

HARMONY
AREA
JR./SR.
HIGH
SCHOOL

COURSE DESCRIPTION BOOKLET



2019-2020

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
TOTAL:	26

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). 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
- 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 courses 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, juniors and select sophomores 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 District.

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/online courses (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.

Admiral Peary Area Vocational School 2019-2020 Secondary Course Offerings

948 Ben Franklin Highway – Ebensburg, PA 15931

(814)472-6490 – www.ap.tec.pa.us <https://www.facebook.com/AdmiralPearyAVTS>

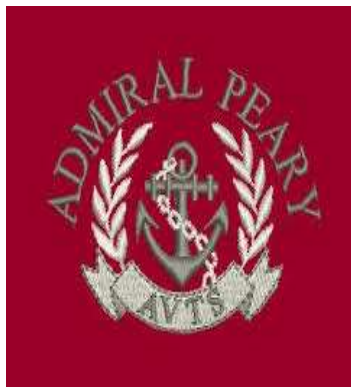
Mission Statement

The mission of the Admiral Peary Area Vocational-Technical School is consistent with the mission and principles of the sending districts of which it is a part. If a characteristic sets it apart, it is the intrinsic concept that the dignity of work, coupled with necessary skills, promotes attitudes fundamental to democratic actions for the portion of the school and adult population it serves.

The concept of being a Technical Training Center, supplemental to the academic programs of the sending school, will enlarge and enrich the schools and their environment. Included with the diversity of program offerings will be a range of supporting services and continuity of educational opportunities for adults. Thus, Vocational Technical Education, acting as a supplement to academic education, will equip youth and adults to affect their goals toward socio-economic success.

The mission of Admiral Peary AVTS is to provide continuous quality education that emphasizes a positive work ethic and attitude, teamwork, necessary career and technical skills, and prepares students for success in an ever-changing work environment.

Admiral Peary consists of Harmony Area SD, Blacklick Valley SD, Cambria Heights SD, Central Cambria SD, Conemaugh Valley SD, Northern Cambria SD, Penn Cambria SD, Portage Area SD, and Bishop Carroll HS.





Skills USA is a student organization at APAVTS. 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. APAVTS Skills USA members compete in their program studies at a district, state, and national level at competitions.



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.

Automotive Technology: CIP Code 47.0604

Program Overview

Today's automotive technicians must have an open mind with the constant changes in this field of work. In our Automotive Technology program, students will become proficient in diagnosis and repair of many systems of the modern automobile. Instructional areas include but are not limited to: General maintenance, brakes, steering, suspension, electrical/electronic systems, engine performance, engine emissions, mechanical engine repair, engine cooling and lubrication, heating and air conditioning, drive train service, OBDII and CAN systems.

Carpentry: CIP Code 46.0201

Program Overview

The Carpentry program is designed to prepare students for construction and finish carpentry. Students are trained to construct, erect, install, and repair structures of wood using hand and power tools. Instruction includes systems of framing, types of construction materials, estimating, layout and design of structure, and finish carpentry techniques. Students gain experience by constructing wooden sheds, framing doors and windows, and constructing projects for people in the community. After achieving the skills necessary in rough and finish carpentry, students advance to cabinetmaking, which requires more precise skills. Projects completed may be bookshelves, entertainment centers, and kitchen cabinets. Students may have the opportunity to put their skills to work in actually constructing a modular home. Students take part in every phase of construction.

Auto Body/Collision Repair: CIP Code 47.0603

Program Overview

In the Auto Body/Collision Repair program, students learn the skills necessary to repair, reconstruct, and refinish automotive bodies. Instruction includes the use of hand and power tools for repair; MIG welding; frame straightening; spray painting; finishing techniques; estimating; shop management; hazardous material handling and detailing.

Co-operative Education Program: CIP Code 32.0105

The *Co-Operative Education* program (Co-Op) is intended for twelfth grade students and is designed for work experience in an occupational area compatible with the student's career training. The experience will give them opportunities that cannot be duplicated in the classroom. Students participating in Co-Op attend their high schools for one-half day for academic studies and report to their assigned employers for a half day. Students are eligible to participate their senior year depending on their progress in class and by instructor recommendation.

The student-learner works under the direct supervision of the employer, is paid at least minimum wage, and is subject to periodic evaluations by the employer and the school Co-Op coordinator. All parties concerned sign a training agreement: the student, parents, Co-Op coordinator, and employer, indicating their willingness to participate in the program. Many times the Co-Op experience will lead to a permanent job after graduation.

Cosmetology: CIP Code 12.0401

Program Overview

The Cosmetology program prepares students to work in the cosmetology/beauty service industry. Students who are interested in becoming a licensed cosmetologist upon graduation must be enrolled in the program for three years. The Pennsylvania State Board of Cosmetology requires that students complete ninth grade before enrolling into the program. It is a state mandate that students accumulate 1250 hours to qualify as a candidate for examination and licensure with the Pennsylvania State Board of Cosmetology. Instruction includes but is not limited to basic skills needed in the care of hair, skin, and nails. Emphasis is placed on cutting, permanent waving, coloring, and styling of hair. Students also develop skills in manicuring, artificial nail application, nail art, make-up application and specialized skin care. Good communication skills are stressed, which are necessary to work with the public.

Culinary Arts: CIP Code 12.0508

Program Overview

The Culinary Arts Program provides students with the opportunity to learn culinary techniques through practical application of all facets of food service. Students are trained for entry level employment in commercial, institutional, or self-owned food establishments. Instruction and learning include theory, lab, and work experiences related to proper selection, preparation, cooking and serving of quantity foods from fast food to banquet service. Nutrition, industry laws and regulations, safety, sanitation, and use/care of equipment, and hand tools are also emphasized.

Early Childhood Teacher Education: CIP Code 19.0708

Program Overview

The Early Childhood Teacher Education program prepares students to work with young children in a variety of settings that require an understanding of how children grow, learn, and develop. Students in the program interact with preschool children ages 3-5 in CAPCC'S Early Learning Programs located in Admiral Peary's Business and Technology Center on campus. Along with studying how young children learn, students also practice teaching techniques that prepares them for any type of teaching career. Throughout the year, students assist in two early learning centers, the cafeteria, and help the early learning teachers plan lesson materials. Students also create bulletin boards and other learning devices. Students in the Early Childhood Teacher Education program have the opportunity to earn the Child Development Associate credential (CDA), which is the national industry certification. This credential can lead to employment or transfer as college credits. If you are interested in becoming a teacher or working with children in the future, the Early Childhood Teacher Education program can prepare you for that career!

Electrical Technologies CIP Code 46.0399

Program Overview

The Electrical Technology program prepares students to install, maintain, and service electrical equipment used in control applications, commercial, industrial and residential wiring, and programmable logic control systems. Students in this program work with magnetic, solid state and programmable motor controls, learn the National Electric Code along with commercial, industrial, residential wiring methods and the fundamentals of direct and alternating current. Upon completion of the program students may pursue higher education or enter the workforce in Electrical fields.

Engineering Technology CIP Code 15.9999

Program Overview

The Engineering Technology program incorporates a variety of mechanical engineering and manufacturing concepts. Students learn to use tools and machines used in metal working occupations, and utilize a variety of computer programs to manufacture parts. Highly technical software, such as AutoCAD, Inventor, Master cam, and CorelDraw are used to create parts on CNC machines, laser engraver, plastic injection systems, and a rapid prototyping machine. Students learn a variety of mechanical engineering concepts using a mechanical drives trainer, a material testing module, and a variety of other types of equipment. Students in Engineering Technology participate in the BotsIQ

Battlebot competition, in which the class designs and builds a battlebot that competes against robots from other area schools.

Health Assisting: CIP Code 51.0899

Program Overview

This program prepares students to enter the health field on an assistant level. Instruction is given in bedside, sterilizing, and disinfecting procedures. Vital signs, anatomy and physiology, clerical duties, medical terminology, and assisting professional health care workers are covered. Students will also be certified in first aid and CPR. For students enrolled in the Nurse Assistant component of the course, a one-week (40 hour) clinical is mandated by the Pennsylvania Department of Education. Students must have completed the necessary coursework and have good attendance to participate in the clinical experience. Students who successfully complete all requirements of the Nurse Assistant component will be eligible to take the CNA examination upon graduation. Students interested in other assistant occupations may also participate in the clinical experience, provided all necessary coursework is completed and they have good attendance. This course also prepares students who may be interested in furthering their education in the health care field with introductory skills and knowledge.

Networking Technology: CIP Code 11.0901

Program Overview

The Networking Technology program teaches students how to design, build, and maintain computer networks. The program is centered on the A+ Certification and the Cisco Systems Networking Academy programs. Networking Technology integrates a web-based with a hands-on curriculum, teaching internet and technology literacy along with computer and network technical skills. Students will have access to all equipment and materials necessary to perform entry level computer technician duties including: upgrading and installing operating systems and application programs; configuring and installing hardware devices and peripherals; and general troubleshooting techniques. A large part of the curriculum is dedicated to the basic fundamentals of networking, configuring, maintaining, and troubleshooting network equipment such as switches and routers. Upon completion of this program, the students will have access to all materials to obtain CompTIA A+, Cisco CCENT, and Cisco CCNA certifications.

Masonry: CIP Code 51.0899

Program Overview

In the Masonry program students develop the skills necessary to become block layers, bricklayers, stonemasons, and cement masons. Students learn the process of the planning and layout of structures; mortar mixing and spreading; cutting, laying, and joining bricks, concrete blocks, and glass blocks in the construction of fireplaces, chimneys, walls, partitions, steps, and other structures.

Instruction also includes concrete pavers, and segmented retaining wall construction. In addition, blueprint reading; planning; estimating; placing; and finishing concrete, are included in the program. Students will also receive additional experience working on community projects.

Small Engine Repair: CIP Code 47.0699

Program Overview

The Small Engine Mechanics Program prepares students to apply technical knowledge and skills to repair, service, maintain and diagnose problems on a variety of small internal combustion gasoline engines and related systems used on portable power equipment such as lawn and garden equipment, chain saws, outboard motors, rototillers, snowmobiles, lawn mowers, motorcycles, personal watercraft and pumps and generators. This program includes instruction in the principles of the internal combustion engine and all systems related to the powered unit. Instruction also includes the use of technical and service manuals, state inspection code, care and use of tools and test equipment, engine tune up and maintenance, engine overhaul, troubleshooting and diagnostic techniques, drive lines and propulsion systems, electrical and electronic systems, suspension and steering systems, service operations and parts management.

Welding: CIP Code 48.0508

Program Overview

The Welding program prepares students with the skills necessary for jobs as welders, cutters, and welding machine operators. Instruction includes blueprint reading, metallurgy, flat, vertical, horizontal, and overhead welding techniques using the various welding/cutting processes: electric arc welding (SMAW), oxyacetylene welding/brazing, GTAW, GMAW, FCAW, submerged arc welding, air carbon arc gouging, and plasma cutting. Code welding and cutting standards are emphasized.

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 7th or 8th 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

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

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

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/MICROSOFT OFFICE

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/CONSUMER ECONOMICS

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

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. Offered every other year.

ACE Program Course - 3 credits

Business Law**

Grade 10, 11, or 12

This is an introductory course that considers the nature of business law and procedural framework of the legal system. Special interest centers upon current legal issues such as compliance issues, EEOC, employment problems/issues, workers' compensation, and sexual harassment. Offered opposite of Intro to Business.

ACE Program Course – 3 credits

SOCIAL STUDIES DEPARTMENT

UNITED STATES HISTORY I

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

The general objective of this course is for students to master fundamental economic concepts, appreciate how the principal concepts of economics relate to each other and understand the structure of economic systems. Students will use economic concepts in a reasoned, careful manner in dealing with personal, community, national and global economic issues.

WORLD CULTURES (1/2 year)

Grade 12

This World Cultures course is a combination of Geography and Cultural Anthropology. It is designed to introduce the student to the concepts of culture in human experience and the concepts of geography. The students will become familiar with the “places” of the world by memorizing major locations and features.

AMERICAN POLITICAL PROCESS (1/2 year)

Grade 12

The course is an introduction to the institutions and processes of the national government. Against a background of the Constitution and the social context of American politics, attention will be given to such topics as voting behavior, public opinion and political attitudes, the party system, the president, the Congress, and the courts.

HEALTH / PHYSICAL EDUCATION DEPARTMENT

HEALTH

Grade 7

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

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/negative interactions of adolescent group members in physical activities.

PHYSICAL EDUCATION

Grade 9-12

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.

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.

TECHNOLOGY EDUCATION

INTRO TO TECHNOLOGY I(1/2 year)

Grade 8

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.

INTRO TO TECHNOLOGY II(1/2 year)

Grade 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. This course is a continuation of Intro to Technology I and builds upon it.

CAREER EXPLORATION(1/2 year)

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 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.

PRE ALGEBRA

Grade 7 or 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 (COLLEGE 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.

Prerequisite(s): Placement examination or Intermediate Algebra
ACE Program Course - 3 credits

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 w/lab**

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

Chemistry is an important science that challenges students to apply their studies in previous sciences to new theories, models and problems. The course begins with a discussion of the history and importance of chemical principles; moves through the various models of the atom and chemical reactions; explores relationships among liquids, gases and solids; and investigates the role of energy in these relationships. The course ends with a unit on organic chemistry, a branch of the science that focuses on the molecules that are important to living things. Lab activities throughout the course reinforce the material and provide an opportunity for students to apply their knowledge through hands-on experiments and activities. (on-line through HAOLA)

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

Physics is the study of how matter interacts with energy. Energy comes in many forms and is often related to movement, so much of the course examines how matter moves in response to

energy, including the ways science defines and describes motion and how objects are set in motion. Motion is defined by the laws first set down by Isaac Newton and explored through continuing work of other scientists. By understanding these laws, how things move in the world can be understood. The course demonstrates the nature of energy in the forms of electricity, heat, light and sound. People interact with these types of energy every day. The course provides an understanding of how these forms of energy are used to carry out tasks. (on-line through HAOLA)

ANATOMY/PHYSIOLOGY**

Grade 12

A laboratory based course that studies the relationship between the structure and function of the human body. Topics include anatomic terminology, basic organization of the body and major systems; students will also study diseases and injuries associated with the body system. Laboratory component will include using microscope, dissections, and physiological concepts via experiments.

BIOLOGY/STEM LAB

Grade 10

This class is a laboratory based course that will provide a hands-on approach to the topics covered in Biology. Students will test scientific concepts through specific experiments and demonstrations stressing the importance of the scientific method. Students will be exposed to general science questions and will design experiments to tests outcomes; therefore allowing students to become independent scientists.

Harmony Area School District
Graduation Project Requirements Checklist
Revised May 2019

Grade 7

- _____ 1 hour of Community Service required
- _____ Complete tasks 4-6 in the Grade 6-8 span in SmartFutures

Grade 8

- _____ Begin Academic/Career Plan in Career Exploration class with counselor assistance
- _____ Must take **Career Exploration** class-passing grade
- _____ Complete tasks 7-9 in the Grade 6-8 span in SmartFutures
- _____ Complete Holland Interest Survey-Career Exploration-counselor assistance
- _____ Career and Post Secondary search-Career Exploration class with counselor assistance
- _____ 2 hours of Community Service required

Grade 9

- _____ Revisit Academic/Career Plan in SmartFutures
- _____ Update Career and Post Secondary search in SmartFutures
- _____ Complete tasks 1-3 in the Grade 9-12 span in SmartFutures
- _____ Attend Admiral Peary AVTS Presentation
- _____ Attend Admiral Peary AVTS Field Trip
- _____ 3 hours of Community Service required

Grade 10

- _____ Revisit Academic/Career Plan in SmartFutures
- _____ Job Shadow Form submitted, approved, and completed
- _____ Update Career and Post Secondary search in SmartFutures
- _____ Participate in PSAT and follow up-counselor (selected students)
- _____ Complete tasks 4-6 in the Grade 9-12 span in SmartFutures
- _____ 4 hours of Community Service required

Grade 11

- _____ Complete tasks 7-9 in the Grade9-12 span in SmartFutures
- _____ Attend College and Career fair in Clearfield with Counselor
- _____ Update Career and Post Secondary search in SmartFutures
- _____ Revisit Academic/Career Plan in SmartFutures
- _____ ASVAB Test and Career Exploration follow up-Military reps and counselors
- _____ Research a min. of two scholarships for post-secondary education – Junior level class
- _____ 5 hours of Community Service required

Grade 12

- _____ Attend Banking/Personal finance workshop-English class-outside vendor
- _____ Complete Academic/Career Plan in SmartFutures.
- _____ Complete tasks 10-13 in the Grade 9-12 span in SmartFutures
- _____ Academic/Career Plan Transition Exit Interview
- _____ Apply for a min. of one post-secondary scholarship or one on-line job application –Eng.
- _____ 6 hours of Community Service required