PROGRAM OF STUDIES

2026-2027

Grades 9-12

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

Dr. Natasha Dirda, Principal
Mrs. Tonya O'Brien, Assistant Principal
Mr. Thomas Salopek, Assistant Principal

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SCHOOL DISTRICT INFORMATION:

ACADEMIC INFORMATION:

COURSE INFORMATION:

SOUTH FAYETTE SCHOOL DISTRICT
School District Administration, Faculty and Staff

Table 1 – School District Board Members

NAME AND EMAIL
Mr. William Gray, President - WVGray@southfayette.org
Mr. Leonard Fornella, Vice President – LFornella@southfayette.org
Mrs. Rebecca Bruce – RKBruce@southfayette.org
Mrs. Teresa Burroughs – TBurroughs@southfayette.org
Mrs. Esther Cardillo – EMCardillo@southfayette.org
Mr. Mike Ghilani – MGhilani@southfayette.org
Mr. Thomas Iagnemma – TIagnemma@southfayette.org
Dr. Jason Olexa – JOlexa@southfayette.org
Mr. Joseph Welch – JWelch@southfayette.org

Table 2 - Listing of District Administration

NAME AND PHONE EXTENSION	TITLE
Dr. Michelle Miller (413)	Superintendent of Schools
Dr. Kristin Deichler (408)	Assistant Superintendent
Mrs. Cristine Wagner-Deitch (348)	Director of Curriculum
Mr. Ryan Neely	Director of Finance
Dr. Kellee Oliver (429)	Director of Student Support Services
Dr. Conchetta Bell (404)	School Psychologist/Asst. Director of Student Support Services
Mrs. Katelyn Romain (218)	School Psychologist/Asst. Director of Student Support Services
Mr. Hunter Barnhart (872)	School Psychologist/Asst. Director of Student Support Services
Dr. Matthew Callison (424)	Director of Innovation and Strategic Partnerships
Mrs. Jennifer Donovan (358)	Director of Communications
Dr. Charles Herring (572)	Director of Student and Community Engagement
Dr. Natasha Dirda (242)	High School Principal
Mrs. Tonya O'Brien (253)	High School Assistant Principal
Mr. Thomas Salopek (265)	High School Assistant Principal
Dr. Erin Crimone (236)	Middle School Principal
Dr. Kevin Maurer (224)	Assistant Middle School Principal
Dr. Heidi Ondek (336)	Interim Intermediate School Principal
Mrs. Kristen Johnson (328)	Intermediate School Assistant Principal
Mr. Tyler Geist (337)	Elementary School Principal
Mrs. Pharlan Ives (612)	Elementary School Associate Principal
Mr. Mark Keener (225)	Director of Athletics
Mr. Rob Warfield (245)	Director of Technology
Mr. Brandon Soubie (452)	Director of Transportation
Ms. Nicole Bazant Pleil (279)	Director of Food Service
Mr. Steve Timmins (129)	Director of Facilities
Mr. Athanasios Tsourekis (217)	Maintenance Manager
Mr. Josh Wasserman (238)	Custodial Manager

Table 3 - High School Administrative Office Staff and Technology Support

NAME AND PHONE EXTENSION	TITLE
Mrs. Cassandra Bahrychuk (222)	Assistant for Attendance and Student Center
Mrs. Kathy Demnyan (240)	Assistant for Athletics and Student Activities
Mrs. Kelly DiSciullo (241)	Assistant to the Assistant Principal
Mrs. Jodi Holley (221)	Assistant to the Principal
Mrs. Trina Howells (223)	Nurse
Ms. Lily Krivonick (670)	High School Technology Assistant
Officer Michael Ziemanski (732)	School Police Officer

Table 4 – High School Counseling Department

NAME AND PHONE EXTENSION	TITLE
Mr. David Houseman (252)	School Counselor *(Students Last Name A thru G)*
Mrs. Anjelica Lutzo (317)	*School Counselor (Students Last Name H thru O)*
Mrs. Julia Martin (251)	School Counselor *(Students Last Name P thru Z)*
Mrs. Emily Sharro (254)	College and Career Counselor
Mr. Tanner Jones (425)	Social Worker
Mrs. Dana Bloom (250)	Assistant for Counseling

Table 5 - High School Faculty

NAME AND PHONE EXTENSION	DEPARTMENT
Mrs. Barth	*Business Technology*
Mr. Bowman	*Mathematics*
Mrs. Carranza	*Instrumental Music*
Ms. Cerchiaro	*Social Studies*
Ms. Chagnon	*Physical Education and Health*
Mrs. Chaves	*World Language - Spanish*
Mrs. Clonan	*World Language - Spanish/Department Chair*
Ms. Contis	*Art*
Ms. Crapis-Breth	*Science*
Ms. DeFelice	*Art*
Mr. Del Re	*Social Studies*
Mrs. Dennison	*Early Childhood Development*
Mrs. Dorsey	*Mathematics*
Mrs. Ebersole	*Mathematics*
Mr. Eldridge	*Physical Education and Health/Department Chair*
Mrs. Elek	*Vocal Music*
Mrs. Endy	*World Language – French*
Ms. Everhart	*Science*
Mr. Flannery	*Business Technology/Department Chair*
Mr. Franjione	*Mathematics*
Mr. Fraser	*English*
Mr. Gregg	*Social Studies*
Mrs. Habib	*Science*
Mrs. Hackworth	*Social Studies*
Ms. Hall	*String Orchestra*
Ms. Hallett	*Special Education*
Ms. Hansen	*Special Education*
Mr. Hausman	*English*
Ms. Highberger	*English*
Mr. Hobbs	*Mathematics*
Mrs. Hodak	*Special Education*
Mrs. Hulings	*Science*
Mrs. Josey	*Business Technology*
Mr. Joyce	*Social Studies*
Mrs. Karger	*English*
Mrs. Kay	*Physical Education and Health*
Mrs. Lockette	*English*
Mrs. Lortz	*Computer Science*
Ms. Losco	*English as a Second Language*
Mr. Mannarino	*Technology Education*
Ms. Mannina	*English*

Table 6 - High School Faculty Continued

NAME AND PHONE EXTENSION	DEPARTMENT
Mrs. Marchinsky	*English*
Mr. Marinzel	*Business Technology*
Mrs. Matz	*English*
Mr. McArdle	*Social Studies*
Mr. McGowan	*Science*
Mrs. McCullough	*Computer Science*
Mrs. Merchant	*English*
Mr. Mikan	*Social Studies*
Dr. Mital	*Science*
Mrs. Okel	*Science/Department Chair*
Mrs. Palmer	*Mathematics*
Mrs. Pappas	*Special Education*
Mrs. Podgorski	*Physical Education and Health*
Mrs. Popeck	*Science*
Mrs. Quirk	*Enrichment Coordinator*
Mrs. Rabi	*English and Theatre Arts*
Mr. Reasey	*Mathematics*
Mrs. Rekasie	*Librarian*
Mrs. Rogowicz	*Special Education*
Mrs. Roth	*Mathematics*
Mrs. Rudy	*Special Education*
Mr. Salvucci	*Social Studies*
Ms. Schreffler	*Special Education*
Mrs. Scott	*English*
Mr. Sekelik	*Social Studies*
Mr. Seybert	*Science*
Ms. Shirey	*Science*
Mrs. Shrewsbury	*English*
Mr. Silhanek	*Social Studies/Department Chair*
Mr. G. Smith	*English/Department Chair*
Mr. T. Smith	*Social Studies*
Mrs. Smyczek	*Special Education/Department Chair*
Mr. Stewart	*Mathematics*
Mrs. Surloff	*World Language – Spanish*
Mrs. Ullom	*Mathematics/Department Chair*
Mr. Warner	*Business Technology*
Ms. Whalen	*English*
Mrs. Wiernik	*World Language – German*
Mr. Wigton	*Mathematics*
Mr. Winans	*Science*
Dr. Yeager	*Business Technology*
Dr. Yerace	*Social Studies*

South Fayette Scheduling Timeline
2026-27 School

Date	Topic
February 5, 2026	HS Visits 8th Grade Students to Review Scheduling Information "*Right Student - Right Course*" Philosophy
February 5, 2026	Future-Focused Night at HS "*Right Student - Right Course*" Philosophy
January 26 - February 6, 2026	Individual Conferences between Teachers/Students about Course Request Process for 2026-27 "*Right Student - Right Course*" Philosophy
Week of February 9-13, 2026	Student Course Request Window Opens *Current 9-11 Grade Students
February 13, 2026	Waiver Deadline *Current 9-11 Grade Students
Week of February 9-27, 2026	Student Course Request Window Opens *Current 8 Grade Students
February 27, 2026	Waiver Deadline *Current 8 Grade Students
Beginning of August 2026	Student schedules are released

South Fayette High School
PROGRAM OF STUDIES

GRADING SYSTEM

The evaluation of student 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:

Table 7 – Grading Scale of Academic/Regular Courses

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

Course	Grade	Quality Points	Credit	
AP English	96	5.00	1.0	5 x 1 = 5
Economics 12	91	3.75	1.0	3.75 x 1 = 3.75
Advanced Art IIIA	95	4.00	.5	4 x .5 = 2
				10.75 ÷ 2.5 = 4.3

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

CLASS RANK

Class rank will not be listed on transcripts and will not be disclosed by the District. Class rank will be maintained internally and provided to the parent/guardian/student upon request.

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:

Table - 8 - Grading Scale for *Honors Courses*

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

Table 9 - Grading Scale for Advanced Placement Courses

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

HONORS AND ADVANCED PLACEMENT COURSES OFFERED

The following courses are identified as Honors and Advanced Placement courses for the 2026-2027 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.

Honors Courses

CMU 15-112: High School Honors Python
Honors American Film
Honors Advanced Manufacturing and Engineering
Honors Advanced Python III
Honors Algebra II
Honors Argument – CHS
Honors Biology
Honors Business Calculus – CHS
Honors Calculus - CHS
Honors Chemistry
Honors Civics 9
Honors Data Science
Honors Economics/Political Science 12
Honors Engineering Graphics
Honors English 9
Honors English 10
Honors English 11
Honors French III – CHS
Honors French IV – CHS
Honors Geometry
Honors German III
Honors German IV – CHS
Honors German V – CHS
Honors Healthcare Concepts and Medical Terminology - CHS
Honors Human Anatomy & Physiology
Honors Introduction to Game Studies – CHS
Honors Introduction to Film – CHS
Honors Leadership Studies I/ Theories of Leadership – CHS
Honors Leadership Studies II/ Theories of Leadership – CHS
Honors Linear Algebra – CHS
Honors Literature Coming of Age - CHS
Honors Management and Marketing Applications
Honors Organic Chemistry
Honors Physics
Honors Precalculus
Honors Spanish III - CHS
Honors Spanish IV – CHS
Honors Sports Literature
Honors Statistics and Probability – CHS
Honors Survey of Literature
Honors Survey of British Literature
Honors The Poetic Imagination: Homer to Hip Hop
Honors U.S. History 11 1865-Present - CHS
Honors Video Production 3 – CHS
Honors World History 10

AP Courses:

AP Art and Design
AP Art History
AP Biology w/Lab
AP Calculus AB - CHS
AP Calculus BC – CHS
AP Chemistry w/Lab
AP Computer Science A
AP Computer Science Principles – CHS
AP Cybersecurity
AP Economics - CHS
AP English 11: Language and Composition
AP English 12: Literature and Composition - CHS
AP European History – CHS
AP French – CHS
AP Music Theory
AP Online Courses as Approved
AP Physics 1 w/Lab
AP Physics 2/C
AP Psychology
AP Seminar 10
AP Spanish Language and Culture – CHS
AP U.S. History
AP/CHS U.S. and AP Comparative Government and Politics
AP World History 10

Prerequisites for admission to Honors and Advanced Placement courses for the 2026-2027 School Year will be as follows:

Current 8th Grade Students

1. To move UP one level (Regular to Honors, Honors to AP), a percentage grade of 93% or above is needed in the previous course in the departmental area.

Current 9th – 11th Grade Students

2. 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.

3. 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.

4. 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 student course qualification.

5. Relevant prerequisites as outlined in the respective course description.

COLLEGE IN HIGH SCHOOL COURSES OFFERED

The following courses are College in High School courses for the 2026-2027 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. Weighting of individual CHS courses is subject to change based on guidance from Pennsylvania Department of Education, the college/university partner, and/or the District's determination.

College in High School Courses:

AP Calculus AB - CHS
AP Calculus BC – CHS
AP Computer Science Principles - CHS
AP Economics – CHS
AP English 12: Lit & Comp. – CHS
AP European History – CHS
AP French - CHS
AP Spanish Language and Culture – CHS
AP/CHS U.S. & AP Comparative Government & Politics
Cybersecurity I - CHS
Honors Argument – CHS
Honors Business Calculus - CHS
Honors Calculus – CHS
Honors French III – CHS
Honors French IV – CHS
Honors German IV – CHS
Honors German V – CHS
Honors Healthcare and Medical Terminology - CHS
Honors Introduction to Game Studies – CHS
Honors Introduction to Film – CHS
Honors Leadership Studies I/ Theories of Leadership - CHS
Honors Leadership Studies II/ Theories of Leadership - CHS
Honors Linear Algebra – CHS
Honors Literature Coming of Age – CHS
Honors Spanish III - CHS
Honors Spanish IV – CHS
Honors Statistics and Probability – CHS
Honors U.S. History 11 1865-Present - CHS
Honors Video Production 3 – CHS

DUAL ENROLLMENT

Dual Enrollment is an opportunity to earn college credits while in high school where students can take classes during the day, in the evening, on the weekends, or in the early summer session. Dual enrollment is completed in partnership with local colleges/universities and is open to juniors and seniors. Individual qualifications differ from each college/university and program. One South Fayette High School credit is awarded for successful completion of a 3-credit college course. The grade from the college course is not included in the South Fayette High School GPA calculation and students are not eligible to take a course that is offered at South Fayette High School. Students are responsible for their own transportation and are also responsible for their tuition payment and fees and must be in current compliance and good standing with South Fayette High School graduation requirements. Finally, students are not permitted to accrue more than seven (7) credits total per academic year at South Fayette High School.

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 prior 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 Counseling 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 Exit Interview
c. Demonstrated "Proficiency" on all state-mandated assessments.

Students may demonstrate Proficiency by:

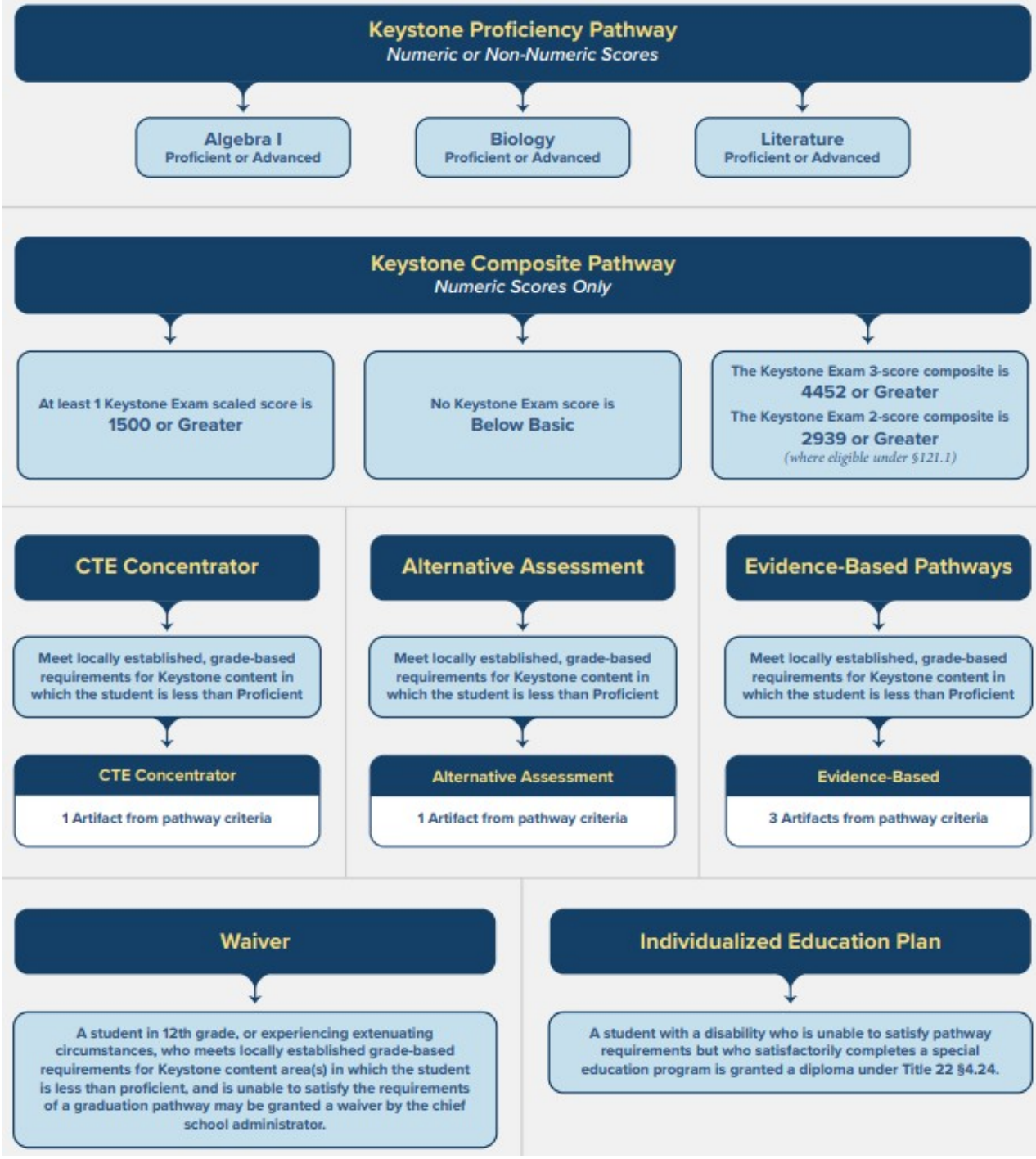
a. Attaining a designation of "proficient" or above on all state-mandated assessments.
b. Attaining a designation of "proficient" or above on any re-take test in each area where they were not formerly proficient.
c. Completing the alternative pathway to proficiency as determined by the PA Department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

Through Act 158 of 2018 and Act 6 of 2017, students graduating from Pennsylvania public high schools in 2023 or later will have greater flexibility in reaching Keystone Exam proficiency through a five pathway option. These pathways provide greater flexibility to students; however, they are not considered until a student has made two attempts to reach proficiency on each of the Keystone exams. Families will work with the South Fayette High School administration and the school counseling department to ensure all
students meet one of the graduation pathways for Act 158.

Act 158 Pathway to Proficiency Resources

pennsylvania
DEPARTMENT OF EDUCATION

Pennsylvania Pathways to Graduation



HOMEWORK POLICY

With the exception of Advanced Placement and College in High School (CHS) courses, 10% of each course's weighted grade is exclusively reserved for homework and/or participation grades.

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 advanced 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^{th}) through twelfth (12^{th}) 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^{th}) through twelfth (12^{th}) 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^{th}) 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 ELIGIBILITY

As per the National Collegiate Athletic Association ("NCAA") Initial Eligibility Clearinghouse, students must meet the Core Course Requirements outlined by the NCAA. *Visit websites* ***www.eligibilitycenter.org*** *and* ***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 specific grade-point average as determined by the NCAA (based on a maximum of 4.000).

NCAA INITIAL ELIGIBILITY - *CORE COURSE REQUIREMENT*

***PLEASE CONTACT THE HIGH SCHOOL COUNSELING DEPARTMENT FOR A COMPLETE DESCRIPTION AND GUIDELINES FOR NCAA ELIGIBILITY.** *Also visit websites www.eligibilitycenter.org and www.ncaa.org for more information.*

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 Counseling Department of their desire to participate in intercollegiate sports so that proper course work can be planned.

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-four (24.0) 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 05011 and 592)* Data Management with Excel and Future Ready by Design
- .50 credits – College and Career Planning
- 1.0 credits of High School Health/Physical Education
- 5 to 9 credits of Electives
- .25 credit for successful completion of the Senior Exit Interview

Students attending Parkway West Career and Technology Center will be required to have a total of 24 credits and World Language, College and Career Planning, and World Cultures will be waived.

SCHEDULING

Scheduling for the following school year will be done each spring. The Program of Studies will be made available to all students for the South Fayette Township School District. Discussions of this curriculum guide will be conducted for all classes by the School Counselors and Principal. A "Parent/Guardian Scheduling Night" will be scheduled so that parents/guardians interested in general explanations of courses of study may hear them.

Schedule Changes

1. Students will be permitted to make any adjustments in their course selections according to the timetable that accompanies the scheduling information. Changes in Honors or AP classes should also follow the timetable.
2. All course selections will take place by completing a "Schedule Change Request Form" Google Form and/or requesting the counselor to schedule an appointment to discuss options.
3. After the deadline, changes will only be made for the following reasons:
    a. A computer scheduling error occurred.
    b. You failed a course, need to repeat it and the change did not occur. (Usually this change will automatically occur).
    c. You desire to add an additional elective course in place of a resource/study period. (This will only be considered if the course you desire to schedule is not full.)

If a student believes that he/she has a unique situation that warrants a schedule change, the student may schedule a conference through the counselor that must include the student's parent/guardian, counselor, principal and teacher. The information related to the request should be presented and a final decision will be made. Absolutely no changes will be considered without this conference being held.

COURSE WAIVER FORM

The waiver is a contract between the student and parent(s)/guardian(s) and South Fayette Township High School. This waiver will provide for a course placement that supersedes the school's recommendation. Students that complete this waiver understand that this action contains both responsibility and accountability for one's grades and progress. Curricular changes, modifications, and accommodations will not be made for students who complete a waiver for course admission.

Please refer to the copy of the waiver form included at the end of The Program of Studies for specific details. Copies are also available in the High School Counseling Office.

STUDY HALL

Students in grades 9, 10, 11, and 12 are permitted to take a semester or full year study hall each year. As a reminder, all students are permitted to have a maximum of one (1) full year study hall per year. Students can choose to not have a study hall, have a full year study hall, or a semester study hall (this choice exists for all 4 years of high school).

DROP/ADD POLICY

Because students in current Grades 9-11 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

One day per week after school, for 2.25 hours, math tutorial services are offered to students in grades 9-12. Students should communicate with their math teacher for details.

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.

WORK RELEASE CREDIT

07010 – Work Release
Semester/Year – 1 - 3 Credits Based Upon Hours of Work (Grade 12)

Seniors who are in good credit standing may choose to pursue credits for work release. Credit will be awarded based on hours completed per week. Students can earn between 1 credit and 3 credits based on their individual work release schedule. The opportunity to earn credits extends from August through June when school is in session. Additional requirements include:

1. A signed permission form from parents/guardians and a mentor/employer/supervisor.
2. Completion of quarterly progress logs.
3. Progress monitoring with a mentor and/or supervisor every four and a half weeks.

Credits will be awarded on a pass/fall basis and are GPA-neutral.

BUSINESS DEPARTMENT

Table 10 - Business, Computer, Info. Tech. Dept. Courses

COURSE #	BUSINESS COURSES
05017	*Video Production 1*
05037	*Video Production 2*
05014	*Honors Video Production 3 – CHS**
05019	*Photography and Editing Basics*
05057	*Professional Photography and Print Media*
199	*International Business*
201	*3D Modeling*
05011	*Data Management with Excel – 10th Graders*
561	*Web Page Design*
562	*Entrepreneurship & Business Management*
05031	*Programming for Game Design*
800	*Podcasting*
569	*Accounting IA*
570	*Accounting IB*
582	*College & Career Planning – 11th Graders*
585	*Sports & Entertainment Marketing*
05050	*Honors Management & Marketing Applications*
05026	*Advanced Microsoft Office Specialist*
05030	*Personal Finance and Investing*
05042	*eSports*
05043	*Building Virtual Worlds*
05054	*Future Ready by Design*

**CHS* – College in High School course

05017 – VIDEO PRODUCTION 1

Prerequisite(s): None
Semester – Five Periods Per Week - .5 Credit (Grades 9-12)

COURSE DESCRIPTION: Have you ever wondered what goes into making the commercials you see on TV? This elective course introduces students to digital video shooting and editing techniques. Students will learn the process of video production, from brainstorming to filming on set to editing in Adobe Premiere Pro CC. No previous experience or knowledge is necessary - just bring your creativity!

05037 – VIDEO PRODUCTION 2

Prerequisite(s): Successful Completion of Video Production I with a 75%
Semester - Five Periods Per Week – .5 Credit (Grades 9-12)

COURSE DESCRIPTION: This project-based elective course builds on the skills learned in Video Production 1 and gives students the tools to create more professional videos. Students will not only produce on-air programming for SF-TV 3, but also participate in local contests and create materials for the District. Projects include commercials, PSAs, cinematic shorts, and news packages. Along the way, students will further develop important life and career skills such as responsibility, organization, and teamwork.

05014 – HONORS VIDEO PRODUCTION 3 – CHS

**Point Park University - College in High School Program Option*
Prerequisite(s): Successful Completion of Video Production 1 and Video Production 2 and teacher recommendation.
Full Year – Five Periods Per Week – 1.0 Credits (Grades 10-12)

COURSE DESCRIPTION: Honors Video Production 3 - CHS is a project-based elective course that will allow students to advance their video production skills, as they produce the major projects of the year viewed by both the School District and community. Students will create various content including instructional videos, Public Service Announcements, documentaries, commercials, short films, and more. Technical aspects of producing, directing, cinematography, and film editing will be covered. Honors Media III students are expected to be self-motivated, creative, goal-oriented, and willing to devote the necessary time to complete their projects. Due to the various productions required of the course, students will need to be responsible, reliable, and self-disciplined to complete the projects before the set deadlines. This course will be aligned with Point Park University's Cinema Arts curriculum and will give students the option to earn college credits. Students can elect to register with Point Park and earn 3 credits for $250 if they complete the course with a 70% or better. Students do not have to register with Point Park to take this course.

05019 – PHOTOGRAPHY AND EDITING BASICS

Prerequisite(s): None
Semester - Five Periods Per Week - .5 Credit (Grades 9-12)

COURSE DESCRIPTION: Want to create better digital content? Students in this course will use Adobe Photoshop, the favorite image manipulation tool of the industry, to enhance images to create digital media. Students will also be exposed to photography basics and learn to shoot their own images using mirrorless cameras. Projects will range from creating digital ads to posters to photoshoots. Occasionally, students will be required to shoot and complete project work outside of school.

05057 – PROFESSIONAL PHOTOGRAPHY AND PRINT MEDIA

Prerequisite(s): Successful completion of Photography and Editing Basics
Semester – Five Periods Per Week - .5 Credit (Grades 9-12)

COURSE DESCRIPTION: Students will take their photography skills to the next level through the use of DSLR cameras and interchangeable lenses. There will be a heavy emphasis on Adobe Lightroom and Adobe Photoshop. Students will/may be responsible for events or jobs within the district and outside of the classroom. When students finish this class, they will have the ability to become a paid professional. Photography studied will/may be portrait, sports, event, real estate, corporate, and product. Students need to purchase a high speed SD card with a minimum of 32G space.

199 – INTERNATIONAL BUSINESS

Prerequisite(s): None
Semester - Five Periods Per Week - .5 Credit (Grades 9-12)

COURSE DESCRIPTION: Students enrolled in this course will learn the foundations of international business and how they differ from U.S. markets. The course will also include discussions on global business environments and how they impact decision-making in foreign markets as well as international banking, finance and investments. The students will also explore international business communications and cultures as well as ethical and social responsibilities in a global economy.

201 – 3D MODELING

Prerequisite(s): None
Semester - Five Periods Per Week - .5 Credit (Grades 9-12)

COURSE DESCRIPTION: 3D Modeling is a one-semester course designed to introduce students to 3D modeling techniques that professionals use. Students will use Blender to manipulate and sculpt pure imagination into substantial digital art. Students will learn how to navigate the software to create a variety of environments, characters and objects that can be utilized in video games and/or short movie productions. They will also be introduced to basic animation concepts, which will bring their characters to life.

05011 – DATA MANAGEMENT WITH EXCEL

This is a required graduation course for all 10th Grade Students.
Prerequisite(s): None
Semester - Five Periods per Week - .5 Credit (Grade 10)

COURSE DESCRIPTION: This class is designed for beginners and will introduce data management through spreadsheet applications, mainly Microsoft Excel 365. Students will learn basic and intermediate capabilities of an Excel workbook. These include workbook navigation, file management, formatting a workbook, working with functions and formulas, and working with charts and graphs. These skills will allow students to create useful and visually appealing spreadsheets in Excel while recognizing the far-reaching applications of the software. This course is designed to ensure students have the tools necessary to not only analyze data, but to successfully input, interpret, and present it to an audience. This course will cover basic and intermediate skills and prepare students to be in a position to continue to pursue the Microsoft Office Specialist Certification in Excel.

561 - WEB PAGE DESIGN

Prerequisite(s): None
Semester – Five Periods Per Week - .5 Credit (Grades 9-12)

COURSE DESCRIPTION: Web Page Design is a one-semester elective that introduces students to the essentials of web design, focusing on HTML and CSS to build functional and visually appealing web pages. Students will gain hands-on experience with industry-standard tools, including Adobe Dreamweaver, to develop and refine their skills in layout, styling, and structure. By the end of the course, students will have created a personal portfolio of web pages, showcasing their ability to design and code for the web. This course is ideal for creative problem-solvers eager to explore the world of digital design.

562 - ENTREPRENEURSHIP & BUSINESS MANAGEMENT

Prerequisite(s): None
Semester – Five Periods Per Week - .5 Credit (Grades 10-12)

COURSE DESCRIPTION: This one-semester academic/business course is designed for students who intend to study business in college, explore the possibility of owning/managing their own business, or want to gain an understanding of business operations.

The course will provide a critical understanding of the following topics:

- Types of businesses (sole proprietorship, partnership, corporation)
- Business communication
- Motivation & leadership
- Ethics
- Human resources
- Conflict and stress

Activities and assessments will promote critical thinking and decision-making while addressing the importance of using technology effectively in business.

05031 – PROGRAMMING FOR GAME DESIGN

Prerequisite(s): None
Semester – Five Periods Per Week - .5 Credit (Grades 9-12)

COURSE DESCRIPTION: In this hands-on course, students dive into the fundamentals of game programming using Unity, a powerful game development engine. Through guided projects and hands-on exploration, students learn to bring their game ideas to life, scripting, and interactive mechanics. By the end of the course, students will have created their own playable games, gaining skills in coding, problem-solving, and creative thinking essential for the game industry. This course is perfect for students interested in coding, gaming, or digital design.

800 - PODCASTING

Prerequisite(s): None
Semester - Five Periods Per Week - .5 Credit (Grades 9-12)

COURSE DESCRIPTION: Podcasting combines major skills emphasized by both the English and Business Departments. The course will focus on students being able to work collaboratively within a group, write to an audience, learn new forms of technology, and find a meaningful and positive voice. Students will listen to popular podcasts, research different forms of this medium, and develop and record their own podcasts. This will be done all while working with peers and learning the process of what it takes to make their effort meaningful and successful.

569 - ACCOUNTING IA

Prerequisite(s): Successful Completion of Algebra I
Semester – Five Periods Per Week - .5 Credit (Grades 9-12)

COURSE DESCRIPTION: Accounting IA is a one-semester business course designed to familiarize students with the "language of business." It is designed for nearly all students who wish to further their knowledge of business management and decision-making. This course introduces the student to careers in accounting and to positions where accounting knowledge is useful. The course will help students understand complicated issues in the business world and provide a working knowledge of how businesses function from a financial standpoint. In Accounting IA, students will work with a sole proprietor as a service business completing the Accounting Cycle. This will include: journalizing, posting, preparing a worksheet, preparing balance sheets and income statements, recording adjusting and closing entries, and preparing a post-closing trial balance.

570 - ACCOUNTING IB

Prerequisite(s): Successful completion of Accounting IA
Semester – Five Periods Per Week - .5 Credit (Grades 9-12)

COURSE DESCRIPTION: Accounting IB is a continuation of the material covered in Accounting IA. This second semester of accounting is strongly recommended for college-bound students majoring in any area of business, particularly accounting. Students will work with a partnership as a merchandising business. Students will be able to work with subsidiary ledgers and controlling accounts, process transactions involving credit card sales and sales tax, work in an expanded journal to record transactions, prepare payroll records, and prepare all steps in the accounting cycle for a partnership. In addition, emphasis will be placed on giving the students exposure to applicable software applications where they will gain real-world experience using relevant technology.

582 - COLLEGE AND CAREER PLANNING

This is a required graduation course for all 11th Grade Students.

Prerequisite(s): None

Semester – Five Periods Per Week - .5 Credit (Grade 11)

COURSE DESCRIPTION: This course is designed to equip 11th-grade students with essential skills for navigating career development and post-secondary education options. Students will explore various career clusters while creating resumes and cover letters tailored to their chosen fields. The curriculum focuses on identifying post-secondary programs that align with individual career goals, preparing college applications, and exploring financial aid opportunities. Students will also participate in mock interviews to develop competitive interviewing skills for future employment. Additional emphasis is placed on budgeting, taxes, gross vs net pay, and setting educational and professional goals for the years following high school, fostering motivation and insight for long-term success.

585 - SPORTS & ENTERTAINMENT MARKETING

Prerequisite(s): None

Semester – Five Periods Per Week - .5 Credit (Grades 9-12)

COURSE DESCRIPTION: This course will use the world of sports and entertainment to teach the foundations of marketing. Each basic marketing function will be incorporated throughout the class with an emphasis on how these functions relate to sports and entertainment.

This course will provide a critical understanding of the following topics:

- The four P's of marketing (product, place, price, promotion)
- Industry history
- Consumer behavior
- Technology in marketing
- Product placement
- Primary marketing functions
- Social media as a marketing tool

Lectures, activities and assessments will promote critical thinking and decision making while using technology to demonstrate the ever-changing world of marketing.

05050 - HONORS MANAGEMENT & MARKETING APPLICATIONS

*Prerequisite(s): Successful completion of Entrepreneurship & Business Management **OR** Sports and Entertainment Marketing with a 90% or better in both courses and teacher recommendation.*

Full Year– Five Periods Per Week - 1.0 Credit (Grade 12)

COURSE DESCRIPTION: This hands-on course offers students an immersive experience in planning, organizing, and executing the school's annual Mini-THON. Drawing from major business concepts such as project management, marketing, budgeting, and leadership, students will work collaboratively to create an impactful event that raises awareness and funds for a meaningful cause.

Throughout the course, students will develop essential skills in event planning, including sponsorship acquisition, volunteer coordination, and logistical management. They will also learn to apply principles of business strategy to real-world challenges, such as building a budget, managing deadlines, and promoting the event through social media and traditional marketing channels.

05026 – ADVANCED MICROSOFT OFFICE SPECIALIST

Prerequisite(s): Successful completion of Future Ready by Design and Data Management with Excel with an 80%

Semester – Fiver Periods Per Week - .5 Credit (Grades 10-12)

COURSE DESCRIPTION: This semester-long course is an advanced course in Microsoft PowerPoint and Excel which expand on the skills learned in Future Ready by Design and Microsoft Excel. The course is designed for students to further their knowledge in the workings of Excel and PowerPoint in an effort to master the objectives listed below to prepare for the Microsoft Office Specialist (MOS) certification exams.

In Microsoft PowerPoint, students will build on what was learned in the Future Ready by Design course and master the following objectives: managing presentations, managing slides, inserting and formatting text, shapes and images, order and grouping objects on slides, inserting and modifying tables, charts, SmartArt, 3D models, and media, and applying transitions and animations. In Microsoft Excel, students will expand on information learned in their Microsoft Excel course to master the following objectives: creating and managing workbooks and worksheets, managing cells and ranges, managing tables, applying formulas and functions, and creating charts and objects.

The Microsoft Office Specialist (MOS) certification has been designed to validate knowledge of and ability to use PowerPoint and Excel. It provides industry-leading assessments of skills and knowledge through a new project-based testing, giving students real-world exercises to appraise their understanding of Microsoft PowerPoint and Excel. This guarantees that every certified user has demonstrated the ability to command the full features and functionality of Microsoft PowerPoint and Excel, preparing them for future academic or workforce opportunities. Students will be offered both exams, for a fee, but are not required to take the exam.

05030 – PERSONAL FINANCE AND INVESTING

Prerequisite: None

Semester – Five Periods Per Week - .5 Credit (Grades 10-12)

COURSE DESCRIPTION: Financial Literacy is essential in meeting the financial challenges of the 21st Century. This course focuses on managing personal finances, including budgeting income to cover expenses and save for the future, financial responsibility, decision making, spending, credit, saving, and investing. Students will apply knowledge taught through project-based learning and other assigned tasks that focus on real-world scenarios and actively engage in problem-solving in making informed decisions related to personal finance. Based on this course's hands-on skills and knowledge, students will develop financial goals and create realistic and measurable objectives to be financially independent. This course concludes with a National Standardized Financial Literacy Exam, allowing students to earn a certification demonstrating their mastery of key concepts in personal finance and investing.

05042 – eSPORTS

Prerequisite(s): None

Semester – Five Periods Per Week - .5 Credit (Grades 9-12)

COURSE DESCRIPTION: This comprehensive esports course introduces students to the dynamic world of competitive gaming and its surrounding industries. Students will explore topics such as digital media design, nutrition and health for peak performance, streaming essentials, video and audio production, business development, and event management. Through hands-on projects, students gain skills to thrive in the esports ecosystem, from creating engaging media content to organizing and managing live gaming events. The course concludes with hosting and facilitating a live esports tournament.

05043 – BUILDING VIRTUAL WORLDS

Prerequisite(s): None

Semester – Five Periods Per Week - .5 Credit (Grades 10-12)

COURSE DESCRIPTION: Building Virtual Worlds is an innovative class designed to immerse students in the cutting-edge field of immersive media, where creativity meets technology in the creation of dynamic virtual environments. Through hands-on projects and collaboration with experts from Carnegie Mellon University's Entertainment Technology Center, students will learn to design immersive experiences and games that foster empathy, enhance storytelling, and open new pathways in digital media careers. This course empowers students to become pioneers in shaping the future of interactive entertainment, virtual reality, and augmented reality, transforming their visions into accessible worlds that captivate and inspire audiences across the globe.

05054 – FUTURE READY BY DESIGN

This is a required graduation course for all 9th Grade Students.

Prerequisite(s): None

Semester – Five Periods Per Week - .5 Credit (Grade 9)

COURSE DESCRIPTION: This graduation requirement is designed to equip all 9th grade students with the essential industry-standard digital and workforce skills necessary for success in high school and future careers. Students will gain proficiency in design-thinking concepts, while integrating presentation skills, the use of data, and artificial intelligence into the course goals.

COMPUTER SCIENCE DEPARTMENT

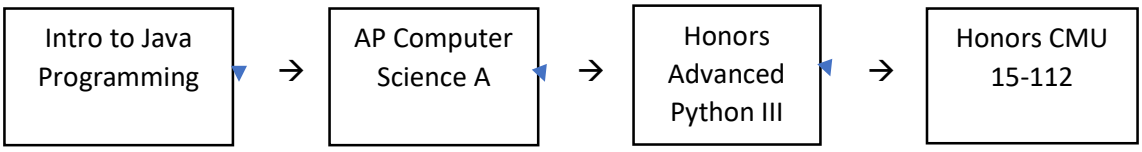
COURSE #	*COMPUTER SCIENCE COURSES*
583	*Programming with Java I*
05040	*AP Computer Science Principles – CHS**
586	*AP Computer Science A*
859	*Introduction to Python Programming*
783	*Python II*
1010	*Honors Advanced Python III*
05029	*CMU 15-112: High School Honors Python*
782	*Data Science (Honors Optional)*
05051	*Cybersecurity I – CHS*
05053	*AP Cybersecurity*
05052	*Cybersecurity III*
05044	*Drone Certification and Aerial Innovation*

**CHS* – College in High School course

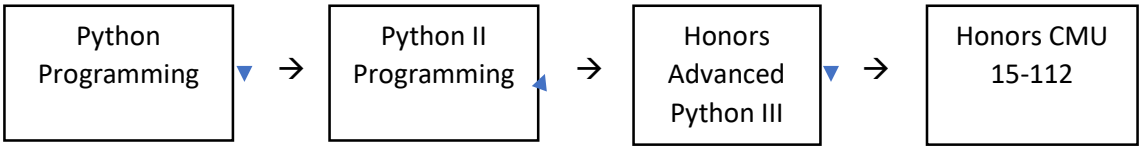
COMPUTER SCIENCE PROGRAMMING PATHWAYS

See below for the two different pathways to the capstone course within our computer programming course offerings. All courses listed to the left of each course box below is a prerequisite for that class. Course descriptions are below and explain in detail the course and the prerequisites.

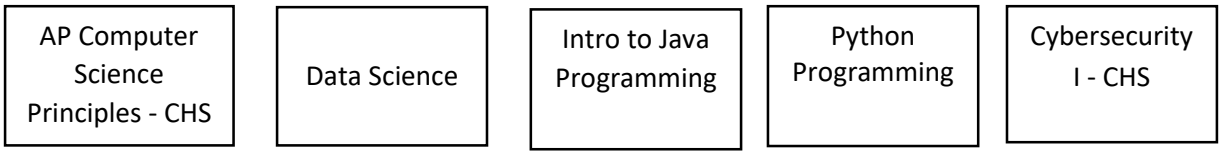
PATHWAY I:
****Mix of Java and Python Programming courses**



PATHWAY II:
****All Python Programming courses**

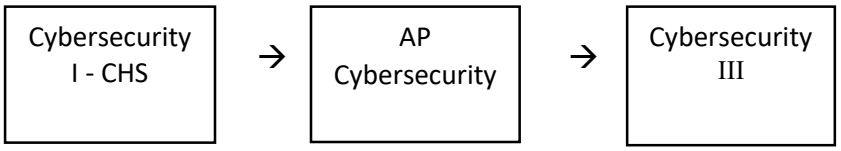


STAND ALONE COURSES:
****These courses have no prerequisites**



Cybersecurity Pathway

The content in Cybersecurity 1 & 2 covers the topics required to obtain the industry level Security+ certification.



583 – PROGRAMMING WITH JAVA I

Prerequisite: None
Semester – Five Periods Per Week - .5 Credit (Grades 9-12)

COURSE DESCRIPTION: Java programming will provide the opportunity for students to learn an object-oriented language and to learn object-oriented programming. The course is aimed at learning how to program in Java and developing Java applications. The major topics to be covered are: Basic Elements of Java; Introduction to Objects and Input/Output; Control Structures Using Selection; and Control Structures Using Repetition.

05040 - AP COMPUTER SCIENCE PRINCIPLES - CHS

**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
Semester – Five Periods Per Week - .5 Credit (Grades 9-12)

COURSE DESCRIPTION: CHS through Carlow University: 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 course, CSC-101 Programming for Everyone I, offered through Carlow University, will earn students a CHS credit.

This 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.

586 - AP COMPUTER SCIENCE A

Prerequisite: Successful Completion of Introduction to Java Programming with a grade of 85% or higher
If assigned summer work is not fully completed and is not submitted on time, a parent/guardian meeting to discuss the continuation in the course may be scheduled.
Semester – Five Periods Per Week - .5 Credit (Grades 9-12)

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.

859 – INTRODUCTION TO PYTHON PROGRAMMING

**This course assumes no prior programming experience, but students should have algebra readiness.*
Prerequisite: None
Semester – Five Periods Per Week - .5 Credit (Grades 9-12)

COURSE DESCRIPTION: This course is a one-semester introduction to programming in Python, with an emphasis on critical thinking, problem solving, and creativity. Specific topics include functions, variables, expressions, conditionals, loops, strings, lists, graphics, and animations, as well as top-down design, testing, and debugging. The course's main goal is for students to learn the fundamentals of programming, to enjoy coding, and to be able to use programming creatively to help solve problems in a variety of domains. Introduction to Programming will provide sufficient rigor to be interesting and pedagogically compelling. The outcome for the course is that students will be able to solve problems through code.

783 – PYTHON II

Prerequisite: Successful completion of Introduction to Python Programming
Semester – Five Periods Per Week - .5 Credit (Grades 9-12)

COURSE DESCRIPTION: Computer Science and computational problem solving are fundamental skills for engaging the 21st-century marketplace of ideas and economies. We believe that all students should have the opportunity to learn these skills as they will use them in whatever career they are likely to enter. There are 5 Units to the course, using the custom graphics package and non-graphical contexts. The course requires completion of Introduction to Python. Each Unit provides content for the topic to be investigated, a worked problem(s) to illustrate and let students explore the topic, a set of exercises to hone their mastery of the topic, some end-of-unit exercises that require students to use and synthesize all the topics found in that Unit, and a creative task that lets them further explores the topics in the Unit in a manner driven by their interests. Students will develop an understanding of for loops, 1D Lists, 2D Lists, Sounds and graphics, game development, and Strings. As students progress the course alternates

between graphics and non-graphics contexts to ensure students have a wide exposure to the richness of computational domains in which to solve problems. We expect students will have greater affinity for some domains more than others, but we want to ensure that all students are exposed to all domains. At the end of the course, students will have engaged in a substantial learning experience and should be able to computationally solve a wide range of problems. The course provides its own browser-based Integrated Development Environment (IDE) that the students will use to create and run their programs. It encompasses an editor and compiler and a custom graphics package. Students will have the opportunity for instant feedback to questions as well.

1010 – HONORS ADVANCED PYTHON III

Prerequisite: Teacher recommendation and one of the following options:
Option 1 - Successful completion of Introduction to Python Programming and Python II OR
Option 2 - Successful completion of Java Programming and AP Computer Science A
If assigned summer work is not fully completed and is not submitted on time, a parent/guardian meeting to discuss the continuation in the course may be scheduled.
Semester – Five Periods Per Week - .5 Credit (Grades 10-12)

COURSE DESCRIPTION: Honors Advanced Python III is designed for students who have completed our Python I and Python II courses. This course builds on those foundations, covering some additional programming and CS topics, and then applying and extending computational problem-solving skills in a variety of application areas. Units will apply computation to areas such as art, science, music, math, data analysis and visualization, simulations, game design, web applications, security, machine learning and artificial intelligence, and more.

05029 – CMU 15-112: HIGH SCHOOL HONORS PYTHON

Prerequisites: Teacher recommendation and one of the following options:
Option 1 – Successful completion of Python I, Python II, Honors Advanced Python III
Option 2 – Successful completion of Java, APCS A, Honors Advanced Python III
If assigned summer work is not fully completed and is not submitted on time, a parent/guardian meeting to discuss the continuation in the course may be scheduled.
Full Year – Five Periods Per Week – 1.0 Credit (Grades 11-12)

COURSE DESCRIPTION: A full-year honors-level course in programming and computer science prepares students for college studies in computer science and related disciplines. This course re-examines earlier topics (functions, conditionals, loops, strings, lists, and more) in greater detail and increased rigor. The course also covers intermediate data structures (sets, dictionaries), recursion, object-oriented programming, exceptions, monte carlo methods, cloud computing, efficiency, limits of computation, style, and top-down design, among other topics. The course culminates in a significant creative project.

782 – DATA SCIENCE (Honors Optional)

Prerequisite(s): None
Semester – Five Periods Per Week - .5 Credit (Grades 9-12)

COURSE DESCRIPTION: The Introduction to Data Science course is designed to introduce students in grades 9 through 12 to the fundamentals of data analysis, computational thinking, and computer programming in a creative and engaging manner. This course is open to students with varying backgrounds and levels of experience in computer science education, including those who may not have considered computer science as a potential career path. Additionally, an honors option is available, allowing students to undertake an accelerated track involving an additional substantial project, although enrollment in the honors track is not mandatory.
**Honors optional based upon completion of capstone assignment.*

05051 – CYBERSECURITY I - CHS

Prerequisite: None
Year – Five Periods Per Week – 1.0 Credit (Grades 9-12)

COURSE DESCRIPTION: This course serves as the introductory offering in South Fayette's Cyber Program, designed for students without prior experience in cybersecurity or computer science. Throughout the course, students will explore a variety of topics, including Cyber Ethics, Fundamentals of Computing, Networking, Cryptology, Linux, System Administration, Cybersecurity Threats, and Risk Identification.

The curriculum emphasizes hands-on learning through real-life simulations and authentic cybersecurity applications, fostering an engaging classroom environment. Additionally, this course provides College in High School (CHS) credit **05041** through Robert Morris University and is equivalent to their CYBS 2000: Introduction to Cybersecurity course. Students will also have the opportunity to participate in cybersecurity competitions throughout the year, further enhancing their practical skills and knowledge.

05053 – AP CYBERSECURITY

Prerequisite: Successful completion of Cybersecurity I
Year – Five Periods Per Week – 1.0 Credit (Grades 10-12)

COURSE DESCRIPTION: AP Cybersecurity is a year-long high school course that builds on foundational cybersecurity knowledge learned in Cybersecurity 1 and develops advanced, career-ready skills in a high-demand, high-growth field. Students deepen their understanding of how threats and vulnerabilities create risk and examine how individuals and organizations assess, manage, and mitigate that risk using defense-in-depth strategies. The course aligns closely with an introductory college-level cybersecurity course and incorporates professional competencies outlined in the National Initiative for Cybersecurity Education (NICE) Workforce Framework.

Throughout the course, students apply cybersecurity practices across multiple domains, including physical spaces, computer networks, devices, and applications and data. Scenario-based learning engages students in authentic, real-world cybersecurity situations while emphasizing the broader impact of cybersecurity on individuals, organizations, societies, and governments. AP Cybersecurity is part of the AP Career Kickstart program and is structured around key domains of cybersecurity, including security fundamentals; securing physical spaces, networks, and devices; and protecting applications and data.

05052 – CYBERSECURITY III

Prerequisite: Successful completion of AP Cybersecurity
Year – Five Periods Per Week – 1.0 Credit (Grades 10-12)

COURSE DESCRIPTION: The third course in the Paradigm Cyber program is designed as a capstone for the program. Students will focus on a specific area or areas of cybersecurity. Students will determine this area of focus through the coaching of industry mentors and the classroom teacher. These topics include ethical hacking, cyber forensics, pen testing, cloud security, and many other options. Beyond technical skills, students in Cybersecurity 3 will also get targeted coaching in resume building, interviewing, building a personal brand, college advising and job coaching. Cybersecurity 3 will also have numerous job shadowing opportunities, internships and other outside-of-school industry experiences.

05044 – DRONE CERTIFICATION AND AERIAL INNOVATION

Prerequisite(s): None

Semester – Five Days Per Week - .5 Credit (Grades 10-12)

COURSE DESCRIPTION: This course is designed to introduce students to the exciting world of drones and aerial technology. This course provides foundational knowledge in drone technology, practical flying skills, and prepares students for the Federal Aviation Administration (FAA) Part 107 exam, a crucial step for those interested in commercial drone operations. *The FAA Part 107 exam has federal age and ID requirements, as well as an associated exam fee.

ENGLISH DEPARTMENT

Table 11 - English Courses

COURSE #	ENGLISH COURSES
030	*English 9*
032	*Honors English 9***
040	*English 10*
042	*Honors English 10***
01031	*AP Seminar 10***
050	*English 11*
052	*Honors English 11***
1007	*Honors Argument - CHS*
057	*AP English 11: Language and Composition***
Grade 12 Course Options	
01043	*American Film*
01040	*Honors Introduction to Film – CHS*
01036	*Honors Literature Coming of Age – CHS*
01045	*Sports Literature*
01041	*Survey of British Literature*
01037	*Survey of Literature*
076	*The Poetic Imagination: From Homer to Hip Hop*
065	*AP English 12: Literature and Composition - CHS*
017	*English Language Learners ("ELL")*
067	*Screenwriting (Elective)*
075	*English Mythology Across Cultures (Elective)*
593	*ACT Prep (Elective)*
590	*SAT Prep (Elective)*
575	*Yearbook Publication (Elective)*
850	*Theatre Arts I (Elective)*
851	*Theatre Arts II (Elective)*
862	*Stage Production (Elective)*
01027	*Children's Literature (Elective)*
01029	*Introduction to Game Studies – CHS (Elective)*

**CHS* – College in High School course

Note: *** Indicates that a summer assignment is required for this course.*
Any English course that is Honors, CHS, or AP has a required summer assignment.

Beginning during the 2025-26 school year, Grade 12 English graduation requirements will include the selection of two semester-long English classes OR AP English 12: Literature and Composition. Each of the semester English 12 courses can be taken as an Honors course (upon the completion of a capstone project) and requires the completion of a summer assignment.

030 - ENGLISH 9

Prerequisite: 9th Grade Students
Full Year - Five Periods Per Week - 1.0 Credit (Grade 9)

COURSE DESCRIPTION: English 9 is an introduction to both 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. Each unit will afford students opportunities to apply critical thinking skills, analyze thematic subjects, draw connections to real world experiences, and creatively demonstrate their mastery of the literature's essential questions. Students will be exposed to diverse voices and examine the ways in which literature serves as both a window into other perspectives and a mirror that reflects their own experiences. Students will learn to read closely and communicate effectively in both speech and writing. Following the most modern MLA guidelines, students will also learn the process of researching: finding credible sources, evaluating sources, and citing sources.

032 - HONORS ENGLISH 9

Prerequisite: In accordance with Prerequisites for Advanced Courses; successful completion of 8th grade English with a 93% or higher and teacher recommendation.
Full Year - Five Periods Per Week - 1.0 Credit (Grade 9)

COURSE DESCRIPTION: Honors English 9 is a course designed to examine the writing process, short stories, non-fiction, fiction, drama, and poetry. Students will be exposed to diverse voices and examine the ways in which literature serves as both a window into other perspectives and a mirror that reflects their own experiences. Each unit will afford students opportunities to apply critical thinking skills, analyze thematic subjects, draw connections to real world experiences, and creatively demonstrate their mastery of the literature's essential questions. Following the most modern MLA guidelines, students will also learn the process of research. Other written assessments include creative, analytics, and reflective pieces. Students enrolled in Honors English 9 will be required to participate regularly and thoughtfully in academic conversations through graded full class discussions, to conduct research and effectively integrate and cite sources, and to successfully utilize close reading skills for literary analysis through a variety of assessments.

040 - ENGLISH 10

Prerequisite: 10th Grade Students
Full Year - Five Periods Per Week - 1.0 Credit (Grade 10)

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, Europe, 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, The Death of Ivan Ilyich*, and *The House on Mango Street*. All students will participate in the Career Interview project during the fourth quarter.

042 - HONORS ENGLISH 10

Prerequisite: In accordance with Prerequisites for Honors and Advanced Course and teacher recommendation.
Full Year - Five Periods Per Week - 1.0 Credit (Grade 10)

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, the Middle East, 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. All students will give an oral presentation of their research papers with the aid of PowerPoint. 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, short stories, and drama read and studied in detail during the year include the following: *The Tragedy of Julius Caesar, Things Fall Apart, Siddhartha, Night, The Death of Ivan Ilyich, The House on Mango Street*, and Middle Eastern short stories. Students will be required to independently read outside novels or dramas as approved by the teacher. Projects on these works will be analytical in nature. All students will participate in the Career Interview project during the fourth quarter. Students choosing Honors level and Advanced Placement courses should be aware of required summer readings and preparation for each course. All Honors English 10 students will complete summer work previous to the first day of school. Failure to complete required summer assignment will significantly affect the student's first-quarter grade. Students will demonstrate mastery of their summer reading on a graded assignment.

Students enrolled in Honors English 10 will be required to do the following:
1. Read additional books and complete analytical projects on the selected books.
2. Conduct research and write a position research paper using MLA format. Students will orally present their research to the class with the aid of PowerPoint.
3. Participate in discussion of literature in connection with real-world issues and cultural understanding.
4. Successfully complete chapter tests, quizzes, and projects.

01031 - AP SEMINAR 10

Prerequisite: In accordance with Prerequisites for Advanced Courses; Honors English 9 with an 85% or higher and teacher recommendation.
Full Year - Five Periods Per Week - 1.0 Credit (Grade 10)

COURSE DESCRIPTION: The AP Seminar course is a tenth-grade English course regarding synthesis and exploration in topics of self-interest while posing questions related to intricate conversations. Focusing on investigation and inquiry, students will engage in numerous assignments, individually and in a group context, which explore real-world topics and issues among the complexities of one or more themes. By exploring multiple perspectives and lenses related to these themes, students will make connections within, between, and/or among multiple cross-curricular areas. The course strives to equip students with skills to analyze and evaluate information with accuracy and precision to construct and successfully communicate evidence-based arguments. Utilizing various texts, including, but not limited to, research studies, philosophical, literary, and cornerstone works along with extensive inquiry of personal accounts, performance/artistic works, listening and viewing speeches, and broadcasts, students will generate their own perspective to complete their assigned tasks. Two performance tasks, each requiring a written essay and a multimedia presentation, are to be completed throughout the school year along with the end-of-course AP Seminar exam during the spring semester.

050 - ENGLISH 11

Prerequisite: 11th Grade Students
Full Year - Five Periods Per Week - 1.0 Credit (Grade 11)

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 including The Crucible and The Great Gatsby. Integrated with literature is practice in thinking skills, vocabulary, composition, and grammar skills.

052 - HONORS ENGLISH 11

Prerequisite: In accordance with Prerequisites for Honors and Advanced Course and teacher recommendation.
Full Year - Five Periods Per Week - 1.0 Credit (Grade 11)

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: The Great Gatsby, and 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.

Students choosing Honors level and Advanced Placement courses should be aware of required summer readings and preparation for each course. Most 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.

1007 – HONORS ARGUMENT – CHS

Prerequisite: In accordance with Prerequisites for Honors and Advanced Course and teacher recommendation.
Full Year – Five Periods Per Week – 1.0 Credit (Grade 11)

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.

057 - AP ENGLISH 11: LANGUAGE AND COMPOSITION

Prerequisite: In accordance with Prerequisites for Honors and Advanced Course and teacher recommendation.
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.

01043 - AMERICAN FILM

Prerequisite: Successful Completion of English 11
Semester - Five Days Per Week - .5 Credit (Grade 12)

COURSE DESCRIPTION: This course explores the evolution of American film from the 1920s to the 2020s, examining how cinema has reflected and shaped cultural, social, and historical moments. Students will analyze films for their artistic techniques, thematic content, and societal impact, gaining a deeper understanding of the medium's role in American history. Each decade highlights a defining genre, movement, or innovation in filmmaking.

01040 – HONORS INTRODUCTION TO FILM – CHS

Prerequisite: 85% or higher in English 11
Semester - Five Days Per Week - .5 Credit (Grade 12)

COURSE DESCRIPTION: Introduction to Film is a course on the visual arts that offers students a broad introduction to the medium of film while inviting conversations about new media, television, and film's connection to other arts, including photography, painting, theater, and web video. The course teaches students with no background in media studies how to analyze media in terms of art, industry, and culture. The class will consider such issues as the process of contemporary film production and distribution; the nature of basic film forms; selected approaches to film criticism; comparisons between film and other media; genre; auteurism; marketing; and diversity of representation.

01036 - HONORS LITERATURE: COMING OF AGE - CHS

Prerequisite: 80% in AP Language and Composition, CHS Argument or Honors English 11 or 85% in English 11
Semester - Five Days Per Week - .5 Credit (Grade 12)

COURSE DESCRIPTION: This honors level course teaches students the processes of close reading, analysis, and interpretation of literature and invites students to make connections between literature and their experiences. Students learn to distinguish between reading for comprehension and reading for pleasure, to recognize key principles of storytelling, and to distinguish types of literary works. Introducing students to texts that are international and multicultural in scope as well as to Western literature, the course focuses on works that treat the themes of initiation and development, especially coming of age. Students may elect, for a fee, to receive transferable college credit from Robert Morris University.

01045 – SPORTS LITERATURE

Prerequisite: Successful Completion of English 11
Semester – Five Days Per Week - .5 Credit (Grade 12)

COURSE DESCRIPTION: Sports Literature is a one-semester English 12 course designed for students who wish to explore literature through the lens of athletic competition, teamwork, and the human spirit. Throughout the semester, students will analyze how sports both influence and reflect the values, struggles, and aspirations of society. Readings and films will span various sports—from the widely celebrated to the niche and unconventional—highlighting universal themes such as heroism, identity, perseverance, controversy, and glory. Students will engage with modern novels, nonfiction works, poetry, and film that illuminate the connections between sports and culture. In addition to literary analysis, students will strengthen essential English 12 skills.

01041 - SURVEY OF BRITISH LITERATURE

Prerequisite: Successful Completion of English 11
Semester - Five Days Per Week - .5 Credit (Grade 12)

COURSE DESCRIPTION: This semester course provides an in-depth exploration of British literature, tracing its development from the Anglo-Saxon period through the 20th century. Students will engage with works that highlight the evolution of the English language, literary genres, and cultural movements, offering insights into the historical and social contexts that shaped British literary traditions. Through a chronological study, students will analyze canonical texts, such as Beowulf, The Canterbury Tales, Macbeth, and Frankenstein, alongside selected poetry and prose from major literary movements. This course emphasizes critical thinking, analytical writing, and oral communication. Students will explore themes such as heroism, feudalism, and the relationship between literature and society. Discussions, creative projects, and multimedia resources will enhance students' understanding and appreciation of the texts.

01037 - SURVEY OF LITERATURE

Prerequisite: Successful Completion of English 11
Semester - Five Days Per Week - .5 Credit (Grade 12)

COURSE DESCRIPTION:
In this course, students will explore the enduring thematic concepts and universal questions that have shaped human experience through literature. Survey of Literature examines works from diverse genres, time periods, and cultural perspectives. Students will engage with novels, poetry, drama, short stories, and nonfiction to uncover connections between texts and the ideas they convey. Through close reading, critical analysis, and thoughtful discussion, students will delve into thematic concepts such as home and family, love and relationships, conformity and rebellion, and tradition and progress. Emphasis will be placed on developing analytical writing, collaborative discourse, and creative expression. This course challenges students to consider how literature reflects and influences society, providing them with the tools to think critically and empathetically about the world.

076 - THE POETIC IMAGINATION: FROM HOMER TO HIP-HOP

Prerequisite: Successful Completion of English 11
Semester - Five Days Per Week - .5 Credit (Grade 12)

COURSE DESCRIPTION: The Poetic Imagination is a survey poetry course. Students will study the history of poetic forms from the epic to the modern open forms, from the sun-soaked fields of Italy and France to the gritty urban landscapes of today. Additionally, poetry is as much process as product, so students will have an opportunity to imagine and craft their own poems modeled on the forms introduced in class. Furthermore, students will be expected to share and present their poetry in a variety of live and digital formats.

065 - AP ENGLISH 12: LITERATURE AND COMPOSITION - CHS

Prerequisite: In accordance with Prerequisites for Honors and Advanced Course and teacher recommendation.
Full Year—Five Periods per Week—1.0 Credit (Grade 12)

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, Frankenstein, Hamlet, A Midsummer Night's Dream, The Metamorphosis, The Scarlet Letter, and a significant body of selected poetical works.

017 - ELL (ENGLISH LANGUAGE LEARNERS)

Prerequisite: None
Full Year – Five Periods Per Week – 1.0 Credit (Grades9-12)

COURSE DESCRIPTION: South Fayette Township School District offers a K-12 English Language Learners (ELL) Program. The ELL Program is designed to provide non-native English-speaking students with the language skills they need to participate successfully in content area classes. To meet this goal, ELL instruction addresses the ELL and Pennsylvania Academic Standards in Reading, Writing, Speaking, and Listening to enable full participation. The emphasis placed on achieving benchmarks is adjusted to the needs of the individual student. An underlying objective is to provide a source of support as the student seeks to understand and adapt to his or her new cultural and academic setting. ELL teachers work to develop an appreciation of their students' strengths within the school setting and to ensure full access to the range of educational opportunities available at South Fayette Township School District.

If you have any questions regarding English Language Learners, please call Student Support Services office at 412-221-4542, Ext. 8-428-#.

067 - SCREENWRITING

Prerequisite: None
Semester – Five Periods Per Week - .5 Credit (Grades 9-12)

COURSE DESCRIPTION: Why do we cry at movies? Or cheer? Why do thrillers put us on the edge of our seats? This course will help students understand, critique, and write dramatic stories for modern media including movies, games, and television. Students will develop skills in creative writing, awareness, provisional acting, collaborative storytelling, and creative self-confidence as they craft their own original script.

075 – ENGLISH MYTHOLOGY ACROSS CULTURES

Prerequisite: None
Semester – Five Periods Per Week - .5 Credit (Grades 9-12)

COURSE DESCRIPTION: This course will examine mythology from various cultures and time periods, identifying and analyzing themes, character, allegory and other literary elements. Ultimately, the course will seek to discover how mythology can reflect and influence the values and culture of a people. Students will write analytical papers, as well as participate in discussions and creative projects.

593 - ACT PREP (ELECTIVE)

Prerequisite: None
*Semester – Five Periods Per Week - .5 Credit (*9 weeks of English and 9 weeks of Math) (Grades 10-12)*

COURSE DESCRIPTION: ACT Prep is a semester course designed for the college-bound 10th, 11th, and 12th grade student who desires to increase his or her level of preparedness for taking the ACT (American College Test). The course provides instruction for both math and verbal sections as well as test-taking skills such as pacing, eliminating incorrect answers, and comprehending the scoring for the exam. The English section provides instruction in the elements of writing, language, reading comprehension, and the skills necessary to complete test questions by increasing the student's vocabulary. The math section will provide instruction in arithmetic, algebraic, geometric and trigonometric topics along with strategies for solving the multiple-choice questions that are found on the ACT math sections.

590 - SAT PREP (ELECTIVE)

Prerequisite: None
Semester – Five Periods Per Week - .5 Credit (Grades 10-12)

COURSE DESCRIPTION: SAT Prep is a semester course designed for the college-bound 10th, 11th, and 12th grade student who desires to increase his or her level of preparedness for taking the SAT (Scholastic Aptitude Test). The course provides instruction for both math and verbal sections as well as test-taking skills such as pacing, eliminating incorrect answers, and comprehending the scoring for the exam. The English section provides instruction in the elements of writing, language, reading comprehension, and the skills necessary to complete test questions by increasing the student's vocabulary. The math section will provide instruction in arithmetic, algebraic, geometric and trigonometric topics along with strategies for solving the multiple-choice and grid-in questions that are found on the SAT math sections.

575 - YEARBOOK PUBLICATION

Prerequisite: None
Year - Five Periods Per Week - 1.0 Credit (Grades 9-12)

COURSE DESCRIPTION: This elective course is designed for students who wish to design and publish the school yearbook. Emphasis is placed on interviewing sources, writing copy, taking photographs, designing pages, and using the computer (proficient in word processing and desktop publishing) to create the final product. Additionally, students will work with the yearbook budget, design artwork, and work cooperatively and independently to complete tasks and meet deadlines. Students must also participate in fundraising activities. A good work ethic is a must for this course.

850 - THEATRE ARTS I
Prerequisite: None
Semester - Five Periods Per Week - .5 Credit (Grades 9-12)

COURSE DESCRIPTION: Students will begin the class learning theatre terminology and the parts of the stage. Throughout the course, they will learn the techniques of improvisation through theatre games, which create spontaneous creativity and imagination. These acting games help to develop concentration, character development, and sharpen humor - all part of successful acting and improvising. Students will also have experiences with pantomimes, monologues, choreography/blocking, and short scene work. Students will also gain exposure to playwriting via the Young Playwrights Contest offered at City Theatre. Students will have 1-2 opportunities to view live theatre productions on field trips downtown.

851 – THEATRE ARTS II
Prerequisite: Successful completion of Theatre Arts I
Semester - Five Periods Per Week - .5 Credit (Grades 9-12)

COURSE DESCRIPTION: Students will learn advanced acting techniques, as well as the fundamentals of play directing. The students also will become familiar with the works of famous playwrights or novelists by reading and performing cuttings from well-known plays, musicals, or novels. Students will perform these plays for an audience during class time.

Another unit within the course will be playwriting, which will focus on visualizing action, initiating conflict, developing characters, and constructing dialogue.

862 - STAGE PRODUCTION
Please note: If you have previously taken Stage Production, you are not permitted to repeat this class again.
Prerequisite: None
Semester - Five Periods Per Week - .5 Credit (Grades 9-12)

COURSE DESCRIPTION: Students will study the technical and aesthetic aspects of the stage: scene design, stage lighting, set construction, prop building and design, sound, special effects, scenery painting, and costume/makeup design. For each unit, students will demonstrate understanding via small, creative projects. Most projects will be done in pairs or small groups. Students will also experience hands-on activities for the spring musical where applicable.

01027 – CHILDREN'S LITERATURE
Prerequisite: None
Semester – Five Periods Per Week - .5 Credit (Grades 9-12)

COURSE DESCRIPTION: This is a survey course designed to introduce students to a variety of children's literature titles including classic texts, Caldecott and Newbery winners, and new publications. Students will evaluate children's literature, integrate children's literature into learning, and explore motivating children to read.

01029 – INTRODUCTION TO GAME STUDIES – CHS (Honors Optional)

Prerequisite: None
Semester – Five Periods Per Week – .50 Credit (Grades 10-12)
**Honors optional based upon completion of capstone assignment.*

COURSE DESCRIPTION: Gaming is bigger than the movie and music industry combined! Modern video games are immersive, interactive, and intensely narrative. In games, players can travel to all corners of the universe, adventure throughout time, and inhabit virtual bodies radically different from their own. This University of Pittsburgh course, ENGLIT 0702, is an introduction to the critical and interdisciplinary study of games and gaming as texts through an examination of their cultural, educational, and social functions in contemporary settings. Students will play and analyze a variety of digital games but also have ample opportunities to examine board games, literary games, and role-playing games. Students will be taught to examine games as narratives and narratives as games, consider ethical and ideological conundrums inherent in virtual representations of bodies and environments, and analyze traditional elements of narrative, time, tropes, and simulations in games.

FINE ARTS AND EARLY CHILDHOOD DEVELOPMENT DEPARTMENT

Table 12 – Early Childhood Courses

COURSE #	*EARLY CHILDHOOD COURSE*
761	*Early Childhood Development*

Table 13 – Instrumental Music Courses

COURSE #	*INSTRUMENTAL MUSIC COURSES*
06112	Beginning Band
817	Concert Band
06114	Freshmen Orchestra
197	String Orchestra
818	*Wind Ensemble*
945	*Concert Choir*
06110	*Concert Choir - Semester*
891	*Select Choir*
764	*Digital Piano and Musicianship I*
765	*Digital Piano and Musicianship II*
766	*AP Music Theory*
06011	*Songwriting and Composing Music*

Table 14 - Art Courses

COURSE #	*ART COURSES*
06012	*Foundations of Art I*
06013	*Foundations of Art II*
06011	*AP Art and Design***
06003	*Ceramics I*
06008	*Ceramics II*
06014	*Digital Art and Design I*
06015	*Digital Art and Design II*
06005	*Sculpture*
06007	*Partners in Art - Semester*
06016	*AP Art History*

***Note:** ** Indicates that a summer assignment is required for this course.*

761 - EARLY CHILDHOOD DEVELOPMENT

Prerequisite: Successful completion of Developmental Child Psychology or are taking it first semester.
Year – Five Days Per Week – 1.0 Credit (Grades 11 & 12)

COURSE DESCRIPTION: This course is designed to prepare students for a career in the early childhood education field, child development field, and/or skills for working with young children. The students apply theories learned in Developmental Child Psychology to assist in the operation of a preschool and work one-on-one with the children. During this course, students will further explore topics such as, but not limited to, child development; classroom guidance; health, safety and wellness of children; observing and assessing students; and curriculum planning. Students will also assist with the concluding graduation ceremony and field trip.

MUSIC

06112 - BEGINNING BAND

Prerequisite: None
Year - Five Periods Per Week - 1.0 Credit (Grades 9-12)

COURSE DESCRIPTION: The Beginning Band is an introductory course designed for students with little to no previous experience in playing a musical instrument. This course provides foundational training in music theory, instrumental technique, and ensemble performance. Students will learn to play a woodwind, brass, or percussion instrument, developing basic skills such as proper posture, breath control, fingerings, and tone production. Through small group lessons and one on one instruction, students will gain an understanding of pitch, rhythms, music notation, and basic musicianship. Emphasis is placed on learning to play simple melodies, as well as participating in group rehearsals to develop teamwork, listening skills, and the ability to follow a conductor. By the end of the course, students will be able to perform beginner-level music and demonstrate their progress in both individual and ensemble settings. This class fosters creativity, discipline, and a lifelong appreciation for music.

817 - CONCERT BAND

Prerequisite: Teacher recommendation or successful completion of "Little Green Machine" Marching Band audition.
Year - Five Periods Per Week - 1.0 Credit (Grades 9-12)

COURSE DESCRIPTION: Concert Band is a performing ensemble for students in grades 9th through 12th. The focus of this ensemble will be on improving the fundamental principles of music - tone, technique, rhythm, scales, articulation, dynamics, and interpretation – through the performance and study of music. An eclectic repertoire of music, including traditional and contemporary wind ensemble literature, orchestral transcriptions, marches, jazz, and popular music, will be rehearsed and performed. Presently, the Concert Band presents a winter and a spring concert annually. (Additional performances may be added at the discretion of the director. Members will be given timely and proper notice for any additional performances.)

All members are **required** to perform in each scheduled performance. Due to the nature of this course, students are required to attend after school rehearsals/sectionals prior to each performance, as scheduled by the director. Those Concert Band members that have also successfully auditioned for the "Little Green Machine" Marching Band will be required to attend all marching band performances and after school rehearsals.

Exceptional students will be selected and encouraged to represent the South Fayette School District through participation in PMEA (Pennsylvania Music Educators Association) festivals, WACA (Western Allegheny County Area) Honors Band, our high school Pit Orchestra and Jazz Ensemble, and other instrumental ensembles in the area.

06114 - FRESHMEN ORCHESTRA

Prerequisite(s): Successful completion of Grade 8 Orchestra
Year - Five Days Per Week - 1.0 Credit (Grade 9)

COURSE DESCRIPTION: Freshmen Orchestra is a year, one elective credit course for all freshmen students in the HS Orchestra program. This course is designed to give instruction specifically for students at the freshmen level, before joining the HS Orchestra class. This allows students to receive instruction that best meets their needs while transitioning from 8th to 9th grade Orchestra. After the completion of this course, students will be placed in the HS Orchestra class, grades 9-12. Students in grades 9-12 would perform all together at performances, unless Orchestra enrolment numbers could justify having two completely separate performing ensembles.

197 - STRING ORCHESTRA

Prerequisite: Successful completion of Middle School Orchestra Program or private instruction for > 3 years.
Year - Five Periods Per Week - 1.0 Credit (Grades 9-12)

COURSE DESCRIPTION: String Orchestra is a performing ensemble for students in grades 9th through 12th. The focus of this ensemble will be on improving the fundamental principles of music - tone, technique, rhythm, scales, articulation, dynamics, and interpretation – through the performance and study of music on an orchestral string instrument (violin, viola, cello, or string bass). An eclectic repertoire of music, including traditional and contemporary string orchestra literature, chamber music, and popular music, will be rehearsed and performed. The String Orchestra will present a winter and a spring concert annually. (Additional performances may be added at the discretion of the director. Members will be given timely and proper notice for any additional performances.) All members are required to perform in each scheduled performance. Due to the nature of this course, students are required to attend after school rehearsals/sectionals prior to each performance, as scheduled by the director.

Exceptional students will be selected and encouraged to represent the South Fayette School District through participation in PMEA (Pennsylvania Music Educators Association) festivals, our high school Pit Orchestra and Jazz Ensemble, and other instrumental ensembles in the area.

818 – WIND ENSEMBLE

Prerequisite: Successful completion of the Wind Ensemble audition or director recommendation. Students must be a participating member of the "Little Green Machine" Marching Band (in order to ensure proper instrumentation, exceptions may be made at the discretion of the director)
Year - Five Periods Per Week – 1.0 Credit (Grades 10-12)

COURSE DESCRIPTION: Wind Ensemble is a performing ensemble for students in grades 10th through 12th with an advanced musical ability. The focus of this ensemble will be on expanding upon the fundamental principles of music studied in Concert Band through the study of advanced concepts and skills and the continued development of musicianship and artistry. Advanced repertoire will be rehearsed and performed. Members of this ensemble must establish a daily practice routine so that they are able to perform with exceptional tone quality, accuracy, and expression. Private lessons are *HIGHLY* recommended.

Presently, the Wind Ensemble performs four concerts (two in December, one in February, and one in May). (Additional performances may be added at the discretion of the director. Members will be given timely notice for any additional performances.) All members are **required** to perform in all scheduled performances. Due to the nature of this course, students are required to attend after school rehearsals/evening rehearsals/sectionals prior to each performance, as scheduled by the director. Those members that are also members of the "Little Green Machine" Marching Band will be required to attend all marching band performances and after school rehearsals.

Exceptional students will be selected and encouraged to represent the South Fayette School District through participation in PMEA (Pennsylvania Music Educators Association) festivals, WACA (Western Allegheny County Area) Honors Band, our high school Pit Orchestra and Jazz Ensemble, and other instrumental ensembles in the area.

945 - CONCERT CHOIR

Prerequisite: None
Year - Five Periods Per Week - 1.0 Credit (Grades 9-12)

COURSE DESCRIPTION: The Concert Choir is a performance ensemble for 9th through 12th grade students that provides students the opportunity to improve vocal abilities through public performances of music of various styles and genres. Music appreciation and reading skills are also enhanced through written and performance-based activities. Public performance of choral repertoire culminates the experience. Therefore, students enrolled in this course must perform in the Holiday Concert and Spring Concert to fulfill the requirements of the course. Students must be academically eligible to participate in these performances and to fulfill the requirements of the course. Outstanding students will be given opportunity to apply for PMEA events such as District Chorus.

06110 – CONCERT CHOIR – SEMESTER

Prerequisite(s): None
Semester – Five Periods Per Week - .5 Credit (Grades 9-12)

COURSE DESCRIPTION: This course is included for students who cannot fit a year-long chorus class into their schedule but would like to participate. Concert Choir – Semester will meet five days per week and all course requirements for this class, including the concert in that semester, will be the same as for year-long Concert Choir students in that semester.

891 - SELECT CHOIR

Prerequisite: By audition and/or teacher recommendation.
Year - Five Periods Per Week - 1.0 Credit (Grades 10-12)

COURSE DESCRIPTION: The Senior High Select Choir is a performance ensemble for 10th through 12th grade students that are exemplary in the required skills. It allows students the opportunity to improve their vocal and dance abilities through public performances of music of various styles and genres as well as cultivate their musicianship skills. Musicianship is also an essential component of this course. The class meets every day of
the school year. Students must audition to become a member of this ensemble. At present, students enrolled in this course will be involved in the Holiday Concert, Spring Concert and Commencement Exercises as well as other various performances that are scheduled throughout the school year. Students **must** be academically eligible to participate in these performances and to fulfill the requirements of the course. Outstanding students will be given the opportunity to audition for PMEA Events such as Honors Choir and District Choir.

764 – DIGITAL PIANO AND MUSICIANSHIP I

Prerequisite: None
Semester – Five Periods Per Week - .5 Credit (Grades 9-12)

COURSE DESCRIPTION: Digital Piano and Musicianship I is a one-semester course designed to teach music fundamentals. Students will perform assignments on classroom Yamaha Clavinova Digital pianos and learn the basics of music reading on the grand staff with simple meter signatures. The theory component to this class is a sequential course of instruction in music reading and writing which includes pitch identification, note values, time signatures, enharmonic notes, scales, key signatures, expression terminology, and intervals. There is no prerequisite for this course.

765 - DIGITAL PIANO AND MUSICIANSHIP II

Prerequisite: Successful Completion of Digital Piano and Musicianship I.
Semester – Five Periods Per Week - .5 Credit (Grades 9-12)

COURSE DESCRIPTION: Digital Piano and Musicianship II is a one-semester course designed to build upon the music fundamentals taught in Digital Piano and Musicianship I. Students will perform assignments on classroom Yamaha Clavinova Digital pianos and further learn the basics of music reading on the grand staff with simple and compound meter signatures. The theory component to this class is a sequential course of instruction in music reading and writing which includes intervals, scales, chords, major and minor key signatures, modes, and music analysis. Prerequisite for this course is successful completion of Digital Piano and Musicianship I or successfully testing out of that course.

766 - AP MUSIC THEORY

Prerequisites: Either two (2) successful 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 has studied music outside of school.
Year – Five Days Per Week – 1.0 Credit (Grades 11 & 12)

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.

06111 – SONGWRITING AND COMPOSING MUSIC

Prerequisite(s): None
Semester – Five Days Per Week - .5 Credit (Grades 9-12)

In this course, students will be given the opportunity to compose music with and/or without lyrics. Students may write for various individual instruments/voices, digital sounds, or ensembles. A sequence of instructional and writing activities will progress students through the composition process, beginning by using the elements of music, and ending by choosing genres for which to write. Projects can be catered toward student needs and abilities, including collaborative work.

ART

06012 – FOUNDATIONS OF ART I
Prerequisite: None
Semester – Five Periods Per Week - .5 Credit (Grades 9-12)

COURSE DESCRIPTION: This is an overview course designed for students exploring art disciplines. It provides a foundational understanding of the elements and principles of design, while fostering visual literacy, problem-solving, observation, and technical art skills. The course will explore various art forms, including drawing, painting, sculpture, ceramics, and printmaking. This class is an excellent choice for students looking to deepen their interest in the visual arts and explore diverse creative practices.

06013 – FOUNDATIONS OF ART II
Prerequisite: Successful completion of Foundations of Art I
Semester – Five Periods Per Week - .5 Credit (Grades 9-12)

COURSE DESCRIPTION: This course is designed for the serious art student who is interested in acquiring new skills and further developing their talents and/or who is considering studying art after high school. Students will increase technical skills, develop a more sophisticated approach to the process and subject matter, and create a portfolio of individual work. Projects include observational and imaginative drawing, mixed media, and a variety of self-chosen media.

06011 – AP ART AND DESIGN
Prerequisite(s): Successful completion of Foundations of Art II or Digital Art and Design I with an 85% or above and teacher recommendation.
Year – Five Periods Per Week – 1.0 Credit (Grades 10-12)

COURSE DESCRIPTION: This course is designed for students who are interested in the practical experience of art and will submit a portfolio at the end of the year for evaluation. Students must show foundational art skills as a prerequisite. Instructional goals: Encourage creative and systematic investigation of formal and conceptual issues; Emphasize making art as an on-going process that involves the student in informed and critical decision making; Help students develop technical skills and familiarize them with the functions of the visual elements; Encourage students to become independent thinkers who will contribute inventively and critically to their culture through artmaking.

06009 – CERAMICS I
Prerequisite: None
Semester – Five Periods Per Week - .5 Credit (Grades 9-12)

COURSE DESCRIPTION: This course provides a comprehensive study in methods of sculpture, hand-built clay construction, basic wheel throwing and glazing techniques. Students explore three-dimensional design while developing both useful and sculptural forms. Creativity and quality craftsmanship are emphasized. Non-toxic clay and glazes are used and kiln fired.

06008 – CERAMICS II
Prerequisite: Successful completion of Ceramics I with a 75% or better.
Semester – Five Periods Per Week - .5 Credit (Grades 9-12)

COURSE DESCRIPTION: An in-depth practice of ceramics, students gain knowledge and skill at a higher level, using hand building and the potter's wheel. They are actively involved in the individual design of each proposed project. In depth glazing methods, and kiln firing.

06014 – DIGITAL ART AND DESIGN I
Prerequisite: None
Semester – Five Periods Per Week - .5 Credit (Grades 9-12)

COURSE DESCRIPTION: Students will explore foundational digital and graphic arts while understanding the elements and principles of design; Students will get an introduction to Adobe Illustrator and understand the design process from idea development to the final product marketing. Students will learn skills in design creativity, problem solving, presentation and art critiques. Student projects will include digital art, logo design, typography and layout design as well as a product design challenge.

06015 – DIGITAL ART AND DESIGN II
Prerequisite: Successful completion of Digital Art and Design I
Semester – Five Periods Per Week - .5 Credit (Grades 9-12)

COURSE DESCRIPTION: This course builds upon the foundational digital and graphic arts. Students will continue to use Adobe Illustrator at an advanced level to grow their idea development in digital design and marketing. Students will continue to improve skills in design creativity, problem solving, presentation and art critiques. Student projects will include advanced digital art, logo design, typography and layout design as well as advanced product design challenges.

06005 – SCULPTURE
Prerequisite: None
Semester – Five Periods Per Week - .5 Credit (Grades 9-12)

COURSE DESCRIPTION: This course will be an exploration of new materials and techniques with an appreciation of sculptural 3D forms. Historical and contemporary concepts ranging from representational figures to abstract forms are investigated. Some of the materials used may include clay, wood, metal, wire, cutting tools, cloth, paper, found objects, and plaster. Students will be required to keep a sketchbook; hand drawing is required.

06007 – PARTNERS IN ART - SEMESTER
Prerequisite(s): Interested students will require a referral from a member of the visual art staff and school counselor.
Semester – Five Periods Per Week - .5 Credit (Grades 11 & 12)

COURSE DESCRIPTION: This specially designed course is for students with disabilities or medical restrictions who are not able to fully participate in the unrestricted art education program. These students are joined by students without disabilities or restrictions. Together all students help each other achieve art education and art therapy goals. The varied activities included in the art program contribute to the creative, mental and social wellbeing of all students involved. This course will focus on individual art student needs and the meaningful choice-based activities of the partner.

06016 – AP ART HISTORY

Prerequisite(s): Successful completion of Foundations of Art I, Foundations of Art II or Digital Art and Design I with an 85% or above and teacher recommendation. Recommended: Honors/AP level history course and an art course.

Year - Five Days Per Week - 1.0 Credit (Grades 11 & 12)

COURSE DESCRIPTION: AP Art History offers a mix of art and history that's more than just memorizing dates and names. Spanning cultures across all continents and from prehistoric to contemporary times, in this course you'll explore the different social and cultural beliefs, political and economic systems, and scientific and technological advancements that have led to the creation of well-known sculptures, paintings, buildings, and many other types of art.

WORLD LANGUAGE DEPARTMENT

Table 15 – World Language Courses

COURSE #	WORLD LANGUAGE COURSES
420	*German I*
421	*German II*
422	*German III*
10016	*Honors German III*
802	*Honors German IV – CHS*
10015	*Honors German V - CHS*
430	*Spanish I*
431	*Spanish II*
432	*Spanish III*
10013	*Honors Spanish III - CHS*
838	*Honors Spanish IV – CHS*
10008	*AP Spanish Language and Culture - CHS*
440	*French I*
441	*French II*
442	*French III*
10017	*Honors French III – CHS*
785	*Honors French IV – CHS*
1008	*AP French - CHS*
10014	*Francophone Conversation and Culture*

**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.**

*** Credit Recovery/Summer School: If a student completes a credit recovery (summer school) course for a World Language course after receiving a failing grade in the South Fayette course and has the desire or need to continue to the next level of that language at South Fayette High School, the student must complete a South Fayette placement exam. This exam must be completed prior to or at the start of the school year in order to ensure sufficient language proficiency and appropriate placement for success.**

420 - GERMAN I

Prerequisite(s): None
Year - Five Periods Per Week - 1.0 Credit (Grades 9-12)

COURSE DESCRIPTION: German I is an introductory course that builds foundational skills in German language and culture. Students develop the ability to communicate about themselves and common topics, including family, school, and personal interests by engaging in the four key language skills: listening, speaking, reading, and writing. Through interactive lessons, students also explore the connections between German and English, learning useful cognates and observing similarities between these two Germanic languages. The course introduces students to the rich cultures of German-speaking

countries, such as traditions, holidays, and influential German-speaking figures. By the end of the course, students will have a well-rounded introduction to German language and culture and should be able to communicate at the Novice Low to Novice Mid level of proficiency in accordance with the ACTFL Proficiency Guidelines.

421 - GERMAN II

Prerequisite: Successful completion of German I and teacher recommendation.
Year - Five Periods Per Week - 1.0 Credit (Grades 9-12)

COURSE DESCRIPTION: German II builds on the foundational skills from German I, offering a comprehensive four-skills language course that focuses on expanding students' listening, speaking, reading, and writing abilities. Students will broaden their vocabulary and grammatical understanding while gaining confidence in expressing themselves on a wider variety of everyday topics. They will engage in interactive speaking activities, short writing exercises, and role-plays to strengthen their communication skills. The course places increased emphasis on reading, with students working with level-appropriate German readers to expand their vocabulary, improve comprehension, and explore cultural topics. A variety of cultural themes, such as holidays, geography, and history, are integrated throughout the course, providing context for new vocabulary and grammar topics. By the end of the course, students should be able to communicate at the Novice Mid level of proficiency in accordance with the ACTFL Proficiency Guidelines.

422 - GERMAN III

Prerequisite: Successful completion of German II and teacher recommendation.
Year - Five Periods Per Week - 1.0 Credit (Grades 10-12)

COURSE DESCRIPTION: German III builds upon the skills developed in German II, offering an in-depth exploration of the geographical diversity and cultural differences within German-speaking regions, with a detailed comparison of Northern and Southern Germany. Students will engage with topics such as city versus country living, house and home, and travel, fostering a deeper understanding of contemporary life in German-speaking countries. As students expand their reading, writing, speaking, and listening skills, they will continue to work with level-appropriate German readers to enhance their vocabulary and comprehension. In addition, students will practice their listening skills through engaging activities, including listening to a radio play, which will enrich their understanding of the language in context. By the end of the course, students should be able to communicate at the Novice High level of proficiency in accordance with the ACTFL Proficiency Guidelines.

10016 - HONORS GERMAN III

Prerequisite(s): Successful completion of German II with a grade of 85% or higher.
Year – Five Periods Per Week – 1.0 Credit (Grades 10, 11, 12)

COURSE DESCRIPTION: In this Honors course, instruction will be given in German approximately 75% of the time and students are expected to remain in the target language as well. Honors German III builds upon the skills developed in German II, offering an in-depth exploration of the geographical diversity and cultural differences within German-speaking regions, with a detailed comparison of Northern and Southern German. Students will engage with topics such as city versus country living, house and home, and travel, fostering a deeper understanding of contemporary life in German-speaking countries. As students expand their reading, writing, speaking, and listening skills, they will continue to work with level-appropriate German readers to enhance their vocabulary and comprehension. In addition, students will practice their listening skills through engaging activities, including listening to a radio play, which will enrich their understanding of the language in context. By the end of the course, students should be able to communicate at the Novice High to Intermediate Low level of proficiency in accordance with the ACTFL Proficiency Guidelines.

802 - HONORS GERMAN IV – CHS

**University of Pittsburgh – College in High School Program Option*
Prerequisite(s): Successful completion of German III with a grade of 85% or higher and teacher recommendation.
Year – Five Periods Per Week – 1.0 Credit (Grades 11 & 12)

COURSE DESCRIPTION: Honors German IV is a College in High School course, equivalent to Intermediate German 1 (GER201) at the University of Pittsburgh. Students choosing the CHS option can earn 3 college credits. Designed for high school students in their fourth year of German, this course builds on the foundation established in previous years. Students will continue to develop their German language skills while engaging with a diverse array of cultural topics and themes relevant to German-speaking countries. Key areas of focus include the history of the 20th century, festivals and theme parks, Switzerland, and environmental issues. By building on previously learned grammar and expanding their vocabulary, students will enhance their reading, speaking, writing, and listening abilities. The course emphasizes meaningful, contextualized communication and comprehension, and is conducted primarily in German. Active participation in the classroom is essential for success in this course. By the end of the course, students should be able to communicate at the Intermediate Low level of proficiency in accordance with the ACTFL Proficiency Guidelines.

10015 – HONORS GERMAN V – CHS

**University of Pittsburgh – College in High School Program Option*
Prerequisite: Successful completion of German III with a grade of 85% or higher and teacher recommendation.
Year – Five Periods Per Week – 1.0 Credit (Grade 12)

COURSE DESCRIPTION: Honors German V is a College in High School course, equivalent to Intermediate German 2 (GER 202) at the University of Pittsburgh. Students choosing the CHS option can earn 3 college credits. Designed for high school students in their fifth year of German, this course follows successful completion of German IV - CHS (GER 201). In this course, students will further develop their German language skills while expanding their vocabulary across a variety of topics. Through engaging activities and discussions, students will enhance their reading, speaking, writing, and listening abilities. The course emphasizes meaningful communication and comprehension and is conducted entirely in German. Full engagement during class sessions is key for success in this immersive learning environment where students will deepen their understanding of the language and culture. By the end of the course, students should be able to communicate at the Intermediate Low to Intermediate Mid level of proficiency in accordance with the ACTFL Proficiency Guidelines.

430 - SPANISH I

Prerequisite: None
Year - Five Periods Per Week - 1.0 Credit (Grades 9-12)

COURSE DESCRIPTION: Spanish I serves as an introduction to the language and culture of Spanish-speaking countries. From the first day, students are encouraged to engage in speaking and writing activities in the target language to begin to develop proficiency in all three modes of communication – interpretive, presentational, and interpersonal. Level I students acquire basic vocabulary and grammar related to greetings, introductions, sports, school activities, families, and friends throughout the course. The curriculum also integrates cultural elements, providing students with opportunities to gain insight into the daily routines of Hispanic communities. By the end of this course, students should be able to communicate at the Novice Low to Novice Mid level of proficiency in accordance with the ACTFL Proficiency Guidelines.

431 - SPANISH II

Prerequisite: Successful completion of Spanish I and teacher recommendation.
Year - Five Periods Per Week -1.0 Credit (Grades 9-12)

COURSE DESCRIPTION: Spanish II will use the information learned in Spanish I as a building block in attaining new grammatical and vocabulary skills. Students will be asked to demonstrate their proficiency through interpretive (reading/listening), interpersonal (speaking/writing/ reading), and presentational (speaking/writing) modes of communication that would be seen in the real world. Topics include daily routines, travel to Spanish-speaking countries, free time cultural activities (such as music, museums, theater), and train travel. By the end of this course, students should be able to communicate at the Novice Mid level of proficiency in accordance with ACTFL Proficiency Guidelines.

432 - SPANISH III

Prerequisite: Successful completion of Spanish II and teacher recommendation.
Year - Five Periods Per Week - 1.0 Credit (Grades 10-12)

COURSE DESCRIPTION: Spanish III will use the information learned in Spanish II as a building block in attaining new grammatical and vocabulary skills. Students will be asked to demonstrate their proficiency through interpretive (reading/listening), interpersonal (speaking/writing/reading), and presentational (speaking/writing) activities that would be seen in the real world. Topics include travel, childhood experiences, Hispanic holidays, media, natural disasters and accidents, as well as post-secondary plans. A variety of cultural comparisons will be made within each unit of study to better understand customs of Spanish-speaking countries. By the end of this course, students should be able to communicate at the Novice High to Intermediate Low level of proficiency in accordance with ACTFL Proficiency Guidelines.

10013 - HONORS SPANISH III - CHS

**LaRoche University – College in High School Program Option*
Prerequisite: Successful completion of Spanish III with a grade of 85% or higher and teacher recommendation.
Year - Five Days Per Week - 1.0 Credit (Grades 10-12)

COURSE DESCRIPTION: Honors Spanish III is equivalent to La Roche's MLSP1002 ELEMENTARY SPANISH II through which students can receive four (4) university credits. In this class, instruction will be given in Spanish approximately 75% of the time and students are expected to remain the target language as well. This course will use the information learned in Spanish II as a building block in attaining new grammatical and vocabulary skills. Students will be asked to demonstrate their proficiency through interpretive (reading/listening), interpersonal (speaking/writing/reading), and presentational (speaking/writing) activities that would be seen in the real world. Topics include travel, childhood experiences, Hispanic holidays, media, natural disasters and accidents, as well as post-secondary plans. A variety of cultural comparisons will be made within each unit of study to better understand customs of Spanish-speaking countries. Each unit will contain a culminating project that allows students to demonstrate their proficiency. By the end of this course, students should be able to communicate at the Novice High to Intermediate Low level of proficiency in accordance with ACTFL Proficiency Guidelines.

838 - HONORS SPANISH IV - CHS

**LaRoche University – College in High School Program Option*
Prerequisite: Successful completion of Spanish III with a grade of 85% or higher and teacher recommendation or successful completion of Honors Spanish III CHS with a grade of 80% or higher and teacher recommendation.
Year – Five Periods Per Week – 1.0 Credit (Grades 11 & 12)

COURSE DESCRIPTION: Honors Spanish IV - CHS is equivalent to La Roche University's MLSP2001: Intermediate Spanish I, through which students can receive three (3) university credits. This course emphasizes communicative activities to give students opportunities to create with the language in all three modes of communication: interpretive, interpersonal, and presentational. Classroom instruction is in Spanish and students are expected to speak in Spanish for at least 85% of the class. Students will explore topics including daily errands, relationships, Hispanic cuisine, physical and mental health and Hispanic art. Students will engage with Hispanic culture by watching films and shows, as well as by reading texts including literature and articles in the target language throughout the year. By the end of this course, students should be able to communicate at the Intermediate Low to Intermediate Mid level of proficiency in accordance with ACTFL Proficiency Guidelines.

10008 - AP SPANISH LANGUAGE AND CULTURE – CHS

**LaRoche University – College in High School Program Option*
Prerequisite: Successful completion of Honors Spanish IV CHS with a grade of 85% and teacher recommendation.
Year - Five Periods Per Week - 1.0 Credit (Grade 12)

COURSE DESCRIPTION: This 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 one's own language and culture, and participate in the global community. The themes include: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics of the Spanish-speaking world.

Additionally, students that enroll for Scholar credit will receive three (3) credits for La Roche University's MLSP2002: Intermediate Spanish II upon successful completion.

Students will further develop proficiency in all three modes of communication - interpretive, presentational, and interpersonal. Classroom instruction is in Spanish and students are expected to communicate in Spanish. By the end of this course, students should be able to communicate at the Intermediate Mid to Intermediate High level of proficiency in accordance with ACTFL Proficiency Guidelines.

440 - FRENCH I

Prerequisite: None
Year – Five Periods Per Week – 1.0 Credit (Grades 9-12)

COURSE DESCRIPTION: French I is an introductory course wherein 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. By the end of this course, students should be able to communicate at the Novice Low to Novice Mid proficiency level in accordance with the ACTFL Proficiency Guidelines.

441 - FRENCH II

Prerequisite: Successful completion of French I and teacher recommendation.
Year - Five Periods Per Week - 1.0 Credit (Grades 9-12)

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. By the end of this course, students should be able to communicate at the Novice Mid level of proficiency in accordance with ACTFL Proficiency Guidelines.

442 - FRENCH III

Prerequisite: Successful completion of French II and teacher recommendation.
Year - Five Periods Per Week - 1.0 Credit (Grades 10-12)

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. The course is conducted in French for 70-75% 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. By the end of this course, students should be able to communicate at the Novice High to Intermediate Low level of proficiency in accordance with ACTFL Proficiency Guidelines.

10017 – HONORS FRENCH III - CHS

Prerequisite(s): Successful completion of French II with a grade of 85% or higher.
Year – Five Periods Per Week – 1.0 Credit (Grades 10, 11, 12)

COURSE DESCRIPTION: In this class, instruction will be given in French approximately 85% of the time and students are expected to remain in the target language as well. This course will use the information learned in French II as a building block in attaining new grammatical and vocabulary skills. Students will be asked to demonstrate their proficiency through interpretive (reading/listening), interpersonal (speaking/writing/reading), and presentational (speaking/writing) activities that would be seen in the real world. Topics include childhood experiences, food/cooking, driving, emergency situations, travel, and more. A variety of cultural comparisons will be made within each unit of study to better understand customs of French-speaking countries. Most units will contain a culminating project that allows students to demonstrate their proficiency and cultural competency. By the end of this course, students should be able to communicate at the Novice High to Intermediate Low level of proficiency in accordance with ACTFL Proficiency Guidelines.

785 - HONORS FRENCH IV – CHS

**University of Pittsburgh – College in High School Program Option*
Prerequisites: Successful completion of French III with a grade of 85% or higher and teacher recommendation.
Year – Five Periods Per Week – 1.0 Credit (Grades 11 & 12)

COURSE DESCRIPTION: This course is the equivalent of Intermediate French I at the University of Pittsburgh. You can earn three (3) college credits upon successful completion of this course. The goal of this course is to further develop proficiency in French. Students will 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. 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. Students will understand French well enough to grasp main ideas and some supporting details in short conversations pertinent to topics mentioned above. Students will read and understand main ideas and many details of literary and non-literary texts, and write longer and more cohesive paragraphs. A main goal of the course is to make comparisons among francophone cultures' products, practices, and perspectives. By the end of this course, students should be able to communicate at the Intermediate Low to Intermediate Mid level of proficiency in accordance with ACTFL Proficiency Guidelines.

1008 - AP FRENCH - CHS

Prerequisite: Successful completion of French IV CHS with a grade of 85% or higher and teacher recommendation.
Year - Five Periods Per Week - 1.0 Credit (Grade 12)

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 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. 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. The entire course will be conducted in French, and students are expected to comply with this policy. 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. Students have the opportunity to earn 3 college credits for this CHS course. By the end of this course, students should be able to communicate at the Intermediate Mid to Intermediate High level of proficiency in accordance with ACTFL Proficiency Guidelines.

10014 – FRANCOPHONE CONVERSATION AND CULTURE

Prerequisite: Successful completion of French III
Semester - .5 Credit (Grades 11 & 12)

COURSE DESCRIPTION: This semester course is for students who have successfully completed French III. The course will be conducted in both English and French, and will be largely conversational and project-based. We will study, discuss, and analyze a wide variety of cultural topics, including stereotypes, sports,

film, short stories, tourism, cuisine, as well as the impact and importance of francophone countries and cultures on the world. This course is aimed towards two groups of students: those who may not feel comfortable taking Honors French IV - CHS or AP French - CHS, as well as those with a love of French who want to use their language and learn more about French-speaking cultures outside of a traditional language class. Students can take this course concurrently with French IV or AP French.

INDEPENDENT STUDY

959 - INDEPENDENT STUDY - YEAR
Prerequisite: 11th and 12th Grade Students
Year - Five Periods Per Week - 1.0 Credit

958 – INDEPENDENT STUDY – SEMESTER
Prerequisite: 11th and 12th Grade Students
Semester – Five Periods Per Week - .5 Credit

957 – INDEPENDENT STUDY – A/B DAY
Prerequisite: 11th and 12th Grade Students
Year – A or B Day - .5 Credit

COURSE DESCRIPTION: The goal of the Independent Study program is to allow juniors/seniors to identify a specific area of interest that meets one of three individual goals:

1. academic advancement
2. career preparation or
3. community service.

The Independent Study experience allows the self-motivated student to pursue an area of personal interest beyond the confines of the classroom. Students must apply for Independent Study status as part of the course selection process. Students will be interviewed by the Enrichment Coordinator and a contract for Independent Study will be mutually agreed upon.

Students are advised that Independent Study requires strong personal initiative, long-range planning and the willingness to develop and present the results of their study. Before considering application for Independent Study, parents and guardians must consider the following:

1. The School District will only consider a program if the student is able to meet all requirements for graduation as outlined in the Student/Parent Handbook.
2. The master schedule may not be conducive to scheduling times needed to meet the needs of an independent study.
3. Students must be able to demonstrate the educational significance of their participation in an independent study program.
4. A student participating in the program will develop specific goals and objectives with their independent study supervisor, the principal, and school counselor. These will be approved prior to the student entering the independent study program.
5. A written agreement will be made outlining the responsibilities of the student, parent and school. If the student fails to fulfill his/her responsibilities in relation to the independent study, he/she may not graduate.
6. No transportation (if needed) for the independent study will be provided by the School District.

7. The independent study supervisor must be willing to communicate and cooperate with all school officials.
8. The application as well as the daily logs submitted must be completed in a professional manner, using proper writing techniques.
9. After approval and completion of the independent study, the student must complete and submit a written report that addresses the goals and objectives that were established prior to the independent study approval. This report must demonstrate attainment of the goals and objectives and or valid reasons why they were not attained. The report must be in accordance with acceptable levels of writing for students at the 11th/12th grade level. The report must be approved and accepted by the supervisor and school official.

976 – ONLINE PERSONAL FINANCE

Prerequisite(s): This course may only be scheduled by students who are taking either AP Biology, AP Chemistry, or AP Physics and College and Career Planning does not fit in your schedule based on other core course selections. This course fulfills the South Fayette High School College and Career Planning graduation requirement.
Semester - .5 Credit (Grades 11 & 12)

12510 – ONLINE COLLEGE AND CAREER

Prerequisite(s): This course may only be scheduled by students who are taking either AP Biology, AP Chemistry, or AP Physics and College and Career Planning does not fit in your schedule based on other core course selections. This course fulfills the South Fayette High School College and Career Planning graduation requirement.
Semester - .5 Credit (Grades 11 & 12)

ONLINE ELECTIVE COURSES

Prerequisite: 10th through 12th Grade Students, Parental Permission
Students who wish to schedule an online elective course need to meet with their counselor to discuss this option.
.5 Credit/1.0 Credit – Course Dependent

COURSE DESCRIPTION: The on-line elective course offerings are designed for the highly motivated, self-disciplined student who wants to further their learning or pursue an area of interest that is not currently available at South Fayette High School. Parental approval is required prior to scheduling. Students are limited to one online elective per semester. Students will be assigned one period during the school day to complete the online coursework independently, following the guidelines prescribed by the providers offering the online high school programs. Percentage/letter grades for these courses come directly from the institution offering the course. ***Students/Parents are responsible for any cost (registration, materials, etc.) associated with these courses with the exception of Online Personal Finance.*** Students will choose their course at the start of the semester from a current list of providers. The school and parent must approve the course prior to registration.

MATHEMATICS DEPARTMENT

Table 16 – Math Courses

COURSE #	MATH COURSES
331	*Algebra 1*
340	*Geometry*
345	*Honors Geometry***
350	*Algebra II*
351	*Honors Algebra II***
353	*Algebra III with Trigonometry*
1016	*Honors Linear Algebra - CHS*
355	*Precalculus*
360	*Honors Precalculus***
362	*Calculus*
363	*Differentiated Math*
02016	*Honors Business Calculus – CHS***
211	*Honors Calculus – CHS***
212	*AP Calculus AB – CHS***
213	*AP Calculus BC – CHS***
369	*Statistics and Probability*
214	*Honors Statistics and Probability – CHS***
02017	*Applications of Mathematics*
590	*SAT Prep (Elective)*
593	*ACT Prep (Elective)*
02018	*Introduction to Web3 Technology*

CHS – College in High School course

Note: *** Indicates that a summer assignment is required for this course.*

SEQUENCING OF MATHEMATICS COURSES

Table 18 – Table of Sequencing of Mathematics Courses

If student is currently taking . . .	***Then the next course in the sequence is . . .***
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 or Applications of Mathematics
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 19 – Typical Math Courses Sequence

Typical Sequence:	***Honors Sequence:***	***AP Sequence:***
Grade 9 – Geometry Grade 10 – Algebra II Grade 11 – Algebra III with Trigonometry Grade 12 – Precalculus or Honors Precalculus	Grade 9 – Honors Geometry Grade 10 – Honors Algebra II Grade 11 – Honors Precalculus Grade 12 – Honors or AP Calculus	Grade 9 – Honors Algebra II Grade 10 – Honors Precalculus Grade 11 – AP Calculus AB 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.

331 – 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 apply to real-world problem situations or disciplines beyond mathematics. This class emphasizes problem solving, critical thinking and reasoning. Topics include: operations with numbers, number patterns, equations, linear functions, linear inequalities, graphs, absolute value functions, systems of equations and inequalities, exponential laws and operations, polynomial function operations, factoring, proportional reasoning, statistics and probability rules.

340 – GEOMETRY

The students are required to have a scientific calculator.

Prerequisite: Successful Completion of Algebra I and teacher recommendation.
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.

345 – HONORS GEOMETRY

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 and 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.

350 – 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 and teacher recommendation.
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.

351 – HONORS ALGEBRA II

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 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.

353 – 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 and teacher recommendation.
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.

1016 - HONORS LINEAR ALGEBRA – CHS

Prerequisite: Students must have completed Calculus AB or Honors Calculus with an 85% or better. If assigned summer work is not fully completed and is not submitted on time, a parent/guardian meeting to discuss the continuation in the course may be scheduled.
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.

355 - 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 Algebra II students need to successfully qualify for this course through an advancement exam and teacher recommendation.
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.

360 - HONORS PRECALCULUS

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 and teacher recommendation.

Successful completion of Algebra III with Trigonometry and teacher recommendation. Due to gaps in content knowledge, student's successfully completing Algebra III with Trigonometry will need to qualify for this course through an advancement exam.

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 problem-solving, modeling and the use of technology. Distinguished by its accelerated pace and heightened depth of coverage, Honors Precalculus offers a rigorous and enriched learning experience.

362 - CALCULUS

The students are required to have a graphics calculator.

Prerequisite: Successful Completion of Precalculus or Honors Precalculus and teacher recommendation.

Full Year - Five Periods Per Week - 1.0 Credit

COURSE DESCRIPTION: The topics of this course are the study of functions and their graphs, polynomial and rational functions, limits and their properties, differentiation, applications of differentials, integration, exponential functions, trigonometric functions and logarithmic functions as they relate to Calculus. Emphasis will be placed on problem-solving strategies, applications to the real world and other disciplines, and critical thinking.

363 – DIFFERENTIATED MATH

Prerequisite: Teacher or Counselor 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.

02016 – HONORS BUSINESS CALCULUS – CHS

Prerequisite: In Accordance with Prerequisites for Advanced Courses and Successful Completion of Precalculus or Honors Precalculus and teacher recommendation.
Full Year - Five Periods Per Week - 1.0 Credit (Grades 11 & 12)

COURSE DESCRIPTION: Business Calculus is a rigorous, college level, calculus course offered through a partnership with The University of Pittsburgh. This course is designed for students interested in business, economics, and other social science fields, and not intended for students who plan on majoring in science, engineering, or mathematics. Topics include functions, limits and continuity, differentiation, applications of differentiation, integration, exponential and logarithmic functions, and an introduction to multivariable calculus. Students will gain a strong understanding of the real-world applications of mathematics in business situations. Though not required, students have the opportunity to earn 4 college math credits while still in high school for a fee.

211 - HONORS CALCULUS - 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 with a teacher recommendation. Students may also qualify from Precalculus through successful completion of an advancement examination and teacher recommendation.
Full Year - Five Periods Per Week - 1.0 Credit

COURSE DESCRIPTION: Honors Calculus topics include limits, derivatives, application of derivatives, integration and application of integration. The applications involve real world problems that involve topics covered within the curriculum. 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. Students in this course may elect to take the CHS credit or not but the curriculum and assessments will be the same for the entire course.

212 - AP CALCULUS AB - 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 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 administered in May.

Students will also have the option of earning four (4) college credits through the University of Pittsburgh for this course.

213 - AP CALCULUS BC (CALCULUS II) - 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 teacher recommendation.
Full Year – Five Periods Per Week – 1.0 Credit

COURSE DESCRIPTION: This course is designed for students looking to build upon the topics presented in AP Calculus AB. 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 and Sequences including Taylor Series, Maclaurin Series and tests for convergence. Upon completing this course, students will be prepared to take the Calculus BC exam, which will be administered in May.

Students will also have the option of earning four (4) college credits through the University of Pittsburgh for this course.

369 - 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 and teacher recommendation. 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.

214 - HONORS STATISTICS AND PROBABILITY - 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.

02017 – APPLICATIONS OF MATHEMATICS

Prerequisite(s): Successful completion of Algebra II
Full Year – Five Periods Per Week - 1.0 Credit (Grades 10-12)

COURSE DESCRIPTION: For students who are looking to apply mathematical skills through real-world applications. This pathway focuses on applying mathematics to everyday life which includes finance, engineering, AI, carpentry, and many other areas of student interest.

590 - SAT PREP (ELECTIVE)

This course is an elective and students will NOT be given mathematics credit toward graduation but will receive elective credit.
Prerequisite(s): None
Semester – Five Periods Per Week - .5 Credit (Grades 10-12)

COURSE DESCRIPTION: SAT Prep is a semester course designed for the college bound eleventh and twelfth grade student who desires to increase his or her level of preparedness for taking the SAT (Scholastic Aptitude Test). The course provides instruction for both math and verbal sections as well as test taking skills such as pacing, eliminating incorrect answers, and comprehending the scoring for the exam. The English section provides instruction in the elements of writing, language, sentence completion, reading comprehension, and the skills necessary to complete test questions by increasing the student's vocabulary. The math section will provide instruction in arithmetic, algebraic, geometric and trigonometric topics along with strategies for solving the multiple choice and grid-in questions that are found on the SAT math sections.

593 - ACT PREP (ELECTIVE)

Prerequisite: None
*One Semester – Five Periods Per Week - .5 Credit (*9 weeks of English and 9 weeks of Math) (Grades 10-12)*

COURSE DESCRIPTION: ACT Prep is a semester course designed for the college-bound 10th, 11th, and 12th grade student who desires to increase his or her level of preparedness for taking the ACT (American College Test). The course provides instruction for both math and verbal sections as well as test taking skills such as pacing, eliminating incorrect answers, and comprehending the scoring for the exam. The English section provides instruction in the elements of writing, language, reading comprehension, and the skills necessary to complete test questions by increasing the student's vocabulary. The math section will provide instruction in arithmetic, algebraic, geometric and trigonometric topics along with strategies for solving the multiple-choice questions that are found on the ACT math sections.

02018 – INTRODUCTION TO WEB3 TECHNOLOGY

Prerequisite(s): None
Semester – Five Days Per Week - .5 Credit (Grades 10-12)

COURSE DESCRIPTION: This course is designed to provide students with an introductory exposure to the exciting world of cryptocurrency, blockchain technology, applications of blockchain technology, NFTs and digital collectibles. Students should expect to research, discuss, and work in collaborative environments to explore these areas. As this is an introductory course, programming skills are not required.
*Honors optional based upon completion of capstone assignment.

PARKWAY WEST CAREER AND TECHNOLOGY CENTER

(Website - http://www.parkwaywest.org)

PARKWAY WEST CTC HIGH SCHOOL CREDITS

Junior and senior students who have successfully completed at least two (2) years of a Parkway program may elect to receive up to two (2) high school credits in English, Math, Science, or Social Studies on their transcripts. The two (2) credits may not be earned in the same subject area. This option would enable students to waive certain courses during their junior and/or senior year.

The Parkway program the student is enrolled in determines the subject area(s) in which the courses may be waived and the two (2) credits earned. Please reference the chart below.

The credit earned will be listed on the transcript as one of the following: CTC English, CTC Math, CTC Science, CTC Social Studies. The course will be issued a Pass/Fail grade and will be GPA neutral.

Please review the following considerations pertinent to the student's post high school plans:

Student Attending College/University:

1. The credits earned would not be accepted by the NCAA if participation in athletics is a consideration.
2. The course(s) that are eligible to be waived are, likely, courses that would be beneficial for success in college.

Student Attending Trade School or Entering the Workforce:
**Please note the options listed below are available for students who are meeting South Fayette High School graduation requirements.*

1. The student would have the flexibility to explore other programs offered in high school.
2. The student could participate in an internship related to an interested field of study.
3. The student would be eligible for work release.

CTC Program	Credits That May Be Earned (2 maximum per high school career)			
	Math	ELA	Science	Soc Studies
Automotive Technology	1	1		
Auto Body Repair	1	1		
Carpentry	1	1		
Cosmetology	1		1	
Culinary Arts	1	1	1	
Cyber Security and Networking Technology	1	1		
Diesel Technology	1	1		
Electrical Systems Technology	1	1		
Graphic Arts and Production Technology	1	1		
Healthcare Occupations Technology		1	1	
Heating, Ventilation, Air Conditioning and Refrigeration (HVAC)	1	1		
Power Motorsports Technology	1	1		
Public Safety Technology		1		1
Sports Medicine and Rehabilitation Therapy Technology (SMARTT)		1	1	
Veterinary Assistant Technology		1	1	
Welding and Fabrication Technology	1	1		

PARKWAY WEST CTC COLLEGE CREDITS

Students who successfully complete Parkway West CTC programs may be eligible to earn articulated college credit from several post-secondary institutions. The following are a few examples:

POST-SECONDARY INSTITUTIONS:

Belmont College
Butler County Community College
California University of Pennsylvania
Community College of Allegheny County
Empire Beauty School
Indiana University of Pennsylvania
ITT Technical Institute
New Castle School of Trades
Pennsylvania College of Technology
Pittsburgh Technical Institute

Robert Morris University
Rosedale Technical Institute
The Art Institute of Pittsburgh
Triangle Tech, Inc.
University of Northwestern Ohio

Scholarships and awards from the above post-secondary institutions and from industry may also be available.

AUTOMOTIVE CLUSTER

**Automotive cluster students will spend 9 weeks in each of the programs below. Students will then choose a program concentration after his/her first year. The automotive cluster programs will include: Auto Body Repair, Automotive Technology, Power Motorsports, and Diesel Technology.
The four programs are address below:

**AUTO BODY REPAIR
...is certified by the National Automotive Technology Education Foundation (NATEF) and provides instruction in the most current techniques for repair and replacement of damaged automobile parts. Students learn to repair collision damage and to replace quarter panels, door skins, and fenders. The curriculum also includes painting, MIG welding, collision repair, frame straightening, and damage analysis. Students gain experience in mixing and tinting paint, custom painting, computerized estimating, and auto detailing. Practical experience is also provided through a full-service auto body repair shop. Students have the opportunity to earn PPG Blue Level Paint and I-Car MIG Welding certifications. They are also eligible to earn I-CAR Points.

**AUTOMOTIVE TECHNOLOGY
...is certified by the National Automotive Technology Education Foundation (NATEF) and affiliated with all the major automotive manufacturers through Automotive Youth Educational Systems (AYES). Students prepare to take the Pennsylvania State Inspection License examination. Students learn basic vehicle maintenance, repair, and replacement of drive trains, brake systems, chassis components, and fuel electrical systems. Special emphasis is placed on troubleshooting an engine performance via the use of state-of-the-art electronic diagnostic equipment. Practical experience is also provided in the auto repair shop. Under the Automotive Youth Educational Systems (AYES) apprenticeship program, students may qualify to become apprentices working under mentor master technicians. Students can earn certifications from AYES, the National Institute for Automotive Service Excellence (ASE) and the Coordinating Committee for Automotive Repair (CCAR).

**DIESEL TECHNOLOGY
...Diesel Technology is part of every aspect of today's transportation, construction, and manufacturing industries. In Diesel Technology, students will learn about the operation, maintenance, and overhaul of diesel-powered equipment. Diesel engines are found in military vehicles, trucks, trains, buses, construction and agricultural equipment. As the diesel equipment industry expands, the demand for mechanics and technicians to repair and maintain diesel equipment will continue to grow. Students will learn the fundamentals of hydraulics and have the opportunity to earn an Air Conditioning Recovery Certification. Students can earn certifications from the National Institute for Automotive Service Excellence (ASE), SP/ 2 Mechanical Safety Certification, Refrigeration 609, Class I & III State Inspection, Forklift Operations.

**POWER MOTORSPORTS

...Power Motorsports Technology teaches students to diagnose, maintain and repair utility vehicles, all-terrain vehicles, including side-by-sides, motorcycles, watercrafts as well as outdoor power machines, including lawn and garden equipment. Students will learn the principles of engine operation, understand basic electricity, service and maintain fuel and carburetor systems, transmissions, and powertrain systems used on various types of recreational and lawn & garden equipment. Students may have the opportunity to earn the following certifications: PA Emissions Certification; S/P2, OSHA 10.

AUTO BODY REPAIR

..is certified by the National Automotive Technology Education Foundation (NATEF) and provides instruction in the most current techniques for repair and replacement of damaged automobile parts. Students learn to repair collision damage and to replace quarter panels, door skins, and fenders. The curriculum also includes painting, MIG welding, collision repair, frame straightening, and damage analysis. Students gain experience in mixing and tinting paint, custom painting, computerized estimating, and auto detailing. Practical experience is also provided through a full-service auto body repair shop. Students have the opportunity to earn PPG Blue Level Paint and I-Car MIG Welding certifications. They are also eligible to earn I-CAR Points.

AUTOMOTIVE TECHNOLOGY

..is certified by the National Automotive Technology Education Foundation (NATEF) and affiliated with all the major automotive manufacturers through Automotive Youth Educational Systems (AYES). Students prepare to take the Pennsylvania State Inspection License examination. Students learn basic vehicle maintenance, repair, and replacement of drive trains, brake systems, chassis components, and fuel electrical systems. Special emphasis is placed on troubleshooting an engine performance via the use of state-of-the-art electronic diagnostic equipment. Practical experience is also provided in the auto repair shop. Under the Automotive Youth Educational Systems (AYES) apprenticeship program, students may qualify to become apprentices working under mentor master technicians. Students can earn certifications from AYES, the National Institute for Automotive Service Excellence (ASE) and the Coordinating Committee for Automotive Repair (CCAR).

COSMETOLOGY

…prepares students to perform technical services, including all aspects of hair, skin/nail beautification, and personal maintenance. These skills are supported and reinforced with theoretical background including sanitation, chemistry, anatomy and physiology, as well as structure, function and disorders of the hair, skin, nails and scalp. This program helps students develop into well rounded professionals who practice real-world services in Parkway's salon, which is open to the public two days a week. Utilizing an integrated approach to teaching and learning, students learn about interpersonal relations, professional attitude, and career fundamentals along with technical knowledge and skills. Techniques and abilities are practiced and tested on mannequins, classmates and the general public. Students who are able to attend this program for three to four years will have the opportunity to earn 1,250 hours of state-regulated course requirements to take the state licensing exam to be a licensed cosmetologist, which encompasses providing services to the public for hair, skin and nails. Students who are able to take one or two years of instruction in this program, may choose from the following specialized licensed fields: Nail Technician License: This license requires 200 hours of instruction and can be completed within one year. An individual holding a nail technician license is qualified to perform nail technology services only. Cosmetology Teacher License: Prerequisite for this course is having successfully passed at least one of the above licensures. This license requires 500 hours of required studies and can be complete within one year. An individual holding a teacher's license is qualified to perform the functions of a teacher in whichever specialized area the individual has obtained licensure.

CULINARY ARTS

...provides practical instruction in the preparation of banquet, buffet and a la carte styles of food preparation. Practical experience is provided through the operation and management of an in-house, full-service restaurant. Students also provide goods and services for the Parkway West Food Store, where pastries and select meats are sold. Students learn to design cakes and prepare many different types of cuisine. Senior students who have completed at least two years of Culinary Arts will have the opportunity to earn both the National Restaurant Associations, ServSafe certification and the American Culinary Federation certification. Other certifications that can be earned from the Culinary Arts program include: OSHA 10 Culinary, SP2, Heart Saver CPR, and Heart Saver First Aid.

CONSTRUCTION TECHNOLOGY CLUSTER

** Construction Cluster students will spend 9 weeks in each of the programs below. Students will then choose a program concentration after his/her first year. The construction cluster programs include: Carpentry, Electrical Systems Technology, HVAC/R, and Welding Technology. The four programs are addressed below:

**CARPENTRY...A student in the Carpentry program will apply technical knowledge and skills to layout, fabricate, erect, install and repair structures and fixtures using hand and power tools, scaffolding and specialty tools used in the construction trade. This program includes instruction in common systems of framing, construction materials, estimating, blueprint reading and finish carpentry techniques. Students will be given the opportunity to earn a 10-hour Occupational Safety and Health Administration (OSHA) Construction card. Students have the potential to earn 17 certifications through NCCER.

**ELECTRICAL SYSTEMS TECHNOLOGY...teaches students the integral components of the electrical industry for entry level employment in residential, commercial, and/or light industrial locations. The basis of instruction is in the layout, assembly, installation, wiring, maintenance, and troubleshooting of electrical systems. Understanding programmable logistical controls (PLC's) and how transformers operate are also covered. Students have the opportunity to earn 20 certifications through NCCER.

**HVAC/R...Heating, Ventilation, Air-Conditioning, and Refrigeration, which has been newly renovated with state-of-the-industry equipment, provides instruction in basic and advanced electrical theory, troubleshooting and repair of residential and commercial heating, air-conditioning, and refrigeration systems. Students will be given the opportunity to earn a 10-hour Occupational Safety and Health Administration (OSHA) Construction Card. Students can earn the NCCER certifications Core, Type 1 and Type 2. They can also earn EPA Section 608 Refrigeration and Gas Tight Certification for CSST pipe.

**WELDING TECHNOLOGY...covers several types of welding processes by which metal may be bent, cut or welded together, including oxy-fuel, shielded metal arc, gas metal arc, gas tungsten arc, flux core welding, carbon arc, plasma cutting, and oxy-fuel brazing. Students will learn the importance of industry safety, measuring instruments, hand tools, grinders, metallurgy, blueprint reading, electrical principles, layout/design, and fabrication. They will also learn how to prepare materials lists for cost estimates. Students have the opportunity to earn several American Welding Society (AWS) certifications. Students can earn: NCCER Core, Welding Level 1 and OSHA 10.

CYBER SECURITY & NETWORK TECHNOLOGY

...prepares students who are interested in networking and computer diagnostics. It begins with Cisco IT Essentials, PC Hardware and software, and networking operating systems. Students initially prepare for CompTIA A+ and Comp TIA Server + certifications and then, through Cisco CCNA Discovery course, students learn networking concepts based on typical networks that one might encounter in a home or small office, or in larger, more complex enterprise models. Finally, students can prepare for the Cisco CCENT and Cisco CCNA certifications.

DIESEL TECHNOLOGY

...Diesel Technology is part of every aspect of today's transportation, construction, and manufacturing industries. In Diesel Technology, students will learn about the operation, maintenance, and overhaul of diesel-powered equipment. Diesel engines are found in military vehicles, trucks, trains, buses, construction and agricultural equipment. As the diesel equipment industry expands, the demand for mechanics and technicians to repair and maintain diesel equipment will continue to grow. Students will learn the fundamentals of hydraulics and have the opportunity to earn an Air Conditioning Recovery Certification. Students can earn certifications from the National Institute for Automotive Service Excellence (ASE), Refrigeration 609, Class I & III State Inspection, Forklift Operations.

GRAPHIC ARTS & PRODUCTION TECHNOLOGY

...Graphic Arts & Production Technology is an instructional program that prepares individuals to apply technical knowledge and skills to plan, prepare and execute commercial and industrial visual image and print products using mechanical and digital graphic and printing equipment. Students learn desktop publishing, layout, composition, digital printing and bindery as well as photography and other graphic arts techniques. Emphasis is on typographical layout and design using computer graphics, digital printing, bindery and finishing techniques, ink and color preparation. Students will also learn large format digital printing with application of a wide variety of output and vinyl applications including heat press and apparel design.

HEALTHCARE OCCUPATIONS TECHNOLOGY

..students have the opportunity to participate in a wide-range of real-world clinical and job shadowing experiences at many different local healthcare providers. Clinical experiences may include: childcare, long-term care, emergency nursing, recovery room nursing, radiology, medical records, operating room observation, pharmacy, physical/occupational therapy, and/or lab technician. Students will have the opportunity to earn and complete the American Heart Association "CPR for Healthcare Providers" certification and the following certifications in relation to the Health Care industry: Pennsylvania State Nurse Aid Registry (C.N.A). For first and second year students, instruction begins with anatomy, physiology and medical terminology. Special attention is given to medical office examinations, treatment and patient care. Personal Care Home Direct Care Staff: For first- and second-year students, this component offers a competency test from the PA Department of Public Welfare and it prepares students to work in a personal care home as a direct care giver. Pharmacy Technician Certification (CPhT): After successful completion of this one-year, 12th grade course, students will assist the pharmacist in a variety of tasks. Module and lab work include: controlled substances, laws and regulations, drug classifications, frequently prescribed medications, prescription information, preparing/dispensing prescriptions, calculations, sterile products, unit dose and repackaging. Phlebotomy Technician Certification (CPT): This is a one semester certification course directed towards 12th grade students. Module and lab work include: anatomy and physiology, infection control, safety and compliance, patient preparation, collection techniques, and processing collected samples. Students must demonstrate a minimum of 30 successful Venipunctures and 10 successful capillary punctures.

POWER MOTORSPORTS

Power Motorsports Technology teaches students to diagnose, maintain and repair utility vehicles, all-terrain vehicles, including side-by-sides, motorcycles, water crafts as well as outdoor power machines, including lawn and garden equipment. Students will learn the principles of engine operation, understand basic electricity, service and maintain fuel and carburetor systems, transmissions, and powertrain systems used on various types of recreational and lawn & garden equipment. Students may have the opportunity to earn the following certifications: PA Emissions Certification; S/P2, OSHA 10.

PUBLIC SAFETY TECHNOLOGY

...focuses on careers relating to emergency medical services, firefighting, law enforcement, and emergency management services. In order to successfully complete the program, students must meet minimum proficiency levels in all public safety areas. Instruction is provided in disaster situation/management, hazardous materials handling, pre-hospital medical care, map reading, fire-fighting, the judicial system, and emergency dispatching. Students have the opportunity to earn the following certifications: Emergency medical technician– Basic (EMT-B), PA Essentials of Firefighting, Hazardous Materials Awareness and Operations, Basic Rigging for Rope Rescue, and Tactical Handcuffing.

SPORTS MEDICINE & REHABILITATION THERAPY TECHNOLOGY (SMARTT)

The Sports Medicine and Rehabilitation Therapy Technology (SMARTT) Program prepares students to work in the field of physical therapy, occupational therapy and sports medicine. Students will develop skills in prevention, assessment, prognosis, and rehabilitation of injuries and other health conditions. Students will learn the principles of developing a plan of care, including: evaluation, interventions, assessment, goal setting and discharge. Students will also learn how to develop a diet for healthy individuals and for special populations through a comprehensive understanding of nutrition. Students will also be prepared to sit for the ACSM certified personal trainer exam and have the opportunity to earn the CPT credential.

VETERINARY ASSISTANT TECHNOLOGY

...students will learn to keep medical records, schedule appointments, offer client education, practice laboratory procedures, assist with nursing duties, prepare animals for surgeries, and assist during routine physical exams. Students will also gain a solid educational base on which to build a post-secondary degree. This program may lead to additional career pathways such as Animal Trainer, Veterinary Assistant, Kennel Assistant, Research Assistant, Groomers, Animal Control Workers, Veterinary Technician, Veterinary Technologist and Veterinarian. Students may earn the following certifications: NAVTA, OSHA 10 Agriculture, OSHA 10 Healthcare, Pet Tech First Aid and CPR.

PHYSICAL EDUCATION DEPARTMENT

Table 20 - Physical Education Courses

COURSE #	PHYSICAL EDUCATION COURSES
646	*Adaptive Physical Education*
628	*Lifetime Fitness*
616	*Partners in Physical Education*
641	*Health*
08020	*Physical Education*
08007	*Wellness Through Movement*
08008	*Advanced Physical Education*

646 - ADAPTIVE PHYSICAL EDUCATION

Prerequisite: Interested students will require a teacher recommendation.
Semester – Five Periods Per Week - .5 Credit

COURSE DESCRIPTION: Adaptive Physical Education is designed for students who because of a medical condition are not able to participate fully in the regular unrestricted physical education program or for students who can benefit from physical activity in a restricted class. Programs are structured in cooperation with medical services and the student's physician, so as to offer a diversified program of developmental activities, games, rhythms, and sports. These programs are specifically designed to suit the interests, capacities, and limitations of the student's medical condition and/or their limitations. These students may be integrated to varying degrees in regular activities or units that are consistent with their functional capabilities. An individualized program could combine both modified and remedial activities to provide alternatives to the regular physical education program or may be applied in addition to participation in regular physical education class programs. Students must present a medical prescription and specific documentation from a physician in order to be admitted to this class.

628 - LIFETIME FITNESS

This class may only be taken one semester per school year.
Prerequisite: Physical Education
Semester – Five Periods Per Week - .5 Credit (Grades 9-12)

COURSE DESCRIPTION: This course is designed to promote a healthy and active lifestyle. Students will engage in various physical activities, including cardiovascular exercises, strength training, and recreational sports. The goal is to develop lifelong fitness habits and improve overall well-being.

616 – PARTNERS IN PHYSICAL EDUCATION

Prerequisite: Interested students will require a teacher and school counselor recommendation.
Semester – Five periods per week - .5 credit (Grades 11 & 12)

COURSE DESCRIPTION: This course is designed for students with varying needs and restrictions who cannot participate in the standard physical education program or who could benefit from additional physical activity in an adapted setting. In this inclusive environment, students with and without diverse abilities come together in physical education to engage in collaborative activities that promote inclusivity, teamwork, and mutual support in achieving their fitness goals. The varied activities in this program contribute to the physical, mental, and social well-being of all participants. This course not only emphasizes physical health but also fosters meaningful social interactions between all students and their diverse needs.

641 – HEALTH

Prerequisite: None
Semester – Five periods per week – .5 Credit (Grade 10)

COURSE DESCRIPTION: This course provides a comprehensive overview of health concepts essential for high school students. Students will explore the foundations of health, building healthy relationships, wellness strategies, the human body systems, nutrition, comprehensive sexual education, mental health, substance abuse, and life-saving skills. Students will develop a deeper understanding of their health and well-being through engaging in discussions, activities, and assessments, equipping them with the knowledge and tools to make informed decisions and lead healthy lives.
Note: Parents/guardians may opt out of the comprehensive sex education portion of this course. Please contact your student's school counselor, health teacher, and/or one of the principals for more information.

08020 - PHYSICAL EDUCATION

Prerequisite: None
Semester – Five periods per week - .5 Credit (Grades 9-12)

COURSE DESCRIPTION: This foundational course is designed to acclimate students to the high school physical education environment, including its settings, teachers, rules, and expectations. Students will engage in various games and activities to promote movement and foster a lifelong commitment to wellness. Through active participation, students will develop physical, social, and educational skills that build strong relationships with peers and teachers. Additionally, the course prepares students for success in all future physical education classes. Completion of this course is required to advance to elective PE courses in subsequent years.

08007 – WELLNESS THROUGH MOVEMENT

Prerequisite: Physical Education
Semester – Five Periods Per Week - .5 Credit (Grades 9-12)

COURSE DESCRIPTION: This course introduces fitness through Yoga, focusing on strength, alignment, and balance. Students will improve physical wellness with cardiorespiratory, strength, and flexibility workouts while enhancing mental and emotional health through mindfulness, stress management, and relaxation techniques. They will gain an understanding of the mind-body connection and its impact on holistic well-being. Students taking the course will be required to purchase a personal yoga mat.

08008 – ADVANCED PHYSICAL EDUCATION

Prerequisite: Physical Education OR Lifetime Fitness OR Wellness Through Movement
Semester – Five Periods Per Week - .5 Credit (Grades 10-12)

COURSE DESCRIPTION: The Advanced Physical Education course offers a dynamic approach to physical fitness and competitive sports, focusing on competitive tournament play, fitness training, and flexible scheduling. Students participate in various tournaments to enhance their teamwork and sportsmanship while refining their athletic skills. A strong emphasis on fitness training enables them to develop personalized workout plans aimed at improving strength, endurance, and overall physical health. Additionally, the program allows students to create their schedules, promoting autonomy and personal responsibility in balancing their physical education with other academic commitments. Overall, Advanced Physical Education prepares students for lifelong fitness and athletic engagement, highlighting the importance of physical activity in overall well-being.

SCIENCE DEPARTMENT

Table 21 - Science Courses

COURSE #	*SCIENCE COURSES*
03018	*Principles of Biology*
240	*Biology*
245	*Honors Biology***
248	*AP Biology w/Lab***
241	*Honors Human Anatomy and Physiology***
03017	*Honors Healthcare Concepts and Medical Terminology – CHS***
255	*Chemistry*
250	*Honors Chemistry***
256	*Chemistry II*
03016	*Honors Organic Chemistry***
258	*AP Chemistry w/Lab***
266	*Physics*
260	*Honors Physics***
03024	*AP Physics I w/Lab***
03025	*AP Physics 2/C***
290	*Forensic Science*
1013	*Introduction to Ecology and Environmental Science*
03019	*Exploratory Science*
03023	*Science of Food*

**CHS* – College in High School course
***Note:** ** Indicates that a summer assignment is required for this course.*

SCIENCE

03018 – PRINCIPLES OF BIOLOGY

Prerequisite(s): None
Year – Five Days Per Week – 1.0 Credit (Grade 9)

COURSE DESCRIPTION: Biology is defined as the study of living things. This course provides a foundational understanding of organisms – both their role in the environment and how their bodies function within systems. With an emphasized focus on Pennsylvania Biology Keystone Exam preparation, students will gain a depth of knowledge that will enable them to recall biological concepts, apply essential scientific skills, use strategic thinking, and use extended critical thinking in order to address all learned biology standards. The major content areas to be studied are: (1) Basic Biological Principles, (2) The Chemical Basis for Life, (3) Bioenergetics, (4) Homeostasis and Transport, (5) Cell Growth and Reproduction, (6) Genetics, (7) Theory of Evolution, and (8) Ecology. Upon successful completion of this course, students will have gained an understanding of how the world affects life and how life affects the world. The Commonwealth of Pennsylvania and the South Fayette Township School District requires the passing of the Biology Keystone Exam to graduate.

240 - BIOLOGY

Prerequisite: None
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 them and of the process of science in general. A midterm examination and final examination will evaluate students' understanding of the content covered throughout the year. The Commonwealth of Pennsylvania and the South Fayette Township School District requires the passing of the Biology Keystone Exam to graduate.

245 - HONORS BIOLOGY

Prerequisite: In accordance with Prerequisites for Advanced Courses; successful completion of 8th grade science with a 93% or higher AND teacher recommendation. In addition, a minimum of a co-enrollment with Algebra II or Geometry must be had to meet the required mathematical skills.
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 Biology.

Successful completion of this course leaves the student with a better awareness of life around them, 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 midterm and final examination. The Commonwealth of Pennsylvania and the South Fayette Township School District requires the passing of the Biology Keystone Exam to graduate.

248 - AP BIOLOGY W/LAB

Prerequisite: In Accordance with Prerequisites for Advanced Courses; Completion of both Biology AND Chemistry (80% AP to AP Bio; 85% Honors Bio/Honors Chem to AP Bio, and 93% Regular Bio/ Regular Chem to AP Bio), and a teacher recommendation.
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.

241 - HONORS HUMAN ANATOMY & PHYSIOLOGY

Prerequisite: In accordance with prerequisites for Advanced Courses; Successful completion of Biology (85% min.) or Honors Biology (80% min.) and Chemistry (85% min.) or Honors Chemistry (80% min.), and a teacher recommendation.
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 course moves very quickly. The teacher acts as the facilitator, and the students are responsible for a great deal of laboratory analysis and studying outside of the classroom.

03017 – HONORS HEALTHCARE CONCEPTS AND MEDICAL TERMINOLOGY – CHS

Prerequisites: In accordance with prerequisites for Advanced Courses; Successful completion of Honors Human Anatomy & Physiology (85% min.) and a teacher recommendation.
Year – Five Days Per Week – 1.0 Credit (Grade 12)

COURSE DESCRIPTION: Honors Healthcare Concepts and Medical Terminology teaches the language of healthcare while also introducing the student to conceptual learning within the healthcare area. The medical terminology component includes symbols, abbreviations, and acronyms common in a variety of healthcare settings. Students will learn prefixes, suffixes, and root words to help the student build a medical vocabulary. This course also explores professional healthcare roles and responsibilities, communication in healthcare, evidence-based practice, quality and safety, interprofessional collaboration and teamwork, social determinants of health and other concepts relevant to those interested in pursuing a career in the health sciences.

Students may elect to earn transferable college credit from Robert Morris University for a fee.

255 - CHEMISTRY

Prerequisite: Successful completion of Biology (65% min.)/Honors Biology (65% min.)
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.

250 - HONORS CHEMISTRY

Prerequisite: In accordance with Prerequisites for Advanced Courses; Successful Completion of Algebra I (65% min.), Biology (85% min.)/ Honors Biology (80% min.) and Geometry (65% min.), and a teacher recommendation.
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 phenomena 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.

256 - CHEMISTRY II

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

03016 – HONORS ORGANIC CHEMISTRY

Prerequisites: In accordance with prerequisites for Advanced Courses; successful completion of Chemistry (85% min.) or Honors Chemistry (80% min.), and a teacher recommendation.
Semester – Five Periods Per Week - .5 Credit (Grades 11 & 12)

COURSE DESCRIPTION: Organic chemistry is the study of the structure, properties, composition, and reactions of carbon-containing compounds. This course is designed to provide a fundamental overview of organic chemistry to students interested in pursuing a career in the sciences (such as chemistry, biological sciences, nursing, medicine, dentistry, pharmacy, medical technology, or engineering). Upon successful completion of this class, students will understand the relationship between structure and function of organic molecules and some major classes of reactions involving carbon-containing compounds. Topics of study include periodic trends, chemical bonding and molecular structure, acid-base chemistry, nomenclature of organic compounds, conformations and configurations, chemical reactivity and mechanisms, and the reactions involving a diversity of organic molecules. This course will also focus on laboratory experience and application of these concepts.

258 - AP CHEMISTRY W/LAB

Prerequisites: In accordance with Prerequisites for Advanced Courses; successful Completion of Algebra II (65% min.) and Chemistry (85% min.) or Honors Chemistry (80% min.), and a teacher recommendation.
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.

266 - PHYSICS

Prerequisite: Successful completion of Algebra I, Geometry and Chemistry
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 matter and energy and their interrelationship. This introductory physics course is aimed for future non-science majors and focuses on the study of mechanics, the study of motion, forces and energy. The following areas are studied in the course: 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, impulse and collisions.

This Physics course is a "hands-on," laboratory program that requires the student to complete laboratory reports reflecting their experimental results and conclusions. Basic mathematics is used to develop some of the principles involved and discussed in the course. This course will give students a solid conceptual understanding of fundamental physics principles. Physics is a course designed for non-science majors.

260 - HONORS PHYSICS

Prerequisite: In accordance with Prerequisites for Advanced Courses, Successful completion of Honors Chemistry with 85% or better or Chemistry with 80% or better; Successful completion of Algebra I, Geometry and Algebra II or concurrent enrollment in Algebra II, and a teacher recommendation.
Year – Five Periods Per Week – 1.0 Credit

COURSE DESCRIPTION: Physics is the study of matter and energy and their interrelationship. Honors Physics focuses on the study of mechanics, the study of kinematic and dynamic motion, force and energy. The physics laboratory is aimed at reinforcing the theoretical content of the course by providing hands-on experiences with the subject material. Honors Physics is a hands-on, laboratory intensive program that requires the student to complete laboratory reports reflecting their experimental results and conclusions. All content material discussed is approached scientifically with mathematical reinforcement. Demonstrations of most concepts are presented. This course is designed for the college-bound student entering a science or engineering field. This course heavily requires the use of mathematics to understand physics concepts and problems.

The following topics are studied both conceptually and mathematically in Honors Physics: measurement & mathematics of physics, kinematics in 1 Dimension, freefall or vertical motion, vectors, kinematics in 2 dimensions or projectile motion, dynamics, forces and Newton's laws of motion, circular motion, Newton's law of gravitation, Kepler's laws of planetary motion, work, power & the conservation of energy and impulse, the conservation of momentum & collisions.

03024 - AP PHYSICS I W/LAB

Prerequisite: In Accordance with Prerequisites for Advanced Courses; Successful completion of Honors Chemistry with 85% or better or Chemistry with 93% or better; Successful Completion of Precalculus or concurrent enrollment in Precalculus, and a teacher recommendation.
Year – Five Days per Week with two consecutive academic periods of laboratory work every other day – 1.5 Credits

COURSE DESCRIPTION: Advanced Placement Physics 1 w/Lab is a college level course that is taught at a college pace, and therefore makes demands on each student equivalent to those of an introductory college Physics course taken during the first or second year at a college or university. AP Physics 1 w/Lab is a rigorous mathematics-based course, with a strong laboratory component. The amount of necessary

outside work and preparation and the content studied is substantially greater than required in an Honors course. It is assumed that the student will spend considerable additional time in unsupervised individual study. Students enrolled in AP Physics 1 w/Lab will be expected to complete readings, assignments, projects and AP Physics 1 practice exams outside of class time.

This course will cover the fundamental principles of Newtonian Mechanics and Fluid Dynamics 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 physics problems, both through the use of written AP level problems and laboratory activities. Students will be expected to do extensive writing and analysis, especially in the laboratory and in laboratory reports.

This course is designed to help students prepare for the AP Physics 1 Exam. The course is designed as an introduction to 1- and 2-dimensional kinematics & vectors, force & translational dynamics, work, energy & power, linear momentum, torque & rotational dynamics, energy & momentum of rotating systems, oscillations, and fluid mechanics & dynamics. Students will investigate these areas with hands-on, laboratory and writing intensive experiences and demonstrations which promote open-ended inquiry and critical thinking.

03025 - AP PHYSICS 2/C

Prerequisite: In Accordance with Prerequisites for Advanced Courses; Successful completion of Honors Physics with 85% or better or AP Physics 1 w/Lab with 80% or better; Successful completion of Honors Chemistry with 85% or better; Successful completion of calculus or concurrent enrollment in calculus, and a teacher recommendation.
Year – 1.0 Credits

COURSE DESCRIPTION: Advanced Placement Physics 2 is a college level course that is taught at a college pace, and therefore makes demands on each student equivalent to those of an introductory college Physics course taken during the first or second year at a college or university. AP Physics 2 is a rigorous mathematics-based course, with a strong laboratory component. The amount of outside work and preparation is substantially greater than required in an Honors course. It is assumed that the student will spend additional time in unsupervised individual study. Students enrolled in AP Physics 2 will be expected to complete readings, assignments, projects and AP Physics 2 practice exams outside of class time.

This course will cover the fundamental principles of the other major topics in physics 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 physics problems, both through the use of written problems and laboratory activities. Students will be expected to do extensive writing and analysis, especially in the laboratory and in laboratory reports.

This course is designed to help students prepare for the AP Physics 2 Exam. The course is designed as an introduction to waves, sound, light & physical optics, geometric optics, electric force, field & potential, electric circuits, magnetism & electromagnetism, modern physics and thermodynamics. Students will investigate these areas with hands-on, laboratory and writing intensive 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 the sciences, engineering, mathematics, computer science and technologies. AP Physics 2 is math intensive and requires the extensive use of algebra, geometry, trigonometry and some calculus concepts.

290 - FORENSIC SCIENCE

Prerequisite(s): Successful completion of both Biology and Chemistry (65% minimum in both courses)
Year – Five Periods Per Week – 1.0 Credit (Grades 11, 12)

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.

1013 – INTRODUCTION TO ECOLOGY AND ENVIRONMENTAL SCIENCE

Prerequisite(s): Successful completion of both Biology and Chemistry (65% minimum in both courses)
Year – Five Days Per Week – 1.0 Credit (Grades 11, 12)

COURSE DESCRIPTION: Ecology is the study of organisms' interactions with both the living and nonliving factors in an environment. There will be a focus on exploring the interactions between animals, plants, and the many biomes in which these organisms live. This course studies the different levels of ecology, including organisms, populations, communities, ecosystems, biomes, and the biosphere on Earth. These levels are affected by the planet's biodiversity, efforts of sustainability, and history of natural selection, which culminate into the current conditions on Earth. These also influence how the environment is rapidly changing.
This course is designed to promote student engagement with the primary learning done through "hands-on/minds-on" activities, exploration, and research. There will be many opportunities for students to explore nature and the environment with field studies, guest speakers, and field trips. The course will promote students' awareness of climate change and environmental literacy, molding them into a more knowledgeable and cognizant consumer.

03019 – EXPLORATORY SCIENCE

Prerequisite(s): Successful completion of both Biology and Chemistry (65% minimum in both courses)
Year – Five Days Per Week – 1.0 Credit (Grades 11, 12)

COURSE DESCRIPTION: This year-long science course will provide an overview of a variety of physical science topics for high school students. The course will survey and emphasize topics related to the Earth Science and Space Science disciplines, with additional Chemistry and Physics tie-ins. Specific topics of study will include: the atmosphere, weather, plate tectonics, earthquakes and volcanoes, natural resources and hazards, climate change and sustainability, nuclear chemistry, fuels and alternative energies, stars, planets, the galaxy and universe, Kepler's laws, dark matter and energy, and other astrophysics concepts. This course will also be focused on improving students' scientific literacy, scientific research practices and critical thinking skills. The course will provide students with a greater understanding and appreciation of the world around them and the universe we all exist within.

03023 – SCIENCE OF FOOD

Prerequisite(s): Successful completion of Biology and Chemistry
Year – Five Days Per Week – 1.0 Credit (Grades 11 & 12)

COURSE DESCRIPTION: The Science of Food is a hands-on course that explores the fascinating intersection of science, cooking, and nutrition. Students will investigate the chemical and physical principles that underlie everyday culinary processes while developing practical skills in the kitchen. Through experimentation, observation, and analysis, students will uncover how temperature, pH, enzymes, and molecular interactions influence texture, taste, and appearance in the foods we eat.

This new course for the 2026-27 school year can fulfill one required science credit.

TECHNOLOGY EDUCATION DEPARTMENT

COURSE #	*TECHNOLOGY EDUCATION COURSES*
03119	*Architectural Drafting I*
03118	*Next Gen Maker Studio*
03112	*Engineering Graphics*
05046	*Honors Engineering Graphics*
05055	*Applied Fabrication Engineering*
05056	*Applied Fabrication Engineering II*
03116	*Robotics*
05036	*Introduction to Engineering*
721	*Advanced Manufacturing & Engineering (Honors Optional)*
03120	*Environmental Engineering & Innovation*

TECHNOLOGY EDUCATION

The Technology Education classes are grouped into two focused pathways. The *Computer-Aided Engineering Pathway* is currently comprised of 4 classes that are to be taken in a specific order. This pathway primarily utilizes current computer technology and software, although the advanced classes will be using some tools, equipment, and training centers to perform prototype construction and other hands-on activities. The Computer-Aided Drafting 2D class is the foundations class where all students must begin. This class will provide an introduction to computer-aided drafting and beginner level computer and software orientation and configuration skills. Technical sketching, design, and basic two-dimensional drawings, layout, construction, and editing units will provide a solid foundation and exposure to this first pathway. Students interested in pursuing this pathway may advance into the Engineering Design classes. The *Manufacturing Engineering Pathway* is currently comprised of 4 classes, also to be taken in a specific order. Technological Design and Systems is this pathway's foundations class. In this class, students will begin learning computer-aided drawing and design for two- and three-dimensional solid modeling and machining applications. Also, students will begin completing hands-on learning activities at several training centers: Electrical and Pneumatic Control Systems. This pathway incorporates into the curriculum in the advanced classes, Plastics Technology training and Robotics and Computer Programming training. All advanced classes require teacher's recommendation.

Suggested Manufacturing Pathways

Year 1	Year 2	Year 3	Year 4
Engineering Graphics	Applied Fabrication Engineering and Applied Fabrication Engineering II	Advanced Manufacturing (PBL)	Work Release / Internships
			Advanced Robotics (Bots IQ)
Engineering Graphics	Applied Fabrication Engineering and Applied Fabrication Engineering II	Robotics (Bots IQ)	Work Release / Internships
			Advanced Manufacturing (PBL)

Prerequisites and concurrent requirements for the Manufacturing Pathway:

Course	Academic Year 23-24	Academic Year 24-25	Academic Year 25-56
Engineering Graphics	none	none	none
Applied Fabrication Engineering and Applied Fabrication Engineering II	Concurrent Engineering Graphics	Completed or Concurrent Engineering Graphics	Engineering Graphics
Robotics (BotsIQ) or Advanced Manufacturing (PBL)	Concurrent Engineering Graphics Or Concurrent Applied Fabrication Engineering and Applied Fabrication Engineering II	Completed or Concurrent Engineering Graphics Or Completed or Concurrent Applied Fabrication Engineering and Applied Fabrication Engineering II	Completed Engineering Graphics and Completed Applied Fabrication Engineering and Applied Fabrication Engineering II

Suggested Engineering Pathway

The Engineering Pathway provides interested students a path to get accepted to, and succeed in, a college level engineering program. Some courses may be taken concurrently and the pathway can be completed in only two years.

Year 1	Year 2	Year 3	Year 4
Engineering Graphics	Introduction to Engineering	Advanced Engineering	Work Release / Internships

Prerequisites and concurrent requirements for the Engineering Pathway:

Course	Academic Year 23-24	Academic Year 24-25	Academic Year 25-56
Engineering Graphics	none	none	none
Intro to Engineering	Concurrent Engineering Graphics	Completed or Concurrent Engineering Graphics	Completed or Concurrent Engineering Graphics
Advanced Engineering	Concurrent or completed Physics (any) Or AP Chemistry. And Concurrent Engineering Graphics	Concurrent or completed Physics (any) Or AP Chemistry. And Concurrent or completed Introduction to Engineering	Concurrent or completed Physics (any) Or AP Chemistry. And Prerequisite: Introduction to Engineering

03119 – ARCHITECTURAL DRAFTING I

Prerequisite: None
Semester - Five Periods Per Week - .5 Credit (Grades 9-12)

COURSE DESCRIPTION: This course will introduce students to architectural design and its systems, documentation, and presentation variables. Students will explore the world of Residential and Commercial architectural design. The content will span from residential and commercial design, layout, and specifications to utilizing architectural desktop software to create electrical and mechanical animated presentation drawing solutions. Construction systems and their varied installations can easily be applied to completing drawing problems. All students will design blueprints as a culminating project with accompanying portfolio and presentation.

03118 – NEXT GEN MAKER STUDIO

Prerequisite: None
Semester – Five Periods Per Week - .5 Credit (Grades 9-12)

COURSE DESCRIPTION: This course is a hands-on maker lab where students design and build real-world projects using laser engravers, 3D printers, and CNC routers. Students also explore basic electronics while developing creativity, problem-solving, and technical skills.

03112 – ENGINEERING GRAPHICS

Prerequisite: None
Year – Five Periods Per Week – 1.0 Credit (Grades 9-12)

COURSE DESCRIPTION: This course is focused on introducing students to the many programs engineers use in the field. Skills covered include: CAD applications, computer aided two- and three-dimensional drawing, 3D modeling, and post processing for various manufacturing machines. Students will also be exposed to additive and subtractive manufacturing methods. By the end of class, the student will have a large portfolio of computer aided drawing/models and physical projects.

05046 – HONORS ENGINEERING GRAPHICS

Prerequisite: None
Year – Five Periods Per Week – 1.0 Credit (Grades 9-12)

COURSE DESCRIPTION: This course is focused on introducing students to the many programs engineers use in the field. Skills covered include: CAD applications, computer aided two- and three-dimensional drawing, 3D modeling, and post processing for various manufacturing machines. Students will also be exposed to additive and subtractive manufacturing methods. By the end of class, the student will have a large portfolio of computer aided drawing/models and physical projects.

05055 – APPLIED FABRICATION ENGINEERING

Prerequisite: See Chart
Semester – Five Periods Per Week - .5 Credit (Grades 9-12)

COURSE DESCRIPTION: This hands-on, high-energy course allows students the opportunity to design, build, and create using real fabrication tools and industry inspiration. Students will collaborate with Gone Boarding and extreme sports brands like Burton, Vans, and GoPro to design and build their own snowboard in the fall or skateboard in the spring, while also tackling a variety of other creative projects in the fab lab. Throughout the course, students will work with wood, plastics, acrylic, and metal, safely using power tools and advanced technology to bring their ideas to life. If you're excited by building, problem-solving, and working in a real fab lab environment, this class is for you!

05056 – APPLIED FABRICATION ENGINEERING II

Prerequisite: See Chart
Semester – Five Periods Per Week - .5 Credit (Grades 9-12)

COURSE DESCRIPTION: Applied Fabrication Engineering II is an advanced, hands-on course designed for students who want to take ownership of their learning through individualized, student-driven projects. Building on the skills developed in Applied Fabrication Engineering I, students will design and create custom projects that reflect their personal interests while working with a wide range of materials, including wood, metal, and composites. A strong emphasis is placed on advanced woodworking techniques, precision fabrication, and CNC processes, alongside opportunities to explore welding methods such as MIG, TIG, and stick. Using the full range of fab lab tools and technology, students will plan, build, test, and refine high-quality projects while developing real-world skills.

03116 – ROBOTICS

Prerequisite: See Chart
Year – Five Periods Per Week – 1.0 Credit (Grades 9-12)

COURSE DESCRIPTION: Get ready to design, build, and battle! In this Robotics class, you'll create your own fighting robot and compete against other schools in the exciting BotsIQ competition for a shot at the championship. You'll use 3D printers, CNC machines, and shop tools, plus learn how to design your robot using 3D modeling software and bring it to life. If you like building, problem-solving, and competition, this class is for you!

05036 – INTRODUCTION TO ENGINEERING

Prerequisite: See Chart
Year – Five Periods Per Week – 1.0 Credit (Grades 10-12)

COURSE DESCRIPTION: Curious about what engineers really do? In this class, you'll explore different types of engineering through hands-on projects, team challenges, and real-world problem solving. You'll design, build, and test ideas while learning how engineers think, communicate, and work together. You'll also hear from experts in the field who share what engineering is like in the real world, and what to expect if you choose engineering in the future.

721 - ADVANCED MANUFACTURING & ENGINEERING (Honors Optional)

Prerequisite: See Chart
Year - Five Periods Per Week – 1.0 Credit (Grades 10-12)

COURSE DESCRIPTION: Want to work on real problems with real companies? In this class, you'll partner with industry professionals to solve challenges they're actually facing while learning engineering and entrepreneurial skills along the way. You'll work with mentors throughout the year and dive deep into CAD/CAM, CNC machines, coding, electronics, pneumatics, and plastics technology through hands-on projects. This is an exciting, fast-paced course that builds real-world skills, and may even lead to job opportunities for eligible students.

Honors Optional: Opportunity to earn your Arduino Certification.

03120 – ENVIRONMENTAL ENGINEERING AND INNOVATION

Prerequisite(s): None
Semester – Five Periods Per Week - .5 Credit (Grades 9-12)

COURSE DESCRIPTION: This course introduces students to the principles of environmental engineering through hands-on, project-based learning. Students explore sustainable power sources, design and analyze hydroponic systems, and complete additional projects that connect engineering concepts with computer science. Emphasis is placed on problem-solving, innovation, and using technology to create sustainable solutions to real-world environmental challenges.

SOCIAL STUDIES DEPARTMENT

Table 22 - Social Studies Courses

COURSE #	SOCIAL STUDIES COURSES
130	*Civics 9*
132	*Honors Civics 9*
04021	*World History 10*
04022	*Honors World History 10*
04023	*AP World History 10*
04024	*U.S. History 11*
04025	*Honors U.S. History 1865 - Present - CHS *****
154	*AP U.S. History **
160	*Econ./Political Science 12*
162	*Honors Econ./Political Science 12*
164	*AP Economics – CHS** *(Both AP Macroeconomics & AP Microeconomics)*
04026	*AP/CHS U.S.* and AP Comparative Government and Politics***
219	*AP European History – CHS**
170	*Psychology*
04003	*AP Psychology*
171	*Sociology*
185	*Developmental Child Psychology*
04027	*Honors Leadership Studies I/Theories of Leadership – CHS**
04028	*Honors Leadership Studies II/Theories of Leadership – CHS**
198	*Philosophy*
1005	*Modern History Through Pop Culture*
1006	*Applied Positive Psychology*
04029	*History of Pittsburgh*

**CHS* – College in High School course
***Note:** ** Indicates that a summer assignment is required for this course.*

130 - CIVICS 9

Prerequisite: 9th Grade Students
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. 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 the different types of economic systems. Finally, the primary components of Pennsylvania State History will be introduced.

132 – HONORS CIVICS 9

Prerequisite: In accordance with Prerequisites for Advanced Courses; successful completion of 8th grade Social Studies with a 93% or higher and teacher recommendation.
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. 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. 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. Students will peruse the key components of Pennsylvania State History. Finally, students will conduct a brief survey of the basics of economics and different economic systems.

Students enrolled in Honors Civics 9 will be required to:

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

04021 - WORLD HISTORY 10

Prerequisite: 10th Grade Students
Year - Five Periods Per Week - 1.0 Credit

COURSE DESCRIPTION: World History provides a geographically organized exploration of global regions, including Africa, South Asia, East Asia, the Middle East, Russia, and Latin America, focusing on the history, culture, political landscapes, and economies of each area. Students will examine connections between the United States and the countries studied, fostering a deeper understanding of international relationships and influences. Through diverse skill-building exercises, students will enhance their ability to interpret and evaluate primary and secondary sources, building a strong foundation in critical thinking and global awareness.

04022 – HONORS WORLD HISTORY 10

Prerequisite: In accordance with Prerequisites for Advanced Courses
Year - Five Periods per Week - 1.0 Credit

COURSE DESCRIPTION: Honors World History provides a geographically organized exploration of global regions, including Africa, South Asia, East Asia, the Middle East, Russia, and Latin America, focusing on the history, culture, political landscapes, and economies of each area. Students will examine connections between the United States and the countries studied, fostering a deeper understanding of international relationships and influences. Emphasis is placed on developing AP historical thinking skills such as causation, contextualization, and comparison, alongside consistent practice in critical reading and analytical writing. Through diverse skill-building exercises, students will enhance their ability to interpret and evaluate primary and secondary sources, building a strong foundation in critical thinking and global awareness.

04023 - AP WORLD HISTORY - 10

Prerequisite: In accordance with Prerequisites for Advanced Placement Courses
Year - Five Periods Per Week - 1.0 Credit

COURSE DESCRIPTION: Advanced Placement World History: Modern is an introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. As a college-level course, this class requires a substantial time commitment from the student and a demonstrated ability to complete advanced reading and writing assignments independently. This course prepares students for the AP World History: Modern exam and equips them with skills applicable to higher education and beyond.

04024 - U.S. HISTORY 11

Prerequisite: 11th Grade Students
Year - Five Periods Per Week - 1.0 Credit

COURSE DESCRIPTION: U.S. History for 11th grade students emphasizes 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 people and events in the past that have shaped our world today.

216 – HONORS U.S. HISTORY 1865 - PRESENT - CHS

**University of Pittsburgh - College in High School Program Option*
Prerequisite: In accordance with Prerequisites for Advanced Courses
If assigned summer work is not fully completed and is not submitted on time, a parent/guardian meeting to discuss the continuation in the course may be scheduled.
Year – Five Periods Per Week – 1.0 Credit

COURSE DESCRIPTION: CHS U.S. History 1865-Present, the Honors version of U.S. History for 11th graders, is the study of American domestic and foreign issues, from the end of the Civil War to the Present. 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 three (3) college credits through the University of Pittsburgh for this course.**

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. Consistent with the University of Pittsburgh's approach to history as a member of the social sciences, 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 CHS U.S. History 1865-Present will be required to:

1. Complete a research project each quarter that incorporates information from a variety of sources, on an important aspect of United States history.
2. Complete quizzes and unit exams with a high degree of accuracy.
3. Read primary and secondary source materials for each unit and answer supplemental unit reading questions based upon those articles.
4. Participate in case studies around historical events in U.S. History.
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, critical analysis of multiple sources, and writing tactics that will benefit students in this course and beyond.

154 - AP U.S. HISTORY 11

Prerequisite: In accordance with Prerequisites for Advanced Courses
Year - Five Periods Per Week - 1.0 Credit

COURSE DESCRIPTION: AP United States History focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.

160 – ECON./POLITICAL SCIENCE 12

Prerequisite: 12th Grade Students
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 course 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.

162 - HONORS ECON./POLITICAL SCIENCE 12
Prerequisite: In accordance with Prerequisites for Advanced Courses
Year - Five Periods Per Week - 1.0 Credit

COURSE DESCRIPTION: Honors Economics will cover all of the fundamental economic concepts mentioned in the standard Economics class. In addition, this course promotes critical thinking and problem-solving aimed to motivate Honors students. Students will also examine 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.

164 - AP ECONOMICS - CHS (MACROECONOMICS AND MICROECONOMICS)
Prerequisite: In accordance with prerequisites for advanced course
Year - Five Periods Per Week - 1.0 Credit (Grade 12)

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 determine 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.

Students may elect, for a fee, to receive transferable college credit from Robert Morris University. (Added to the end of the course description.)

04026 – AP/CHS U.S. AND AP COMPARATIVE GOVERNMENT & POLITICS

**University of Pittsburgh - College in High School Program Option (US Government)*
Prerequisites: In accordance with prerequisites for Advanced Course; 1. Need an 80% in AP World History or AP U.S. History OR 2. Need an 85% in Honors Civics, Honors World History, or Honors U.S. History OR 3. Need a 93% in Civics, World History, or U.S. History.
Year – Five Periods Per Week – 1.0 Credit (Grades 10-12)

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. Students will have the ability to take both the AP U.S. and the AP Comparative Government & Politics exams at the conclusion of the course and earn credit for both classes.

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, 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. We will utilize documents required by both the College Board and the University of Pittsburgh for this component of the course. The second half of the course will be devoted to the comparison of different government forms to study how different government structures impact public policy outputs. We will specifically use nations suggested by the College Board, along with the European Union; 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.

This course has been approved as the equivalent of PS 0200: American Politics at the University of Pittsburgh. Thus, this class will follow the guidelines from the University of Pittsburgh in giving students an introduction to US Government and Politics as well. **Students will also have the option of earning three (3) college credits through the University of Pittsburgh for this course.**

The course is a two college-level courses 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.

219 - AP EUROPEAN HISTORY – *CHS*

**University of Pittsburgh - College in High School Program Option*
Prerequisite: In accordance with prerequisites for Advanced Courses; 1. Need an 80% in AP World History or AP US History OR 2. Need an 85% in Honors Civics, Honors World History, or Honors US History OR 3. Need a 93% in Civics, World History, or US History
Year - Five Periods per Week – 1.0 Credit (Grades 10-12)

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.**

170 - PSYCHOLOGY

Prerequisite: None
Semester - Five Periods Per Week - .5 Credit (Grades 9-12)

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 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.

04003 – AP PSYCHOLOGY

Prerequisite: In accordance with prerequisites for Advanced Courses; 1. Need an 80% in AP World History or AP US History OR 2. Need an 85% in Honors Civics, Honors World History, or Honors US History OR 3. Need a 93% in Civics, World History, or US History
Year - Five Periods Per Week – 1.0 Credit (Grades 10-12)

COURSE DESCRIPTION: The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with stitch topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method to evaluate claims and evidence.

171 - SOCIOLOGY

Prerequisite: None
Semester - Five Periods Per Week - .5 Credit (Grades 9-12)

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.

185 - DEVELOPMENTAL CHILD PSYCHOLOGY

Prerequisite: None
Semester - Five Periods Per Week - .5 Credit (Grades 9-12)

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.

04027 – HONORS LEADERSHIP STUDIES I/THEORIES OF LEADERSHIP - CHS

**University of Pittsburgh - College in High School Program Option*
Prerequisites: No formal prerequisites, however, students should be aware of the independent learning nature of the class, as described below. This course is geared primarily toward those who want to be leaders or aspire to be better leaders.
Semester – Five Periods Per Week - .5 Credit (Grades 9-12)

COURSE DESCRIPTION: What is leadership? The definition of the term is often as varied as those with whom we associate as leaders. And what is the nature, or basis, of leadership? Is leadership merely the study of those individuals who take charge of situations around them for their own selfish benefit, or do these individuals act for a greater societal good? And what makes a good leader? Are leadership skills transferable between disciplines? Are there certain "universal" leadership techniques that can be learned, or are there truly some individuals who really are "destined" to lead?

This class is designed to both answer these questions, as well as empower the next generation of leaders in our society. In the 21st century, leadership skills are more valuable than ever, and will allow students to thrive in our diverse and ever-changing world. Regardless of a student's chosen path in life, they will constantly be called upon to show leadership. The goal of this class is to help place them on the path to quality leadership in a variety of settings.
One of the strengths for this class is that it is very personal and applicable to a student's development and everyday life, not to mention their future. This class is meant to be active and engaging, if not exciting. Skills students will learn in this class will prove extremely valuable to them both now and in the future, and students could make this course the most important class they take in their entire high school career.

The class will be broken up into two main sections. The first will be the theories and concepts of leadership. As such, we will study leadership from a variety of backgrounds and viewpoints, utilizing historical texts and contemporary examples, with the goal of identifying important attributes of leadership. As students will learn in this course, there is a difference between "leaders" and "leadership," and in addition to studying examples of leaders, we will also be looking at leadership as a process, as well. As such, we will utilize different approaches, such as the Relational Leadership Model, to analyze effective leadership. Readings and class discussion will incorporate leadership philosophies, ideas, and examples and will have the goal of helping students see leadership traits, qualities and properties shared by all great leaders as well as how they can improve the leadership process in their own life.

The course has four major units of instruction: an introduction to leadership, leadership on the personal level, leadership on the organizational level, and ethics. Within these four broad areas, we will examine specific elements, such as vision and goal setting, identifying and overcoming obstacles, power and influence, followership, Level 5 Leadership, innovation and creativity, emotional intelligence, kaizen, confident and efficacy of leadership, personality and other variables that influence leadership, organizational culture and change, individual strengths and positive psychology, and integrity and values. Students will also learn about the historical growth of the field of Leadership Studies, as well as specific models of leadership, such as situational and transformational leadership. Students will then have the opportunity to apply lessons to fields such as athletics, business, government and politics, and the military. This course, along with Leadership Studies II, has been approved as the equivalent of LDRSHP 1100/ PUBSRV 1390: Theories of Leadership at the University of Pittsburgh. As part of the CHS Leadership course sequence from the University of Pittsburgh, there are curriculum elements that are required that will be provided by the University of Pittsburgh as well.

The second component of the class will be practical in nature. Students in the class will be expected to participate in community service activities in fields of their choosing. Students will also be expected to join either a school-based or community group of their choosing and actively participate in it by designing and implementing an activity of their choice, and overseeing it to its conclusion. This capstone project will be a culmination of a student's work in the class, and will allow the students to apply the leadership skills they have studied and learned by supervising a real-world project.

Assessments in the class will be a combination of class participation, journal entries, article reflections, book reviews, unit reflective essays, movie reviews, and written and oral biographies of leaders. The primary assessment mode used will be reflections, where in each unit students analyze their leadership skills and determine ways they can improve them. The class requires students to have sufficient motivation and dedication to commit themselves to completing all class assignments. This class welcomes all students who desire to learn about and become better leaders and approach the course and its content with an open mind, and frequently elicits a high degree of engagement from students, and correspondingly high grades and personal transformation from enrolled students as well.

In short, leadership is said to be that magical elixir of excellence, quality results, productivity, and performance. It is the hot topic and emphasized item as perhaps the most important skill one can possess today. It is the goal of this course to give students both a firm grounding of the theory and history of leadership, as well as provide them with a self-designed "leadership template" they can apply in a practical opportunity to grow and recognize the leaders they already are, and can become. As the first part of the two-semester leadership curriculum sequence at the high school, this course links with CHS Leadership Studies II and it is hoped that students would eventually take both courses if possible to maximize their leadership knowledge, as well as earn college credit in the process.

04028 – HONORS LEADERSHIP STUDIES II/THEORIES OF LEADERSHIP - CHS

**University of Pittsburgh - College in High School Program Option*
Prerequisites: Completion of Leadership Studies I with an 80% or better.
Semester – Five Periods Per Week - .5 Credit (Grades 9-12)

COURSE DESCRIPTION: This class will build on the topics students learned in Leadership Studies I. In Leadership Studies I, students learned different definitions and theories of leadership, about themselves as leaders, how to better lead within organizations, and ethical leadership. This class will provide a more in-depth study of leadership as well as give students more tools by which they can be effective leaders. Topics that cannot be adequately discussed in Leadership Studies I will be covered and skills that were introduced in Leadership Studies I will be further built upon.

This course, along with Leadership Studies I, has been approved as the equivalent of LDRSHP 1100/ PUBSRV 1390: Theories of Leadership at the University of Pittsburgh. Thus, this course is designed to acquaint students with multiple theories and practices associated with effective leadership. In answering the question, "what is leadership", it examines such theories as situational, participative, transformational, and servant leadership. It also addresses those leadership and administrative skills and practices usually associated with effective community organization and professional management, along with other topics required by the University of Pittsburgh that were not previously covered in Leadership I. As part of the CHS Leadership course sequence from the University of Pittsburgh, there are curriculum elements that are required that will be provided by the University of Pittsburgh. Students will also have the option of earning three (3) college credits through the University of Pittsburgh for this course. This course also is the first class in the sequence for the undergraduate Leadership Certificate the University of Pittsburgh offers.

Within this course, several national models of leadership excellence, including the Kouzes & Posner Student Leadership Challenge, Servant-Leadership, and the Leadership and Social Change Model will be utilized to further enhance the leadership capabilities of students. Students in this course will also learn about Project Management as well as Negotiation and Conflict Resolution.

As in Leadership Studies I, students will be expected to perform community service while enrolled in the course, to keep a journal documenting their experiences, to write reflection essays on the major units of instruction, and also to participate in a capstone project to demonstrate leadership skills.

Additionally, students who complete the two-leadership course sequence at the high school will have completed the requirements for the National Association of Student Council's Distinguished Student Leaders Program, administered by the National Association of Secondary School Principals (NASSP) and can also apply for recognition by this program as well.

Students who complete this course should be well-equipped, along with what they learned in Leadership Studies I, to be more effective leaders as well as be prepared to enter into Leadership Development programs at the college level, and also have the necessary knowledge to effect positive change in their community and own life as well. It is the hope that these courses will put students on a lifelong path of learning and self- discovery of leadership.

198 - PHILOSOPHY

Prerequisites: None
Semester – Five Periods Per Week - .5 Credit (Grades 9-12)

COURSE DESCRIPTION: The chief objective of Philosophy is to engage students in the activity of doing philosophy. Although philosophy can be taught as a historical survey or structured around a set of texts, these approaches are less appropriate or effective for high school students than a topical course organized around a set of key questions that invite conversation, analysis, and discussion. Carefully selected thought experiments, case studies, primary and secondary sources readings, and films will be utilized to excite students' philosophical interests. Students will evaluate arguments and construct arguments of their own. Philosophy can be invaluable because the skills it imparts are transferable to every part of the curriculum that emphasizes clear thinking, reading, and writing.

1005 – MODERN HISTORY THROUGH POP CULTURE

Prerequisites: None
Semester – Five Periods Per Week - .5 Credit (Grades 10-12)

COURSE DESCRIPTION: This course will focus on pop culture (movies, music, television, video games, sports, news, politics, fashion, technology, etc.) from the 1870's-present. The course will take an in-depth look at the way pop culture has helped shape, influence, and mold society throughout American history, and how society has in turn impacted pop culture. The course will give students the opportunity to educate and expose themselves to different mediums and information that other courses would not have the ability to offer.

1006 – APPLIED POSITIVE PSYCHOLOGY

Prerequisites: None
Semester – Five Periods Per Week - .5 Credit (Grades 9-12)

COURSE DESCRIPTION: What is happiness? Do we really know what will make us happy? How can we find the "good life?" One Positive Psychologist noted that "People are like plants: if you get the conditions just right, they will usually flourish." So, what are those conditions? In this course we will question and then inform our "happiness hypotheses" of what makes life worth living. We will discuss how positive emotions, engagement, relationships, meaning, and accomplishment all help us achieve what Aristotle referred to as "eudaemonia," or "flourishing." Throughout the course of the semester we will cover the tools of positive psychology that have been validated through science and research and begin to view people from a strengths-based perspective. Beyond individuals, we will discuss positive organizations and communities. Additional topics include character strengths, compassion, fulfillment, hope, optimism, mindfulness, mind-body wellness, gratitude, flow, satisficing, self-efficacy and motivation, grit, and resilience. Students will also be expected to participate in positive interventions throughout the semester. Ultimately, this course should help you increase your well-being and thriving now and in the future.

04029 – HISTORY OF PITTSBURGH

Prerequisites: None
Semester – Five Periods Per Week - .5 Credit (Grades 9-12)

COURSE DESCRIPTION: This course will be a comprehensive study of the city of Pittsburgh and the Pittsburgh area, from earliest Native American inhabitants to present day. Areas of focus might include: Pittsburgh prior to European settlement; Pittsburgh's importance in colonial and early America, especially during the French & Indian War and Whiskey Rebellion; Pittsburgh's industrial and business history, from early industry (glass, coal, etc.) to its 19th-20th century industrial heyday (steel industry, Westinghouse, Heinz, etc.), to its modern transformation to a hub for tech, robotics, and healthcare; Pittsburgh's immigrant and racial history, including its industrial ties to European immigration, the vitality and importance of its African-American community, especially during and since the Great Migration, and current immigration patterns and populations; and Pittsburgh sports history (if time allows). This course also presents countless opportunities for field trips to area historic and cultural sites to make course content come alive for students.

SPECIAL EDUCATION DEPARTMENT

LEARNING SUPPORT

Students who participate in the learning support classes have been tested by a certified school psychologist. They must have an average or above average IQ to be eligible for the program. These students receive services from special education teachers and paraeducators. Most of the students are involved in inclusion which means they participate in the regular education curriculum with the necessary adaptations. Some students do not attend regular classes but receive their instruction in the special education class. The School District curriculum is followed with any and all necessary adaptations. All students have IEP's (Individual Educational Plans) which are mandated by the federal and state governments. All provisions (adaptations, modifications, course additions and deletions) must be followed.

LEARNING SUPPORT WITH A FUNCTIONAL COMPONENT

This program focuses on independent living and vocational skill development. All classes are taught based on goals and objectives in the IEP and all students have access to the general education curriculum with the appropriate adaptations and modifications.

COURSES INCLUDE:

912- Life Quests: Life Quests is a three-credit course. Career Communications teaches prevocational skills. It also prepares students for getting a job and keeping a job. The Health component teaches everyday health skills so that students learn how to stay fit and take care of themselves. In Life Skills, students learn everyday independent living skills and receive training on travel and transportation. As an option, Science and Social Studies may be taken in place of Health and Life Skills.

915 - Work Study: The students in this class learn and practice vocational skills in the school and in the community. The community-based component of the Work study program is a co-op program. Students attend school for part of the day and then go to work at a job site for the rest of the school day. The teacher from the co-op program (currently, we are sub-contracting with D.T. Watson Rehabilitation Center) is responsible for and supervising the students at the job site. Students receive credit depending upon the number of hours worked. The employer and the co-op teacher grade the students.

017 - English Language Learners (ELL): South Fayette Township School District offers a K-12 English as a Second Language (ESL) Program through the Allegheny Intermediate Unit. The ESL Program is designed to provide non-native English-speaking students with the language skills they need to participate successfully in content area classes. To meet this goal, ESL instruction addresses the ESL and Pennsylvania Academic Standards in Reading, Writing, Speaking, and Listening to enable full participation. The emphasis placed on achieving benchmarks is adjusted to the needs of the individual student. An underlying objective is to provide a source of support as the student seeks to understand and adapt to his or her new cultural and academic setting. ESL teachers work to develop an appreciation of their students' strengths within the school setting and to ensure full access to the range of educational opportunities available at South Fayette Township School District.

If you have any questions regarding English as a Second Language, please call the Student Support Services office at 412-221-4542, Ext. 428.

South Fayette High School

3640 Old Oakdale Road • McDonald, PA 15057-2580
Phone (412) 221-4542 • Fax (724) 693-9843 • www.southfayette.org
Dr. Dirda, Ext. 242 Mr. Salopek, Ext. 265

Dr. Natasha K. Dirda
High School Principal
nkdirda@southfayette.org

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High School Assistant Principal
tmobrien@southfayette.org

Mr. Thomas J. Salopek
High School Assistant Principal
tjsalopek@southfayette.org

South Fayette Township High School
Course Waiver Form
2026-2027 School Year

This waiver is a contract between the student and parent(s)/guardian(s) and South Fayette Township High School. This waiver will provide for a course placement that supersedes the school's recommendation. Students that complete this waiver understand that this action contains both responsibility and accountability for one's grades and progress. Curricular changes, modifications, and accommodations will not be made for students who complete a waiver for course admission. A waiver does not apply to course prerequisites.

In order to qualify for a course waiver, the following criteria apply:

- **Course waivers are limited to one (1) waiver per student per school year;**
- **Students are not eligible to waive into a course if they possess a Y1 grade of a (D) or an (F);**
- **Students must adhere to all course prerequisite(s) requirements;**
- **Students may only "waive up" one course level.** (Ex. English 10 may waive to Honors English 10 or Honors English 11 may waive to AP English 11);
- **And finally, within the structure of each department course sequencing, students are not permitted to "double waive" in back-to-back school years.** (Ex. A student may waive into an AP Calculus AB course in 11th grade. During their senior year, they also request to waive into AP Calculus BC. This would be considered a "double waive" as they are requesting to waive in back-to-back school years and is not permitted.)

**Current 8th grade student Course Waiver Form submission deadline is Friday, February 27, 2026*

***Current 9th-11th grade student Course Waiver Form submission deadline is Friday, February 13, 2026*

Current Grade Level: (Please check one)

_____ 8 _____ 9 _____ 10 _____ 11

Approved Course Name (Original Recommendation):

_____

Student Requested Course Name (Course you wish to waive into):

_____

Student, please read and initial each item below to acknowledge understanding and responsibility:

_____ The student will exhibit active participation in the class. This includes completing homework, taking notes, and exhibiting efforts commensurate with ability.

_____ The student must seek help outside the normal classroom meeting time if difficulties or concerns arise. Tutoring by staff members or peers must be considered.

_____ The student must consider the impact on his/her/their schedule and any grades that will transfer.

If a student requests to withdraw from a course for which a waiver has been signed, one of the following will occur:

_____ During the first two weeks of the course (start of school year or start of semester 2), the course may be dropped without penalty.

_____ After the first two weeks of the course, a "W," symbolizing a withdrawal from the course will be placed on the student transcript.

_____ Beyond the first four and a half weeks of the course, a "WF," symbolizing a withdrawal/fail from the course will be placed on the student transcript.

I have read and understand the information contained in this waiver.

_____

Student Name (Printed)

_____

Student Signature

_____

Date

Student Lions Email Address

Parent/Guardian Name (Printed)

Parent/Guardian Signature

Date

Parent/Guardian Email Address

Phone Number Where Student and Parent/Guardian Can Be Reached

~~~~~~

Office Use Only:

Date Received   Received By

Schedule Change Made By

School Counselor   Date

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.
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Mission Statement

In partnership with the community, the mission of the South Fayette Township School District, a leader in innovation, is to elevate academic, artistic, and athletic excellence of the whole learner by inspiring the strength to be dynamic, ethical, and empathetic citizens who flourish in a global society.