

HARMONY  
AREA  
JR./SR.  
HIGH  
SCHOOL

# COURSE DESCRIPTION BOOKLET



2017-2018

# HARMONY AREA SCHOOL DISTRICT

## HARMONY MISSION STATEMENT

The Harmony Area School District is committed to academic excellence birth to grade 12, through collaboration with parents, school, and community. Literacy is the foundation of all learning including the cultivation of individual strengths and talents so that all students upon completion of their education may assume responsible adult roles as citizens, family members, workers, and lifelong learners. SUCCESS, which summarizes our beliefs about learning, is an acronym for

- S Student-centered literacy instruction
- U Uniqueness of individuals
- C Cultural awareness and community engagement
- C Continual learning
- E Engaged and resilient learners
- S Standards-based goals
- S Skills essential for a successful future

## Harmony Vision Statement

The Harmony Area School District envisions an environment where children, birth through grade 12 will become literate and well-educated citizens. Literacy development will be achieved by promoting higher-level thinking through high expectations, expanding student perspectives and experiences, and enhancing global connectedness. The Harmony Area School District will prepare students to meet the challenges of the 21st century to achieve their personal and professional goals

## Leadership . . .

- All educational leaders in the district will make decisions aligned with the mission, vision and shared values of the district's comprehensive plan.
- The district leadership will personify a firm commitment to the mission, vision and shared values of the district's comprehensive plan.

## Professional Development Vision . . .

- All professional employees' model lifelong learning by constantly renewing their subject area skills, knowledge and pedagogy.
- All professional development endeavors are directly related to meeting the mission of the district.

## Technology Integration . . .

- The use of technology is driven by the value it adds to the mission of the district.
- Emerging technologies are embraced based on how its integration improve student learning.
- 21st century skills are integrated into every aspect of culture of learning and the daily operation of the schools.

## Community Connectiveness . . .

- The district's facilities are available to all for learning and recreational opportunities by civic and community organizations.
- Communication to the stakeholders of the district is open and honest.
- The communities' values and beliefs are reflected in the educational programs of the district.

## Academic Excellence . . .

- The district's curriculum is aligned with Pennsylvania core standards and Pennsylvania academic standards and are developmentally appropriate and sequential to optimize success of all students.
- The curriculum is rigorous and challenging.
- Instructional strategies are researched based on best practices.
- The instructional delivery will accommodate individual students' strengths and weaknesses.
- Assessment of individual student achievement will drive the curriculum and the delivery of instructional strategies.
- The district will use student performance data to gauge individual student proficiency levels on the attainment of academic standards.

## DISCRIMINATION POLICY

The Harmony Area School District will not discriminate in its educational programs, activities, or employment practices, based on race, color, national origin, sex, sexual orientation, disability, age, religion, ancestry, union membership, or any other legally protected classification. Announcement of this policy is in accordance with state and federal laws, including Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans of Disabilities Act of 1990.

Harmony employees or students who have an inquiry or complaint of harassment or discrimination, or who need information about accommodations for persons with disabilities, should contact the Superintendent.

Persons wishing to receive additional copies of this publication should contact: Division of Subsidy Data and Administration, 333 Market Street, Harrisburg, PA 17126-0333 or call (717) 787-5423.

## GRADING GUIDELINES

A	Excellent	93-100
B	Above Average	85-92
C	Average	75-84
D	Below Average	65-74
F	Failure/No Credit	Below 64
I	Incomplete	
S	Satisfactory	
U	Unsatisfactory	
O	Outstanding	

Incomplete grades MUST be made up ten (10) days after the conclusion of a marking period. If work is not made up, the student will receive an F. A student who has an “I” recorded on final grades will NOT receive credit for the class

## PROMOTION

### Grades 7&8

- 1 A pupil who has already been retained two times should ordinarily be promoted to the next grade.
- 2 A pupil who has been in the same grade two years should ordinarily be promoted to the next grade.
- 3 A student receiving failing grades in two core subjects will be reason for retention.

**Core Subjects:** English Language Arts, Math, Science, and Social Studies

### High School – Grades 9-12:

Students are classified according to the number of credits they have accumulated. The credits for grade classification are as follows: Students not meeting the credit requirements are at risk of not graduating within the four year timeline.

**Tenth Grade -----6.5 credits**

**Eleventh Grade -----13 credits**

**Twelfth Grade -----19.5 credits**

# GRADUATION

All students must have the following credits to graduate:

English	4
Math	3
Science	3
Social Studies	3
Health	1
Physical Education	2
Electives	10
<b>TOTAL:</b>	<b>26</b>

## **In addition to the credit requirement:**

- **All students must pass state and local testing requirements as defined by the Pennsylvania Department of Education and Harmony Area School District**
- **Graduation Portfolio Checklist**

Successful completion of a graduation portfolio is required for graduation. The graduation portfolio components include requirements beginning in grade 7. A checklist of these requirements can be found in the back of this handbook.

**Only two credits from an approved summer school program or credit recovery program can be used to count towards graduation in grades 9-12.**

**All students** in grades 7 and 8, are required to take the PSSA (Pennsylvania State Student Assessment) test. High School students are required to take the Keystone exams in Algebra, Biology and Literature. Seniors will not receive a diploma until they pass the required Keystone exams or locally approved assessment (or complete an individual project based assessment if required to do one). Information about PSSA's, Keystones and Project Based Assessments can be found in the back on this handbook.

## GRADUATION WITH HONORS:

- Cumulative Average of 93% or higher for all subjects grades 9-12
- No Failing grade in any class
- Must score proficient or advanced on all Keystone exams or locally approved assessments
- Must take a minimum of six credits during senior year
- No discipline write-ups that resulted in a suspension

**HARMONY AREA JR./SR. HIGH SCHOOL  
GRADES 7 – 12  
CURRICULUM DESCRIPTIONS**

## GENERAL INFORMATION

Your decisions as to what course or electives you choose will be based upon what is best for you according to the plans of your future career, your interests, abilities, and your past scholastic accomplishments. It is best to plan not only for the year ahead, but for all the years between now and your graduation. It is impossible to over-emphasize the importance of making a very careful selection of courses to be studied during your high school career. As you are contemplating your future career whether it be going to a university or college, acquiring a trade from a technical school, attending nursing programs, enlisting in a branch of the military, attending a business school, or pursuing a career in the work force, you should be certain that your high school program of studies meets the requirements for the career field selected.

The electives offered are subject to the availability of scheduling periods. While we will make every effort to ensure that programming is correct, it is the responsibility of each student to see that the quality of his or her work is acceptable and that the credits meet the total requirements for graduation.

All classes offered in grades 9-12 are held five days a week and are 1 credit classes unless otherwise noted.

*Seniors have the opportunity to enroll in Dual Enrollment and/or Advanced Placement (AP) level courses. A student may only enroll in Dual Enrollment and/or AP courses with the approval of the administration. If a student elects a Dual Enrollment course, he or she is responsible for the costs of the course.*

In order to graduate from high school, a student shall demonstrate achievement of the student learning outcomes and the student learning/performance objectives adopted by the Harmony Area School

## **OPTIONS FOR ACHIEVING STUDENT LEARNING / PERFORMANCE OBJECTIVES**

Course completion

Assessments as prescribed by the Pennsylvania Department of Education and Harmony Area School District

Independent study (in accordance with school district policy)

Dual Enrollment Program including the ACE Program

## AP Courses

College prep courses are recommended for students who will be attending a two or four year college/university or technical school after graduation

\*\* Denotes a college prep course

## DUAL ENROLLMENT PROGRAM \*\*

This program is available to seniors and juniors (fee applies). High school students enrolled in an accredited institution of higher education may, with the prior approval of the high school principal, receive credit for college courses when all of the following provisions are met:

1. The course is taught at the college level and is recognized by the higher education institution as a credit-bearing course.
  - The student satisfactorily completes the requirements of the college course or passes the College Advanced Placement Examination in the subject.
  - The record of the college course completion has been submitted by the higher education institution to the sending high school.
2. Students may also leave high school prior to their senior year to attend accredited institutions of higher education on a full-time basis under procedures and policies established by the superintendent and the board of school directors. The high school diploma shall be awarded to these students upon successful completion of requirements set forth by the superintendent and board of school directors.

### **ACE Program (Accelerated College Education) in conjunction with Pennsylvania Highlands Community College\*\***

ACE offers college credits to high school students during the regular school day. ACE courses are taught by certified high school teachers who assure that the academic rigor is equivalent to the same course taught on Pennsylvania Highlands Campus. ACE provides both high school and college credit allowing students to fulfill high school graduation requirements while earning college credits. (fee applies) Contact the school counselor for more information.

## SCHEDULE CHANGES

No schedule changes will be made after the first 7 full days of school unless approved by administration, guidance and faculty. Schedule changes will also be considered in the case of schedule conflicts or extenuating circumstances. Schedule changes will not be permitted for those students enrolled in Advanced Placement (AP) courses once they are enrolled in the course.

# Clearfield County Career and Technology Center 2017-2018 Secondary Course Offerings

1620 River Road – Clearfield, PA 16830

(814)765-5308 – [www.ccctc.edu](http://www.ccctc.edu)



The Clearfield County Career & Technology Center offers career-oriented, multiyear sequences of courses that integrate core academic knowledge with technical and occupational knowledge to provide students with pathways to postsecondary education and careers. Knowledge is gained through theory lessons, state-of-the-art labs, on-the-job-training, and industry certification obtainment. Our programs of study provide a wide range of learning experiences reaching career clusters in manufacturing, food production, building construction, business, healthcare, hospitality, and transportation.

Education in a career and technical education school offers a lifetime of opportunity and economic stability. Our mission is to train students for the workforce with an education that gives them an opportunity to grow.





## Participating Public School Districts & Private Schools

- Clearfield Alliance
  - Clearfield
  - Curwensville
  - Harmony
- Moshannon Valley
- Philipsburg-Osceola
  - West Branch





The National Technical Honor Society (NTHS) is an organization dedicated to the ideals of honesty, service, leadership, and skill development among America's future workforce. To be considered for membership, students must achieve a 93% GPA in their program area at CCCTC and an 85% GPA at their high school. Prospective members must also have a 95% attendance rate. Students are nominated for NTHS membership by their program instructors. Nominated students who meet the highest standards in each of the identified areas are recommended for induction.



Skills USA is a student organization at CCCTC. With more than 280,000 student and instructor members nation-wide, Skills USA is an applied method of instruction designed to prepare America's high performance workers in career and technical programs. The organization provides quality education experiences for students in areas including leadership, teamwork, citizenship and character development. Skills USA builds and reinforces self-confidence, work attitudes and communication skills. Members are encouraged to develop into total quality workers and individuals with the highest ethical standards, superior work skills, commitment to life-long education and pride in their work. Skills USA members are also encouraged to support the local community with community service projects. CCCTC Skills USA members compete in their program studies at a district, state, and national level at competitions.



DECA is a national and state organization designed exclusively for marketing and business education students. DECA is dedicated to fostering member competencies in each of four key areas: Vocational Understanding, Civic Consciousness, Social Intelligence, and Leadership Development. Through DECA-sponsored student conferences, members have opportunities to cultivate personal development in each of these four areas. These conferences, paired with regular classroom activities, prepare students to compete against fellow DECA members at the district, state and national levels. The DECA organization strives to develop strong future leaders with highly developed career and technical skills in marketing, management and entrepreneurship.



NOCTI is the end-of-the-year skills assessment required to be taken by all program completers. The class of 2015 had a pass rate of 92% and those completers received the Pennsylvania's skills certificate and are eligible for Free Soar College Credits.



Students who enroll at CCCTC in a Program of Study may qualify for several free college credits in their major at participating colleges across Pennsylvania. To qualify for SOAR college credits, students must be enrolled in a program of study and pass their NOCTI exam at the end of the 2 year program

**Auto Mechanics Technology: CIP Code 47.0604 2 Year Program**

The Automotive Mechanics Technology Program prepares students for careers as automotive technicians and service personnel or post-secondary education. The program includes instruction in the automotive engine, automotive engine systems, lubrication, cooling, fuel, exhaust, electrical and electronics systems, and emission systems, drive trains, chassis systems, and auxiliary systems. Students can earn the following certifications: NOCTI Certificate, OSHA Certification, 900 Hours of Instructions Certificate, PA Auto Inspections Certificate, MACS 609A AC Card.



**Administrative Office Technology: CIP Code 52.0401 2 Year Program**

The Administrative Office Technology program is a two-year program at the CCCTC. Students completing the program may be employed as administrative assistants or specialists; legal, medical, educational and technical secretaries; or in related areas such as general office clerk, clerk-typist, word processors, information clerks and records management clerks. Administrative assistants generally advance by being promoted to other administrative positions with more responsibilities. Qualified administrative assistants may be promoted to senior or executive secretary or administrative assistant, clerical supervisor, or office manager. The Administrative Office Technology program can also be a valuable first step if you plan to further your education after high school graduation through Associate or Bachelor Degree Programs in Accounting, Business, Communications, Criminal Justice or Medical Assisting. Students in the Administrative Office Technology program can earn the Microsoft Office Specialist Certification, OSHA Certification, and 900 Hours of Instructions Certificate.



**Carpentry and Building Construction: CIP Code 46.0201 2 Year Program**

The Carpentry and Building Construction Technology Program prepares students for careers in residential and light commercial construction, apprenticeships, or continuing education at a post-secondary institution. The program provides intensive safety training for all hand held and stationary construction power equipment. Areas of instruction include, site selection and building permits, foundations and forms, floor framing, wall framing, roof framing, and roof coverings, exterior finish, insulation and interior finish. Students can earn the following certifications: NOCTI Certificate, OSHA Certification, 900 Hours of Instructions Certificate.



### **Collision Repair Technology: CIP Code 47.0603**

### **2 Year Program**

The Collision Repair Technology Program provides students with the skills, knowledge, motivation, and work ethic to begin working in entry-level collision repair positions or to continue education at a post-secondary institution. The main components of the program are appropriate use of hand and power tools, welding, minor body repairs, and interior trim and upholstery. Students study major body repairs, glass door service, electrical systems, refinishing, and cost estimating. Students are also instructed on frame equipment, front-end alignment, and computer training. Students can earn the following certifications: NOCTI Certificate, OSHA Certification, 900 Hours of Instruction Certificate, PA Auto Inspections Certificate, MACS 609A AC Card.



### **Cooperative Education/Diversified Occupations: CIP Code 32.0105**

### **1 Year Program**



This program is for seniors only. Co-Op/DO combines classroom instruction with workplace experience; the Diversified Occupations program provides a cooperative arrangement between the school and employers where the student receives general education instruction in the school and on-the-job training through at least 15 hours of employment in business/industry. CAPSTONE: Think of this as the finishing touch to the CCCTC program the student is already involved in. This experience gives the student the chance to go to work instead of attending CCCTC class. The students “cap off” their in-school training with related job experience at an approved training site. DIVERSIFIED OCCUPATIONS (D.O.) A training opportunity for a student that is not already attending the CCCTC. This experience gives the student a chance to receive credit toward graduation while working part of the school day. The student gains work experience in a career area that they have an interest in but is not offered at CCCTC. 4 Easy Steps to apply...Step 1. Be employed at a job with at least 15 hours a week. Step 2. Get a Co-Op Enrollment Application from you high school counselor. Step 3. Complete Application. Step 4. Return Application to CCCTC Co-Op Coordinator. Co-Op/Do Applications can occur at ANY time and be added at any time during the senior year. Students can earn the following certifications: NOCTI Certificate, OSHA Certification, and 450 Hours of Instruction Certificate.

### **Cosmetology: CIP Code 12.0401**

### **3 Year Program**

A career-opportunity in cosmetology has endless benefits. You can do anything from working in a salon to owning your own day spa! This fulltime, daytime course prepares you for the PA State Board of Cosmetology exam. Topics included in this course include but are not limited to: Spa Treatments, Color Analysis, Advanced Skin Care, Haircutting and Styling, Permanent Waving, Hair Coloring and High-lighting, Manicures and Pedicures, Scalp Treatments, Hair Straightening, Facials, Safety, and Sanitation and Disinfection. Students can earn the following certifications: NOCTI Certificate, OSHA Certification, 1250 Hours of Instructions Certificate, and PA Cosmetology License (additional cost).



### **Culinary Arts & Food Management: CIP Code 12.0508**

### **2 Year Program**

The Culinary Arts and Food Management Program prepares students for careers in food production, baking, and restaurant services, or for continuing education at a post-secondary institution. In the production area, instruction is provided on the basics of food preparation including, but not limited to, salads, sandwiches, soups, sauces, meats, and vegetable cookery. In baking, instruction includes breads, cakes, cookies, pies, choux paste and other specialty desserts, and cake decorating. In the restaurant services component, students are taught how to greet, serve, and prepare food for the customer in a restaurant laboratory setting. Emphasis in the second year of the program is placed on safety and sanitation. Students receive classroom theory and laboratory experience using the latest methods and techniques. Students can earn the following certifications: NOCTI Certificate, OSHA Certification, 900 Hours of Instructions Certificate, and ServSafe Certification.



### **Diesel Equipment Maintenance: CIP Code 47.0613**

### **2 Year Program**

The Diesel Equipment Maintenance and Repair Technology Program prepares students for careers in the diesel field as a mechanic's helper or for continuing education at a post-secondary institution. The program starts with principles of internal combustion engines and the differences between gas and diesel. Students learn about the electronics, transmissions, differentials, brakes and air systems, and will ultimately overhaul different diesel engines. Students can earn the following certifications: NOCTI Certificate, OSHA Certification, 900 Hours of Instructions Certificate, PA Auto Inspection and a Class A and B CDL (additional cost).



### **Drafting and Design: CIP Code 15.1303 and 15.1302**

### **2 Year Program**

The Drafting and Design Program prepares students for careers in drafting, architecture, and architectural engineering or continuing education in related fields. The drafting component of the program focuses on computer-aided drafting utilizing the latest version of AutoCAD and Autodesk Revit. Students in the program have the opportunity to draft a complete set of construction drawings. In doing so, students learn approved construction methods. Students also have the opportunity to work on presentation drawings, which allow them to explore their artistic side through 3D renderings, perspective drawings, sketches, and model building with a 3D printer. The architectural engineering component of the program offers students detailed instruction on many aspects of plumbing systems design, as well as a generalized look at the design and drafting of a building's mechanical systems and electrical layout. Students can earn the following certifications: NOCTI Certificate, OSHA Certification, and 900 Hours of Instruction Certificate.



**Electrical Occupations: CIP Code 46.0399**

**2 Year Program**

The Electrical Occupations Program prepares students for careers in the electrical field in the areas of residential, light commercial, and light industrial, or for continuing education at a post-secondary institution. Areas of instruction include use of hand and power tools, basic electron theory, blueprint reading, motor control circuits, tool and electrical safety, using the national electrical code, conduit bending and introduction to programmable logic controls, single phase and 3 phase transformers. Students can earn the following certifications: NOCTI Certificate, OSHA Certification, 900 Hours of Instruction Certificate, CAT 5 Certification, CTECH-Copper based Network Cabling Certification.



**Health Occupations Technology: CIP Code 51.0899**

**2 Year Program**

Health Occupations Technology prepares students for careers in a variety of health occupations by focusing on several components, all of which are necessary for success in any health occupation. Students learn basic patient skills that apply to any health-related occupation. Some of these skills include direct patient care, setting up for an exam, performing some basic laboratory tests, and completing some of the necessary documentation and associated clerical work. Medical terminology, the language of the healthcare world is key to the success of the student and is stressed throughout the program in many applications. Anatomy and Physiology which teach a student how the body is put together and how it functions when it is well and demonstrates what happens when disease sets in are also very important in the program. Students can earn the following certifications: NOCTI Certificate, OSHA Certification, 900 Hours of Instruction Certificate, CPR Certification, CompTIA Health Information Technology Certification.



**Information Technology: CIP Code 15.1202**

**2 Year Program**

The Information Technology prepares students for their first step towards fulfilling an IT career in cloud computing, networking, mobility, security or systems administration and/or continuing education at a post-secondary institution. Students will learn computer maintenance, Security, Networking, Operating Systems, IT Operations, Troubleshooting, and Technical Support. The program takes a broad-spectrum approach to teaching the Information Technology field. Students can earn the following certifications: NOCTI Certificate, OSHA Certification, 900 Hours of Instructions Certificate, CompTIA IT Fundamentals, and CompTIA A+ Certification.



**Masonry: CIP Code 46.0101**

**2 Year Program**

The Masonry and Building Construction Technology Program prepares students for careers in the masonry construction field, apprenticeships, or post-secondary education. There are two elements to the program. The hands-on component of the program provides instruction on block, brick, stone, glass block, concrete, and plastering along with building walls, chimneys, arches, fire-places, and other structures. The theory component of the program includes mortar, chimneys, foundations, fireplaces, arches, estimating, blueprint reading, and safety. Students will complete individual and group projects, which will include written exercises. Students can earn the following certifications: NOCTI Certificate, OSHA Certification, and 900 Hours of Instruction Certificate.



**Precision Machining Technology: CIP Code 48.0501**

**2 Year Program**

Competency based program that trains students to operate standard industrial machine and metal working tools in the industry. These include cutters, shapers, milling machines, precision grinders, drill presses and lathes. Students are introduced to tool and die work and the specialized metal working machines, measuring tools, gauges, instruments, blueprints, shop mathematics and all aspects of metal working including basic metallurgy, precision work and quality control. Also being covered is how to utilize a CAD/CAM system such as Mastercam. The opportunity to earn a minimum of four National Institute of Metalworking Skills Certifications (NIMS) is available. Students can earn the following certifications: NIMS Certification, OSHA Certification, and 900 Hours of Instruction Certificate.



**Welding & Metal Fabrication Technology: CIP Code 48.0508**

**2 Year Program**

The Welding Technology Program prepares students for careers in welding, construction, and metal fabrication or continuing education at a post-secondary institution to prepare them to become welding inspectors and even welding engineers. Program topics include safe and proper use of welding equipment, welding symbols, reading detailed welding drawings, base metal preparation, Fundamentals & techniques of shielded metal arc welding (SMAW), oxy-acetylene welding, brazing and cutting, Fundamentals& techniques of gas tungsten arc welding, plasma arc cutting, & quality fundamentals and technical gas metal arc welding. Students can earn the following certifications: NOCTI Certificate, OSHA Certification, 900 Hours of Instructions Certificate, and AWS 1.1 Certification.



## **Heating, Ventilation, Air Conditioning and Refrigeration**

**2 Year Program**

The HVAC/R program will prepare students for an entry-level position as an installer, maintenance, or service technician dealing with aspects of the residential and commercial field. This career area is always growing, has great monetary potential and will always be in demand. This field offers many opportunities.

The students will become adept at working with specialty tools, pressure/temperature/electrical meters, metal fabricating devices, torches, refrigerants, and live HVAC/R equipment.

This program is heavily delivered with hands-on lab projects. The students will reinforce this lab work with classroom theory.

Successful HVAC students have the opportunity to earn the following two industry certifications:

- Refrigerant Recovery Certification #608
- 410A Safety Certification

### **Areas of Instruction**

#### *Units Covered:*

- Air Conditioning/Heat Pumps
- Heating: Gas/Oil/Electric
- Electricity
- Electric Motors/Motor Controls
- Sheet Metal Fabrication
- Indoor Air Quality
- National Electric Code

### **Conditions:**

Students considering a career in HVAC/R should possess good math skills, problem solving/troubleshooting skills, ability to work independently and in a team, hand-eye coordination, mechanical aptitude, and general science knowledge.

### **Career Opportunities:**

Refrigeration Mechanic  
Heating and Air Conditioning Mechanic  
Sheet Metal Worker  
Energy Auditor  
Air Conditioning and Heating Engineer  
Refrigeration Engineer  
Energy Management Control Engineer  
Factory Service Representative  
Estimator  
Stationary Engineer  
HVAC Contractor



**Look for these symbols to earn college credits at CCCTC:**



Dual enrollment opportunities exist at the CCCTC!!



# HARMONY AREA HIGH SCHOOL COURSE DESCRIPTIONS

## ART DEPARTMENT

### ART INTRO

Grade - 7

This course is an introduction to basic elements of design and principles of design. The projects are designed to work with these concepts. Concepts include design or idea, craftsmanship, effort, ability, experimentation, and expectations.

### ART

Grade – 9-12

This class is an elective course for students in grades 9, 10, 11, and 12 maintaining (or equivalent to) a B average or higher in their 7<sup>th</sup> or 8<sup>th</sup> grade art experience. In their first year, students will begin by practicing and reviewing basic concepts. Students will continue to learn new methods and the use of new media. In their second year, students will begin by practicing and reviewing concepts learned. Students will be introduced to more techniques and media (watercolor, acrylic, etc.) expanding their knowledge in art. Students taking art for the third time is designed for the more serious and self motivated art students. Students will again practice and review past taught concepts. Once covered, students will proceed to gain knowledge in existing and new art concepts.

## MUSIC DEPARTMENT

### MUSIC INTRO

Grade 7

Introduces students to music and a general study of music history from the beginning of time up to recent happenings in the world of popular music. Most material will focus on how the music from the past affects our music today.

### BAND

Grade 7-12

Days per Week – 3

Credit - .5

This course is designed to develop musical talents of its members through the practice and performance of a variety of works. Students are expected to come to class every day, fully participate and play to the best of their ability at all times.

### CHORUS

Grade 7-12

Days per Week – 3

Credit - .5

This course is designed to develop vocal musical talents of its members through the practice and performance of a variety of choral works. Students are expected to come to class every day, participate fully, and sing to the best of their abilities.

## **GIFTED DEPARTMENT**

### **GIFTED**

Grade 7-12

Students will participate in various projects that coincide with goals created for their Individual Education Plans. Students will work on increasing their critical and creative thinking skills.

## **ENGLISH LANGUAGE ARTS DEPARTMENT**

### **ENGLISH LANGUAGE ARTS**

Grade 7

The purpose of this course is to provide a continual development program of instruction in the various areas of language arts. Students will be expected to increase vocabulary and improve comprehension. The course work is organized to include in-depth study and practice in hand writing, spelling, vocabulary, grammar, literature, creative writing and speaking.

### **ENGLISH LANGUAGE ARTS**

Grade 8

This class will expose students to a thorough exploration of literature, writing, speaking and grammar. Through opening exercises, grammar's usage and mechanics will be recalled and reviewed. Students will also read several genres of literature. They will create their own writing that adheres to the characteristics of specific, assigned genres. As students read and write, they will develop critical thinking skills through discussion, research, and comprehension activities. Students will be expected to participate in individual and group projects and to write and give speeches.

### **ENGLISH**

Grade 9

In this class, students will be exposed to a thorough exploration of literature, writing, speaking, and grammar. Through in-class exercises, grammar's usage and mechanics will be recalled and reviewed. Students will also read several genres of literature. They will create their own writing that adheres to the characteristics of specific, assigned genres. As students read and write, they will develop critical thinking skills through discussion, research, and comprehension activities. Students will be required to implement strategies for comprehending information. All activities will be aligned to Pennsylvania Core Standards and geared toward the Keystone Literature Exam, which students will take at the designated time in the spring.

## ENGLISH

### Grade 10

This class will introduce students to World Literature with an in-depth study of the works of authors such as: Ray Bradbury, E.B. White, D.H. Lawrence, William Shakespeare, Nikki Giovanni, Mark Twain, Edgar Allan Poe, O. Henry, and Maya Angelou to name a few. World Literature is a look into other parts of the world and the literature that comes from them. We will look at how society, environment, and government affect the attitudes and writing styles of its authors. The topics covered in this class will be: fiction, nonfiction, theme, poetry, drama, plot, author's perspective, irony, point of view, Shakespearean Drama, symbolism, figurative language, realism, style, myths, and legends. We will also expand our knowledge with grammar and writing. Students will be exposed to different applications on the iPad that will also aid in their skills. They will use applications such as: Socrative, Explain Everything, Pic Collage, Notability, and Book Creator. They will also use websites such as Nearpod, Edmodo, and Padlet. Students will also be introduced to and expected to use Google Docs and Google Drive. This class will follow the PA Common Core Standards for covering the following topics: Reading Informational Text, Reading Literature, Writing, and Speaking and Listening.

## ENGLISH

### Grade 11

This class will introduce students to American Literature with an in-depth study of the works of authors such as: Arthur Miller, William Bradford, Maya Angelou, Benjamin Franklin, Martin Luther King, Jr., Henry Wadsworth Longfellow, Washington Irving, Ralph Waldo Emerson, and Henry David Thoreau to name a few. American Literature is a look into American history and the literature that comes from it. We will look at how society, environment, and government effects the attitudes and writing styles of its authors. The following topics will be covered in this class: Romanticism, Transcendentalism, American Gothic, Slavery and the Civil War, The Vanishing Frontier, Women's Literature, Illusion or Reality?, The Harlem Renaissance, Modernism, World War II, and Postwar Society. This class will also emphasize preparing for college-level writing as well as a focus on foundational grammar and writing skills and creative writing. Vocabulary will also be addressed on a continual basis. This class will improve the library skills needed to conduct research, the writing skills needed to write a college-level research paper, and the writing skills for creative writing. Students will be exposed to different applications on the iPad that will also aid in their skills. They will use applications such as: Socrative, Explain Everything, Pic Collage, Notability, and Book Creator. They will also use websites such as Nearpod, Edmodo, and Padlet. Students will also be introduced to and expected to use Google Docs and Google Drive. This class will follow the PA Common Core Standards for covering the following topics: Reading Informational Text, Reading Literature, Writing, and Speaking and Listening.

## ENGLISH

### Grade 12

This class will introduce students to British Literature with an in-depth study of the works of authors such as: William Golding, William Shakespeare, Geoffrey Chaucer, John Donne, Ben Johnson, John Milton, Alexander Pope, Jonathan Swift, William Wordsworth, and Mary Shelley to name a few. British Literature is a look into England's history and the literature that comes from it. We will look at how society, environment, and government affect the attitudes and writing styles of British authors from different time periods. This class will also emphasize preparing for college-level writing as well as a focus on foundational grammar and writing skills and creative writing. Vocabulary will also be addressed on a continual basis. This class will improve the library skills needed to conduct research, the writing skills needed to write a college-level research paper, and the writing skills for creative writing. Students will be exposed to different applications on the iPad that will also aid in their skills. They will use applications such as: Socrative, Explain Everything, Pic Collage, Notability, and Book Creator. They will also use websites such as Nearpod, Edmodo, and Padlet. Students will also be introduced to and expected to use Google Docs and Google Drive. This class will follow the PA Common Core Standards for covering the following topics: Reading Informational Text, Reading Literature, Writing, and Speaking and Listening.

## AP ENGLISH LANGUAGE & COMPOSITION \*\*

### Grade 11 or 12

Students in this introductory college-level course read and carefully analyze a broad and challenging range of nonfiction prose selections, deepening their awareness of rhetoric and how language works. Through close reading and frequent writing, students develop their ability to work with language and text with a greater awareness of purpose and strategy, while strengthening their own composing abilities. Course readings feature expository, analytical, personal, and argumentative texts from a variety of authors and historical contexts. Students examine and work with essays, letters, speeches, images, and imaginative literature. Featured authors include: Annie Dillard, Jill Ker Conway, Eudora Welty, E.B. White, Michel de Montaigne, Maya Angelou, Malcolm X, Abigail Adams, Truman Capote, Susan Sontag, Mark Twain, Donald Murray, James Joyce, and William Shakespeare. Course reading and writing activities should help students gain textual power, making them more alert to an author's purpose, the needs of an audience, the demands of the subject, and the resources of language: syntax, word choice, and tone. In each of their writing assignments, students are required to use syntactic variety. By early May of the school year, students will have nearly completed a course in close reading and purposeful writing. The critical skills that students learn to appreciate through close and continued analysis of a wide variety of nonfiction texts can serve them in their own writing as they grow increasingly aware of these skills and their pertinent uses. During the course, a wide variety of texts (prose and image based) and writing tasks provide the focus for an energetic study of language, rhetoric, and argument. Students will have the opportunity to practice taking an AP Style Exam several times during the school year. The AP exam will be held in May. If the student scores a 5, 4, or 3 on the exam, the scores can then be sent to the college/university of their choice to allow them to skip an introductory English course.

## **SAT PREP CLASS \*\***

Grade 10 or 11

This class will emphasize preparing for the PSAT and SAT exams. Students are required to take the PSAT in the fall of their Sophomore year at no cost to the parents. This class will improve students' vocabulary, the writing skills needed to write on a college-level, and the writing skills for creative writing. Students will be exposed to different applications on the iPad that will also aid in their skills. They will use applications such as: Socrative, Explain Everything, Pic Collage, Notability, and Book Creator. They will also use websites such as Study Island, MajorTests.com, Nearpod, Edmodo, and Padlet. Students will also be introduced to and expected to use Google Docs and Google Drive. This class will follow the PA Common Core Standards for covering the following topics: Reading Informational Text, Writing, and Speaking and Listening.

## **COMPUTER SCIENCE DEPARTMENT**

### **KEYBOARDING**

Grade 7

The student will master touch operation on a computer keyboard. Correct fingering by touch and good techniques will receive primary emphasis; speed and accuracy will be given secondary emphasis. After mastering the computer keyboard, the following topics such as Microsoft Word, Microsoft Excel, and Microsoft PowerPoint will be covered.

### **COMPUTER SCIENCE**

Grade 12

This course will give the students extensive knowledge in the use of Microsoft Word, Excel and Access. New technologies such as coding and photo editing will also be explored. The students will use these programs, other educational software and internet resources to do career exploration including resumes, applications, interviews, personal finances, insurance budgeting, and preparation of personal tax forms.

### **WEB PAGE DESIGN**

Grade 9 or 10

This course introduces students to basic web design using HTML (Hypertext Markup Language) and CSS (Cascading Style Sheets). The course does not require any prior knowledge of HTML or web design. Throughout the course students are introduced to planning and designing

effective web pages; implementing web pages by writing HTML and CSS code; enhancing web pages with the use of page layout techniques, text formatting, graphics, images, and multimedia; and producing a functional, multi-page website.

## **INTRO TO BUSINESS\*\***

Grade 10, 11 or 12

This course examines the social, legal, ethical, economic, and political interactions of business and society. This is a basic foundation for the student who will specialize in some aspect of business and will also provide the opportunity for non-business majors to learn about the relationship and impact of business to a society in which they are citizens, consumers, and producers. The class includes such topics as: economic systems; government and business; ethics and law; social responsibility; globalization; and international business concepts, principles and practices.

*ACE Program Course - 3 credits*

## **SOCIAL STUDIES DEPARTMENT**

### **UNITED STATES HISTORY**

Grade 7

During this course students will analyze important events, places, and individuals relevant to the construction, improvement, and progress of the United States of America. This course will give the student an in-depth view into American History beginning with the origins of the U.S. Constitution and finishing near the turn of the 19th Century.

### **GEOGRAPHY**

Grade 8

This Geography course will give the students an in-depth look at the World with a focus on the United States and Pennsylvania. Major Units are: Geographic Tools, Earth's Physical Geography, Physical Systems and Properties, Physical Processes, Population, Culture, Settlement, Economic Activity, Political Activity, Interactions between People and Places, Impact of Physical Systems, and Impact of People on Physical Systems. By encompassing all of these unique topics with varied assessment formats, students will be exposed to an interdisciplinary curriculum that touches on many different areas of Social Sciences.

### **CIVICS AND AMERICAN GOVERNMENT**

Grade 9

The purpose of this course is to introduce students to the traditions of democracy and provide an in-depth understanding of American citizenship and government. Students will cover the three branches of government, citizenship within the democratic system of government, and

competing views on governmental strategies. In addition, students will discuss the important ideas, documents, and people, who have influenced the creation and prosperity of the United States of America.

## WESTERN CIVILIZATION

Grade 10

This course involves a careful examination of events of the twentieth century in American history. We will learn about events that have helped to shape the country using a historical view. The class will focus on key figures and events that have helped to shape our society. Students will also be introduced to the incredible events that have occurred over the last 100 years in American Culture.

## ECONOMICS

Grade 11

A introductory study of four subjects such as psychology, sociology, government and economics. The impetus of the course is to study the different aspects of the U.S. All assignments are made to coincide with the PA standards.

## WORLD CULTURES

Grade 12

The purpose of this course is to allow the student to achieve a better understanding of various cultures (ways of life) around the world. At the completion of this course students will be able to compare the United States to other cultures, specifically to other developed nations and third world countries. The impetus of the course will be to develop two research projects to investigate the cultures of two contrasting countries. World Cultures is offered to every student in grade 12.

## AP US HISTORY \*\*

Grade 12

AP U.S. History covers the spectrum of American history from pre-Columbian days to the present. Using chronological and thematic approaches to the material, the course exposes students to extensive primary and secondary sources and to the interpretations of various historians. Class participation through seminar reports, discussions, debates, and role-playing activities is required; **special emphasis is placed on critical reading and essay writing** to help students prepare for the AP examination. The course is structured chronologically, divided into 21 units. Each unit includes one or more of the nine periods and/or key concepts outlined in the AP U.S. History curriculum framework.



# HEALTH / PHYSICAL EDUCATION DEPARTMENT

## HEALTH

Grade 8

Health is an important part of the overall educational program. This course addresses the State and National Health Education Standards by providing the students with the skills to demonstrate the ability to: identify and describe the stages of growth and development and the structure and function of the major body systems, analyze nutritional concepts, explain factors that influence drug use, identify health problems and ways to prevent them, explain the relationship between personal health practices and individual well-being and the relationship between health-related information and consumer choices, the media's effect on health and safety issues, describe and apply the decision-making process to health and safety issues, analyze environmental factors that impact health, explain and apply safe practices in the home, school and community, apply appropriate emergency responses, describe strategies to avoid or manage conflict and violence, and analyze the role of individual responsibility for safety during physical activity.

## HEALTH

Grades 9 & 10

Days Per Week - 3 of 6 day cycle

Credit - .5

Health is an important part of the overall educational program and is a required subject for graduation. This course will provide the student with the knowledge and skills an adolescent needs to analyze: factors that impact growth and development between adolescence and adulthood, the interdependence among the body systems, factors that impact nutritional choices, prevention and intervention strategies in relation to drug use, how personal choice, disease and genetics can impact health maintenance and disease prevention, health care products and services that impact health practices, the relationship between health-related information and consumer choices, media health and safety messages and describe their impact on personal health and safety, apply a decision-making process to health and safety issues, the interrelationship between the environment and personal health, the role of the individual responsibility for safe practices and injury prevention in the home, school and community, strategies to avoid or manage conflict and violence, the role of individual responsibility for safety during organized group activities. As per state mandate dating violence will also be taught.

## PHYSICAL EDUCATION

Middle School (Grades 7 & 8)

Physical Education is a vital and integral part of the Pennsylvania Educational Program. This course will enable students to realize his/her maximum potential by providing them with the knowledge and skills to:

Analyze

- And engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals
- The effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement
- Factors that affect the responses of body systems during moderate to vigorous physical activities
- Factors that affect physical activity preferences of adolescents
- Factors that impact on the relationship between regular participation in physical activity and motor skill improvement

- The effects of positive and negative interactions of adolescent group members in physical activities

## PHYSICAL EDUCATION

Grade 9-12

Days per Week 3 (6 days)

Credit .5

Physical Education is a vital and integral part of the Pennsylvania Educational Program. This course will enable students to realize his/her maximum potential by providing them with the knowledge and skills to:

- Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation
- Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities
- Evaluate how changes in adult health status may affect the responses of the body systems during moderate to vigorous physical activity
- Evaluate factors that affect physical activity and exercise preferences of adults
- Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities
- Assess and use strategies for enhancing adult group interaction in physical activities
- Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation
- Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills
- Evaluate the impact of practice strategies on skill development and improvement
- Incorporate and synthesize the knowledge of exercise principles, training principles and health and skill-related fitness components to create a fitness program for personal use
- Analyze the application of game strategies for different categories of physical activity.

## DRIVER EDUCATION DEPARTMENT

### DRIVER EDUCATION THEORY

Grade - 10

Days per Week - 3 (9 Weeks)

Credit - .25

Driver Education is a course for students who have or are about to reach 16 years of age and are going to apply for a driving permit. The purpose of the course is to provide the students with a firm foundation of knowledge needed for safe & efficient operation of motor vehicles. At the completion of the course, a student will be able to:

- > Explain the role of the driver in the highway transportation system
- > List the car control devices and their functions
- > Identify traffic controls and their meaning
- > Perform basic car maneuvers in special situations and environments

### DRIVER TRAINING (Car Instruction)

Grade 11-12 6 Hours Credit - .2 The course is designed to develop the safety habits of driver training to practice driving. The course gives the student the "hands-on" practice to become a safe defensive driver. This course takes place during the school year. Students can sign up for this in the Guidance Office.

## **FAMILY & CONSUMER SCIENCE DEPARTMENT**

### **NUTRITION AND WELLNESS**

Grade 8

This course is an ideal choice for any student. It emphasizes nutrition, wellness and fitness. The student will also learn about food preparation, food safety, and food science. Units of study include Food in Your Life, Nutrition and Health and Making Food Choices.

### **CHILD DEVELOPMENT**

Grade 10-12

During this class, a student will learn the most current and comprehensive content on child development as it relates to parenting and childcare. You will explore the physical, emotional, social, and intellectual development of children from conception through adolescence. We will read about current research that continues to unlock how the brain develops. You will also see how child development theory applies to everyday life as you study each stage of development.

## **FOREIGN LANGUAGE DEPARTMENT**

The curriculum of all languages reflects the national standard in communication, cultures, connections, comparisons and communities. All courses within the world languages department are elective course offerings open to all students. Since foreign language learning is developmental, it is necessary that students have an average of 2.0 to proceed to the next level. Students with less than a 2.0 average may repeat the same level for high school credit. However, a cumulative total of only one credit will be awarded for successful completion of any repeated courses. Please note: If a university has a requirement of three years of a foreign language, this refers to students passing three levels of the same foreign language.

### **INTRO TO SPANISH**

Grade 8

The purpose of this course is to help the student to learn about the Spanish-speaking world. Students will learn some basic language to begin communicating in Spanish. The emphasis is on becoming familiar with unfamiliar cultures. Students will develop an interest in the Spanish-speaking world, and be able to compare and contrast variances between these cultures and their own. Our global community is growing and our students will be informed of the advantages of proficiency in a second language and its benefits when entering the work force.

### **SPANISH I**

Grade 9

Students will learn to tell about themselves and their friends, their age, what they look like, where they are from, their family, their classes and teachers, their favorite food, pastimes, sports and games. They will tell time, talk on the phone, order a meal, and write a letter in Spanish. Videos, slides, DVD's, pictures, maps, online websites and tapes supplement the text and

workbooks will be used in this class. Much time is devoted to listening comprehension and speaking, as well as reading and writing.

## **SPANISH II \*\***

Grade 10

This course will review and expand on the skills acquired in Spanish I. Students will learn to make plans and invite friends to do something, to ask and give directions, and read about the Hispanic world in the target language. Students will enter into a more extensive study of grammar, including talking about the past using the preterit tense. Spanish newspapers, videos, magazines, slides, films, online videos and websites will supplement the text and workbooks.

## **SPANISH III \*\***

Grade 11 or 12

The major goals in the third level are to continue to build skills in listening, speaking, reading, and writing, as students amplify their knowledge of Hispanic culture. Advanced verb tenses such as the imperfect and subjunctive will be introduced. Students will read about and discuss topics of daily life and find similarities and differences between Hispanic and American cultures.

# **TECHNOLOGY EDUCATION**

## **INTRO TO TECHNOLOGY**

Grade 8 or 9

Knowledge of technology is necessary to enhance the student's need of how to deliver and access information. This course will identify that people are the creators and users of technology and that technology changes to meet people's needs. The students will be introduced to connections between technology and other fields such as science, math, social studies, and language arts.

## **CAREER EXPLORATION**

Grade 8

Career Exploration, finding and applying for a job, employment skills, business and personal finance, and lifelong learning will be introduced in this course.

## **TECHNOLOGY AND ENGINEERING**

Grade 9 or 10

Technology and Engineering provides students with the opportunity to develop human knowledge to effectively use tools, materials, and systems to produce outputs that modify and control the environment.

## **CAD- AUTO CAD & ITS APPLICATIONS**

Grade 11 or 12

Computer-aided design is the use of computer systems to assist in the creation, modification, analysis, or optimization of a design. CAD will aid students in creating a technical drawing with the use of computer software.

## **VIDEO GAME DESIGN**

Grade 12

Video Game Design Foundations provides students with a basic understanding of the technological and creative aspects of video game design. Students will develop mastery in the hard skills of art, science, and technology needed to design video games.

# MATHEMATICS DEPARTMENT

## MATH

Grade 7

This is a required subject for promotion into the eighth grade Pre Algebra and/or Algebra class. The purpose of this course is to enhance basic math skills, develop new problem-solving methods to solve real-world problems. Topics covered include:

**Numbers and Operations**—Analyze proportional relationships and apply understandings of operations with fractions to rational numbers

**Algebraic Concepts**—Generate equivalent expressions, connect numerical, algebraic, and/or graphical representations

**Geometry**—Solve problems dealing with angle measure, circumference, area, surface area, and volume, visualize and represent geometric figures

**Measurement, Data and Probability**—Draw inferences based on random sampling, investigate chance processes and use probability models.

## PSSA MATH/PRE ALGEBRA

Grade 8

The purpose of this course is to provide a foundation for future coursework in Mathematics, including both Algebra and Geometry. Major Units are: Mathematical Practices, Rational Numbers, Irrational Numbers, Expressions and Equations, Linear Equations and Functions, Data and Distribution, Congruence and Similarity, Pythagorean Theorem, Cylinders, Spheres, and Cones. Real life situations are translated to mathematical models; solutions are obtained and then translated into real life contexts.

## ALGEBRA I

Grade 8 or 9

The purpose of this course is to provide a foundation for future coursework in both Algebra and Geometry. Major Units are: Variables, Equations, Inequalities, Functions, Writing Linear Equations, Systems of Equations and Inequalities, Exponents, Polynomials, Factoring Polynomials, Quadratic Functions and Equations, Data Analysis and Probability, Exponential and Radical Functions, Rational Functions and Equations. Seeing algebra as a modeling language is emphasized through the use of algebraic models. Real life situations are translated to mathematical models; solutions are obtained and then translated into real life contexts.

## ALGEBRA II/INTERMEDIATE ALGEBRA\*\*

Grade 9 or 10

This course is designed to prepare students for higher level mathematics through a mastery of algebraic concepts. Topics include factoring, laws of exponents, polynomials, equations and inequalities (including linear, quadratic, and absolute value), graphing (using linear equations and inequalities), systems of equations and inequalities, functions, rational expressions and radicals. *Prerequisite(s): Placement examination*

*ACE Program Course - 3 credits*

## **GEOMETRY(Academic or Applied)**

Grade 10 OR 11

Geometry is a course in logic, proof, and measurement. Students will develop their ability to construct formal, logical arguments and proofs in geometric settings and problems. Some of the topics covered include definitions, postulates, and theorems regarding angles, segments and lines, arcs, congruent triangles, similar triangles, special quadrilaterals, parallel lines, circles, coordinate geometry, area and volume formulas, transformations, constructions, and right triangle trigonometry.

## **TRIGONOMETRY/ADVANCED ALGEBRA \*\***

Grade 11

This course provides a study of the subject of Trigonometry along with Advanced Algebra concepts. Major Units of study are: Right Triangle Trigonometry, Trigonometric Functions of the Unit Circle, The Law of Sines, the Law of Cosines, Heron's Formula, Simplifying and Verifying Trigonometric Functions, the Fundamental Counting Principle and Permutations, Combinations and the Binomial Theorem, Theoretical and Experimental Probability, Sequences and Series, and Exponential and Logarithmic Functions.

## **PRE-CALCULUS \*\***

Grade 12

Pre-Calculus combines the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus, and strengthens students' conceptual understanding of problems and mathematical reasoning in solving problems. For this Pre-Calculus course, four critical areas will be emphasized: (1) work with functions and their graphs; (2) expand understanding of logarithms and exponential functions; (3) use characteristics of polynomial and rational functions to sketch graphs of those functions; and (4) perform operations with vectors.

## **AP CALCULUS AB \***

Grade 12

AP Calculus AB is a challenging in-depth study of functions, graphs, limits, derivatives, definite integrals, antiderivatives, and real-world applications of differentiation and antidifferentiation. Students will work with functions graphically, numerically, analytically, and verbally and understand the connections among these representations. Some of the topics covered include limits, continuity, derivatives, applications of derivatives (rates of change, rectilinear motion, related rates, curve-sketching, optimization), integrals, applications of integrals (area, volumes, accumulation of change, differential equations), and techniques of integration.

## **SCIENCE DEPARTMENT**

### **LIFE SCIENCE**

Grade 7

The purpose of this course is to help the student acquire an awareness of the features, functions and processes that support living things. Science education helps students to recognize the critical importance of scientific advancements in today's society. Therefore, this science course begins a good foundation for basic knowledge of the living world and processes that occur.

### **EARTH SCIENCE**

Grade 8

The purpose of the course is to help the student identify the physical features of the planet Earth. The student will recognize ways to improve our planet and to utilize technology in Earth Science. This course will also explore areas of the universe and how we can use space technology to improve everyday life on Earth.

### **ENVIROMENTAL SCIENCE**

Grade 9

The purpose of this course is to help the student acquire an awareness of various aspects of science that are relevant to his/her everyday life. This course stresses the importance of safe laboratory procedure, members of the ecosystems and biomes, environmental awareness, natural resources, and force and motion. Science education helps students to recognize the critical importance of scientific advancements in today's society. Therefore, this course helps students to be scientifically literate members of society. The great power of science and technology also includes great responsibilities that our students need to become aware of. These responsibilities are as follows: attention to long-term consequences of technology; the necessity of a global, not a local perspective; and the importance of considering the impact of future generations.

### **BIOLOGY/GENERAL BIOLOGY**

Grade 10

The purpose of this course is to give the student an understanding of the complex interactions within living and nonliving environments. This class will take a detailed look at diversity of life, biochemistry, cellular biology, genetics, evolution, and ecology in accordance with the Pennsylvania Assessment Anchors and Eligible Content for the Biology Keystone Exam.

Students will do "hands-on" activities to help them develop basic laboratory techniques, design their own experiments and think scientifically.

### **CHEMISTRY \*\***

Grade 11

Credits - 1.2

This course is available to any student in the four-year college sequence who is planning a career where Chemistry is essential. The intent of this course is to discover consistent patterns that are comprehensible through inquiry, experimentation and validation. This is a very active process that engages the student in hands-on and minds-on problem solving. Chemistry is a course in



which each new lesson builds upon previous lessons so a sequential order will be followed. Students will utilize internet related sites, complete activities and labs, and work on practice sites to test their knowledge. The students will learn about the structure and properties of matter. Measurement and calculations as applied to chemical equations and formulas and scientific analysis will also be covered. Other topics include the study of Periodic Law, Naming Chemical Compounds, Chemical Equations and Reactions, the Gas Laws, and the Kinetic Molecular Theory.

## MULTIDISCIPLINARY SCIENCE

Grade 11/12

This course is available to any student in a four-year or two-year college sequence who is not planning a career where Chemistry is essential and any two year college/world of work sequence student. The purpose of this course is to give the student an understanding of the physical world around them which will focus on the topics of physics, chemistry, astronomy, and geology, that analyze the nature and properties of energy and nonliving matter.

## PHYSICS \*\*

Grade 12 Credits - 1.2

This course is designed to cover the Pennsylvania State Standards and to fulfill a mandatory credit in science. This course is available to any student in the four-year college sequence who is planning a career where Physics is essential. One purpose of this course is to help the student acquire an awareness of preparing, performing experiments, defining scientific terms and solving various problems using formulas and experiments, defining scientific terms and solving various problems using formulas and graphs. Physics is the study of matter, energy, and their transformations. A physicist describes physical phenomena in an orderly form in mathematical terms understood worldwide. Therefore the basic foundation of physics starts with measurement and is followed by a systematic problem-solving method. The mechanics of motion, force, work, electricity, and light are topics that will be discussed. The basic laws of conservation of energy are needed to understand heat, sound, wave motion, electricity, and electromagnetic radiation. This is an academic course been designed for students to push themselves and work at a faster pace than normal. Acceptable Algebra grades are necessary to excel in this course.

**Harmony High School**  
**Virtual Summer School - Credit Recovery/Make-Up Courses**

*Credit Recovery courses are available at a cost to all students. All costs incurred are the responsibility of the student and/or guardian.*

Below are the virtual education Make-Up (Credit Recovery) courses available through Educere for Harmony High School students. Educere is a leading K-12 virtual education services organization with school customers across 42 US states and 22 countries. **Register online at [www.educere.net](http://www.educere.net) using Educere course number and Harmony school code 3H6NG3G9.**

***Language Arts***

<b>Educere ID</b>	<b>Course Name</b>	<b>Cost</b>	<b>Credit</b>	<b>Schedule</b>	<b>Provider</b>
DAFSP2782	<a href="#">American Literature</a>	\$195.00	Abbrv Full	Self Paced	FOUNDERS Education
DAFSP2783	<a href="#">British Literature</a>	\$195.00	Abbrv Full	Self Paced	FOUNDERS Education
DAFSP2779	<a href="#">Intro to Literature</a>	\$195.00	Abbrv Full	Self Paced	FOUNDERS Education
DAFSP2781	<a href="#">Literature</a>	\$195.00	Abbrv Full	Self Paced	FOUNDERS Education
DAFSP3118	<a href="#">World Literature</a>	\$195.00	Abbrv Full	Self Paced	FOUNDERS Education

***Math***

<b>Educere ID</b>	<b>Course Name</b>	<b>Cost</b>	<b>Credit</b>	<b>Schedule</b>	<b>Provider</b>
DAFSP2796	<a href="#">Algebra I</a>	\$195.00	Abbrv Full	Self Paced	FOUNDERS Education
DAFSP2800	<a href="#">Algebra II</a>	\$195.00	Abbrv Full	Self Paced	FOUNDERS Education
DAFSP2797	<a href="#">Calculus</a>	\$195.00	Abbrv Full	Self Paced	FOUNDERS Education
DAFSP2801	<a href="#">Geometry</a>	\$195.00	Abbrv Full	Self Paced	FOUNDERS Education
DAFSP2857	<a href="#">Pre-Calculus</a>	\$195.00	Abbrv Full	Self Paced	FOUNDERS Education
DAFSP2795	<a href="#">Pre-Calculus/Trigonometry</a>	\$195.00	Abbrv Full	Self Paced	FOUNDERS Education
DAFSP2802	<a href="#">Trigonometry</a>	\$195.00	Abbrv Full	Self Paced	FOUNDERS Education

***Physical Education/Health***

<b>Educere ID</b>	<b>Course Name</b>	<b>Cost</b>	<b>Credit</b>	<b>Schedule</b>	<b>Provider</b>
DAHSP3143	<a href="#">Health I</a>	\$97.50	Abbrv	Self	FOUNDERS

			Half	Paced	Education
DAHSP3158	<a href="#">Health II</a>	\$97.50	Abbrv Half	Self Paced	FOUNDERS Education
DAHSP3145	<a href="#">Health III</a>	\$97.50	Abbrv Half	Self Paced	FOUNDERS Education
DAHSP3146	<a href="#">Health IV</a>	\$97.50	Abbrv Half	Self Paced	FOUNDERS Education
DAHSP3147	<a href="#">Physical Education 09</a>	\$195.00	Abbrv Half	Self Paced	FOUNDERS Education
DAHSP3148	<a href="#">Physical Education 10</a>	\$195.00	Abbrv Half	Self Paced	FOUNDERS Education
DAHSP3149	<a href="#">Physical Education 11</a>	\$195.00	Abbrv Half	Self Paced	FOUNDERS Education
DAHSP3150	<a href="#">Physical Education 12</a>	\$195.00	Abbrv Half	Self Paced	FOUNDERS Education

### Science

<b>Educere ID</b>	<b>Course Name</b>	<b>Cost</b>	<b>Credit</b>	<b>Schedule</b>	<b>Provider</b>
DAFSP2826	<a href="#">Anatomy/Physiology</a>	\$270.00	Abbrv Full	Self Paced	FOUNDERS (FL)
DAFSP2816	<a href="#">Biology</a>	\$195.00	Abbrv Full	Self Paced	FOUNDERS Education
DAFSP2827	<a href="#">Chemistry</a>	\$195.00	Abbrv Full	Self Paced	FOUNDERS Education
DAFSP2793	<a href="#">Earth and Space Science</a>	\$195.00	Abbrv Full	Self Paced	FOUNDERS Education
DAFSP2824	<a href="#">Earth Science</a>	\$195.00	Abbrv Full	Self Paced	FOUNDERS Education
DAFSP2810	<a href="#">Environmental Science</a>	\$195.00	Abbrv Full	Self Paced	FOUNDERS Education
DAFSP2896	<a href="#">Life Science</a>	\$195.00	Abbrv Full	Self Paced	FOUNDERS Education
DAFSP2808	<a href="#">Physical Science</a>	\$195.00	Abbrv Full	Self Paced	FOUNDERS Education
DAFSP2791	<a href="#">Physics</a>	\$195.00	Abbrv Full	Self Paced	FOUNDERS Education

### Social Studies

<b>Educere ID</b>	<b>Course Name</b>	<b>Cost</b>	<b>Credit</b>	<b>Schedule</b>	<b>Provider</b>
DAFSP2815	<a href="#">American Government</a>	\$195.00	Abbrv	Self	FOUNDERS

			Full	Paced	Education
DAFSP2854	<a href="#">American Government &amp; Economics</a>	\$195.00	Abbrv Full	Self Paced	FOUNDERS Education
DAFSP2832	<a href="#">American History</a>	\$195.00	Abbrv Full	Self Paced	FOUNDERS Education
DAFSP3858	<a href="#">Econ &amp; Personal Finance</a>	\$195.00	Abbrv Full	Self Paced	FOUNDERS Education
DAFSP2814	<a href="#">Economics</a>	\$195.00	Abbrv Full	Self Paced	FOUNDERS Education
DAFSP2855	<a href="#">Psychology</a>	\$195.00	Abbrv Full	Self Paced	FOUNDERS Education
DAFSP2856	<a href="#">Sociology</a>	\$195.00	Abbrv Full	Self Paced	FOUNDERS Education
DAFSP2844	<a href="#">US History I</a>	\$195.00	Abbrv Full	Self Paced	FOUNDERS Education
DAFSP2861	<a href="#">US History II</a>	\$195.00	Abbrv Full	Self Paced	FOUNDERS Education
DAFSP2883	<a href="#">Western World History</a>	\$195.00	Abbrv Full	Self Paced	FOUNDERS Education
DAFSP2850	<a href="#">World Geography</a>	\$195.00	Abbrv Full	Self Paced	FOUNDERS Education
DAFSP2852	<a href="#">World History</a>	\$195.00	Abbrv Full	Self Paced	FOUNDERS Education

### *World Languages*

<b>Educere ID</b>	<b>Course Name</b>	<b>Cost</b>	<b>Credit</b>	<b>Schedule</b>	<b>Provider</b>
DAFSP3093	<a href="#">Spanish I</a>	\$195.00	Abbrv Full	Self Paced	FOUNDERS Education
DAFSP2975	<a href="#">Spanish II</a>	\$195.00	Abbrv Full	Self Paced	FOUNDERS (PS)
DAFSP3104	<a href="#">Spanish III</a>	\$195.00	Abbrv Full	Self Paced	FOUNDERS (PS)

### *Electives*

<b>Educere ID</b>	<b>Course Name</b>	<b>Cost</b>	<b>Credit</b>	<b>Schedule</b>	<b>Provider</b>
DAFSP3092	<a href="#">Life Skills</a>	\$195.00	Abbrv Full	Self Paced	FOUNDERS Education

### **Course and Program Information**

Generally, the courses made available through Educere are delivered primarily through the internet and/or computer; however, the methods used to deliver a given course could include any combination of the Internet, Email, Streaming Video, Streaming Audio, DVD, CD, Video Tape, Audio Tape, Real-time Telephone-based Meetings, Real-time Web-based Voice Meetings, Real-time Web-based Text Meetings, Print Materials, and Traditional Mail. Most courses are delivered in an asynchronous (anywhere, anytime) environment. A virtual instructor teaches each

course, and students communicate with the instructor via email and/or toll-free phone number. An Educere Personal Learning Coach™ supports the student throughout the virtual education experience. The Educere Personal Learning Coach™ is not a tutor.

- Start Date: Approximately 7 days after receipt of registration and payment.
- End Date: Credit recovery courses must be completed within 60 days of the student's start date except half and quarter credit courses must be completed within 30 days of the student's start date.
- All courses are self-paced, but students must complete them by the end date set.

### **Registration Information**

- Review course selections with your Guidance Counselor.
- Register online at [www.educere.net](http://www.educere.net) using Educere course number and **Harmony school code 3H6NG3G9**.

### **Contact Information**

- Harmony Guidance Office: 814 845-2300 x105
- Educere Personal Learning Coach™: 866-4EDUCERE (433-8237)

# Harmony Area School District

## Graduation Project Requirements Checklist

### Grade 7

- \_\_\_\_\_ Advisor assigned at beginning of school year
- \_\_\_\_\_ 1 hour of Community Service required

### Grade 8

- \_\_\_\_\_ Begin Academic/Career Plan in Career Exploration class with counselor assistance
- \_\_\_\_\_ Must take **Career Exploration** class-passing grade
- \_\_\_\_\_ Career Pathway selection-Primary and Secondary-counselor assistance and parent input
- \_\_\_\_\_ Complete Holland Interest Survey-Career Exploration-counselor assistance
- \_\_\_\_\_ Career and Post Secondary search-Career Exploration class with counselor assistance
- \_\_\_\_\_ Attend CCCTC Field Trip
- \_\_\_\_\_ 2 hours of Community Service required

### Grade 9

- \_\_\_\_\_ Revisit Academic/Career Plan
- \_\_\_\_\_ Update Career and Post Secondary search with counselor assistance-English class
- \_\_\_\_\_ 3 hours of Community Service required

### Grade 10

- \_\_\_\_\_ Revisit Academic/Career Plan/Job Shadow Form completed, submitted, and approved
- \_\_\_\_\_ Update Career and Post Secondary search with counselor assistance-English class
- \_\_\_\_\_ Attend CCCTC presentation
- \_\_\_\_\_ Attend CCCTC Field Trip
- \_\_\_\_\_ Participate in PSAT and follow up-counselor
- \_\_\_\_\_ Register with Career Link-Social Studies classes-spring
- \_\_\_\_\_ 4 hours of Community Service required

### Grade 11

- \_\_\_\_\_ Shadow Day Experience-debrief in Social Studies class
- \_\_\_\_\_ Attend College and Career fair in Clearfield with Counselor
- \_\_\_\_\_ Update Career and Post Secondary search with counselor assistance-English class
- \_\_\_\_\_ Revisit Academic/Career Plan
- \_\_\_\_\_ ASVAB Test and Career Exploration follow up-Military reps and counselors
- \_\_\_\_\_ Attend Banking/Personal finance workshop (Part I)-English class-outside vendor
- \_\_\_\_\_ Research a min. of two scholarships for post-secondary education – Junior level class
- \_\_\_\_\_ 5 hours of Community Service required

## **Grade 12**

- \_\_\_\_\_ Attend Resume/Job Application Workshop-English class-outside vendor
- \_\_\_\_\_ Attend Banking/Personal finance workshop (Part II)-English class-outside vendor
- \_\_\_\_\_ Attend Mock Interview Workshop-English class-outside vendor
- \_\_\_\_\_ Complete Academic/Career Plan-English class
- \_\_\_\_\_ Academic/Career Plan Transition Exit Interview-March
- \_\_\_\_\_ Apply for a minimum of one post-secondary scholarship – Senior level class
- \_\_\_\_\_ 6 hours of Community Service required