessary for career planning in one of the many fields related to child care and development. The class is involved in the operation of the Keystone Oaks Nursery School program, supervising and teaching children between the ages of 3 ½ to 5 years of age. Two twelve-week sessions meeting Mondays, Wednesdays, and Fridays will be offered (one session per semester). The high school students plan, prepare, and coordinate all of the themes and lessons for the nursery school children. Both in-school and outside field trips are planned to help enhance the class for both the nursery school and high school students.

This course is an excellent continuation of Child Development for any student interested in early childhood education, elementary education, day care employment, and careers involving children. If a student has taken Child Development as a sophomore, they may elect to take Advanced Child Development during both their junior and senior years.

Note: Offering and delivery of courses 705 and 706 may be adjusted depending on whether the nursery school program can be offered, due to the status of COVID-19 restrictions.

COMPUTER SCIENCE COURSES

Class of 2024 and beyond must take .5 credit in Computer Science. AP courses fall under the AP contract (Appendix C)

COMPUTER SCIENCE DISCOVERIES (semester)

#350 NCAA Approved

Computer Science Discoveries is an introductory computer science course. The course takes a wide lens on computer science by covering topics such as problem solving, programming, physical computing, user centered design, and data, while inspiring students as they build their own websites, apps, animations, games, and physical computing systems.

A.P COMPUTER SCIENCE PRINCIPLES

#353 NCAA Approved

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. Required topics are Creativity, Abstraction, Algorithms, Programming, Internet, Global Impact, Data, and Information. Students can earn college credit for this course with a qualifying score on the AP exam or a “C” or better in Informational Technology, IT 205 taken through Carlow University.

A.P. COMPUTER SCIENCE A

#356 NCAA Approved

AP Computer Science A is an introductory, college level computer science course. Students cultivate their understanding of coding through analyzing, testing, and writing code. Required topics are Methods and Control Structures, Class Design, Arrays, Array Lists, and 2- Dimensional Arrays. Students can earn college credit for this course with a qualifying score on the AP exam or a “C” or better in Introduction to Computer Science, CS 110 taken through Carlow University.

TECHNOLOGY EDUCATION COURSES

The courses in Technology Education will fulfill STEAM and/or elective credit requirements.

Accelerated Technology Education

Manufacturing Technologies

Engineering and Design

CADD (Computer Aided Drafting and Design)

Mobile App Design (semester)

Game Character and Environment Design (semester)

Robotics

Advanced Robotics

ACCELERATED TECHNOLOGY EDUCATION formerly Advanced Technology Education

#721 Grade 9

Accelerated Technology Education is a hands-on activity-based course that explores the technological systems of communication, transportation, production and manufacturing fields of study. Students will work independently and within teams to design hands-on solutions to a variety of problems using sketching and industry standard 3-D design, Laser engraver/3D printer technology, Pen Lathe tech, and modeling software. The structured activities and open-ended design projects will help students develop planning, documentation, communication, career preparation, and other professional skills. The student run EdCorp will create a business plan, advertise and promote, produce and sell products, interact with real clients, and create and manage an ecommerce website, along with other aspects of the entrepreneurship process.

MANUFACTURING TECHNOLOGIES formerly Creating Technology

#720 Grades 9, 10, 11, or 12

Manufacturing Technologies is a yearlong course designed to introduce students to the technology laboratory providing an in-depth introduction to the proper and safe ways to use a variety of tools, technologies, machines, materials, and processes found in skilled trades, manufacturing, and 21st century careers. Lessons are designed to prepare students with lifelong skills and knowledge to solve real world problems and be successful, contributing citizens. Students will gain practical and apply accumulated knowledge, along with science, technology, engineering, and math (STEM) concepts to create, design, and build a variety of teacher assigned, as well as self-selected projects with teacher guidance and supervision. Although most projects focus on wood tools, machines, and manufacturing, other materials and technologies including plastics, metals, coatings, CNC, CAD, and Laser Engraving are explored. Skills and information learned in Manufacturing Technologies will prepare and are needed for those planning to take the class of Engineering and Design. Students enrolled in Manufacturing Technologies also have opportunities to apply their skills and knowledge by helping with stage set design, community projects, and the Technology Education student run Educational Corporation (EdCorp).

ENGINEERING AND DESIGN formerly Research and Design

#722 Grades 10, 11, or 12

Recommendation: Successful completion of Manufacturing Technologies

Engineering and Design is a yearlong course intended for students to enhance and apply the skills, tools, technologies, machines, materials, processes and knowledge gained throughout Technology Education to create individual, team, and/or teacher selected design projects. This course is designed to engage students in the engineering design process, applying science, technology, engineering, and math concepts (STEM) to research, and develop detailed design plans in order to create design projects. Students have access and are encouraged to utilize a variety of tools, technologies, materials, and processes both available in class and some that students may need to provide on their own. Lessons and project requirements are developed for those students interested in an accelerated opportunity to further enhance knowledge and skills needed to be better prepared with lifelong skills and knowledge to solve real world problems and for those interested in pursuing skilled trades, manufacturing, and 21st century careers. Students enrolled in Engineering and Design also have opportunities to apply their skills and knowledge by helping with stage set design, community projects, and the Technology Education student run Educational Corporation (EdCorp).

CADD (Computer Aided Drafting and Design)

#723

Grades 9, 10, 11, or 12

This course will introduce three areas of computer aided drafting and design (CADD). First, Basic computer hardware, software and operating systems will be discussed, including two-dimensional CADD mechanical drawing creation and editing techniques. Secondly, this course will apply architectural drafting practices to the CADD environment. Two-dimensional plans (including plumbing, HVAC, electrical, etc.) will be developed. Site plans and presentation are some of the topics that will be discussed. Lastly, this course will cover 3D modeling in Autodesk Inventor and 3DS max. The students will then create working drawings and 3D printing files.

Post-Secondary goals for CADD can include any type of trades, drafting degree with emphasis in mechanical or architectural, or degree in engineering.

MOBILE APP DESIGN (semester)

#621

Grades 9, 10, 11, or 12

In this course, students will use professional game design techniques to create playable mobile games add to a game design portfolio. Using GameSalad, students will learn the fundamentals of game balance, apply competition and playfulness, demonstrate a working knowledge of triangularity, and debug using iterative game design.

Post-Secondary goals for Mobile app design can be study in computer science and game design.

GAME CHARACTER AND ENVIRONMENT DESIGN (semester)

#727

Grades 9, 10, 11, or 12

Learn the 3D modeling techniques used in movies, visual effects, video games, cartoons, commercials, and animation. Using 3DS Max, you will work in this highly skill-based art form to manipulate and sculpt pure imagination into substantial forms. 3D modeling is a vast technology which is used in various fields such as video games, movies, architecture, illustrations, engineering, and advertising.

ROBOTICS

#725

Grades 9, 10, 11, or 12

Students will walk through the design and build a mobile robot. These robots use motors, servos, analog sensors, and digital sensors. During this process, they will learn key STEP principles and robotics concepts. At the culmination of this class, they will learn key engineering principles. This modular and project-based curriculum teaches the design process in an engaging, hands-on manner to challenge, motivate, and inspire students. By moving through an actual engineering project, students quickly understand the relevance of what they are learning.

The curriculum is created to ensure that students with varying learning styles and levels can accomplish the lesson goals. No prior robotics experience is required; beginners are able to advance sequentially through the units to gradually increase their knowledge and skill level. Post-Secondary goals for Accelerated Robotics can include a two-year degree in mechatronics, computer science, and electronics. Bachelor's degrees can include Computer Science, Mechanical Engineering, and Computer Engineering.

ADVANCED ROBOTICS

#726

Grades, 10, 11, or 12

Advanced robotics is designed around any specific competition game. The lessons learned and concepts described apply equally to a robot being built for an in-classroom game to a robot being built to participate in a VEX Robotics competition. The students will design and build custom robots for the VEX Competition. Pneumatics will be introduced in advanced robotics.

Students will apply the concepts of physics, engineering, and computer programming while competing. The class will be separated into robotic teams. Within these teams, there will be builders, programmers, and CADD designers. The students will collaborate on their ideas and skills to successfully complete the competition. Post-Secondary goals for Accelerated Robotics can include a two-year degree in mechatronics, computer science, and electronics. Bachelor's degrees can include Computer Science, Mechanical Engineering, and Computer Engineering.

Pre-Requisite: Successful completion of Robotics

FINE ARTS COURSES

The courses in Fine Arts will fulfill STEAM and/or elective credit requirements.

ART

Make Your Mark (semester) ***formerly Drawing***

Passion, Patrons, Paint (semester) ***formerly Painting***

Earth, Fire, and Water (semester) ***formerly Ceramics***

Get Fired Up! (semester) ***formerly Ceramics***

As the Wheel Turns ***formerly Advanced Ceramics***

Symbol, Style, Statement (semester)

Creativity and Innovation (semester)

Monumental Makeovers (semester)

Fine Arts Studio (semester)

Fashion, Fad, and Fantasy (semester)

***MUSIC**

*Chorus

*Symphonic Band

*Jazz Band Ensemble

Music for You

Music Appreciation (online course; semester)

Music Theory (online course; semester)

*These music courses are offered as a 4 year sequenced program.

ART COURSES

All art courses utilize the design process, Habits of Mind, and 21st Century Skills. Art courses will build confidence and skill in communication, collaboration, and the ability to provide self-direction, as well as think and act interdependently. Students will be encouraged to develop creativity, flexibility, and problem-solving abilities, while establishing and implementing projects responsibly.

MAKE YOUR MARK (semester) formerly Drawing

#760 Grades 9, 10, 11, or 12

How can we “read” and “write” without using words? Have you ever been asked to draw or write on paper and not know where to start? Is a scribble, art? How can doodling make you smarter?

Whether you consider yourself an artist or not, this is your chance to make your mark and be heard! Go beyond the pretty picture and explore the world from different points of view. Engage and exercise your senses through a series of drawing challenges. Use marks as a beginning to experiment with ideas, form opinions and develop your art smarts.

Go ahead, Make Your Mark today!

PASSION, PATRONS, PAINT (semester) formerly Painting

#761 Grades 9, 10, 11, or 12

From finger-painted refrigerator art to master works in the finest museums in the world, discover your passion and inspiration.

Identifying your passion is a life-long journey that may change over time. It helps us to persist even when we are not always successful. Artists make personal decisions about what they see, feel and imagine.

However, when patrons finance the arts, passion may be sacrificed affecting the artist's personal style, subject, and meaning.

Dive into a new world by exploring, experimenting and identifying your personal style in paint.

EARTH, FIRE, WATER (semester) formerly Ceramics

#762 Grades 9, 10, 11, or 12

Did you ever wonder why someone would have gone into the ocean, picked up a clam, opened it up and ate its contents? Or wonder why someone would have dug into the Earth using its muddy, sticky material to create a cup that served many purposes including holding all meals and drinks? A cup that was revered in ceremony and also used to hold precious treasures?

From the beginning of time, clay has been a raw material for artists to manipulate. The transformation of dirt, sand, and water into functional and decorative ware is a notable journey.

Join our mission to uncover what lies beneath the clay and reveal unique hand-made works employing slab, coil, and pinch pot techniques.

GET FIRED UP! (semester) formerly Ceramics

#763 Grades 9, 10, 11, or 12

Sweltering 98 degree summer days have nothing on us! In this course, our clay work endures 2,000+ degrees making it stronger, durable, and everlasting! Around here, we Get Fired Up about our work!

A seamless extension of the first hand-build level “Earth, Fire, Water,” continued knowledge and skill will strengthen our learning experience in slab, pinch-pot and coil construction. Explore new methods including drape and altered forms providing opportunity to fan the fuel of imagination.

Are you ready to “Get Fired Up”?

Prerequisite: Successful completion of Earth, Fire, Water

AS THE WHEEL TURNS (year) formerly Advanced Ceramics

#764 Grades 9, 10, 11, or 12

Have you ever been to the Renaissance Fair or Three River’s Art’s Festival? If so, you may have witnessed the mesmerizing process of a potter throwing clay on the wheel. How can a bowl, cup, or plate possibly be formed from a mound of mud? What trickery is this?

When you get down to it, there is no trickery involved! Determination, observation, grit, and the willingness to get a little dirt under your nails are some of the key elements for success.

The exploration, development, and mastery of clay manipulation at all stages of production will empower you with the ability and knowledge to create both functional and decorative forms on the potter’s wheel.

As the course develops, you will fine tune your centering, dropping, cutting and trim moves while exploring altered forms uniting both wheel-thrown forms and hand-built techniques. Experiment and develop texture and layered glaze color applications, making each work a true reflection of your unique self.

So put on your apron, tie your hair back and get ready to experience an art form like no other!

FINE ARTS STUDIO (semester)

#747 Grades 9, 10, 11, or 12

Explore a vast range of multi-media mediums and techniques. Examine and apply thoughtful art elements and principles into designs, utilizing a multitude of tools and techniques. Get ready to explore fine arts the KO way!

SYMBOL, STYLE, STATEMENT (semester)

#766 Grades 9, 10, 11, or 12

Have you ever grabbed a mocha cappuccino from Starbucks, rode the ‘T’ to hear a group at **Stage A&E**, and noticed the **graffiti** on the bridges? If so, you have been exposed to symbols, styles, and statements that artists utilize to permeate our culture and everyday lives.

Learn to see symbols everywhere and interpret their meaning. How is style influenced by personal choices? In fact, our choices communicate who we are, how we think, and what we feel. Broaden your horizons. Be intrigued by the world’s beauty, nature’s power, and vastness of the universe. Explore materials to communicate your vision of the world and your place in it.

CREATIVITY AND INNOVATION (semester)

#767 Grades 9, 10, 11, or 12

What is creativity? How is innovation necessary in an ever changing world? How many of us wish we were more creative?

Creativity is a trait that is as much desired as it is admired. Artists are not the only ones who find value in being creative. Businesses are taking note as well. In a global survey of more than 1500 CEOs from 60 countries and 33 industries worldwide, creativity was identified as the most crucial factor for future success.

Creativity is a process that can be practiced. Learn how to set yourself up for the "Ah-ha" moment, then know what to do when it happens.

Regardless of your career goals, discovering and developing creativity and exploring innovation have lifelong benefits.

MONUMENTAL MAKEOVERS (semester)

#768 Grades 9, 10, 11, or 12

How can we take our traditional school and transform it into an extraordinary setting? How does environment affect our perception and knowledge?

Artists alter environments to affect change, and build community. Apply design thinking concepts to plan and create spaces that engage the senses and enhance learning.

Immerse yourself into a hands-on learning experience that cooperates and connects with other content areas and clientele.

FASHION, FAD, and FANTASY (semester)

#770 Grades 9, 10, 11, or 12

Are you a trend-setter or do you follow a lead? When does a fad become fashionable? How can you utilize fantasy and imagination to fuel creativity and creation?

One day, you'll look at old pictures of yourself and wonder, why in the world did I wear that clothing, drive that car or think that chevron print was cool? What was I thinking?

Believe it or not, older generations probably wore clothing and drove cars with similar styles. Ask yourself, what is fashionable and who decides what is popular?

Whether you consider yourself trendy or not, this is your chance to share your energy and vision.

MUSIC COURSES

Why Learn Music?

Music is a science.

- It is precise, specific, and it demands exact acoustics. A musician's piece of music and a conductor's full score are charts, graphs which indicate pitches, frequencies, intensities, volume changes, melody, and harmony all at once and with the most exact control of time.

Music is mathematical.

- It is rhythmically based on the subdivisions of time into fractions which the musician must compute instantaneously while performing.

Music is a foreign language.

- Most of the terms are in Italian, German, or French, among others. The notation is certainly not English, but a highly developed kind of shorthand that uses symbols to represent complex ideas. Understood throughout the world, Music is the most complete and universal language.

Music is history.

- Music usually reflects the setting and time of its creation, and it can often be attributed to a specific place by simply listening or studying the specific composer's background.

Music is a physical education.

- It requires fantastic coordination of fingers, hands, arms, legs, lips, cheek, and facial muscles, in addition to extraordinary control of the diaphragm, back, stomach, and chest muscles for breath control, which respond instantly to the sound the ear hears and the mind interprets.

Music is all these things, and so much more, but most of all music is art.

- It allows a human being to take all these difficult techniques and concepts and use them to create human emotion. That is one thing that is uniquely human: emotion, feeling, excitement, call it what you will, but...😊

That is Why We Learn Music! 😊

EVALUATION FOR ALL BANDS AND CHOIRS

Students who select a music class will be evaluated on participation in class, a limited number of rehearsals, attendance at concerts, and general improvement. Please consult the Music Course Syllabi for additional information. **For performing ensembles, PARTICIPATION IN REHEARSALS AND CONCERTS IS MANDATORY.**

CHORUS

#771 Grades 9, 10, 11, or 12

The concert choir is a group of students with a desire to sing. This chorus offers the opportunity to participate in an active singing group that contributes to the life of the school and community. Elements of vocal technique and concepts in musicianship are incorporated through preparation for various public performances. The chorus performs in December and May. Important considerations include ability to sing, commitment within the group, and positive individual contributions. Specific concert attire is required as well as some evening performance times.

SYMPHONIC BAND

#775 Grades 9, 10, 11, or 12

Prerequisite: Prior experience playing a band instrument.

The Symphonic Band course is a continuation of the instrumental music education program for students who have had previous experience in playing a band instrument. Enrollment in Symphonic Band is considered enrollment in Marching Band and vice versa. This course seeks to expand the technical, intellectual, and spiritual horizons of young band musicians by promoting the highest performance standards possible along with the development of creativity, flexibility, and versatility on the part of each band student. All types of quality concert band literature are studied with the goal of expanding each student's level of music appreciation, as well as, preparing them for playing with college and community bands. Several symphonic band concerts are scheduled throughout the year and allow students ample performance opportunities while emphasizing the development of a commitment to the group. Specific concert attire is required as well as some evening performance times.

JAZZ ENSEMBLE

#776 Grades 9, 10, 11, or 12

Prerequisite: An audition and/or teacher recommendation and signature is required before students are permitted to schedule this course. Students are not permitted to schedule Jazz Band without first scheduling Symphonic Band except by written permission of the instructor.

This is a specialized ensemble designed for advanced instrumental students who want to expand their knowledge and performance ability through the study of jazz and pop music styles. Instrumentation is limited to the standard jazz band grouping of 5 saxophones, 4 trumpets, 4 trombones, guitar, bass-guitar, drums and keyboards, however, multiple players in each section are encouraged. All types of quality jazz band literature are studied both in written form, as well as through the development of improvisation skills. Several concerts are scheduled throughout the year and allow students ample performance opportunities while emphasizing the development of commitment to the group. Specific concert attire is required as well as some evening performance times.

MUSIC FOR YOU

#782 Grades 9, 10, 11, or 12

This high school music elective is designed to allow students to pursue independent study in a specific area of music that interests them. Students will propose a method of study in their chosen area, then implement that plan with consultation and assistance from the instructor throughout the year. Possible topics include, but are not limited to, electronic music/MIDI/DAW, guitar, piano/keyboard, songwriting, and traditional wind band instruments, string orchestra instruments, percussion, voice, and music theory.

PHYSICAL EDUCATION COURSES

Physical Education/Health 9 and 10

Physical Education 9 and 10*

Physical Education 11 and 12

Personal Fitness/Health for Athletes 9 and 10

Personal Fitness for Athletes 9 and 10*

Personal Fitness for Athletes 11 and 12

Students may only take a Physical Education course once per semester

*May be taken as an elective in addition to completing required course with Health option. PE with Health must be taken by the end of the 10th grade year

PHYSICAL EDUCATION and HEALTH 9/10

(semester – students will take this course in ninth or tenth grade)

#854 Grade 9 and 10

The high school physical education program is designed to enhance the physical, mental and social development of students through participation in a wide variety of physical activities. A key objective of the program is to promote student wellness and lifetime fitness. The Physical Education Department offers units designed to develop activity skills as well as physical fitness. Health will also be integrated into course content

PHYSICAL EDUCATION 9/10

(semester – students will take this course in ninth or tenth grade)

#910 Grade 9 and 10

The high school physical education program is designed to enhance the physical, mental and social development of students through participation in a wide variety of physical activities. A key objective of the program is to promote student wellness and lifetime fitness. The Physical Education Department offers units designed to develop activity skills as well as physical fitness.

PHYSICAL EDUCATION 11/12 (semester)

#915 Grade 12

The high school physical education program is designed to enhance the physical, mental and social development of students through participation in a wide variety of physical activities. A key objective of the program is to promote student wellness and lifetime fitness. The Physical Education Department offers units designed to develop activity skills as well as physical fitness.

PERSONAL FITNESS/HEALTH FOR ATHLETES 9/10 (semester)

(semester – students will take this course in ninth or tenth grade)

#856 Grades 9 and 10

This course is a must for the student who wishes to become better, faster and stronger. Our goal is to create a better, well-rounded athlete. This course includes but is not limited to improving the following; strength, power, speed, balance, agility, and mental discipline. This is a semester course that meets five days a week. Classes are held in the weight room, wrestling room, and track. There is no game play. Students who are serious about enhancing their bodies, love to work hard, and want to be the best they can be, should consider Personal Fitness for Athletes. Health will also be integrated into course content.

PERSONAL FITNESS FOR ATHLETES 9/10 (semester)
(semester – students will take this course in ninth and tenth grade)

#920 Grades 9 and 10

This course is a must for the student who wishes to become better, faster and stronger. Our goal is to create a better, well-rounded athlete. This course includes but is not limited to improving the following; strength, power, speed, balance, agility, and mental discipline. This is a semester course that meets five days a week. Classes are held in the weight room, wrestling room, and track. There is no game play. Students who are serious about enhancing their bodies, love to work hard, and want to be the best they can be, should consider Personal Fitness for Athletes.

PERSONAL FITNESS FOR ATHLETES 11/12 (semester)

#925 Grades 11 and 12

This course is a must for the student who wishes to become better, faster and stronger. Our goal is to create a better, well-rounded athlete. This course includes but is not limited to improving the following; strength, power, speed, balance, agility, and mental discipline. This is a semester course that meets five days a week. Classes are held in the weight room, wrestling room, and track. There is no game play. Students who are serious about enhancing their bodies, love to work hard, and want to be the best they can be, should consider Personal Fitness for Athletes.

APPENDIX A

ALTERNATIVE OPTIONS FOR EARNING CREDIT AND/OR MEETING SEQUENTIAL COURSE REQUIREMENTS

A. Alternative options for earning credit must relate directly to the achievement of Academic Standards. These options include:

1. Higher Education Courses. The following provisions apply to achieving Academic Standards in higher education courses:
 - a. High School students eligible to enroll in a dual enrollment program from an accredited institution of higher education may be permitted to use the dual enrollment course to satisfy graduation requirements provided that:
 - * The course is taught at the college level and is recognized by the higher education institution as a credit-bearing course.
 - * The student satisfactorily completes the requirements of the college course.
 - * A transcript of the completed college course is submitted by the higher education institution to the counseling office.
 - b. If a student takes a college course during their cohort years (9-12), they will receive credit, but the grade will only be factored into the student's high school cumulative GPA if the course is used to satisfy the credit requirements in one of the four core academic areas (English, math, history, science).
 - c. Any student taking a college course will be responsible for all fees incurred.
2. Keystone Oaks Cyber Academy: Students may enroll and demonstrate academic achievement in the District's cyber school program, with prior approval from the high school principal. Credit will be awarded and student grade point average will be applied to their transcript. Students will be required to adhere to the KO Cyber program procedures outlined in the cyber program contract.
3. Education Experiences. Students may demonstrate achievement of Academic Standards and earn elective credit through completion of courses in accredited educational programs outside the school which have a planned course format that meets Chapter 4 regulations and is approved by the principal in advance.

Credits earned in educational programs approved by the principal which do not follow Chapter 4 regulations will be graded on a "PASS/FAIL" basis and will not be computed in the student's quality point average.

Credit Recovery for a Failed Class

There are two (2) options available for a student who has failed a class.

Option 1: **Scheduling and retaking the class the following year / semester at Keystone Oaks High School.** Under this option, the grade and credit earned will be applied to the GPA during the year/semester the class was rescheduled and passed. The grade earned during the year/semester the class was failed will not change and will still be applied to the GPA and reported on the transcript.

Option 2: **Completing an approved summer school or equivalent program.** Under this option, the grade and credit earned for the summer school class will be applied to the GPA. The grade earned during the year/semester the class was failed will not change and will still be applied to the GPA and reported on the transcript. The course must be completed and accompanying documentation must be provided to the student's counselor by August 15th. Failure to complete the course by this date will result in the student repeating the failed course.

APPENDIX B

Course Waiver Form



KEYSTONE OAKS HIGH SCHOOL
1000 KELTON AVENUE • PITTSBURGH, PA 15216
PHONE 412.571.6000 • FAX 412.571.6006

Keystone Oaks High School Course Waiver Form

Student Name: _____

Recommended Course: _____

Accelerated Course: _____

At Keystone Oaks High School, we encourage students to challenge themselves by taking rigorous courses that will help to prepare them for the curriculum of more advanced courses at the high school and post-secondary school. Additionally, since motivation and interest are important variables in student success, we realize that current academic performance may not predict future academic performance. Consequently, if you believe that your son/daughter is capable of being successful in this accelerated course, you may complete this form to request admission to the course. This course waiver form cannot be used to circumvent prerequisite courses.

Please provide a written rationale for your request which will help the Principal to gain a better understanding of your child before rendering a decision. Also, understand that scheduling and staffing issues may prohibit a change to the recommended course at a later date. Additionally, while teachers typically offer extra support for their students, you should not expect the teacher to provide extensive tutoring for your child in this advanced course. If necessary, a meeting to discuss the recommendation will be held in the summer.

The teacher of the accelerated course may request a review of the placement with the student and parent at the mid-way point of the first nine-weeks in order to discuss the appropriateness of the placement.

Comments from both the child and the parent (Please use back or attach a separate sheet(s) of paper):

Student's Signature: _____ Parent's Signature: _____

Teacher's Signature: _____ Counselor's Signature: _____

(For Office Use Only)

___ Approved ___ Not Approved (Reason): _____

Principal's Signature: _____ Date: _____

WWW.KOSD.ORG
KEYSTONE OAKS IS AN EQUAL OPPORTUNITY SCHOOL DISTRICT



KEYSTONE OAKS HIGH SCHOOL
 1000 KELTON AVENUE • PITTSBURGH, PA 15216
 PHONE 412.571.6000 • FAX 412.571.6006

SCHOOL COUNSELING DEPARTMENT

Dear _____,

Your child has selected a class(es) for the 2021-2022 school year that has not been recommended. If your child insists on taking the class(es), please be advised that he/she may encounter difficulties. If you have any questions pertaining to your child's schedule or our rationale for not recommending the class(es), please contact your child's counselor as soon as possible. Otherwise, please sign at the bottom where indicated and select whether or not you would like your child's schedule to be changed to reflect the recommendation(s). Return this form to the High School Counselor Office at the address listed above by August 1st, 2021. You may also email the appropriate counselor to verify receipt of this notification and indicate if any changes are to be made.

CLASS(ES) NOT RECOMMENDED

CLASS(ES) RECOMMENDED

Sincerely,

 Counselor Signature

 Date

Ms. Jennifer Tom – (412) 571-6067; tom@kosd.org
 Ms. Nicole Varrenti – (412) 571-6068; varrenti@kosd.org

Please change my child's schedule to include the recommended classes.
 Please do not make any changes to my child's schedule.

 Parent Signature

 Date

 Student Signature

 Date

IMPORTANT: If your child's counselor does not receive this form or an email message by August 1st, their schedule will be changed and he/she will be enrolled in the recommended class(es) listed above.

WWW.KOSD.ORG
 KEYSTONE OAKS IS AN EQUAL OPPORTUNITY SCHOOL DISTRICT

APPENDIX C

AP Student Contract

The Advanced Placement (AP) Program is intended to challenge and prepare students for the rigor of college. Students who take AP courses are more attractive candidates to college admissions offices, are more likely to persist in college, and may earn college credit or advanced placement if they earn a 3, 4, or 5 on AP exams in May. To account for the rigor, AP Courses are assigned an additional 1.0 weight on the GPA scale. To receive these added academic benefits, it is expected that students and parents understand and are willing to comply with the following:

- I understand that the academic rigor, pace and teacher expectations are that of a college level class, and I must be self-motivated to study and prepare for this course.
- I understand that the AP exam is an expectation of the course, agree to register for and take the corresponding AP exam in May.
- I understand if I do not take the exam, the course will become an Honors course and only assigned 0.5 additional weight
- I understand that I am exempt from the final exam if I take the AP exam.
- I understand I will be charged the \$13 College Board returned exam fee if I opt out of the exam.

It is imperative that both students and their families are aware of the benefits and expectations of taking Advanced Placement courses. By signing below, I am acknowledging that I have read, understand and will adhere to the expectations listed above.

Student Name: _____

AP course(s): _____

Student Signature: _____

Parent/Guardian Signature: _____