

# **TOWANDA AREA JUNIOR/SENIOR HIGH SCHOOL**



**COURSE CATALOG  
2011-2012**

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## GENERAL INFORMATION

### Curriculum Options

Course offerings within this catalog

Possible Options/Additions

Alternative Education

AP Courses

Business Electives

Diversified Occupations

Independent Study

Independent Apprenticeship

Learning Support

Mini Courses

VLINC Internet Curriculum

Vocational Education – Northern Tier Career Center

### Course Load

Students in grades 7 and 8 will be automatically scheduled for their core and elective courses. Students in grades 9 – 12 must sign up for 7 major courses and Wellness or Physical Education each year. Students are required to carry at least 6 credits.

### Schedule Changes

Every effort will be made to complete tentative student schedules prior to the end of the current school year. Schedule changes may be made by appointment through the guidance office during the summer of 2011. It is the expectation that schedule changes for the entire school year will be completed before the start of the school year. At any time during the school year, a student may be moved to a different section based on performance in the classroom. Parents will be notified should this type of change be made.

### Add/Drop of Courses

Students will be allowed 5 school days in which to add or drop a class at the beginning of the school year. Changes after this designated time period will result in a Withdrawal Failing (WF) grade which will appear on the permanent transcript record and affects G.P.A. and honor roll status. The exception to this may occur by administrative discretion or for seniors involved with the Diversified Occupations class.

### Grade Placement

The following number of credits are necessary to move to the designated grade level:

Graduation: 25 credits

Grade 12: 18 credits

Grade 11: 12 credits

Grade 10: 6 credits

Seventh and Eighth grade students will be promoted to the next grade level provided they have not failed more than 1 major subject area (Language Arts, Reading, Math, Science, or Social Studies) for the year.

### Graduation Requirements

Graduation requirements consist of the successful completion of a minimum number of credits in addition to 10 hours of community service and successful completion of the graduation project, or an additional 20 hours of community service.

## **Graduation Project**

The Graduation Project must be successfully completed by the end of the fall semester of the senior year. For additional information and requirements, please refer to the Graduation Project Manual (copies available in the Main Office).

Option II for the graduation project consists of completing an additional 20 hours of community service and writing a summary of the activities performed. This form would need to be submitted to the Advisory teacher for approval.

## **Prerequisites**

Some courses require certain prerequisites. Any information regarding prerequisites is provided within the course description.

## **College Courses**

Under certain circumstances, college courses may be pursued for college credit as well as for high school elective graduation credit. Students must submit college courses for evaluation and approval through the Guidance Office. Each student's case will be reviewed by the administration and addressed as best suits the individual educational needs of the student.

**The Towanda School District offers several AP courses through a dual enrollment program with Keystone College.** Dual enrollment is an effort by the Commonwealth to encourage a broad range of students to experience postsecondary coursework and its increased academic rigor, while still in the supportive environment of their local high school. These courses are available to juniors and seniors who can show they are ready to earn college credits while completing their high school requirements. For the 2011-12 school year, students will be required to pay \$75 per credit to Keystone College for dual enrollment courses.

## **Class Enrollment**

Classes may be canceled due to insufficient enrollment. Students are requested to consider carefully the classes they request. Since a great deal of time and effort goes into the scheduling process, students are expected to continue in and complete the courses selected.

**GPA and Class Rank**

The GPA and class rank is computed using the following table for all classes worth .5 credits or more.

GPA System
A+ (98 – 100)
A (95 - 97)
A- (92 - 94)
B+ (89 - 91)
B (86 - 88)
B- (83 - 85)
C+ (80 – 82)
C (77 – 79)
C- (74 – 76)
D+ (71 – 73)
D (68 – 70)
D- (65 – 67)
F (64 – 40)

**Transcripts and College Applications**

Please allow ten working days for an official transcript to be processed. It is recommended that college applications be submitted by mid-November to meet most college deadlines.

**Military Recruiters Request for Student Information**

The No Child Left Behind Act and the National Defense Authorization Act of 2002 requires high schools to provide to military recruiters, upon request, access to secondary school students and directory information on those students. In accordance with those Acts, military recruiters are entitled to receive the name, address, and telephone listing of juniors and seniors in high school. Providing this information is also consistent with the Family Educational Rights and Privacy Act. If you do not wish the Towanda Area School District to release your child’s name, address, and phone number, you must submit a letter in writing to the guidance office by September 16<sup>th</sup> for the 2011-12 school year.

**Athletic Eligibility**

Information in regards to athletic eligibility may be obtained from the Assistant Principal or Athletic Director.

### **Honor Roll**

Honor Roll will be determined each marking period by calculating all courses worth .5 credit and more. Grades of a 73% or below in any subject, regardless of credit, will disqualify a student from Honor Roll. "Incompletes" must be made up within 5 days of the issuance of report cards. Should an "F" be issued to a student for a marking period grade for the Graduation Project, the student is automatically excluded from Honor Roll. Any student with an 89% or above average will be placed on the Honor Roll.

# COURSE DESCRIPTIONS

## ART DEPARTMENT

### ART I

Prerequisite – None

ID # 640

Credit – 1.0

This foundation course is for students who are interested in Art as an elective. Art I covers units in drawing, design, painting, sculpture, pottery, and printmaking.

### ART II

Prerequisite – Art I

ID # 641

Credit – 1.0

Art II students will pursue the same units as Art I but at a more advanced level. Medias not covered in Art I will be explored and more individual creativity is required.

### ART III

Prerequisite – Art I, II

ID # 642

Credit – 1.0

The same units as the prior levels will be covered on a more advanced level. Medias not covered in the prior levels will be explored and more individual creativity is required. Homework is required on all levels. A sketchbook will be required.

### CLAY I

Prerequisite-Art I

ID# 633

Credit – 1.0

This class focuses on the skills necessary for working on the following areas of clay; handbuilding, pottery wheel work, and glazing. Students will be working in a studio setting, and projects will be completed based on student area of interest within the clay medium.

### CLAY II

Prerequisite – Clay I

ID#651

Credit – 1.0

This class will build upon techniques learned in Clay I. Pottery wheel work, hand building, and glazing will be learned at a more advanced level.

### JEWELRY

Prerequisite – Art I

ID # 760

Credit – 1.0

Students will explore a variety of materials and techniques used in the making of jewelry, such as bead making, knotting techniques, metal fabricating and casting, enameling, and glass fusing. **A course fee of twenty dollars will be charged to cover the cost of materials.**

### CRAFTS

Prerequisite – Art I

ID#758

Credit – 1.0

Students will explore paper making, journals, and book binding, along with an introduction into basket weaving and general weaving. **A course fee of twenty dollars will be charged to cover the cost of materials.**

## PAINTING

ID # 635

Credit – 1.0

This course is designed for all students who wish to gain knowledge or to improve their skills in painting. This course will include the three main areas of painting: Water Color, Acrylics, and Oils. Opportunities for exploration into mixed media and other experimentation will be encouraged. An emphasis will be placed on the various techniques within the media being explored.

## INDEPENDENT STUDY IN ART

ID # 638

Credit – 1.0

Prerequisite – At least three classes in art (Art I, II, and III) and teacher permission

This course is for the serious art student wishing to build his/her portfolio needed for the college application process. The student chooses their media and must create a display of their work at the end of each quarter. The student will be required to apply to a college of their choice and create a physical and digital portfolio of their work.

The suggested order of courses for any student who wishes to take a concentration of art classes is the following:

ART I, PAINTING

ART II, CLAY I, JEWELRY, GRAPHIC DESIGN

ART III, CLAY II

INDEPENDENT STUDY ART

## DIGITAL PHOTOGRAPHY

ID # 693

Credit – 1.0

Prerequisite – for grade 10 and above

This is an introductory course to the art of taking photographs. Students will be given the information and activities, which will help them to become a hobbyist in photography. They will also learn the operation of a digital camera and image composition. **Students will be responsible for the cost of required supplies which is approximately \$25.00.** Use of digital cameras and computer programs is emphasized.

## GRAPHIC DESIGN

ID # 652

Credit – 1.0

Prerequisite- Art 1

Students will learn graphic design, merchandising, and specialized art skills while providing our school and community with its artistic needs such as posters, t-shirts, school murals, banners, etc., for special events. This course will also sponsor fundraisers to help provide the school's art program with special field trips, equipment, and visiting artists.

## **BUSINESS EDUCATION DEPARTMENT**

### **ACCOUNTING I**

**ID # 655**

Prerequisite – None (recommended for grades 10-12)

**Credit – 1.0**

Textbook – Century 21: Accounting

An excellent course for all pupils whether for personal recordkeeping, for understanding the language of business, for preparing to become a general office or accounting clerk, or for orientation to advanced study of accounting, business administration, or any other business-related career. Gives students a broad background in accounting principles, skills and concepts and enables them to work through an accounting cycle from analyzing transactions to preparing a post – closing trial balance for a sole proprietorship and corporation. Students are instructed in the following areas: accounting concepts, accounting ethics, journalizing and posting transactions, and preparation of worksheets and financial statements. A chapter in banking is also included in which students will learn to write checks, prepare deposit slips, and reconcile the checkbook and bank statement. Students are also trained to use automated accounting software to complete projects.

### **ACCOUNTING II**

**ID # 656**

Prerequisite – Accounting I

**Credit – 1.0**

Textbook – Century 21 – Accounting-Advanced

This course is the more advanced level of Accounting usually taken by those students who are planning to pursue additional training in the areas of accounting, marketing, or business administration. Students will cover the following areas of concentration: partnership and corporate accounting, payroll, depreciation, and individual income tax preparation.

### **BUSINESS & PERSONAL LAW**

**ID # 658**

Prerequisite – recommended for 11<sup>th</sup> & 12<sup>th</sup> grade

**Credit – 1.0**

Textbook – Glencoe: Understanding Business/Personal Law

Endeavors to show the basic rules of conduct that can be legally enforced. It shows the application of law to both consumer and employee. Students are given the opportunity to develop understanding of negotiable instrument, condition sales, contracts, liability, and responsibilities in contractual relationships. Course topics include: You and the Law, Our Legal System, Contracts, Bailments, Sales, Debtors and Creditors, Commercial Papers, Employment, Agencies, Insurance, Property, and Business Organization.

### **ADVANCED COMPUTER FINANCE**

**ID# 654**

Required for all 10th graders

**Credit – 1.0**

This course will provide students an opportunity to expand on the keyboarding and processing skills used in 7<sup>th</sup> grade keyboarding. Computer topics include spreadsheets, databases, advanced Microsoft Word features, as well as multimedia presentations using Microsoft PowerPoint. The practical finance component will cover topics such as budgets, payroll and taxes, checking accounts and banking products, auto, life and home insurances, as well as personal law topics.

## 7<sup>th</sup> GRADE KEYBOARDING

Textbook – Century 21: Keyboarding and Information Processing

This course is designed to provide the student the opportunity to master the complete keyboard and to become proficient in using basic features of word processing software. Course topics include: components of a computer system and the history of computers, learning the letter keys, improving typing technique, learning to type figures and symbols, centering, announcements, memorandums, personal business letters and speed and accuracy drills using the Microsoft Word software application.

## SCHOOL STORE OPERATIONS

ID# 660

Prerequisite—(Grades 10-12)

Credit –1.0

### **Application Process Required**

Textbook – School Store Operations

This course will teach students how to successfully work in and operate a retail business including a school store. They will learn the business functions involved in running a successful business enterprise, including a school-based operation, as well as the skills and attitudes required in any job. They will study accounting, research, promotions, planning, managing, and selling, and then learn to translate that knowledge into operating a successful retail operation. Students will be assigned to work in the school store during the school day in exchange for a study hall assignment, as well as the 20 minutes before and after the school day schedule. Assessment will be based on monthly reports and job performance evaluations.

## DIGITAL VIDEO EDITING/PRODUCTION

ID# 659

Prerequisite - (Grades 10-12)

Credit – 1.0

Software: Adobe Premier Elements 3.0

This course is designed to introduce students to the use of digital video capture and production equipment and techniques. 1) Students will learn the elements of a rich story and create story maps using the VPS Model. 2) Students will get hands-on experience capturing digital video and then utilize Adobe Premier Elements 3.0 to edit and produce high quality movies with sound and other effects. 3) Students will create advertisements and commercials, personal interest videos and other movies throughout the course.

## PERSONAL FINANCE

ID# 669

Prerequisite – None

Credit – 1.0

Textbook – Southwestern: Managing Your Personal Finances

This class will consist of, but will not be limited to, the following topics: Basic Math, Taxes, Banking, Credit Use and Terms, Budgets, Housing – Purchases and Rentals, Automobile – Purchase and Lease, Insurance – Types, Costs, etc., Family Decisions, and Consumer Rights and Legal Events.

**SPORTS/ENTERTAINMENT MANAGEMENT AND MARKETING** ID# 664  
Credit – 1.0

Using topics in the sports and entertainment industries, the text and multimedia supplements cover the basic functions of management as outlined in national and state standards for the first half of the year. Management topics discussed include: leadership, finance, product management, people management, information management, legal and ethical issues, customer relations, sales management, managing change, and career development. This course reinforces essential application skills, such as word processing, desktop publishing, spreadsheets, databases, and electronic presentations. This intermediate/advanced simulation is different from other typical document production simulations in that it provides students unique opportunities to go beyond the basics as they apply creativity in problem solving, decision making, flexibility and more. The student's position in this simulation is Assistant Director of The Sports Connection, a simulated company. During the second half of the year, Marketing takes you on a step-by-step journey through the world of marketing. Students encounter and learn about the key functions of marketing and how those functions are applied to sports and entertainment. Each marketing function is incorporated throughout the text and highlighted with an icon to indicate how it is used in the marketing process.

**COOPERATIVE EDUCATION (OJT)**

**DIVERSIFIED OCCUPATIONS**

ID# 701

Prerequisite – Must be a Senior

Credit – 4.0

The purpose of this program is to allow students to experience a work-based learning environment within the community. Students are given or obtain an approved work site to gain an understanding of the skills necessary for employment in today's job market. All students are encouraged to investigate the Diversified Occupations Program. Participation in this program can be valuable whether for the purpose of gaining work experience or exploring an occupation for which one plans to prepare for with post-secondary training/education. The diversified occupations program is overseen by the Northern Tier Career Center.

\*Students may be removed from the program by administration if they do not have an acceptable work site or if attendance becomes a problem. The student will also be removed from the program permanently if they are fired from their job at any point during the year. In this case, they would need to be scheduled for courses to reach the minimum 6 credit course load, which would depend on course availability.

## ENGLISH DEPARTMENT

### LANGUAGE ARTS 7

Textbook - Write Source, Sadlier-Oxford Vocabulary Workshop

This course will follow the basic format of English 7 without the literary analysis and is designed to be taken in conjunction with Reading 7.

### LANGUAGE ARTS 8

Textbook – English Composition & Grammar, Write Source, Communication: An Introduction to Speech

This course will follow the basic format of English 8 without the literary analysis and is designed to be taken in conjunction with Reading 8.

### ENGLISH I (Grade 9)

ID # 102

Prerequisite – None

Credit – 1.0

Textbook – Prentice Hall Literature

This course involves the student in Composition (oral and written), Language, Literature, and related skills, the four basic strands of our English curriculum. A wide range of writing and thinking strategies are taught along with grammar, usage, mechanics, and other language skills. Related skills include participating in group discussions and informal speaking. A literature program that stresses reading skills follows the study of literature by genre approach. Minimum grammar standards are required for course completion.

### ACCELERATED ENGLISH I (Grade 9)

ID # 101

Prerequisite – None

Credit – 1.0

Textbook – Prentice Hall Literature

This course involves an examination of various literary genre, (short stories, poetry, nonfiction, drama, the epic, and the novel) grammar, thinking, speaking, and writing skills. Literary analysis introduced earlier will be covered in greater depth.

### ENGLISH II (Grade 10)

ID # 202

Prerequisite – None

Credit – 1.0

Textbook – Prentice Hall: Timeless Voices, Timeless Themes, Platinum

The tenth grade English curriculum for academic students is planned around an extensive literature program with selections from all genres including drama, novel poetry, and fiction/nonfiction. Remedial grammar and enrichment sessions are planned as the term progresses and as the teachers evaluate the level of study each student should pursue. Composition is a vital part of the overall program. Certain speaking units are developed and minimum grammar standards are required for course completion.

### ACCELERATED ENGLISH II (Grade 10)

ID # 201

Prerequisite – None

Credit – 1.0

Textbook – Prentice Hall: Timeless Voices, Timeless Themes, Platinum

This course will provide an intensive study of Grammar, Writing, Vocabulary, and Thematic World Literature. Students are expected to move rapidly through mastery testing for basic elements of grammar, usage, and mechanics. Literature evaluation is comprised of frequent objective tests and short, formal papers on literature topics. Vocabulary includes both program and literature selections.

PRACTICAL ENGLISH 10 (Grade 10)

ID # 203

Prerequisite – None

Credit – 1.0

Textbook – Prentice Hall: Timeless Voices, Timeless Themes

Practical English 10 is a course for sophomores that emphasizes English communication skills as they relate to the work place and also explores American Literature on an academic level. The Practical English Program centers on many job-related skills while also incorporating composition, reading, and speaking. The American Literature ranges from the early Puritan Literature to the present. Students will complete a Career Research Project to prepare for the senior research paper. This is mainly a vocational course that should be taken mainly by Vo-Tech students or students who are planning on entering the world of work upon graduation from high school.

ENGLISH III (Grade 11)

ID # 307

Prerequisite – English II

Credit – 1.0

Textbook – Prentice Hall: The American Experience

This course is a chronological study of American writings from the Colonial Period to the 20<sup>th</sup> Century. Students build upon previous units to generate a comparative view of the development of American forms and writers. Frequent cross-curricular work with American History.

ACCELERATED ENGLISH III (Grade 11)

ID # 301

Prerequisite – English II

Credit – 1.0

Textbook – Prentice Hall: The American Experience

This course is a chronological study of American Literature encompassing major American literary periods (Puritanism, Deism, Romanticism, Transcendentalism, Anti-Transcendentalism, Realism, and Modern American literature.) This course also includes oral presentations and additional writing. (Two novels will be studied in this course.)

PRACTICAL ENGLISH 11(Grade 11)

ID # 302

Prerequisite – None

Credit – 1.0

Textbook – Prentice Hall: The American Experience

Practical English 11 for juniors continues to emphasize English communication skills as they relate to the workplace and explores American literature on an academic basis. The American Literature ranges from the early Puritan Literature to the present. Students continue involvement in the Practical English Program to develop a greater proficiency in reading, writing, and speaking. A research paper is required for course completion of all senior English students. While this course includes some academic subjects, it should be taken only by Vo-Tech, Diversified Occupations, or students who are preparing for a career immediately following high school.

ENGLISH IV (Grade 12)

ID # 401

Prerequisite – None

Credit – 1.0

Textbook – Prentice Hall: The British Tradition

This course is a chronological study of British Literature encompassing eight major literary periods (the Anglo-Saxon Period, the Medieval Period, the English Renaissance, the Seventeenth Century, the Restoration and the Eighteenth Century, the Romantic Age, the Victorian Age, and the Twentieth Century). The course of study also includes thinking, speaking, and writing skills (the term paper).

AP ENGLISH (Grade 12)

ID # 501

Prerequisite – High Level Achievement in previous

Credit – 1.0

English classes and completion of ACT English classes and completion of summer reading and writing assignments.

Textbook – Prentice Hall: AP Literature and the Writing Process

The Advanced Placement program in Literature and Composition includes both the study and practice of writing and the study of literature. Writing assignments are geared toward critical analysis of literature, but include a wide range of writing opportunities. Students are engaged in the careful reading of literary works. The intent here is to sharpen the student's sensitivity to literature as a shared experience and to develop the student's critical standards for the independent appreciation for any literary work. A list of preparatory readings to be completed prior to the beginning of class will be provided on the school district website. Students will have the option to take the AP English exam at the expense of the student. This course is currently part of the dual-enrollment program through Keystone College, and students who successfully complete this course will be awarded 6 college credits from Keystone College, equivalent of Freshman Literature and Composition Courses.

PRACTICAL ENGLISH 12 (Grade 12)

ID # 404

Prerequisite None

Credit – 1.0

Textbook – Prentice Hall: The British Tradition

Practical English 12 for seniors continues to emphasize English communication skills as they relate to the workplace and explores English literature on an academic basis. Students continue involvement in the Practical English Program to develop a greater proficiency in reading, writing, and speaking. While this course includes some academic subjects, it should be taken only by Vo-Tech students, Diversified Occupations students, or students who are preparing for a career immediately following high school.

COMPOSITION/PUBLIC SPEAKING

ID # 304

Prerequisite – None

Credit – 1.0

Textbook – Developing Writing Skills, Grammar and Composition, McDougal/Little English, Writer's Inc.

This course focuses on the writing process, from generating ideas to editing final drafts. Most of the writing is exposition with emphasis on structure and development through various methods. Several assignments will be presented as speeches such as demonstrations or opinions. Related skills, including research and the development of creative abilities, are also major elements of the course. Students will also practice the art of effective oral communication necessary to be a successful college student in addition to the work and community setting. This course is open to students in grades 10 – 12.

YEARBOOK (JOURNALISM)

ID # 601

Prerequisite – Must be a Junior or Senior

Credit – 1.0

Textbook – Writing for Publication

Journalism is an elective offered to members of the junior and senior class. The goal of the Journalism elective is to produce a quality yearbook. Areas covered will be layout, desktop publishing, advertising, copy writing, and cover design. Selection for this class is based upon writing samples and teacher recommendations. Grading is based on some small assignments, but most on successfully meeting photography deadlines and maintaining a positive attitude overall.

## PUBLIC RELATIONS Grades 9 – 12

ID #765

Credit – 1.0

Public Relations is a course open to students in grades 9 to 12 who want to learn how to write better and how to write about our District's students, teachers, activities, and accomplishments. The class articles will be written specifically for various media, including local and regional newspapers, the school website, and local radio stations. Students will study Public Relations, its purpose and its use in our region. They will study how Public Relations are used by local and national industries and apply those ideas to our school district's image. They will apply what they learn as they write a one or more major articles per week. In and out of class, they will develop article ideas, interview teachers and students, perfect their writing skills, and publish positive stories about our school district. In addition, the class may work with local groups to publish the group's promotional and informational newsletters (i.e., Big Brothers/Big Sisters).

## SPORTS JOURNALISM

ID # 663

Credit – 1.0

The Sports Journalism course will focus on the basic principles of journalism with a special emphasis on issues related to the sports world. Game, editorial, feature, special interest, and research writing and reporting will be explored. Students will have the opportunity for publication in print, on the web, and through audio and visual media in cooperation with the T.J.S.H.S. video editing class. Students in grades 9-12 with an interest in all aspects of sports are encouraged to register.

## CREATIVE WRITING

ID # 782

Credit – 1.0

This course teaches additional skills in writing; fiction, exposition, persuasion (editorial), biographies, and poetry.

## MYTHOLOGY/HOLOCAUST LITERATURE

ID # 754

Credit – 0.5

Textbooks – Mythology by Edith Hamilton, World Mythology by Donna Rosenberg, - The Diary of Anne Frank, Night by Elie Wiesel, The Holocaust, by Mitchell G. Bard

Mythology is an introductory course to World Mythology that examines the great myths and epics of seven regions of the world. The primary focus of this course is on the culture, myths, and beliefs of ancient Greece and Rome. Students will learn the content through extensive reading, writing, and speaking opportunities. Holocaust Literature is designed to provide an opportunity for the student to study the Holocaust through literature. The student will heighten his or her awareness of the Holocaust through extensive reading of biographies, memoirs, diaries, narratives, and poetry. The student will interact with the historical events through personal writing and response.

## **HOLOCAUST LITERATURE II**

**ID #784**

Prerequisite – Holocaust Literature

An in depth study of the phases of the Holocaust through biography, memoir, diary, and poetry from varying perspectives. Focus on reading, writing, and speaking.

## **SHAKESPEARE SEMINAR**

**ID #764**

Prerequisite – Grade 9 must have teacher approval.

Students will explore Shakespeare’s background and writing style, the Globe Theater, and drama. Students will read, analyze, and view Shakespearean histories, comedies, and tragedies.

## **SCIENCE FICTION**

**ID #785**

Prerequisite – English I

This course will explore true science fiction as opposed to fantasy. The student will read a variety of short stories and novels and note the cultural and scientific trends that the writer explores. Content will include literature of the past as well as some that is developing currently. The student will also produce an original short story.

## **FILM LITERATURE**

**ID # 761**

This course will examine some of America’s most classic and treasured films. Students will view and write about dramas, musicals, westerns, comedies, and films that seem to cover two or more genres. Every film viewed holds a piece of American history. Students will not only be exposed to wonderful cinematography, but also to American society, its growth, development, decline, and expansion. Topics will include censorship, activism, the industry’s effects on our society, as well as “The Good Old Days” and why they are so special to us. Students will compare, contrast, and write about how films reflect our history and our culture.

## **SPEECH AND DEBATE**

**ID # 766**

This course explores topics in speech communication necessary for successful interactions in school, community, and workplace settings. Students will participate in in-class debates and forums on current topics. Students will research topics, discover issues and formulate positions as they apply to political, social, and personal concerns.

## **READING**

The reading curriculum is a combination of developmental reading skills and "Read to Learn" skills. Reading to learn skills, or reading actively, will help students improve their ability to read content area material more successfully and therefore improve their comprehension of subject matter and decrease the time needed to learn the materials.

## **FAMILY AND CONSUMER SCIENCES DEPARTMENT**

### **CHILD DEVELOPMENT I**

ID # 671

Prerequisite – None

Credit – 1.0

Textbook – Glencoe: The Developing Child

Covers the growth and development of children physically, mentally, socially, and emotionally from the prenatal period to age six. The Developing Child text and workbook are used, along with special projects and activities geared toward helping the student become a better care-giver and parent. Careers in child care will also be explored.

### **CHILD DEVELOPMENT II**

ID # 678

Prerequisite – Child Development I

Credit – 1.0

Textbook - Glencoe: The Child Care Professional

Child Development II increases student knowledge of Child Development. This course is a continuation of Child Development I. Emphasis is on child behavior and child-related careers. Students may participate in a field experience along with creating a portfolio of materials suitable for future use in the job market.

### **FAMILY AND CONSUMER SCIENCE I**

ID # 665

Prerequisite – None

Credit – 1.0

A general class covering the following general topics: Nutrition, Food Preparation, Principles of Sewing, Clothing Construction, and some Crafting. Family and Consumer Science I is a prerequisite to all other Family and Consumer Science Classes with the exception of Child Development. Student will be responsible for the cost of all materials required for use in this class.

### **INTERIOR DESIGN**

ID # 672

Prerequisite – Family and Consumer Science I (if possible)

Credit – 1.0 or 0.5

An opportunity to explore architectural styles and floor plan designs, as well as options for interior decorating. Window treatments, slip covering, reupholstering, furniture refinishing, and other decorating options could also be covered. Career options in interior decorating will also be discussed.

### **FASHION DESIGN / ADVANCED CLOTHING CONSTRUCTION**

ID # 673

Prerequisite – Family and Consumer Science I

Credit – 1.0 or .5

Methods of fashion design such as draping, flat pattern and alteration will be covered. This class would also provide the student with an opportunity to learn and practice more complex, advanced methods of clothing construction than are covered in Family and Consumer Science I with the student constructing a garment utilizing couturier touches. Student will be responsible for the cost of all materials required for use in this class.

### **CRAFTING**

ID # 675

Prerequisite – None

Credit – 1.0 or .5

Covers American and international handicrafts with hands-on experience in doing needlecrafts, stenciling, paper-, felt-, and foam-crafts and other crafting, placing an emphasis on recycling used materials into useful and enjoyable craft items.

## QUILTING

Prerequisite – Family and Consumer Science I or Previous Sewing Experience

ID # 674

Credit – 1.0 or .5

History and techniques of quilt making using scrap, pieced, and appliqué' methods. A variety of popular quilt patch patterns will be discussed with the student utilizing his / her choice of pattern and fabrics into a class project. Student will be responsible for the cost of all materials required for use in this class.

\*Quilting and Crafting may be offered as one course simultaneously.

## FOREIGN LANGUAGE DEPARTMENT

### FRENCH I

ID # 140

Prerequisite – None

Credit – 1.0

Textbook – Glencoe: BonVoyage I

In this course, the student is introduced to the French language and way of life through the use of recordings, dvd's/videos, websites, and other real life activities, as well as the text. Emphasis is placed on developing the basic skills of listening, speaking, reading, and writing. Skits and creative vocabulary and cultural projects are included. Students may be invited to participate in the biannual exchange activities with our French sister city.

### FRENCH II

ID # 240

Prerequisite – French I

Credit – 1.0

Textbook – Glencoe: BonVoyage I

This course continues to develop the student's four basic skills with more emphasis on the written word. Grammar is dealt with in more detail than in the introductory course. More effective communication is possible with the increased vocabulary. Skits and compositions are also included, as well as other creative projects. Students may be invited to participate in the biannual exchange activities with our French sister city.

### FRENCH III

ID # 645

Prerequisite – French I, II,

Credit – 1.0

Textbook – Glencoe: BonVoyage II

The ability to communicate through written and spoken French is greatly enhanced at this level with the increased proficiency in grammar and vocabulary skills. The student will read assorted short stories and poems and will compose and perform skits, as well as write brief compositions in the foreign language. Students may be invited to participate in the biannual exchange activities with our French sister city.

### FRENCH IV

ID # 649

Prerequisite – French I, II, III

Credit – 1.0

Textbook – Glencoe: BonVoyage II

At this level, the student will gain a high level of competency in all major areas of language usage. Emphasis will be placed on the ability to communicate effectively in the foreign language, as well as the ability to comprehend the written word through a variety of readings. Cultural activities may include preparing French foods and traveling to French-speaking countries. Students may be invited to participate in the biannual exchange activities with our French sister city.

### JAPANESE I

ID # 141

Prerequisite – Ability to master foreign script

Credit – 1.0

Textbook – EMC: Ima! 1

This course introduces the student to the sound and syllabary system of the language. This will require mastery of the hiragana script by the end of the first marking period in order to complete assignments and take notes. Emphasis is on students' ability to apply what they learn to communicate simple things about themselves and others through writing and speaking. Classwork includes presentations in front of the class, singing, and pairwork. Regular studying and homework is expected.

JAPANESE II ID # 242  
Prerequisite – Japanese I Credit – 1.0  
Textbook – EMC: Ima! 2  
This course assumes that all students have mastered the hiragana script and basic Kanji from Japanese I. A marking period will be used to master the Katakana script in order to complete assignments. The course will expand on the topics studied in Japanese I and introduce additional grammar and vocabulary. Classwork will included skits, groupwork, and text readings in Japanese.

JAPANESE III ID # 341  
Prerequisite – Japanese I, II Credit – 1.0  
The third level of this language will be offered as can be within the Master Schedule.

JAPANESE IV ID# 342  
Prerequisite – Japanese I, II, III Credit - 1.0  
The fourth level of this language will be offered as can be within the Master Schedule.

SPANISH I ID # 145  
Prerequisite – None Credit – 1.0  
Textbook - Glencoe-McGraw Hill: Buen Viaje  
The first course introduces the student to the sound and intonation patterns of Spanish and the basic structure of the language. Emphases is placed on listening and speaking through imitation of the teacher and use of tape recordings. Students will converse in Spanish about daily activities, for example school recreation, shopping, home, family, and food. Cultural Activities will be incorporated into the lessons as is applicable.

SPANISH II ID # 245  
Prerequisite – Spanish I Credit – 1.0  
Textbook - Glencoe-McGraw Hill: Buen Viaje  
The Spanish II class builds directly upon concepts mastered in Spanish I. Grammatical Concepts play an important role in Spanish II. The second level course continues to develop the four basic skills of understanding, speaking, listening, reading, and writing. Students will read and dramatize scenes dealing with real life situations. Written and taped exercises are designed to reinforce structures and customs of the Hispanic world including the use of videos, maps, travel folders, posters, and other realia. Lessons on Spanish culture continue to be important in Level II. Students will be required to process grammar concepts such as direct objects , indirect objects, prepositional pronouns, etc. in the target language.

SPANISH III ID # 648  
Prerequisite – Spanish I, II Credit – 1.0  
Textbook - Scott Foresman: Pasos y Puentes/Arcos y Alamedas  
More emphasis is placed on proficiency through listening and speaking activities. Advanced grammar and vocabulary, in addition to the understanding of culture will be enhanced by reading, conversation, narratives, role playing, interviews, studying, family customs and geography, and learning about real life situations such as buying tickets, registering at a hotel, going shopping, reading menus, following recipes, and reading ads. Students will be expected to do individual project work based on specific guidelines and perform publicly in a play.

## SPANISH IV

Prerequisite – Spanish I, II, III

ID # 647

Credit – 1.0

Textbook - Scott Foresman: Pasos y Puentes/Arcos y Alamedas

This course is designed to review and extend grammatical constructions previously studied. In addition to grammar and sentence structure, students will read a variety of magazine articles, adapted stories, and poems that deal with social, cultural, and historical issues. Students will be expected to discuss topics studied and to prepare reports on cultural topics dealing with Spain and other Spanish speaking countries. Students will again be expected to do individual project work based on specific guidelines which will include the preparation of the Spanish III play and bulletin board displays. This course is currently part of the dual-enrollment program through Keystone College, and students who successfully complete this course will be awarded 3 college credits from Keystone College.

## HEALTH & PHYSICAL EDUCATION

### LEADERSHIP IN WELLNESS (7<sup>th</sup> Grade)

ID# 55/62

The “Leadership in Wellness” class is focused on enhancing team work and team building skills while teaching students the importance of cooperation, good communication, respect, responsibility, and reliability. Throughout this class students will be participating in a variety of activities and lessons that will give them a strong foundation to be good leaders and role models in the school and community settings. With the skills the students practice in the classroom settings they should develop a positive work ethic that they can carry over into the career they choose in adulthood.

### WELLNESS I

ID # 809

Prerequisite – None

Credit – 1.0

Textbook – McGraw Hill: Health and Wellness

This course seeks to present a stimulating and realistic approach to personal wellness and community health. This approach helps students apply health knowledge in making intelligent decisions about their health and encourages them to achieve and maintain a high level of physical, mental, and social well-being. The following health topics are studied: human body – systems, structures, functions, and disorders; nutrition and physical fitness; dependency-type substances; sexually transmitted diseases, infectious diseases; safety and first aid; mental and social health; domestic abuse/violence, health products and careers; environmental health; and sports medicine.

The Physical Education component provides a well-rounded program of activities with the main emphasis on lifetime or carry-over sports. There is also some continuing emphasis on team sports, team building, adventure activities, and physical fitness activities. An outline of introductory activities offered includes: golf, swimming, life saving, bowling, racquetball, weight training, volleyball, basketball, physical fitness, indoor soccer, floor hockey, aerobics, flag football, tennis, softball, pillow polo, ping-pong, badminton, games, cross country skiing (weather permitting), soft lacrosse, orienteering, and personal safety. A variety of field trips are also incorporated into the program such as: a white water rafting trip, high ropes, roller-skating, bowling, mountain biking, and hiking.

### PHYSICAL EDUCATION 10<sup>th</sup>, 11<sup>th</sup>, and 12 Grade

Prerequisite – None

Credit – .25

Physical Education provides a well-rounded program of activities with the main emphasis on lifetime or carry-over sports. There is also some continuing emphasis on team sports and physical fitness activities. An outline of activities offered during the four year program includes: golf, swimming, life saving, bowling, racquetball, weight training, volleyball, basketball, physical fitness, indoor soccer, self-defense, grappling, dancing, aerobics, flag football, tennis, softball, pillow polo, ping-pong, badminton, games, cross country skiing (weather permitting), roller skating, and mountain biking. A variety of field trips are also incorporated into the program such as: a white water rafting trip, high ropes, roller-skating, bowling and hiking.

## **SURVIVAL**

ID # 787

This course will test students mentally and physically. Students will learn how to tie knots, read a map, track animals, build traps, set up camp, predict weather, identify poisonous and edible plants, prepare food and provide first aid. Students will also be challenged physically by participating in the team-building courses, rope bridging, and first aid carries. This class will consist of quizzes, journal entries, essays and a final exam that will be a three day trip at the end of the school year. Students that sign up for this class should have self-discipline, be prepared to participate in all activities, accept constructive criticism and accept challenges willingly.

## **INDEPENDENT STUDY**

ID # 714

Prerequisite – as arranged

Credit – as arranged

This may be done by special arrangement with the Principal, Guidance Department, and Faculty.

## **INDEPENDENT APPRENTICESHIP**

ID # 705

Prerequisite – Juniors and Seniors with a cumulative G.P.A. of 86% or higher

Credit – as arranged

This apprenticeship program allows for students to experience their chosen or related occupation before entering post-secondary education or actual employment in the field. Students are given a work-based learning site to observe and question a mentor about the duties and responsibilities that he or she has on the job site. The student may ultimately perform actual tasks that relate to the career. Arrangements for placement include consideration of the student's schedule.

Applications need to be completed and approved prior to placement in course. Students who apply will have their discipline and attendance record reviewed by the administration prior to approval.

## MATHEMATICS DEPARTMENT

### JUNIOR HIGH (7<sup>th</sup> and 8<sup>th</sup> GRADES)

#### MATH 7

Prerequisite- Teacher recommendation, Junior High Placement Test

This course starts the development of mathematical skills. A variety of topics will be introduced throughout the year. Topics such as Fractions, decimals, percentages, Geometry, Probability, Statistics and Problem Solving will be explored. Students will continue preparation for the PSSA test.

#### MATH 8

Prerequisite- Teacher recommendation, Junior High Placement Test

This course continues the development of mathematical skills. A variety of topics will be discussed including: Fractions, decimals, percentages, Geometry, Probability, Statistics and Problem Solving skills. Students will continue preparation for the PSSA test.

#### PRE-ALGEBRA

Prerequisite- Teacher recommendation/Assignment

This is a rigorous course designed for the academic math student. Basic fundamentals of Algebra will be introduced. Additional emphasis will be placed on Geometry, Probability, Statistics and Problem Solving skills

#### ALGEBRA I

Prerequisite- Pre-algebra with a B or Better, Teacher Recommendation

This is a rigorous course designed to be an initial course within the higher-level program. Course content will include the study of positive & negative numbers, simplifying expressions, solving equations, factoring, operations with rational expressions, graphing linear equations, solving systems of linear equations and simplifying radicals. Algebra I students will be required to complete extra course work as necessary.

### SENIOR HIGH (9<sup>th</sup> – 12<sup>th</sup> GRADES)

#### PREALGEBRA

ID # 132

Prerequisite – None

Credit – 1.0

Textbook – McDougal Littell: Pre-Algebra

This course will include some basic fundamentals of Algebra, Geometry, Probability, Statistics, Financial Management, Measurement, and Problem Solving.

#### ALGEBRA I

ID # 131

Prerequisite – None

Credit – 1.0

Textbook – McDougal Littell: Algebra I

This course is designed to be an initial course within the higher-level math program. Course content will include the study of positive and negative numbers, simplifying algebraic expressions, solving equations, factoring, operations with rational expressions, graphing linear equations, solving systems of linear equations, and simplifying radicals.

## ACT ALGEBRA II

ID # 130

Prerequisite – Algebra I

Credit – 1.0

Textbook – McDougal Littell: Algebra II

This course is intended to further develop and build on skills learned in Algebra I as well as prepare students for Algebra III or Pre-Calculus. Topics of study include: equations, inequalities, linear equations and functions, scatter plots, absolute value equations and inequalities, linear systems and matrices, quadratic functions and factoring, polynomials and polynomial functions, rational exponents and radical functions, exponential and logarithmic functions, and rational functions. If time permits students will also study quadratic relations and conic sections, counting methods and probability, data analysis and statistics, sequences and series, trigonometric ratios and functions, and trigonometric graphs, identities and equations.

## ACT GEOMETRY

ID # 231

Prerequisite – Algebra II

Credit – 1.0

Textbook – Addison Wesley: Geometry

This course seeks to develop the ability to think creatively in somewhat abstract terms, to understand the structure of geometry from both a synthetic and an algebraic perspective, and to develop a sense of deductive and inductive reasoning. The course stresses problem solving. Topics of study include ratio and proportion, angle and triangle relationships, parallel lines, special properties of quadrilaterals, polygons, circles, and applications of geometric principles to the real world. Students will be expected to examine material in an in depth manner and will progress through coursework at an advanced pace.

## ALGEBRA II

ID # 332

Prerequisite – Algebra I

Credit – 1.0

Textbook – McDougal Littell: Algebra II

This course is intended to further develop and build on skills learned in Algebra I. Topics of study include: equations, inequalities, linear equations and functions, scatter plots, absolute value equations and inequalities, linear systems and matrices, quadratic functions and factoring, polynomials and polynomial functions, rational exponents and radical functions, exponential and logarithmic functions, and rational functions. If time permits students will also study quadratic relations and conic sections, counting methods and probability, data analysis and statistics, sequences and series, trigonometric ratios and functions, and trigonometric graphs, identities and equations. Students should be prepared to enter Algebra III after taking this course.

## GEOMETRY

ID # 230

Prerequisite – Algebra I

Credit – 1.0

Textbook – Addison Wesley: Geometry

This course seeks to develop the ability to think creatively in somewhat abstract terms, to understand the structure of geometry from both a synthetic and an algebraic perspective, and to develop a sense of deductive and inductive reasoning. The course stresses problem solving. Topics of study include ratio and proportion, angle and triangle relationships, parallel lines, special properties of quadrilaterals, polygons, circles, and applications of geometric principles to the real world. Several hands-on projects are a required part of the course.

### COLLEGE ALGEBRA III

ID#440

Pre-Requisites: Algebra I and Algebra II

Credit – 1.0

Textbook: College Algebra 5<sup>th</sup> Edition, James Stewart

Algebra III is a course that provides our students an opportunity to have a third year of algebra. This course is designed to refine prior Algebra skills as well as develop new ones. Students work through a variety of concepts seen throughout Algebra courses all in one year. The intent and purpose of Algebra III is to prepare our students for a College Algebra course. Students work with concepts ranging from solving word problems to solving equations to working with rational exponents to finding sums of sequences. This is a comprehensive study of Algebra and begins with basic skills and gradually works to more difficult and complex topics of the Algebra field.

### ACCELERATED ANALYSIS TRIGONOMETRY

ID # 439

Prerequisite – Algebra II, Geometry

Credit – 1.0

Textbook – Heath: Pre-Calculus

This course is taken in conjunction with Accelerated Statistics during the junior year and is designed to be a rigorous course in “pre calculus” mathematics for academic students who plan to take calculus. Those students who are planning on pursuing a major in engineering or math / science curriculum in college should take this class. Content will include an in-depth study of algebraic and transcendental functions. Graphing techniques that apply to all functions will be stressed. A complete course in trigonometry will be included, as will the topics of exponential and logarithmic functions and analytic geometry.

### ACCELERATED STATISTICS

ID # 432

Prerequisite – Algebra II

Credit – 1.0

Textbook – Addison Wesley: Statistics

Students will solve problems involving the collection and analysis of data in surveys, polls, quality control, medical research, and standardized testing. This course is preparation for a college level statistics course as it covers parametric and non-parametric methods.

### STATISTICS

ID # 433

Prerequisite – Algebra II

Credit – 1.0

Textbook – Addison Wesley: Statistics

Students will solve problems involving the collection and analysis of data in surveys, polls, quality control, medical research, and standardized testing. This course is preparation for a college level statistics course as it covers parametric and non-parametric methods.

### SURVIVAL MATHEMATICS

ID # 437

Prerequisite – Pre-Algebra, Algebra I

Credit – 1.0

Textbook – Glencoe: Mathematics with Business Applications

This course is designed for students who have completed Algebra I. Topics will include banking services (reconciliation of the checkbook balance and bank statement, Loans, Promissory Notes, Compound Interest), Probability and Statistics (topics covered on the PSSA), Income Tax (1040 EZ and 1040 A Forms, state and local taxes), Basics of Business Math (Wages, Income Statement), Budgeting and cost of autos and housing (Loans, Mortgages, utilities), and spreadsheet basics.

## CALCULUS

ID # 430

Prerequisite – Pre-Calculus

Credit – 1.0

Textbook: Houghton Mifflin – Calculus of a Single Variable

This course is a study of the fundamental concepts of calculus and will cover roughly one and a half semesters (almost 2 full courses) of college calculus. Both differential calculus and integral calculus are studied in depth including the following applications: related rates, distance, velocity, acceleration, curve plotting, optimization, maxima and minima, volumes of solids of revolution, and areas under a curve and between two curves. These applications relate to other academic areas as well. Students will also study exponential, logarithmic and trigonometric functions. There is a strong emphasis on basic trigonometry due to its frequent use in differential and integral calculus.

## AP CALCULUS

ID # 540

Prerequisite – Pre-Calculus

Credit – 1.0

Textbook: Houghton Mifflin – Calculus of a Single Variable

This course is a study of the fundamental concepts of calculus and will be taught as a two college courses: Calculus I and Calculus II. Both differential calculus and integral calculus are studied in depth including the following applications: related rates, distance, velocity, acceleration, curve plotting, optimization, maxima and minima, volumes of solids of revolution, and areas under a curve and between two curves. These applications relate to other academic areas as well. Students will also study exponential, logarithmic and trigonometric functions. There is a strong emphasis on basic trigonometry due to its frequent use in differential and integral calculus. Students are expected to be familiar with algebraic, trigonometric, exponential and logarithmic functions. Students will have the option to take the AP Calculus Exam at the expense of the student. This course is currently part of the dual-enrollment program through Keystone College, and students who successfully complete this course will be awarded 4 college credits from Keystone College.

## AP STATISTICS

ID# 541

Prerequisite - Algebra I, Geometry, Algebra II, Act Stats

Credit – 1.0

Textbook – Addison Wesley: Elementary Statistics

This course involves a technical and in-depth extension of probability and statistics. In particular, mastery of academic content for advanced placement gives students the background to succeed in the advanced placement examination in the subject. Students will study probability, variables, standard distributions, mean, standard deviation, variance, P-values, and chi-square distribution and tests. Students will have the option to take AP Probability and Statistics exam at the expense of the student. This course is currently part of the dual-enrollment program through Keystone College, and students who successfully complete this course will be awarded 3 college credits from Keystone College.

## MUSIC DEPARTMENT

### BAND

ID # 680

Prerequisite – None

Credit – 1.0

Band represents the high school's largest instrumental ensemble. Students learn ensemble techniques and fundamental music skills, in addition to being exposed to a wide variety of literature. Performances range from football games to competitions. Additional opportunities exist for advanced students. The summer Band Camp is a mandatory requirement for all band members.

### CHORUS

ID # 681

Prerequisite – None

Credit – 1.0

Chorus represents the school's largest choral ensemble. Vocal musical numbers are presented in concerts, and students have the opportunity to compete for inclusion in various choral festivals.

### JAZZ IMPROVISATION

ID # 685

Prerequisite – Student must have experience on a rhythm/band instrument or voice

Credit – 1.0

A music elective covering fundamental harmonic and melodic concepts of jazz styles. Students will have the opportunity for creative composition and performance.

### HISTORY OF BROADWAY

ID # 684

Prerequisite - None

Credit – 1.0

This course is designed to introduce students to the history of this genre and the workings of a musical production. Students gain hands-on experience designing and planning a show.

### MUSIC THEORY / HISTORY I

ID # 682

Prerequisite – Student must have experience on a rhythm/band instrument or voice

Credit – 1.0

This course is designed to meet the needs of prospective music majors and interested students. It is an intensive look at various styles and concepts that make western music what it is today. Although prior musical knowledge is not directly required, it is suggested that students should have a general grasp of basic musical concepts before undertaking this course.

### MUSIC THEORY / HISTORY II

ID # 683

Prerequisite – Music Theory / History I

Credit – 1.0

A continuation of Music Theory I.

### INTRO TO GUITAR

ID# 700

Prerequisite - None

Credit – 1.0

Textbook - Will Schmid/Greg Koch Hal: Leonard's Guitar Method

This course is designed to provide a beginning foundation for those seeking to learn the skill of guitar playing. It will comprise of basic music reading (notes as well as chords) and performance fundamentals. This is not a free-style jam session. Students will follow guitar method text, as well as receiving supplemental instruction to enhance new and established skills. Students who are interested in this course **must own an acoustic 6 string guitar.**

## VOICE PEDAGOGY

ID# 709

Credit – 1.0

This course is designed for students who would like to develop their singing voice and performance skills. Students will learn many styles of vocal music and performance techniques. Sight-reading, rhythm drills, listening skills, and vocal health will also be covered in this class.

## SHOW CHOIR

ID# 686

Credit – 1.0

This course is designed to represent the school's "Body Electric" group. Rehearsals will run during the class periods for the spring show. Students are asked to learn music and dance routines. Students will be working as a class to choreograph dance combinations for the music and also will be performing as individuals and small groups in class. The class offers the opportunity to any student interested in dancing or singing to be a part of the performing group.

## SCIENCE DEPARTMENT

### SCIENCE – GRADE 7

Textbook – Pearson Education: Science Explorer – Life Science

This course will take students through a gradual progression of Life Science. There will be a brief introduction on how to study science and science skills. Topics to be studied include cells, cellular processes, heredity/genetics, diversity, adaptation, evolution, earth's history, classification and the environment. The course will require group work and projects that are student directed in addition to teacher-directed instruction.

### SCIENCE – GRADE 8

Textbook – Pearson Education: Science Explorer – Earth Science

This course covers the scientific process in depth with practice constructing scientific experiments and reporting them. The major portion of this course is spent on earth and space topics. Exploring the sciences, dynamics, composition, and changes of the earth, along with water, atmosphere, and astronomy play a significant part of this course. The concept of energy and the environment draw the topics together. While covering national and Pennsylvania science standards, this course will bring the topics to a local and personal level for the students.

### GENERAL SCIENCE Grade 9

ID # 121

Textbook – Pearson Education: Science Explorer – Physical Science

Credit – 1.0

This course is designed to introduce two areas of science to students. Chemistry deals with the basic structure of matter and how matter changes. Topics include atomic structure and chemical activity. Physics deals with energy and how energy changes. Topics include characteristics of light, sound, and how electricity and magnetism work. The nature of this course may change as future PA Department of Education mandates change. It is recommended that students have mastered the material covered in the Saxon Math 87 before taking this course.

### ACCELERATED BIOLOGY Grade 9

ID # 120

Credit – 1.0

Textbook – Glencoe/McGraw Hill: Biology Living Systems

This is a challenging course for college-bound students. Topics include the fundamental concepts of biology: matter, energy, biochemistry, cellular structure and function, energy flow from photosynthesis to cellular respiration, cellular reproduction, human genetics and disorders, classification, viruses, monerans, protists, fungi, plants, and animals.

### BIOLOGY I Grade 10

ID # 225

Credit – 1.0

Textbook – Glencoe/McGraw Hill: Biology Living Systems

This course is designed to meet the needs of those students who will pursue advanced studies. There will be an emphasis on six themes: the nature of scientific inquiry, systems and interactions, use of energy, unity within diversity, evolution, and patterns of change. This will contribute to the student's comprehension of fundamental life processes, understanding of interactions among organisms, and an appreciation of how biologists have come to know what they know.

**ACCELERATED CHEMISTRY Grade 10**

ID# 221

Prerequisite – Algebra II, Accelerated Biology

Credit - 1.0

Textbook – Houghton Mifflin: Chemistry

This is a laboratory course designed for college bound tenth grade students. It is also designed to prepare students for AP Chemistry. Topics include introductions to the same topics traditionally taught in freshman year college chemistry. These include: scientific method, measurements, problem solving, matter, energy, atomic structure, periodic trends, chemical formulas, chemical equations, stoichiometry, gas laws, bonding, solutions, acids and bases, and equilibrium.

**CHEMISTRY Grade 11**

ID # 321

Prerequisite – Algebra II

Credit – 1.0

Textbook – Houghton Mifflin: Introductory Chemistry: A Foundation

This is an introductory course designed for the student who wants to learn some basic principles of chemistry and achieve an appreciation of chemistry as a creative pursuit of human knowledge. Its' goals are to stimulate interest in chemistry and to provide adequate preparation for future scientific studies. Laboratory methods and experience play a part in this course.

**CHEMISTRY IN THE COMMUNITY (CHEMCOMM)**

ID# 322

Prerequisite – General Science and a Biology Course

Credit – 1.0

ChemComm is a year-long high school chemistry course structured around community issues related to chemistry. The course is about 50% laboratory-based, and features decision-making activities which give students practice in applying their chemistry knowledge in realistic decision-making situations. Concepts are presented on a "need-to-know" basis, allowing students to experience the use and application of their chemistry learning, leading to a greater sense of motivation and a feeling of ownership of their new knowledge. Because of the nature of the issues covered in the specific units, students learn more organic and biochemistry than in traditional courses, as well as some environmental and industrial chemistry.

**ENVIRONMENTAL SCIENCE Grade 11 or 12**

ID # 325

Prerequisite – General Science and a Biology course

Credit – 1.0

Textbook – Addison Wesley: Ecology and Human Impact

A course designed to meet the third year science requirement for non-academic students. It will cover the basic concepts of Ecology and the future needs and strategies of man dealing with his environment. Course content includes parts and changes of the biosphere, scientific method, food webs, chemical cycles, habitats, populations, symbiosis, succession, world food supply, organic fuels, alternative energy sources, minerals and soils, land, water, and air pollution, habitat destruction, conservation, and recycling.

**ENVIRONMENT & ECOLOGY OF NATURAL RESOURCES**

ID# 687

Grades 9 -12

Credit - 1.0

This class will study the ecology of the use of natural resources, and how various processes affect the environment. Students will research various natural resources; their research will involve analyzing the positive and negative environmental impacts of using these natural resources. The class will focus primarily on the process of natural gas extraction in the marcellus shale formation. The research will take students through the environmental aspects of the planning, excavating, and reclamation processes. Students will also research and analyze the ecological impacts of each of these processes.

## SCIENCE, TECHNOLOGY, & SOCIETY Grades 9-12

ID # 689

Credit – 1.0

In this class students will learn the historical significance of the automobile as well as the terminology and methods associated with purchasing and maintaining an automobile (used or new). We will also look at how upper level racing affects the automotive industry and what direction automotive technology is headed for in the future. Some classes will involve hands on learning experiences using real vehicle components and tools (components and tools will be provided by the instructor). A field trip to a garage to check out the tools and machinery necessary to repair cars on a daily basis is possible (depends on number of students enrolled). This class would be an excellent introductory class for those interested in joining the automotive field in the near future or for students interested in learning more about automobiles in general.

## ACCELERATED PHYSICS (Grade 11)

ID # 421

Prerequisite – Algebra, Analysis Trig or Signed Waiver

Credit – 1.0

Textbook – Prentice Hall: Physics – Principles with Applications

This course examines the relationship between the natural science and mathematics. Some of the topics covered are velocity, acceleration, laws of falling bodies, projectile motion, Newton's Laws of Motion, forces energy, equilibrium, friction, momentum, circular motion, sound, and light. There will be lab work specifically designed for students who intend to pursue a math, science, or engineering post-secondary degree. The primary text is "Physics, Fifth Edition" by Giancoli. The major emphasis is to develop problem-solving strategies while exploring traditional topics in classical physics.

## AP CHEMISTRY

ID # 520

Prerequisite – Accelerated Chemistry

Credit – 1.0

Textbook – Holt, Rinehart and Winston Chemistry

The Advanced Placement Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students in such a course should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course should contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic, and to develop problem-solving strategies. All students who schedule AP Chemistry will have the option to take the AP exam at the expense of the student. This course is currently part of the dual-enrollment program through Keystone College, and students who successfully complete this course will be awarded 4 college credits from Keystone College.

## ANATOMY AND PHYSIOLOGY

ID # 425

Prerequisite - Biology and Chemistry I

Credit – 1.0

Textbook - John Wiley & Sons Inc.: Anatomy & Physiology

A challenging course taught using a college textbook to study human anatomy and physiology. Some of the topics include epithelial, connective, bone, muscle, nervous, and blood tissues. The following topics are also discussed: the structure and function of the skeletal, muscular, nervous, and cardiovascular systems as well as medical terminology and disorders of each. Students will gain an appreciation of the human machine and how it works. This course is currently part of the dual-enrollment program through Keystone College, and students who successfully complete this course will be awarded 4 college credits from Keystone College.

## AP BIOLOGY

ID # 521

Prerequisite - ACT Biology and Chemistry

Credit – 1.0

Textbook – Campbell/Reece: Biology

The Advanced Placement Biology course is the equivalent to studies taken in the typical college freshman biology course. A college-level textbook used will include chapters from cell biology, genetics, plant form and function, and animal form and function. This course is designed to be challenging for college-bound students who are interested in studies in the sciences. All students who schedule AP Biology will have the option to take the AP exam at the expense of the student. This course is currently part of the dual-enrollment program through Keystone College, and students who successfully complete this course will be awarded 4 college credits from Keystone College. This course will be offered every other school year.

## **SOCIAL STUDIES DEPARTMENT**

### **GRADE 7 WORLD GEOGRAPHY (Eastern Hemisphere)**

Textbook – Prentice Hall: World Explorer: Eastern Hemisphere

This course begins with an extensive review of the Five Themes of Geography. These Five Themes are then used as a basis for studying the Eastern Hemisphere. Students will study the geography, history, and culture of the Middle East, Asia, Europe, Australia, and Africa. The course concludes with a brief look at the United Nations.

### **GRADE 8 AMERICAN HISTORY I (1607 to 1865)**

Textbook – Prentice Hall: American Nation

This course focuses on the history of the United States from the colonial period through the Civil War. Students will learn about the creation of the United States and the problems encountered under the Articles of Confederation. Students will then study the creation of the U.S. Constitution. Students will discover that as the U.S. grew and expanded, the country also began to grow apart culturally. The course concludes with a look at the causes and fighting of the Civil War.

### **ACT AMERICAN HISTORY II: (1865 to World War II)**

ID # 111

Prerequisite – American History I

Credit – 1.0

Textbook: Holt: American Nation

This course begins by reviewing the U.S. Civil War. It then covers the time period from Reconstruction to the end of World War II. Major topics covered are Reconstruction, Western Expansion, Industrial Revolution, Labor Formation, End of Isolation, Progressive Era, World War I, Roaring 20s, Great Depression, and World War II. Additional hours and requirements may be added to accelerated courses.

### **AMERICAN HISTORY II: (1865 to World War II)**

ID # 111

Prerequisite – American History I

Credit – 1.0

Textbook: Holt: American Nation

This course begins by reviewing the U.S. Civil War. It then covers the time period from Reconstruction to the end of World War II. Major topics covered are Reconstruction, Western Expansion, Industrial Revolution, Labor Formation, End of Isolation, Progressive Era, World War I, Roaring 20s, Great Depression, and World War II.

### **ACT WORLD HISTORY I**

ID # 212

Prerequisite - World Geography

Credit – 1.0

Textbook – Prentice Hall: World History: Connections to Today Vol. 1

World History I is a course that deals with mankind's reaction to his or her environment and the reasons for her or his advancement, relative stagnation, or decline. The main purpose of the course is to learn about the beginnings of civilization and its development to modern times in order to understand and appreciate our neighbors in the global world. Questions such as: "What are the roots to present day hostilities between nationalities?" and "What universal themes can be detected throughout world history?" will be explored. World History is a chronological study of civilizations and their interactions between one another. The period covered will include prehistory to 1815. Topics will include units on early man, the agricultural revolution, the rise of cities, oldest river civilizations, The Greeks and Romans, the rise of Christianity, feudalism, Asian civilizations, Early American civilizations, nationalism, the Renaissance, the Reformation, exploration, and revolution. Students may be required to complete a presentation, review

historical films, debate, and review books. Additional hours and requirements may be added to accelerated courses.

### WORLD HISTORY I

ID# 311

Prerequisite - World Geography

Credit – 1.0

Textbook – Prentice Hall: World History: Connections to Today Vol. 1

World History I is a course that deals with mankind's reaction to his or her environment and the reasons for her or his advancement, relative stagnation, or decline. The main purpose of the course is to learn about the beginnings of civilization and its development to modern times in order to understand and appreciate our neighbors in the global world. Questions such as: "What are the roots to present day hostilities between nationalities?" and "What universal themes can be detected throughout world history?" will be explored. World History is a chronological study of civilizations and their interactions between one another. The period covered will include prehistory to 1815. Topics will include units on early man, the agricultural revolution, the rise of cities, oldest river civilizations, The Greeks and Romans, the rise of Christianity, feudalism, Asian civilizations, Early American civilizations, nationalism, the Renaissance, the Reformation, exploration, and revolution. Students may be required to complete a presentation, review historical films, debate, and review books.

### WORLD HISTORY II

ID# 313

Prerequisite - World History I

Credit – 1.0

Textbook – Prentice Hall: World History: Connections to Today The Modern Era

World History II is a course that deals with mankind's reaction to his or her environment and the reasons for her or his advancement, relative stagnation, or decline. The main purpose of the course is to learn about the beginnings of civilization and its development to modern times in order to understand and appreciate our neighbors in the global world. Questions such as: "What are the roots to present day hostilities between nationalities?" and "What universal themes can be detected throughout world history?" will be explored. World History is a chronological study of civilizations and their interactions between one another. The period covered will include 1815 to the present. Topics will include units on the Congress of Vienna, European nationalism, Industrial Revolution, imperialism, World War I, dictatorships, World War II, independence movement, cold war, and globalization. Students may be required to complete a presentation, review historical films, debate, and review books.

### ACT WORLD HISTORY II

ID# 312

Prerequisite - World History I

Credit – 1.0

Textbook – Prentice Hall: World History: Connections to Today The Modern Era

World History II is a course that deals with mankind's reaction to his or her environment and the reasons for her or his advancement, relative stagnation, or decline. The main purpose of the course is to learn about the beginnings of civilization and its development to modern times in order to understand and appreciate our neighbors in the global world. Questions such as: "What are the roots to present day hostilities between nationalities?" and "What universal themes can be detected throughout world history?" will be explored. World History is a chronological study of civilizations and their interactions between one another. The period covered will include 1815 to the present. Topics will include units on the Congress of Vienna, European nationalism, Industrial Revolution, imperialism, World War I, dictatorships, World War II, independence movement, cold war, and globalization. Students may be required to complete a presentation,

review historical films, debate, and review books. Additional hours and requirements may be added to accelerated courses.

### PRINCIPLES OF DEMOCRACY/MODERN HISTORY

ID # 410

Prerequisite – American History I & II

Credit – 1.0

Textbooks – Magruder's American Government, Prentice Hall America – Pathways to the Present

Principles of Democracy is a course which is divided into government and modern American History since World War II. The section on Government deals with our basic foundation – the Constitution. Citizen rights and responsibilities will be discussed and compared with current examples. The three branches of government, legislative, executive, and judicial will be presented. The second half of the course intertwine in the government aspects learned during the first half of the course with the history of the United States since World War II. Topics will include the Cold War, the Postwar Years, the New Frontier, the Great Society, the Civil Rights Movement, Social Revolution, Vietnam, the “counterculture”, Watergate, foreign policy, Conservative Movement, and the present.

### AP AMERICAN HISTORY

ID # 510

Prerequisite – High level achievement in previous Social Studies classes. Students must possess a strong work ethic that will allow them to handle college-level material and requirements.

Credit – 1.0

Textbook – The American People: Creating a Nation and a Society

This course covers social, cultural, economic, political, and diplomatic information of American History beginning with the colonial period and ending with the 1980's. It is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with problems and materials in American History. This is accomplished by giving students the opportunity to assess historical materials (their relevance to a given interpretative problem, their reliability and their importance) and to weigh the evidence and interpretations presented in historical scholarship. The course is also designed to develop the skills necessary to arrive at conclusions on the basis of an informed judgment, and to present ideas clearly and persuasively in essay format. Although all information in the course is essential to the taking of the AP Exam, some areas of history will be stressed over others as it corresponds to the test. Additionally, the course has been designed to make demands upon students equivalent to introductory college-level courses which will in turn prepare them for that level of education. Students will have the option to take the AP exam at the expense of the student. This course is currently part of the dual-enrollment program through Keystone College, and students who successfully complete this course will be awarded 3 college credits from Keystone College.

### ECONOMICS

ID # 780

Textbook – Glencoe/McGraw Hill: Economics: Today and Tomorrow

Recommended for 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade

Credit – 1.0

This class explores the major concepts of microeconomics and macroeconomics. The main focus of the course will be on practical economics for the individual student: saving and investing, debt, consumption, purchasing homes and automobiles. Students will also have the opportunity to study economics on the business and national levels.

## SOCIOLOGY / PSYCHOLOGY

ID # 610

Prerequisite – Must be junior or senior

Credit – 1.0

Textbooks – Holt Sociology, Holt Psychology

Sociology / Psychology will cover the background and development of both subjects. These basic principles are then applied to contemporary problems in modern society. This course is a good introduction to Sociology and Psychology for those students who plan to pursue a college education. A research paper on a current social problem or issue is a requirement.

## SPORTS PSYCHOLOGY

ID# 770

Credit – 1.0

This course introduces the psychological principles that motivate and guide athletes to maximum peak performance in competition. It also studies the cognitive and behavioral strategies utilized by competitive athletes. Concepts covered include team building, individual athletic accomplishment, team athletic accomplishment, psychology of exercise, leadership, sport and society, strength and conditioning, and cognitive/situational factors that influence exercise behavior.

## TECHNOLOGY EDUCATION DEPARTMENT

### DRAFTING I

ID # 692

Prerequisite – None

Credit – 1.0

Drafting I is an overview of the various aspects of drafting from basic principles to planning a group project with original ideas and drawings. Introduction to the computer aided drawing (CAD) will be done throughout the semester. The CAD Program is used extensively. Students who plan for an engineering or architecture careers should take this course.

### DRAFTING II – III

ID # 694

Prerequisite – Drafting I

Credit – 1.0

These courses are for the students who wish to have a more advanced or widespread drafting experience. The courses cover such areas as working drawings, technical illustrations, and students spend 100% of the time working with CAD (computer-aided drawing). These courses should be taken by the student who wishes to use his / her individual abilities to work in specific areas of drafting.

### TECHNOLOGY EDUCATION I

ID # 690

Prerequisite – None

Credit – 1.0

This course will cover most of the material areas such as wood and plastics, but will also cover areas of planning, project cost, and some basic electricity. Students will have time during the course to build a project of their own design using any of the areas taught. Cost for individual projects will be paid for by students.

### TECHNOLOGY EDUCATION II

ID # 691

Prerequisite – Technology Ed I

Credit – 1.0

This course will deal primarily with metal working, welding, and small gas engines as time permits. Any and all materials used in previous THS classes may also be used. Cost for individual projects will be paid for by students.

### TECHNOLOGY EDUCATION III

ID # 697

Prerequisite – Technology Ed I & II

Credit – 1.0

This course is for students who wish to advance in any given area of Technology Education. More advanced studies and projects will be completed. Individual projects of a more advanced nature will be planned and done by students.

### GENERAL MECHANICS/HOME REPAIR

ID # 698

Credit – 1.0

Students will gain experience in fixing common household items. They will also be exposed to basic vehicle maintenance. Examples of what students will learn will be as simple as fixing a leaking sink and changing a flat tire, to drywall work and changing brakes. There is no experience required for this course. In fact, the less you know coming in, the more you will learn.

## **LEARNING SUPPORT WORKSTUDY**

This experience can be arranged through an IEP Meeting and the completion of classes that prepare one for the setting in which he or she is to work. Junior and Senior students are eligible for this program.

## **LIFE SKILLS SUPPORT**

Students in the LSS program are taught the skills necessary to function in their daily lives. They include self-help, job training, community resources and how to use them, and recreation and leisure skills.

The class believes in the philosophy that the community should be a major part of the classroom. Students become actively involved in the community, spending as much time as they can using its resources. Students get the opportunity to gain experience at various sites within the community. Daily walks to local downtown Towanda, shopping, cooking, recycling, going to restaurants, and bowling are all part of the program.

Academically, students are taught the things they will use in everyday life such as time, money, functional reading, and measurement. Ultimately, the goal of the program is to make each student a productive member of society, one who feels that he / she can make a difference.

## **NORTHERN TIER CAREER CENTER**

In the junior and senior year(s), a student may elect to enroll in a vocational-technical course at the Northern Tier Career Center. Students receive information about the center and its programs during the sophomore year. Towanda High School encourages students to schedule the highest level of appropriate academic courses in addition to the Northern Tier Career Center sequence of instruction of what is needed to graduate. Curriculum possibilities, which are each worth four credits, include:

- 852 BUILDING CONSTRUCTION
- 854 COSMETOLOGY
- 849 DIESEL MECHANICS
- 855 ELECTRICAL OCCUPATIONS
- 856 FOOD, PRODUCTION, MANAGEMENT, and SERVICES
- 850 AUTO BODY and FENDER REPAIR
- 857 HEALTH ASSISTANT
- 851 AUTO MECHANICS
- 859 MEDICAL OFFICE TECHNOLOGY
- 853 COMPUTER SERVICE TECHNOLOGY
- 858 PRECISION MACHINING
- 860 WELDING