

# **CYBER ACADEMY PROGRAM OF STUDIES 2020-2021**



## **Grades 9-12**

**South Fayette High School**  
3640 Old Oakdale Road, McDonald, Pennsylvania 15057  
Phone 412-221-4542/Fax 724-693-9843

Dr. Laura M. Hartzell, Principal  
TBD, Assistant Principal

Draft

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**SOUTH FAYETTE SCHOOL DISTRICT**  
**School District Administration, Faculty and Staff**

**School District Board Members**

<b><u>NAME AND PHONE EXTENSION</u></b>
Mr. Leonard Fornella, President (433)
Mr. Alan Vezzi, Vice President (431)
Mr. William Ainsworth (446)
Mr. Paul Brinsky (432)
Mrs. Teresa Burroughs (443)
Mrs. Lena Hannah (438)
Mr. Thomas Iagnemma (445)
Dr. Jennifer Iriti (436)
Mr. Todd Petrillo (434)

**Listing of District Administration**

<b><u>NAME AND PHONE EXTENSION</u></b>	<b><u>TITLE</u></b>
Dr. Kenneth Lockette (413)	Superintendent
Dr. Jeffrey Evancho (408)	Assistant to the Superintendent for Secondary Education
Mrs. Stephanie DeLuca (348)	Assistant to the Superintendent for Elementary Education
Dr. Rachel Andler (429)	Director of Student Support Services
Mr. Brian Tony (406)	Director of Finance
Mrs. Maria Brewer Aguilar (416)	Assistant Director of Finance
Dr. Laura Hartzell (242)	High School Principal
TBD (265)	High School Assistant Principal
Ms. Kristin Deichler (224)	Middle School Principal
Mr. Kevin Maurer (224)	Assistant Middle School Principal
Mr. Tom Kaminski (336)	Intermediate School Principal (3-5)
Ms. Kristen Johnson (328)	Intermediate School Assistant Principal (3-5)
Mrs. Laurie Gray (612)	Elementary School Principal (K-2)
Mr. Tyler Geist (337/328)	Elementary School Associate Principal (K-2)
Mrs. Gretchen Tucci (415)	School Psychologist/Asst. Director of Student Support Services
Dr. Conchetta Bell (404)	School Psychologist/Asst. Director of Student Support Services
Mr. Mark Keener (225)	Director of Athletics
Mrs. Aileen Owens (402)	Director of Technology and Innovation
Mr. Rob Warfield (245)	Network Systems Administrator
Mrs. Lee Ann Jubas (662)	Network Systems Specialist
Mrs. Kimberly Sahady (556)	Technology/Staff Training Specialist
Mr. Brandon Soubie (452)	Director of Transportation
Mrs. Tricia Wood (279)	Director of Food Service
Mr. Steve Timmins (129)	Director of Facilities
Mr. Reggie Hale (217)	Maintenance Manager
Mr. Steve Lower (238)	Custodial Manager

**High School Counseling Department**

<b><u>NAME AND PHONE EXTENSION</u></b>	<b><u>TITLE</u></b>
Mr. David Houseman (252)	School Counselor ( <i>A thru K</i> )
Mrs. Julia Martin (251)	School Counselor ( <i>L thru Z</i> )
Mrs. Emily Sharro (254)	College and Career Counselor
Mr. Tanner Jones (425)	Social Worker
Mrs. Dana Bloom (250)	Assistant for Counseling

# High School Administrative Office Staff

<u>NAME AND PHONE EXTENSION</u>	<u>TITLE</u>
Mrs. Kathy Demnyan (240)	Assistant for Athletics and Student Activities
Mrs. Jodi Holley (221)	Assistant to the Principal
TBD (222)	Assistant for Attendance and Student Center
Mrs. Julie Karabinos (241)	Assistant to the Principal
Mrs. Penny Miller (223)	School Nurse
Mr. Joe Silhanek (235)	Dean of Students
Sergeant Jeff Sgro (732)	Security Resource Officer

# High School Faculty

<u>NAME</u>	<u>DEPARTMENT</u>
Mrs. Barth	<i>Business Technology</i>
Ms. Capelli	<i>Special Education</i>
Mr. Caprio	<i>Business Technology</i>
Mrs. Carranza-Wood	<i>Instrumental Music</i>
Ms. Cerchiaro	<i>Social Studies</i>
Ms. Chagnon	<i>Physical Education and Health</i>
Mrs. Chaves	<i>World Language - Spanish</i>
Mrs. Clonan	<i>World Language - Spanish</i>
Ms. Contis	<i>Art</i>
Ms. Crapis	<i>Science</i>
Ms. Deitrick	<i>Science</i>
Mr. Del Re	<i>Social Studies</i>
Mrs. Dennison	<i>Early Childhood Development</i>
Mrs. Dorsey	<i>Mathematics</i>
Mr. Eldridge	<i>Physical Education and Health</i>
Mrs. Elek	<i>Vocal Music</i>
Mrs. Endy	<i>World Language - French</i>
Mrs. Fink	<i>English as a Secondary Language</i>
Mr. Flannery	<i>Business Technology</i>
Mr. Franjoine	<i>Math</i>
Mr. Fraser	<i>English</i>
Mr. Garlick	<i>Technology Education</i>
Ms. Grinko	<i>Science</i>
Dr. Gutshall	<i>Science</i>
Mrs. Habib	<i>Science</i>
Mrs. Hackworth	<i>Social Studies</i>
Ms. Hallett	<i>Special Education</i>
Mr. Hausman	<i>English</i>
Mr. Hobbs	<i>Mathematics</i>
Mr. Houseman	<i>School Counselor (A thru K)</i>
Mr. Iagnemma	<i>Physical Education</i>
Mr. Isaac	<i>Science</i>
Ms. Jenkins	<i>English</i>
Mr. Jones	<i>Guidance/Social Worker</i>
Ms. Karger	<i>English</i>
Mr. Klein	<i>Social Studies</i>
Mrs. Lortz	<i>Computer Science</i>
Mrs. Lutz	<i>Special Education</i>
Mrs. Marchinsky	<i>English</i>
Mrs. Martin	<i>School Counselor (L thru Z)</i>

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# High School Faculty Continued

<u>NAME</u>	<u>DEPARTMENT</u>
Mr. McArdle	<i>Social Studies</i>
Mrs. McCafferty	<i>Special Education</i>
Mrs. McCullough	<i>Computer Science</i>
Mr. McGowan	<i>Science</i>
Ms. McGuire	<i>Science</i>
Mr. Mikan	<i>Social Studies</i>
Mrs. Miller	<i>Nurse</i>
Mrs. Okel	<i>Science</i>
Mrs. Palmer	<i>Mathematics</i>
Mrs. Pappas	<i>Special Education</i>
Mrs. Perry	<i>Business Technology</i>
Ms. Ptak	<i>English</i>
Mrs. Quirk	<i>Enrichment Coordinator</i>
Mrs. Rabi	<i>English and Theatre Arts</i>
Ms. Reed	<i>English</i>
Mr. Reasey	<i>Mathematics</i>
Ms. Roche	<i>Mathematics</i>
Mrs. Rogowicz	<i>Special Education</i>
Mrs. Roth	<i>Mathematics</i>
Mrs. Rudy	<i>Special Education</i>
Mr. Salvucci	<i>Social Studies</i>
Ms. Schreffler	<i>Special Education</i>
Mrs. Scott (Rihtarchik)	<i>English</i>
Mr. Sekelik	<i>Social Studies</i>
Mr. Seybert	<i>Science</i>
Mrs. Sharro	<i>College and Career Counselor</i>
Mrs. Shrewsbury	<i>English</i>
Mr. Silhanek	<i>Social Studies</i>
Mrs. Simon	<i>Librarian</i>
Mrs. Sirc	<i>Mathematics</i>
Mr. G. Smith	<i>English</i>
Mr. T. Smith	<i>Social Studies</i>
Mrs. Smyczek	<i>Special Education</i>
Mr. Stewart	<i>Mathematics</i>
Mrs. Surloff	<i>World Language – Spanish</i>
Ms. Surunis	<i>English</i>
Mrs. Tupper	<i>String Orchestra</i>
Mrs. Ullom	<i>Mathematics</i>
Mrs. Wiernik	<i>World Language - German</i>
Mr. Winans	<i>Science</i>
Mr. Yeager	<i>Business Technology</i>
Dr. Yerace	<i>Social Studies</i>

# South Fayette High School

## CYBER ACADEMY PROGRAM OF STUDIES

### GRADING SYSTEM

The evaluation of pupil progress and achievement is the responsibility of each member of the professional staff of South Fayette High School. Grades will reflect a student's progress as to the quality of performance and the educational growth of the student.

Grading will be by percentage points and based upon points earned for course requirements such as tests, projects, reports and class participation. Grades will be reported as percentages.

**Specific requirements established by each individual teacher for every course will be distributed to students, discussed with each class, posted in classrooms, and will be on file in the Main Office for your review.**

The grading scale is as follows:

Grading Scale of Academic/Regular Courses		
Grade	Scale	Quality Points
<b>A+</b>	100 - 98%	4.25
<b>A</b>	97 - 93%	4.00
<b>A-</b>	92 - 90%	3.75
<b>B+</b>	89 - 88%	3.25
<b>B</b>	87 - 83%	3.00
<b>B-</b>	82 - 80%	2.75
<b>C+</b>	79 - 78%	2.25
<b>C</b>	77 - 73%	2.00
<b>C-</b>	72 - 70%	1.75
<b>D</b>	69 - 65%	1.00
<b>F</b>	64 - Below	--
<b>I</b>	*Incomplete	--

\*Indicates that the student has not completed all course requirements. Course work must be completed within ten (10) school days or the student will receive an "F" for any work not completed.

**W -** Indicates the student withdrew from the course within the required time limit. No penalty accompanies this grade.

**WF -** Indicates course withdrawal after the established limit. The student receives a failure grade in the course. This does affect the QPA of a student.

### HONOR ROLL

Honor Roll will be determined by grades earned during each of the four nine-week periods.

**Highest Honor:** Students who achieve a **4.00** Quality Point Average and above will be placed on the Highest Honor Roll.

**High Honor:** Students who achieve a **3.75** Quality Point Average and above will be placed on the High Honor Roll.

**Honor:** Students who achieve a **3.25** Quality Point Average and above will be placed on the Honor Roll.

### DETERMINATION OF GRADE POINT AVERAGE



To calculate a GPA for any given quarter take the quality points assigned to each grade and multiply each by the credit assigned to that specific course. Add all of those amounts and divide by the total number of credits taken. This will give you the GPA for that quarter.

#### **Calculation Example**

<u>Course</u>	<u>Grade</u>	<u>Quality Points</u>	<u>Credit</u>	
AP English	96	5.00	1.0	$5 \times 1 = 5$
Economics 12	91	3.75	1.0	$3.75 \times 1 = 3.75$
Advanced Art IIIA	95	4.00	.5	$4 \times .5 = 2$
				$10.75 \div 2.5 = 4.3 \text{ GPA}$

The cumulative GPA is calculated based on the final grade for each course taken.

#### **CLASS RANK**

Class Rank is calculated at the end of the year only in grades nine and ten and at the end of each quarter in grades eleven and twelve. Valedictorian and Salutatorian will be determined at the end of the third nine weeks in grade twelve. Class rank is determined by ranking the students in order according to cumulative quality grade point average.

Class rank will not be listed on transcripts and will not be disclosed by the District. Class rank will be maintained internally.

Class rank will be kept privately for scholarship purposes. Students should mark "my school does not rank" when completing college applications. South Fayette will continue to recognize the Valedictorian and Salutatorian until the Class of 2023.

#### **WEIGHTED QUALITY POINTS**

Students who enroll in Honors and Advanced Placement ("AP") classes and receive a letter grade of "C-" or above will earn quality points based on the following scales:

**Grading Scale for Honors Courses**

<b>Grade</b>	<b>Scale</b>	<b>Quality Points</b>
<b>A+</b>	100 - 98%	4.75
<b>A</b>	97 - 93%	4.50
<b>A-</b>	92 - 90%	4.25
<b>B+</b>	89 - 88%	3.75
<b>B</b>	87 - 83%	3.50
<b>B-</b>	82 - 80%	3.25
<b>C+</b>	79 - 78%	2.75
<b>C</b>	77 - 73%	2.50
<b>C-</b>	72 - 70%	2.25
<b>D</b>	69 - 65%	1.00
<b>F</b>	64 - Below	--

**Grading Scale for Advanced Placement Courses**

<b>Grade</b>	<b>Scale</b>	<b>Quality Points</b>
<b>A+</b>	100 - 98%	5.25
<b>A</b>	97 - 93%	5.00
<b>A-</b>	92 - 90%	4.75
<b>B+</b>	89 - 88%	4.25
<b>B</b>	87 - 83%	4.00
<b>B-</b>	82 - 80%	3.75
<b>C+</b>	79 - 78%	3.25
<b>C</b>	77 - 73%	3.00
<b>C-</b>	72 - 70%	2.75
<b>D</b>	69 - 65%	1.00
<b>F</b>	64 - Below	--

**HONORS AND ADVANCED PLACEMENT COURSES OFFERED**

The following courses are identified as Honors and Advanced Placement courses for the 2020-2021 School Year. This selection was based on the content of the curriculum and/or the consideration that the course was above the requirements for graduation as outlined in the Student Handbook and Program of Studies.

**Honor Courses:**

Honors English 9  
 Honors English 10  
 Honors English 11  
 Honors English 12  
 Honors Argument - CHS  
 Honors Geometry  
 Honors Algebra II  
 Honors Linear Algebra - CHS  
 Honors PreCalculus  
 Honors Calculus - CHS  
 Honors Statistics and Probability - CHS  
 Honors Human Anatomy & Physiology  
 Honors Biology  
 Honors Chemistry  
 Honors Physics  
 Honors Civics 9  
 Honors World Cultures 10  
 Honors American Cultures 11 - CHS  
 Honors Economics 12  
 World Language - 4<sup>th</sup> Level (Honors) - CHS

**AP Courses:**

AP English 11: Language and Composition  
AP English 12: Literature and Composition  
AP Calculus AB - CHS  
AP Calculus BC – CHS  
AP Biology  
AP Chemistry  
AP Physics  
AP U.S. History  
AP Economics  
AP U.S. and Comparative Government and Politics - CHS  
AP European History – CHS  
AP French - CHS  
AP Music Theory  
AP Computer Science

Prerequisites for admission to Honors and Advanced Placement courses for the 2019-2020 School Year will be as follows:

1. To stay on the same level of course (Honors to Honors, AP to AP), a percentage grade of 80% or above is needed in the previous course in that departmental area
2. To move UP one level (Regular to Honors, Honors to AP), a percentage grade of 85% or above is needed in the previous course in that departmental area
3. To move UP TWO levels (Regular to AP), a percentage grade of 93% or above is needed in the previous course in that departmental area, plus completion of a "skills packet" developed by the teacher to "bridge" any gaps that would be missing between a regular course and the highly significant rigor in an AP college-level course, as well as strong teacher recommendation
4. Overall QPA of 3.0 or better
5. Teacher recommendation (per Program of Studies)

Students who do not meet the overall QPA of 3.0 or better criteria but DO meet the other two criteria may file an appeal through the Guidance Department to have their case reviewed.

## **COLLEGE IN HIGH SCHOOL COURSES OFFERED**

The following courses are College in High School courses for the 2019-2020 School Year. This selection was based on approval by the partnering college/university. Students enrolled in these courses can earn college credit from the partnering college/university.

### **College in High School Courses:**

Honors Argument - CHS  
Honors Calculus – CHS  
Honors Linear Algebra - CHS  
Honors Statistics and Probability – CHS  
Honors American Cultures 11 – CHS  
World Language - 4<sup>th</sup> Level (Honors) – CHS  
A.P. Calculus AB - CHS  
A.P. Calculus BC – CHS  
A.P. French - CHS  
A.P. U.S. & Comparative Government & Politics - CHS  
A.P. European History – CHS

### **MAKE-UP WORK**

The following guidelines have been established for make-up work in the high school.

1. If a student is absent from class for one (1) day, he/she upon return to school is required to submit all work due that was assigned prior to the day of absence and take test(s) assigned prior to the day of absence provided no new material on the test was taught that day.
2. If a student is absent from class for more than one (1) day, the student has make-up days equivalent to the number of days absent from the day he/she returns to school to make-up all work (tests, quizzes, assignments, etc.). It is the responsibility of the student to meet with the teacher before or after class to make proper arrangements and secure the information needed regarding the tests, etc., that needs to be completed.
3. In extenuating circumstances, when a student has been absent due to illness, accident, etc. for more than seven (7) consecutive days, provisions may be made to extend the timeline for make-up work.
4. Students who fail to fulfill their responsibilities for make-up work will receive a "0" for the work, tests, etc. not completed.

\*Students who are absent from class for excused reasons, including approved school activities, must be given the opportunity to make up all work and cannot be penalized academically for not being present in class, provided they complete all make-up work according to the above guidelines.

Students who participate in an approved school activity must check with their teachers to receive information concerning classroom work previous to participating in the activity.

Approved school activities include those listed on the daily bulletin, field trips, school programs, athletic events, etc. Visits to the Guidance Office, other teacher's areas, writing lab, etc., are **not** legitimate reasons to be absent from a scheduled class **unless** previously approved by the scheduled classroom teacher.

### **EXTRA CREDIT**

Each classroom teacher is expected to provide students with a clear understanding of the assessment practices related to their individual course. Grades assigned should reflect the achievement based upon the specific criteria expected in the course and outlined by the teacher. Individual extra credit assignments will not be given by teachers so that a student may improve his/her letter grade. Teachers may at their discretion assign projects, presentations, problems, etc. that result in bonuses. In this case, however, all students share equal opportunities to participate.

**NOTE:** The purpose of "extra credit" is **not** to allow students to gain enough points to significantly alter a final or quarter grade. Extra credit allows a teacher to make an improved judgment of a student's academic capability.

### **RETURN OF TESTS**

The assessment practice of testing provides the student and teacher information regarding the level of achievement. Testing provides the feedback to the teacher that is needed to revise teaching style, to reteach material and to develop guidelines for pacing instruction. The student is able to view areas of proficiency and deficiency and adjust appropriately.

All tests will be returned to and discussed with the students within one (1) week of the administering of the test. It is the sole responsibility of the student to share the test results with the parent and also the sole responsibility of the student to seek assistance in the event that he/she believes that a grade assigned was inaccurate. Common assessments and major projects will not be sent home with students, but will be available for review by parents/guardians within the school building.

### **POWERSCHOOL**

South Fayette High School utilizes PowerSchool to record student's grades and attendance. Students and parents are expected to monitor their grades throughout the academic year. Concerns regarding grades should be directed to the classroom teacher first and then to the student's school counselor. In the event a student is failing a class at the end of a quarter, semester or year, teachers will contact parents to discuss the student's progress in that particular course.

It is recommended that parents contact the teacher or make an appointment to meet with them if their child is failing. In this way, the parent/guardian will know specific causes of the deficiency and may be given suggestions for helping their child improve.

### **STATE-MANDATED ASSESSMENTS**

To graduate from South Fayette High School, the following is required:

- (a) Successful completion of all course work required by the School District.
- (b) Successful completion of a culminating Senior Graduation Project.
- (c) Demonstrated "Proficiency" on all state-mandated assessments.

Students may demonstrate Proficiency by:

- (a) Attaining a designation of “proficient” or above on all state-mandated assessment.
- (b) Attaining a designation of “proficient” or above on any re-take test in each area where they were not formerly proficient.
- (c) Completing the alternative pathway to proficiency as determined by the PA Department of Education (Class of 2017 and beyond) which are correlated to standards at an equivalent designation of Proficient or above.

For all students who do not meet “Proficiency” on state-mandated assessments by Grade 12, students must complete a portfolio demonstrating evidence of proficiency in that subject and must participate in tutoring as offered by the School District. Notification will be received in the form of a letter for students who need to complete this requirement.

Students who have not demonstrated Proficiency in any of the ways indicated above will not be eligible to receive a high school diploma at graduation. Consistent with our current procedure for graduation, students who are one (1) or two (2) credits (or requirements) short of meeting graduation eligibility may participate in the Commencement Ceremony but will not receive a diploma until such time that the requirements are met.

- Students who are not Proficient in Math will be considered to be one (1) requirement short for graduation.
- Students who are not Proficient in English will be considered to be one (1) requirement short for graduation.
- Students who are not Proficient in Science will be considered to be one (1) requirement short for graduation.
- Students who are not Proficient in three (3) requirements, as indicated above, may not participate in the Commencement Ceremony, even if they are eligible in all other areas.

In order to earn their diploma, the School District will offer in the summer, at parents’ expense, programs in each subject area so that students may be provided the opportunity to obtain proficiency.

### **ACT 158 GRADUATION REQUIREMENTS**

Students graduating in 2022 and beyond, the following five options exist to meet the statewide graduation requirement:

In accordance with Pennsylvania’s Act 158 of 2018, beginning with the graduating class of 2022, students must meet statewide graduation requirements in one of five ways.

#### **Options 1 and 2 - Keystone Pathways:**

Successful completion of the three Pennsylvania Keystone Exams are an acceptable pathway for graduation

- **Option 1 - Keystone Proficiency Pathway:** Scoring proficient or advanced on each Keystone Exam - Algebra I, Literature, and Biology.
- **Option 2 - Keystone Composite Pathway:** Earning a composite score of 4452 on the Algebra I, Literature, and Biology Keystone Exams (while achieving at least a proficient score on at least one of the three exams and no less than a basic score on the remaining two).

**Option 3 - Alternate Assessment Pathway:**

Successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and one of the following:

- Attainment of an established score on an approved alternate assessment (SAT, PSAT, ACT, ASVAB);
  - Scholastic Aptitude Test (SAT): score of 1010
  - PSAT: score of 970
  - ACT: score of 21
  - Armed Services Vocational Aptitude Battery exam: the minimum score to gain admittance to a branch of the armed services in the year the student graduates
- Attainment of an established score on an Advanced Placement Program in an academic content area associated with each Keystone Exam on which the student did not achieve at least a proficient score;
- Successful completion of a college-in-high school (CHS) course in an academic content area associated with each Keystone Exam in which the student did not achieve at least a proficient score;
- Successful completion of a pre-apprenticeship program (ex. German American Chamber of Commerce); or
- Acceptance in an accredited 4-year nonprofit institution of higher education and evidence of the ability to enroll in college-level coursework.

**Advanced Placement (AP) exam: score of 3 on an AP exam related to one of the following courses**

Algebra Equivalent	Literature Equivalent	Biology Equivalent
AP CalculusAB AP Calculus BC AP Computer Science A AP Computer Science Principles AP Statistics AP Physics 1: Algebra Based AP Physics 2: Algebra Based AP Physics C: Electricity and Magnetism AP Physics C: Mechanics AP Chemistry	AP English Language and Composition AP English Literature and Composition	AP Biology AP Environmental Science AP Chemistry AP Physics 1: Algebra-Based AP Physics 2: Algebra-Based AP Physics C: Electricity and Magnetism AP Physics C: Mechanics

**Option 4 - Evidence Based Pathway:** Successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and demonstration of three pieces of evidence consistent with the student's goals and career plans, including

- One of the following:
- Attainment of an established score a SAT subject test, an Advanced Placement Program Exam:
  - SAT Subject Test: score of 630
  - AP program exam: score of 3
- Acceptance to an accredited nonprofit institution of higher education other than a 4-year institution and evidence of the ability to enroll in college-level coursework;
- Attainment of an [industry-recognized credential](#); or
- Successful completion of a concurrent enrollment or postsecondary course; and
- Two additional pieces of evidence, including one or more of the options listed above, or: satisfactory completion of a service learning project; attainment of a score of proficient or advanced on a Keystone Exam; a letter guaranteeing full-time employment; a certificate of successful completion of an internship or cooperative education program; or satisfactory compliance with the NCAA's core courses for college-bound student athletes with a minimum grade point average (GPA) of 2.0.

**Option 5 - CTE Pathway:** For Career and Technical Education (CTE) Concentrators, successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and attainment of an industry-based competency certification related to the CTE Concentrator's program of study or demonstration of a high likelihood of success on an approved industry-based competency assessment or readiness for continued meaningful engagement in the CTE Concentrator's program of study.

For further explanation of the CTE Pathway, please see PDE's [Act 6 guidance](#).

For all students who do not meet “Proficiency” on state-mandated assessments by Grade 12, students must complete a portfolio demonstrating evidence of proficiency in that subject and must participate in tutoring as offered by the School District. Notification will be received in the form of a letter for students who need to complete this requirement.

Students who have not demonstrated Proficiency in any of the ways indicated above will not be eligible to receive a high school diploma at graduation. Consistent with our current procedure for graduation, students who are one (1) or two (2) credits (or requirements) short of meeting graduation eligibility may participate in the Commencement Ceremony but will not receive a diploma until such time that the requirements are met.

- Students who are not Proficient in Algebra 1 will be considered to be one (1) requirement short for graduation.
- Students who are not Proficient in Literature will be considered to be one (1) requirement short for graduation.
- Students who are not Proficient in Biology will be considered to be one (1) requirement short for graduation.
- Students who are not Proficient in three (3) requirements, as indicated above, may not participate in the Commencement Ceremony, even if they are eligible in all other areas.



## **HOMEWORK POLICY**

Each student has the responsibility to develop good work and study habits. The student in preparing the assignment should:

1. Make sure he/she understands the assignment -- its purpose, when it is due, how it should be done.
2. Ask for further explanation if original directions are not completely understood.
3. Arrange to make up missed assignments as required by the teacher.
4. Budget time for homework. Anticipate 90-120 minutes of cumulative homework daily. When study time is provided during the school day, the student should take advantage of it. Long-term assignments should be planned so they do not have to be done all at once. Honors or advance placement courses may require additional time for assignments.
5. Analyze study habits and take advantage of available study helps.
6. Write homework in a neat and legible manner on appropriate paper.

## **EXTRACURRICULAR ELIGIBILITY**

South Fayette Township School District encourages all students to participate in extracurricular activities. The only activities in which ineligible students may participate are those that are written into and considered part of the regular course curriculum. It is the responsibility of each individual coach or sponsor to prohibit students who are ineligible from participating (this includes practice). Each coach or sponsor will be provided with a list of all students who are ineligible. All students will be treated equitably. Students who are suspended from school may not participate (play or practice) in any extracurricular activities. The following Classifications of Eligibility are in effect at South Fayette High School:

### **Weekly Eligibility**

***\*Grades of Students who participate in Athletics, and major activities, including Spring/Fall Drama Productions, Marching Band, Choir, Select Choir, Spring Musical and other activities requiring multiple days absent from school (i.e, DC Trip, Band/Chorus Trip).***

1. Teachers will be provided weekly with a list of students who are registered as a participant in each athletic activity. On Friday morning (7:45 a.m.) of each week, teachers will be required to indicate any students who are in danger of failing ("D" average) or failing their course for the current 9-week period. Students must receive one (1) warning during each grading period prior to being designated as failing a course.
2. The lists will be compiled by the Athletic Director. Any student who is failing two (2) or more courses will be considered ineligible for the following week (Monday through Saturday). The student will be notified by the coach. That student is not permitted to practice or participate during that time. The Athletic Policy recommends that athletes ineligible for this reason attend the Wednesday after school tutorial program (2:10-5:30 p.m.). This may be required by other activity sponsors at their discretion.
3. As indicated by the ineligibility lists, students who are carrying a "D" average in one (1) or more subjects for two (2) successive weeks will be recommended by the Athletic Policy to attend the Wednesday after school tutorial program (2:10-5:30 p.m.). This student is not ineligible; however, the School District is making every attempt to promote support for the student who is encountering academic difficulty. If deemed necessary, the coach may waive this section at his/her discretion.

### **Nine-Week Academic Eligibility**

***\*Grades of all students in Grades 9-12 are reviewed***

At the end of each nine-week period, (at the end of the year, final average will be used) report cards for all students will be reviewed.

To be eligible for attendance at school functions and/or participation in extracurricular events, a student must pursue a curriculum approved by the principal and must not be failing two (2) or more courses. Evaluation or subject credits shall conform with the standards established by the Pennsylvania Department of Education. A student ineligible for this reason will be denied participation in all extracurricular activities, school dances and non-curricular events for a period of twenty (20) school days. Parents/guardians will be notified by mail of this ineligibility.

### **Year-to-Year Eligibility**

***\*Students' eligibility will be reviewed after twenty (20) school days. Students may be declared eligible after this period.***

Students are ineligible to participate in interscholastic athletics and extracurricular activities if they fail two (2) or more courses in the previous academic year. Students may participate if they complete the necessary remedial course work over the summer. Seventh (7<sup>th</sup>) through twelfth (12<sup>th</sup>) grade students are governed by these rules except in the case of the failure of two 6-week or 9-week courses. Students who fail two (2) of these courses may participate in the following academic year. Seventh (7<sup>th</sup>) through twelfth (12<sup>th</sup>) grade students who fail two (2) or more full year courses are ineligible to participate in interscholastic athletics and/or extracurricular activities.

### **Attendance Eligibility**

***\*Attendance reports for all students, Grades 9 - 12 are reviewed***

A student who is absent from school during a semester for a total of twenty (20) or more school days shall not be eligible for attendance at school functions and/or participation in extracurricular activities until he/she has been in attendance for a total of sixty (60) days following his/her twentieth (20<sup>th</sup>) day of absence, except that where there is a consecutive absence of five (5) or more school days, due to confining injury, death in the immediate family, court subpoena, quarantine, or to attend a religious activity/function which the church requires its members to attend, or an absence of five (5) or more school days due to the same confining illness, such absence may be waived from the application of this rule by the School District Attendance Committee. Parents/guardians of students in this category will be notified by mail of this ineligibility.

### **Substance Use/Abuse**

Any activity participant known by his/her sponsor to use alcoholic beverages or stimulant-depressive drugs during the course of his or her membership in that activity may be issued consequences that impact participation in the activity and may lead to dismissal from that activity. Any decision relative to participation in future activities will be left to the discretion of individual sponsors and the Administrative Staff. The consequences of the Drug and Alcohol Policy as set forth by the Board of School Directors of the South Fayette Township School District will be adhered to for this offense in addition to those described above if the occurrence was at school, on school grounds, or at a school function.

## **Code of Ethics**

It is the duty of all concerned with school activities:

1. To emphasize the proper ideals of sportsmanship, respect, and ethical conduct.
2. To stress the values derived from good citizenship.
3. To show cordial courtesy to fellow students, visitors, and others.
4. To establish a positive relationship among participants.
5. To encourage leadership, use of initiative, and good judgment among participants.

**STUDENTS WHO VIOLATE THE CODE OF CONDUCT OF THE SOUTH FAYETTE TOWNSHIP SCHOOL DISTRICT WILL BE DISCIPLINED ACCORDING TO ITS POLICY. ANY STUDENT WHO IS SUSPENDED FROM SCHOOL WILL NOT BE PERMITTED TO PARTICIPATE IN ANY EXTRACURRICULAR ACTIVITY DURING THE TIME OF SUSPENSION OR OTHER DISCIPLINARY CONSEQUENCE.**

## **NCAA DIVISION I ELIGIBILITY**

As per the National Collegiate Athletic Association ("NCAA") Initial Eligibility Clearinghouse, students must meet the Core Course Requirements outlined by the NCAA prior to August 1, 2019. **Note:** Students enrolling on or after August 1, 2019, please see below for new requirements. Visit websites [www.eligibilitycenter.org](http://www.eligibilitycenter.org) and [www.ncaa.org](http://www.ncaa.org) for this information.

1. Graduate from high school.
2. Successfully complete a core curriculum of at least 16 academic courses.
3. Attain a grade-point average (based on a maximum of 4.000) and a combined score on the SAT verbal and mathematical sections or a composite score on the ACT based on the NCAA Division index sliding scale.

**NOTE:** To compete in Division I, students enrolling on or after August 1, 2019, must earn a minimum 2.300 GPA in 16 core courses, 10 of which must be completed before the start of the seventh semester (seven of those courses must be in English, math or natural or physical science, and all 10 courses are "locked in" for purposes of GPA calculation), and must earn a combined SAT or ACT sum score that matches your core-course GPA on the NCAA index sliding scale.

## **NCAA INITIAL ELIGIBILITY - CORE COURSE REQUIREMENT**

### **16 Core Courses:**

- 4 years of English
- 3 years of Mathematics (*Algebra I or higher*)
- 2 years of Natural/Physical Science (*1 year must be a Lab Science*)
- 1 year of additional English, Math or Science.
- 2 years of Social Science
- 4 years of additional core courses (*from any area listed above, or from World Language, Non-Doctrinal Religion or Philosophy*)

**Students who do not complete all coursework at South Fayette High School may be in jeopardy of not having enough core courses to meet NCAA Clearinghouse requirements. This includes students attending Parkway AVTS, transfer students, etc. These students must notify the Guidance Department of their desire to participate in intercollegiate sports so that proper course work can be planned.**

**\*PLEASE CONTACT THE HIGH SCHOOL GUIDANCE DEPARTMENT FOR A COMPLETE DESCRIPTION AND GUIDELINES FOR NCAA ELIGIBILITY.** Also visit websites [www.eligibilitycenter.org](http://www.eligibilitycenter.org) and [www.ncaa.org](http://www.ncaa.org) for more information.

### **GRADUATION REQUIREMENTS**

***\*The requirements for graduation shall be the successful completion of all coursework and studies that demonstrates expected levels of proficiency consistent with curricular objectives in grades nine (9) through twelve (12).***

The Board requires that each candidate for graduation shall have earned a minimum of:

- **Twenty-five (25 credits)**

The following courses are required:

- 4.0 credits in English/Language Arts
- 4.0 credits in Social Studies
- 3.0 credits in Science (*including Lab Science*)
- 3.0 credits in Mathematics (*including Algebra I, Geometry, and Algebra II or their equivalency*)
- 1.0 - 2.0 credits of World language (*students must successfully complete Level II*)
- 1.0 credit of Technology Literacy (*Students must demonstrate proficiency in Courses 560 and 592*)
- .25 credits – Writing and Public Speaking
- .50 credits – College and Career Planning
- .75 credits of Senior High Health/Physical Education
- 5 to 9 credits of Electives
- 1.0 credit for successful completion of the Senior Graduation Project

***\*Students attending Parkway West Career and Technology Center will be required to have a total of 25 credits and World Language, College and Career Planning, and World Cultures will be waived.***

### **DROP/ADD POLICY**

All students will receive a tentative schedule before leaving school for the summer or during the summer months. Because students in Grades 10-12 select their schedule, **NO courses may be dropped or added after Student Online Scheduling.** Beyond that time and for students in Grade 9, changes will only occur IF:

- (a) there is an error in the schedule that affects graduation requirements or
- (b) students would like to drop a study hall and take an elective class offered during that same period, providing the elective class is not closed due to enrollment capacity

No schedule changes of any kind will be made after the first five (5) days of a semester.

If a student drops a course after the first five (5) days of a semester, he/she will receive a “WF” indicating withdrawal failing for the final grade. This grade will be included in calculating QPA and class rank.

A student may not drop a course if he/she is unable to select another course that maintains his/her enrollment in a minimum of 6.5 credits (juniors and seniors) or 7.0 credits (freshmen and sophomores).

Administrators may have a need to change schedules to balance class sizes, balance lunches, or for other reasons as needed.

### **MATH TUTORIAL PROGRAM**

Each Wednesday after school, for 3.25 hours, math tutorial services are offered to students in grades 9-12. Bus transportation is provided, if necessary. Students must remain in the tutorial session the entire time unless signed out by a parent/guardian.

### **INDIVIDUAL CAREER PORTFOLIO/SENIOR EXIT INTERVIEW**

The faculty and administration at South Fayette Township School District believe that an Individual Career Portfolio/Senior Exit Interview will challenge our students to go beyond the high school curriculum and reflect upon their expanded knowledge, skills, dispositions, and experiences gained at South Fayette. The Individual Career Portfolio/Senior Exit Interview is a learning process for students to better understand their career interests, strengths, and abilities. The culminating Exit Interview will take place in the Spring of their Senior year. Career Portfolios and Senior Exit Interviews provide an avenue for creativity and the demonstration of individual experiences, talents, and abilities. It is our goal to provide opportunities for students to explore future possibilities related to their career interests to become lifelong learners and productive citizens.

The project is in compliance with the requirements of the Pennsylvania Department of Education's Chapter 339 Plan, which requires high school students to accumulate eight (8) career-related portfolio artifacts in their Individual Career Portfolio. Students will receive instruction, guidance, and class time to complete required artifacts. Although students will be afforded time during the school day for these activities, ultimately the responsibility for completion lies with the student.

The Individual Career Portfolio/Senior Exit Interview will demonstrate student competencies in oral communication, written communication, technology utilization, and professionalism. All Senior Exit Interviews will be evaluated by faculty review panels that will assess if the student is able to apply, analyze, synthesize, evaluate, and communicate information with significant knowledge and understanding.

It is our hope that each student will derive a sense of pride and accomplishment by completing an Individual Career Portfolio/Senior Exit Interview that reflects his/her interests and abilities. The opportunity to explain one's knowledge, explore possible career paths, and apply learning to real-life situations will continue to help our students grow and promote their skills long after they leave South Fayette Township School District.

Parents are strongly encouraged to work with the school and their child. We can work together and can jointly assist your child in becoming a confident, ethical, empathetic, and responsible global citizen.

## **BUSINESS AND COMPUTER SCIENCE DEPARTMENT**

<b><u>COURSE #</u></b>	<b><u>BUSINESS COURSES</u></b>
	<i>Excel – Office 2016 – 10<sup>th</sup> Graders</i>
	<i>College and Career Planning – 11<sup>th</sup> Graders</i>
	<i>Presentation Applications – 9<sup>th</sup> Graders</i>

<b><u>COURSE #</u></b>	<b><u>COMPUTER SCIENCE COURSES</u></b>
	<i>AP Computer Science P (Principles)</i>
	<i>AP Computer Science A</i>

### **EXCEL - OFFICE 2016**

***\*This is a required graduation course for all 10<sup>th</sup> Grade Students.***

*Prerequisite: None*

*One Semester - Five Periods per Week - .5 Credit*

**COURSE DESCRIPTION:** Students will experience a critical-thinking, problem-solving approach in preparing to master the latest edition of spreadsheet software. In-depth coverage will include spreadsheet concepts such as order of precedence, function syntax (sum, count, average, minimum, maximum, median, payment, round, and if statements), absolute and relative cell references, what-if analysis, and goal seek. New enhancement features include themes, Live Preview, cell styles, and conditional formats. Additionally, students will learn ways to manipulate data and construct graphs.

### **COLLEGE AND CAREER PLANNING**

***\*This is a required graduation course for all 11<sup>th</sup> Grade Students. A requirement for course credit is completion of the "Senior Portfolio".***

*Prerequisite: None*

*One-Semester – Five Periods Per Week - .5 Credit*

**COURSE DESCRIPTION:** The focus of this course will be to provide viable skills for:

- career development through the clusters while adding career- and college-based documents to individual senior career portfolios
- selecting the post-secondary educational program to best fit the student's career choice
- preparing required real-life applications for college acceptance and seeking financial assistance possibilities
- producing competitive interviewee candidates for employment
- financial literacy awareness
- educational/professional goals, motivation, and insight for beyond the first five years of high school

Writing assessments will be completed after units modeling the appropriate writing style based on the unit concepts. At least four (4) writing assessments will become part of the student's senior portfolio.

## **PRESENTATION APPLICATIONS**

***\*This is a required graduation course for all 9<sup>th</sup> Grade Students.***

*Prerequisite: None*

*One Semester – Five Periods Per Week - .5 Credit*

**COURSE DESCRIPTION:** Students will manipulate this presentation graphics software package to create professional-quality visual presentations on paper and as on-screen slide shows. Focus will be placed on incorporating effective and appropriate elements of design, such as tables, SmartArt graphics, bitmapped images, AutoShapes, themes and templates. Videos, sound clips, and animations will also be used to enhance the quality and creativity of presentations. In addition, students will sharpen their oral presentation skills by giving informative and persuasive speeches.

## **AP COMPUTER SCIENCE P (PRINCIPLES) (ADVANCED PLACEMENT COURSE)**

*\*It is recommended that a student in the AP Computer Science Principles course should have successfully completed a first-year high school algebra course with a strong foundation in basic linear functions and composition of functions, and problem-solving strategies that require multiple approaches and collaborative efforts. In addition, students should be able to use a Cartesian (x, y) coordinate system to represent points in a plane. It is important that students and their advisors understand that any significant computer science course builds on a foundation of mathematical and computational reasoning that will be applied through the study of the course.*

*Prerequisite: None*

*One Semester – Five Periods Per Week - .5 Credit*

**COURSE DESCRIPTION:** AP Computer Science Principles introduces students to the central ideas of computer science, instilling the ideas and practices of computational thinking, and inviting students to understand how computing changes the world. Students develop innovative computational artifacts using the same creative processes artists, writers, computer scientists, and engineers use to bring ideas to life.

To appeal to a broader audience, including those often underrepresented in computing, this course emphasizes the vital impact advances in computing have on people and society. The course goes beyond the study of machines and systems and gives students the opportunity to investigate computing innovations that span a variety of interests and to examine the ethical implications of these new technologies.

In partnership with the National Science Foundation, the AP Program collaborated with secondary and postsecondary educators and members of computer science educational professional organizations to develop the AP Computer Science Principles curriculum framework.

This new AP Computer Science Principles course is complementary to AP Computer Science A. Students can take these courses in any order or at the same time, as schedules permit. Both courses include rigorous computer science content and skills that can be built on to complete further science, technology, engineering, mathematics, and computing studies. It is important to note that the AP Computer Science Principles course does not have a designated programming language. Teachers have the flexibility to choose a programming language(s) that is most appropriate for their students to use in the classroom. We will be implementing Python language.

## **AP COMPUTER SCIENCE A**

*Prerequisite: Successful Completion of Introduction to Java Programming with a grade of 85% or higher.*

*One Semester – Five Periods Per Week - .5 Credit*

**COURSE DESCRIPTION:** The AP Computer Science course is a continuation course in computer science. Because the design and implementation of computer programs to solve problems involve skills that are fundamental to the study of computer science, a large part of the course is built around the development of computer programs that correctly solve a given problem. These programs should be understandable, adaptable, and, when appropriate, reusable. At the same time, the design and implementation of computer programs is used as a context for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods. In addition, the responsible use of these systems is an integral part of the course.

## **ENGLISH DEPARTMENT**

<b><u>COURSE #</u></b>	<b><u>ENGLISH COURSES</u></b>
	<i>English 9 WI</i>
	<i>Honors English 9 WI</i>
	<i>English 10 WI</i>
	<i>Honors English 10 WI</i>
	<i>English 11 WI</i>
	<i>Honors English 11 WI</i>
	<i>AP English 11: Language and Composition WI</i>
	<i>English 12 WI</i>
	<i>Honors English 12 WI</i>
	<i>AP English 12: Literature and Composition WI</i>
	<i>Honors Argument - CHS</i>
	<i>Writing and Public Speaking WI</i>

*\*WI = Writing Intensive*

## **ENGLISH 9 (WI)**

*Prerequisite: 9th Grade Students*

*Full Year - Five Periods Per Week - 1.0 Credit*

**COURSE DESCRIPTION:** English 9 is an introduction to literature and composition course with a focus on thematic understandings of humanity acquired through the study of the major literary forms including the novel, poem, drama, and short story. Major works studied include *Animal Farm*, *Lord of the Flies*, *Romeo and Juliet*, and *To Kill a Mockingbird*. Poems and short stories are selected from our literature anthology. Students will learn to read closely and communicate effectively through their speech and writing.

## **HONORS ENGLISH 9 (HONORS LEVEL COURSE) (WI)**

*Prerequisite: In accordance with Advanced Course Prerequisites.*

*Full Year - Five Periods Per Week - 1.0 Credit*

**COURSE DESCRIPTION:** Ninth grade Honors English is a course designed to examine the writing process, short stories, non-fiction, fiction, drama, and poetry. The collection of novels read includes *1984*, *Animal Farm*, *Bless the Beasts and Children*, *To Kill a Mockingbird*, and *Romeo and Juliet*. Each novel or drama read will



incorporate vocabulary lessons. Tests on these works are both objective and written essay formats. In addition, students will select three (3) novels and use them to complete outside reading and projects. Following the most modern MLA guidelines, students will learn the process of researching by creating a research project. Other written assessments include creative, critical, and reflective pieces. Writing samples will be included in the students' senior high writing portfolios.

Students enrolled in Honors English 9 will be required to:

1. Read three (3) additional books approved by the teacher and prepare a project on each.
2. Conduct research and write an informative paper using MLA format.
3. Successfully complete tests, quizzes, projects, written assignments, and a mid-term and final examination.

Students choosing Honors level and Advanced Placement courses should be aware of required summer readings and preparation for each course. All Honors level and Advanced Placement courses will require summer preparation previous to the first day of school. Failure to complete required summer preparation will significantly affect the student's first nine-week grade during the following academic year. Students will demonstrate mastery of their summer readings on a graded assignment.

### **ENGLISH 10 (WI)**

*Prerequisite: 10th Grade Students*

*Full Year - Five Periods Per Week - 1.0 Credit*

**COURSE DESCRIPTION:** Tenth grade English is a course designed to examine the elements of major literary forms from various regions around the world including Africa, Asia, the Middle East, Russia, and Latin America. A superb collection of outstanding literature of important authors ranges from classic to contemporary. Emphasis is placed on elements that enhance appreciation of short stories, nonfiction, poetry, and novels. Students complete many literature-based writing assignments during the year and write a position paper after receiving intensive instruction about this process. All students will give an oral presentation of their research papers with the aid of PowerPoint. Novels read and studied in detail during the year include the following: *Things Fall Apart*, *Night*, and *The House on Mango Street*. All students participate in Career Shadow Day.

### **HONORS ENGLISH 10 (HONORS LEVEL COURSE) (WI)**

*Prerequisite: In accordance with Advanced Course Prerequisites.*

*Full Year - Five Periods Per Week - 1.0 Credit*

**COURSE DESCRIPTION:** Tenth-grade Honors English is a course designed to examine the elements of major literary forms in connection with specific regions around the world. A superb collection of outstanding literature of important authors ranges from Africa, Asia, Latin America and Europe. Emphasis is placed on elements that enhance appreciation of short stories, drama, poetry, non-fiction and novels. Students complete several literature-based writing assignments during the year and write a research paper after receiving intensive instruction about this process. The research paper assignment is coordinated with the Senior Graduation Project. Honors English 10 writing assignments and research papers are longer in length and more difficult than assignments given in the regular English 10 course. Writing assignments include creative and critical response questions to help enrich and broaden students' interpretation of novels or dramas. Vocabulary lessons accompany all literature units. Novels and the drama read and studied in detail during the year include the following: *Death and the King's Horseman*, *Things Fall Apart*, *Siddhartha*, *Night*, *The Death of Ivan Ilyich*, and *The House on Mango Street*.

Students will be required to independently read outside novels or dramas as approved by the teacher. Projects on these works will be both analytical and creative in nature.

Students choosing Honors level and Advanced Placement courses should be aware of required summer readings and preparation for each course. All Honors level and Advanced Placement courses will require summer preparation previous to the first day of school. Failure to complete required summer preparation will significantly affect the student's first nine (9) week grade during the following academic year. Students will demonstrate mastery of their summer readings on a graded assignment.

Students enrolled in Honors English 10 will be required to do the following:

1. Read additional books and complete analytical/creative projects on the selected books.
2. Conduct research and write a position research paper using the MLA format. Students will orally present their research to the class with the aid of PowerPoint.
3. Successfully complete chapter tests, quizzes, projects, mid-term exam and final exam.

### **ENGLISH 11 (WI)**

*Prerequisite: 11th Grade Students*

*Full Year - Five Periods Per Week - 1.0 Credit*

**COURSE DESCRIPTION:** English 11 is a survey course of American literature that incorporates the history of each literary movement into the literary pieces examined. English 11 is a course designed to examine the writing process, short stories, non-fiction, fiction, drama, and poetry. The collection of novels is full of American classics: *Of Mice and Men*, *The Crucible*, and *The Great Gatsby*. Integrated with literature is practice in thinking skills, vocabulary, composition, and grammar skills. Components of the Senior Graduation Project are also part of the English 11 curriculum, and include: selecting a topic, creating a thesis statement, creating bibliography cards, creating note cards, and participating in Career Shadow Day.

### **HONORS ENGLISH 11 (HONORS LEVEL COURSE) (WI)**

*Prerequisite: In accordance with Advanced Course Prerequisites*

*Full Year - Five Periods Per Week - 1.0 Credit*

**COURSE DESCRIPTION:** Honors English 11 is a course that recognizes the major authors, periods, and works of American literature. Literary units are comprised of poetry, short stories, dramas and novels, which include: *A Separate Peace*, *The Great Gatsby*, and *The Adventures of Huckleberry Finn*. The drama unit includes *The Crucible*.

Integrated with literature is practice in critical thinking skills, intensified composition activities and review of language skills. Students will become more competent in communication skills through various projects designed for individual research and group discussions. During the second semester, the student must read a novel from a given supplementary list of American authors. All students participate in Career Shadow Day. Components of the Senior Graduation Project are also part of the Honors English 11 curriculum and include selecting a topic, creating a thesis statement, creating bibliography cards, creating note cards, and participating in Career Shadow Day.

Students choosing Honors level and Advanced Placement courses should be aware of required summer readings and preparation for each course. All Honors level and Advanced Placement courses will require summer preparation previous to the first day of school. Failure to complete required summer preparation will significantly affect the student's first nine-week grade during the following academic year. Students will demonstrate mastery of their summer readings on a graded assignment.

### **AP ENGLISH 11: LANGUAGE AND COMPOSITION (ADVANCED PLACEMENT COURSE) (WI)**

*Prerequisite: In accordance with Advanced Course Prerequisites.*

*Full Year - Five Periods Per Week - 1.0 Credit*

**COURSE DESCRIPTION:** The English 11 AP Language and Composition course is intended to prepare students for the AP Language and Composition exam. The course has been set up to address the guidelines of the AP English course description from the College Board. It is designed to give students an experience comparable to a first-year college composition course by encouraging the development of the student's abilities to read, to write, and to communicate effectively.

Students will be given opportunities to read from a variety of genres including non-fiction, fiction, and poetry and to write in such modes as analysis, exposition, persuasion, and narration which reflect the student's understanding of purpose, audience, and rhetorical devices both in the author's work and in the student's own writing.

The American Literature read during the school year will serve to model the ways in which a writer might use a variety of rhetorical devices. Students will write analytical essays on both fiction and non-fiction prompts. In addition to the writing, students will frequently take part in Socratic Seminars during which they will create interpretive questions about the texts, discuss such concepts as author's purpose, tone, and effectiveness of the literature, and reflect on their seminars both orally and in writing to further display their understanding of the material. Finally, students will augment their understanding and proficient use of language through study of grammar and usage and in extensive study of tier three vocabulary that they will be asked to incorporate into all areas of their learning.

### **ENGLISH 12 (WI)**

*Prerequisite: 12th Grade Students*

*Full Year - Five Periods Per Week - 1.0 Credit*

**COURSE DESCRIPTION:** The senior literature program begins with the Anglo-Saxon period. Beginning with 449 AD, the study of English literature and literary history proceeds through the Medieval Period, Elizabethan Age, Restoration and Eighteenth Century poetry and prose, the Romantic Age, and concludes with the Victorian Age. The course covers basic grammar, MLA format, and written and oral composition skills. The novel/drama program includes the study of *Wuthering Heights*, *Macbeth*, and *Frankenstein*.

### **HONORS ENGLISH 12 (HONORS LEVEL COURSE) (WI)**

*Prerequisite: In accordance with Advanced Course Prerequisites*

*Full Year - Five Periods Per Week - 1.0 Credit*

**COURSE DESCRIPTION:** Honors English 12 is a survey course of English literature that emphasizes literary history. The literature program begins with the Anglo-Saxon Period or Middle-Ages. From 449 AD our course of study continues to the Medieval Period, Elizabethan Age, Jacobean Age, the Puritan Age, the Restoration and Eighteenth Century, the Romantic Age, the Victorian Age, and concludes with contemporary English literature. The Honors student is expected to improve and perform advanced writing skills more often than in regular English 12 and to exhibit analytical thinking abilities through additional readings.

The novel/drama program includes reading the following: *Wuthering Heights*, *Pygmalion*, *Brave New World*, *Frankenstein*, *Macbeth*, and *Hamlet*.

Students enrolled in Honors English 12 will be required to:

1. Read one additional book approved by the teacher and prepare written reports based on these resources. (*Independent reading*)
2. Conduct research which demonstrates conceptual understandings of the major themes in the curriculum. Students will be individually responsible for project completion and oral presentations to the class. (*Summer work*)
3. Successfully complete chapter tests, quizzes, projects and a mid-term and final examination.

Students choosing Honors level and Advanced Placement courses should be aware of required summer readings and preparation for each course. All Honors level and Advanced Placement courses will require summer preparation previous to the first day of school. Failure to complete required summer preparation will significantly affect the student's first nine-week grade during the following academic year. Students will demonstrate mastery of their summer readings on a graded assignment.

#### **AP ENGLISH 12: LITERATURE AND COMPOSITION (ADVANCED PLACEMENT COURSE) (WI)**

***\*Students choosing AP courses should be aware of required summer readings and preparation for each course. All Honors level and AP courses will require summer preparation prior to the first day of school. Failure to complete required summer preparation will significantly affect the student's first nine-week grade during the following academic year. Students will demonstrate mastery of their summer readings on a graded assignment.***

*Prerequisite: In accordance with Advanced Course Prerequisites*

*Full Year—Five Periods per Week—1.0 Credit*

**COURSE DESCRIPTION:** AP English Literature is a college-level course conducted at a college-level pace. In this course, students are expected to engage daily in a higher level of critical thinking than is expected in a regular or Honors-level English class. This course is designed to prepare the student for the year-end AP Literature and Composition exam as well as the rigors of post-secondary literary study. The AP Literature course emphasizes the techniques of poetry and its rhetorical effect and intent, as well as those of fiction and drama. Students will be expected to analyze the elements of style (tone, diction, syntactical and rhetorical devices), figurative language, sound devices, prosody, form, and structure present in our various readings.

Students are required to both exhibit and develop their critical thinking and writing skills through intense close reading, textual analysis, interpretive discussion, and analytical writing.

Course readings are recommended by the College Board and are frequently included on the AP Literature exam. Novel and drama selections will include much of the following: *A Doll's House*, *Brave New World*, *Dubliners*, *Frankenstein*, *Hamlet*, *Hedda Gabler*, *The Joy Luck Club*, *Macbeth*, *The Metamorphosis*, *Rosencrantz and Guildenstern Are Dead*, *The Scarlet Letter*, *Song of Solomon*, *Things Fall Apart*, *The Things They Carried*, *Wuthering Heights*, and a significant body of selected poetical works.

## **HONORS ARGUMENT – CHS**

*Prerequisites: None*

*Full Year – Five Periods Per Week – 1.0 Credit*

**COURSE DESCRIPTION:** This Honors English 11 course is designed to introduce students to the fundamentals of research and argument construction and analysis, along with the study of American fiction and non-fiction. Defense of an argument is presented both verbally and in writing. Topics of this course include an introduction to argument, types of argument, constructing an argument, research methods and evidence, delivery of argument, and criticism of arguments. Students will also study fiction, non-fiction, and poetry from the Pre-American, Revolutionary, Romantic, Realist, Modernist, and Postmodernist eras of American literary history. Students may elect to receive transferable college credit from The University of Pittsburgh for a fee.

## **WRITING AND PUBLIC SPEAKING (WI)**

*Prerequisite: 9th Grade Students*

*One Semester - A or B Day Rotation - .25 Credit*

**COURSE DESCRIPTION:** Writing and Public Speaking is designed to augment the English curriculum and enhance student reading, writing, listening, and speaking skills. Students will write thesis statements and outlines prior to delivering oral presentations. Students will present a personal introduction, informative demonstration, and a persuasive speech as well as evaluate peer presentations. Students will also learn how to successfully develop and complete an impromptu speech. Practice in writing mechanics is also incorporated during the semester.

## **FINE ARTS DEPARTMENT**

<b><u>COURSE #</u></b>	<b><u>CHOIR COURSES</u></b>
	<i>AP Music Theory</i>

## **AP MUSIC THEORY (ADVANCED PLACEMENT COURSE)**

*Prerequisites: Either two (2) subsequent years in a performance ensemble at the high school level, successful completion of Digital Piano and Musicianship II or pass a placement exam if student studied music outside of school.*

*Full Year – Five Days Per Week – 1.0 Credit*

**COURSE DESCRIPTION:** AP Music Theory is a course for students in grades 11th through 12th with an advanced understanding of music fundamentals. Students will complete college-level coursework in common practice tonal harmony, simple and compound rhythm and meter, score analysis, melodic, harmonic, and rhythmic dictation, notation and scoring, solfeggio, and rudiments/terminology associated with music.

## **WORLD LANGUAGE DEPARTMENT**

<b><u>COURSE #</u></b>	<b><u>WORLD LANGUAGE COURSES</u></b>
	<i>German I</i>
	<i>German II</i>
	<i>German III</i>
	<i>Honors German IV – CHS</i>
	<i>Spanish I</i>
	<i>Spanish II</i>
	<i>Spanish III</i>
	<i>Honors Spanish IV – CHS</i>
	<i>AP Spanish</i>
	<i>French I</i>
	<i>French II</i>
	<i>French III</i>
	<i>Honors French IV – CHS</i>
	<i>AP French - CHS</i>

*\*CHS – College in High School course*

**\*In order to graduate from South Fayette High School, students are required to achieve second-level proficiency in a world language.**

**\*Students may choose to change their language when starting at the high school; however, they must successfully complete two (2) levels of the same language to meet the graduation requirement.**

### **GERMAN I**

*Prerequisite: None*

*Full Year - Five Periods Per Week - 1.0 Credit*

**COURSE DESCRIPTION:** German I introduces the basics of German grammar along with vocabulary that allows for general conversation on various topics. Listening comprehension and basic speaking skills are emphasized, as well as comparisons between the German culture and that of the United States. Students are encouraged to speak German in class so that they become comfortable with speaking the language.

### **GERMAN II**

*Prerequisite: Successful Completion of German I with a grade of 75% or higher.*

*Full Year - Five Periods Per Week - 1.0 Credit*

**COURSE DESCRIPTION:** This is a four-skills language course, in which the students will develop and expand their listening, speaking, reading, and writing skills in German. As the students expand their vocabulary and become more comfortable in expressing themselves in German, they will be able to participate in conversation on a greater variety of everyday topics, such as entertainment, family, holidays, and travel. German culture is presented in context of these topics. Students also write several short compositions on a variety of topics. In addition, they write and perform dialogues and role-plays, and create cards, brochures and posters.

### **GERMAN III**

*Prerequisite: Successful Completion of German II with a grade of 75% or higher.*

*Full Year - Five Periods Per Week - 1.0 Credit*

**COURSE DESCRIPTION:** German III demands a higher degree of performance from students. The class is conducted in German to a greater extent. In return, students begin to develop real proficiency in communicating in German. Students read more extensive texts, such as short stories and graded readers, and write several short compositions on a variety of topics. The discussion of German culture and its comparison to American culture continues in context with the topics of each lesson.

### **HONORS GERMAN IV (HONORS LEVEL COURSE) (WI) – CHS**

*\*University of Pittsburgh – College in High School Program Option*

*Prerequisite: In accordance with Prerequisites for Advanced Courses; Successful Completion of German III with a grade of 85% or higher and Teacher Recommendation*

*Full Year – Five Periods Per Week – 1.0 Credit*

**COURSE DESCRIPTION:** This course is a College in High School course and is the equivalent to Intermediate German 1 (GER003) at Pitt. High school students will take this course as their fourth-year German course, with the understanding that they have completed three years of high school German. In this course, students will continue to develop their German language skills by engaging with a variety of cultural topics and themes of the German-speaking countries, such as the story of the Weiße Rose, a resistance group during the Third Reich, and German reunification. Building on the grammar they have learned in previous semesters, and expanding their vocabulary, students will grow their reading, speaking, writing and listening skills. The course emphasizes meaningful, contextualized communication and comprehension, and it is conducted in German. Students will be working towards the B1-level according to the CEFR (Common European Framework of Reference).

### **SPANISH I**

*Prerequisite: None*

*Full Year - Five Periods Per Week - 1.0 Credit*

**COURSE DESCRIPTION:** Spanish I provides the student with the opportunity to have an active and flexible command of the language through personal involvement and communicative activities. The approach used in acquiring this language stresses hearing and speaking as the two most important areas at this level. Spanish and Spanish-American culture are introduced.

### **SPANISH II**

*Prerequisite: Successful completion of Spanish I with a grade of 75% or higher.*

*Full Year - Five Periods Per Week -1.0 Credit*

**COURSE DESCRIPTION:** The second level of Spanish reinforces speaking and listening skills acquired in Level I. More complex grammar is presented and reading and writing skills are developed significantly. The emphasis remains upon usable and relevant communicative use of Spanish within a cultural context.

### **SPANISH III**

*Prerequisite: Successful completion of Spanish II with a grade of 75% or higher.*

*Full Year - Five Periods Per Week - 1.0 Credit*

**COURSE DESCRIPTION:** Spanish III continues the development of all language skills with special emphasis on more complex Spanish grammar concepts along with creative writing experiences, reading of abbreviated novels, contemporary topics, and vocabulary building activities. Students prepare oral presentations throughout the year.

### **HONORS SPANISH IV (HONORS LEVEL COURSE) (WI) – CHS**

*\*University of Pittsburgh – College in High School Program Option*

*Prerequisite: In accordance with Prerequisites for Advanced Courses; Successful Completion of Spanish III and Teacher Recommendation.*

*Full Year – Five Periods Per Week – 1.0 Credit*

**COURSE DESCRIPTION:** Spanish 0003, Intermediate Spanish, is the third semester of the Spanish Language Program in the Department of Hispanic Languages and Literatures. This course builds on and expands the language skills acquired in the first two semesters of Spanish or Spanish 15. It is designed to develop communicative proficiency. It combines content-based language instruction with an interactive task-based approach and focuses in all relevant language skills: listening, speaking, reading, and writing. Culture is integrated in all aspects of the program. Each chapter will focus around a topic, and vocabulary, grammar, and culture presentation and practice will be linked to the theme chapter. Because you might have limited opportunities to speak or hear Spanish, classroom time is devoted to developing your competence in these two areas. Therefore, your instructor will speak only in Spanish to you during the class, and you will be expected to do the same with your instructor and classmates. Strategies for listening comprehension and developing speaking skills will be taught in class.

### **AP SPANISH (ADVANCED PLACEMENT COURSE) (WI)**

*Prerequisite: In Accordance with the Prerequisites for Advanced Courses, Successful Completion of Spanish IV and Teacher Recommendation.*

*Full Year - Five Periods Per Week - 1.0 Credit*

**COURSE DESCRIPTION:** The course's primary goals, aligned with the national standards are to communicate in Spanish, understand other cultures, connect with other disciplines and acquire information, develop insight into our own language and culture, and participate in the global community.

This course is organized to enable students to develop the skills and abilities as delineated in the AP Spanish Language course description in order to maximize student success on the Advanced Placement exam and will learn strategies for maximizing the usefulness of exam features and for complete understanding of AP exam questions.

Students will further develop proficiency in all three modes of communication – interpretive, presentational, and interpersonal. A review of grammatical structures and introduction to more advanced grammatical structures will assist them on an as-needed, contextualized basis. Students will continue to experience the language through authentic mediums such as newspapers, radio, television, authentic literature, poetry, magazines, internet sources, art, film, native speakers, and modern culture. Students will be able to take notes from authentic oral and written sources, write emails and write formal essays. Using spoken Spanish, students will be able to speak informally in simulated conversations and with classmates. In addition, students will be able to give formal presentations to the class on a variety of topics. Finally, students will be able to use



grammatical structures proficiently in both written and spoken tasks. Instruction and communication in the classroom are entirely in Spanish. This course is demanding and is designed to provide interesting and challenging opportunities to develop student abilities beyond the level they might obtain in a less demanding class. This course is comparable to a third year university language course.

Students who enroll in this course will take the Advanced Placement Spanish Language examination given in May of each school year. Based on the results of this examination, students may qualify for college credit and/or advanced college courses.

### **FRENCH I**

*Prerequisite: None*

*Full Year – Five Periods Per Week – 1.0 Credit*

**COURSE DESCRIPTION:** In French I, students develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. This communication is evidenced in all four language skills - listening, speaking, reading and writing - with emphasis on the ability to write in and comprehend the language. Students will begin to explore and study the themes of Personal and Family Life, Home Life, School Life, Social & Community Life. This course's primary goals, aligned with the national standards, are to: communicate in French, understand other cultures, connect with other disciplines and acquire information, develop insight into one's own language and culture, and participate in the global community.

### **FRENCH II**

*Prerequisite: Successful Completion of French I with a grade of 75% or higher.*

*Full Year - Five Periods Per Week - 1.0 Credit*

**COURSE DESCRIPTION:** Students in French II will continue speaking in the present tense and will learn to speak, write, listen, and read in the past tense. The class will be conducted in French for 75-80% of the time and students are expected to use the French they know in class to the best of their ability. Students will be assessed via oral and written exams, projects, in-class participation, and homework. We will explore the themes of community life, home life, school life, leisure life, vacation and travel, daily routine and personal health. This course's primary goals, aligned with the national standards, are to: communicate in French, understand other cultures, connect with other disciplines and acquire information, develop insight into our own language and culture, and participate in the global community.

### **FRENCH III**

*Prerequisite: Successful Completion of French II with a grade of 75% or higher.*

*Full Year - Five Periods Per Week - 1.0 Credit*

**COURSE DESCRIPTION:** Students in French III will be able to discuss future plans, give advice to others to help solve problems, talk about what they would do if they were in a given situation, produce a French cooking show, execute an emergency room conversation, plan a trip to a French-speaking nation, in addition to many other authentic activities that will prepare the students for potential situations faced in French-speaking countries. Additional main themes of the course cover: driving and transportation, chores, fashion and clothes, education and career plans, entertainment/arts, nature and wildlife, current events, daily life, and travel. The course is conducted in French for 80-85% of the class period. This course's primary goals, aligned with the national standards, are to: communicate in French, understand other cultures, connect with other

disciplines and acquire information, develop insight into our own language and culture, and participate in the global community.

#### **HONORS FRENCH IV (HONORS LEVEL COURSE) – CHS**

*\*University of Pittsburgh – College in High School Program Option*

*Prerequisite: In accordance with Prerequisites for Advanced Courses; Successful Completion of French III and Teacher Recommendation.*

*Full Year – Five Periods Per Week – 1.0 Credit*

**COURSE DESCRIPTION:** Speak French well enough to ask and answer questions on a variety of topics important in francophone cultures beyond those needed to “survive” in the foreign culture. Indeed, you will gain the ability to talk about more than yourself and your immediate surroundings; you will be able to talk about politics, social issues, the future, and the media. Gradually, you will find it easier to add detail to your statements and to link ideas together into more complex sentences. You should see an increased ability to reference past or future events with less hesitation and greater accuracy. Understand French well enough to grasp main ideas and some supporting details in short conversations (spontaneous or recorded) pertinent to topics mentioned above. Read and understand main ideas and many details of literary and non-literary texts. Write longer and more cohesive paragraphs than you wrote as a beginner. Make comparisons among francophone cultures’ products, practices, and perspectives as defined by ACTFL and between them and your own. State the main grammatical structures of French: word-formation, sentence structure, gender resolution, agreement.

#### **AP FRENCH - CHS (ADVANCED PLACEMENT COURSE)**

*Prerequisite: In Accordance with the Prerequisites for Advanced Courses, Successful Completion of French IV and Teacher Recommendation*

*Full Year - Five Periods Per Week - 1.0 Credit*

**COURSE DESCRIPTION:** This course’s primary goals, aligned with the national standards, are to: communicate in French, understand other cultures, connect with other disciplines and acquire information, develop insight into one’s own language and culture, and participate in the global community. This course is organized to enable students to develop the skills and abilities as delineated in the AP French Language course description in order to maximize student success on the Advanced Placement exam. Students will be familiar with the Advanced Placement format and will learn strategies for maximizing the usefulness of exam features and for complete understanding of AP exam questions. Students will further develop their proficiency in the French language. A review of grammatical structures and introduction to more advanced grammatical structures will assist them on an as-needed, contextualized basis. As per the AP guidelines, students should be prepared for homework each night to review previously learned grammar and vocabulary and to reinforce newer material individually. Students will continue to experience the language via authentic resources such as (but not limited to): radio, television, newspaper, film, and native speakers. Students will focus on communication strategies for success in authentic situations. This course is comparable to a second/third year university language course, and students who enroll in this course may take the Advanced Placement French Language examination given in May of each school year. Based on the results of this examination, students may qualify for college credit and/or advanced college courses. The entire course will be conducted in French, and students are expected to comply with this policy. This course is demanding and is designed to provide interesting and challenging opportunities to develop student abilities beyond the level they might obtain in a less demanding class. This course also follows the University of Pittsburgh College in High School format, which requires students to complete certain assignments as part of the Pitt course. All of the aforementioned requirements are also requisites of the University, but if enrolled in the course, students have the opportunity to earn 3 college credits for this CHS course.

## **MATHEMATICS DEPARTMENT**

<u><b>COURSE #</b></u>	<u><b>MATH COURSES</b></u>
	<i>Algebra 1</i>
	<i>Geometry</i>
	<i>Honors Geometry</i>
	<i>Algebra II</i>
	<i>Honors Algebra II</i>
	<i>Algebra III with Trigonometry</i>
	<i>Honors Linear Algebra - CHS</i>
	<i>PreCalculus</i>
	<i>Honors PreCalculus</i>
	<i>Calculus</i>
	<i>Differentiated Math</i>
	<i>Honors Calculus - CHS</i>
	<i>AP Calculus AB - CHS</i>
	<i>AP Calculus BC - CHS</i>
	<i>Statistics and Probability</i>
	<i>Honors Statistics and Probability - CHS</i>

\*CHS – College in High School course

### **SEQUENCING OF MATHEMATICS COURSES**

**Table 1 – Table of Sequencing of Mathematics Courses**

<b><i>If student is currently taking . . .</i></b>	<b><i>Then the next course in the sequence is . . .</i></b>
Algebra I	Geometry or Honors Geometry*
Geometry	Algebra II or Honors Algebra II*
Honors Geometry	Algebra II or Honors Algebra II*
Algebra II	Algebra III with Trigonometry or PreCalculus
Honors Algebra II	Algebra III with Trigonometry, PreCalculus or Honors PreCalculus*
Algebra III with Trigonometry	PreCalculus, Honors PreCalculus*, Honors Statistics and Probability* or Statistics and Probability
PreCalculus	Calculus, Honors Calculus*, Honors Statistics and Probability* or Statistics and Probability
Honors PreCalculus	Calculus, Honors Calculus*, AP Calculus AB*, Honors Statistics and Probability* or Statistics
Honors Calculus	AP Calculus BC*, Honors Statistics and Probability*, Statistics and Probability or Honors Linear Algebra
AP Calculus AB	AP Calculus BC*, Honors Statistics and Probability*, Statistics and Probability or Honors Linear Algebra

**Students are given the ability to move within the framework listed above. Dependent upon the freshman math course, here are the most typical sequences in high school:**

**Table 2 – Typical Math Courses Sequence**

<b><u>Typical Sequence:</u></b>	<b><u>Honors Sequence:</u></b>	<b><u>AP Sequence:</u></b>
Grade 9 – Geometry	Grade 9 – Honors Geometry	Grade 9 – Honors Algebra II
Grade 10 – Algebra II	Grade 10 – Honors Algebra II	Grade 10 – Honors PreCalculus
Grade 11 – Algebra III with Trigonometry	Grade 11 – Honors PreCalculus	Grade 11 – AP Calculus AB
Grade 12 – PreCalculus or Honors PreCalculus	Grade 12 – Honors or AP Calculus	Grade 12 – AP Calculus BC or Honors Linear Algebra

*\* All Honors and AP Placements will follow the requirements set forth in each individual course.*

**NOTE: ELECTIVE MATH CREDITS DO NOT COUNT TOWARD MATHEMATICS GRADUATION CREDITS.**

### **ALGEBRA I**

***\*The students are required to have a scientific calculator.***

*Prerequisite: Successful Completion of Pre-Algebra or Transition Mathematics*

*Full Year – Five Periods Per Week – 1.0 Credit*

**COURSE DESCRIPTION:** Students enrolled in Algebra I will study characteristics of our number system and how those characteristics are applicable to problem situations, which may arise in the real world, or in disciplines other than mathematics. This class emphasizes problem solving, critical thinking and reasoning. Topics include proportional reasoning, statistics, probability, equations, linear functions and graphs, number patterns, inequalities, systems of equations, exponential functions, absolute values, polynomials, factoring, quadratic functions, and rational functions.

### **GEOMETRY**

***\*The students are required to have a scientific calculator.***

*Prerequisite: Successful Completion of Algebra I with a 75% or Better*

*Full Year – Five Periods Per Week – 1.0 Credit*

**COURSE DESCRIPTION:** In this course, students will learn the concepts of geometry including coordinate geometry, logic, parallel lines, congruent triangles, quadrilaterals, similarity, right triangles, trigonometry, and circles. Students will be expected to explore, research, evaluate and apply concepts using technology and incorporating algebraic concepts.

### **HONORS GEOMETRY (HONORS LEVEL COURSE)**

***\*The students are required to have a scientific calculator.***

*Prerequisite: In accordance with the prerequisites for Advanced Courses and Successful Completion of Algebra I with 85% or better as well as a strong teacher recommendation.*

*Full Year – Five Periods Per Week – 1.0 Credit*

**COURSE DESCRIPTION:** This is a rigorous course in which students will discover the concepts of Geometry while implementing their knowledge from Algebra I. Honors Geometry differs from regular Geometry in that the topics are covered at a faster pace and with more depth. Topics studied include coordinate geometry, logic, parallel lines, congruency, quadrilaterals and polygons, circles, similarity, Pythagorean Principles and trigonometry. Students will be expected to explore, research, evaluate and apply concepts using technology and incorporating algebraic concepts.

Students choosing Honors level and Advanced Placement courses should be aware of required summer readings and preparation for each course. All Honors level and Advanced Placement courses will require summer preparation previous to the first day of school. ***Failure to complete required summer preparation will significantly affect the student's first nine-week grade during the following academic year.***

## **ALGEBRA II**

***\*The students are required to have a graphics calculator. (TI-83 or TI-84 Recommended)***

*Prerequisite: Successful Completion of both Algebra I and Geometry with a 75% or Better*

*Full Year – Five Periods Per Week – 1.0 Credit*

**COURSE DESCRIPTION:** This course includes the study of systems of linear equations, inequalities, polynomials, rationals, irrationals and complex numbers, trigonometric laws and applications, and quadratic functions. Students will study statistics and probability throughout the course. Emphasis is on problem-solving strategies, applications to the real world with other disciplines, and critical thinking. Graphics calculators are used to explore and investigate mathematical concepts.

## **HONORS ALGEBRA II (HONORS LEVEL COURSE)**

***\*The students are required to have a graphics calculator. (TI-83 or TI-84 Recommended)***

*Prerequisite: In Accordance with Prerequisites for Advanced Courses and Successful Completion of Honors Geometry with at least an 80% or Geometry with at least an 85% AND Algebra I with at least an 85% as well as a strong teacher recommendation.*

*Full Year – Five Periods Per Week – 1.0 Credit*

**COURSE DESCRIPTION:** This is a rigorous course to prepare students for a PreCalculus course. It differs from Algebra II in that the topics are covered at a faster pace and with more depth. Included are the study of quadratic functions, exponentials, rationals and logarithmic functions, statistics, matrices, polynomials, irrational and complex numbers, trigonometric laws and applications. Emphasis is on problem-solving strategies, applications to the real world and other disciplines, and critical thinking. Graphics calculators are used to explore and investigate mathematical concepts.

Students choosing Honors level and Advanced Placement courses should be aware of required summer readings and preparation for each course. All Honors level and Advanced Placement courses will require summer preparation previous to the first day of school. ***Failure to complete required summer preparation will significantly affect the student's first nine-week grade during the following academic year.***

## **ALGEBRA III WITH TRIGONOMETRY**

***\*The students are required to have a graphics calculator. (TI-83 or TI-84 Recommended)***

*Prerequisite: Successful completion of Algebra II or Honors Algebra II with a grade of 75% or better.*

*Full Year – Five Periods Per Week – 1.0 Credit*

**COURSE DESCRIPTION:** This course is a study of advanced algebra topics, as well as circular and trigonometric functions. Algebra III with Trigonometry will emphasize the inter-relationships of algebraic functions and trigonometric functions. Topics will include solving and graphing polynomial, rational, trigonometric, exponential and logarithmic equations and functions. Trigonometric topics will include solving triangles, degree and radian measures, unit circles and identities. The concept of multiple representations will be embedded throughout the course. Students will be required to solve problems analytically, graphically and numerically.

### **HONORS LINEAR ALGEBRA – CHS (HONORS LEVEL COURSE)**

*Prerequisite: Students must have completed Calculus AB or Honors Calculus with an 85% or better.*

*Full Year – Five Periods Per Week – 1.0 Credit*

**COURSE DESCRIPTION:** \*University of Pittsburgh – College in High School Program option. This course is designed for students interested in taking a college-level course with the option of earning 3 credits from the University of Pittsburgh. This course is designed to prepare the students for eventual studies in Computer Science, Multivariable Calculus, and further topics in engineering, mathematics and science. Students will study systems of equations, vectors, vector spaces, linear transformations and matrix representations, determinants, eigenvalues, and a variety of applications. This course will also review probability models, logics and proofs.

### **PRECALCULUS**

***\*The students are required to have a graphics calculator. (TI-83 or TI-84 Recommended)***

*Prerequisite: Successful Completion of Honors Algebra II, Algebra III with Trigonometry or Statistics. Due to gaps in course content Non-Honors students are not permitted to enroll in Precalculus unless they earn 90% or better in regular Algebra II, have a strong teacher recommendation and complete summer work to cover topics not covered in Algebra II but necessary for Precalculus.*

*Full Year - Five Periods Per Week - 1.0 Credit*

**COURSE DESCRIPTION:** The main focus of this course is the study of functions. The functions covered will include: polynomial, radical, rational, exponential, logarithmic and logistic functions. Trigonometry is covered including right triangle trigonometry, use of the unit circle, identities and oblique triangles. There will be an introduction into conics for the students. Real World application problems as well as series and sequences will be covered. There is a strong emphasis on modeling, and problem solving.

### **HONORS PRECALCULUS (HONORS LEVEL COURSE)**

***\*The students are required to have a graphics calculator. (TI-83 or TI-84 Recommended)***

*Prerequisite: In Accordance with Prerequisites for Advanced Courses and Successful Completion of Honors Algebra II or Algebra III with Trigonometry as well as teacher recommendation. The move from a Non-Honors Algebra II to Honors Precalculus is considered a move UP TWO levels and students will be scheduled according to the Prerequisites outlined.*

*Full Year - Five Periods Per Week - 1.0 Credit*

**COURSE DESCRIPTION:** The purpose of this Honors level course is to prepare students for Calculus. The main focus of this course is the continued in-depth study of functions (polynomial, radical, rational, exponential, logarithmic, and trigonometric), as well as sequences series and conics. There is a strong emphasis on modeling, the use of technology, and problem solving. In additional traditional assessment techniques, students will be expected to work from the text, and research and complete written projects to demonstrate mastery of the concepts covered in class. Honors Precalculus differs from regular Precalculus in that the topics are covered at a faster pace and with more depth.

Students choosing Honors level and Advanced Placement courses should be aware of required summer readings and preparation for each course. All Honors level and Advanced Placement courses will require summer preparation previous to the first day of school. ***Failure to complete required summer preparation will significantly affect the student's first nine-week grade during the following academic year.***

## **CALCULUS**

***\*The students are required to have a graphics calculator.***

*Prerequisite: Successful Completion of Precalculus or Honors Precalculus with a grade of 75% or better.*

*Full Year - Five Periods Per Week - 1.0 Credit*

**COURSE DESCRIPTION:** The purpose of this course is to provide students an introduction to calculus topics. The main focus of this course is to provide students with the fundamental calculus topics they will encounter in a college level course. The topics covered include an in-depth study of functions, graphs and trigonometry. The calculus topics include limits, derivatives, application of derivatives, integrals, applications of integrals. The students will be assessed using tests, quizzes, classroom work as well as projects to demonstrate mastery of the topics covered.

Students choosing this Calculus course will have an introduction to calculus topics. This course is NOT designed to give college credit. ***Students will NOT be given the option of College in High School or AP Credit for this course.***

## **DIFFERENTIATED MATH**

*Prerequisite: Teacher recommendation*

*Full Year - Five Periods Per Week - 1.0 Credit*

**COURSE DESCRIPTION:** Individualized learning and building mathematical skills are the primary goals of this course. Students enrolled in this course have been identified by their previous math teacher or by a diagnostic examination for students entering the district. The candidates for this course are identified as needing this course based on measured gaps in learning that would prevent the student from being successful in the next in-sequence course. Each student who enrolls in this course will take a diagnostic examination using the ALEKS computer program to determine the specific areas in which he or she has mathematical needs. Each student will have his or her own learning plan with individual goals for the course, with the underlying purpose being to provide students the support they need to learn the mathematics needed to graduate high school and be successful either in college studies or in the workforce.

## **HONORS CALCULUS (HONORS LEVEL COURSE) - CHS**

***\*The students are required to have a graphics calculator. (TI-89 Recommended)***

*\*University of Pittsburgh - College in High School Program Option*

*Prerequisite: In Accordance with Prerequisites for Advanced Courses and Successful Completion of Honors Precalculus or Precalculus as well as a strong teacher recommendation.*

*Full Year - Five Periods Per Week - 1.0 Credit*

**COURSE DESCRIPTION:** This course is designed for students interested in taking a college level course with the option of earning 4 credits from the University of Pittsburgh. Students taking this course will study calculus from a syllabus distributed by the University of Pittsburgh. Semester and final tests will be provided by the University of Pittsburgh. Topics covered in this course include a brief review of Precalculus topics, limits, differential and integral calculus methods and applications. In addition to traditional assessment techniques, students will be expected to work from the text and research and complete several written projects to demonstrate mastery of the concepts covered in the class.

Students choosing Honors level and Advanced Placement courses should be aware of required summer readings and preparation for each course. All Honors level and Advanced Placement courses will require summer preparation previous to the first day of school. ***Failure to complete required summer preparation will significantly affect the student's first nine-week grade during the following academic year.***

### **AP CALCULUS AB (ADVANCED PLACEMENT COURSE) - CHS**

*\*University of Pittsburgh - College in High School Program Option*

*Prerequisite: In Accordance with the Prerequisites for Advanced Courses and completion of Honors Precalculus as well as a strong teacher recommendation.*

*Full Year - Five Periods Per Week - 1.0 Credit*

**COURSE DESCRIPTION:** This course is designed for students looking for a rigorous study of calculus topics. This course will consist of a full year study of calculus and related topics equivalent to a college level course. The majority of the year will be devoted to the areas of limits, differential calculus and integral calculus. It is assumed that students enrolled in this course have mastered all topics covered in Precalculus. This course is designed to prepare students for taking the AP Mathematics: Calculus AB exam, which students will be required to take in May. Students will also have the option of earning 4 college credits through the University of Pittsburgh for this course.

Students choosing Honors level and Advanced Placement courses should be aware of required summer readings and preparation for each course. All Honors level and Advanced Placement courses will require summer preparation previous to the first day of school. ***Failure to complete required summer preparation will significantly affect the student's first nine-week grade during the following academic year.***

### **AP CALCULUS BC (CALCULUS II) (ADVANCED PLACEMENT COURSE) - CHS**

*\*University of Pittsburgh - College in High School Program Option*

*Prerequisite: In accordance with the Prerequisites for Advanced Courses and completion of AP Calculus AB or Honors Calculus as well as a strong teacher recommendation.*

*Full Year – Five Periods Per Week – 1.0 Credit*

**COURSE DESCRIPTION:** This course is designed for students looking for a rigorous study of calculus topics. This course will quickly review the three topics covered in a typical Calculus I course (Limits, Derivatives and Integrals). The course then turns its focus on the following topics: Advanced Integration Techniques, Parametric, Polar and Vector Functions, Concept of Series (Geometric, Applications, Harmonic), Series of Constants, Taylor Series, Maclaurin Series and tests for convergence. Additional topics may include multivariable calculus and the use of technology in exploring topics. Upon completing this course, students will be prepared to take the Calculus BC exam, which students will be required to take in May.

Students choosing Honors level and Advanced Placement courses should be aware of required summer readings and preparation for each course. All Honors level and Advanced Placement courses will require summer preparation previous to the first day of school. ***Failure to complete required summer preparation will significantly affect the student's first nine-week grade during the following academic year. Students will also have the option of earning four (4) college credits through the University of Pittsburgh for this course.***

### **STATISTICS AND PROBABILITY**

***\*The students are required to have a graphics calculator. (TI-83 or TI-84 Recommended)***

*Prerequisite: Successful completion of Algebra III with Trigonometry, Precalculus, or Honors Precalculus with a grade of 75% or better. Consideration will be allowed for students to enter this course from Algebra 2 but only with a math recommendation and student and parent acknowledge this will not fulfill college entrance requirements of 1 semester of Trigonometry.*

*Full Year - Five Periods Per Week - 1.0 Credit*



**COURSE DESCRIPTION:** The Statistics Class is an introduction course that teaches methods and terminologies of descriptive and inferential statistics. Students who complete this course will see topics that include: statistical analysis, graphic presentation of data, measures of central tendency, measures of dispersion, univariate and bivariate data, the normal curve and its applications, correlation, regression models, sample surveys and experiments, probability, probability and sampling distributions, confidence intervals, and hypothesis testing.

#### **HONORS STATISTICS AND PROBABILITY (HONORS LEVEL COURSE) - CHS**

***\*The students are required to have a graphics calculator. (TI-83 or TI-84 Recommended)***

***\*University of Pittsburgh - College in High School Program Option***

***Prerequisite: In Accordance with Prerequisites for Advanced Courses and Successful Completion of Algebra III with Trigonometry or higher as well as teacher recommendation.***

***Full Year – Five Periods Per Week – 1.0 Credit***

**COURSE DESCRIPTION:** The Honors Statistics Class is an introduction course that teaches methods and terminologies of descriptive and inferential statistics. Students who complete this course will see topics that include: statistical analysis, graphic presentation of data, measures of central tendency, measures of dispersion, univariate and bivariate data, the normal curve and its applications, correlation, regression models, sample surveys and experiments, probability, probability and sampling distributions, confidence intervals, hypothesis testing, chi-square tests, and analysis of variance. In addition, students will be able to conduct their own analyses of standard one-sample or two-sample data sets, follow statistical reasoning, and read statistical reports with understanding.

Students choosing Honors level and Advanced Placement courses should be aware of required summer readings and preparation for each course. All Honors level and Advanced Placement courses will require summer preparation previous to the first day of school. ***Failure to complete required summer preparation will significantly affect the student's first nine-week grade during the following academic year.***

### **PHYSICAL EDUCATION DEPARTMENT**

#### **Physical Education Courses**

<b><u>COURSE #</u></b>	<b><u>PHYSICAL EDUCATION COURSES</u></b>
	<i>Physical Education for 9th and 10th Grade</i>
	<i>Senior High Health</i>

#### **PHYSICAL EDUCATION FOR 9TH AND 10TH GRADE**

***Prerequisite: 9th and 10th Grade Students***

***One Semester – A or B Day - .25 Credit***

**COURSE DESCRIPTION:** The ninth and tenth grade physical education program will provide students opportunities to participate in individual, team and recreational activities. The course has been structured to focus on different units every other year so that tenth graders will not repeat the same activities they had in 9th grade. This course is required of all 9th and 10th graders for graduation.

## **SENIOR HIGH HEALTH**

*Prerequisite: None*

*One Semester – A or B Day - .25 Credit*

**COURSE DESCRIPTION:** The primary focus is to educate students to acquire and use the knowledge and skills necessary to promote a state of complete physical, mental and social well being, and to understand wellness while promoting good health habits. The course units will also cover mental and emotional wellness, nutrition, tobacco, alcohol, diseases, human sexuality/ HIV/AIDS.

The State Department of Education mandates HIV/AIDS instruction in Health Education. Parents or guardians have the opportunity to review this course of study. If the parent or guardian does not wish their child to participate in the HIV/AIDS instructional program, they may exempt their child by issuing a written statement to the administration. Alternative programs will be provided.

## **SCIENCE AND TECHNOLOGY DEPARTMENT**

<b><u>COURSE #</u></b>	<b><u>SCIENCE COURSES</u></b>
	<i>Biology</i>
	<i>Honors Human Anatomy and Physiology (WI)</i>
	<i>Honors Biology (WI)</i>
	<i>AP Biology (WI)</i>
	<i>Honors Chemistry (WI)</i>
	<i>Chemistry</i>
	<i>Chemistry II</i>
	<i>AP Chemistry (WI)</i>
	<i>Honors Physics (WI)</i>
	<i>Physics</i>
	<i>AP Physics (WI)</i>
	<i>Forensic Science</i>

## **BIOLOGY**

*Prerequisite: None*

*Full Year - Five Periods Per Week - 1.0 Credit*

**COURSE DESCRIPTION:** Biology is the science of living things. Keeping in mind the assertion that science should be a verb and not a noun, much of the course is based on the experimental approach. In all applicable areas, the student gains knowledge of biology demonstrations and laboratory investigations. Major biological themes are stressed throughout, rather than memorization of loosely related facts. Biology is divided into four main areas: (1) biological aspects of the cell, DNA and reproduction; (2) genetics; (3) ecology; and (4) lowest to most complex organisms with emphasis on the relationship between structure and function. Successful completion of this course leaves the student with a better awareness of life around him/her and of the process of science in general.

### **HONORS HUMAN ANATOMY & PHYSIOLOGY (HONORS LEVEL COURSE) (WI)**

*Prerequisite: In accordance with prerequisites for Advanced Courses; Successful completion of Biology or Honors Biology and Chemistry or Honors Chemistry.*

*Full Year - Five Periods Per Week - 1.0 Credit*

**COURSE DESCRIPTION:** Honors Human Anatomy and Physiology is designed to present content that will benefit students preparing for a career in medicine, nursing, research, or any other health related field. The course is designed to approach the human body by system. A great deal of emphasis will be placed on structure and function and comparative anatomy through various organ dissections. A culminating mammalian dissection of the fetal pig will be performed as well to assess the students' abilities to relate each system at the level of the organism.

Students choosing Honors Human Anatomy and Physiology should be aware that this is a college-level course. The teacher acts as the facilitator, and the students are responsible for a great deal of laboratory analysis and studying outside of the classroom.

Students choosing Honors level and Advanced Placement courses should be aware of required summer readings and preparation for each course. All advanced courses will require summer preparation previous to the first day of school. Failure to complete required summer preparation will significantly affect the student's first nine-week grade during the following academic year.

### **HONORS BIOLOGY (HONORS LEVEL COURSE) (WI)**

*Prerequisite: In accordance with Prerequisites for Advanced Courses.*

*Full Year - Five Periods Per Week - 1.0 Credit*

**COURSE DESCRIPTION:** Honors Biology is a course designed to examine living things. Keeping in mind the assertion that science should be a verb and not a noun, the course is based on the experimental approach as well as research methodology. The student gains knowledge of biology through methods of inquiry, such as laboratory experiments and research. Demonstrations, research completed by the student, and laboratory investigations are employed. Major biological themes are stressed throughout, rather than memorization of loosely related facts. Honors Biology is divided into four main areas: (1) biological aspects of the cell, DNA and reproduction; (2) genetics; (3) ecology; and (4) lowest to most complex organisms with emphasis on the relationship between structure and function. Honors Biology students will spend more time researching topics and writing reports than will students in regular biology. Successful completion of this course leaves the student with a better awareness of life around him/her, excellent laboratory skills, and skills in research methodology.

Students enrolled in Honors Biology will be required to:

1. Conduct research that demonstrates conceptual understanding of the major themes in the curriculum. Students will be individually responsible for project completion.
2. Successfully complete chapter tests, quizzes, projects and a mid-term and final examination.

Students choosing Honors level and Advanced Placement courses should be aware of required summer readings and preparation for each course. All Honors level and Advanced Placement courses will require summer preparation previous to the first day of school. Failure to complete required summer preparation will significantly affect the student's first nine-week grade during the following academic year.

### **AP BIOLOGY (ADVANCED PLACEMENT COURSE) (WI)**

*Prerequisite: In Accordance with Prerequisites for Advanced Courses; Successful Completion of both Biology AND Chemistry; Successful Completion of OR Concurrent Enrollment in Honors Anatomy and Physiology is highly recommended.*

*Full Year – Five Days per Week with two consecutive academic periods of laboratory work every other day 1.5 Credits*

**COURSE DESCRIPTION:** Advanced Placement Biology is a college level course that is taught at a college pace, and therefore makes demands on each student equivalent to those in an introductory college Biology course. The amount of outside work and preparation is substantially greater than required in an Honors course. The two main goals of AP Biology are to help students develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process. The ongoing information explosion in biology makes these goals even more challenging! Primary emphasis in an Advanced Placement Biology course is on developing an understanding of concepts as well as application of these concepts rather than on simply memorizing terms and technical details. Essential to this conceptual understanding are the following: a grasp of science as a process rather than simply an accumulation of facts; personal experience in scientific inquiry and laboratories; recognition of unifying themes that integrate the major topics of biology; and application of biological knowledge and critical thinking to environmental and social concerns. Students will develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. The result will be readiness for the study of advanced topics in subsequent college courses — a goal of every AP course. In order to facilitate personal experiences in scientific inquiry and biology, this course also requires two consecutive academic periods of laboratory work every other day for the entire school year.

Students enrolled in AP Biology will be expected to complete readings, assignments, projects, and AP Biology practice exams outside of class time.

Students choosing Honors level and Advanced Placement courses should be aware of required summer readings and preparation for each course. All Honors level and Advanced Placement courses will require summer preparation previous to the first day of school. Failure to complete required summer preparation will significantly affect the student's first nine-week grade during the following academic year.

### **HONORS CHEMISTRY (HONORS LEVEL COURSE) (WI)**

*Prerequisite: In accordance with Prerequisites for Advanced Courses; Successful Completion of Algebra I, Biology and Geometry*

*Full Year – Five Periods Per Week – 1.0 Credit*

**COURSE DESCRIPTION:** Chemistry is the study of matter and its structure and interaction. The course utilizes a semi-mathematical approach to inorganic chemistry consisting of the behavior and activities of elements and their chemical compositions. Organic chemistry is introduced with the emphasis on organic nomenclature. The course is structured to facilitate a "hands on" environment. The course is designed to develop and promote a foundation for deductive reasoning. Relationships are drawn to "everyday" chemical phenomenon in the discussion of chemical compounds and their behavior. Mathematical problem solving relates and proves known chemical information to aid in the understanding of the scientific principles. This course requires higher order thinking skills and is recommended for the college bound and technical school student.

The following topical areas are included: (1) measuring and calculating; (2) matter; (3) chemical formulas; (4) the mole concept; (5) chemical reactions; (6) atomic structure; (7) electron clouds and probability; (8) the periodic properties; (9) chemical bonding; (10) molecular structure; and (11) the behavior of liquids and gases.

Students choosing Honors level and Advanced Placement courses should be aware of required summer readings and preparation for each course. All Honors level and Advanced Placement courses will require summer preparation previous to the first day of school. Failure to complete required summer preparation will significantly affect the student's first nine-week grade during the following academic year.

### **CHEMISTRY**

Prerequisite: Successful completion of Biology

*Full Year – Five Periods Per Week – 1.0 Credit*

**COURSE DESCRIPTION:** This course will provide a basic understanding of chemistry. Students will examine the composition of matter and changes that it can undergo. Topics of study include: lab safety, the scientific method, dimensional analysis, analyzing data, chemical and physical properties, atomic structure, electrons in atoms, periodic law, ionic compounds, covalent bonding, chemical reactions, the mole, stoichiometry, states of matter, gases, energy and chemical change, as well as acids and bases. Another goal of this course is to increase the scientific literacy of high school students by applying the fundamental chemical concepts covered during the year to everyday life and emphasizing chemistry's impact on society.

### **CHEMISTRY II**

Prerequisite: *Successful completion of Chemistry or Honors Chemistry with a 75% or better*

*Full Year – Five Periods Per Week – 1.0 Credit*

**COURSE DESCRIPTION:** Chemistry II is designed for students interested in building on the base of knowledge acquired during their first year course in chemistry. Success in Chemistry II is dependent on the mastery of Chemistry I material, since Chemistry II builds on Chemistry I. The course provides a practical, hands-on approach to chemistry, and features decision-making activities, which give students practice in applying their chemistry knowledge in a variety of situations. This second year chemistry course includes stoichiometry, solutions and solubility, equilibrium, redox reactions, electrochemistry, nuclear chemistry, hydrocarbons and organic chemistry.

### **AP CHEMISTRY (ADVANCED PLACEMENT COURSE) (W/I)**

Prerequisites: *In accordance with Prerequisites for Advanced Courses; Successful Completion of Algebra II and Honors Chemistry or Chemistry with highest departmental recommendation.*

*Full Year – Five Days per Week with two consecutive academic periods of laboratory work every other day – 1.5 Credits*

**COURSE DESCRIPTION:** Advanced Placement Chemistry is a college level course that is taught at a college pace, with demands equivalent to those of a full year of General Chemistry taken during the first year at a college or university. It is a rigorous math-based course, with a strong laboratory component. AP Chemistry is intended for students who have demonstrated a willingness to commit considerable time to studying and completing assignments outside of class. The amount of necessary outside work and preparation is substantially greater than required of an Honors course. It is assumed that the student will spend at least five hours a week in unsupervised individual study.

This course will cover the fundamental principles of chemistry in depth with an emphasis on reasoning and problem solving. The course will develop the student's ability to incorporate mathematical skills in the solution of chemistry problems, both through the use of written problems and laboratory activities. Students will be expected to do extensive writing, and to keep a thorough and accurate ongoing laboratory notebook. Topics of study include: atomic theory and structure, stoichiometry, chemical reactions, gases, liquids, and solids, solutions, kinetics, chemical equilibrium, acids and bases, thermochemistry, and electrochemistry.

Students choosing Honors level and Advanced Placement courses should be aware of required summer readings and preparation for each course. All Honors level and Advanced Placement courses will require summer preparation previous to the first day of school. Failure to complete required summer preparation will significantly affect the student's first nine-week grade during the following academic year.

### **HONORS PHYSICS (HONORS LEVEL COURSE) (W/I)**

*Prerequisite: In accordance with Prerequisites for Advanced Courses, successful completion of Chemistry, Algebra I and Geometry and successful completion of OR concurrent enrollment in Algebra II or higher is highly recommended*

*Full Year – Five Periods Per Week – 1.0 Credit*

**COURSE DESCRIPTION:** Physics is the study of matter and energy and their interrelationship. Honors Physics addresses a few fundamental topics in physics, namely mechanics (the science of how and why things move) and wave motion and sound. The physics laboratory is aimed at reinforcing the theoretical content of the course by providing hands-on experience with the subject material. All content material discussed is approached scientifically with mathematical reinforcement. Demonstrations of all concepts are presented. This course is designed for the college-bound student or those entering a technical field including engineering, computer design and technologies and the medical fields. This course heavily requires the use of mathematics to understand physics concepts and problems.

The following topics are studied in depth, conceptually and mathematically, in Honors Physics: (1) Measurement and Mathematics of Physics; (2) Kinematics in One Dimension; (3) Vectors; (4) Kinematics in Two Dimensions -- Projectile Motion; (5) Dynamics -- Forces and Newton's Laws of Motion; (6) Circular Motion; (7) Newton's Law of Gravitation and Keplers' Laws; (8) Work, Power and Conservation of Energy; (9) Conservation of Momentum and Collisions; (10) Rotational Kinematics and Dynamics; (11) Simple Harmonic Motion and (12) Wave Motion.

Students choosing Honors level and Advanced Placement courses should be aware of required summer readings and preparation for each course. All Honors level and Advanced Placement courses will require summer preparation previous to the first day of school. Failure to complete required summer preparation will significantly affect the student's first nine-week grade during the following academic year.

### **PHYSICS**

*Prerequisite: Recommended "C" average or better in Algebra I, Geometry, and Chemistry*

*Full Year – Five Periods Per Week – 1.0 Credit*

**COURSE DESCRIPTION:** Physics is a fundamental science course designed to give students an understanding of the physical principles associated with everyday living. Physics involves the study of motion, forces, energy and waves. The following areas in physics are studied in the course:

1. Mechanics – this includes the study of measurement and mathematics of physics, kinematics in one dimension, freefall, vectors, projectile motion, forces and Newton's laws of motion and gravitation, center of mass/gravity, circular motion and the pendulum, work, power, conservation of energy and the conservation of momentum and collisions
2. Waves and Optics – includes the study of wave motion, sound, light, reflection, refraction, concave and convex mirrors, and concave and convex lenses

This Physics course is a “hands-on,” laboratory intensive program that requires the student to complete laboratory reports reflecting their experimental results and conclusions. Mathematics is critical to developing all of the principles involved and discussed in the course. The course will give students a solid conceptual and mathematical understanding of fundamental physics principles.

### **AP PHYSICS (ADVANCED PLACEMENT COURSE) (WI)**

*Prerequisite: In accordance with Prerequisites for Advanced Courses, successful completion of Honors Physics or Physics with highest departmental recommendation; successful completion of Precalculus with 85% or better OR concurrent enrollment in Precalculus.*

*Full Year - Five Periods Per Week - 1.0 Credit*

**COURSE DESCRIPTION:** AP Physics will continue where Honors Physics left off. This course is structured to help students prepare for the AP Physics 1 exam. The course is designed as an introduction to conceptual and mathematical information regarding the behavior of waves and sound, optics, mechanics, electricity, magnetism, electromagnetic induction and early quantum theory. Students will investigate these areas with "hands on" laboratory experiences and demonstrations which promote open-ended inquiry and critical thinking. This course is intended for the college bound student or those students entering a technical field such as engineering, computer science and technologies, and medical fields. AP Physics requires the extensive use of algebra, geometry, trigonometry and some calculus.

The following topics of study are included: (1) mechanics inquiry investigations and review; (2) waves, sound and light; (3) geometric optics; (4) wave/physical optics; (5) static electricity; (6) current electricity; (7) series, parallel and combination circuits; (8) magnetism; (9) electromagnetic induction; (10) early quantum theory and models of the atom.

Students choosing Honors level and Advanced Placement courses should be aware of required summer readings and preparation for each course. All Honors level and Advanced Placement courses will require summer preparation previous to the first day of school. Failure to complete required summer preparation will significantly affect the student's first nine-week grade during the following academic year.

### **FORENSIC SCIENCE**

*Prerequisite: Successful completion of both Biology and Chemistry*

*Full Year – Five Periods Per Week – 1.0 Credit*

**COURSE DESCRIPTION:** Forensic Science is the study and application of basic scientific concepts and technologies related to solving crimes. Through the study of forensic science techniques, students will be given the opportunity to explore and further understand how basic scientific concepts apply to this fascinating and increasingly popular area. By incorporating a problem-solving approach to science education, all students will be engaged in exciting and innovative ways. Forensics provides a novel approach to teaching “real world” applications of science, mathematics, and other disciplines.

This course will include acquiring and/or reviewing the knowledge of the basic science concepts utilized in forensics. These scientific principles will then be applied and authenticated through the discussion of realistic scenarios and by engaging in concrete learning activities such as laboratory experiments, research assignments, and the completion of case study examples. This course will encourage those interested in a career in forensic science to further pursue this area of interest, while at the same time offer those students who are simply curious further application of multiple science skills.

## **SOCIAL STUDIES DEPARTMENT**

Social Studies Courses	
<b><u>COURSE #</u></b>	<b><u>SOCIAL STUDIES COURSES</u></b>
	<i>Civics 9</i>
	<i>Honors Civics 9 (WI)</i>
	<i>World Cultures 10</i>
	<i>Honors World Cultures 10 (WI)</i>
	<i>American Cultures 11</i>
	<i>Honors American Cultures 11 - CHS (WI)</i>
	<i>AP United States History 11 (WI)</i>
	<i>Economics 12</i>
	<i>Honors Economics 12 (WI)</i>
	<i>AP Economics (WI)</i>
	<i>AP U.S. and Comparative Government and Politics - CHS</i>
	<i>AP European History - CHS</i>
	<i>Psychology</i>
	<i>Sociology</i>
	<i>Developmental Child Psychology</i>

\*WI – Writing Intensive

\*CHS – College in High School course

### **CIVICS 9**

*Prerequisite: 9th Grade Students*

*Full Year - Five Periods Per Week - 1.0 Credit*

**COURSE DESCRIPTION:** This course will provide students with a basic understanding of how the government of the United States functions at the national, state, and local levels. The duties and responsibilities of citizenship will be determined. Students will be required to recall early English laws and the influence they had on American laws. The Constitution of the United States will be discussed in great detail, with an emphasis being placed upon the Bill of Rights. Other key amendments will be examined. A unit devoted to the Civil Rights Movement in the United States will be presented. As an extension of this unit, universal human rights will be discussed. The American political system and the election process will be traced, evaluating the role of the media in Presidential elections. The three branches of the federal government will be thoroughly examined, and students will realize how each branch checks the power of the other. The US as a world leader will be defined, as well as examining Pennsylvania as part of a global society. A brief unit on Economics will be presented to familiarize students with types of economic systems. Finally, the primary components of Pennsylvania State History will be introduced.

### **HONORS CIVICS 9 (ADVANCED COURSE) (WI)**

*Prerequisite: In accordance with Prerequisites for Advanced Courses*

*Full Year - Five Periods Per Week - 1.0 Credit*

**COURSE DESCRIPTION:** This course will provide students with an extensive understanding of how the government of the United States functions at the national, state, and local levels. The course commences with determining why government is necessary and focusing on the intent of George Orwell in *Animal Farm*. Citizenship and immigration trends to the United States will be investigated. Students will conduct research into early English Law to determine its effect on the creation of the United States Constitution. Each article



contained within the Constitution will be analyzed. The Bill of Rights will be scrutinized and all remaining amendments will be evaluated for their significance in the lives of American citizens. Students will conduct research on the Civil Rights Movement and determine its impact on American society. As an extension of this unit, universal human rights will be discussed. The uniqueness of the American political system and the election process will be traced, evaluating the role of the media in Presidential elections. Each branch of the federal government will be studied in great detail. Students will demonstrate a firm comprehension of how one branch checks the power of another and how they interact. Landmark Supreme Court decisions will be investigated and evaluated for their importance. The US as a world leader will be defined, as well as examining Pennsylvania as part of a global society. A smooth transition will be made into a unit on Economics, discriminating between the types of economic systems. Finally, students will peruse the key components of Pennsylvania State History.

Students enrolled in Honors Civics 9 will be required to:

1. Complete the assigned summer project for Honors Civics 9.
2. Analyze specific readings and write position papers.
3. Give oral, written, and technological presentations on topics assigned throughout the year.
4. Conduct research that will demonstrate competency of the major themes within the curriculum.
5. Read one book approved by the teacher and prepare a report.
6. Demonstrate mastery of the objectives set forth for Honors Civics 9 Honors by successfully taking the chapter tests, quizzes, and completing unit projects.

Students choosing Honors level and Advanced Placement courses should be aware of required summer readings and preparation for each course. All advanced courses will require summer preparation previous to the first day of school. Failure to complete required summer preparation will significantly affect the student's first nine-week grade during the following academic year.

### **WORLD CULTURES 10**

*Prerequisite: 10th Grade Students*

*Full Year - Five Periods Per Week - 1.0 Credit*

**COURSE DESCRIPTION:** World Cultures is divided into seven major units, with each one examining non-Western cultural regions of the world. Every unit examines the geography, history, culture, and contemporary events of that particular region from a thematic approach. The overarching themes of the course—cultural conflict, tolerance, and interdependence—will be reinforced in each unit of study. The course begins with an introductory unit on geography, culture, development, and globalization. Subsequently, the units are divided into six major geographic regions of the world—sub-Saharan Africa, South Asia, East Asia, the Middle East, Eastern Europe & Russia, and Latin America. An emphasis will be placed on the rise of India and China.

An in-depth approach to relevant global issues will continually challenge students to view the world from multiple perspectives, and express their growth by means of an effective and creative writing style. The overriding theme of the course is the culture clash that has occurred, and is still occurring, whenever people of different races, ethnicities, and religions come in contact with one another. Ultimately, students will have a better understanding of and appreciation for the many ways of life that make this world such a fascinating place in which to live.

### **HONORS WORLD CULTURES 10 (ADVANCED COURSE) (WI)**

*Prerequisite: In accordance with Prerequisites for Advanced Courses*

*Full Year - Five Periods per Week - 1.0 Credit*

**COURSE DESCRIPTION:** World Cultures is the study of non-Western cultures. The overarching themes of the course—cultural conflict, tolerance, and interdependence—will be reinforced in each unit of study. The course begins with an introductory unit on geography, culture, development, and globalization. Subsequently, the units are divided into six geographic regions of the world—sub-Saharan Africa, South Asia, East Asia, the Middle East, Russia and Eastern Europe, and Latin America. Significant time will be spent investigating the rise of India and China. Students will explore the political, economic, social, and cultural characteristics of each region. Students will be expected to analyze, discuss, and clearly express ideas about the overarching themes of the course throughout the year. The World Cultures curriculum emphasizes geographic literacy, modern history, and contemporary issues in each area of study. The relevance of the course is reinforced by the study of weekly current international news events. The Honors World Cultures curriculum is of increasing importance as we prepare students to function as citizens of a global society. This course will be offered concurrently with Honors English 10, which will create opportunities for interdisciplinary instruction and enrichment activities.

Students choosing Honors level and Advanced Placement courses should be aware of required summer readings and preparation for each course. All advanced courses will require summer preparation previous to the first day of school. Failure to complete required summer preparation will significantly affect the student's first nine-week grade during the academic year.

#### **Students enrolled in Honors World Cultures will be required to:**

1. Complete the assigned summer project for Honors World Cultures
2. Analyze specific readings and write position papers.
3. Give oral, written, and technological presentations on topics assigned throughout the year.
4. Conduct research that will demonstrate competency of the major themes within the curriculum.
5. Demonstrate mastery of the objectives set forth for Honors World Cultures by successfully taking the unit tests, quizzes, and completing unit projects.

### **AMERICAN CULTURES 11**

*Prerequisite: 11th Grade Students*

*Full Year - Five Periods Per Week - 1.0 Credit*

**COURSE DESCRIPTION:** American Cultures for 11th grade students emphasize the study of United States history from the 1890's to the present. Various approaches are used to stress political and economic developments, social and cultural growth, and America's position as a world power during this time period. In this course the student can explore new ideas and learn about peoples and events in the past that have shaped our world today.

### **AMERICAN CULTURES HONORS 11 (ADVANCED COURSE) (WI) - CHS**

*\*University of Pittsburgh - College in High School Program Option*

*Prerequisite: In accordance with Prerequisites for Advanced Courses*

*Full Year – Five Periods Per Week – 1.0 Credit*

**COURSE DESCRIPTION:** Honors American Cultures is the study of American domestic and foreign issues, from the end of the Civil War to the Present, with a particular focus on the time period of the 1890's to the present. The United States grew during the 20th century into one of the most formidable powers in world history, and

this class will tell the story of how that occurred. Various approaches are used to stress political and economic developments, social and cultural growth, military conflicts, and America's eventual position as a world power during this period. In this course, students explore new ideas and learn about people and events in the past that have shaped our world today. By the end of the course, students will discuss challenges that America faces in the 21st century. The students are responsible for learning the regular classroom coursework supplemented with class readings, research activities, and reports.

**Students enrolled in American Cultures Honors 11 will be required to:**

1. Research people identified as important to American Cultures and deliver no less than two people presentations each quarter.
2. Complete a research project each quarter, including an essay that incorporates information from a variety of sources, on an important aspect of American Cultures.
3. Complete quizzes and unit exams with a high degree of accuracy.
4. Read primary and secondary source materials for each unit and answer supplemental unit reading questions based upon those articles.
5. Participate in class debates and discussions.
6. Incorporate prior knowledge, class information, and readings into thorough and engaging essay responses.
7. Keep up with nightly reading assignments and be prepared on a daily basis to contribute to class dialogue.
8. Evaluate and reflect on their prior work throughout the year.

The overall purpose of this course is to specifically prepare students who wish to study a field of the Social Sciences in college, and to generally prepare all students for college level work. To that end, students enrolled in this course should be aware that they will encounter both primary and secondary reading in the class, and that it is absolutely essential they read and understand all material given to them throughout the year. Writing opportunities will be provided on unit tests, unit supplemental questions, and quarter projects, which will require students to integrate source material from class readings as well as outside research for the quarter projects. In the course, we will also go over study strategies, research tips, and writing tactics that will benefit students in this course and beyond.

This course has been approved as the equivalent of HIST 0601: US History from 1865 to the Present at the University of Pittsburgh. Thus, this class will follow the guidelines from the University of Pittsburgh in giving students an introduction to American history from the Civil War to the present, which emphasizes selected topics on changes in American society and politics as an earlier agrarian society became an industrial-urban one and as the nation took up an ever larger role in world affairs. **Students will also have the option of earning 3 college credits through the University of Pittsburgh for this course.**

Students choosing Honors level and Advanced Placement courses should be aware of required summer readings and preparation for each course. All advanced courses will require summer preparation previous to the first day of school. Failure to complete required summer preparation will significantly affect the student's first nine-week grade during the following academic year.

**AP UNITED STATES HISTORY 11 (ADVANCED COURSE) (WI)**

*Prerequisite: In accordance with Prerequisites for Advanced Courses*

*Full Year - Five Periods Per Week - 1.0 Credit*

**COURSE DESCRIPTION:** Advanced Placement United States History is a college level course that is taught at a college pace. Successful completion of the course and passage of the exam in May can result in college credits. It is designed to study United States history from the Age of Exploration and Discovery up to and including

present-day happenings. Students must have well-developed reading and writing skills as well as a willingness to devote considerable time to homework and study to succeed in this course. The course is lecture based and is reading and writing intensive. Much emphasis is placed on critical and evaluative thinking skills, essay writing, and interpretation of primary documents and secondary resources. The amount of outside work and preparation is substantially greater than required in an Honors course. Throughout the year, students will be introduced to sample questions and essays commonly found on the AP Exam. Several weeks are spent in intensive review preparing students to take the exam. As this is an AP course, all students enrolled are required to take the corresponding exam in May.

Students choosing Honors level and Advanced Placement courses should be aware of required summer readings and preparation for each course. All advanced courses will require summer preparation previous to the first day of school. Failure to complete required summer preparation will significantly affect the student's first nine-week grade during the following academic year.

## **ECONOMICS 12**

*Prerequisite: 12th Grade Students*

*Full year - Five Periods Per Week - 1.0 Credit*

**COURSE DESCRIPTION:** Economics is designed to give students a basic idea of the theories behind economic decision making and the various systems that are in place that affect our everyday lives. After taking this course, students will be able to: analyze the economies of the world, determine the relationship between the consumer and producer in the economy, analyze the role of the United States government in the American economy, evaluate individual and aggregate decision making, and develop personal financing skills. The year is broken into five units:

**Unit I: Basic Concepts in Economics** - which introduces the basic elements of Economics.

**Unit II: Macroeconomics** - which evaluates how the economy is measured and affected by government.

**Unit III: International Trade** - which shows the importance of trade in the global economy today.

**Unit IV: Microeconomics** - which focuses on the structure and decision making of businesses in the economy.

**Unit V: Personal Finance** - which provides students with the necessary tools to make smart financial decisions in their lives after high school.

## **HONORS ECONOMICS 12 (ADVANCED COURSE) (WI)**

*Prerequisite: In accordance with Prerequisites for Advanced Courses*

*Full Year - Five Periods Per Week - 1.0 Credit*

**COURSE DESCRIPTION:** Honors Economics will cover all of the fundamental economic concepts that are mentioned in the standard Economics class. In addition, this course promotes critical thinking and problem solving aimed to motivate Honors students. Students will also take current economic issues and explain them within the context of the basic theories.

Students enrolled in Honors Economics 12 will be required to:

1. Demonstrate an understanding of the major themes throughout the curriculum.
2. Write essays of an expository, narrative, persuasive, and descriptive nature.
3. Examine a variety of real-world issues related to economic concepts discussed.
4. Identify problems and suggest alternative solutions in written and oral form.
5. Make connections between events that occur within our own economy and the world.
6. Evaluate decision-making to determine the reasoning behind decisions and their effects.

Students choosing Honors level and Advanced Placement courses should be aware of required summer readings and preparation for each course. All advanced courses will require summer preparation prior to the first day of school. Failure to complete required summer preparation will significantly affect the student's first nine-week grade during the following academic year.

### **AP ECONOMICS (MACROECONOMICS AND MICROECONOMICS) (ADVANCED COURSE) (WI)**

*Prerequisite: In accordance with prerequisites for advanced course*

*Full Year - Five Periods Per Week - 1.0 Credit*

**COURSE DESCRIPTION:** AP Economics is comprised of two courses: AP Microeconomics and AP Macroeconomics. This course helps students develop critical-thinking skills through the understanding, application, and analysis of fundamental economic concepts. Students apply quantitative and mathematical skills to support and justify economic theory. Students will also apply economic logic to a wide variety of real-world and hypothetical situations throughout the course.

***Microeconomics:*** This course introduces students to the way in which a free market economic system resolves the basic social questions of what goods and services to produce, how scarce resources are organized to produce these goods, and to whom the goods are distributed once they are produced. Students explore the components of the market system, supply and demand, and how they interact under conditions ranging from perfect competition to monopoly. Students determine the prices for resources within a society and understand the efficient wage rate for workers. The course concludes with a look at government intervention and the creation of public goods.

***Macroeconomics:*** The purpose of the course is to expose students to the economic way of thinking by looking at how the economy works on a macro, or large scale. After a brief introduction to the basic economic principles, students examine theories which explain the economic behavior of different economic agents, including the behavior of financial and monetary systems. Using simple models, we will look into determination of aggregate, economy-wide variables such as overall output, unemployment, and inflation. The course concludes with a unit on international trade and currency, and their impact on aggregate variables.

### **AP U.S. AND COMPARATIVE GOVERNMENT AND POLITICS (AP UNITED STATES GOVERNMENT AND POLITICS /AP COMPARATIVE GOVERNMENT AND POLITICS) (ADVANCED COURSE) (WI) - CHS**

*\*University of Pittsburgh - College in High School Program Option (US Government)*

*Prerequisites: Junior or Senior Standing, an interest in Government and Politics, strong reading, writing and analytical skills. In accordance with Prerequisites for Advanced Courses.*

*Full Year – Five Periods Per Week – 1.0 Credit*

**COURSE DESCRIPTION:** AP Government and Politics is the equivalent of two semesters of traditional college level introductory courses in American government and politics, and to the comparative study of state systems and their political components. The course is an elective for Junior and Senior students.

The course is designed to give students a critical perspective on government and politics in the United States through examination of the fundamental ideological and philosophical traditions and ideas underlying the democratic government established by the constitution, and their role in that government. In the first half of the course, students will focus on specific portions of American Government in preparation for the AP U.S. Government and Politics exam, including constitutional underpinnings of American Government; political beliefs and behaviors; political parties, interest groups, the mass media; the institutions of American Government, specifically government agencies and the bureaucracy; public policy; and civil rights and civil liberties.

The second half of the course will be devoted to the comparison of different government forms in preparation for the Comparative Government and Politics exam, and attempting to determine why so many varieties of governments exist, and where the United States fits into global politics. We will specifically use Great Britain from the Industrialized World; Russia and China from the Developing World; and Mexico, Iran, and Nigeria from the Third World; as model case studies, but will not be limited just to these nations. After an introduction to the study of Comparative Politics, the class will move into discussing sovereignty, authority, and power; political institutions and public policy from a comparative standpoint; citizens, society, and the state; and political and economic change. One of the primary goals of the course is to increase understanding of the political traditions, values, and structures of political systems. The work involved concerns the study of political science theory and methodology, and its application to the analysis of specific countries.

At the end of the year, students will engage in discussions of the History of Democratization, American Political Thought, American Foreign Policy in the 20<sup>th</sup> century through today, and the role of International Organizations in the world today.

The course is a college level course and is taught as such. It is lecture based and is both reading and writing intensive. It is a fast-paced course and much outside work and preparation is required to be successful. The overall purpose of this course is to specifically prepare students who wish to study a field of the Social Sciences in college, and to generally serve as a strong foundation for all those seeking a college education. To that end, students enrolled in this course should be aware that they will encounter extensive primary and secondary reading in the class, and that it is absolutely essential they read and understand all material given to them throughout the year. Students will be given outside readings from contemporary sources (such as major newspapers, journals, and magazines), as well as speeches and policy statements, and will be expected to follow national and international politics and events during the course of the school year. Even for students who may not wish to study Government and Politics in college, these areas impact everyone, from the fields of science, medicine, and engineering, to business, education, and international relations. This course will better help students navigate the legal procedures and regulations relating to a variety of fields, as well as the impact that government has on our everyday lives.

Students choosing Honors level and Advanced Placement courses should be aware of required summer readings and preparation for each course. All advanced courses will require summer preparation previous to the first day of school. Failure to complete required summer preparation will significantly affect the student's first nine-week grade during the following academic year. ***Students will also have the option of earning 4 college credits through the University of Pittsburgh for this course.***

#### **AP EUROPEAN HISTORY (ADVANCED COURSE) (WI) - CHS**

*\*University of Pittsburgh - College in High School Program Option*

*Prerequisite: In accordance with prerequisites for Advanced Courses; Junior or Senior Standing*

*Full Year - Five Periods per Week – 1.0 Credit*

**COURSE DESCRIPTION:** The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. This course provides the foundation for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse.

In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern AP European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.

AP European History is lecture based and reading and writing intensive. Emphasis is placed on critical and evaluative thinking skills, essay writing, and interpretation of primary documents and secondary resources. This college level course demands a serious commitment and a high degree of personal responsibility. Students will need to devote considerable time to the course outside of class. Students enrolled in AP European History will be required to take the AP exam in May, which may result in college credits. **Students will also have the option of earning 3 college credits through the University of Pittsburgh for this course.**

Students choosing Honors level and Advanced Placement courses should be aware of required summer readings and preparation for each course. All advanced courses will require summer preparation previous to the first day of school. Failure to complete required summer preparation will significantly affect the student's first nine-week grade during the following academic year

## **PSYCHOLOGY**

*Prerequisite: None*

*One Semester - Five Periods Per Week - .5 Credit*

**COURSE DESCRIPTION:** Psychology is the scientific study of behavior and mental processes from conception until death. Students will study the history of psychology, including its founders, and will be introduced to the contemporary theoretical perspectives and various careers within the field of psychology. The methods used to conduct psychological research will be analyzed. Students will examine the levels of consciousness and theories of learning and personality. The stages, processes, and kinds of memory will be explored as well as the components of intelligence. Additionally, the history and development of intelligence tests will be discussed. Finally, students will have an opportunity to learn about some of the psychological disorders described in the Diagnostic and Statistical Manual, Fourth Edition. Ultimately, students will gain more insight into the way people think and behave, while developing practical applications for enriching their own lives.

## **SOCIOLOGY**

*Prerequisite: None*

*One Semester - Five Periods Per Week - .5 Credit*

**COURSE DESCRIPTION:** Sociology is the scientific study of human society and social behavior with a specific focus on the social interactions of humans. The theories and work of the early founding sociologists will be examined and applied to social factors and phenomenon influencing society today. Students will learn about and study the many aspects of culture, the structure and stratification of society, the socialization process, the benefits of social institutions such as the family, religion, and education, the problems created by social deviance, and finally the catalysts and means of social change and modernization. Students will have the opportunity to make connections across time and place with the material presented. Finally, they will apply the information to their own lives through the completion of assigned individual and group projects. Students will leave the course with a thorough understanding of the diverse facets of society and the dynamics that contribute to the maintenance of human societies and relationships.

## **DEVELOPMENTAL CHILD PSYCHOLOGY**

*Prerequisite: None*

*One Semester - Five Periods Per Week - .5 Credit*

**COURSE DESCRIPTION:** This course serves as a prerequisite for students desiring to enroll in the Early Childhood Development Program. As students progress through the semester, they will be introduced to the

physical, social, emotional, and intellectual domains of development. The theorists who have made major contributions to the field of child psychology will be studied, including Jean Piaget, Erik Erikson, Lawrence Kohlberg, and Lev Vygotsky. The developing child will be examined within the context of the family and effective parenting skills, parenting styles, and sibling influences will be discussed. The physical, social, emotional, and intellectual development of children ages four to six will be explored. Additionally, students will make observations in the Early Childhood classroom to further their understanding of the development of young children.

## **PARKWAY WEST CAREER AND TECHNOLOGY CENTER**

For information on the programs offered at Parkway West Career and Technology Center please refer to the following sites:

South Fayette Website

<https://www.southfayette.org/ParkwayWestCareerTechnicalCenter.aspx>

South Fayette High School Program of Studies

<https://www.southfayette.org/Downloads/HSProgramofStudies2.pdf>

Parkway West Career and Technology Center website

<https://www.parkwaywest.org/>

### **\*\*ELECTIVE COURSES\*\***

Elective course offerings will be based on enrollment data collected and will be presented in forthcoming communications.





### **Mission Statement**

*The mission of the South Fayette Township School District, in partnership with the community, is to cultivate academic, artistic, and athletic excellence of the whole child by fostering the skills to be confident, ethical, empathetic, and responsible global citizens.*