

# Avonworth High School Course Description Book

Revised: September 2020



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

MOTIVATION  
*determines what you do.*

ATTITUDE  
*determines how well you do it.*

# Avonworth High School Course Description Book

Revised: March 2019

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Mr. Aaron Pellicano, School Counselor (Academic Grades 7-9)

Dr. Sandra Swen, District Psychologist  
Mrs. Colleen Barcaskey, RN, School Nurse

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**Mission Statement**

The Avonworth School District empowers students through authentic experiences to become creative, innovative thinkers.

**Avonworth High School Mission Statement**

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

**Graduation Requirements**

Subject	Number Units	Subject	Number Units
English	4	Physical Education	2
Social Studies	4	Health	.50
Mathematics	3	9th Grade Seminar	.50
Science	3	Art/Humanities	.50
Technology	.50	Personal Finance	.50
Electives	7	Total Credits	25.50

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

**Academic Calendar** The school calendar shall be divided into two semesters. Each semester will consist of two nine-week grading periods. Reports of academic progress will be available via School Rush. Semester and final report cards will also be distributed through School Rush.

Units for all classes are as follows

Full Year	1 Credit
Semester	.50 Credit

**Advanced Placement (AP)**

College Board AP Exams are encouraged and recommended upon completion of each AP course.

**Arts/Humanities Credit**

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

**Technology Credit**

All technology education courses, programming courses, and computer art courses (computer graphics, videography,

game design, etc.) may be used for the technology credit. In addition, the English courses broadcasting and journalism may also satisfy the technology credit. Select A.W. Beattie Career Programs are acceptable. Please contact a School Counselor with individual concerns.

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

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

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

**Promotion** A student must successfully complete at least 6.5 units in grade 9 to be promoted to grade 10. A student must have successfully completed at least 13 units in grades 9 & 10 to be promoted to grade 11. A student must have successfully completed at least 19.5 units in grades 9, 10, & 11 to be promoted to grade 12. Students may carry a minimum of six credits in a school year if enrolled in an AP course that requires a lab.

**Keystone Exams:** The Keystone Exams are end-of-course assessments designed to assess proficiency in the subject areas of Algebra I, Biology, and Literature. For the classes of 2022 and beyond, students must achieve proficiency on the Algebra I, Biology, and Literature Keystone Exams as a graduation requirement mandated by the Pennsylvania Department of Education. If students do not achieve proficiency on these exams, they must complete a Remediation course at Avonworth High School before re-taking the exam.

### **Graduation Project**

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

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

## Grading Scale

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

### Incomplete Grades

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

**Failure:** If a student fails a course, the course can be made up in an accredited and approved credit recovery program either correspondence or cyber. If the course is not completed by the start of school in the fall, the student's placement may be affected.

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

**Class Rank & GPA:** Class rank/GPA is maintained for all students carrying 6.50 credits at Avonworth. All subjects

are given quality points based on the grade received. Honors, CHS and AP courses will earn weighted quality points. **Class rank will not appear on transcripts.** Commencement speakers will include the valedictorian, salutatorian and an additional speaker chosen through an application process.

### Honor Roll Requirements

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

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

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

### Personal Pathways Program:

At the end of their 9<sup>th</sup> grade year, students will have the option of selecting a Personal Pathway to focus their elective choices and out-of-school experiences (job shadow, internships, apprenticeships, graduation project) to an area of their own interest. Students may choose to take elective courses outside of their respective pathways as well. Students can apply for a specific pathway at the end of their 9<sup>th</sup> grade or 10<sup>th</sup> grade year. Participation is **voluntary** for the 2019-2020 school year. Applications will be reviewed by the Personal Pathways leadership team consisting the teacher leaders for each pathway, the high school principal, and the high school counselors. Students will gain career exposure and participate in job readiness workshops during their 9<sup>th</sup> grade year, as well as see connections to careers in their core classes. Students then have the option to apply for a pathway and personalize their learning through elective choices, career experiences, and extracurricular activities. When a student meets the requirements of their chosen pathway, he or she will be awarded a certificate upon graduation.

### The Personal Pathways are as follows:

1. Arts, Innovation, & Communications - Mrs. Kerri Villani
2. Business, Finance, & Entrepreneurship - Mr. Jeff Shirey
3. Health & Medicine - Mrs. Julie Selep
4. Public and International Relations - Mrs. Melissa Reagle & Mrs. Bre Maisner
5. Science, Technology, Engineering & Math - Mr. Wolfe
6. A.W. Beattie Career Technology Center - Liaison: Mrs. Nicole Levis

For more information on the Pathways, see the Personal Pathways link on the district's website.

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

The mission of Avonworth High School's advanced, honors, Advanced Placement (AP) and post-secondary programs are to provide an intellectual community in which students will study key concepts and the skills of a discipline in a deep, meaningful, rigorous, and creative way; application of concepts will be

emphasized. These courses may have an increased workload than other courses due to their pace and the independent work required.

### Course Descriptions

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

Course Name			
Course Description			
Number of Units	Elective, Requirement or Teacher Recommendation	Grades Enrolled	Pre-Requisites

### ART

Integrated Arts 10 (Honors) - World Affairs, English 10, The Arts			
Integrated Studies encourages sophomore students to explore the richness and diversity of the world from an interdisciplinary and inquiry-based perspective. Through an inquiry-based study of world narratives using artifacts (novels, films, poems, primary source documents, short stories, and others), Integrated Studies integrates the disciplines of English, social studies, and art. Key questions about the human experience help unify the course by erasing disciplinary distinctions between social studies, English, and art; attempting to answer these key questions, students - and instructors - pursue a larger understanding of what it means to be human. Scheduled into a double period, students will earn honors credit for each discipline at the completion of the course. This Integrated Arts class is entirely project-based and co-taught by 3 teachers Integrated course does not preclude students from additional Art courses.			
<b>3 total;</b> 1-Social Studies, 1-English, 1-Art (Elective)	Teacher Discussion - format comfort and self-awareness	10	None

Fine Arts & Crafts*			
This course provides students with opportunities in the fine arts and crafts. Emphasis will be placed on developing drawing skills, oil and watercolor painting, and sculpture in clay, wood, stone, and metal. Also included will be works in areas such as ceramics, jewelry, leather, stained glass, and printmaking.			
1	Elective	9-10-11-12	None

Advanced Fine Arts			
This course provides advanced experiences in drawing and using a variety of tools and techniques, painting with oils, tempera, and watercolors and printmaking. The further development of basic art skills and analysis is emphasized. Students will have the opportunity to select areas of specialization and learn to apply their skills to their individual expression. Can be taken more than once through teacher recommendation.			
1/2	Elective	10-11-12	Fine Arts & Crafts

Film History			
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This course will serve as an introductory overview of the history of cinema. Class time is divided between film viewing and film analysis. This course will focus on particular films and themes made important for aesthetic, technological, cultural, and social reasons.

1/2	Elective	9-10-11-12	None
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**Introduction to Art History**

This course will explore art from prehistoric to modern eras including an examination of the the social, political, and other influences on artists and their works. Lecture, hands on activities, open discussion, and other resources will be utilized.

1/2	Elective	9-10-11-12	None
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**Computer Graphics I**

This course serves as an introduction to computer generated art. Students will be able to understand and effectively create graphic art using professional and industry relevant software. Class time is given for all coursework.

1/2	Elective	9-10-11-12	None
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**Computer Graphics II**

Computer Graphics 2 will explore motion graphics, animation, digital communication, and interactive design. This course will prepare students to work in a creative and collaborative team.

1/2	Elective	9-10-11-12	Computer Graphics I
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**Videography**

This course focuses on the art of filmmaking. Students will learn contemporary practices and technologies used in digital filmmaking from story development to production and post-production. The elements and principles of design are emphasized as they relate to filmmaking.

1/2	Elective	9-10-11-12	None
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**Game Design**

In Game Design, students will apply prior knowledge of design principles to create interactive games. Students will be required to display perseverance, problem solving skills, and critical thinking to analyze and adapt coding.

1/2	Elective	10-11-12	Computer Graphics I & II
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**Advanced Photoshop**

Advanced PhotoShop is modeled after the career of a graphic designer. Students will study the integration of type and image for the purpose of graphic communication. This course builds upon prior studies of digital image creation.

1/2	Elective	10-11-12	Computer Graphics I & II
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**Portfolio - specializing in Studio Art and/or Computer Graphics**

This is to provide advanced students with an opportunity to pursue further specialization in studio arts and/or computer graphics. Each enrolled student will work with the instructor to develop an individual program which emphasizes a

specific area of art or computer graphics and/or development of a portfolio.			
1/2 or 1	Elective	11-12	Teacher Recommendation & 3 Graphic Courses and/or 3 Studio Art Courses

<b>Drawing (College in High School, LaRoche)</b>			
A workshop-style class that teaches the language and practice of drawing, including expression and communication in various media utilizing principles of line, tone, gesture, exaggeration and lighting.			
1/2	Elective	11-12	Teacher Recommendation

## **BUSINESS**

<b>Introduction to Business</b>			
This course is designed to introduce you to the exciting and challenging world of business. Designed to be the very first business course you take, this class will serve as a background for other business courses you may take in high school and college and prepare you for future employment or business ownership. Through the information and activities provided in this course, you will increase your preparation to be a knowledgeable consumer, well-prepared employee, and effective citizen in our economy. Extensive coverage of finance, marketing, production, and management provide a survey-like approach to business operations.			
1/2	Elective	9-10-11-12	None

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

<b>Entrepreneurship</b>			
This course will guide students step-by-step through the entire process of owning their own business. Students will develop critical thinking skills as they analyze and evaluate the various opportunities and pitfalls of owning a business. Topics of study will include market research, business planning, financing, marketing, hiring, staff management, accounting, and record keeping. Students will prepare and present a complete business plan by the end of the course. A background in Accounting and Computer Applications is strongly recommended, but not required for this course.			
1/2	Elective	11-12	None

<b>Personal Finance</b>			
This course will help students build a foundation of personal financial skills that will enhance their role as citizens, consumers, family members, and wage earners in today's society. Students will become aware of their financial responsibilities and will learn how to evaluate alternatives when making decisions that will affect their financial security.			
1/2	Required	10-11-12	None

<b>Macroeconomics (College-In-High School, LaRoche)</b>			
Economics offers students an introductory understanding of the forces which shape our economy and our lives. Focus areas will include key financial institutions such as The Federal Reserve and the stock market. Students will be exposed to the different ways in which economics can be used to describe and predict decision making. Special attention will be paid to applying theoretical learning to relevant real-world situations.			
1	Elective	10-11-12	None

## COMPUTER SCIENCE

### **Introduction to Computer Programming 1 (CMU Course Design)**

The course's main goal is for students to learn the fundamentals of programming, to enjoy coding, and to be able to use programming creatively to help solve problems in a variety of domains. No prior programming experience is required. Introduction to Programming is a Python course with an emphasis on critical thinking, problem solving, and creativity. Specific topics include functions, variables, expressions, conditionals, loops, strings, lists, graphics, and animations, as well as top-down design, testing, and debugging.

.5

Elective

9-10-11-12

Algebra I

### **Introduction to Computer Programming 2 (CMU Course Design)**

The course's main goal is for students to continue to learn the fundamentals of programming, to enjoy coding, and to be able to use programming creatively to help solve problems in a variety of domains. Introduction to Computer Programming 1 is required. Introduction to Programming 2 is a Python course with an emphasis on critical thinking, problem-solving, and creativity. Specific topics include loops, strings, lists, graphics, and animations, as well as top-down design, testing, and debugging.

.5

Elective

9-10-11-12

Intro to CP 1

### **Exploring Robotics and Artificial Intelligence**

The purpose of this course is for students to explore two emerging technologies through a hands-on approach that emphasizes creativity, problem-solving, critical thinking, and collaboration. Students will collaborate to create, build, and articulate their own robot as part of a larger class project. This course is also designed to introduce a foundation of understanding in artificial intelligence and its growing presence in the world around us.

.5

Elective

9-10-11-12

None

### **Programming: Python (College in High School, Pitt)**

The purpose of this course is for students to explore two emerging technologies through a hands-on approach that emphasizes creativity, problem-solving, critical thinking, and collaboration. Students will collaborate to create, build, and articulate their own robot as part of a larger class project. This course is also designed to introduce a foundation of understanding in artificial intelligence and its growing presence in the world around us.

.5

Elective

10-11-12

Intro to CP 1

### **Intermediate Programming Using Java (CS 0401, College-In-High School, University of Pittsburgh)**

The purpose of this course is to introduce the fundamental topics in computer science and improve programming skills with in introduction to programming in Java. This would be a first course for students intending to major in computer science in college. In addition to earning college credit, students enrolled in this course could take the **AP Computer Science A Exam**.

1

Elective

10-11-12

Intro to CP 1

**ENGLISH**

<b>Academic English 9</b>			
Designed to provide a highly rigorous experience at an accelerated pace, this course will challenge the advanced reader and writer to further develop critical reading and thinking skills, as well as strong argumentative writing skills by reading and working with complex pieces of fiction and nonfiction. Students will demonstrate understanding and mastery of the Pennsylvania Common Core Standards through formal and informal writing assignments, various assessments, performance tasks, formal and informal presentations, and class discussions. Students will also maintain a writing portfolio.			
1	Required	9	None

<b>Honors English 9</b>			
Designed to develop critical reading and thinking skills, as well as strong argumentative writing skills, this course prepares students to effectively read complex fiction and nonfiction and to powerfully communicate ideas through writing. Students will demonstrate understanding and mastery of the Pennsylvania Common Core Standards through formal and informal writing assignments, various assessments, performance tasks, formal and informal presentations, and class discussion. Students will maintain a writing portfolio.			
1	Teacher Recommendation	9	8 <sup>th</sup> Grade Recommendation

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

<b>Academic English 10*</b>			
Academic English 10's emphasis on reading, writing, speaking, and thinking is reflected in its five main components. From a literacy standpoint, students will focus on close reading, critical analysis, and discussion of fiction, non-fiction, visual, and auditory texts. In terms of vocabulary, students will work with extensive lists of Latin and Greek vocabulary roots to enhance comprehension while reading. Communication projects will feature practical application of writing and speaking skills for post-secondary education, the workplace, and "real life." Creativity will be fostered through projects appealing to multiple learning styles and preferences, and scholarly writing will focus on an avoidance of common errors, refinement of voice, development of research skills, and application of the Point / Proof / Analysis formula to clearly communicate rich ideas.			
1	Required	10	Academic English 9

<b>Honors English 10*</b>			
<p>Honors English 10 is a course focusing on critical reading, writing, thinking, and speaking. Analysis in this course will far surpass “I think / I feel” reaction statements — as a preparation for university-level work, students will need to provide solid, scholarly evidence for judgments and assertions. With a focus on close reading, literary theory, grammar, cultural literacy, vocabulary, and composition, Honors English 10 requires a substantial amount of out-of-class work as well as in-class participation. Students will also complete an extensive literary research paper according to the standards of the Modern Language Association. Placement in the course is contingent upon a teacher recommendation from either Academic or Honors English 9.</p>			
1	Teacher Recommendation	10	Honors English 9

<b>Integrated Arts 10 (Honors) - World Affairs, English 10, The Arts</b>			
<p>Integrated Studies encourages sophomore students to explore the richness and diversity of the world from an interdisciplinary and inquiry-based perspective. Through an inquiry-based study of world narratives using artifacts (novels, films, poems, primary source documents, short stories, and others), Integrated Studies integrates the disciplines of English, social studies, and art. Key questions about the human experience help unify the course by erasing disciplinary distinctions between social studies, English, and art; attempting to answer these key questions, students - and instructors - pursue a larger understanding of what it means to be human. Scheduled into a double period, students will earn honors credit for each discipline at the completion of the course. This Integrated Arts class is entirely project-based and co-taught by 3 teachers Integrated course does not preclude students from additional Art courses.</p>			
<b>3 total;</b> 1-Social Studies, 1-English, 1-Art (Elective)	Teacher Discussion - format comfort and self-awareness	10	None

<b>Academic English 11*</b>			
<p>This course is designed for students whose reading, writing, and speaking skills reflect various levels of development. The content has been selected to prepare students who definitely intend to continue their education beyond high school, as well as for those students who are not yet certain of their future plans. The course includes reading selections representing all forms of American literature. Vocabulary enhancement and remedial grammar are studied throughout the year. Writing assignments encourage students to develop paragraphs and compositions with original, logical, and specific details. Students whose work indicates significant rapid development and progress will be encouraged to pursue independent study projects in addition to the material required in this course. Summer reading selections are available on an optional basis for all students in English 11. A research paper is required.</p>			
1	Required	11	Academic English 10

### Honors English 11\*

Structured to provide accelerated experiences, this course focuses on Advanced Placement Vertical Teaming strategies. This course is designed to instruct students whose skills in reading and writing reflect an advanced level of development. Students learn, apply, and demonstrate mastery of the eleventh grade Common Core State Standards for reading, writing, speaking, and listening. The content has been selected to complete student preparation for PSSA, SAT and ACT tests, as well as the continued growth of academic skills needed for success in Advanced Placement English and post-secondary education. The content of the course focuses upon reading American literature, developing vocabulary skills, and enhancing composition skills. All forms of American literature are studied, with the selections representing various time periods and styles of writing, both fiction and nonfiction. Extensive analytical and expository writing is assigned throughout the year, with students encouraged to express themselves with original, logical, and orderly content. Students should maintain a portfolio of all written work that is reviewed periodically for instructed components of effective writing. Students are required to complete summer reading assignments, as they are the core curriculum for initial assignments in August and September.

1

Teacher Recommendation

11

Honors English 10

### AP English Language and Composition

The AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts, and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically; to communicate writers' intentions and elicit readers' responses in particular situations. The course cultivates the rhetorical understanding and use of written language by directing students' attention to writer/reader interactions in their reading and writing of various formal and informal genres (e.g., memos, letters, advertisements, political satire, personal narratives, scientific arguments, cultural critiques, research reports). Reading and writing activities in the course also deepen students' knowledge and control of formal conventions of written language (e.g., vocabulary, diction, syntax, spelling, punctuation, paragraphing, genre). The course helps students understand that formal conventions of the English language in its many written and spoken dialects are historically, culturally, and socially produced; that the use of these conventions may intentionally or unintentionally contribute to the effectiveness or ineffectiveness of a piece of writing in a particular rhetorical context; and that a particular set of language conventions defines Standard Written English, the preferred dialect for academic discourse.

1

Teacher  
Recommendation

11

Honors English 9 and  
Honors English 10

### AP English Literature and Composition

AP English Literature and Composition is a college-level course that conforms to the curricular requirements in the AP English Course Description. Writing and reading are integrated throughout the sequence of units as the course focuses on advanced techniques of composition, rhetoric, literary analysis, and discussion. The seminar style classes follow a Socratic inquiry model where students engage in advanced discussion and debate of literature. Course involves close analytical reading of poetry, nonfiction prose, narrative fiction, and drama as well as intensive study and application of literary elements and terminology. Selections of world, British, and American literature range from ancient works to contemporary pieces. Through both timed and formal essays, students write to understand, to explain, and to evaluate as they practice advanced rhetorical strategies to develop skills of argumentation. Vocabulary and language instruction are an integral part of every day's lesson. Explicit composition instruction, writing workshops, and frequent teacher and peer feedback develop students' composition skills for a

variety of purposes and audiences. All writing assignments, both formal and timed, include instruction and feedback based on specific assessment rubrics or scoring guides. Students should maintain a portfolio of all written work that is reviewed periodically for instructed components of effective writing. Students may earn college credit by taking the Advanced Placement Examination in English Literature and Composition at the conclusion of this course.  
(Weighted Grade Course)

1	Teacher Recommendation	12	Honors English 11
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### Academic English 12

Writing and reading are integrated throughout the sequence of units in this final college preparatory course that focuses on composition, literary analysis, and discussion. Literature includes active reading of poetry, nonfiction prose, narrative fiction, and drama as well as the study of literary elements. Selections of world, British, and American literature range from ancient works to contemporary pieces. Through both timed and formal essays, students write to understand, to explain, and to evaluate as they develop skills of argumentation. Vocabulary and language instruction are an integral part of every day's lesson. Explicit composition instruction, writing workshops, and frequent teacher and peer feedback develop students' composition skills for a variety of purposes and audiences. All writing assignments, both formal and timed, include instruction and feedback based on specific assessment rubrics or scoring guides. Students should maintain a portfolio of all written work that is reviewed periodically for instructed components of effective writing. All compositions and oral presentations are course requirements.

1	Required	12	Academic English 11
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### Creative Writing I

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

1/2	Elective	9-10-11-12	None
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### Creative Writing II

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

1/2	Elective	9-10-11-12	Creative Writing I and/or Teacher Recommendation
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### Drama

This course will be an introduction to dramatic theory, history of drama, different genres, and the theatre environment.

1/2	Elective	9-10-11-12	None
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### Journalism I

This introductory course provides a survey of fundamental aspects in print and broadcast media. Students curious about Journalism, either as a producer or consumer, are encouraged to enroll. All aspects of the 21<sup>st</sup> century journalist are briefly covered, focusing primarily on the role of the media in America. Curricular content includes, but is not limited to, how the media functions, technical aspects of writing and producing news, photojournalism, and interview skills.



Students are required to submit writing for publication, including outlets such as the <i>High School Connection</i> and the <i>avonews</i> . Students with Journalism interests should strongly consider the Broadcasting course as well.			
1/2	Elective	9-10-11-12	None

<b>Journalism II</b>			
Students seriously interested in Journalism are encouraged to enroll. Basic skills and concepts from Journalism I will be developed, augmented, and refined in order to help students become stellar student journalists. Journalistic practices from the Associated Press will be heavily incorporated into writing assignments. Multimedia journalism will be emphasized. Upon completion of Journalism I and II, students will have a portfolio of high quality journalistic work if they choose to pursue a career in this field. Areas of study include feature writing, sports, arts, and managerial positions in print and broadcast media. Student publication is required, including <i>the avonews</i> and a variety of external publishing outlets. Students who have taken and enjoyed Broadcasting, should strongly consider Journalism I and II.			
1/2	Elective	9-10-11-12	Journalism I and/or Teacher Recommendation

<b>Modern Public Speaking</b>			
Intended to develop an understanding of and facility in the preparation, organization, delivery and criticism of speaking in different scenarios. This course will evolve from foundations of strong public speech, through examples of inspiration and historical significance to each student finding his/her own strength in speech style and delivery.			
1/2	Elective	9-10-11-12	none

<b>Satire</b>			
Students will read, write, think, study, discuss, and find examples of satire. Students will identify satire in their immediate world and work toward formulating their own workable definition of satire. The course will offer students a wide spectrum of styles and themes, ranging from biting criticism and black humor to milder reprimands from contemporary media. Students will examine the content in terms of targets, messages, and specific satirical techniques, as well as the distinction between satire and comedy. Students will be evaluated through essays, quizzes, tests, and creative pieces, culminating in the creation of their own satire.			
1/2	Elective	11-12	English 9 and 10

<b>Storytelling Through Media (Previously <i>Broadcasting</i>)</b>			
Broadcasting/Advanced Video Production is a project-based class that develops career and communication skills in digital video production. This course is designed to introduce students to the techniques and skills used in television news broadcasting and broadcast journalism, as well as those skills necessary in the filming, editing and production of video programming			
1/2	Elective	9-10-11-12	None

**FAMILY AND CONSUMER SCIENCE**

<b>Today's Foods</b>			
This course is an in-depth study of foods. Each student will be able to challenge his/her culinary expertise while learning food preparation and techniques. There will be a concentrated effort on nutrition, food safety and sanitation, and the selection, purchasing, and storing of food.			
1/2	Elective	9-10-11-12	None

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<b>Gourmet Foods</b>			
This course focuses on the preparation and cooking of various gourmet foods. Units include gourmet appetizers, beverages, breads, salads, casseroles, desserts, and party planning.			
1/2	Elective	9-10-11-12	Today's Foods

<b>Foods Americana</b>			
This course will incorporate historical and cultural influences that have contributed to food specialties in our country. Foods from the seven regions of the United States as well as Native American foods will be prepared using a variety of cooking techniques and equipment. Students will be involved in outdoor cooking and holiday food experiences.			
1/2	Elective	9-10-11-12	Today's Foods

<b>World Foods</b>			
Students in this course will learn to prepare foods from various foreign countries, such as Germany, France, China, Italy, Mexico, and Canada. They will study customs and values of the specific countries. The students will be using a variety of cooking techniques and equipment in meal preparation.			
1/2	Elective	9-10-11-12	Today's Foods

<b>Interior Design</b>			
This course is designed for students who have an interest in interior design and interior decorating. Students will learn the elements and principles of design and how to choose functional materials for different needs. They will apply this knowledge in several room design projects, including bedrooms, living rooms, and kitchens.			
1/2	Elective	9-12	None

<b>Child Development</b>			
This course is designed for students who are interested in the physical growth and development of children. Prenatal health and development will be discussed, as well as the physical, cognitive, and social/emotional development of children through age 5. Students will plan and lead activities for preschool children in a preschool center or in a kindergarten classroom practicum experience. The lessons will include areas such as storytelling, music, art, snack, math, science, and games. These lessons will help to promote the healthy development of the preschool/kindergarten child. This course is ideal for any student interested in a career involving early childhood education, elementary education, tech. prep. for day care employment, and other careers involving children.			
1/2	Elective	11-12	None

## **MATHEMATICS**

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

<b>Honors Algebra I</b>			
Honors Integrated Mathematics I is designed for students planning on attending college or some institution of higher learning. Though many of the same concepts as Integrated Mathematics I will be explored, Honors Integrated Mathematics I will provide more challenges which help form the foundation for future advanced math classes. There will be more emphasis on functions, advanced problem solving, and graphical analysis. Students will develop more sophisticated skills and use them to extend the basic algebra concepts and properties, enabling Trithe synthesis of many representations and analyses of the structure and connections of mathematics.			
1	Teacher Recommendation	9	93% or higher on entrance exam

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

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

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

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

1	Teacher Recommendation	10-11	Honors Algebra I
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### Honors Trigonometry/Pre Calculus

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

1	Elective	11-12	Algebra II
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### Business Calculus (College in High School, University of Pittsburgh)

This course provides an introduction to calculus for students interested in managerial or social science. Topics include functions, limits and continuity, differentiation, applications of differentiation, integration, exponential and logarithmic functions, and an introduction to multivariable calculus. Many College in High School instructors also include the calculus of trigonometric functions.

1	Elective	11-12	Trig/Pre-Calculus
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### Advanced Placement Calculus (AB)

This course is designed for those eleventh and twelfth grade students who plan to attend a college or university concentrating in an area of mathematics, a mathematically related science, or engineering. This course consists of a study of limits, the derivative, differentials, and the integral with an emphasis on the properties of elementary functions and fundamental theorems. An intense study of differentiation and integration of algebraic, trigonometric, exponential, and logarithmic functions will comprise the major part of this course and applications of the derivative and the integral will be widely studied. At the conclusion of this course, students may take a test prepared by the College Entrance Examination Board. The results will be certified by the testing agency to college admission officers for possible advanced standing and/or credit in the freshman year at college. (Weighted Grade Course)

1	Elective	11-12	Trig/Pre-Calculus
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### Advanced Placement Calculus (BC)

This flexible course is designed for those twelfth grade students who have successfully completed AP Calculus AB and have a strong mathematical background. In this second level calculus course students will review the concepts of AP Calculus AB and extend those ideas to the topics of infinite series, conic sections, parametric equations, polar coordinates, vector-valued functions, and differential equations. Students electing this study course must have prior approval by parents, counselors, and course instructor. At the conclusion of this course, students may take a test prepared by the College Entrance Examination Board. The results will be certified by the testing agency to college admission officers for possible advanced standing and/or credit in the freshman year at college. (Weighted Grade Course)

1	Elective	12	AP Calculus (AB)
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**Probability & Statistics (College-In-High School, University of Pittsburgh)**

This course is designed to give students the statistical background required by many majors in college. Topics include describing data, basic probability, measures of central tendency, correlation and regression, normal and binomial distributions, and real life modeling with experiments. Topics will be explored through the use of technology. At the conclusion of this course, students may earn four credits from the University of Pittsburgh.

1	Elective	11-12	Algebra I
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**Advanced Placement Statistics**

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

1	Elective	12	Teacher Recommendation
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**MUSIC**

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

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

<b>American Popular Music: A Reflection of Society</b>			
American Popular Music: A Reflection of Society will examine the relationship of popular music to the lives of people throughout the twentieth century. Concentration will be on the musical styles reflective of each era of history and how each style was affected by the society of the times. The students will examine the value of popular music (blues, ragtime, jazz and rock 'n' roll) to society.			
1/2	Elective	9-10-11-12	None

<b>Music Theory &amp; Composition I</b>			
This course offers the student the opportunity to learn and apply basic Music Theory & Composition. It will focus on harmony and arranging at multiple levels and is a hands on experience. The course will have the student write their own compositions for a variety of different musical ensembles.			
1/2	Elective	9-10-11-12	Teacher Recommendation

<b>A.P. Music Theory &amp; Composition</b>			
This course offers the student the opportunity to learn and apply advanced Music Theory & Composition. It will focus on harmony and arranging at advanced levels. The course will have the student write their own compositions for a variety of different musical ensembles and prepare them for the College Board Advanced Placement Exam.			
1/2	Elective	9-10-11-12	Teacher Recommendation

**PHYSICAL EDUCATION AND HEALTH EDUCATION**

<b>Health</b>			
This course is designed to create a health literate person who is confident, capable of self-assessing, able to work both independently and effectively with others, a life-long learner, and understands the core concepts of Health. This person makes thoughtful decisions that improve his or her total health and the health of others. The course focuses on the interrelationship of mental, emotional, social, and physical health during adolescence. Students will analyze how media influences the selection of health information and products. The course explains the importance of assuming responsibility for personal health behaviors. The course has a large emphasis on the anatomy and physiology of all body systems, and more advanced information provided on drugs, tobacco, and alcohol.			
1/2	Required	9	None

<b>Physical Education</b>			
Focus is largely on the growth and development of students through the medium of total body activities. The principle objectives include: 1. The development of motor skills and physical fitness 2. The development of desirable social attitudes and emotional traits 3. The development of an appreciation for a wide variety of physical activities that would result in continued participation for the enjoyment of leisure time activities. This course is required of all students during the 9th, 10th, 11th, and 12th grades. Failure to dress and/or participate on an ongoing structured basis would eventually warrant failure of that class. Two full credits in physical education must be earned before a student can graduate.			
1/2	Required	9-10-11-12	None

<b>Physical Fitness</b>			
The course has an intensive focus on developing, improving, and enhancing the student's fitness level. The course is recommended for those students who enjoy physical challenge, aspire to lose weight, and increase strength through weight training and cardiovascular exercise. Any student who wishes to improve and attain a high level of fitness is encouraged to join the class. At the beginning of the course, students will be required to submit a "Goal Sheet" explaining what they wish to accomplish and how. As the student progresses through the semester course, an "Individualized Fitness Plan" (IFP) will be developed and implemented to facilitate in attaining the student's fitness goals. Students will also learn about proper diet and nutrition.			
1/2	Elective	11-12	None

## **SCIENCE**

<b>Biology</b>			
Biology is an introductory course that emphasizes the nature, form, chemical structure, and heredity of living things. Students are exposed to units of study that include ecology, biochemistry, cells, reproduction, genetics, evolution, and the diversity of organisms. Laboratory investigations will be done to enhance other classroom learning activities. Projects will include the insect collection in the fall and family pedigree analysis in the spring and both require research outside the classroom. This course is designed to help prepare students for the Pennsylvania Keystone Exam and to further their education in the life sciences for either college or tech school after graduation.			
1	Required	9, 10	None

<b>Earth &amp; Space Science</b>			
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The Earth & Space science course is designed to interpret and understand the world around you. In order to do so, students will investigate and study the interactions between the four major Earth's spheres, including the geosphere, atmosphere, hydrosphere and biosphere in order to explain Earth's formation, processes, history, landscapes, how and why Earth changes over time. The course will also explore how current actions of man interactions affect Earth's spheres leading to local and global changes.

1	Teacher Recommendation	9	None
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### **Advanced Placement Biology**

This class is designed to expose the students to a college level introductory biology course that would typically be taken by Freshman Biology majors. At the conclusion of the course, students should master molecules and cells, heredity and evolution, organisms and populations, and laboratory analysis. The AP Biology screening process requires successful completion of all prerequisites with at least an overall grade of "B" in each science class. Students may earn college credit by taking and passing the Advanced Placement examination in Biology with a minimum score of 3 out of 5 at the conclusion of this course.

(Weighted Grade Course)

1	Elective Teacher Recommendation	11-12	Biology
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### **Anatomy and Physiology (College-In-High School, Carlow University)**

This is a course designed to take students to a deeper level of understanding of biological concepts than those presented in introductory biology. Students will be exposed to topics of study including anatomical terminology, life functions of organisms, control of organism systems, and an analysis of the chemical basis of an organism. Laboratory investigations will be used to enhance class lectures and discussions. Students will be required to complete projects including dissections, research projects, and presentations.

1	Elective	10-11-12	Biology
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### **Environmental Science (Semester class)**

Environmental science is a college-level course which includes the study of the interrelationships that exist in environmental systems, ecological problems, and human courses of action. Questions of human populations and their interaction with the environment, as well as basic ecological principles, environmental ethics, resource use, and conservation are addressed. This course concludes with alternatives we might use to build a society capable of living on Earth with less harmful impacts. Principles of scientific inquiry are integrated throughout the course including laboratory work at Robert Morris University.

.5	Elective	10-11-12	Biology
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### **Humanities Chemistry**



This course is designed to provide a thorough and challenging introduction to the topics of chemistry. The course will follow PA standards and Next Generation Science Standards (NGSS) that focus on “cross-cutting” skills, science and engineering practices, and disciplinary core ideas. This course is an overview course intended for those who may not pursue further study of chemistry.

1	Required (if do not take a physics course)	10, 11, 12	Algebra I & Biology
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#### **STEM Chemistry**

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

1	Teacher Recommendation	10, 11,12	Algebra I, Biology
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#### **Astronomy**

Through model making and hands-on activities this course is designed to give students the ability to analyze and explain the universe. The course will analyze how astronomers make inferences about the planets, stars and galaxies, examine the evidence that they use to make inferences about the objects in the sky, and study the models of cosmology. Through this course students will sharpen their logical reasoning skills and get a better understanding of both scientific observation and scientific deduction.

1/2	Elective	9-10-11-12	None
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#### **Forensic Science**

This course introduces the basic disciplines that comprise forensic science. Forensic Science has designated modules covering key topics which in combination revolve around specific case studies. A student goal is to solve the cases while completing the module topics which are self-paced and accessible online. Students have 24/7 access to the modules allowing flexibility but all module deadlines are firm. One-to-one student-teacher interactions take place during the (mandatory) daily required class periods. During this time group and individual teacher-student discussions and hands-on activities will occur and are included as a part of the overall grade. Combined with the online portion of the course, they provide each student with a well-rounded understanding of the topics and how they intertwine in this complex science discipline.

1/2	Elective	10-11-12	Biology
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#### **Advanced Placement Chemistry**

This college level course focuses on advanced topics in Chemistry, building upon material studied in Honors Chemistry while expanding into college-level advanced topics. AP Chemistry will provide the student with the necessary knowledge to be adequately prepared to handle advanced Chemistry at the college level. The curriculum followed is approved by the College Board. Students anticipating college study in engineering, biological, and medical fields will find this course instrumental to their success in these areas. This course relies on the topics covered in Honors Chemistry as a foundation. The student will study the topics of advanced stoichiometry, bonding and geometries, reactions, titrations, solutions, molecular interactions, REDOX and electrochemistry, acids and bases, kinetics, equilibrium, solubility, and thermodynamics. Significant laboratory work is integral and emphasizes the material covered in the classroom. Practice AP test questions will be reviewed on an ongoing basis with each

unit. The AP Chemistry screening process will require successful completion of the prerequisites with a minimum of an 85% overall grade. Students may earn college credits by taking the Advanced Placement Examination in Chemistry at the conclusion of this course. (Weighted Grade Course)

1	Elective Teacher Recommendation	11-12	Teacher Recommendation, Humanities or STEM Chemistry, and Allg. II
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### Humanities Physics

This course is designed to introduce students to the phenomena, theories and applications of physics in order to apply these concepts to everyday situations. By the end of the course students should be familiar with identifying and characterizing physical phenomena, explaining physical phenomena using theories, and demonstrating how to apply physics concepts to everyday situations. The course will follow PA standards and Next Generation Science Standards (NGSS) that focus on “cross-cutting” skills, science and engineering practices, and disciplinary core ideas. This course is an overview course intended for those who may not pursue further study of physics..

1	Teacher Rec. (Required if do not take Humanities or STEM Chemistry)	11, 12	Algebra I, Biology
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### STEM Physics

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

1	Teacher Recommendation	11, 12	Algebra I, Biology
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### Advanced Placement Physics

This course is designed to continue the study of phenomena, theories, and applications of physics in order to further their science education and prepare them for the AP Physics Exam. By the end of the course students should master identifying and characterizing physical phenomena, explain phenomena using theories, and demonstrate how to apply physics concepts to the world around them. They should be able to employ mathematical techniques to model, analyze, and solve a physical problem. Students may earn college credit by taking the Advanced Placement Examination in Physics at the conclusion of this course. (Weighted Grade Course)

1	Elective Teacher Recommendation	12	Humanities or STEM Physics, and Teacher Recommendation
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<b>Scientific Research - PJAS</b>			
The Pennsylvania Junior Academy of Science (PJAS) is a statewide organization designed to stimulate and promote interest in science among students through the development of in-depth research projects and high level investigations. Students will work independently with teacher mentorship and guidance with the goal of competing in local and national Science Fairs.			
1 or 1/2	Elective	11-12	

**SOCIAL STUDIES**

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

<b>World Geography and Cultures 9</b>			
During the freshman year students will focus on the impact of the five themes of geography and their relationship to the development of human characteristics. They will then seek to correlate how this impacts the learner globally. As students discover the interconnectedness they have to the international community they will also become more aware of their own surroundings and address this by creating a career transition portfolio. Successful completion of this class also includes gaining an understanding of organizational skills, study skills, and study strategies.			
1	Required	9	None

<b>Honors World Geography and Cultures 9</b>			
This course requires the learner to be highly motivated to work independently and at an accelerated rate. Students will focus on the impact of the five themes of geography and their relationship to the development of human characteristics. They will then seek to correlate how this impacts the learner globally. As students discover the interconnectedness they have to the international community they will also become more aware of their own surroundings and address this by creating a career transition portfolio and completing a job shadow. The analytical skills and activities in this course will allow the students to become informed, knowledgeable citizens. Due to the accelerated and analytical nature of this course, independent work skills, and established study habits are necessary.			
1	Teacher Recommendation	9	Teacher Recommendation

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

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

<b>Integrated Arts 10 (Honors) - World Affairs, English 10, Fine Arts &amp; Crafts</b>			
Integrated Studies encourages sophomore students to explore the richness and diversity of the world from an interdisciplinary and inquiry-based perspective. Through an inquiry-based study of world narratives using artifacts (novels, films, poems, primary source documents, short stories, and others), Integrated Studies integrates the disciplines of English, social studies, and art. Key questions about the human experience help unify the course by erasing disciplinary distinctions between social studies, English, and art; attempting to answer these key questions, students - and instructors - pursue a larger understanding of what it means to be human. Scheduled into a double period, students will earn honors credit for each discipline at the completion of the course. This Integrated Arts class is entirely project-based and co-taught by 3 teachers Integrated course does not preclude students from additional Art courses.			
<b>3 total;</b> 1-Social Studies, 1-English, 1-Art (Elective)	Teacher Discussion - format comfort and self-awareness	10	None

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

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

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

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

<b>American Politics/A.P. Government (College in High School, University of Pittsburgh)</b>			
Advanced Placement Government & Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. Data, theories, and government concepts will be interpreted and analyzed. (Weighted Grade Course)			
1	Teacher Recommendation Required or POD	12	Honors US History or AP US History and Teacher Recommendation

<b>Psychology</b>			
The objective of this elective course is designed to encourage students to explore their interest in the field of psychological relationships. Topics of inquiry include but are not limited to: Methods of Psychology, States of Consciousness, Principles of Learning, Memory and Information Processing, Human Development, Personality Exploration.			
1/2	Elective	10-11-12	None

<b>Race, Class &amp; Gender: Introduction to Sociology</b>			
This course is an introduction to the study of society through the critical analysis of social relations, behavior, and organization. It is designed to facilitate students to develop a broad knowledge of how social structures and human behavior influence each other, as well as to identify the issues that arise from such interactions. In order for students to critically analyze contemporary social issues and problems, such discussions will focus along the dimensions of race, class, and gender. No prior knowledge of sociology is expected.			
1/2	Elective	10-11-12	None

<b>Modern Dilemmas</b>			
Modern Dilemmas is an elective course available to juniors and seniors who wish to explore controversial current event problems and issues. Students will analyze dilemmas that challenge our society and evaluate their successes, failures, and ramifications utilizing research, formal debates, roundtable discussions, mock trials, and quality participation. Upon completion of the course the learner will have the ability to make responsible civic decisions.			
1/2	Elective	9-10-11-12	Requires maturity; teacher recommendation

<b>Service Learning</b>			
Service Learning is a new course that seeks to explore local, national and global needs. Through the research of needs around our communities and greater world, students work in a project-based environment to create real world solutions and implement their action plans. This course can be taught by a teacher in any discipline or content area.			
1/2	Elective	9-10-11-12	None

<b>American Conflicts</b>			
The semester long course will explore American military engagements of the late 20 <sup>th</sup> and early 21 <sup>st</sup> centuries, covering 50 years of U.S. military involvement. The objective of the course will be to analyze not only our military goals during these conflicts, but to also evaluate the political objectives and social climates of those eras. The class will incorporate the best primary sources available hosting numerous guest speakers from many of these conflicts to provide students with first-hand accounts of their service. Weaponry and tactics will also be analyzed. A foundation for the class will be forged with an overview of the two main theories of warfare. Each conflict will then be analyzed through this prism starting with Southeast Asia then working chronologically through the Iranian Hostage Crisis (1979), Lebanon and Grenada in the early 1980s, Panama and the Gulf War at the turn of the decade, through the humanitarian / peacekeeping missions in the mid-1990s and finally concluding with the current War on Terror.			
1/2	Elective	9-10-11-12	None

<b>Conspiracy Theories (Blended Course - Online Elements with workshop days)</b>			
From the Salem Witch Trials to the present day obsessions with the JFK assassination, UFOs, and alleged misdeeds of the Clinton and Bush administrations, Americans have embraced conspiracy theories to explain mysterious events and wrenching social changes, sometimes with far-reaching results. The primary objective of the course is to help students deal more intelligently with the conspiratorial fears and political paranoia that pervade modern American culture, by placing them in a broad historical context and learning to subject them to rigorous local and cultural analysis. We will also consider some real “conspiracies: (such as the details of the Lincoln assassination) that are considerably less well known than the imaginary ones.			
1/2	Elective	9-10-11-12	None

<b>Genocide Studies</b>			
Examination and analysis of 20th and 21st century genocides. Attention will be given to studying the Holocaust including its origin, course, and aftermath, providing a framework for the examination of other genocides including, but not limited to, the Armenian, Holodomor, Cambodian, Rwandan, Sudanese, and Yazidi. In addition to those recognized genocides, students will examine current conflicts to determine if they qualify as a genocide given the UN definition. Class will include discussions, readings, debates, and projects.			
1/2	Elective	11-12	None; maturity for nature of subject focus

## **TECHNOLOGY EDUCATION**

<b>CHS Introduction to Engineering Design (College in High School, RIT)</b>			
Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work. Students will have the opportunity to earn college credit at the completion of this course. Students may take this course for college credit through the Rochester Institute of Technology (Weighted)			
1	Elective	9-10-11-12	None

**CHS Computer Integrated Manufacturing (College in High School, RIT)**

Computer Integrated Manufacturing (CIM) deepens the skills and knowledge of an engineering student within the context of efficiently creating the products all around us. Students build upon their Computer Aided Design (CAD) experience through the use of Computer Aided Manufacturing (CAM) software. Throughout the course students learn about manufacturing processes and systems. The course culminates with a capstone project where students design, build, program, and present a manufacturing system model capable of creating a product. Students may take this course for college credit through the Rochester Institute of Technology (Weighted)

1

Elective

9-10-11-12

None

**Manufacturing Technology (Making)**

Manufacturing Technology is a course developed for students to design and create projects using various means of manufacturing. Students will be re-taught all of the general woodworking tools as a foundation for success. The majority of focus will be placed on product design and development for automated manufacturing. All automated equipment will be taught in great detail so that each and every student will have the ability to become certified to run the equipment. Pieces of equipment include the following: 1.) all traditional woodworking equipment, the 3d Printers, the laser engraver, the CNC router and the HAAS Mini Mill. This is a class with the general maker in mind.

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Elective

9-10-11-12

None

**WORLD LANGUAGES**

**French I**

French I is an introduction to the spoken and written language, focusing on vocabulary building, basic grammatical concepts, and general self-expression.

1

Elective

9-10-11-12

None

**French II**



French II is an intermediate-level course that continues to fine-tune the skills from French I while introducing more complicated grammatical features and strengthening the student's ability to complete more complex written and spoken tasks.

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

French III is a more challenging intermediate-level course, focusing on mastering the skills of levels I and II while introducing many more grammatical features and tenses to aid students in self-expression, narration, and description.

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

AP French Language and Culture is a year-long course that will function to prepare students for French at the college level. Throughout the course, students will explore the six cultural themes of Contemporary Life, Global Challenges, Beauty and Aesthetics, Families and Communities, Science and Technology, and Personal and Public Identities through examination of authentic written and audio materials, intended for native speakers of French. Throughout the course of study, students will grow and develop in the modes of interpretive, interpersonal, and presentational communication while deepening their understanding of the practices, perspectives, and products of the target culture. (Weighted Grade Course)

1	Elective	12	French III
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**Latin I**

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

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

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

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

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

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

AP Latin continues the study of authentic Latin text in preparation for the AP exam. This course is focused on developing reading proficiency, translation ability, analysis, understanding, and interpretation of Latin authors and literature from both poetry and prose. AP Latin continues building on the grammatical structures, vocabulary building, and oral and written translation skills of Latin IV, and it is designed to be approximately equivalent to a college course. In AP Latin, students translate authentic Latin poetry text from the *Aeneid* and authentic Latin prose from Caesar's *Gallic War*. (Weighted Grade Course)

1	Elective	12	Latin IV
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**Mandarin Chinese I**

Mandarin Chinese is an introduction to the spoken and written language, focusing on vocabulary building, basic grammatical concepts, and general self-expression.

1	Elective	9-10-11-12	None
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**Mandarin Chinese II**

Mandarin Chinese II is an intermediate-level course that continues to fine-tune the skills from Mandarin Chinese I while introducing more complicated grammatical features and strengthening the student's ability to complete more complex written and spoken tasks.

1	Elective	9-10-11-12	Mandarin Chinese I
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**Mandarin Chinese III**

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

1	Elective	11-12	Mandarin Chinese II
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**AP Mandarin Chinese**

AP Mandarin Chinese Language and Culture is a year-long course that will function to prepare students for Mandarin Chinese at the college level. Throughout the course of study, students will grow and develop in the modes of interpretive, interpersonal, and presentational communication while deepening their understanding of the practices, perspectives, and products of the target culture. (Weighted Grade Course)

1	Elective	11-12	Mandarin Chinese III
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**Spanish I**

Spanish I introduces many important and fundamental aspects of the Spanish language, concentrating on vocabulary building, basic grammatical concepts, and general self-expression. Students develop listening, speaking, reading, and writing skills in Spanish while exploring the culture of the Spanish-speaking world.

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

Spanish II reviews the vocabulary and structures of the Spanish language presented in Spanish I and builds on these concepts to reinforce and enhance the students' verbal and written skills. In addition, the study of Hispanic culture benefits as an integral part of language learning.

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

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

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

AP Spanish is the continued advanced study of the Spanish language with flexible and important topics while highlighting on expanding vocabulary acquisition, increasing grammar proficiency, writing and listening skills, reading and discussing works of recognized Hispanic authors, short stories, and current magazine and newspaper articles. Cultural connections and cultural awareness are emphasized through all aspects of language study. (Weighted Grade Course)

1	Elective	12	Spanish III
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**General Electives**

**Freshman Seminar**

Freshman seminar is a semester course required of all 9th graders. This course is intended to prepare students for high school by focusing on personal interests and passions and prepare students for the world around them. Topics

of study will include Internet safety, career exploration, diversity, drug & alcohol support, positive life choices, personal growth, mentoring/advising program, habits of mind.			
1/2	Required	9	None

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

### **Independent Study Program**

Purpose

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

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

### Scope

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

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

### Eligibility Requirements

- Students have shown evidence that they will work independently to complete the program assignments
- Students have successfully completed the application and agreement process

### Independent Study Guidelines

Independent study may be requested only if the student:

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

### Application Process

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

### Developing the Independent Study Agreement using Avonworth Resources

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

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

### Financial Obligations

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

### Approval Process

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

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

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

### Independent Study Review Committee

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

### Roles and Responsibilities

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

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

Once a teacher agrees, he/she assumes the responsibility for supervising the structure and maintenance of the

independent study to ensure educational accountability.

Their responsibilities include the following:

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

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

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

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

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

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

### Meeting Timelines

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

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

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

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

## **Independent Study Application Form**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## A.W. Beattie Career Center

**A.M. Morning Session**                      **No. 0505**                      **7:30 AM to 10:10 AM**

**P.M. Afternoon Session**                      **No. 0605**                      **12:20 PM to 2:15 PM**

**Grades 10, 11, 12**                      **Credit 3.0**

**GENERAL INFORMATION:**



A.W. Beattie Career Center offers students an opportunity to prepare for their chosen career field through advanced career and college preparation during their 10th, 11th and 12th grade years.

Students attending A. W. Beattie Career Center are enrolled in either the afternoon or morning session and spend the remaining half day at Avonworth High School. Three credits are awarded each year to students successfully completing career coursework. A. W. Beattie Career Center credits and grades are included in the QPA and class rank.

***All A. W. Beattie Career Center Programs offer advanced college credit upon successful completion. Potential college credits range from three to twenty credits.***

A.W. Beattie Career Center Programs are approved Programs of Study (POS) providing for a seamless transition to post-secondary education through rigorous content aligned with challenging academic and relevant career context in a non-duplicative progression of courses aligned to post-secondary education. SOAR is a Pennsylvania program which allows CTE students to earn free college credits. Students earn free credits with a qualifying score from the NOCTI, a senior year assessment, and confirmation that they have completed the entire CTE program of study. To obtain these free credits, students must submit the proper paperwork to the college, as outlined below. This paperwork requires CTE administrative signatures for submittal.

***Colleges offer FREE credits for your CTE Program of Study (POS)***

To determine the free credits offered for Pennsylvania Career and Technical Educational Programs of Study (POS) visit the website <http://www.collegetransfer.net/>. After selecting your Program of Study and your high school graduation year, you can view all of the colleges offering free credits for your particular CTE program. Additionally, A.W. Beattie Career Center maintains many college credits articulation agreements with two and four year post-secondary institutions, please visit our website [www.beattietech.com](http://www.beattietech.com) for additional information.

Students who attend A.W. Beattie Career Center may be able to fulfill various half-credit graduation requirements. See a School Counselor for details.

A number of A. W. Beattie's programs require uniforms and equipment. The student and parents assume this cost. Therefore, students should obtain accurate cost information before enrolling for a course. Transportation is provided by the School District.

Applications to attend A.W. Beattie Career Center should be made during the second semester and will be carefully reviewed. Further information concerning the A. W. Beattie Career Center's program is available in the High School Counseling Office.

***Course Offerings:***

- Advanced Computer Programming
- Advertising Design
- Engineering Design & Advanced Manufacturing/Robotics
- Automotive Collision Technology
- Automotive Technology (AYES)
- Carpentry/Building Construction
- Comp. Systems, Network Engineering & Cyber Security
- Cosmetology
- Culinary Arts
- Dental Careers
- Early Childhood Education
- Emergency Response Technology
- Health & Nursing Sciences
- Heating, Ventilation & Air Conditioning
- Introduction to Pharmacy
- Pastry Arts/Commercial Baking
- SMART-EST (Sports Med., OT, PT, Exercise Science, etc)
- Veterinary Sciences Technology

### ***Course Descriptions:***

**Advanced Computer Programming** - A.W. Beattie Career Center is proud to be one of the few schools nationwide authorized to offer **Advanced Computer Programming** through the Oracle Corporation. Students learn the latest database and Internet technologies utilized by industry leaders to create a dynamic presence on the World Wide Web. Advanced Computer Programming students learn how to design and create Internet databases; develop programs in JAVA, and C#, along with integrating databases into Web Pages using SQL. Students also develop data modeling, project management, problem-solving, and communication skills. This direct partnership provides students with the necessary skills to jumpstart their career in the high paced world of computer Programming and design. Students pursuing post-secondary education will have acquired hands-on experience with the latest technologies, providing an expanded foundation for their continued educational success.

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

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

Technology program is certified by NATEF (National Automotive Technicians Education Foundation) ensuring that the Career Center meets strict education and industry standards.

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

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

**Computer System, Network Engineering and Cyber Security** – In this integrated dual learning pathway students will have the opportunity to explore and develop their interest in two of the most sought after skill sets in the computer field; **Network Engineering and Cyber Security and/or Computer Systems Technology**. Building, maintaining and troubleshooting computers and peripherals is part of the curriculum. Students will learn the basics of networking, build and create virtual servers, and they will also set up and maintain Internet client services. Students participate in the Cisco approved IT Essentials course through the Cisco Networking Academy. The curriculum builds upon itself to create a pathway for students to participate in the next step of the curriculum with Networking and Cyber Security. Students will be able to test for the CISCO Certified Networking Associates Certification.

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

**Culinary Arts** - The **Culinary Arts** Department has built a solid reputation as one of the finest programs throughout the State. The Beattie Dining Room, given a three star rating by the

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

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

**Early Childhood Education** - Students enrolled in **Early Childhood Education** experience the opportunity to apply their child development and teaching skills will engage in a variety of settings. In addition to a variety of classroom activities, students learn the industry standards for hands-on activities with infants, toddlers, and preschool age children. Students present a series of learning and development activities in a variety of facilities, practicing and refining their creative teaching skills, as well as learning the basics in caring for and managing children. Students will participate in the Childhood Development Association (CDA) Ready Certification. Additionally, students will have the opportunity to be certified in First-Aid and CPR as part of their classroom curriculum. Our ECE students are actively engaged with a number of community based activities through the local libraries and Junior Achievement of Southwest Pennsylvania.

**Engineering Design & Advanced Manufacturing/ Robotics – EDAM / Robotics** students interested in the most recent, innovative technology have a unique opportunity for training in the cutting-edge **Advanced Manufacturing** Industry. Through a partnership with The Technology Collaborative and California University of Pennsylvania, along with guidance and support from Carnegie Mellon University, students will study Robotics and Manufacturing using curriculum developed through the National Robotics Education Center and related industries. Students will move through a series of introductory activities into more advanced design and control challenges, using the same state-of-the-art equipment as California University. Students will study robotics technology case studies and participate in hands-on lab experiences. Students will be using the FANUC Robotic Arm and the Denford CNC Milling Machine in conjunction with conveyor systems, motion control, 3D modeling and printing for product production. Students may earn up to 20 credits at A. W. Beattie Career Center for use in continuing their education at California University of Pennsylvania. Because the application of robotics systems is beneficial to many industries, there are numerous employment opportunities for Robotics Technicians in the Pittsburgh area, as well as nationally. Students may also participate on the FIRST Robotics Competition Team.

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

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

**Heating, Ventilating, and Air-Conditioning** - This is a course that trains students with the necessary skills to become qualified technicians and mechanics. Students learn heating installation and service, air-conditioning installation and service, plumbing, electrical wiring, refrigeration, and sheet metal fabrication. Students will put these skills into use when they participate in the plumbing, ventilating, and wiring of the Beattie modular home. They also test for their EPA certification and OSHA-10 Safety Certification at A. W. Beattie Career Center, helping to ensure immediate employment opportunities along with post secondary opportunities. In addition, students will gain experience with industrial rigging, scissors lift operation, and forklift training.

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

**Pharmacy Operations** – **Pharmacy Technicians** and **Pharmacists** employment openings are projected to grow at a rate of twenty-five to thirty-two percent over the next ten years. Positions exist in the public and private sector making this exciting career a sound desirable career choice. Students will experience an interactive learning environment; experimenting on state of the art equipment. Students will learn firsthand the skills needed to process patient

medication orders. Students will be prepared to move into advanced post-secondary studies or test for entry level employment. The potential is endless in our ever changing society.

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

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

***Professional Certifications:***

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

***Externships:***

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

***Academic Support for Students:***

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

***Accreditation:***

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

***Applications:***

The application period is January - March of the year prior to attendance. Applications are available in the Avonworth High School Counseling Office.

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

**A.W. Beattie Career Center  
9600 Babcock Blvd.  
Allison Park, PA 15101  
Phone: 412-847-1912  
Fax: 412-366-9600**

**Kim Zylinski  
School Counselor  
412-847-1912  
E-mail: [kim.zylinski@beattietech.com](mailto:kim.zylinski@beattietech.com)**

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

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

Committee Members

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

Hearing Attendees

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

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

#### Process

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

#### Hearing Procedure

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

#### Decision

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

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



## Drop/Add Hearing Request

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

### Procedure

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

### TO BE COMPLETED BY THE STUDENT AND PARENT

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

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

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

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

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

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

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

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### TO BE COMPLETED BY THE SCHOOL COUNSELOR

Faculty Drop Hearing Members: \_\_\_\_\_ Hearing Date: \_\_\_\_\_

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

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

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

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

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

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

**DROP HEARING REQUEST APPROVAL**

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

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

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