

**Avonworth High School**  
**Course Description Book**  
2022-2023  
School Year



ABILITY  
*is what you're capable of doing.*

MOTIVATION  
*determines what you do.*

ATTITUDE  
*determines how well you do it.*

# Avonworth High School Course Description Book

Revised: February 2022

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Mrs. Keera Dwulit, High School Principal  
Mrs. Kaitlin Remensky, Assistant Principal  
Mr. Michael Hall, 9th Grade Principal

Mrs. Nicole Levis, M.Ed., School Counselor (College & Career Counselor 7-12)  
Mr. David Como, M.Ed., School Counselor (Academic Grades 10-12)  
Mr. Aaron Pellicano, School Counselor (Academic Grades 7-9)

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The Avonworth School District will not discriminate in its educational programs, activities, or employment practices, based on race, color, national origin, sex, age, religion, ancestry, handicap, union membership, or any other legally protected classification. The announcement of this policy is in accordance with state and federal laws, including Title IX of the Education Amendments of 1972, and Sections 503 and 504 of the Rehabilitation Act of 1973. Employees and participants who have an inquiry or complaint of harassment or discrimination, or who need information about accommodations for handicapped persons should contact the Director of Student Services, 1310 Roosevelt Road Pittsburgh, PA 15237 at 412-366-7171.

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### Mission Statement

The Avonworth School District empowers students through authentic experiences to become innovative thinkers and creative contributors to our world.

### Avonworth High School Mission Statement

Avonworth High School strives to cultivate independent, altruistic, resilient leaders who are invested in their own learning, guided to explore their passions, and driven to make a positive impact on their community, nation, and world.

### Graduation Requirements (Class of 2023)

Subject	Number Units	Subject	Number Units
English	4	Physical Education	1.50
Social Studies	3	9th Grade Seminar	.50
Mathematics	3	Art/Humanities	.50
Science	3	Personal Finance	.50
Core Flex Credit	1	Technology	.50
Electives	7		
Health	.5	<b>Total Credits</b>	<b>25.00</b>

### Graduation Requirements (Classes of 2024 & 2025)

Subject	Number Units	Subject	Number Units
English	4	Physical Education +Health	1.50
Social Studies	3	9th Grade Seminar	.50
Mathematics	3	Art/Humanities	.50
Science	3	Personal Finance	.50
Core Flex Credit	1	Technology	.50
Electives	7	Computer Science	.50
		<b>Total Credits</b>	<b>25.00</b>

All credits toward graduation must be earned at Avonworth High School, A.W. Beattie Career Center, an accredited high school from which one has transferred, a post-secondary institution's dual enrollment program or from an accredited summer, night, or alternative school. Credits may not be earned from private tutors, online programs taught externally outside the school year or correspondence schools. All transfer, online or remedial credits must be approved by the administration.

## High School Daily Schedule

Mod A/LEAD Time	8:00-8:40
Mod B	8:43-9:28
Mod C-D	9:31-10:54
Lunch 1 Mod E	10:57 - 11:27 11:30 - 12:46
Mod E Lunch 3	10:57 - 12:13 12:16 - 12:46
Mod F-G	12:49 - 2:07
Mod H	2:10-2:55

### Terms and Definitions

**Advanced Placement (AP):** These courses offer college-level curricula and examinations to high school students and follow guidelines put forth by the College Board. Colleges and universities may grant credit to students who score well on end of year exams, usually held in May. AP Exams are encouraged, but optional. There is a cost and registration for the AP exams occurs in October.

**Honors:** These courses offer students more rigorous and in-depth analysis of core course content. Honors courses offer more depth, complexity and more independent work outside of the classroom.

**Integrated Arts:** These courses offer students the opportunity to dive deeply into the content of several courses while developing presentations, collaboration and critical thinking skills. 9th grade students can elect to earn an English and Social Studies credit by taking Honors Integrated 9. 10th grade students can elect to earn an English, Social Studies and Art credit through Honors Integrated 10.

**College In High School (CHS):** These courses are college level classes affiliated with a specific college or university, such as the University of Pittsburgh and Carlow University. Students who elect to pay for credits through the affiliated college or universities may be granted credit for these courses by post-secondary institutions after graduation. Students may take these courses without registering and paying for credits.

**Prerequisite:** This is a requirement for enrolling in certain classes. For example, some courses may require a teacher recommendation or successful completion of another class before a student may enroll.

**Elective:** These are courses that a student may elect to take in order to fulfill graduation requirements. Though students must take electives in order to earn credit toward graduation, specific electives are not mandatory. Elective classes often include technology, family and consumer science, music and art.

**Core:** These are classes that must be successfully completed in order to graduate. Core courses often include Math, English, Science, Social Studies.

**Core Flex Credit:** Students must continue to earn a total of 14 core content credits. These 14 credits must be accumulated by continuing to earn 4 credits of English. The student must earn a minimum of 3 credits of science, social studies, and math and will have a choice to earn the 14th credit in their choice of science, social studies, or math.

### **Academic Calendar**

The school calendar shall be divided into two semesters. Each semester will consist of two nine-week grading periods.

Units for all classes are as follows

Full Year	1 Credit
Semester	.50 Credit

### **Arts/Humanities Credit**

Any course in art, drama, and music may satisfy the arts credit requirement. In addition, the English courses broadcasting, creative writing, journalism, and satire may also satisfy the arts requirement. Select A.W. Beattie Career Programs are acceptable. Please contact a School Counselor with individual concerns.

### **Technology Credit**

All technology education courses, programming courses, and computer art courses (computer graphics, videography, game design, etc.) may be used for the technology credit. In addition, the English courses in journalism may also satisfy the technology credit. Select A.W. Beattie Career Programs are acceptable. Please contact a School Counselor with individual concerns.

*Students must have one-half credit each for arts and technology. One course may not serve both requirements.*

### **College-in-High School/Dual Enrollment**

College-in-High School and Dual Enrollment courses are offered annually and are based upon students' needs and the availability of courses at the cooperating institutions. Through Dual Enrollment, students can earn high school and college credit on the campus of a post-secondary institution. Through College-in-High School courses, students can earn high school and college credit on the Avonworth campus in association with the cooperating accrediting college or university. In both cases, the tuition and transportation is the responsibility of the student/parent.

### **Promotion**

A student must successfully complete at least 6.5 units in grade 9 to be promoted to grade 10.

A student must have successfully completed at least 13 units in grades 9 & 10 to be promoted to grade 11.

A student must have successfully completed at least 19.5 units in grades 9, 10, & 11 to be promoted to grade 12.

Students may carry a minimum of six credits in a school year if enrolled in an AP course that requires a lab.

### **Keystone Exams**

The Keystone Exams are end-of-course assessments designed to assess proficiency in the subject areas of Algebra I, Biology, and Literature. For the classes of 2023 and beyond, students must achieve proficiency on the Algebra I, Biology, and Literature Keystone Exams as a graduation requirement mandated by the Pennsylvania Department of Education. For students graduating in 2023 and beyond, five pathways exist for meeting state high school graduation requirements: (1) Keystone Proficiency, (2) Keystone Composite, (3) Career and Technical Education (CTE) Concentrator, (4) Alternative Assessment, or (5) Evidence-Based Portfolio. One example of an alternate assessment offered at Avonworth is the ASVAB test. Counselors will review Keystone scores and assist all students

with reaching proficiency through these multiple new pathways to graduation if not proficient on Keystone Exams.

### **Graduation Project**

All students who intend to graduate from Avonworth High School must meet the requirements of the Graduation Project. The goal of the project is to connect students and the school to the community, both by sending students out to learn from mentors and by offering the services of the school as an asset to the local community and its needs. In the end, students will demonstrate creativity and extend their knowledge beyond the classroom in a rigorous, authentic, and meaningful project.

Students will be required to select from three options: Community/School Service, Career Profile/Job Shadow, Innovation, and/or Entrepreneurship. Students, either individually or cooperatively with other classmates, must follow a prescribed timeline to complete all four components of the project. The required elements include a pre-approved written proposal and final reflection; a developed 15-20 hour project aligned with the proposal; a portfolio compiled to illustrate and document a student's learning journey; and a formal 8-10 minute oral presentation performed at an exhibition before a panel of judges. Students may complete the requirements for the graduation project during any year enrolled at the high school.

### **Grading Scale**

<b><i>Letter Grade</i></b>	<b><i>Academic</i></b>	<b><i>Honors &amp; STEM Science Courses</i></b>	<b><i>Post-Secondary Level - includes AP and CHS course</i></b>	<b><i>Percentage</i></b>
A	4.00	4.50	5.0	100-93
A-	3.75	4.25	4.75	92-90
B+	3.25	3.75	4.25	89-87
B	3.00	3.50	4.00	86-83
B-	2.75	3.25	3.75	82-80
C+	2.25	2.75	3.25	79-77
C	2.00	2.50	3.00	76-73
C-	1.75	2.25	2.75	72-70
D+	1.25	1.75	2.25	69-65
D	1.00	1.50	2.00	64-60
F	0	0	0	59 and below

### **Incomplete Grades**

Students receiving a grade of incomplete on their report cards are responsible for completing all work within a three-week period from the end of the nine weeks. If the student fails to accomplish this, the “I” will be changed to the grade the student had earned at the end of the quarter.

### **Failure**

If a student fails a course, the course can be made up in an accredited and approved credit recovery program. This program may be through mail correspondence or online, but must be approved by the administration prior to being accepted for credit. If the credit recovery is not completed prior to the start of a new school year, the student’s course placement may be affected.

### **Drop/Add**

Students will have input with their class choices in conjunction with the recommendations of their current teachers. Every effort is made to place the student in the appropriate classes. If the student, parent, or teacher feels the appropriate placement was not accomplished, a schedule change request must be made before the middle of the first quarter of the new school year. Students wanting to drop a course after the first week of September must go through the proper drop/add hearing process. Drop/Add hearing paperwork and process outline are available in the Counseling Office and in this booklet. Students in grades nine through twelve must register for at least 6.50 credits, which will allow for one study hall every day. Seniors that need less than 6.50 credits to meet the 25 1/2-credit graduation requirements are still required to register for at least 6.50 credits. Incoming 9<sup>th</sup> graders will be scheduled through the middle school or by appointment with the high school counseling office.

### **Class Rank & GPA**

Class rank/GPA is maintained for all students carrying 6.50 credits at Avonworth. All subjects are given quality points based on the grade received. Honors, CHS, and AP courses will earn weighted quality points. **Class rank will not appear on transcripts.** Commencement speakers for the classes of 2023 and 2024 will include the valedictorian, salutatorian, and an additional speaker chosen through an application process. Valedictorian and salutatorian will not be calculated beginning with the class of 2025.

### **Honor Roll Requirements**

High Honor Roll	GPA of 3.5-5.0
Honor Roll	GPA of 3.0-3.49

\*Achieving High Honor Roll or Honor Roll is not the same as graduating with Honors. Students who are in the top 10% of their class and/or inducted in the National Honor Society will graduate with Honors and receive an honor cord during the AHS Awards Assembly.

### **Attendance**

Students who are absent eight or more days for a semester course and 16 days or more for a year-long course shall not receive credit for that course if absences are unexcused. In a year-long course, days will accumulate from one semester to the next. In extenuating circumstances, a written appeal may be made to the building principal.

### **Courses identified as Research Seminar, Advanced, Portfolio, Honors, STEM, College-In-High-School (CHS), Dual Enrollment and Advanced Placement (AP) Courses:**

The mission of Avonworth High School’s advanced, honors, Advanced Placement (AP) and post-secondary programs is to provide an intellectual community in which students will study key concepts and the skills of a

discipline in a deep, meaningful, rigorous, and creative way; application of concepts will be emphasized. These courses may have an increased workload than other courses due to their pace and the independent work required.

## Personal Pathways Program

### Introduction

Students must begin career and college preparation during high school to prepare for the needs of today's global workforce and to find a passion that inspires each of them. Today's employers demand a new set of skills from graduates entering a dynamic, competitive marketplace. A pathway model exposes students to jobs that will match their skills and areas of interest and empowers them to emerge as future leaders and problem-solvers through project-based learning activities in the core curriculum and in their elective choices.

### What are Personal Pathways?

The Personal Pathways Program is a focused framework linking curricular choices with career and college readiness and are also referred to as career academies. Career academies have been widely adopted in the United States for over 40 years. The aims of this structure are to blend disciplines and academic rigor with a curriculum spanning college-readiness and workplace knowledge and to engage students with relevant experiences in chosen careers or industries.

After their 9<sup>th</sup> grade year, students will have the option of selecting one of six career pathways to focus their elective choices and out-of-school experiences (job shadows, internships, apprenticeships, graduation project) to an area of their own interest. Students may choose to take elective courses outside of their respective academies as well.

### Avonworth Personal Pathways

1. **Pathway for Innovative Arts & Communications** - Advisor: Mrs. Marnie Arnold
2. **Pathway for Business, Finance & Entrepreneurship** - Advisor: Mrs. Tiffany White
3. **Pathway for Health & Medicine** - Advisor: Mrs. Julie Selep
4. **Pathway for Public and International Relations** - Advisors: Mrs. Melissa Reagle & Mrs. Breanna Maisner
5. **Pathway for Science Technology, Engineering & Mathematics** - Advisor: Mr. Greg Wolfe (Interim: Mrs. Jennifer Reilsono)
6. **Pathway for A.W. Beattie Career Technology Center\*** - Liaison: Mrs. Nicole Levis

\*The Avonworth Personal Pathways Program complements the career training offered at the A.W. Beattie Career Center that has programs for sports medicine, auto body repair, carpentry, veterinary tech, dentistry, computer systems technology, cosmetology, culinary, robotics, computer programming, early childhood development, among others.

### Benefits of Avonworth Personal Pathways Program

Students will gain exposure to many different fields and can personalize their educational journey with elective choices and relevant experiences alongside leaders in their area of interest. Students will develop a portfolio in their area that can be used as a springboard for their graduation project.

They will also develop soft skills and will learn about the job market in their potential career path. By extending school/business/community partnerships, our students will also be provided more opportunities to apply knowledge and skills in real-world situations through project-based learning activities in the classroom and through experiences outside of the classroom.

When a student meets the requirements of their chosen pathway, he or she will be awarded a Pathways designation upon graduation.

## **Personal Pathways Framework**

The freshman year is meant to serve as self-exploration and career introduction through the required Freshman Seminar course. Students can apply for a specific pathway after their 9<sup>th</sup> grade year and after participating in an overview day of exposure to Pathway opportunities.

### **Application**

Students then have the option to apply for a pathway after their 9th grade year to further personalize their learning through elective choices, career experiences, and extracurricular activities. Participation is voluntary. Applications will be reviewed by the high school administration and pathway teacher leaders.

### ***Personal Pathways Application Requirements***

- 2.5 QPA
- Teacher recommendation
- Letter of interest/Application
- Good standing with attendance

Students can switch from one pathway to another only if there is time to earn enough credits in the newly chosen pathway and will benefit a student in his or her future endeavors. In order to complete the transfer, students will need to complete a transfer document signed by both pathway leaders. This document will include a checklist of already completed tasks and experience hours.

Students can only participate in one pathway at a time, but are often afforded an opportunity to participate in positive, collaborative opportunities and offered to all Pathway students.

A student can join a pathway as a senior only if they agree to present their case for participation in front of 3 or more pathway leaders. The leaders will then make a final decision. Please note that a student cannot earn an honors cord if they have not been in a pathway prior to their senior year.

## **Personal Pathways Requirements**

Upon selection into a Pathway, students must meet certain requirements in order to earn the Pathways designation. Students should expect to complete the following general requirements during their time in a Pathway:

- Career portfolio (Google site & interview, career research, resume, cover letter, etc.)
- Career Experiences with professionals (30 hours minimum)
- Participation in pathway and workforce seminars and opportunities (offered annually - mock interviews, field trips, speakers)
- Successful completion of professional interview

The completion of many of these requirements are embedded in the Pathways program over three years through experiences such as:

### **Job Exposure Activities**

These activities may be in the form of career-related field trips, guest lectures on campus, and/or workshops on or off campus. Students are expected to participate and give a written reflection on at least two activities per year. These activities may be led by the Personal Pathways Leader and/or through a class in the curriculum.

### **Sophomore Pathway Seminar**

In the sophomore year, students will participate in the 10th grade seminar including but not limited to college applications, financial aid, getting the most out of high school, cover letters, personal statements, resumes, senior pathway presentations.

### **Focused Job Shadow/Internship/Apprenticeship**

Each student may complete a job shadow, apprenticeship or approved volunteer experience in a related career pathway by the end of their capstone senior portfolio exhibition. A post-shadow/apprenticeship/volunteer reflection will be required. Guided questions will be provided to complete this task. This experience usually takes place within the junior or senior year.

### **Junior Year Seminar/ Interview/Human Resource Workshop**

Students will update resumes and participate in a mock interview workshop. Each student will complete two interviews. Feedback will be provided after the first interview to prepare students for the second. Human resource experts will serve as the interviewers.

### **College/Job Application Essay or Cover Letter**

Each student will craft a college application essay or job cover letter.

### **Senior Seminar**

In senior year students will participate in the 12th grade seminar including but not limited to exit interviews with the principal, Google Site portfolios, emotional wellness, conflict resolution, and financial literacy.

### **Portfolio**

Each student will begin building their digital capstone portfolios at the start of their Pathways journey. Portfolios should continue to be built each year by adding examples, communications, images and reflections that show evidence of job exposure and exploration.

**COVID-19 Addendum:** Experiences and opportunities may be limited and adjusted due to Covid-19 response.

### **REMOVAL/DISMISSAL FROM PERSONAL PATHWAY PROGRAM**

**End of year audits will occur annually. Students who have not met the requirements of their pathway will receive probationary notices. The notice must be signed and returned prior to the end of the school year. Failure to remit this notice will result in automatic removal at the start of the subsequent school year.**

## Pathway for Innovative Arts & Communications

### Pathway Focus

The Pathway for Innovative Arts & Communications will provide students opportunities to explore careers in the visual arts, performing arts, and communications, as well as enrich themselves with experiences in the arts and humanities, which can support other career paths. The global workforce needs creative, innovative independent thinkers who possess skills beyond core subjects, and who are flexible and resourceful in today's ever-changing world.

### Career Pathways

Career pathways are driven by student interest. Exposure to various careers will be held through pathway seminars, classroom activities, in-school programming, and out-of-school experiences. Career pathways in the pathway for Innovative Arts & Communications can include but are not limited to the following: advertising, arts management, computer-graphics, fine arts, game-design, museum careers, music production, performing arts, web design.

### Coursework

A diverse offering of courses are available in the arts and humanities. Students are required to complete five separate courses from the choices below:

American Pop Music 1	Journalism II
American Pop Music 2	Media Arts 1
Concert Band (full year)	Media Arts 2
Concert Choir (full year)	Media Arts 3: Portfolio for Digital Artists
Creative Writing I	Studio Arts 1: Introduction to Fine Arts (full year)
Creative Writing II	Studio Arts 2: Intermediate Fine Arts (full year)
Digital Storytelling	Studio Arts 3: Portfolio for Studio Artists
Honors Music Theory & Composition	Satire
Honors Symphonic Band (full year)	Videography 1
Introduction to Theater	Videography 2
Journalism I	

### Related Extracurricular Opportunities

Extracurricular activities provide enriching experiences beyond the curriculum. Students are required to participate in at least one extracurricular activity per year including but not limited to the list below. Other related activities may be considered upon prior approval.

Antelope Film Festival, Art Club, *Avonews* Student Media, Fall Play, *Fragments* Literary Magazine, Marching Band, Concert Choir, Pittsburgh Galleries Project, Spring Musical, Warhol Youth Invasion, Yearbook, National Art Honor Society

## Pathway for Business, Finance & Entrepreneurship

### Pathway Focus

The Pathway for Business, Finance & Entrepreneurship will provide students exposure to careers in business and financial sectors, as well as entrepreneurship. This pathway provides opportunities for authentic learning experiences catering to specific areas, such as marketing, advertising, accounting, and business creation.

### Career Pathways

Career pathways are driven by student interest. Exposure to various careers will be held through pathway seminars, classroom activities, in-school programming, and out-of-school experiences. Career pathways in the Pathway for Business, Finance & Entrepreneurship can include but are not limited to the following: accounting, advertising, banking, entrepreneurship, financial advising, human resources, insurance, logistics, marketing.

### Coursework

A diverse offering of courses are available in multiple areas. Students are required to complete Accounting, Macroeconomics, and Introduction to Business. Two additional courses must be taken from the choices below. All are semester courses unless otherwise noted:

Advanced Placement Statistics (full year)

Digital Storytelling

Entrepreneurship

\*Honors Accounting (full year)

Interior Design

\*Introduction to Business

Journalism 1

Journalism 2

Macroeconomics\* (full year)

Media Arts 1

Media Arts 2

Media Arts 3: Portfolio for Digital Artists

CHS Probability & Statistics (full year)

Psychology

Race, Class & Gender: Introduction to Sociology

Studio Arts 3: Portfolio for Studio Artists

Videography 1

Videography 2

**\*REQUIRED**

### Related Extracurricular Opportunities

Extracurricular activities provide enriching experiences beyond the curriculum. If desired, students may participate in extracurricular activities, including but not limited to the following: Big Data Jam, Student Council, Key Club.

## Pathway for Science, Technology, Engineering, and Mathematics

### Pathway Focus

The Pathway for Science, Technology, Engineering, and Mathematics is one of two academies that are related to STEAM (Science, Technology, Engineering, Arts, & Mathematics). In this pathway, science, engineering, and technology can be pure or integrated, depending on the area of interest for each student.

### Career Pathways

Career pathways are driven by student interest. Exposure to various careers will be held through pathway seminars, classroom activities, in-school programming, and out-of-school experiences. Career pathways can include but are not limited to the following: architecture, astronomy, chemistry (manufacturing, pharmaceutical, etc.), computer programming, computer systems, engineering (various), environmental science, forensics, and software engineering.

### Coursework

A diverse offering of courses are available in areas that support engineering, science, and technology. Students are required to complete six separate courses from the choices below (all are semester courses unless otherwise noted). Additionally, each student is required to take one arts course in order to enhance their understanding of the role that design plays in the technological fields.

Advanced Placement Calculus AB (full year)

Advanced Placement Calculus BC (full year)

Advanced Placement Chemistry (full year)

Advanced Placement Physics (full year)

Advanced Placement Statistics (full year)

Astronomy 1

Astronomy 2

CHS Programming with Python

Environmental Science

Exploring Robotics & Artificial Intelligence

Forensic Science

Intermediate Programming Using Java (full year)

Introduction to Computer Programming 1

Introduction to Computer Programming 2

CHS Introduction to Engineering Design (full year)

CHS Computer Integrated Manufacturing (full year)

CHS Probability & Statistics - (full year)

STEM Chemistry (full year)

STEM Physics (full year)

Trigonometry/Pre-Calculus (full year)

### Related Extracurricular Opportunities

Extracurricular activities provide enriching experiences beyond the curriculum. Students are encouraged to participate in at least one extracurricular activity, including but not limited to the following: Technology Student Association, Math League, Pittsburgh Data Jam, and the Westinghouse Science Honors Institute.

## Pathway for Health & Medicine

### Pathway Focus

The Pathway for Health & Medicine is one of two academies that are related to STEAM (Science, Technology, Engineering, Arts, & Mathematics). The Health and Medicine pathway will focus on careers in health and medicine and on challenging ethical issues related to 21<sup>st</sup> century health and medical advancements.

### Career Pathways

Career pathways are driven by student interest. Exposure to various careers will be held through pathway seminars, classroom activities, in-school programming, and out-of-school experiences. Career pathways in the Pathway for Health & Medicine can include but are not limited to the following: anesthesia, imaging technology, medical practice (various), nursing, pharmacy, physical therapy, veterinary practices, etc.

### Coursework

A diverse offering of elective courses are available in areas that support medical and biological sciences. Students are required to complete five separate courses from the choices below (all are semester courses unless otherwise noted).

*Advanced Placement Biology (full year)	Media Arts 1
*CHS Anatomy & Physiology (full year)	Media Arts 2
Advanced Placement Calculus AB (full year)	Media Arts 3: Portfolio for Digital Artists
Advanced Placement Calculus BC (full year)	Psychology
Advanced Placement Chemistry (full year)	Race, Class & Gender: Introduction to Sociology
STEM Chemistry (full year)	Studio Arts 1: Introduction to Fine Arts (full year)
Child Development	Studio Arts 2: Intermediate Fine Arts (full year)
Forensic Science	Studio Arts 3: Portfolio for Student Artists
Latin I (full year)	Trigonometry (pre-calculus) (full year)

\*Students in the Pathway for Health & Medicine must take AP Biology and /or CHS Anatomy & Physiology as one of the five required classes.

### Related Extracurricular Opportunities:

Extracurricular activities provide enriching experiences beyond the curriculum. Students are encouraged to participate in at least one extracurricular activity.

## Pathway for Public & International Relations

### Pathway Focus

The Pathway for Public & International Relations will provide students an opportunity to explore diversity as related to public policies and globalization. Cultural understanding, the study of world languages, and an awareness of local, state, national and global issues frame the focus of this pathway.

### Career Pathways

Career pathways are driven by student interest. Exposure to various careers will be held through pathway seminars, classroom activities, in-school programming, and out-of-school experiences. Career pathways in the Pathways for Public & International Relations can include but are not limited to the following: civil service, education, foreign service, law, public policy, research, social work

### Coursework

A diverse offering of courses are available in areas that support public and international studies. Students are required to complete five separate courses from the choices below (all are semester courses unless otherwise noted). No more than two world language courses can be applied to the five required courses.

American Conflicts	Psychology
French I (full year)	Race, Class & Gender: Introduction to
French II (full year)	Sociology
French III (full year)	Service Learning
CHS French (full year)	Mandarin Chinese I (full year)
Honors Accounting (full year)	Mandarin Chinese II (full year)
Introduction to Business	Mandarin Chinese III (full year)
Journalism I	CHS Mandarin Chinese (full year)
Journalism II	Spanish I (full year)
Latin I (full year)	Spanish II (full year)
Latin II (full year)	Spanish III (full year)
Latin III (full year)	CHS Spanish (full year)
CHS Latin (full year)	Videography
Modern Dilemmas	Videography II
Modern Public Speaking	
CHS Probability & Statistics (full year)	

### Related Extracurricular Opportunities:

Extracurricular activities provide enriching experiences beyond the curriculum. Students are required to participate in at least one extracurricular activity, including but not limited to the following: Avonews, French Club, Key Club, Latin Club, Model U.N., Spanish Club, Student Council, Global Scholars Program, Chinese Club, Fragments, Yearbook, World Affairs Global Certification

## Course Descriptions

*Please note: Some elective courses may not be offered on a yearly basis due to enrollment, teacher availability, and student interest.*

Course Name			
Course Description			
Number of Units	Fulfills Art/Humanities, Technology, Core, Class or Elective Requirement	Grades Enrolled	Pre-Requisites

### ART

Integrated Arts 10 (Honors) - World Affairs, English 10, The Arts			
<p>Integrated Studies encourages sophomore students to explore the richness and diversity of the world from an interdisciplinary and inquiry-based perspective. Through an inquiry-based study of world narratives using artifacts (novels, films, poems, primary source documents, short stories, and others), Integrated Studies integrates the disciplines of English, social studies, and art. Key questions about the human experience help unify the course by erasing disciplinary distinctions between social studies, English, and art; attempting to answer these key questions, students - and instructors - pursue a larger understanding of what it means to be human. Scheduled into a double period, students will earn honors credit for each discipline at the completion of the course. This Integrated Arts class is entirely project-based and co-taught by three teachers. This integrated course does not preclude students from additional Art courses.</p>			
<b>3 total</b> ; 1-Social Studies, 1-English, 1-Art (Elective)	Core or Elective	10	English 9 & World Geography/Cultures and/or Teacher Discussion - format comfort & self-awareness

Studio Arts 1: Introduction to Fine Arts			
<p>This course provides students with opportunities to work with a variety of materials and artistic styles. Emphasis will be placed on developing practical skills and original ideas. The goal of this course is to explore as many materials and artists as possible through the year, and to create work in which the student takes pride.</p>			
1	Arts/Humanities or Elective	9-10-11-12	None

Studio Arts 2: Intermediate Fine Arts			
<p>This course provides advanced experiences building on knowledge gained in Studio Arts 1. Students will continue to explore a variety of mediums, materials, and artists while working to advance their skill set. The further development of analysis and history is emphasized. Students will have the opportunity to select areas of specialization and learn to apply their skills to their individual expression. Can be taken more than once through teacher recommendation.</p>			
1	Elective	10-11-12	Studio Arts 1 or teacher recommendation

<b>Studio Arts 3: Portfolio for Studio Artists</b>			
Studio Arts 3 provides students with an opportunity to pursue further specialization in studio arts. Each enrolled student will work with the instructor to develop an individual program that emphasizes a specific area of art and/or the development of a portfolio. Students will learn basic techniques that are needed for most college portfolios, including portraits, figure drawing, and still life.			
.5 or 1	Elective	11-12	2 Art courses or teacher recommendation

<b>Media Arts 1</b>			
This course serves as an introduction to digital/media arts. Students will create projects using programs including Adobe Illustrator, Photoshop, In-Design, as well as browser based applications, and tablet based applications as needed. This course focuses on the business side as well as the more creative and free form world of digital art.			
.5	Arts/Humanities or Elective	9-10-11-12	None

<b>Media Arts 2</b>			
This course builds upon the techniques used in Media Arts 1 while adding new software to the student tool box. Students will continue to work in the Adobe suite and will have a chance to begin to animate their media art. Students will also learn about the early stages of app development and design.			
.5	Elective	9-10-11-12	Media Arts I

<b>Media Arts 3: Portfolio For Digital Artists</b>			
This is to provide advanced students with an opportunity to pursue further specialization in Media Arts. Each enrolled student will work with the instructor to develop an individual program that emphasizes a specific area of media arts (such as videography, photography, illustration, animation and will develop a portfolio and/or website.			
.5 or 1	Elective	11-12	Teacher Recommendation & 2 Arts Courses

<b>Videography 1</b>			
This course is an introductory class that focuses on early film history as well as beginner videography techniques. Students will watch and analyze films created before the 1950's through a cultural and technical lens. Students will learn how to use filming equipment to create a series of short films. Students will also use the basic tools in various programs to learn how to edit their videos.			
.5	Arts/Humanities or Elective	9-10-11-12	None

<b>Videography 2</b>			
This course builds upon the skills acquired in Videography 1. Students will refine their filming and editing techniques while learning about films created after the 1960's. Students will view and analyze these films through a cultural and technical lens. Students will then produce their own projects that implement the techniques being used in the films.			
.5	Elective	9-10-11-12	Videography 1

## **BUSINESS**

<b>Personal Finance</b>			
This course will help students build a foundation in personal financial skills that will enhance their role as citizens, consumers, and leaders within our local and global economy. Students will become aware of their financial responsibilities and will learn sound financial practices that will lead to financial freedom.			
.5	Graduation Requirement	9 -10-11-12	None

<b>Introduction to Business</b>			
This course is designed to introduce you to the exciting and challenging world of business. Designed to be the very first business course you take, this class will serve as a background for other business courses you may take in high school and college and prepare you for future employment or business ownership. Through the information and activities provided in this course, you will increase your preparation to be a knowledgeable consumer, well-prepared employee, and effective citizen in our economy. Extensive coverage of finance, marketing, production, and management provide a survey-like approach to business operations.			
.5	Technology or Elective	9-10-11-12	None

<b>Entrepreneurship</b>			
This course will guide students step-by-step through the entire process of owning their own business. Students will develop critical thinking skills as they analyze and evaluate the various opportunities and pitfalls of owning a business. Topics of study will include market research, business planning, financing, marketing, hiring, staff management, accounting, and record-keeping. Students will prepare and present a complete business plan by the end of the course. A background in Accounting and Computer Applications is strongly recommended, but not required for this course.			
.5	Technology or Elective	11-12	None

<b>Macroeconomics</b>			
Economics offers students an introductory understanding of the forces which shape our economy and our lives. Focus areas will include key financial institutions such as The Federal Reserve and the stock market. Students will be exposed to the different ways in which economics can be used to describe and predict decision-making. Special attention will be paid to applying theoretical learning to relevant real-world situations.			
1	Technology or Elective	11-12	Algebra I

<b>Honors Accounting</b>			
This course is the systematic study of how to plan, summarize, and analyze the financial concepts as the student annually solves problems concerning a single proprietorship, partnership, and corporation. The student also learns how to prepare and process financial data on a computer. Topics include special journals, subsidiary ledgers, worksheets, adjusting and closing entries, financial reports, data processing, payroll and tax accounting, depreciation, notes, interest, and accruals. A background in accounting is valuable no matter what your life goals may be. Employment opportunities are enhanced by thorough background knowledge of the above accounting procedures as well as enabling students to better manage their personal income and make good financial decisions.			
1	Technology or Elective	11-12	Algebra II

## **COMPUTER SCIENCE**

<b>Introduction to Computer Programming 1</b>			
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. No prior programming experience is required. Introduction to Programming is a Python course with an emphasis on critical thinking, problem-solving, and creativity. Specific topics include functions, variables, expressions, conditionals, graphics, as well as top-down design, testing, and debugging.			
.5	Technology or Elective (Graduation Requirement for Class of 2025)	9-10-11-12	None

<b>Introduction to Computer Programming 2</b>			
The course's main goal is for students to continue 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 Computer Programming 1 is required. Introduction to Programming 2 is a Python course with an emphasis on critical thinking, problem-solving, and creativity. Specific topics include loops, strings, lists, graphics, and animations, as well as top-down design, testing, and debugging.			
.5	Technology or Elective	9-10-11-12	Intro to CP 1

<b>Exploring Robotics and Artificial Intelligence</b>			
The purpose of this course is for students to explore two emerging technologies through a hands-on approach that emphasizes creativity, problem-solving, critical thinking, and collaboration. Students will collaborate to create, build, and articulate their own robot as part of a larger class project. This course is also designed to introduce a foundation of understanding of artificial intelligence and its growing presence in the world around us.			
.5	Technology or Elective	9-10-11-12	None

<b>Intermediate Programming using Java (College in High School)</b>			
This is an intermediate course focusing on object-oriented programming and other fundamental programming concepts utilizing the Java programming language. Topics include fundamentals, classes, arrays and array lists, searching and sorting algorithms, inheritance and polymorphism, GUIs, recursion and linked lists. Students are expected to have some previous programming experience prior to taking this course. Students have the opportunity to enroll in CMPINF 0401 at the University of Pittsburgh or take the AP Computer Science A Exam for college credit.			
1	Technology or Elective	10-11-12	Intro to CP 1

<b>Introduction to Computer Programming with Python (College in High School)</b>			
The focus of the course is on problem analysis and the development of algorithms and computer programs in a modern high-level language. In the Python language, students learn fundamentals of computer programming: variables, operators, console & file I/O, ifs, loops, functions, lists, and classes. Students have the opportunity to enroll in CS 0012 at the University of Pittsburgh for college credit.			
.5	Technology or Elective	10-11-12	Intro to CP 1

**ENGLISH**

<b>Academic English 9</b>			
Designed to develop critical reading and thinking skills, as well as strong argumentative writing skills, this course prepares students to effectively read complex fiction and nonfiction and to powerfully communicate ideas through writing. Students will demonstrate understanding and mastery of the Pennsylvania Common Core Standards through formal and informal writing assignments, various assessments, performance tasks, formal and informal presentations, and class discussion.			
1	Core	9	None

<b>Honors English 9</b>			
Designed to provide a highly rigorous experience at an accelerated pace, this course will challenge the advanced reader and writer to further develop critical reading and thinking skills, as well as strong argumentative writing skills by reading and working with complex pieces of fiction and nonfiction. Students will demonstrate understanding and mastery of the Pennsylvania Common Core Standards through formal and informal writing assignments, various assessments, performance tasks, formal and informal presentations, and class discussions.			
1	Core	9	8 <sup>th</sup> Grade Recommendation

<b>Integrated 9 (Honors) - Social Studies &amp; English 9</b>			
This is a fully integrated course that combines both English and World Geography and Culture standards. This is a co-taught course where project-based instruction will be the primary mode of content delivery. Instruction will focus on evaluating primary source documents while developing critical reading and writing skills. The analysis of complex fiction and nonfiction texts will prepare students to powerfully communicate ideas through writing. Successful completion of this class includes producing authentic projects with real-world connections. This integrated class accounts for both the 1 English credit and 1 Social Studies credit. Scheduled into a double MOD that meets every day. Students will earn <b>honors credit</b> for each discipline upon successful completion of the course.			
<b>2 total;</b> 1-Social Studies, 1-English	Core	9	None

<b>Academic English 10</b>			
Designed to develop critical reading and thinking skills, as well as strong argumentative writing skills, this course focuses on effectively comprehending complex fiction and nonfiction and powerfully communicating ideas through writing. Students will demonstrate understanding and mastery of the Pennsylvania Common Core Standards through formal and informal writing assignments, performance tasks, formal and informal presentations, and class discussion.			
1	Core	10	Academic/Honors English 9

**Honors English 10**

Honors English 10 is a course focusing on critical reading, writing, thinking, and speaking. Analysis in this course will far surpass “I think / I feel” reaction statements — as preparation for university-level work, students will need to provide solid, scholarly evidence for judgments and assertions. With a focus on close reading, literary theory, grammar, cultural literacy, vocabulary, and composition, Honors English 10 requires a substantial amount of out-of-class work as well as in-class participation. Placement in the course is contingent upon a teacher recommendation from either Academic or Honors English 9.

1	Core	10	Honors English 9 and/or Teacher Recommendation
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**Integrated Arts 10 (Honors) - World Affairs, English 10, The Arts**

Integrated Studies encourages sophomore students to explore the richness and diversity of the world from an interdisciplinary and inquiry-based perspective. Through an inquiry-based study of world narratives using artifacts (novels, films, poems, primary source documents, short stories, and others), Integrated Studies integrates the disciplines of English, social studies, and art. Key questions about the human experience help unify the course by erasing disciplinary distinctions between social studies, English, and art; attempting to answer these key questions, students - and instructors - pursue a larger understanding of what it means to be human. Scheduled into a double period, students will earn honors credit for each discipline at the completion of the course. This Integrated Arts class is entirely project-based and co-taught by three teachers. This integrated course does not preclude students from additional Art courses.

<b>3 total;</b> 1-Social Studies, 1-English, 1-Art (Elective)	Core and Elective	10	English 9 & World Geography/Cultures and/or Teacher Discussion - format comfort & self-awareness
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**Academic English 11**

This course is designed for students whose reading, writing, and speaking skills reflect various levels of development. The content has been selected to prepare students who definitely intend to continue their education beyond high school, as well as for those students who are not yet certain of their future plans. The course includes reading selections representing all forms of American literature. Vocabulary enhancement and remedial grammar are studied throughout the year. Writing assignments encourage students to develop paragraphs and compositions with original, logical, and specific details. Students whose work indicates significant rapid development and progress will be encouraged to pursue independent study projects in addition to the material required in this course. Summer reading selections are available on an optional basis for all students in English 11. A research project is required.

1	Core	11	Academic/Honors English 10
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### Honors English 11

This course is designed to instruct students whose skills in reading and writing reflect an advanced level of development. Students learn, apply, and demonstrate mastery of the eleventh grade Common Core State Standards for reading, writing, speaking, and listening. The content has been selected to complete student preparation for PSSA, SAT, and ACT tests, as well as the continued growth of academic skills needed for success in Advanced Placement English and post-secondary education. The content of the course focuses upon reading American literature, developing vocabulary skills, and enhancing composition skills. All forms of American literature are studied, with the selections representing various time periods and styles of writing, both fiction and nonfiction. Extensive analytical and expository writing is assigned throughout the year, with students encouraged to express themselves with original, logical, and orderly content.

1	Core	11	Honors English 10 and/or Teacher Recommendation
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### AP English Language and Composition

The AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. Aligned to the College Board Official Course Description, this high-school level approach to the traditional collegiate freshman composition course encourages students in becoming curious, critical, and responsive readers of diverse texts, and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically; to communicate writers' intentions and elicit readers' responses in particular situations. The course cultivates the rhetorical understanding and use of written language by directing students' attention to writer/reader interactions in their reading and writing of various formal and informal genres (e.g., memos, letters, advertisements, political satire, personal narratives, scientific arguments, cultural critiques, research reports). Reading and writing activities in the course also deepen students' knowledge and control of formal conventions of written language (e.g., vocabulary, diction, syntax, spelling, punctuation, paragraphing, genre).

1	Core	11	Honors English 10 and Teacher Recommendation
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### Academic English 12

This course blends composition and literature to ensure that students are college and career ready. There is a course focus on critical and comparative analyses of selected literature, and discussion. Literature includes active reading of poetry, nonfiction prose, narrative fiction, and drama as well as the study of literary elements. Selections of world, British, and American literature range from ancient works to contemporary pieces. Through both timed and formal essays, students write to understand, to explain, and to evaluate as they develop skills of argumentation. Vocabulary and language instruction are an integral part of every day's lesson. Explicit composition instruction, writing workshops, and frequent teacher and peer feedback develops students' composition skills for a variety of purposes and audiences. All writing assignments, both formal and timed, include instruction and feedback based on specific assessment rubrics or scoring guides. All compositions and oral presentations are course requirements.

1	Core	12	Academic/Honors English 11
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### AP English Literature and Composition

AP English Literature and Composition is a rigorous college-level course that investigates the human condition through literary works and encourages empathy through close reading and understanding across cultures and time. Following the curricular sequence recommended by the AP College Board, students engage with each other daily following a seminar-style Socratic inquiry and discussion model. The course focuses on the close, analytical reading of poetry, fiction, and drama as well as intensive study and application of literary elements in order to examine writers' reflection of the human condition, their artistic and cultural motivation for writing, and perspective changes in the context of time. Academic writing and research are integrated throughout the sequence of units. Literature selections range from ancient works to contemporary pieces. Students engage in timed and formal essays, literary argumentation, daily vocabulary and language instruction, AP Classroom practice questions and prompts, and a research paper melding a cultural aesthetic to an examination of art in conjunction with docents at the Carnegie Museum of Art. Students may potentially earn college credit by taking the Advanced Placement Examination in English Literature and Composition at the conclusion of this course.

1	Core	12	Honors English 11/AP Language & Comp. and Teacher Recommendation
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### Creative Writing I

Creative Writing I focuses on imaginative writing including description, poetry, narration, and drama. Students learn to use techniques of creative writing as figurative language, concrete images, and basic stylistic devices. The format of the course features instruction followed by examples, practice, and writing workshops. The culminating assessment of the course is the compilation of writings into a book of the student's design. The course is a semester elective open to all high school students.

.5	Arts/Humanities or Elective	9-10-11-12	None
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### Creative Writing II

Creative Writing II advances the skills and interests of the devoted writer. The course expands the foundations in description, poetry, narration, and drama established in Creative Writing I and includes experience in film and creative nonfiction. In addition to guest lectures from professional writers, students explore a writer's choices through formal assignments, independent projects, writing workshops, and journal writing. Each student will maintain a portfolio of projects and assessments.

.5	Elective	9-10-11-12	Creative Writing I and/or Teacher Recommendation
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### Introduction to Theater (Drama)

This project-based course is an introduction to the world of theater. Scope, sequence, and activities are determined by student experience, interest, and cultural offerings in the Pittsburgh arts community. Students will learn about the actual theater environment, different venues and their functions, the jobs involved in production, the history and evolution of drama, contemporary artists/performers/designers. Students will attend local performances as well. about dramatic theory, history of drama, different genres, and the theater environment.

.5	Arts/Humanities or Elective	9-10-11-12	None
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### Journalism I

This introductory course provides a survey of fundamental aspects of the craft and business of Journalism in the 21st century. Students curious about Journalism, either as a producer or consumer, are encouraged to enroll. Curricular content includes, but is not limited to, how the media functions, technical aspects of writing and producing news, photojournalism, and interview skills. "Students will frequently complete reporting and journalistic content for Avonews

Online and also contribute to the main Avonews publication."			
.5	Arts/Humanities or Technology or Elective	9-10-11-12	None

<b>Journalism II</b>			
Students seriously interested in Journalism are encouraged to enroll. Basic skills and concepts from Journalism I will be developed, augmented, and refined in order to help students become stellar student journalists. Journalistic practices from the Associated Press will be heavily incorporated into writing assignments. Multimedia journalism will be emphasized. Upon completion of Journalism I and II, students will have a portfolio of high quality journalistic work if they choose to pursue a career in this field. Student publication is required, including <i>the avonews</i> and a variety of external publishing outlets. Students who completed Storytelling Through Media and Journalism 1 should strongly consider Journalism II			
.5	Arts/Humanities or Technology or Elective	9 - 10-11-12	Journalism I and/or Teacher Recommendation

<b>Modern Public Speaking</b>			
Intended to develop an understanding of and facility in the preparation, organization, delivery and criticism of speaking in different scenarios. This course will evolve from foundations of strong public speech, through examples of inspiration and historical significance to each student finding his/her own strength in speech style and delivery.			
.5	Elective	10-11-12	9th grade seminar & English 9

<b>Satire</b>			
Students will read, write, think, study, discuss, and find examples of satire. Students will identify satire in their immediate world and work toward formulating their own workable definition of satire. The course will offer students a wide spectrum of styles and themes, ranging from biting criticism and black humor to milder reprimands from contemporary media. Students will examine the content in terms of targets, messages, and specific satirical techniques, as well as the distinction between satire and comedy. Students will be evaluated through essays, quizzes, tests, and creative pieces, culminating in the creation of their own satire.			
.5	Elective	11-12	English 9 and 10

<b>Digital Storytelling</b>			
Storytelling Through Media is a project-based class that develops an understanding for the behind the scenes world of movie making and animation. This course is designed to introduce students to the techniques and skills used in animation and film production. The class will use Pixar producers and animators to guide the way. Students will create stop motion animation films, movie trailers, and short films.			
.5	Arts/Humanities or Technology or Elective	9-10-11-12	None

**FAMILY AND CONSUMER SCIENCE**

<b>Today's Foods</b>			
This course is an in-depth study of foods. Each student will be able to challenge his/her culinary expertise while learning food preparation and techniques. There will be a concentrated effort on nutrition, food safety and sanitation, and the selection, purchasing, and storing of food.			
.5	Elective	9-10-11-12	None

<b>Gourmet Foods</b>			
This course focuses on the preparation and cooking of various gourmet foods. Units include gourmet appetizers, beverages, breads, salads, casseroles, desserts, and party planning.			
.5	Elective	9-10-11-12	None

<b>Foods Americana</b>			
This course will incorporate historical and cultural influences that have contributed to food specialties in our country. Foods from the seven regions of the United States as well as Native American foods will be prepared using a variety of cooking techniques and equipment. Students will be involved in outdoor cookery and holiday food experiences.			
.5	Elective	10-11-12	None

<b>World Foods</b>			
Students in this course will learn to prepare foods from various foreign countries, such as Germany, France, China, Italy, Mexico, and Canada. They will study customs and values of the specific countries. The students will be using a variety of cooking techniques and equipment in meal preparation.			
.5	Elective	10-11-12	None

<b>Interior Design</b>			
This course is designed for students who have an interest in interior design and interior decorating. Students will learn the elements and principles of design and how to choose functional materials for different needs. They will apply this knowledge in several room design projects, including bedrooms, living rooms, and kitchens.			
.5	Arts/Humanities or Elective	9-10-11-12	None

<b>Child Development</b>			
This course is designed for students who are interested in the physical growth and development of children. Prenatal health and development will be discussed, as well as the physical, cognitive, and social/emotional development of children through age 5. Students will plan and lead activities for preschool children in a preschool center or in a kindergarten classroom practicum experience. The lessons will include areas such as storytelling, music, art, snack, math, science, and games. These lessons will help to promote the healthy development of the preschool/kindergarten child. This course is ideal for any student interested in a career involving early childhood education, elementary education, tech. prep. for day care employment, and other careers involving children.			
.5	Elective	9-10-11-12	None

## **MATHEMATICS**

<b>Algebra I</b>			
The concepts of algebra are developed through the motivation of everyday applications. Problem solving skills are honed as students gain knowledge of the fundamental rules of algebra, create and interpret graphs, solve first and second degree equations, solve systems of equations, simplify rational expressions, and develop the properties of exponents and rational numbers.			
1	Core	9	None

<b>Honors Algebra I</b>			
Honors Algebra I will provide more challenges that help form the foundation for future advanced math classes. There will be more emphasis on functions, advanced problem solving, and graphical analysis. Students will develop more sophisticated skills and use them to extend the basic algebra concepts and properties, enabling synthesis of many representations and analyses of the structure and connections of mathematics.			
1	Core	9	Teacher Recommendation

<b>Geometry</b>			
The structure of the physical world around us will be described and analyzed using theorems, definitions, and postulates. Problems will be solved using coordinate geometry, constructions, and/or algebraic techniques. The major topics of study include parallelism, congruent triangles, polygons, similarity, circles, transformations, and planar and space measurement.			
1	Core	9-10	Algebra I

<b>Honors Geometry</b>			
This course is a faster-paced version of geometry. In this accelerated course, students will explore two and three-dimensional shapes (and their properties) as well as developing logical thinking skills and utilizing algebra used in the physical world. A larger emphasis on technology coupled with “real-life” products will enable students to see the more practical side of mathematics.			
1	Core	9-10	Honors Algebra I and/or Teacher Recommendation

<b>Algebra II</b>			
Algebra II is designed to extend the topics of algebra and geometry such as functions, linear equations, graphs, and linear systems and to introduce matrices, quadratic equations, imaginary numbers, polynomial functions, factoring, radical expressions, radical exponents, and exponential functions. Real world applications and a graphing calculator perspective will be included in each topic as well.			
1	Core	10-11	Geometry

<b>Honors Algebra II</b>			
<p>Honors Algebra II is designed for students planning on attending college or some institution of higher learning. Though many of the same concepts as Algebra II will be explored, Honors Algebra II will provide students with a more challenging curriculum that will help for the foundation for future studies in advanced math classes. This course develops deeper comprehension of algebraic structure. New symbolism, concepts, and topics are introduced to expand students' understanding and knowledge and to provide techniques for solutions of more complex problems. This course is recommended for students who plan to take Calculus.</p>			
1	Core	10-11	Honors Geometry and/or Teacher Recommendation

<b>Trigonometry</b>			
<p>Trigonometry/Pre-Calculus is designed to complement the study of algebra and geometry. The course is suited for students planning to continue their math program in high school but not at an accelerated pace. The material covered will include: functions and their graphs, mathematical modeling, exponential and logarithmic modeling and graphing, trigonometry, &amp; applications of trigonometric functions. Topics will be approached algebraically and graphically utilizing a TI-84 graphics calculator. Topics will also be discussed in cooperative groups where students will be encouraged to explore a deeper understanding of the content through real-world applications and investigations.</p>			
1	Core or Elective	11-12	Algebra II

<b>Honors Trigonometry/Pre Calculus</b>			
<p>Honors Trigonometry/Pre-Calculus is designed to complement the study of algebra, geometry, and trigonometry. The course is suited for students planning to continue their current honors math program or for students looking to enter the honors math program. Material covered will include: functions and their graphs, mathematical modeling, exponential and logarithmic modeling and graphing, analytic trigonometry, applications of trigonometric functions, polar coordinates and vectors, analytic geometry and conic sections. Topics will be approached algebraically and graphically utilizing a TI-84 graphics calculator. Topics will also be discussed in cooperative groups where students will be encouraged to explore a deeper understanding of the content through real-world applications and investigations.</p>			
1	Core or Elective	11-12	Algebra II

<b>Business Calculus (College in High School, University of Pittsburgh)</b>			
<p>This course provides an introduction to calculus for students interested in business, economics, or social science. Topics include functions, limits and continuity, differentiation, applications of differentiation, integration, exponential and logarithmic functions, and an introduction to multivariable calculus. Many College in High School instructors also include the calculus of trigonometric functions. Prerequisite (Pitt): A rigorous high school algebra background that includes exponentials and logarithmic functions or precalculus is a prerequisite for the course. Proficiency in algebraic manipulation is essential.</p>			
1	Core or Elective	11-12	Honors Trig/Pre-Calculus

<b>Advanced Placement Calculus (AB)</b>			
<p>This course is designed for those eleventh and twelfth grade students who plan to attend a college or university concentrating in an area of mathematics, a mathematically related science, or engineering. This course consists of a study of limits, the derivative, and the integral with an emphasis on applications of the derivative and integral. The TI graphing calculator is used heavily in this course. Students may take the AP Calculus AB exam at the end of this course for college credit.</p>			
1	Core or Elective	11-12	Honors Trig/Pre-Calculus

<b>Advanced Placement Calculus (BC)</b>			
<p>This course is designed for those twelfth grade students who have successfully completed AP Calculus AB and have a strong mathematical background. In this second level calculus course students will extend the concepts of AP Calculus to the topics of advanced integration techniques, parametric equations, polar coordinates, vector-valued functions, differential equations, and infinite series. Students may take the AP Calculus BC exam at the end of this course for college credit.</p>			
1	Core or Elective	12	AP Calculus AB

<b>Probability &amp; Statistics (College-In-High School, University of Pittsburgh)</b>			
<p>This course is designed to give students the statistical background required by many majors in college. Topics include describing data, basic probability, measures of central tendency, correlation and regression, normal and binomial distributions, and real life modeling with experiments. Topics will be explored through the use of technology. At the conclusion of this course, students may earn four credits from the University of Pittsburgh.</p>			
1	Elective	11-12	Algebra I

<b>Advanced Placement Statistics</b>			
<p>This course is designed to introduce those eleventh and twelfth-grade students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes that include exploring data, sampling and experimentation, anticipating patterns, and statistical inferences. Students may elect to take a test prepared by the College Entrance Examination Board to earn four college credits. The results will be certified by the testing agency to college admission officers for possible advanced standing and/or credit in the freshman year of college. (Weighted Grade Course)</p>			
1	Elective	12	Algebra I and Teacher Recommendation

**MUSIC**

<b>Concert Choir</b>			
The study of music builds self-esteem and contributes to personal, as well as interpersonal development, and expressions. This class offers the student an opportunity to become an active participant in a choral group who performs (Holiday and Spring concerts). The only prerequisite is a willingness to learn and a pleasing voice. Participation in choral performances, both day and evening, is mandatory.			
1	Arts/Humanities or Elective	9-10-11-12	None

<b>Concert Band</b>			
This class is a performance-oriented class. The student will be an active participant in a band setting that performs throughout the school year. The students will be evaluated each semester through playing tests and performances. Participation in band performances, both day and evening, is mandatory.			
1	Arts/Humanities or Elective	9-10-11-12	None

<b>Honors Symphonic Band</b>			
This select group of musicians will perform and study intermediate and advanced music literature. All students wishing to perform in this ensemble must audition. Students will be assessed using the PMEA solo/ensemble audition rubric. A student must score at least a 63, which is a superior rating, to join the group. Students will be auditioning on a challenging excerpt from standard band literature. Students in this group will perform 3-4 times a year and participate in PMEA auditions. All students in this ensemble will be required to write a reflection about one of the selections from this year's concert program. Participation in band performances, both day and evening, is mandatory.			
1	Arts/Humanities or Elective	10-11-12	Audition

<b>American Popular Music 1 : A Reflection of Society 1850-1969</b>			
American Popular Music 1: A Reflection of Society will examine the relationship of popular music to the lives of people throughout the twentieth century. Concentration will be on the musical styles reflective of each era of history and how each style was affected by the society of the times. The students will examine the value of popular music (blues, ragtime, jazz and rock 'n' roll, R n'B) to society.			
.5	Arts/Humanities or Elective	9-10-11-12	None

<b>American Popular Music 2: A Reflection of Society 1970-Present</b>			
American Popular Music 2: A Reflection of Society will examine the relationship of popular music to the lives of people throughout the twentieth century. Concentration will be on the musical styles reflective of each era of history and how each style was affected by the society of the times. The students will examine the value of popular music ( Classic Rock, Funk, Disco, Pop, Hip Hop, Modern R'n'B) to society.			
.5	Arts/ Humanities or Elective	9-10-11-12	American Popular Music 1

<b>Honors Music Theory &amp; Composition</b>			
This course offers the student the opportunity to learn and apply basic Music Theory & Composition. It will focus on harmony and arranging at multiple levels and is a hands-on experience. The course will have the student write their own compositions for a variety of different musical ensembles.			
.5	Arts/Humanities or Elective	9-10-11-12	Teacher Recommendation

## **PHYSICAL EDUCATION AND HEALTH EDUCATION**

<b>Physical Education 9</b>			
Focus is largely on the growth and development of students through the medium of total body activities. The principle objectives include: 1. The development of motor skills and physical fitness 2. The development of desirable social attitudes and emotional traits 3. The development of an appreciation for a wide variety of physical activities that would result in continued participation for the enjoyment of leisure time activities. This course is required of all students during the 9th grade. Failure to dress and/or participate on an ongoing structured basis would eventually warrant failure of that class. Two full credits in physical education must be earned before a student can graduate.			
.5	Graduation Requirement	9	None

<b>Physical Education 10-12</b>			
Focus is largely on the growth and development of students through the medium of total body activities. The principle objectives include: 1. The development of motor skills and physical fitness 2. The development of desirable social attitudes and emotional traits 3. The development of an appreciation for a wide variety of physical activities that would result in continued participation for the enjoyment of leisure time activities. 1 full credit of this course is required of all students during the 10th, 11th, and 12th grades. Failure to dress and/or participate on an ongoing structured basis would eventually warrant failure of that class. Two full credits in physical education must be earned before a student can graduate.			
.5	Graduation Requirement	10-11-12	None

## **SCIENCE**

<b>Earth &amp; Space Science</b>			
The Earth & Space science course is designed to interpret and understand the world around you. In order to do so, students will investigate and study the interactions between the four major Earth's spheres, including the geosphere, atmosphere, hydrosphere and biosphere in order to explain Earth's formation, processes, history, landscapes, how and why Earth changes over time. The course will also explore how current actions of man interactions affect Earth's spheres leading to local and global changes. If a student takes this course in 9th grade, he/she will be enrolled in Biology in 10th grade.			
1	Core	9	None

<b>Biology</b>			
<p>Biology is an introductory course that emphasizes the nature, form, chemical structure, and heredity of living things. Students are exposed to units of study that include basic biological principles, biochemistry, bioenergetics, homeostasis and transport, cell growth and reproduction, genetics, ecology and evolution.. Laboratory investigations will be done to enhance other classroom learning activities. This course is designed to help prepare students for the Pennsylvania Keystone Exam and provide an overall understanding of the study of life.</p>			
1	Core	9, 10	None

<b>Advanced Placement Biology</b>			
<p>This class is designed to expose the students to a college level introductory biology course that would typically be taken by Freshman Biology majors. At the conclusion of the course, students should master molecules and cells, heredity and evolution, organisms and populations, and laboratory analysis. The AP Biology screening process requires successful completion of all prerequisites including biology and chemistry with at least an overall grade of "B" in each science class. Students may earn college credit by taking and passing the Advanced Placement examination in Biology with a minimum score of 3 out of 5 at the conclusion of this course. (Weighted Grade Course)</p>			
1	Core or Elective	11-12	Biology & Chemistry and Teacher Recommendation

<b>CHS Anatomy and Physiology (College-In-High School, Carlow University)</b>			
<p>This is a comprehensive, yearlong college course designed for students with an interest in the structures and functions of the human body and may aspire to pursue a career in the allied/medical health professions. Students will be exposed to topics of study including anatomical terminology, tissues, levels of biological organization, homeostasis and the structures and functions of the major organ systems of the human body including the integumentary, skeletal, muscular, nervous, cardiovascular, respiratory, lymphatic, digestive, and urinary systems. Laboratory investigations will be used to enhance class lectures and discussions. Students have the option of registering for credits, 4 per semester, through Carlow University for Anatomy &amp; Physiology I and Anatomy &amp; Physiology II which correspond to their Biology 201 and 202 courses.</p>			
1	Core or Elective	10-11-12	Biology

<b>The Physical Sciences</b>			
<p>The Physical Sciences is an interdisciplinary course introducing students to the fields of chemistry and physics. Through hands-on activities, focused discussions, and unique applications, students will gain an understanding of some of science's most fundamental ideas about the physical world. This class is specifically designed toward those students who have not already taken a chemistry or physics course. Through this course, students will hopefully build a passion for the physical sciences and elect to take either of those distinct courses in their future.</p>			
1	Core or Elective	10-11-12	Biology

<b>Environmental Science (Semester class)</b>			
Environmental science is a course which includes the study of the interrelationships that exist in environmental systems, ecological problems, and human courses of action. Questions of human populations and their interaction with the environment, as well as basic ecological principles, environmental ethics, resource use, and conservation are addressed. This course concludes with alternatives we might use to build a society capable of living on Earth with less harmful impacts.			
.5	Core or Elective	9, 10, 11, 12	None

<b>Humanities Chemistry</b>			
This course is designed to provide a thorough introduction to the topics of chemistry. Physical and chemical states and properties of matter, atoms and elements, applications of the periodic table, molecules, bonding, reactions, and molecular states will be explored. Hands-on activities and labs; enhanced by virtual tools are implemented as applicable. This course is an overview course intended as an introductory study of chemistry.			
1	Core or Elective	10, 11, 12	Algebra I & Biology

<b>STEM Chemistry</b>			
This course is intended to provide a very thorough and demanding first year chemistry course. Atomic and molecular structure, thorough understanding of the periodic table, bonding, composition stoichiometry, chemical and reaction stoichiometry, and states of matter are explored. Hands-on activities and labs; enhanced by virtual tools are implemented as applicable. As math is utilized in this course, success in Algebra is required. This course is intended for those who wish to dive deeper into the core content, and may want to pursue further chemistry or science study. This course is required to take AP Chemistry. (Weighted - Honors)			
1	Core or Elective	10, 11, 12	Algebra I & Biology

<b>Astronomy 1</b>			
Through model making and hands-on activities this introductory course is designed to give students the ability to analyze and explain the universe. The course will introduce students to backyard astronomy, Identify, locate and describe the planets, stars and galaxies. Describe the appearance, apparent motions and models of the objects in the sky such as the sun, moon and planets and stars. Introduce students to extraordinary celestial objects such as galaxies, exoplanets, pulsars, neutron stars, and black holes. We may even explain the universe on its biggest scale, the big bang, through the models of cosmology and evidence. Through this course students will sharpen their logical reasoning skills and get a better understanding of both scientific observation and scientific deduction.			
.5	Core or Elective	9-10-11-12	None

### **Astronomy 2**

Through model making, mathematical analysis and hands-on activities this course is designed to give students the ability to analyze and explain the universe. The course will analyze how astronomers make inferences about the planets, stars and galaxies, examine the evidence that they use to make inferences about the objects in the sky, and study the models of cosmology. Concepts of chemistry, (i.e Spectroscopy,) Physics (i.e Gravity & Circular Motion) and Biology (Biochemistry & Requirements for life.) will be expanded through the lens of astronomical concepts. Through this course students will sharpen their logical reasoning skills and get a better understanding of both scientific observation and scientific deduction.

.5

Elective

10-11-12

Astronomy 1 & Biology

### **Forensic Science (Semester Course)**

This course introduces the multiple disciplines that comprise forensic science. It is designed in topic modules that revolve around specific case studies. Student interactions to create team collaborations are utilized. The class-time is devoted to discussions, activities, and engagement in lab and practical hands-on tasks. Material is presented virtually through recorded lessons and corresponding notes with time frames to complete the required components as well as through in-person discussion sessions. The combination of hands-on and online portions provide each student with a well-rounded understanding of the intertwining topics in this complex science discipline.

.5

Core or Elective

10-11-12

Biology & Chemistry  
concurrent

### **Advanced Placement Chemistry**

This college level course focuses on advanced topics in Chemistry, building upon material studied in Honors Chemistry while expanding into college-level advanced topics. AP Chemistry will provide the student with the necessary knowledge to be adequately prepared to handle advanced Chemistry at the college level. The curriculum followed is approved by the College Board. Students anticipating college study in engineering, biological, and medical fields will find this course instrumental to their success in these areas. This course relies on the topics covered in Honors Chemistry as a foundation. The student will study the topics of advanced stoichiometry, bonding and geometries, reactions, titrations, solutions, molecular interactions, REDOX and electrochemistry, acids and bases, kinetics, equilibrium, solubility, and thermodynamics. Significant laboratory work is integral and emphasizes the material covered in the classroom. Practice AP test questions will be reviewed on an ongoing basis with each unit. The AP Chemistry screening process will require successful completion of the prerequisites with a minimum of an 85% overall grade. Students may earn college credits by taking the Advanced Placement Examination in Chemistry at the conclusion of this course. (Weighted Grade Course)

1

Core or Elective

11-12

Humanities/STEM  
Chemistry, Algebra II, and  
Teacher Recommendation

### Humanities Physics

Humanities Physics introduces students to a new way of describing and understanding their interactions within the physical world. Through discussion, inquiry activities, and hands-on lab activities, students will develop an understanding of the big ideas of science (stability and change, systems analysis, conservation, patterns of motion, energy transfer) that bring sense and predictability to the observable events in their everyday lives. Through the course, students will uncover concepts in mechanics, waves, and relativity, and apply these concepts through mathematical application to new scenarios. Humanities Physics will utilize algebraic and geometric skills, though a larger component of assessment will emphasize student growth and ability in scientific reasoning and critical thinking.

1	Core or Elective	10*, 11, 12  *requires teacher discussion	Algebra I & Biology or Teacher Recommendation if have not taken Humanities/STEM Chemistry
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### STEM Physics

This course is intended to provide a very thorough and demanding first year physics course. The course will follow PA standards and Next Generation Science Standards (NGSS) that focus on “cross-cutting” skills, science and engineering practices, and disciplinary core ideas. This course is intended for those who wish to dive deeper into core content, and who may want to pursue further physics or science study. (Weighted - Honors)

1	Core or Elective	11, 12  *requires teacher discussion	Algebra I, Biology , Humanities/STEM Chemistry and/or Teacher Recommendation
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### Advanced Placement Physics

AP Physics C is a full year course, building upon the principles encountered in STEM Physics. The course is split evenly into two major components: classical mechanics and electromagnetic theory. Each week, students will explore not only new concepts, but complex applications, and laboratory skill development as well. Considerable attention will be paid to problem-solving and analysis, utilizing algebraic, trigonometric, and calculus-based skills. Because the course will deal extensively with differentiation and integration, it is expected that all students either have completed Calculus I or are taking it concurrently. By the end of the course, all students will be prepared to take both the *AP Physics C Mechanics* and the *AP Physics C Electricity and Magnetism* exams.

1	Core or Elective	11, 12	Humanities/STEM Physics, and Teacher Recommendation Course must be taken concurrently with (or after) Calculus.
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**Scientific Research and Application (semester or full-year)**

This self-directed course is designed for students to explore their own scientific interests and grow toward expertise in a chosen field. Through participation in research competitions and the completion of unique projects, students will gain the opportunity to dive deeper into any scientific field of their choosing.

All students participating in the course will communicate with professionals in their field and present their findings to multiple competitive panels, through the Pennsylvania Junior Academy of the Sciences and the Pittsburgh Regional Science and Engineering Fair. In addition to investigating the research process, students will learn to recognize scientific fallacies, gain practice in scientific communication, and collaborate to complete a complex design problem..

0.25 or 0.5	Elective	10*-11-12  *requires self-discipline; teacher discussion	Teacher Recommendation
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**SOCIAL STUDIES**

**Integrated 9 (Honors) - Social Studies & English 9**

This is a fully integrated course that combines both English and World Geography and Culture standards. This is a co-taught course where project-based instruction will be the primary mode of content delivery. Instruction will focus on evaluating primary source documents while developing critical reading and writing skills. The analysis of complex fiction and nonfiction texts will prepare students to powerfully communicate ideas through writing. Successful completion of this class includes producing authentic projects with real-world connections. This integrated class accounts for both the 1 English credit and 1 Social Studies credit. Scheduled into a double MOD that meets every day. Students will earn **honors credit** for each discipline upon successful completion of the course. Due to the accelerated and analytical nature of this course, independent work skills, and established study habits are necessary.

<b>2 total;</b> 1-Social Studies, 1-English,)	Core	9	Teacher Recommendation
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**World Geography and Cultures 9**

During the freshman year students will focus on the impact of the five themes of geography and their relationship to the development of human characteristics. They will then seek to correlate how this impacts the learner globally. As students discover the interconnectedness they have to the international community they will also become more aware of their own surroundings. Successful completion of this class also includes gaining an understanding of organizational skills, study skills, and study strategies.

1	Core	9	None
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<b>Honors World Geography and Cultures 9</b>			
<p>This course requires the learner to be highly motivated to work independently and at an accelerated rate. Students will focus on the impact of the five themes of geography and their relationship to the development of human characteristics. They will then seek to correlate how this impacts the learner globally. As students discover the interconnectedness they have to the international community they will also become more aware of their own surroundings. The analytical skills and activities in this course will allow the students to become informed, knowledgeable citizens. Due to the accelerated and analytical nature of this course, independent work skills, and established study habits are necessary.</p>			
1	Core	9	Teacher Recommendation

<b>World Affairs 10</b>			
<p>World Affairs is an in-depth study of the historical events and trends that have shaped the modern world. Focus will be placed on Asia, Europe, and Africa. Special attention will be paid to the role that economics have played in the development of modern nation-states. Course activities include, but are not limited to, primary source analysis, historical simulations, presentations, and a variety of other performance tasks. In addition, the course will feature a heavy focus on current events and their relationship to the historical topics covered in class.</p>			
1	Core	10	None

<b>Honors World Affairs 10</b>			
<p>Though the scope of material is similar to World Affairs, Honors World Affairs is a separate and distinct course geared for the highly motivated learner. Students will be expected to work independently at an accelerated pace. Students should be comfortable both reading and writing at a high level before considering this course. Honors World Affairs is an in-depth study of the historical events and trends that have shaped the modern world. Focus will be placed on Asia, Europe, and Africa. Special attention will be paid to the role that economics have played in the development of modern nation-states. Course activities include, but are not limited to, primary source analysis, historical simulations, presentations, and a variety of other performance tasks. In addition, the course will feature a heavy focus on current events and their relationship to the historical topics covered in class.</p>			
1	Core	10	Honors World Geography & Cultures and/or Teacher Recommendation

<b>Integrated Arts 10 (Honors) - World Affairs, English 10, Fine Arts &amp; Crafts</b>			
<p>Integrated Studies encourages sophomore students to explore the richness and diversity of the world from an interdisciplinary and inquiry-based perspective. Through an inquiry-based study of world narratives using artifacts (novels, films, poems, primary source documents, short stories, and others), Integrated Studies integrates the disciplines of English, social studies, and art. Key questions about the human experience help unify the course by erasing disciplinary distinctions between social studies, English, and art; attempting to answer these key questions, students - and instructors - pursue a larger understanding of what it means to be human. Scheduled into a double period, students will earn honors credit for each discipline at the completion of the course. This Integrated Arts class is entirely project-based and co-taught by three teachers. This integrated course does not preclude students from additional Art courses.</p>			
<b>3 total;</b> 1-Social Studies, 1-English, 1-Art (Elective)	Core and Elective	10	English 9 & World Geography/Cultures and/or Teacher Discussion - format comfort &

			self-awareness
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<b>United States History 11</b>			
This course covers the history of modern America from the 1890s to the present day. Significant political, economic, foreign policy, and cultural changes will be examined. Special attention will be paid to general economic concepts (supply and demand) and the functioning of important financial institutions (stock market, federal reserve, etc.).			
1	Core	11	None

<b>Honors United States History 11</b>			
This course is intended as an accelerated version of United States history. The same time periods will be covered, 1890 to present day, but in much greater detail. Economic concepts will also be examined in greater depth. Students should be aware that there is a high degree of independent learning required for this course- not all information will be directly reviewed in class. Students are expected to have already developed high reading comprehension and study skills before taking this course.			
1	Core	11	Honors World Affairs and/or Teacher Recommendation

<b>Advanced Placement United States History</b>			
This course is intended as an accelerated alternative to Honors United States History. The focus is on the political, economic, and social trends that have shaped our nation. Students desiring to take this course must have excellent reading ability, writing skills, and academic achievement. The instructional approach is a thematic one, which seeks to develop skills in the analysis and evaluation of historical sources. Significant summer assignments will be given. An essay-style screening process will determine who is enrolled in this class. Students may earn college credit by taking the Advanced Placement Examination in UAmerican S History at the conclusion of this course. (Weighted Grade Course)			
1	Core	11	Honors World Affairs and Teacher Recommendation

<b>Problems of Democracy (POD) 12</b>			
This course is designed to provide students with a working knowledge of the basic goals of the Constitutional Framers, giving students an understanding of the purposes of the American political system, the essential structures (or institutions) within the American political system, the behavior (broadly defined) of the actors within the American political system, the purpose and performance of the linkage institutions in the United States (possibly including political parties, elections, and interest groups), and the types of policies that are often produced by a system with the characteristics of those found in the United States.			
1	Core	12	None

**CHS American Politics/A.P. Government (College in High School, University of Pittsburgh)**

Advanced Placement Government & Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. Data, theories, and government concepts will be interpreted and analyzed. (Weighted Grade Course)

1	Core or Elective	12	Honors/AP US History and Teacher Recommendation
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**Introduction to Psychology**

The objective of this elective course is designed to encourage students to explore their interest in the field of psychological relationships. Topics of inquiry include but are not limited to: Methods of Psychology, States of Consciousness, Principles of Learning, Memory and Information Processing, Human Development, Personality Exploration.

.5	Elective	10-11-12	None
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**Race, Class & Gender: Introduction to Sociology**

This course is an introduction to the study of society through the critical analysis of social relations, behavior, and organization. It is designed to facilitate students to develop a broad knowledge of how social structures and human behavior influence each other, as well as to identify the issues that arise from such interactions. In order for students to critically analyze contemporary social issues and problems, such discussions will focus along the dimensions of race, class, and gender. No prior knowledge of sociology is expected.

.5	Elective	10-11-12	None
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**Modern Dilemmas**

Modern Dilemmas is an elective course available to juniors and seniors who wish to explore controversial current event problems and issues. Students will analyze dilemmas that challenge our society and evaluate their successes, failures, and ramifications utilizing research, formal debates, roundtable discussions, mock trials, and quality participation. Upon completion of the course the learner will have the ability to make responsible civic decisions.

.5	Elective	9-10-11-12	Requires maturity; teacher recommendation
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**Service Learning**

Service Learning is a new course that seeks to explore local, national and global needs. Through the research of needs around our communities and the greater world, students work in a project-based environment to create real world solutions and implement their action plans. This course can be taught by a teacher in any discipline or content area.

.5	Elective	9-10-11-12	None
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<b>American Conflicts</b>			
<p>The semester-long course will explore American military engagements of the late 20<sup>th</sup> and early 21<sup>st</sup> centuries, covering 50 years of U.S. military involvement. The objective of the course will be to analyze not only our military goals during these conflicts, but to also evaluate the political objectives and social climates of those eras. The class will incorporate the best primary sources available hosting numerous guest speakers from many of these conflicts to provide students with first-hand accounts of their service. Weaponry and tactics will also be analyzed. A foundation for the class will be forged with an overview of the two main theories of warfare. Each conflict will then be analyzed through this prism starting with Southeast Asia then working chronologically through the Iranian Hostage Crisis (1979), Lebanon and Grenada in the early 1980s, Panama and the Gulf War at the turn of the decade, through the humanitarian / peacekeeping missions in the mid-1990s and finally concluding with the current War on Terror.</p>			
.5	Elective	9-10-11-12	None

<b>Conspiracy Theories</b>			
<p>From the Salem Witch Trials to the present day obsessions with the JFK assassination, UFOs, and alleged misdeeds of the Clinton and Bush administrations, Americans have embraced conspiracy theories to explain mysterious events and wrenching social changes, sometimes with far-reaching results. The primary objective of the course is to help students deal more intelligently with the conspiratorial fears and political paranoia that pervade modern American culture, by placing them in a broad historical context and learning to subject them to rigorous local and cultural analysis. We will also consider some real "conspiracies: (such as the details of the Lincoln assassination) that are considerably less well known than the imaginary ones.</p>			
.5	Elective	9-10-11-12	None

<b>Genocide Studies: The Holocaust</b>			
<p>Examine and analyze the notion of human rights violations and genocides in the 20th century through the use of a case study on the Holocaust. The course will commence with an investigation on the notion of basic human rights with an emphasis on its definition as well as subsequent violations throughout the 20th and 21st century and will continue with an examination of the definition of genocide in the mid-20th century. The focus of the course will be given to studying the Holocaust including its origin, course, and conclusion, providing a framework for the examination of other genocides and human rights violations taking place throughout the world currently. The examination into the Holocaust will take place from the following angles: targets, attackers, escalation, annihilation, victims, homelands, onlookers, and aftermath in conjunction with the following questions: Why the Jews? Why the Germans? Why murder? Why this swift and sweeping? Why didn't more Jews fight back more often? Why did survival rights diverge? Why such limited help from outside? What legacies, what lessons? The course will culminate as students investigate current conflicts to determine if they qualify as a genocide given the UN definition, as well as the correct course of action to take for said conflicts.</p>			
.5	Elective	10-12	None; maturity for nature of subject focus

## TECHNOLOGY EDUCATION/ENGINEERING

<b>CHS Introduction to Engineering Design (College in High School, RIT)</b>			
Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work. Students will have the opportunity to earn college credit at the completion of this course. Students may take this course for college credit through the Rochester Institute of Technology (Weighted)			
1	Technology or Elective	10-11-12	Algebra I

<b>CHS Computer Integrated Manufacturing (College in High School, RIT)</b>			
Computer Integrated Manufacturing (CIM) deepens the skills and knowledge of an engineering student within the context of efficiently creating the products all around us. Students build upon their Computer Aided Design (CAD) experience through the use of Computer Aided Manufacturing (CAM) software. Throughout the course students learn about manufacturing processes and systems. The course culminates with a capstone project where students design, build, program, and present a manufacturing system model capable of creating a product. Students may take this course for college credit through the Rochester Institute of Technology (Weighted)			
1	Technology or Elective	10-11-12	Algebra I

<b>Manufacturing Technology (Making)</b>			
Manufacturing Technology is a course developed for students to design and create projects using various means of manufacturing. Students will be re-taught all of the general woodworking tools as a foundation for success. The majority of focus will be placed on product design and development for automated manufacturing. All automated equipment will be taught in great detail so that each and every student will have the ability to become certified to run the equipment. Pieces of equipment include the following: 1.) all traditional woodworking equipment, the 3d Printers, the laser engraver, the CNC router and the HAAS Mini Mill. This is a class with the general maker in mind.			
.5	Technology or Elective	9-10-11-12	None

## WORLD LANGUAGES

<b>French I</b>			
This course is an introduction to the spoken and written language, focusing on vocabulary building, basic grammatical concepts, and general self-expression, while exploring the practices and culture of Francophone countries.			
1	Elective	9-10-11-12	None

<b>French II</b>			
This course continues to build upon the reading, writing, speaking, and grammatical skills from French I while introducing more complicated grammatical features and strengthening the student's ability to complete more complex written and spoken tasks.			

1	Elective	9-10-11-12	French I
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**French III**

This course focuses on mastering the skills of French I and II while introducing more complex grammatical features and tenses to aid students in self-expression, narration, and description.

1	Elective	10-11-12	French II
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**CHS French (College in High School, University of Pittsburgh)**

This course is an intermediate-level college French course designed to give students productive and interpretive proficiency in the language. Emphasis is on contextualized development of all four skills: speaking, writing, listening, and reading. (Weighted Grade Course)

1	Elective	12	French III
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**Latin I**

This course includes a study of basic vocabulary with an emphasis on English derivation and grammar used in reading, speaking, and composing Latin. This course focuses on developing reading proficiency and an understanding of ancient Roman culture. Grammatical structures, vocabulary building, and oral and written translation skills are emphasized.

1	Elective	9-10-11-12	None
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**Latin II**

This course continues the study of vocabulary, culture, and grammar used in reading, speaking, and composing Latin. This course focuses on developing reading proficiency and an understanding of ancient Roman culture. Grammatical structures, vocabulary building, and oral and written translation skills are expanded upon the concepts of Latin I.

1	Elective	9-10-11-12	Latin I
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**Latin III**

This course continues the study of vocabulary, culture, and grammar used in reading, speaking, and composing Latin. This course focuses on developing reading proficiency and an understanding of ancient Roman culture. Content includes an introduction to prose composition and poetry. Grammatical structures, vocabulary building, and oral and written translation skills are expanded upon the concepts of Latin II.

1	Elective	10-11-12	Latin II
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**CHS Latin (College in High School, University of Pittsburgh)**

This course is an introduction to Latin poetry. Students will read selections from Books I, II, and IV of Virgil's epic, **The Aeneid**, a poem that tells the amazing story of a band of Trojan refugees and their leader, Aeneas, who are searching for a new homeland. In the readings, close attention is paid to diction, style, meter, narrative technique, and the conventions of the ancient epic. Students also will read the whole poem in English for in-class discussion.. (Weighted Grade Course)

1	Elective	12	Latin III
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<b>Mandarin Chinese I</b>			
Mandarin Chinese is an introduction to the spoken and written language, focusing on vocabulary building, basic grammatical concepts, and general self-expression.			
1	Elective	9-10-11-12	None

<b>Mandarin Chinese II</b>			
Mandarin Chinese II is an intermediate-level course that continues to fine-tune the skills from Mandarin Chinese I while introducing more complicated grammatical features and strengthening the student's ability to complete more complex written and spoken tasks.			
1	Elective	9-10-11-12	Mandarin Chinese I

<b>Mandarin Chinese III</b>			
Mandarin Chinese III is an advanced-level course that builds on oral and written communication from Level II while introducing more complicated grammatical features and strengthening the student's ability to complete more complex written and spoken tasks.			
1	Elective	11-12	Mandarin Chinese II

<b>CHS Chinese (College in High School, University of Pittsburgh)</b>			
This class will use Integrated Chinese Level 1 Part 1 as the primary textbooks used for the Chinese CHS course at Avonworth High School. Students will complete lesson 1 to lesson 9 in the textbook, workbook, and character workbook to meet the requirements for Pitt's Chinese 0001 course. Besides the materials in this textbook, there is also a collection of readers that cover current events (news), short passages, articles and literature, cultural festivals, historical stories, Chinese philosophy from Chinese newspapers, online resources, and books. Chinese movies, documentaries, TV shows, as well as songs in Chinese, are also going to be covered more or less. The whole course is taught and all activities throughout the course are conducted only in Mandarin Chinese. After students complete this course, they will be allowed to take a final examination for the CHS Chinese course to get 5 credits from Pitt's. (Weighted Grade Course)			
1	Elective	12	Mandarin Chinese III

<b>Spanish I</b>			
Spanish I introduces many important and fundamental aspects of the Spanish language, concentrating on vocabulary building, basic grammatical concepts, and general self-expression. Students develop listening, speaking, reading, and writing skills in Spanish while exploring the culture of the Spanish-speaking world.			
1	Elective	9-10-11-12	None

<b>Spanish II</b>			
Spanish II reviews the vocabulary and structures of the Spanish language presented in Spanish I and builds on these concepts to reinforce and enhance the students' verbal and written skills. In addition, the study of Hispanic culture befits as an integral part of language learning.			
1	Elective	9-10-11-12	Spanish I

<b>Spanish III</b>			
Spanish III students integrate language topics from the first two levels of Spanish with advanced grammar lessons and practical vocabulary units to improve their listening, speaking, reading, and writing skills. An introduction to Hispanic short stories is included at this level as a way to foster and cultivate cultural awareness.			
1	Elective	10-11-12	Spanish II

<b>CHS Spanish (College in High School, University of Pittsburgh)</b>			
CHS Spanish is the continued advanced study of the Spanish language with flexible and important topics while highlighting on expanding vocabulary acquisition, increasing grammar proficiency, writing and listening skills, reading and discussing works of recognized Hispanic authors, short stories, and current magazine and newspaper articles. Cultural connections and cultural awareness are emphasized through all aspects of language study. (Weighted Grade Course)			
1	Elective	12	Spanish III

**General Electives**

<b>Freshman Seminar</b>			
Freshman seminar is a semester course required of all 9th graders. This course is intended to prepare students for high school by focusing on personal interests and passions and prepare students for the world around them. Topics of study will include Internet safety, career exploration, diversity, drug & alcohol support, positive life choices, personal growth, mentoring/advising program, habits of mind.			
.5	Graduation Requirement	9	None

<b>Research Seminar</b>			
Research seminar is a personalized elective that will allow students to pursue an interest that is not part of the regular curriculum, essentially "BYOC - Build Your Own Course.". Students will generate a research/driving question, conduct a literature review, collaborate with content experts, develop a hypothesis or solution, and present findings/project in a research symposium. The nature of the course is project-based. The course will be offered in a blended environment that will include flexible face-to-face instruction, blended online instruction, and off-campus excursions with project partners.			
.5 or 1	Elective	11-12	None

### **Experience Based Learning Opportunity**

Students may complete a district-approved Experience-Based Learning Opportunity (ELO) to earn a half elective credit (.50) toward graduation. Up to 2 credits may be earned from with the successful completion of approved Experience-Based Learning Opportunities. Experience-Based Learning Opportunities may vary in structure, scope, and intensity, internships for credit but must meet the following criteria for approval and to earn credit:

- 60 hours (or the equivalent) of onsite or experiential learning as determined by the site administrator and a district representative. Hours must be logged and signed off by the site supervisor and district representative
- Be approved by the school district (either as an affiliated program or individually approved plan)
- Result in a district-approved culminating artifact that could include a written reflection, presentation, portfolio or demonstrated competence

.5	Elective	11-12	Approval Process
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### **Independent Study Program**

#### Purpose

Independent study is designed for students who are motivated to pursue a subject at their own pace without day-to-day instruction by a teacher and *who have demonstrated exceptional interest in the subject matter and evidence of academic achievement*. Though designed primarily for students who want academic enrichment, independent study may be recommended for students who have encountered scheduling conflicts for required courses or academic deficiencies.

Independent study is not meant as a substitute for a teacher and daily instruction, so students should carefully consider their instructional needs and learning styles when weighing this option. It is also not meant to resolve scheduling conflicts for all situations. Independent study shall be granted under individual circumstances to enhance a student's learning experience.

#### Scope

An independent study program requires special effort and commitment on the part of the student, parent, and school to meet the individual educational interest of the student. Although students are encouraged to pursue independent study opportunities consistent with the mission statement of the district and the purpose of the independent study program, the district recognizes that not all curricular areas are well suited to this option because the courses involve significant direct instruction, hands-on activities, labs, and/or collaboration among the teacher and students.

No department or teacher will be required to participate in an independent study; participation is strictly voluntary. On-site opportunities exist in the following departments: English, Social Studies, Humanities, and Foreign Languages (advanced coursework only). However, a student may still pursue an opportunity with a teacher even if that teacher's department is not listed here. Additionally, students may work with their School Counselor to pursue independent study possibilities in all disciplines. If a student desiring an independent study is unable to find a teacher to volunteer, the student may explore taking the course, at his or her family's expense, through either an approved online program or an off-site classroom experience.

#### Eligibility Requirements

- Students have shown evidence that they will work independently to complete the program assignments

- Students have successfully completed the application and agreement process

### Independent Study Guidelines

Independent study may be requested only if the student:

- has exhausted the course offerings in a particular department, or
- desires to complete a course not offered by the high school, or
- is unable to schedule a course required for graduation, or
- is unable to schedule an elective course, *which is in a sequence of electives previously begun by the student*, only if it is in conflict with a required course (The student also must have demonstrated an inclination for the elective area through prior academic achievement. Entry level electives are not eligible for independent study.), or
- has other exceptional circumstances as determined by the Director of Student Services

### Application Process

Independent study application forms can be obtained by the student in the counseling office. Independent study applications should be completed and returned to the student's school counselor no later than April 30th in the year prior to completion of the independent study. Applications will be judged and approved on academic rigor and relevance. Any application received after April 30th may be rejected for budgetary, programmatic, or staffing reasons. A completed application consists of the application form and the components in the format listed below and the Independent Study Agreement.

### Developing the Independent Study Agreement using Avonworth Resources

In collaboration with the sponsoring teacher, each student requesting an independent study must complete a written agreement that follows this prescribed format by providing the following information:

- Rationale for requesting this independent study
- Detailed explanation of how the independent study will meet the course objectives
- Timeline for completing the learning experiences, activities, and assessments in conjunction with the written planned course
- Resources needed to complete this independent study (e.g.: personnel, printed materials, lab space, equipment, etc.)
- The student and sponsoring teacher must also arrange a meeting with the school counselor and parent/guardian to review the application and determine if all of the criteria have been met. Also, completed agreements must be submitted with the application.

### Financial Obligations

All materials and mentor stipends for independent studies occurring on-site at Avonworth will be paid for by the district. For any independent study using non-Avonworth resources, it will be the student's family's primary responsibility to pay for all costs (i.e.: tuition, materials) except the mentor stipend, which will be the district's responsibility.

### Approval Process

Independent study applications and agreements (applicable to both required and non-required graduation credit courses) must be reviewed and approved by an Independent Study Review Committee. For applications submitted by April 30th, the student will be notified of acceptance by May 31st in the year prior to completion of the independent study. Completed applications will be stored in the student's permanent record file in the counseling office.

Appeals to the committee's decision must be made to the committee within three (3) school days after being informed of the decision. The committee will review the appeal and notify the student of its decision. Once the committee rules

on the appeal, the decision is final.

The approved packet will then be forwarded to the Assistant Superintendent and Superintendent.

### Independent Study Review Committee

The four-member Independent Study Review Committee is composed of the mentor teacher, a teacher in the content area, a school counselor, and principal.

### Roles and Responsibilities

*Students* interested in independent study are responsible for the following:

- Meeting the eligibility requirements
- Obtaining commitments from a teacher(s) of that subject or discipline who will agree to sponsor the independent study
- Completing an application form for independent study no later than April 30th in the year prior to completion of the independent study
- Completing a proposal for independent study following the prescribed format and with the assistance and approval of the sponsoring teacher no later than April 30th in the year prior to completion of the independent study

Once a teacher agrees, he/she assumes the responsibility for supervising the structure and maintenance of the independent study to ensure educational accountability.

Their responsibilities include the following:

- Be a member of the student's Independent Study Review Committee
- Review a completed proposal to determine its feasibility
- Provide written and/or verbal feedback and counsel to the student on a regular basis, including, at a minimum, interim and quarterly reports
- Submit a final grade to the student's Independent Study Review Committee

\* Note: The section on teacher roles and responsibilities does not apply if it is an offsite course.

*Independent Study Review Committee* is responsible for the following:

- Reviewing each application and contract proposal
- Determining approval or disapproval of studies presented by May 31st in the year prior to completion of the independent study.
- Hearing appeals of disapproved studies and rendering a final decision
- Providing final approval to proceed with the independent study as agreed
- Verifying successful completion of Independent study

*Facilitator* of the Independent Study Program shall be the counselor and shall be responsible for the following:

- Promoting and communicating the Independent Study Program to students and parents
- Working with students, parents and teachers, as appropriate, to facilitate and coordinate identification of and application for independent study options
- Stewardship of the application review process
- Identification of and application for applicable grant funding

### Meeting Timelines

Independent study deadlines and/or checkpoints not met may cancel or invalidate the agreement. The four-member Independent Study Review Committee must review and approve the evidence presented at the close of the course.

All approved independent study requirements must be completed no later than the 80th day of the semester.

Grading and Credits After the teacher submits the student's grade, final awarding of credit for a completed independent study is made by the principal in consultation with the Independent Study Review Committee. Students may contract for no more than ½ credit of independent study per semester or for more than two total credits in their four years of high school.

No grades or credit will be given for incomplete work or failure to comply with agreements.

## Independent Study Application Form

**Section I:** Complete the information below, including parent/guardian signature.

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_ School Year: \_\_\_\_\_

Name of the proposed independent study course: \_\_\_\_\_

Type of independent study: (check one) On Site \_\_\_\_\_ Outsource (online or university) \_\_\_\_\_

Length of independent study request (check one): Full-year \_\_\_\_\_ Semester I \_\_\_\_\_ Semester II \_\_\_\_\_

Parent/Guardian Permission: I have read and understand the requirements for independent study for my child, and am aware of my obligation to meet with my child's school counselor to review the completed application prior to submission.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Section II:** Compile the following information and provide it to the school counselor during the application review meeting.

- Rationale for requesting independent study
- Detailed explanation of how the independent study will meet course objectives
- Timeline for completing learning experiences, activities, and assessments in conjunction with the written planned course
- Resources needed to complete independent study (e.g.: personnel, printed materials, lab space, equipment, etc.)
- Student's current schedule

**Section III:** Submit application packet to school counselor by April 30th of the year prior to independent study.

Date of final application submission: \_\_\_\_\_ Received by: \_\_\_\_\_

**Section IV:** Independent Study Review Committee Decision and Signatures

Accept Application: \_\_\_\_\_ Reject Application: \_\_\_\_\_ Date: \_\_\_\_\_

Sponsoring Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

School Counselor: \_\_\_\_\_ Date: \_\_\_\_\_

Content Area Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Principal: \_\_\_\_\_ Date: \_\_\_\_\_

Assistant Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

**Section V: Superintendent's Use Only:**

Grade: \_\_\_\_\_ Credit: \_\_\_\_\_ Date Recorded: \_\_\_\_\_ Recorded By: \_\_\_\_\_



Applications to attend A.W. Beattie Career Center should be made during the second semester of the 9<sup>th</sup>, 10<sup>th</sup> or 11<sup>th</sup> grade and will be carefully reviewed. Further information concerning the A. W. Beattie Career Center's program is available in the School Counseling Office.

### **Course Offerings:**

- Advertising Design
- Automotive Collision & Technology
- Automotive Technology (AYES)
- Carpentry/Building Construction
- Computer Systems, Network Engineering & Cyber Security
- Cosmetology
- Culinary Arts
- Dental Careers
- Early Childhood Education
- Emergency Response Technology
- Health & Nursing Sciences
- Heating, Ventilation & Air Conditioning
- Introduction to Pharmacy (Gr. 12)
- Pastry Arts/Commercial Baking
- Robotics Engineering Technology
- Sports Medicine (SMART-EST)
- Surgical Sciences
- Veterinary Sciences Technology

### **Course Descriptions:**

**Advertising Design** – The **Advertising Design** program at A. W. Beattie Career Center focuses on a wide variety of professional art-related fields, including: Digital Graphic Design, Multimedia, Digital Photography, and Web Design. Students will train in a dual-platform (Mac and PC) environment using the latest in professional graphic design software and equipment, such as: Adobe Photoshop CS5.5, Adobe Illustrator CS5.5, Adobe Premiere Pro, Adobe Dreamweaver CS5.5, and many others. Achieve advanced standing at local colleges or universities by utilizing college credits you can earn while you are an Advertising Design student working towards your Adobe Certified Associate Certificate in our customized designed studio.

**Automotive Collision Technology** – **Automotive Collision Technology** prepares students in all aspects of the industry including MIG welding, computerized paint mixing, and spraying techniques. Using the latest technology in our fully equipped auto shop keeps students up-to-date with current standards. The Automotive Collision Technology program utilizes the nationally recognized I-CAR curriculum. Students earn their SP/2 industry Safety Certification leading to enhanced employment opportunities. Cooperative education experiences in local area dealerships provide authentic educational experiences. The Automotive Collision Technology program is certified by NATEF (National Automotive Technicians Education Foundation) ensuring that the Career Center meets strict education and industry standards.

**Automotive Technology** - The NATEF (National Automotive Technicians Education Foundation) ensures the **Automotive Technology** program within A. W. Beattie Career Center meets strict standards, providing students with hands-on experience using up-to-date diagnostic equipment in our state-of-the-art auto shop. Automotive Technology is an AYES (Automotive Youth Education Systems) training facility. AYES provides students authentic experiences during their senior year, with on-site experiences in local area dealerships, allowing for those important career connections. NATEF and AYES certifications assure students the best training and preparation to complete their ASE (Automotive Service Excellence) certification in less time, upon graduation. Students will have the opportunity to earn their PA Safety and Emissions Inspection credentials prior to graduation.

**Carpentry/Building Construction** - The use of hand and power tools, blueprint reading, framing, finishing, roofing, drywall, and insulation are taught through hands-on experience in the **Carpentry/Building Construction** program. Students have the opportunity to learn skills in the carpentry, masonry, plumbing, and electrical fields. BAMP activities and competitions, as well as community projects challenge students during the year, preparing them for immediate employment. Students have the opportunity to experience live work by taking part in the ongoing project of building a modular home. Students will gain educational experiences with industrial rigging, scissor lift operations, and forklift training. Students will have the opportunity to earn their OSHA-10 Safety Certification and PA Builder's Certificate.

**Computer System, Network Engineering and Cyber Security** – In this integrated dual learning pathway students will have the opportunity to explore and develop their interest in two of the most sought-after skill sets in the computer field; **Network Engineering and Cyber Security and/or Computer Systems Technology**. Building,

maintaining and troubleshooting computers and peripherals is part of the curriculum. Students will learn the basics of networking, build and create virtual servers, and they will also set up and maintain Internet client services. Students participate in the Cisco approved IT Essentials course through the Cisco Networking Academy. The curriculum builds upon itself to create a pathway for students to participate in the next step of the curriculum with Networking and Cyber Security. Students will be able to test for the CISCO Certified Networking Associates Certification.

**Cosmetology** - In **Cosmetology**, the Beattie Salon provides qualified Cosmetology students with the opportunity to use their energy, skills, and imagination on clients from the community, in a state-of-the-art Cosmetology Salon. Students will study care of hair, nails, and skin. They will learn the proper use of cosmetology tools and equipment, as well as techniques in hair cutting, styling, coloring, permanent waving, and relaxing, manicuring, pedicuring, and skin care. Students will also focus on professionalism and customer relations, while preparing to test for their Pennsylvania State Cosmetologist License.

**Culinary Arts** - The **Culinary Arts** Department has built a solid reputation as one of the finest programs throughout the State. The Beattie Dining Room, given a three-star rating by the Pittsburgh Press, serves breakfast and lunch to more than 150 people a day! Located in the Dining Room, the Bake Shop sells cookies, brownies, pies, cakes, and various pastries. Students learn all aspects of the restaurant business from meal planning, food preparation, baking and carving, top dining room management, and banquet serving. There are many job opportunities within the always growing Culinary Industry as well as scholarships for students provided by prestigious culinary colleges. Students practice their craft in a commercially equipped kitchen and bakery while earning their ServSafe Food Safety Certification.

**Dental Careers** - In **Dental Careers** students learn the necessary skills for employment in Dental Assisting, Lab Technician, Infections Control Assistant, and many more opportunities within the Dental Industry. Seniors participate in hands-on work experiences in dental offices learning and assisting in four-handed dentistry, chair-side assisting, administrative skills, and other techniques. Students will prepare to test for their PA Radiological Certification on the Career Centers state of the art Digital X-Ray System. Upon successful program completion and two years of employment, students will be eligible for their Dental Assisting National Board exam.

**Early Childhood Education** - Students enrolled in the **Early Childhood Education program** experience the opportunity to apply their child development and teaching skills and will be engaged in a variety of settings. In addition to a variety of classroom activities, students learn the industry standards for hands-on activities with infants, toddlers, and preschool age children. Students participate in a college and career program of study in a variety of facilities, including the on-site accredited Kiddie Tech Early Learning Center; practicing and refining their creative teaching skills, as well as learning the basics in caring for and managing children. Students will participate in the Childhood Development Association (CDA) Ready Certification. Additionally, students will have the opportunity to be certified in First-Aid and CPR as part of their classroom curriculum. Our ECE students are actively engaged with a number of community-based activities through the local libraries and Junior Achievement of Southwest Pennsylvania. The Early Childhood Education program is an excellent introduction to the post-secondary elementary education major.

**Emergency Response Technology** – The **ERT** course challenges students with exciting hands-on training in a fully equipped on-site lab, as well as field trips to the local Police and Fire Academies, throughout the school year. Students study several technical fields including police science, fire science, rescue operations, hazardous materials, and emergency medical services. Certification as an Emergency Medical Technician (EMT) at A. W. Beattie Career Center will prepare students for immediate employment in the growing Emergency Response Industry.

**Health and Nursing Sciences** – The **Health and Nursing Sciences** program will prepare students for the medical field that is rapidly growing and changing. There's never been a better time to pursue a career in the Health Industry. The core curriculum will prepare students for entry level positions, such as Medical Assisting, Nurse Assisting and Patient Care Technician. For those students that have an interest in becoming a Nurse, Radiology Technician, or related positions, this program will prepare them for post-secondary education. During the course of study, students may have the opportunity to gain valuable hands-on clinical experience in hospitals, nursing homes, physical therapy clinics, and private offices where they will practice and perfect their skills, preparing them for an exciting and rewarding career in healthcare. Certification as a Patient Care Technician is available to students who successfully complete their clinical rotation and certification exam through A.W. Beattie or nurse aide certification is one post-secondary pathway with an industry partner facility. Students have an opportunity to participate in a dual enrollment opportunity through CCAC as part of this program for college credits.

**Heating, Ventilating, and Air-Conditioning** – In **HVAC**, students will master the necessary skills to become qualified technicians and mechanics within their field. Students learn heating installation and service, air-conditioning installation and service, plumbing, electrical wiring, refrigeration, and sheet metal fabrication. Students will put these

skills into use when they participate in the plumbing, ventilating, and wiring of the Beattie modular home. They also test for their EPA certification and OSHA-10 Safety Certification at A. W. Beattie, helping to ensure immediate employment opportunities along with post secondary opportunities. In addition, students may gain experience with industrial rigging, scissors lift operation, and forklift training.

**Pastry Arts** – The **Pastry Arts** course provides students with an opportunity to learn all functions of a commercial bakery while perfecting their creative pastry skills. Students keep the bakery cases, located in the Beattie Dining Room, stocked full of cakes, cookies, pies, brownies, breakfast pastries, and a variety of specialty breads and rolls. Students receive quality training in our fully equipped Pastry Arts lab learning everything from baked goods preparation to merchandising, and dining room service. There are classroom demonstrations from industry professionals throughout the school year, as well as field trips to local bakeries and restaurants. Students will prepare special orders for holidays, weddings, and special events throughout the year. Students have the opportunity to earn their ServSafe Food Safety Certification.

**Pharmacy Operations – Pharmacy Technicians and Pharmacists** employment openings are projected to grow at a rate of twenty-five to thirty-two percent over the next ten years. Positions exist in the public and private sector making this exciting career a sound desirable career choice. Students will experience an interactive learning environment; experimenting on state-of-the-art equipment. Students will learn firsthand the skills needed to process patient medication orders. Students will be prepared to move into advanced post-secondary studies or test for entry level employment. The potential is endless in our ever-changing society.

**Robotics Engineering Technology** - The Robotics Engineering Technology (RET) program is designed to train students in skills related to the rapidly developing, innovative robotics and manufacturing industries. In RET, students integrate math and science concepts with cutting-edge technology in robotics and/or manufacturing. The RET curriculum has been developed in partnership with the Advanced Robotics for Manufacturing Institute based primarily at Carnegie Mellon University. Students selecting the RET program are typically preparing for a career in robotics, electronics, mechatronics, advanced manufacturing, or engineering. All students in the RET program study the core curriculum of electronics and robotics. Students also choose at least one specialty from among 3D modeling and design (for 3D printing and CNC machining), coding on platforms such as Arduino, Raspberry Pi, and LocoRobo, and Fanuc robotic arm operation. Individual projects assigned by the instructor or chosen by the student are encouraged. The FIRST Robotics Competition is part of the in-class robotics curriculum. Additionally, students interested in attending the competitions work in the evenings and weekends during the robot build season. RET students may earn up to 20 credits for use in post-secondary education in Robotics or Mechatronics Engineering at California University of Pennsylvania. Numerous other articulation agreements provide students with 4-14 credits at local colleges upon successful completion of the RET curriculum. Industry-related certifications are also available for students.

**Sports Medicine – Rehab Therapy and Exercise Sciences Technology (SMART-EST)** – The **SMART-EST** program is designed for students that are looking towards the fields of: physical therapy, occupational therapy, physical rehabilitation, exercise physiology, and sports medicine. Students will develop valuable skills in diagnosis, differential diagnosis, assessment and prevention, along with prognosis and the rehabilitation of bodily injuries and related health conditions. Students will learn the therapy and application principles of a patient care plan including: assessment, evaluation, interventions of exercise, manual therapy, modalities and neuro re-education. Students will also develop goal setting and discharge plans for patients. Students will participate in nutrition understanding, as they learn how to develop proper diet plans for healthy individuals and they will learn how to tailor diet plans for special populations. Career Pathways for SMART-EST are listed at [www.beattietech.com](http://www.beattietech.com).

**Surgical Sciences** – Surgical Sciences will introduce students to the operations of the Surgical Operating Room (OR). Students will experience and master the skills required to prep surgical instruments for patient care procedures. Students will learn medical terminology that will coordinate with post-secondary options and career employment. Students will learn in a simulated operating room environment where central sterile environment procedures will be practiced. Our students will interact with medical professionals that will enhance the daily learning environment. Surgical Science students will develop their communication, math, and medical dexterities to prepare them to become successful adults. Join us for a career pathway that has endless potential.

**Veterinary Sciences Technology** – Students enrolled in the **Veterinary Sciences** program will experience a wide variety of care and management techniques throughout the program. Students will learn to maintain medical records, schedules, offer client education, explore authentic laboratory procedures, and assist with nursing and prepare for surgical duties; along with routine exams. Students will gain a solid foundation in the Veterinary Sciences program on which to build a post-secondary degree. Students will have the opportunity to earn the following recognized industry certifications: Purina Certified Weight Coach, Pet Tech First Aid and CPR.

### **Certifications**

Through strategic planning and partnerships with local employers, A.W. Beattie Career Center offers a variety of nationally recognized validated industry skills certifications. Senior students will participate in the annual National Occupational Competency Testing Institute exams (NOCTI).

Training related externships are required for all students wishing to earn a Performance Certificate with honors during their enrollment at A. W. Beattie Career Center. These related externship experiences can be paid or unpaid and fall into one of the following categories: Cooperative Education, Job Shadowing, Clinical Experiences or Internships and Volunteer opportunities.

Student Success Center services are open to all students. The Center is designed to facilitate the needs of students to help them reach their full potential. Facilitators provide support services through tutoring, study guides, test assistance, and curriculum modification. Facilitators and Instructional Assistants offer support in the classrooms and labs.

### **Accreditation**

A.W. Beattie Career Center meets all requirements as established by the PA Department of Education under the guidelines of Chapter 339. The Career Center is the only recognized United States Department of Education Green Ribbon School award recipient career center in Pennsylvania.

**Contact A.W. Beattie Career Center for more information.**

**A.W. Beattie Career Center**

**9600 Babcock Blvd.**

**Allison Park, PA 15101**

**Phone: 412-847-1912**

**Fax: 412-366-9600**

**E-mail: [kim.zylinski@beattietech.com](mailto:kim.zylinski@beattietech.com)**

**[www.beattietech.com](http://www.beattietech.com)**

## **Drop/Add Hearing Committee Outline**

The Committee begins the third full week of school, which is after the students have the opportunity to drop a course without penalty.

### Committee Members

The Committee is composed of a teacher, the counselor, and the Principal.

### Hearing Attendees

A decision can be made only if the following are in attendance:

1. Teacher of course to be discussed
2. One other teacher or administrator
3. Appropriate school counselor
4. Student

### Process

Students must submit a request form with a written rationale as to why they wish the course to be dropped. Once the paperwork is submitted to the counselor, a hearing will be scheduled within five school days.

### Hearing Procedure

1. Student will present his/her case.
2. The counselor will present their professional opinion and any facts that may be relevant to the case, if necessary.
3. A decision will be made.
4. Student will be notified of options which include:
  - a. Accept the Committee's decision and adjust schedule as opportunities permit
  - b. Reject the Committee's decision and make no adjustments to their schedule
  - c. Reject the Committee's decision and request a final appeal to the building principal

### Decision

The following recommendations may be made by a Drop Hearing Faculty Committee:

- a. Student may not drop from the course
- b. Student may drop the course with no record on the transcript
- c. Drop the course and receive partial credit and current grade
- d. Drop the course and receive a failing grade
- e. Drop the course WF
- f. Drop the course WP
- g. Individualize the student's situation and make alternative recommendations
- h. Refer to the situation back to School Counselor for professional discretion

## Drop/Add Hearing Request

Students desiring to drop or withdraw from an Avonworth High School Course after the first two weeks of the course's academic year/semester may request a Drop Hearing, after consultation with the school counselor and appropriate teacher to remove him or herself from a current class.

### Procedure

1. The student must complete these forms and return to his/her counselor.
2. Once a Drop Hearing Request is received by the school counselor and is approved for a Hearing by the principal, a Drop Hearing will be scheduled within five school days.
3. The Drop Hearing will consist of the student, school counselor, teacher of the course requesting to be dropped, department chair of discipline of course, and one other department chair or administration as scheduled by the school counselor. Parent(s) / guardian(s) are welcome to attend, but not required.
4. The student will be informed of the date and time of the Drop Hearing. At which time, the student should be prepared to state his/her intentions, in detail, to the Drop Hearing Committee. After the student presentation is made, the Drop Hearing Members will then discuss relevant issues and conclude with a decision. The school counselor will then inform the student of his/her options the following day.

### TO BE COMPLETED BY THE STUDENT AND PARENT

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

I am requesting to Drop: \_\_\_\_\_

Teacher of the Course: \_\_\_\_\_

If applicable, the course I request to Add: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

I request to drop/withdraw from the above course because: (Please write below or attach additional documentation)

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### TO BE COMPLETED BY THE SCHOOL COUNSELOR

Faculty Drop Hearing Members:

Hearing Date: \_\_\_\_\_

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The following recommendations may be made by a Drop Hearing Faculty Committee:

- a. Student may not drop from the course
- b. Student may drop the course with no record on the transcript
- c. Drop the course and receive partial credit and current passing grade
- d. Drop the course and receive the failing percentage grade earned
- e. Drop the course WF—no credit
- f. Drop the course WP—no credit
- g. Individualize the student's situation and make alternative recommendations
- h. Refer to the situation back to School Counselor for professional discretion

Drop Hearing Faculty Committee Recommendation: \_\_\_\_\_

Upon learning of the Drop Committee's decision, the student may:

- a. Accept the Committee's decision and adjust schedule as opportunities permit
- b. Reject the Committee's decision and make no adjustments to their schedule
- c. Reject the Committee's decision and request a final appeal to the building principal

Student's Choice Based on Committee Decision: \_\_\_\_\_

### **DROP HEARING REQUEST APPROVAL**

Date Request was received: \_\_\_\_\_

School Counselor Signature: \_\_\_\_\_

Principal Signature: \_\_\_\_\_