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# NEW CASTLE JUNIOR/SENIOR HIGH SCHOOL

## PROGRAM OF STUDIES & COURSE DESCRIPTION GUIDE 2013-2014

Committed to Making a Positive Difference for each of our Students

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### NONDISCRIMINATION POLICY

All activities and courses; including industrial arts, vocational-technical education, home economics, and physical education courses at the New Castle Area School District, are available to all students as required by Title XI, Title IX, and Section 504. If there are prerequisites, they are based on your ability and aptitude, not on race, color, national origin, sex, or any handicapping conditions. If you are physically or mentally handicapped, you may qualify for special services and instruction, and equipment modifications so you can successfully complete the course or participate in any activity. If you have any questions about equal educational opportunities or complaints of harassment or discrimination, contact New Castle Jr./Sr. High School, 310 Lincoln Ave., New Castle, PA 16101 (724) 656-4700.

# **New Castle Area School District**

## **Mission**

The mission of the New Castle Area School District, a student focused, school/community partnership, is to prepare students to be responsible, productive members of an ever-changing society by inspiring educational excellence in a secure caring environment.

## **Belief Statements**

We believe that:

- All students can learn.
- Students learn in different ways.
- All students are entitled to an equal opportunity to success.
- School's primary focus is academic excellence.
- Student success is enhanced by community-base partnerships.
- Student learning is everyone's responsibility.
- Learning occurs best in a safe, motivating, student centered environment.
- Quality education enables students to adapt to change.
- Quality education includes building interpersonal skills.
- Quality education teaches students to think and solve problems.
- Education needs to be relevant to real life. Education is a life long process.



## **New Castle Area School District**

Assistant to Superintendent  
Curriculum and Instruction

420 Fern Street  
New Castle, PA 16101  
(724) 656-4759  
[www.ncasd.com](http://www.ncasd.com)

*Terence P. Meehan*  
*Assistant to Superintendent*  
*Curriculum and Instruction*

Dear Parents & Students:

Spring has arrived and we look ahead to another year of academic challenges for each of our students. This Program of Studies lists and describes all courses offered at New Castle Junior/Senior High School.

The descriptions listed for each course are a snapshot of the curriculum for the various courses. We are providing this as a guide to help parents and students determine the rigor and content of each course. We also provide a map of the curriculum to illustrate all of the courses in the school listed by department and grade level. This is to help in long range planning of your program of study.

Some courses are required and do not need a teacher endorsement for enrollment. Other courses represent varied levels of difficulty and must have teacher endorsements for registration. The teacher who has worked with the student all year and is an expert in the subject area is best qualified to make the recommendation. Teachers will discuss course content and placement with their students.

In the area of electives, some require teacher approval. Some electives do not require pre-approval for registration. Please check the descriptions in this booklet to determine the requirements for teacher recommendations. In any case, the elective choice is final. When a student changes their mind over the summer, the entire school schedule can be affected. Please take the time to thoroughly study the options and requirements listed.

To assure the integrity of the Honors program, these courses will carry a weight of .5 for the student's Quality Point Average. Advanced Placement courses will carry a weight of 1.0. The accelerated level of English courses will carry a .25 weight. Honors courses will be demanding, requiring superior ability, marked interest, and an outstanding commitment on the part of the student.

We, as teachers and administrators, know that you have given us a precious charge--the education of today's youth. We have all studied and prepared extensively to accept our charge. Our curriculum is very broad and comprehensive and should offer plenty of options for students with varied interests, talents, and backgrounds. We continue to monitor our curriculum and make modifications as necessary to integrate the most up-to-date educational practices.

We look forward to another great year of academic growth at New Castle Junior/Senior High School. It is always a pleasure to work with parents in the educational process. As a district, we are truly committed to your child's educational needs.

Sincerely,

Terence P. Meehan  
Assistant to the Superintendent  
Director of Curriculum and Instruction

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***Introduction***

In planning an effective and realistic high school program, the New Castle Area School District prepared this booklet to help coordinate your child's educational plans. It contains information about various curricular choices, individual course selection, and important school policies. A wide variety of courses are offered to meet the abilities and interests of all students. You should study the contents carefully and consult with your counselor before you plan a specific schedule for next year.

Keep this publication throughout the school year so you may refer to it for future planning, school policies, graduation requirements, etc. The information and guidelines contained in the booklet can help you avoid difficulties in carrying out your academic program.

As you select your courses, attention should be given to course requirements, entrance prerequisites, and course sequences. You should realistically assess your capabilities and ambitions. If you have any doubts or questions concerning a course, you are encouraged to discuss those concerns with the appropriate teacher or counselor.

In early spring, next year's freshman, sophomores, juniors, and seniors will have the opportunity to register for the upcoming year. Please read the course descriptions carefully and be prepared for your conference when it is scheduled. Requests for schedule changes will be difficult, if not impossible, to accommodate after May 15.

**Important Notice**

Parents/guardians and students are advised that course recommendations will be made by the student's current teacher for placement in English, Math, Science, World Language and for Honors and AP levels of Social Studies courses. Some electives require auditions or application for admission to be completed and approved. Please take every effort to learn the requirements of enrollment in various courses.

A listing of the courses that students are pre-registered will be sent to parents for review. Parents/guardians who would like to make any changes to the recommendations for their child may do so through a scheduled meeting with the appropriate guidance counselor where rationale for the placement will be discussed. Parents/guardians will be required to sign a waiver of the recommendation for their child to be placed in a different course. Students placed in courses through a parent waiver of recommendation will be required to remain in the course for one full semester before any change of schedule will be considered.

Any change in schedule after courses begin in the fall will result in a W posted on the transcript for the student. It is very important that students take great time to plan their course selections. Guidance counselors will meet with each student during the selection process to review credits earned and credits required. Current teachers of courses are available to explain the course requirements of any program that a student is considering for enrollment.

## 7<sup>th</sup> Grade Course Outline

|  |  |
|--|--|
| English 7 or Honors English 7  |  |
| World Cultures   |  |
| Pre-Algebra I or Honors Pre Algebra I  |  |
| Integrated Science 7   |  |
| Physical Ed./Choir or General Music (90 days) (Each scheduled every other day) or Instrumental Music (meets everyday) (180 days) |  |
| Rotation<br>9 weeks each   | <ul style="list-style-type: none"> <li>• Art</li> <li>• Family Consumer Science</li> <li>• Health</li> <li>• Technology Education</li> </ul> |
| Diagnostic / Grammar (45 days)   |  |
| Reading / Keyboarding (45 days)  |  |
| (90 days) or World Language for identified students  |  |
| Lunch  |  |

## 8<sup>th</sup> Grade Course Outline

|  |   |
|--|---|
| English 8 or Honors English 8  |   |
| U.S. History or Honors US History  |   |
| Algebra I or Pre- Algebra II   |   |
| Integrated Science 8 or Honors Science 8   |   |
| Physical Ed./Choir or General Music (90 days) (Each scheduled every other day) or Instrumental Music (meets everyday) (180 days) |   |
| Rotation<br>9 weeks each   | <ul style="list-style-type: none"> <li>• Art</li> <li>• Writing Lab</li> <li>• Geography</li> <li>• Technology Education</li> </ul> |
| Creative Writing / Assessment Math   |   |
| (90 days) / (90 days) – (Each scheduled every other 9 weeks)   |   |
| or World Language for identified students  |   |
| Lunch  |   |

Level 1 World Language available to limited number of 7<sup>th</sup> and 8<sup>th</sup> grade students. Enrollment in a World Language is based on assessment scores and exceptional academic excellence.

8<sup>th</sup> grade World Language in lieu of creative writing/assess math.

7<sup>th</sup> grade World Language in lieu of reading/grammar & keyboarding.

- \* If student elects Instrumental Music, World Language is in place of 9 week rotations and Physical Education is opposite reading.

Individual needs will be addressed with the family and school district for possible adjustments based on individual circumstances.

**New Castle High School  
(9-12) Curriculum**

| DEPARTMENT                           | GRADE 9  | GRADE 10   | GRADE 11   | GRADE 12   |
|--------------------------------------|--|--|--|--|
| <b>ENGLISH</b>                       | English I<br>Accelerated English I<br>Honors English I<br>Yearbook                   | English II<br>Accelerated English II<br>Honors English II<br>Assessment Prep<br>SAT Prep<br>Yearbook<br>Basic Video Production<br>Public Speaking (EOD)<br>Grammar (EOD)<br>Journalism (EOD) | English III<br>Accelerated English III<br>Honors English III<br>Expository Comp Research (Eod)<br>Journalism (EOD)<br>Yearbook<br>Basic Video Production<br>Public Speaking (EOD)<br>Grammar (EOD) | English IV (SEM)<br>Business English (SEM)<br>Communications (SEM)<br>Mythology SEM)<br>Accelerated English IV<br>AP English<br>Expository Comp Research (Eod)<br>Public Speaking (EOD)<br>Grammar (EOD)<br>Journalism (EOD)<br>Yearbook<br>Basic Video Production |
| <b>SOCIAL STUDIES</b>                | American Civics<br>PA History  | U.S. History<br>Honors World Cultures<br>Reason/Logic/Argument (EOD)   | World Cultures<br>AP U.S. History<br>Reason/Logic/Argument (EOD)   | Problems of Democracy (SEM)<br>Principles of Economics (SEM)<br>Sociology (SEM)<br>Law (SEM)<br>AP Economics<br>Reason/Logic/Argument (EOD)  |
| <b>MATHEMATICS</b>                   | Pre-Algebra<br>Algebra I<br>Geometry<br>Honors Geometry                              | Algebra A<br>Geometry<br>Algebra II<br>Honors Algebra II   | Algebra B<br>Algebra II<br>Pre-Calculus<br>Honors Pre-Calculus<br>Statistics   | Pre-Calculus<br>AP Calculus<br>Statistics<br>Business Math   |
| <b>SCIENCE</b>                       | Integrated Science 9<br>Honors Biology   | Biology<br>Biology I<br>Honors Chemistry (L)   | Applied Chemistry<br>Chemistry (L)<br>Biology II<br>Exploratory Science I & II<br>Environmental Science (SEM)<br>Forensics (SEM)<br>Honors Physics (L)   | Chemistry (L)<br>AP Chemistry (L)<br>AP Biology (L)<br>Honors Physics (L)<br>Biology II<br>Anatomy/Physiology<br>Environmental Sci (SEM)<br>Forensics (SEM)<br>Applied Chemistry<br>Exploratory Science  |
| <b>WORLD LANGUAGE</b>                | French I, II<br>Spanish I, II<br>Italian I   | French I, II, III<br>Spanish I, II, III<br>Italian I, II   | French I, II, III, IV<br>Spanish I, II, III, IV<br>Italian I, II, III  | French I, II, III, IV, V<br>Spanish I, II, III, IV, V<br>Italian I, II, III, IV  |
| <b>BUSINESS EDUCATION</b>            | Information Processing (EOD)<br>Rotation with Physical Ed.<br>Personal Finance (SEM) | Accounting I<br>Computer Applications (SEM)<br>Personal Finance (SEM)  | Accounting I, II<br>Desktop Publishing (EOD)<br>Web Page Design (EOD)<br>ElectronicOffice/Career Readiness<br>Computer Applications (SEM)<br>Sports / Entertainment<br>Management                  | Accounting I, II, III<br>Desktop Publishing (EOD)<br>Web Page Design (EOD)<br>ElectronicOffice/Career Readiness<br>Computer Applications (SEM)<br>Cooperative Work Experience<br>Sports / Entertainment<br>Management  |
| <b>FAMILY &amp; CONSUMER SCIENCE</b> | Fundamentals of Family &<br>Consumer Science (SEM)                                   | Nutrition Plus<br>Nutrition Plus (SEM)   | Nutrition Plus<br>Nutrition Plus (SEM)<br>Adult Roles & Functions<br>Service Learning<br>Adult Roles   | Nutrition Plus<br>Nutrition Plus (SEM)<br>Adult Roles & Functions<br>Service Learning<br>Adult Roles   |
| <b>FINE ARTS</b>                     | Basic Art (SEM)  | Art I  | Art I<br>Drawing Painting<br>Photo Jewelry<br>Sculpture Ceramics   | Art I<br>Drawing Painting Photo<br>Sculpture Ceramics<br>Jewelry Portfolio Prep  |
| <b>PERFORMING ARTS</b>               | Mixed Chorus<br>9 <sup>th</sup> Grade Band<br>Rock Music Styles                      | Mixed Chorus<br>Concert Choir<br>Hurricane Band<br>Concert Band<br>Guitar<br>Rock Music Styles<br>Music Theory I<br>Audio Visual/Media<br>Management   | Mixed Chorus<br>Concert Choir<br>Hurricane Band<br>Concert Band<br>Guitar<br>Rock Music Styles<br>Music Theory I & II<br>Audio Visual/Media Management   | Mixed Chorus<br>Concert Choir<br>Hurricane Band<br>Concert Band<br>Guitar<br>Rock Music Styles<br>Music Theory I & II<br>Audio Visual/Media<br>Management<br>Honors Concert Band   |
| <b>TECHNICAL EDUCATION</b>           | Intro to Communications<br>(SEM)   | Intro to Communications (SEM)<br>CAD I & II (SEM)<br>Graphics I & II (SEM)   | Intro to Communications (SEM)<br>CAD I & II (SEM)<br>Graphics I & II (SEM)   | Intro to Communications (SEM)<br>CAD I & II (SEM)<br>Graphics I & II (SEM)   |
| <b>HEALTH PHYS.ED. SAFETY ED.</b>    | Phys Ed 9<br>Rotation with Information<br>Processing                                 | Phys. Ed. & Safety Ed.<br>Rotation with Assessment Prep or<br>SAT Prep   | Phys. Ed. 11<br>Health<br>Fitness<br>(All Year)  | Phys Ed (SEM)<br>(Elective)  |

Note: (EOD) course meets on a Day 1 Day 2 schedule

(L) Includes a double period for lab every-other-day

(sem) course meets every day for one semester

New Castle Junior/Senior High School aims to provide a program of studies which develops the skills and talents of each student. In addition to the required courses, students are encouraged to elect courses which are challenging. In completing the pre-registration form, be certain to list the credit value of each course as it appears in the Program of Studies Booklet.

### New Castle Junior/Senior High School Current Graduation Credit Requirements

|                        | <b>Credits</b> |
|------------------------|----------------|
| English                | 4              |
| Social Studies         | 4              |
| Math                   | 4              |
| Science                | 4              |
| Health/Phys Ed./Safety | 2              |
| Assessment Prep        | ½              |
| Information Processing | ½              |
| Electives              | 6 ½            |
| Total                  | 25 ½           |

Students must have earned 6 credits to be classified as Sophomores.

Students must have earned 13 credits to be classified as Juniors.

Students must have earned 19.5 credits to be classified as Seniors.

Students must earn 25.5 credits to graduate.

A completed Graduation Project

- Career Evaluations – ASVAB
- Resume
- Cover Letter
- Senior Research Paper
- Job Shadowing
- Community Service

**Note:** Participation in the graduation ceremony is contingent upon a student’s successful completion of an instructional program appropriate to his/her needs and upon the student having completed the credit requirements for graduation.

## **ACCELERATED COURSES INCLUDE:**

Accelerated English 9  
Accelerated English 10  
Accelerated English 11  
Accelerated English 12

## **HONORS COURSES INCLUDE:**

|                       |                     |
|-----------------------|---------------------|
| Honors English I      | Honors Concert Band |
| Honors English II     | Honors Spanish IV   |
| Honors English III    | Honors French IV    |
| Honors World Cultures | Honors Italian IV   |
| Honors Biology        |                     |

## **ADVANCED PLACEMENT COURSES:**

Advanced Placement Calculus  
Advanced Placement Chemistry  
Advanced Placement English  
Advanced Placement U.S. History  
Advanced Placement Economics  
Advanced Placement Biology

## **COLLEGE IN HIGH SCHOOL COURSES**

|                                 |                             |
|---------------------------------|-----------------------------|
| Advanced Placement Calculus     | Advanced Placement English  |
| Advanced Placement Chemistry    | Expository Comp. & Research |
| Advanced Placement U.S. History | Honors Spanish V            |
| Advanced Placement Economics    | Honors French V             |
| Advanced Placement Biology      |                             |

\* All students must meet the requirements of the New Castle Area School District attendance policy to receive credit for course taken. Advanced Placement tests are encouraged. Students must stay in the Accelerated, Honors, and Advanced course for the entire year. If a student decides to drop an Accelerated, Honors or Advanced level course, a meeting with student, parents, teacher, and counselor will be held, before approval to withdraw is granted. This student will not receive credit for that semester of work.

## College in High School

The following courses have been approved by Seton Hill University for “College in High School” program.

| <u>NC Course</u>                   | <u>Seton Hill Course</u>                             | <u>Credit</u> |
|------------------------------------|--|---------------|
| Expository Comp<br>& Research..... | LA 101 Basic Communication.....                      | 3             |
| AP Biology.....                    | BL 150 General Biology .....                         | 3             |
|                                    | BL 162 Plant & Ecology Bio .....                     | 3             |
| w/Lab .....                        | BL 151 General Biology Lab.....                      | 1             |
| AP Chemistry.....                  | CH 108 General Chemistry I w/Lab .....               | 4             |
| w/Lab .....                        | CH 109 General Chemistry II w/ Lab.....              | 4             |
| Spanish V .....                    | SP 105 Elementary Spanish<br>Language & Culture..... | 3             |
| Calculus.....                      | MA 130 Calculus with Analytical Geometry             | 3             |
| AP US History .....                | HY 103 Intro. American History .....                 | 3             |
| AP English .....                   | EL 150 Intro. to Literary Study.....                 | 3             |

Students must be approved for admission to the course by teacher recommendation following strict guidelines with grades earned in prerequisite courses to be eligible for college credit.

These courses will be delivered with the rigor and intensity of a college level course. All courses will be taught by New Castle faculty that are trained and monitored closely by Seton Hill University.

Students enrolled in the courses will have the opportunity to use Seton Hill University resources. Students will also visit the campus during the school year to explore the school.

Transcript with Seton Hill courses and credits will be provided to each student. This transcript can be used in the college admission process for exemption from freshmen college level courses. Most colleges and universities will accept credits from Seton Hill.

Students are not required to register for the college credit.

### ***Important points to consider:***

- ✓ These courses cannot be dropped once the school year has started. Students must remain in the course.
- ✓ It may be an extreme challenge to enroll in all of the courses (even if recommended by prerequisite teacher). Monitor and plan your schedule to avoid burn out and undue stress and anxiety.
- ✓ Most students will not be able to complete both AP Sciences, unless summer school program is completed to provide opening in school schedule to accommodate the two lab sciences. This option is only recommended for a student with a very extensive interest in science and a strong focus on study and preparation.
- ✓ There will be a processing fee for each course through the College in High School Program.

## **SCHEDULE CHANGE POLICY**

All schedule changes **MUST** be made by May 4. To make a schedule change, the student must secure and complete a change form from the guidance office. No changes will be accepted over the phone or by email. **Because of class size or class conflicts, not all requests can be honored.** The School District reserves the right to place a student in a course to ensure that he/she can earn the required amount of credits for graduation.

- ❖ Required courses may not be dropped at anytime.
  
- ❖ Requests to be scheduled into or out of a specific teacher's class will not be granted.

## CLASS STANDING/PROMOTION CLASS STANDING

Freshman..... Transfer or Promotion from Grade 8  
 Sophomore.....Completion of 6 credits  
 Junior.....Completion of 13 credits  
 Senior.....Completion of 19 1/2 credits  
 Graduation.....Completion of 25.5 credits

Students who do not meet the minimum credit requirement for class standing will not be promoted to the next grade. Class standing will affect the computing of class rank.

### WEIGHTED GRADES/GRADE POINT AVERAGE 7<sup>TH</sup> & 8<sup>TH</sup> GRADE

The following grade point system is designed to reflect overall course difficulty and to encourage students to pursue academically challenging courses.

| Regular Courses | Honors Courses |
|-----------------|----------------|
| A = 4.0         | A = 4.5        |
| B = 3.0         | B = 3.5        |
| C = 2.0         | C = 2.5        |
| D = 1.0         | D = 1.5        |
| F = 0           | F = 0          |

### WEIGHTED GRADES/GRADE POINT AVERAGE 9<sup>TH</sup> – 12<sup>TH</sup> GRADE

The following grade point system is designed to reflect overall course difficulty and to encourage students to pursue academically challenging courses. The weighted grades will be used in computing class rank.

| Regular Courses | Accelerated Courses | Honors Courses | Advanced Placement |
|-----------------|---------------------|----------------|--------------------|
| A – 4.0         | A – 4.25            | A – 4.5        | A – 5.0            |
| B – 3.0         | B – 3.25            | B – 3.5        | B – 4.0            |
| C – 2.0         | C – 2.25            | C – 2.5        | C – 3.0            |
| D – 1.0         | D – 1.25            | D – 1.5        | D – 2.0            |
| F - 0           | F - 0               | F - 0          | F - 0              |

# GUIDANCE

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**Goal:** The goal of the guidance staff at New Castle Junior/Senior High School is to aid each student to acquire the self-knowledge necessary to make sound decisions regarding his/her future and to help the student with the various concerns of adolescence.

- Guidance:**
1. Educational-high school and post-graduate
  2. Vocational-career and job planning
  3. Personal-adjustment to life during adolescence; guidance is available for those seeking help with any kind of problem.
  4. Scheduling Advising

**Testing Program:**

7<sup>th</sup> Grade: 4-Sight Math Test & 4-Sight English Test (every nine weeks)  
PSSA Reading & Math Test – (March/April)

8<sup>th</sup> Grade: 4-Sight Math Test & 4-Sight English Test (every nine weeks)  
PSSA Writing Test (February)  
PSSA Reading & Math Test (March/April)  
PSSA Science Test (April)

**Freshman Career Interest Inventory:**

Sophomores: PSAT  
ASVAB  
AP Tests

Juniors: PSAT  
AP Tests  
SAT I, II  
ACT  
PSSA

Seniors: SAT I, II  
AP Tests  
ACT

Students should check the Guidance Bulletin Board for dates/deadlines for SAT I, II, and ACTs.

**College Admissions:** Colleges use various criteria for evaluating student applications for acceptance. It is important that the student know the specific requirements established by the schools to which he/she is applying. The resources available in the Guidance Office are good sources for this information.

Some of the criteria that colleges and universities consider are:

- Quality point average
- Strength of curriculum
- SAT I, SAT II, ACT scores (Junior year score & Senior year score)
- Essay
- Recommendations
- Interview
- Class Rank \*\*
- Test Junior/Senior Year

\*Class rank is by percentile. We report if the student is in the top 10%, 20% etc. This option was developed so that our students won't be penalized because of the competitive environment here at New Castle Junior/Senior High School.

### **Tutoring Program**

Beginning in October and extending throughout the end of March, students will be provided with a tutoring service in the areas of Reading and Math. The students are initially identified by previous PSSA assessment scores. Parents are also able to request tutoring for their child if they identify a need throughout the year. Students are provided the tutoring service during the school day and will be scheduled from one of their elective or rotation courses on a periodic routine.

### **Homework Help Lab**

The Junior/Senior High now has a homework help lab available to all students' grades 7-12. Students may sign up for help in any of their core subjects whether it is just help with homework or assistance in writing a research paper. The lab runs Monday thru Thursday from 2:30 – 3:30 and is staffed by our teachers.

# ART

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

This course builds drawing skills through recreating images with a grid system. Using Art history is critical for helping students understand the thought process of famous artists. This course also covers painting and display techniques. Art is a production class that starts with an idea and works through a process to create a final product. This course will explore these skills in various medias such as pencil chalk, pastels, paint, markers, and colored pencils.

## 8<sup>th</sup> GRADE ART

This course builds an understanding of the principles of design in which art is created and how art is in everyday life. Students will use critical thinking to solve obstacles that arise during sculpture and group effort techniques. Art history shows similar obstacles for famous artists. This course also expands on writing, painting, and shading techniques in 2D and 3D. Homework practice is crucial to skill improvement and reinforces class work. This course uses multi medias such as colored pencils, oil pastels, wire, tissue, plaster, paint, and pencils.

## BASIC ART

Freshman

One Semester

Elective/Teacher Approval

Credit: ½

This course meets for one period everyday for one semester. This course is a brief introduction to the major areas of Art, emphasizing basic design. It includes drawing, painting, sculpture, and ceramics. Students with a grade average of a “C” or better or teacher’s permission may go to Art I.

## ART I

Sophomores, Juniors and Seniors

Elective/Teacher Approval

Credit: 1

This course meets for one period everyday for one whole school year for two semesters. The course covers an introduction to techniques, concepts, and medias, often-through association with art history, emphasizing contemporary trends. The student will be responsible for the purchase of certain project materials for this course. It includes drawing, painting, sculpture, ceramics, and printmaking. Only Art students with a grade average of a “B” or better, or with the Art teacher’s permission, may consider the option of electing a specialized course.



## **PAINTING**

Juniors, Seniors  
Elective

One Semester  
Credit: ½

This course will provide the student with an in depth study and practice of various painting media and an intensive studio environment. It is designed as a semester course with the prerequisite of successful completion of Art I. Painting includes wet media with processes such as transparent and opaque painting, and focuses on the operations of color. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history, and aesthetics. Greater emphasis will be placed on individual growth, experimentation, and personal critique.

Requirements include:

- (a) keeping a sketchbook of ideas, notes and vocabulary (b) participating in oral critiques (c) exams

**PREREQUISITE:** Must have completed Basic Art and Art I  
Teacher signature required

## **PHOTOGRAPHY**

Juniors, Seniors  
Elective

One Semester  
Credit: ½

This course will meet for one period every day for one semester. This course is designed to start students from the basics of the traditional black and white wet process. Students will move step by step through each process of black and white photography that has been used throughout history. The traditional wet process of developing and manipulating photographs will be the focus in the dark room. Developing processes that will be covered include cyanotyping, rayogramming, photo montage and transfer, double exposure, burning and dodging.

**PRE-REQUISITE:** Must have completed Basic Art and Art I.  
Teacher signature required

## **SCULPTURE**

Juniors, Seniors  
Elective

One Semester  
Credit: ½

This course will meet for one period every day for one semester. This course is designed to branch from the basic knowledge of sculptural media and techniques acquired through the completion of Basic Art and Art I classes. Students will work with several different types of media to create small to large scale sculptural pieces. Students will create abstract forms as well as realistic replicas of ancient sculpture.

**PRE-REQUISITE:** Must have completed Basic Art and Art I  
Teacher signature required

## **PORTFOLIO PREP**

Seniors  
Elective

One Semester  
Credit: ½

Portfolio Preparation is a semester course designed for students who want to continue their artistic efforts at a more advanced level and/or intend to further their education at an art school, college, or university. Students work in all areas of art with particular emphasis on drawing, painting, and two-dimensional design. Other projects include three-dimensional design, art history, and various strategies for looking at, discussing, and writing about their artwork and the artwork of others. Through a variety of independent projects students are encouraged to look at and respond to themselves in terms of the aesthetic world around them. Emphasis will be placed on the preparation of a portfolio geared for entry into university or art school utilizing the schools requirements for admission into their program. Students must also prepare for an exhibition in the spring.

**PRE-REQUISITE:** Must have completed Basic Art and Art I

Teacher signature required

## **BUSINESS**

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### **7th GRADE KEYBOARDING**

Students will be introduced to the proper key stroking methods using drill and practice to build speed and accuracy of entered data. Introduction to basic formatting of reports, tables, and business letters will also be included.

### **ACCOUNTING I**

Sophomores, Juniors, Seniors  
Elective

Credit: 1

Accounting I will give the student a thorough background in the basic accounting procedures used to operate a business. The concepts and procedures presented will serve as a background for employment in office jobs and prepare the students for studying business in college. Students will study the logic and theory of the accounting cycle to understand and interpret financial data. The principals and methods of recording transactions, posting, and preparing financial statements are an integral part of the course with a focus on service and merchandising businesses organized as sole proprietorships and partnerships. All future business majors should take this course.

### **ACCOUNTING II**

Juniors, Seniors  
Elective

Credit: 1

Accounting II is designed for the business student and the college bound business major. Accounting II is an advanced course that builds upon the basics acquired in Accounting I. During the first semester, this course will improve and broaden the student's knowledge and understanding of accounting concepts and procedures to include accruals and depreciation and apply them to corporate accounting. The second semester will focus on automated accounting. Students will complete computer applications applying accounting concepts and procedures in order to interpret financial documents.

**PREREQUISITE:** Accounting I, grade of C.

### **ACCOUNTING III**

Seniors  
Elective

Credit: 1

This course includes advanced accounting procedures similar to those used by Certified Public Accountants. Time is spent on corporate accounting. Preparation of taxes for individuals and corporations is an integral part of this course.

### **INFORMATION PROCESSING**

Freshman  
Required

Rotation with Phys. Ed. 9  
Credit: ½

Using a step-by-step method, features of Microsoft Word will be introduced. Vocabulary relating to technology and Microsoft Word will be assessed throughout the course. Some keyboarding skills will be enhanced through the production of reports, memorandums, and personal and business letters. Applications of word processing will be assessed by submission of correctly formatted, accurate copy and lab assignments. Successful completion of this course is based on a Microsoft Word comprehensive final examination.

### **PERSONAL FINANCE**

Freshman, Sophomores  
Elective

Semester  
Credit: ½

This course will introduce students to real-life situations for personal and business growth. Emphasis is placed on goals, budgeting, saving, checking, credit, insurance, stocks, advertising, and taxes. Career Planning, entering the world of work, and financial planning are given special emphasis.

### **COMPUTER APPLICATIONS**

Sophomores, Juniors, Seniors  
Elective

Semester  
Credit: ½

Student-applied activities in Microsoft Office include Excel spreadsheets, Access Data Base files, and PowerPoint presentations.

Evaluation is based upon the timely completion of lab activities in each of the various applications. Students must also complete a project, which is composed and designed in class.

### **WEB PAGE DESIGN**

Juniors, Seniors  
Elective

Meets every other day  
Credit: ½

The Web Page Design course is designed to provide students with skills that will make them more marketable in today's competitive business world. The Web page course introduces students to the entire design process, from developing an idea to the finished product. Along the way students will determine a target market, plan out the design, and then apply design techniques.

Using a state-of-the-art software package, students will create their own graphics, learn how to make animated graphics, demonstrate essential design and layout techniques, and manage an entire Web site with proper storage and hyperlink navigation. Students will use Dreamweaver for this course.

## **DESKTOP PUBLISHING**

Juniors, Seniors  
Elective

Meets every other day  
Credit: ½

Desktop Publishing is an elective available for eleventh and twelfth grade students. This course will focus on Microsoft functions, applications, and skills specific to Word and Publisher. Emphasis will focus on the layout and design of documents including brochures, pamphlets, newsletters, and other printed materials. Students will design their own personal publication.

## **ELECTRONIC OFFICE / CAREER READINESS**

Juniors, Seniors  
Elective

Meets every day all year  
Credit: 1

Electronic Office provides practical, up-to-date information that will prepare students for working in offices. Students will study information processing, telephone procedures and filing, basic communication and math skills, and decision making and problem solving. The emphasis is on practical applications-everyday skills and knowledge needed to be successful. Topics discussed included extensive information on effective use of computers and software programs, telephone equipment and other office technology that included computer networking concepts and telecommunications practices. The class also focuses on attitudes and human relationships, emphasizing that office success depends on “people skills” as much as on functional skills. These skills include understanding the importance of teamwork and the value of self-confidence. Finally, career information and employability skills introduce students to the vast array of job opportunities and the most effective methods for pursuing those opportunities.

## **COOPERATIVE WORK EXPERIENCE**

Seniors

Credit: 1

Students leave school to become paid employees performing entry-level tasks in businesses within our community. This course is for students who have demonstrated interest in business by selecting a variety of business courses. There will be scheduled meetings at the school throughout the year which students must attend.

**PREREQUISITES:** Recommendation of business department teacher

## **SPORTS AND ENTERTAINMENT MANAGEMENT**

Juniors, Seniors  
Elective

Meets every day all year  
Credit: 1

Sports and Entertainment Management is a full-year course that will enable the student to understand and apply marketing, management, and entrepreneurial principles; to make rational economic decisions; and to exhibit social responsibility in a global economy. The students will use the Virtual Business Retailing software program to create their own businesses. The student is also required to work in the Canes Corner, the student-run store.

Teacher approval required. Interested students must meet with the teacher to obtain a recommendation to enter the course as an elective. Recommendations at this point are tentative, based on further review of student discipline and attendance records.

# ENGLISH

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## DIAGNOSTIC READING

All students in grade 7 will be enrolled in a diagnostic reading course. Within the course the students will work to develop increased reading levels. A battery of assessments will be administered throughout the course to establish reading levels of the students. This data will be used to develop instruction to enhance comprehension and vocabulary skills. The students will meet throughout the year on opposite days for a total of 90 days of direct reading instruction and assessment throughout grade 7.

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

The 7<sup>th</sup> grade English course is a literature based course, which combines reading and writing. The course includes a study of fiction, nonfiction, poetry, and drama. As a part of the drama unit, all 7<sup>th</sup> grade students read Charles Dickens *A Christmas Carol*.

*The Prentice Hall Penguin Edition Literature* book for 7<sup>th</sup> grade is the adopted textbook. This book is aligned with the Pennsylvania state reading anchors for 7<sup>th</sup> grade.

## 7<sup>th</sup> GRADE HONORS ENGLISH

The 7<sup>th</sup> grade honors English course at New Castle Junior High School is designed for the seventh grade student who was recommended because they worked at an advanced level in grade 6 English and achieved advanced on most standardized tests in grade 6.

This course is a literature based course which combines reading and writing. The class consists of a comprehensive study of fiction, nonfiction, poetry and drama. As a part of the drama unit all 7<sup>th</sup> grade honor students will also read Charles Dickens *A Christmas Carol*.

*The Prentice Hall Penguin Edition Literature* book for 7<sup>th</sup> grade is the adopted text book. This book is aligned with the Pennsylvania state reading anchors for 7<sup>th</sup> grade. In addition to the basic text, 7<sup>th</sup> grade honor students will be required to complete additional readings from supplementary texts, both in class and on an individual basis.

Writing, grammar and basic public speaking skills are taught in conjunction with literature.

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

This course is a study of the various elements of grammar, which include parts of speech, sentence parts, patterns and structure. Word agreement, modifiers, punctuation and capitalization are also addressed. It is designed to reinforce and prepare students for high school grammar, usage and syntax in speaking and writing.

## 8<sup>th</sup> GRADE ENGLISH

The 8<sup>th</sup> grade English course is designed to prepare our students for high school and support our students in their efforts to meet the Pennsylvania Academic Standards. Students will develop reading skills through reading and analyzing short stories, fiction and nonfiction, poetry, and drama.

*The Prentice Hall Literature* book, which is established to align with the Pennsylvania state standards for 8<sup>th</sup> grade, is the adopted book. Students will write constructed responses by drawing evidence from Literary or Informational texts to support, analyze or reflect.

Writing and grammar will be integrated in conjunction with literature.

An intense study of *The Diary of Anne Frank* concludes the eighth grade course.

### **8<sup>th</sup> GRADE HONORS ENGLISH**

The 8<sup>th</sup> grade honors English course is designed for the exceptional junior high student in preparation for the high school honors courses. This class also uses *The Prentice Hall Literature* book established to align with the Pennsylvania state standards for eighth grade as the main text for class. However, one or more novels are read and analyzed. Selections of short stories, both fiction and nonfiction, poetry, and drama are studied both from the main text and from supplementary texts.

Writing and grammar are taught in conjunction with literature.

Honor students will complete more extensive expository writing and creative writing projects as well. An intense study of *The Diary of Anne Frank* concludes the eighth grade honors course.

### **CREATIVE WRITING**

This course is intended to prepare students to meet the standards of the state writing assessment. Students will learn and utilize the writing process: brainstorm, outline/organize, teacher conference, revise, edit and final copy. Students will be able to construct a thesis. Students will be able to construct well-written paragraphs: topic sentence, supporting details, and a concluding sentence. Students will be able to create a written response using the appropriate writing type: descriptive, narrative, informational/expository, imaginative, and persuasive. For all types of writing, students will be able to construct well-written five paragraphs essays, containing a beginning, middle, and end. Students will be conscious of word choice, fragments, run-ons, sentence lengths, transition, and audience. Grammar usage and parts of speech will be focused on throughout the class.

### **WRITING LAB**

Writing Lab is a 9-week rotation course in grade 8 that promotes written expression with computer technology. Students will engage in a variety of computer – assisted learning experiences that demonstrate how to effectively use computer technology as a means of communicating and presenting their ideas in a variety of forms. Oral presentation of selected written work will also be required.

### **ENGLISH I**

Freshman  
Required

Credit: 1

This is a literature-based course, which incorporates reading, writing, and speaking skills. Grammar and usage are taught in conjunction with the literature and writing. The literature course will introduce the student to good literature through the use of short stories, poetry, plays, and one novel.

## **ACCELERATED ENGLISH I**

Freshman  
Required

Weighted  
Credit: 1

This course is designed as a comprehensive study of literature and composition for students displaying strong reading and writing skills. Grammar and usage are taught in conjunction with more challenging text materials. Limited novel analysis is incorporated. Research is introduced in various projects.

PREREQUISITE: English 8, 80%

## **HONORS ENGLISH I**

Freshman  
Required

Weighted  
Credit: 1

This course provides a more comprehensive study of literature and composition for students with advanced reading and writing skills. Students will read and analyze at least four novels in addition to text materials. Students will learn the basics of a literary essay and make inferences from assigned readings. Research is introduced in various projects.

PREREQUISITE: Honors English 8, 80%

## **ENGLISH II**

Sophomores  
Required

Credit: 1

This course is a literature-based course which will build reading, writing, speaking, library skills, and literary analysis. Grammar and usage will be taught in conjunction with the literature and writing. One novel will be read and analyzed. Research is introduced in various projects.

## **ACCELERATED ENGLISH II**

Sophomores  
Required

Weighted  
Credit: 1

The core of this class is a survey of American literature from the seventeenth to twentieth century. This is a literature-based course for college-bound students focusing on building reading, writing, speaking, research, and literary analysis skills. In addition to text material, students will read and analyze three novels. Research includes works cited or bibliography. Also included is a study of grammar and usage.

PREREQUISITE: Accelerated English I, 80%  
English I, 90% with recommendation

## **HONORS ENGLISH II**

Sophomores  
Required

Weighted  
Credit: 1

The core of this class is a survey of American literature from the seventeenth to twentieth century. Also included is a study of grammar and usage and a program of independent reading of approximately six novels. Writing includes practice in styles of narrative, informative and persuasive writing with beginning analysis. Research includes works cited or bibliography and may include parenthetical documentation.

PREREQUISITE: Accelerated English I, 90% with recommendation  
Honors English I, 80%

### **ENGLISH III**

Juniors  
Required

Weighted  
Credit: 1

This course covers selected literature of the major English authors from Anglo-Saxon times through the present time. Reading, and 4 types of writings are stressed. One novel will be read and analyzed.

### **ACCELERATED ENGLISH III**

Juniors  
Required

Weighted  
Credit: 1

This course provides college-bound students with a survey of British literature from Anglo-Saxon times through the present. Reading and speaking will be developed, and the four types of writing - description, narration, informational, and persuasion will be stressed. In addition to the text material, students will read and analyze three novels.

PREREQUISITE: Accelerated English II, 80%  
English II, 90% with recommendation

### **HONORS ENGLISH III**

Juniors  
Required

Weighted  
Credit: 1

The core of this class is an in-depth study of British literature from Anglo-Saxon times to the present. Included is the study of approximately six novels. The four types of writing – description, narration, informational and persuasion – will be reviewed, as well as the literary analysis.

PREREQUISITE: Accelerated English II, 90% with recommendation  
Honors English II, 80%

### **ENGLISH IV**

Seniors  
Required

Credit: ½

The course will acquaint students with major authors and literary works representing all cultures of the world. This course concentrates on the powers of written and oral language through the process and completion of written essays and oral presentations. The course culminates with a research paper along with a presentation of the paper. The course also includes the study of a novel.

- Seniors enrolling in English IV must also select one of the following courses:

### **BUSINESS ENGLISH**

Seniors

Credit: ½

The semester course will include focus on aspects of technical writing used in business communications. Students will compose and design cover letters, resumes, business letters, memorandums, manuscripts and other business related communications. Emphasis will be placed on proofreading and proper paragraph composition with grammar usage applied.

## **MYTHOLOGY**

Seniors

Credit: ½

Students will explore the various legends of Greek Mythology as literary and folklore pieces. An analysis of the various myths and legends will be applied to comparison of modern day literature with analysis presented in written composition and oral demonstration of the interpretation of the mythological legends of Greek and Roman times including the Trojan War. Cover letters and resumes for senior graduation completed in this course.

## **COMMUNICATIONS**

Seniors

Credit: ½

Communication occurs every day both formally and informally in organizations, society and in personal life. Students will learn and practice skills useful in the real world such as creating and delivering effective presentations and understanding of verbal and non-verbal communication such as listening, writing, speaking and body language. The course will help students to become effective creators and conveyers of ideas, concepts and information. Students writing and speaking skills will be enhanced through the various activities presented, including cover letters and resumes.

## **ACCELERATED ENGLISH IV**

Seniors

Weighted

Required

Credit: 1

This course explores various literary works of the world and the authors. College-bound seniors are exposed to more challenging material and additional novel study. Students are expected to write literary essays, cover letters, and resumes. The course culminates in a formal research paper.

**PREREQUISITE:** Accelerated English III, 80%  
English III, 90% with recommendation

## **ADVANCED PLACEMENT ENGLISH**

Seniors

Weighted

Required

Credit: 1

College in High School Course

A course for seniors who have demonstrated advanced understanding of literature and superior writing skills in the honors program. The core is intensive study of literary works from various world cultures and additional novels listed as suggested AP reading. Interpretation and advanced analysis is stressed in literary writing and speech. A research paper and panel presentations are required along with resumes and cover letters. Students are prepared to take the College Board AP exam which may qualify them for college credit.

**PREREQUISITE:** Honors English III, 90% or upon recommendation of Honors teacher.

## ASSESSMENT PREP

Sophomores  
Required

9 week course  
Credit: ¼

Students assigned to Assessment Prep will acquire the skills necessary to meet the goals of standardized tests. Content will focus on learning how to read effectively, improving vocabulary, strengthening writing, and developing problem solving abilities.

- *English Department Electives*

## GRAMMAR

Sophomores, Juniors and Seniors  
Elective

Meets every other day  
Credit: ½

This course is a study of traditional approaches to grammatical terminology, analysis, usage, and syntax. College-bound students will find this invaluable in deepening their understanding and control of standard grammar, usage, and syntax in speaking and writing. Emphasis is placed upon grammatical issues encountered on SAT exams.

## PUBLIC SPEAKING

Sophomores, Juniors, Seniors  
Elective

Meets every other day  
Credit: ½

This course is designed to increase student awareness of public speaking. Students will study the skills needed to become effective speakers. Students will be given several opportunities to develop their own skills as a speaker by orally interpreting a literary selection and by creating and presenting various types of speeches. Students will also work on acquiring listening skills as they critique speeches of others. College bound students will find this an excellent introduction to the basics of public speaking while general students will gain confidence in oral presentations.

## JOURNALISM

Sophomores, Juniors, Seniors  
Elective/Teacher Approval

Meets every other day  
Credit: ½

Students learn the essentials of news reporting, ethics, and interviewing while writing various types of newspaper stories. Students will also learn basic editing, publishing and layout and design skills. The class is ultimately involved in the publication of the school newspaper entitled "The Eye of the Hurricane."

PREREQUISITE: English, 80% - Teacher Approval

## EXPOSITORY COMPOSITION & RESEARCH

Juniors, Seniors  
Elective

Meets every other day  
Credit: ½  
College in High School Credit

Composition teaches students the basic writing skills needed for college success. Students will compose and revise expository and persuasive essays focusing on paragraph construction and organization.

Research provides the informational foundation necessary for the production of collegiate level research writing. Students participate in the research of materials online and in various libraries, organization of research, formal writing of papers, and the oral presentation of findings. Students will learn and apply MLA (Modern Language Association) and APA (American Psychological Association) style citation formats as they write 6-12 page research papers.

PREREQUISITE: Honors English II or III, 85%, Accelerated III 90%

## **YEARBOOK**

Freshman, Sophomores, Juniors, Seniors  
Elective/Teacher Approval

Credit: 1

The staff will tentatively consist of 10 students selected at the sole discretion of the advisors. Applications and writing samples as well as the recommendation of the current English teacher are necessary. Students are required to raise \$500.00 in business ads and fundraisers. Applicants must also be “tech savvy” since students are required to create yearbook pages on a computer website. Time outside of class will be necessary on occasion.

## **ENGLISH AS A SECOND LANGUAGE**

The goal of English as a Second Language (ESL) services is for all English Language Learners (ELLs) to become proficient in English and to achieve to high state standards.

English as a Second Language is an academic discipline that is designed to teach English Language Learners social and academic language skills as well as the cultural aspects of the English language necessary to succeed in an academic environment and to contribute to society. Courses of study are carefully stated K-12 and are correlated to the Pennsylvania Academic Standards for reading, writing, and listening. Program models include sheltered, push-in and pull-out.

The following are available for residents and not intended for foreign exchange students.

### **ENTERING**

Credit: 1

For the student who has had little or no formal English instruction and who has little or no ability to communicate in English. Emphasis is on fundamental speaking, listening, reading and writing skills along with basic computer skills.

### **BEGINNING**

Credit: 1

For the student who reads and writes some English and is able to communicate with difficulty with native speakers. Emphasis is on developing the student’s reading, writing, communication, and computer skills.

### **DEVELOPING**

Credit: 1

For the student who understands familiar topics and simple oral and basic written instructions. This student is familiar with routine social conversations but has difficulty with academic topics. This student is somewhat fluent in English and generally comprehensible. In written expression, this student will have some mastery of English writing conventions. Emphasis is on developing the student’s speaking, listening, reading, and writing skills along with use of the computer.

## **EXPANDING**

Credit: 1

For the student who is fairly literate in English and who communicates with little difficulty with native speakers. Emphasis is on strengthening the student's speaking, listening, reading, and writing skills.

## **BRIDGING**

Credit: 1

For the student who reads a variety of grade appropriate English texts with considerable comprehension and speed. This student may still have comprehension difficulties with complex structures and abstract vocabulary. Emphasis is on strengthening the student's speaking, listening, reading, and writing skills. This level is based on standards necessary for success without ESL support. When an ELL reaches the bridging level in the ESL curriculum, grade level achievement is possible either independently or with limited support.

# **FAMILY AND CONSUMER SCIENCE**

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## **7<sup>th</sup> GRADE FAMILY AND CONSUMER SCIENCE**

The 7<sup>th</sup> grade Family and Consumer Science course is designed to provide an introduction to nutrition and wellness, health and fitness, and basic food preparation. The course will also provide an overview of career development by allowing students to discover how their educational choices and life choices will affect their adult lives.

## **FUNDAMENTALS OF FAMILY & CONSUMER SCIENCE**

Freshman  
Elective

One Semester  
Credit: ½

Included are the four content areas according to the academic standards for Family & Consumer Science: Financial and Resource Management, Balancing Family, Work and Community Responsibility, Food Science and Nutrition, and Child Development with emphasis on communication skills, stress management, decision making skills, food science, child development, and family. This is a one semester course that meets everyday.

## **NUTRITION PLUS**

Sophomores, Juniors, Seniors  
Elective

Credit: 1

This course will cover the Academic Standards for Family and Consumer Science under Food Science and Nutrition. There will be emphasis on: nutrition and health, calories and energy, meal management, and food science. This is a full year course.

## ADULT ROLES AND FUNCTIONS (ARAF)

Juniors, Seniors  
Elective

Credit: 1

This course is to help students become more aware of the experiences they will be encountering in adult life. It will cover everything described in both Adult Roles Semesters I & II.

### ADULT ROLES SEMESTER I

Juniors, Seniors  
Elective

One Semester  
Credit: ½

Special Requirements: Individualized Oral Presentations are required.

Students will complete a semester course to prepare them for the multiple roles of men and women in today's society and provide opportunities for personal development and preparation for adult life. Included will be: self-knowledge, personal growth, interpersonal skills and families relations, traditions, aging and families in society, problems in society, interpersonal relationships, leadership skills, life cycles, parenting skills and child development.

### ADULT ROLES SEMESTER II

Juniors, Seniors  
Elective

One Semester  
Credit: ½

This is a one semester course designed to help you become more independent and able to manage your life and improve the quality of your life by developing and enhancing skills for independent living in the home and the community. Included will be goals and decision making, consumerism, personal finance, buying a car, laundry and basic clothing care, personal safety and safety in the home, preparation for employment, careers, jobs, work habits, and being a successful employee.

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## HEALTH, PHYSICAL ED., SAFETY ED.

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### GENERAL INFORMATION

- Required dress includes:
  - Solid red or black shorts - Solid red, black or gray sweats - Plain white t-shirt
  - White or black socks - Athletic shoes
- Grading will be based on effort, participation and progress toward personal physical activity and fitness goals. Grades will be issued at the end of each semester.
  - ✓ Required dress and actively participate **3 points each class**
  - ✓ Required dress and not fully participating **2 points each class**
  - ✓ Not in required dress/limited participation **1 point each class**
  - ✓ Refuse to participate **0 points each class**  
(student will be sent to ISS; parent contacted)

- Doctor excuse - Students must return the “Can Do” list from their doctor. Pick up a form from the nurse or your teacher.
- Pennsylvania Academic Standards for Physical Education, Health and Safety Education will be met.
- These courses are required for graduation.

## **7<sup>th</sup> GRADE HEALTH**

7<sup>th</sup> grade health is a nine weeks course. The students will learn the importance of making healthy choices that will affect their health both now and in the future. The course covers the physical, mental, emotional, and social aspects of health as one grows. Health-promotion, wellness, and disease prevention concepts help students to become more knowledgeable about themselves. The course provides a foundation which encourages students to lead productive and healthy lives.

## **7<sup>th</sup> & 8<sup>th</sup> GRADE PHYSICAL EDUCATION**

This course is required for each 7<sup>th</sup> & 8<sup>th</sup> grade student and is offered every other day all year.

Grading will be based on effort, participation and progress toward personal physical activity and fitness goals. Grades will be issued at the end of each semester.

All **Physical Education** classes will operate under the PE4life approach which combines today’s best practices in physical education to inspire and educate all students about the vital importance of lifetime physical activity and fitness.

Both grade levels will incorporate cardiovascular fitness, muscular and strength endurance, exercise, wellness, nutrition, and a wide variety of lifetime sports and fitness activities to promote an active and healthy lifestyle.

### **PHYSICAL EDUCATION 9**

Freshmen

Credit: .50

All **Physical Education** classes will operate under the PE4life approach which combines today’s best practices in physical education to inspire and educate all students about the vital importance of lifetime physical activity and fitness.

All grade levels will incorporate cardiovascular fitness, muscular and strength endurance, exercise, wellness and nutrition, and a wide variety of lifetime sports and fitness activities to promote an active and healthy lifestyle.

Technology will be incorporated to assess students on their personal progress toward fitness and activity goals.

### **PHYSICAL EDUCATION 10**

Sophomores

Credit: .25

All **Physical Education** classes will operate under the PE4life approach which combines today’s best practices in physical education to inspire and educate all students about the vital importance of lifetime physical activity and fitness.

All grade levels will incorporate cardiovascular fitness, muscular and strength endurance, exercise, wellness and nutrition, and a wide variety of lifetime sports and fitness activities to promote an active and healthy lifestyle.

Technology will be incorporated to assess students on their personal progress toward fitness and activity goals.

### **SAFETY EDUCATION**

Sophomores

Credit: .25

Students will engage in activities that enhance techniques needed to drive more efficiently and also prepare them to develop attitudes that will lead to safe and courteous driving. The range of content will include highway transportation system responsibilities, Pennsylvania traffic laws, basic vehicle controls and operations, perceptual skills development, decision-making/risk reduction, handling complex driving environments, emergency situations, defensive driving processes, influences on driver performance, and consumer considerations.

This course will satisfy the theory phase (30 hours of instruction) required for behind-the-wheel instruction. BTW instruction (6 hours) is available outside of school.

### **PHYSICAL EDUCATION**

Juniors - Required

Seniors - Elective

Credit: .50

All **Physical Education** classes will operate under the PE4life approach which combines today's best practices in physical education to inspire and educate all students about the vital importance of lifetime physical activity and fitness.

All grade levels will incorporate cardiovascular fitness, muscular and strength endurance, exercise, wellness and nutrition, and a wide variety of lifetime sports and fitness activities to promote an active and healthy lifestyle.

Technology will be incorporated to assess students on their personal progress toward fitness and activity goals.

### **HEALTH EDUCATION**

Juniors

Credit: .50

In the **Health Education** portion of this course, students will be given the information they need to understand the different aspects of overall health and wellness. They will be able to evaluate information so they can make wise lifestyle choices for the rest of their lives.

Instruction will include units on physical, mental, emotional and social health such as stress management, human body systems, nutrition and weight control, alcohol and drug abuse, tobacco, infectious diseases, lifestyle diseases, accident and injury prevention, and global health issues.

# **LEARNING SUPPORT**

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## **7<sup>th</sup> GRADE LEARNING SUPPORT - ENGLISH LITERATURE**

This course is designed for 7<sup>th</sup> grade students who have been identified through an Individualized Education Plan as in need of specially designed instruction. In this course, proper adaptations and modifications will be made to ensure the highest degree of success for each individual student. Students taking this course will grasp and retain skills outlined in the Pennsylvania Academic Standards Categories for Reading, Writing, Speaking, and Listening.

## **8<sup>th</sup> GRADE LEARNING SUPPORT - ENGLISH LITERATURE**

This course is designed for 8<sup>th</sup> grade students who have been identified through an Individualized Education Plan as in need of specially designed instruction. In this course, proper adaptations and modifications will be made to ensure the highest degree of success for each individual student. Students taking this course will grasp and retain skills outlined in the Pennsylvania Academic Standards Categories for Reading, Writing, Speaking, and Listening.

## **7<sup>th</sup> GRADE LEARNING SUPPORT PRE-ALGEBRA I**

This course is designed to assess the student's academic performance in mathematics. The students will be introduced to the following concepts: numbers and operations, measurement, geometry, algebraic concepts, data analysis and probability, as stated in the Pennsylvania State Standards.

## **8<sup>th</sup> GRADE LEARNING SUPPORT PRE-ALGEBRA II**

This course is designed to assess the student's academic performance in mathematics. The students will be introduced to the following concepts: numbers and operations, measurement, geometry, algebraic concepts, data analysis and probability, as stated in the Pennsylvania State Standards.

## **READING READINESS 7-8**

This course is designed for seventh and eighth graders who have been identified through an Individualized Education Plan as in need of intensive specially designed instruction in the areas of reading. In this course, students will increase their reading readiness skills in the areas of phonemics, oral reading fluency, print awareness, letter knowledge, decoding, word recognition, vocabulary development, and comprehension skills. Students taking this course will grasp and retain skills outlined in the Pennsylvania Academic Standards Categories for Reading, Writing, Speaking, and Listening.

## ESSENTIAL ENGLISH 9

Freshman

Credit: 1

This course is designed for ninth grade students who have been identified through an Individualized Education Plan as in need of specially designed instruction. In this course, proper adaptations and modifications will be made to help ensure the highest degree of success for each individual student. Students taking this course will strive to grasp and retain the skills of reading comprehension, vocabulary development, grammar usage, punctuation, and writing development. The refinement of these skills will take place through literature-based learning.

The literature used in this course will include but not be limited to such piece as: English Literature Text Book

## ESSENTIAL ENGLISH 10

Sophomores

Credit: 1

This course is designed for tenth grade students who have been identified through an Individualized Education Plan as in need of specially designed instruction. In this course, proper adaptations and modifications will be made to help ensure the highest degree of success for each individual student. Students taking this course will strive to grasp and retain the skills of reading comprehension, vocabulary development, grammar, usage, punctuation, and writing development. The refinement of these skills will take place through literature-based learning.

The literature used in this course will include but not be limited to such piece as: English Literature Text Book

## ESSENTIAL ENGLISH 11

Juniors

Credit: 1

This course is designed for eleventh grade students who have been identified through an Individualized Education Plan as in need of specially designed instruction. In this course, proper adaptations and modifications will be made to help ensure the highest degree of success for each individual student. Students taking this course will strive to grasp and retain the skills of reading comprehension, vocabulary development, grammar usage, punctuation, and writing development.

The refinement of these skills will take place through literature-based learning. A significant component of the course will focus on preparing the students for the PSSA test taking place during the second half of the school year. The literature used in this course will include but not be limited to such pieces as: English Literature Text Book

## ESSENTIAL ENGLISH 12

Seniors

Credit: 1

This course is designed for twelfth grade students who have been identified through an Individualized Education Plan as in need of specially designed instruction. In this course, proper adaptations and modifications will be made to help ensure the highest degree of success for each individual student. Students taking this course will strive to grasp and retain the skills of reading comprehension, vocabulary development, grammar usage, punctuation, and writing development. The refinement of these skills will take place through literature-based learning.

The literature used in this course will include but not be limited to such pieces as: English Textbooks

## **ESSENTIAL MATHEMATICS 9**

Freshman

Credit: 1

This course is designed to assess the student's academic performance in mathematics. The students will be introduced to the following concepts: numbers and operations, measurement/geometry, algebraic concepts, and graphs and statistics, as stated in the Pennsylvania State Standards.

## **ESSENTIAL MATHEMATICS 10**

Sophomores

Credit: 1

This course is designed to assess the student's academic performance in mathematics. Given the level of achievement, the student will focus on numbers and operations, measurement, geometry, algebraic concepts, data analysis and probability, as stated in the Pennsylvania State Standards. These concepts will be presented at their given academic level.

## **ESSENTIAL MATHEMATICS 11**

Juniors

Credit: 1

This course is designed to assess the student's academic performance in mathematics. Given the level of achievement, the student will focus on numbers and operations, measurement, geometry, algebraic concepts, data analysis and probability, as stated in the Pennsylvania State Standards. These concepts will be presented at their given academic level. The students will also have the opportunity to practice the eleventh grade PSSA eligible content.

## **ESSENTIAL MATH 12**

Seniors

Credit: 1

This course is Basic Occupational Math. The course addresses the areas of whole numbers, fractions, decimals, and percents, powers, roots, and geometric figures, measuring systems, and devices, mathematical formulas, ratio's and proportions. This math is presented to students to solve real-life issues that come up on the job. These concepts will be presented at their given academic levels.

## **7<sup>TH</sup> GRADE SOCIAL SKILLS**

This course is designed for seventh grade students who are in need of social skills development. The course focuses on introducing and developing social skills that each individual will need in order to perform as a functional member of society

Course units will include – but not limited to:

Respect, Self-Esteem, Anger Management, Conflict Resolution, Peer Pressure, Stress & Healthy Living

## **SOCIAL SKILLS**

Eighth Grade, Freshman, Sophomores, Juniors, Seniors

Credit: 1

This course is designed for students ninth through twelfth grade who are in need of social skill development and are embarking on living independently. The course focuses on introducing and developing life skills that each individual will need in order to perform as a functional member of society. Developing and maintaining adequate interpersonal and intra-personal skills will also be a focus of the course.

Course units will include but not be limited to:

Setting Goals  
Dealing with Peer Pressure  
Communicating with Others  
Getting Along with Others  
Handling Change and Stress

Staying Healthy on Your Own  
Getting a Job  
Keeping a Job  
Banking Your Money

### **READING READINESS 9 – 12**

This course is designed for 9-12 grade students who have been identified through an Individualized Education Plan, as in need for extra support in oral reading skills, fluency, reading comprehension skills, and decoding skills.

### **LIFE SKILLS**

The Life Skills curriculum is focused on the many different cognitive, physical, mental, and social needs of each individual student. Within the Life Skills setting, students will have the opportunity to maintain and develop functional living skills. These include but are not limited to math skills involving money, time, and budgeting; reading skills that focus on every day vocabulary and proper usage of the English language; health, as it pertains to teenagers physical, social, emotional, and mental well-being; personal self care skills; appropriate socialization; and community based instruction. These skills are practiced and closely monitored to help students transition into low-supported or independent functioning within the community upon graduation.

### **AUTISTIC SUPPORT**

The Autistic Support program provides services to students diagnosed with Autism and other disorders on the spectrum. A variety of teaching strategies are used to meet the individual needs of each student. Within the Autistic Support setting students receive academic, social, behavioral, and communication support.

Due to the wide diversity of needs that students with autism display, there are multiple supports in place to ensure the most effective learning environment. The focus of the program at the secondary level is to promote transition to adult life by providing multiple opportunities for students to learn and adapt to home, school, and community living.

## **MATHEMATICS**

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### **7<sup>th</sup> GRADE HONORS PRE-ALGEBRA**

The purpose of this course is to provide the foundation for algebra and to develop concepts and processes needed to solve and apply mathematical problems. This is an honors level course and is weighted accordingly.

The Honors Pre-Algebra course emphasizes the language of algebra and solving problems using various approaches including algebra, number theory, fractions, ratios, proportions, equations, inequalities, statistics, probability, exponents, radicals, and graphing.

Calculators and computers will be integrated as tools of instruction throughout the course. Students taking this course should be highly motivated, goal-oriented, and willing to devote an appropriate amount of time to mathematics.

This is a seventh grade course that is aligned to both the seventh and eighth grade standards, anchors, and other grade level eligible content items. All seventh grade material will be completed prior to the PSSA test assuring student for success.

PREREQUISITE: 6<sup>th</sup> grade Math, grade of 90% or higher  
Teacher Recommendation

### **MATH 7**

Instruction and areas addressed during the class period are properly aligned to the Pennsylvania Grade 7 mathematics standards, anchors, and eligible content material for the PSSA (Pennsylvania System of School Assessment) exam. Emphasis is placed on the following topics: number theory and concepts, fractions, ratios, proportions, equations, inequalities, statistics, and probability, exponents, radicals, and graphing. Technology, including the use of computers and calculators, will be used as tools of instruction.

The PSSA mathematics coach resource book will be used as a supplement to ensure student comprehension and preparation for future growth. Methods of evaluation include portfolios, one-to-one interviews, worksheets, homework, quizzes, tests, participation, and performance projects.

### **8<sup>th</sup> GRADE HONORS ALGEBRA 1**

This course is organized around families of functions, with special emphasis on linear and quadratic functions. During the course students will learn to represent families of functions as verbal descriptions, equations, tables, and graphs. In addition to its algebra content, the course will include lessons on probability, data analysis, and geometry. As this course is a weighted course it will move at a fast pace and students will be challenged accordingly.

The PSSA mathematics coach resource book will be used as a supplement to assure student comprehension and preparation for future growth. Methods of evaluation include portfolios, one-to-one interviews, worksheets, homework, quizzes, tests, participation, and performance projects.

PREREQUISITE: Honors Pre-Algebra, grade of 80% or higher

### **MATH 8**

Instruction and areas addressed during the class period are properly aligned to the Pennsylvania Grade 8 mathematics standards, anchors, and eligible content material for the PSSA (Pennsylvania System of School Assessment) exam. Content discussed throughout the year includes geometry, measurement, numbers and operations, statistics and probability, algebraic concepts, graphing, and polynomials. Technology, including the use of computers and calculators, will be used as tools of instruction.

The PSSA mathematics coach resource book will be used as a supplement to ensure student comprehension and preparation for future growth. Methods of evaluation include portfolios, one-to-one interviews, worksheets, homework, quizzes, tests, participation, and performance projects.

## 8<sup>th</sup> GRADE ASSESSMENT MATH

Compass Learning Odyssey Math is designed to help students learn fundamental skills and develop processes for inquiry and exploration. Compass provides a meaningful context for applying ideas, tools, and manipulatives. Plus, it is aligned to the 8<sup>th</sup> grade Pennsylvania Standards.

By using a combination of direct instruction, guided feedback, and exploration, Odyssey Math allows students to develop a deeper understanding of the subject.

Compass curriculum is grounded in the extensive knowledge base of mathematics research and finding best practices for concept development and understanding.

\* Support programs are available in this area

### PRE ALGEBRA

Freshman

Credit: 1

The purpose of this course is to provide the foundation for algebra and to develop concepts and processes needed to solve and apply mathematical problems.

The Pre-Algebra course emphasizes is on linear functions and data distributions. Linear function topics include analyzing patterns and relations, using linear functions and their equations, and using slope of a line. Data distributions topics include analyzing scatter plots, apply probability to practical situations, and use data displays to make predictions.

### ALGEBRA A

Sophomores

Credit: 1

The purpose of this course is to build upon the algebra concepts learned in Pre-Algebra and to develop concepts related to Module 1 of the Algebra 1 Keystone Exam.

The Algebra A course emphasis is on operations and linear equations & inequalities. Operations topics include representing numbers in equivalent forms, applying number theory concepts, using exponents and roots, estimating, and simplifying polynomials. Linear equations & inequalities topics include being able to write, solve, and graph equations, inequalities, and systems of inequalities by variety of method.

### ALGEBRA B

Juniors

Credit: 1

The purpose of this course is to reiterate algebra concepts learned in Pre-Algebra and Algebra A.

The Algebra B course will be taken by all students that have completed Pre-Algebra and Algebra A and have yet to pass the Algebra 1 Keystone Exam. Topics from linear functions, data distribution, operations, and linear equations & inequalities that have been previously discussed in Pre-Algebra and Algebra 1 will be remediated and expanded upon.

## **ALGEBRA 1**

Freshman

Credit: 1

This course is organized around families of functions, with special emphasis on linear and quadratic functions. During the course students will learn to represent families of functions as verbal descriptions, equations, tables, and graphs. In addition to its algebra content, the course will include lessons on probability, data analysis, and geometry.

**PREREQUISITE:** Math 8, grade of 70% or higher

## **GEOMETRY**

Freshman, Sophomores

Credit: 1

This course develops reasoning and problem solving skills in topics such as congruence and similarity, and applies properties of lines, triangles, quadrilaterals, and circles. In addition to its geometry content, the course will include lessons on probability, data analysis, and algebra.

**PREREQUISITE:** Algebra I, grade of 70% or higher

## **ALGEBRA II**

Sophomores, Juniors

Credit: 1

This course is organized around families of functions, including linear, quadratic, exponential, logarithmic, radical, and rational functions. During the course students will learn to represent families of functions as verbal descriptions, equations, tables, and graphs. In addition to its algebra content, the course will include lessons on probability, data analysis, and geometry.

**PREREQUISITE:** Geometry, grade of 70% or higher

## **COLLEGE ALGEBRA**

Juniors, Seniors

Credit: 1

This course is set up as a college preparedness class. College Algebra reinforces the concepts learned in Algebra 1, Geometry, and Algebra 2. In addition, this course will emphasize trigonometric functions and applications to promote conceptual reasoning.

## **PRE-CALCULUS**

Juniors, Seniors

Credit: 1

The primary goal of this course is to develop, refine, and apply skills learned in the study of previous math courses. This course will serve as a foundation for further study in calculus. The students will use the TI-83+ graphing calculators for much of their problem solving, emphasizing real-world applications.

**PREREQUISITE:** Algebra II, grade of 70% or higher

## **HONORS GEOMETRY**

Freshman

Weighted Credit: 1

This course develops reasoning and problem solving skills in topics such as congruence and similarity, and applies properties of lines, triangles, quadrilaterals, and circles. In addition to its geometry content, the course will include lessons on probability, data analysis, and algebra. As this course is an honors level course it will move at a fast pace and students will be challenged accordingly.

**PREREQUISITE:** 8<sup>th</sup> grade Honors Algebra I, grade of 80% or higher

## HONORS ALGEBRA II

Weighted  
Credit: 1

Sophomores

This course is organized around families of functions, including linear, quadratic, exponential, logarithmic, radical, and rational functions. During the course students will learn to represent families of functions as verbal descriptions, equations, tables, graphs, and matrices. In addition to its algebra content, the course will include lessons on discrete math, data analysis, probability, and geometry. As this course is an honors level course it will move at a fast pace and students will be challenged accordingly.

PREREQUISITE: Honors Geometry, grade of 80% or higher

## HONORS PRE-CALCULUS

Weighted  
Credit: 1

Juniors

The primary goal of this course is to refine, develop, and apply skills learned in the study of previous math courses. This course will serve as a foundation for further study in calculus. During this course students will review functions with an emphasis on linear, quadratic, polynomial, radical, rational, trigonometric and logarithmic functions. This course will also study matrices, vectors, polar coordinates, and parametric-equations. The student will use the TI-83 graphing calculator for much of their problem solving, emphasizing real-world applications. As this course is an honors level course, it will move at a fast pace and students will be challenged accordingly.

PREREQUISITE: Honors Algebra II, grade of 80% or higher

## STATISTICS

Credit: 1

Juniors, Seniors

Elementary Statistics is a beginning statistics course for students with a basic algebra background. It will follow a nontheoretical approach without formal proofs, explaining concepts intuitively and supporting them with many examples. The applications span a broad range of topics including: business, sports, health, architecture, education, entertainment, political science, psychology, history, and many more.

## BUSINESS MATH

Credit: 1

Seniors

The course will cover personal money records, special consumer purchasing problems and wage problems as they relate to family and business organizations. It will cover problems relating to commission income, personal finance, savings, investments, and taxes in relation to family and business organizations.

## ADVANCED PLACEMENT CALCULUS

Weighted  
Credit: 1

Seniors

College in High School Course

The AP Calculus course is designed to present an enriched course in differential and integral calculus. Included in the course are sections on limits, continuity, differentiation, differentials, Mean value Theorem, applications of derivatives, integration, the definite integral, partial differentiation, and applications of integration.

# MUSIC

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## 7<sup>th</sup> GRADE GENERAL MUSIC

7<sup>th</sup> grade general music is a required class for all seventh grade students who do not participate in band or choir. This class meets on a day 1/day 2 schedule. This class is a music appreciation/music history course covering music from the classical period to the rock and roll era.

## 8<sup>th</sup> GRADE GENERAL MUSIC

8<sup>th</sup> grade general music is a required class for students who do not choose to take band or choir. It meets every other day during the school year. Students will listen to and discuss various aspects of music, what culture it came from, and its historical significance.

## 7<sup>th</sup> & 8<sup>th</sup> GRADE CHOIR

7<sup>th</sup> & 8<sup>th</sup> grade Choir is a performing group. **They are required to perform up to three concerts throughout the year.** The objective of the group is to broaden the knowledge and skills of the students in the area of performance. There is a limited number of students. Attendance at all scheduled performances and after school activities is mandatory. Students must maintain an 80% to continue in the Choral Program. An audition and director approval is required.

## 7<sup>th</sup> & 8<sup>th</sup> GRADE BAND

7<sup>th</sup> & 8<sup>th</sup> grade Band is a performing group that meets every day. The students are recommended by their elementary instrumental music teacher. All others must audition for the band director before gaining entrance. **This group is required to perform twice a year, Winter and Spring.**

## INSTRUMENTAL MUSIC MARCHING BAND REQUIREMENT

The New Castle Marching Band consists of all instrumental music students in grades 8 through 12 and students in grades 10 through 12 at the Lawrence County Career & Technical Center. Since band is a full year course, **a band member must participate in Ninth Grade Band, Hurricane Band, and Concert Band** unless a schedule problem emerges. A schedule problem must be discussed with the director before the scheduling process begins at the High School. No student will be permitted to schedule band without participating in Marching Band with the following exceptions:

- a. Football Players
- b. Cheerleaders
- c. Candy Canes
- d. Flag line or Majorette

The Marching Band performs at all football games, parades, and various special events. In order to schedule an instrumental music course, the student must participate in Band Camp which meets prior to the start of school, otherwise a schedule change must occur.

The grade for Marching Band is incorporated into the student's concert band grade.

## 9<sup>th</sup> GRADE BAND

Freshman

Elective/Teacher Approval

Credit: 1

In this course the 9<sup>th</sup> Grade Instrumentalist will continue to develop performance skills such as posture, tone, intonation, breathing, embouchure, fingering, rhythm, articulation, and scales. These skills will be used in the performance of a wide variety of music. **Attendance at all scheduled performances and after school activities is mandatory. If the students do not perform in the concert, they will be given a final grade of 0%.**

PREREQUISITE: An audition by the high school band director for placement or permission to enroll

## HURRICANE BAND

Sophomores, Juniors, Seniors

Elective/Teacher Approval

Credit: 1

This course is to broaden the knowledge and experience of performing good quality music through the development of good practice, performance, and attendance at all times. It will also continue to develop performance skills such as posture, tone, intonation, breathing, embouchure, fingering, rhythm, articulation, and scales. These skills will be used in the performance of a wide variety of music. **Attendance at all scheduled performances after school activities is mandatory. If the student does not perform in the concert, they will be given a final grade of 0%.**

PREREQUISITE: An audition by the high school band director for placement or permission to enroll

## CONCERT BAND

Sophomores, Juniors, Seniors

Elective/Teacher Approval

Credit: 1

This course is to broaden the knowledge and experience of performing good quality music through the development of good practice, performance, and attendance at all times. It will also continue to develop performance skills such as posture, tone, intonation, breathing, embouchure, fingering, rhythm, articulation, and scales. These skills will be used in the performance of a wide variety of music. **Attendance at all scheduled performances and after school activities is mandatory. If the student does not perform in the concert, they will be given a final grade of 0%.**

PREREQUISITE: An audition by the high school band director for placement or permission to enroll.

## HONORS CONCERT BAND

Seniors  
Weighted

Credit 1

This course is to enable students to stay in concert band for four years.

This course will help seniors who cannot take other weighted classes due to band. All Honors Concert Band students must participate in all required activities including Marching Band. Academic assignments will also be required. A written paper is required for the first and third nine weeks. A written test will be given for the second and fourth nine weeks.

This course is to broaden the knowledge and experience of performing good quality music through the development of good practice, performance, and attendance at all times. It will also continue to develop performance skills such as posture, tone, intonation, breathing, embouchure, fingering, rhythm, articulation, and scales. These skills will be used in the performance of a wide variety of music. **Attendance at all scheduled performances and after school activities is mandatory. If the student does not perform in the concert, they will be given a final exam grade of 0%.**

A final project will be required for each student enrolled in Honors Concert Band.

PREREQUISITE: 3 prior years of band participation.

## GUITAR

Freshman, Sophomores, Juniors, Seniors  
Elective/Teacher Approval

One Semester  
Credit: ½

This is a one-semester course for students who wish to know how to play the six-string guitar. Students will receive a basic knowledge of how to read music. Students will also learn how to play chords, rhythms, and melodies. This class is based off of the Belwin Guitar Method's course. Guitars will be provided.

## ROCK MUSIC STYLES

Freshman, Sophomores, Juniors, Seniors  
Elective/Teacher Approval

One Semester  
Credit: ½

The course will survey American Popular music to include the most current music. An historical overview of American popular music will be discussed along with current trends including heavy metal, rap, and New Age music. This course meets every day for one semester.

## MUSIC THEORY I

Sophomores, Juniors, Seniors  
Elective/Teacher Approval

One Semester  
Credit: ½

Music Theory I is a course designed to develop listening and compositional skills to help in understanding different musical styles. Students will be able to identify certain intervals, chords, and scales in musical examples.

## MUSIC THEORY II

Juniors, Seniors  
Elective/Teacher Approval

One Semester  
Credit: ½

Music Theory II is an extension of Music Theory I. Fundamentals of music theory will be reviewed while further advancing musical skills such as chord analysis and melodic/rhythmic dictation. Music Theory I is a prerequisite.

## VOCAL MUSIC MIXED CHORUS

Freshman, Sophomores, Juniors, Seniors  
Elective/Teacher Approval

Credit: 1

This course includes learning choral repertoire for school performances. It is also to develop and broaden the skills necessary for three part singing learned at the Junior High Choir level. This course meets everyday for a full year and is worth one credit. **Attendance at all scheduled performances and after school activities is mandatory. If the students do not perform in the concert, they will be given a final grade of 0%.** A minimum grade of 80% must be achieved to remain in Choir

**PREREQUISITE:** An audition by the high school choir director for placement or permission to enroll. Open to all high school students, Freshman through Senior year.

## CONCERT CHOIR

Sophomores, Juniors, Seniors  
Elective/Teacher Approval

Credit: 1

This course includes learning choral repertoire for school and public performances. It is also to develop and broaden the skills necessary for three to four part singing learned at the Mixed Choir level. Also, improvement of the finer points of the technique of choral singing is stressed. The choir performs for many school and public programs.

This course meets every day for a full year and is worth one credit. **Attendance at all scheduled performances and after school activities is mandatory. If the student does not perform in the concert, they will be given a final grade of 0%.** A minimum grade of 90% must be achieved to remain in Concert Choir.

**PREREQUISITE:** An audition by the high school choir director for placement or permission to enroll. Only sophomore, junior, and senior students are permitted to enroll in the course and they must have performed with the Mixed Choir for a year before being eligible to audition for Concert Choir.

## AUDIO VISUAL/MEDIA MANAGEMENT

Sophomores, Juniors, Seniors  
Elective

Credit: 1

This course will enable students to learn all facets of stage lighting, sound, and stage rigging. This course will enable the student to master the task of using the equipment and also to design their own plots for stage productions and other media programs in the schools. These students will also be able to work all the equipment in the auditorium for any school or community function.

Part of the evaluation for this course is to participate in some aspect of working a school performance or a community function using the equipment in the auditorium.

Experience in this course can lead to a career in multi-media production for stage, radio, and television.

Teacher will provide and make necessary contacts for clinics. These clinics will be held on lighting, sound, and staging with professionals conducting these clinics.

## SCIENCE

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

The 7<sup>th</sup> grade science course is designed for all students entering the 7<sup>th</sup> grade. It is a comprehensive study of the state standards. Students will work on enhancing academic skills to be used in future science and other courses. Students will participate in lab activities, classroom activities, classroom demonstrations, and 21<sup>st</sup> century skills. Evaluation methods may include, but are not limited to, objective testing, essay writing, research projects, informal observation, and return demonstrations.

Concepts involving Physical Science, Earth & Space Science, and Life Science will be covered throughout the year.

### 8<sup>th</sup> GRADE SCIENCE

The 8<sup>th</sup> grade Science course is designed for those students who are enrolled in eighth grade. It is a comprehensive study of the state standards. Students will work on enhancing academic skills to be used in future science and other courses. Students will participate in lab activities, classroom activities, classroom demonstrations, and 21<sup>st</sup> century skills. Evaluation methods may include, but are not limited to, objective testing, essay writing, research projects, informal observation, and return demonstrations.

Six major units will be expanded upon in the 8<sup>th</sup> grade science course. The units are titled: The Nature of Science, Oceanography, Meteorology, Heredity & Classification, The Atom/Periodic Table, & Electricity.

### 8<sup>th</sup> GRADE HONORS SCIENCE

The 8<sup>th</sup> grade Honors Science course is designed for those students who have excelled in both 7<sup>th</sup> grade Integrated Science and 7<sup>th</sup> grade math. Students will work on enhancing academic skills to be used in future honors Science and other courses. Students will participate in lab activities, classroom activities, classroom demonstrations, and 21<sup>st</sup> century skills. Evaluation methods may include, but are not limited to, objective testing, essay writing, research projects, informal observation, and return demonstrations.

The course carries a weighted grade.

In addition to the advanced pace and information learned, students enrolled in 8<sup>th</sup> grade Honors Science **must design, test and complete a project for PJAS, Pennsylvania Junior Academy of Science.** This is an independent project, highly guided by the teacher, performed in the home environment.

Six major units will be expanded upon in the 8<sup>th</sup> grade Honors Science course. The units are titled: The Nature of Science, Oceanography, Meteorology, Heredity & Classification, the Atom/Periodic Table & Electricity.

## 9<sup>th</sup> GRADE INTEGRATED SCIENCE

Freshman, Required

Credit: 1

This course is a comprehensive study of the state standards. Major concepts include: the Environment, Weather, Waves, and The Earth's Surface. The course is designed to teach students to think scientifically and solve problems through the use of the scientific method, process skills, inquiry, and technology. Latest technology is also used including: Weather Bug, Google Earth and GIS software.

Concepts in Biological Science will include: Environmental, Ecology, Biochemistry, Enzymes, Molecules, Bonding and Scientific Methodology.

### BIOLOGY

Sophomores  
Required

Credit: 1

This course is a comprehensive study of biology and life science. Students will be expected to participate in group activities, including dissections.

Concepts include: Cells, Cell Division, Mitosis, DNA, Kingdoms, Evolution, Abiotic/Biotic Factors, Respiration and Photosynthesis.

PREREQUISITE: Students will be required to complete the PA Keystone Exam upon completion of course.

### BIOLOGY I

Sophomores  
Required

Credit: 1

This course is a comprehensive study of biology and life science. Students will be expected to participate in group activities, including dissections.

Concepts include: Cells, Cell Division, Mitosis, DNA, Kingdoms, Evolution, Abiotic/Biotic Factors, Respiration and Photosynthesis.

PREREQUISITE: Students will be required to complete the PA Keystone Exam upon Completion of course.

### BIOLOGY II

Juniors/Seniors  
Credit: 1

Required for students who have not successfully completed Biology Keystone Exams.

The Biology II course will be taken by all students that have completed Biology or Biology I and have yet to pass the Biology Keystone Exam. Topics from Cells, Cell Division, Mitosis, DNA, Kingdoms, Evolution, Abiotic/Biotic factors, Respiration and Photosynthesis that have been previously discussed in Biology and Biology 1 will be remediated and expanded upon.

## HONORS BIOLOGY

Freshman  
Teacher Approval

Weighted  
Credit: 1

This advanced level biology course covers the same concepts as Biology I, but on a faster pace. Students should have earned at least an “A” in eighth grade Integrated Science. The material in this course is challenging.

Each student will be required to design and present an independent science project and participate in the local science competitions including: PJAS, Envirothon, Enviroquest. Students who do not complete the project will receive a failing grade.

## ANATOMY & PHYSIOLOGY

Seniors  
Elective/Teacher Approval

Credit: 1

A lab course for Seniors. Students must participate in mandatory dissections and group lab activities. This course is designed to:

- Give background for students entering the health field or medical careers.
- Prepare students for college level Biology courses.
- Develop an interest concerning the intricacies of the human body.

Concepts include:

- Structure and function of the human body parts, system by system. (Skeletal, Muscular, Sensory, Circulatory, Respiratory, Digestive)
- Immunity, cancer, and causes of disease
- Human reproduction
- Dissection/laboratory techniques

PREREQUISITE: 70% or higher in Biology I

## FORENSICS

Juniors, Seniors  
Elective/Teacher Approval

Credit: ½

This lab course is a half credit course that meets every day for one semester. It is designed to expose students to the biological, chemical and physical science involved with investigating crime scene and analyzing the forensic data. Student must participate in group activities and labs.

The course is designed to:

- Encourage critical thinking and reasoning skills.
- Develop an interest concerning forensic details and criminology.
- Prepare students for future college or technical classes.

Concepts include:

- Valid evidence collection
- Fingerprint analysis
- Trace evidence; Hair and Fiber analysis
- Blood typing and blood spatters
- Impression evidence; tires, shoeprints
- Criminal profiling
- Document forgery
- DNA typing
- Firearms & Ballistics
- Skeletal & Dental evidence
- Pathology & Toxicology
- Careers in Forensics

PREREQUISITE: Biology I – 70% or higher

CO-REQUISITE: Environmental Science

## ENVIRONMENTAL SCIENCE

Juniors, Seniors  
Elective/Teacher Approval

Credit: ½

This course is a half credit course that meets every day for one semester. It is designed to show the relationship of the natural and human-made world. Students will participate in group activities and labs, including outdoor projects of the natural and human-made world. Students will participate in group activities and labs, including outdoor projects.

Concepts include:

|                              |                                    |
|------------------------------|------------------------------------|
| Natural resources            | Land usage and agriculture         |
| Plant & animal relationships | Population and growth              |
| Ecosystems                   | Environmental problems             |
| Pollution (air, water, land) | Fuels and alternative fuel sources |

PREREQUISITE: Biology I – 70% or higher

CO-REQUISITE: Forensics

## EXPLORATORY SCIENCE I

Juniors, Seniors  
Teacher Approval

Credit: ½

This weather studies semester course integrates labs and activities, aligned with current science standards and their practical application in everyday life. This course is a half credit course

Meteorology is a one semester of the course designed for student who investigation of natural atmospheric phenomena. Weather forecasting will be an integral part of the course. Extensive use of “Weather Bug” will enhance student learning.

Concepts include:

|                        |                                     |
|------------------------|-------------------------------------|
| Atmospheric energy     | Light, Color & Optics               |
| Thunderstorms, Seasons | Humidity, Condensation              |
| Tornadoes, Hurricanes  | Air pressure, Clouds, Wind & Fronts |

## EXPLORATORY SCIENCE II

Juniors, Seniors  
Teacher Approval

Credit: ½

Astronomy is designed for the student to explore the study of the universe and space. This course is a half credit course that meets every day for one semester.

Concepts include:

|                          |   |
|--------------------------|---|
| Stars, Planets, Galaxies | History & Development of Astronomy            |
| Cosmology                | Stellar Evolution & Classification            |
| Kepler & Newton’s Laws   | Current Topics in Astronomy & Planet Research |

PREREQUISITE: Biology

## APPLIED CHEMISTRY

Juniors, Seniors  
Teacher Approval

Credit: 1

This full-year chemistry course integrates labs and activities in a one period class. The topics are aligned with science standards and cover a practical application of chemistry in everyday life.

Concepts include:

Atoms, molecules, compounds  
Periodic Table, Atomic structure  
Bonding & Chemical reactions

Chemistry of food, water, petroleum and air quality  
Environmental and Industrial Chemistry

PREREQUISITE: Biology or Biology I

### **CHEMISTRY W/LAB**

Juniors, Seniors

Teacher Approval

Credit: 1 ½

Students will be expected to participate in group activities and labs. Lab time is scheduled with this course. This course meets for a double period every other day.

Concepts include:

Atoms, molecules, compounds  
Periodic Table, atomic structure, ionization energy  
Chemical reactions

Energy  
Bonding atomic structure

PREREQUISITE: 70% or higher in Biology I or Honors Biology

CO-REQUISITE: Algebra II or higher

### **HONORS CHEMISTRY**

Sophomores

Teacher Approval

Weighted  
Credit: 1 ½

This lab-oriented course meets for two periods, every other day. It meets for one period on the opposite day. This advanced level chemistry course covers the same concepts as Chemistry however, in more depth. Students are expected to participate in group activities and write formal lab reports.

Each student will be required to design and present an independent science project and may participate in the local science competitions (PJAS).

PREREQUISITE: 80% or higher in Honors Geometry

CO-REQUISITE: Honors Algebra II or higher

80% or higher in Honors Biology

### **HONORS PHYSICS**

Junior/Seniors

Teacher Approval

Weighted  
Credit: 1 ½

This lab-oriented course meets for two periods, every other day. It meets for one period on the opposite day. This course is recommended for anyone considering a major in Science or Engineering. Students are expected to participate in group activities and write lab reports.

Concepts include:

Newton's Law  
Simple Harmonic motion  
Conservation of momentum and energy

Waves, sound, light  
Electricity, magnetism

These concepts will be covered at a fast and challenging pace.

PREREQUISITE: 80% or higher in Honors Chemistry

CO-REQUISITE: Algebra II

## ADVANCED PLACEMENT BIOLOGY

Seniors  
Teacher Approval

Weighted  
Credit: 1 ½  
College in High School Course

This course meets the objectives of general biology I and II and general biology I lab courses on the college level. A college text is used. Topics covered include laboratory experiments (some recommended by the advanced placement program) are designed to be comparable to those at the college level.

PREREQUISITE: 85% or higher in Honors Biology  
85% or higher in Honors Chemistry  
85% or higher in Honors Physics

## ADVANCED PLACEMENT CHEMISTRY

Seniors  
Teacher Approval

Weighted  
Credit: 1 ½  
College in High School Course

This year-long advanced placement course meets for two periods every other day. It meets for one period on the opposite day, and covers all major areas of chemistry. In the laboratory portion of the class, students will perform required experiments and complete formal lab reports. The course will culminate with the AP Chemistry Exam in the spring for college credit (not required).

Major Concepts include:

|  |                       |
|--|-----------------------|
| Nomenclature, stoichiometry, periodicity | Acid-base, solubility |
| Kinetic-molecular theory, gas laws       | Organic Chemistry     |
| Chemical bonding, electron structure     | Current topics        |
| Thermodynamics                           |                       |

PREREQUISITE: 85 % or higher in Honors Algebra II  
85% or higher in Honors Chemistry  
85% or higher in Honors Geometry  
85% or higher in Honors Physics

## SOCIAL STUDIES

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### WORLD CULTURES -7

Events that happened hundreds of years ago, or thousands of miles away, can have a powerful impact on our lives. Ancient Greeks pioneered democratic ideas that influenced the framers of our Constitution. American rock'n' roll grew out of the music brought to North America by Africans in the time of slavery. Today, decisions made by a Brazilian planter, a Saudi Arabian oil minister, or a Japanese manufacturer can have a direct impact on our daily lives. Throughout this school year we will look into how today's complex world came to be.

Throughout this course and our studies, we will focus on the following nine themes that have had a direct impact on our World's History:

|                              |                          |
|------------------------------|--------------------------|
| Continuity and Change        | Diversity                |
| Geography and History        | Impact of the Individual |
| Political and Social Systems | Global Interaction       |
| Religion and Value Systems   | Art and Literature       |
| Economics and Technology     |                          |

## **U.S. HISTORY – 8**

Students will learn about cultural, economic, and political aspects of our early history. Students will learn how our forefathers adjusted to their new geographical environment, how their European ways were modified as they became Americans, and how they established an independent nation. Students will learn how our country grew, how commerce, transportation, industry developed, and the geographic History of our nation.

Content to be used:

- Unit I – Events in Europe that lead to period of exploration and discovery.
- Unit II – The Colonization of the Western Hemisphere by the nations of Europe and the conflict that arose between these nations over control of the New World.
- Unit III – Covers period after French & Indian War during which problems developed between England and her American Colonies; culminating in the American War of Independence.
- Unit IV – Discusses the problems of creating a new nation after the War of Independence and expansion westward across the Appalachian Mountains and on to the Rocky Mountains.
- Unit V – Explains how sectional difference start to divide the new nation. Discussion of the industrial Revolution in America and the growth of the Social Reform movement that spawned as a result of the great changes brought about by the Industrial Revolution.
- Unit VI – Territory expansion west of the Rocky and into the Southwest Region. Events leading to the separation of our nation and the ensuing struggle to reunify the nation.

## **GEOGRAPHY**

Geography is a part of the 9-week rotation courses.

The following is a list of areas covered during the 9 weeks:

7 Continents and Oceans Project  
Landforms Lesson  
Telling Directions Lesson  
Latitude and Longitude Lesson  
Measuring distance using scale

Reading Maps Lesson  
Mexican Holiday Lesson  
50 States and Abbreviations  
State Capitals

\*Support Programs are available in this area.

## HONORS U.S. HISTORY 8

Students will learn about cultural, economic, and political aspects of our early history.

Students will learn how our forefathers adjusted to their new geographical environment, how their European ways were modified as they grew into Americans, and how they established an independent nation.

Students will examine how our young nation thru the development of trade, commerce, transportation, industry, and political treaties developed into a major world power.

CONTENT AREA: European exploration thru the Civil War

Students will learn about the people and events that have shaped our country and made it a land of opportunity and a leader among nations of the world.

Students will examine the foundations of our society and identify the responsibilities of citizens in a free and independent nation.

Students will develop skills in the use of maps, graphs, charts, time lines, computers, internet, power point, text books, and reference materials.

Students will delve deeper into normal course material and will be asked to think critically as well as analyze the importance of historical documents and artifacts.

PREREQUISITES: 90 % or higher in 7<sup>th</sup> grade World Cultures

Recommendation from 7<sup>th</sup> grade World Cultures Teacher

### AMERICAN CIVICS

Freshman  
Required

One Semester  
Credit: ½

This one semester course will study three levels of government; national, state and local, citizenship, cost of government, consumer problems, social problems, economic systems, and current problems of ecology, poverty, agriculture, labor, and international affairs.

### PA HISTORY

Freshman  
Required

One Semester  
Credit: ½

Pennsylvania History is a one-semester, required Social Studies course for all students. The course will be taken opposite of American Civics during the student's ninth grade year. This course will examine numerous dimensions of Pennsylvania History including the following: Geological Development, Geography, Native American Life, the Colonial/Revolutionary period, The Industrial Revolution, and the Post Industrial Age leading us to modern day Pennsylvania. Through these studies, students will acquire knowledge of the states, economy, politics, and culture along with the evolution of each. Upon completion of the class, the student will understand Pennsylvania's role in American History.

## **UNITED STATES HISTORY**

Sophomores  
Required

Credit: 1

Students will study the history of the United States since 1865 (reconstruction) to the present. The emphasis will be on domestic affairs, foreign policy, and the political, economic, and social evolution of our country.

## **ADVANCED PLACEMENT U.S. HISTORY**

Juniors  
Teacher Approval

Weighted  
Credit: 1

Advanced Placement U.S. History is a survey course covering the time period from the discovery of America to the present. It is designed to provide students with factual knowledge and the analytic skills necessary to deal critically with problems and materials in U.S. History. Students should be able to arrive at conclusions on the basis of an informed judgment. The Advanced Placement Exam should be taken in or order to receive college credit.

## **WORLD CULTURES**

Juniors  
Required

Credit: 1

Students will study the history of the modern world from the renaissance through the Cold War to the present. The focus will be on the development of Western Civilization and its impact on the rest of the world.

## **HONORS WORLD CULTURES**

Sophomores  
Teacher Approval

Weighted  
Credit: 1

Honors World Cultures is designed to increase a deeper awareness and understanding of Global history. The course will emphasize modern World History from the “Renaissance” through the “Cold War.” Honors students will also be required to answer essay questions on tests, take part in group activities, make an oral presentation, and/or complete a research project each semester.

## **REASON & LOGIC / ARGUMENT MOCK TRIAL**

Sophomores, Juniors, Seniors  
Meets every-other day

Credit: ½

This elective course is designed to enhance critical thinking, research, and communication skills. Combining reason and logic, students will learn to develop argument technique by constructing, presenting, defending, and critiquing arguments. The focal point of the class is to prepare students to participate in the statewide Mock Trial competition. Over 250 high school student teams from across the state compete on a county level. County winners go on to compete for the state championship. Students will have the opportunity to work closely with local attorneys, learning the “art” of legal arguments in preparation for the tournament. This course is designed to produce teams that engage in competition; therefore, student participation is absolutely mandatory in class mock trials, University of Pittsburgh’s Mock Trial tournament, and the State competition.

## ADVANCED PLACEMENT ECONOMICS

Seniors  
Teacher Approval

Weighted  
Credit: 1

Macroeconomics and Microeconomics. This course will help students gain an awareness of the world in which they live, make them a better participant in the economy, and give them a greater understanding of the potential and limits of economic policy. Every student will have an opportunity to take the Advanced Placement Economics Exam, which is given at the end of every school year. This exam is not a requirement for the course, although it is recommended.

All Seniors not enrolled in Advanced Placement Economics are scheduled to the following:

### PROBLEMS OF DEMOCRACY

Seniors  
Required

One Semester  
Credit: ½

American Government is to help students better understand how government works, how it is a dynamic, exciting process, and how it impacts them. The course emphasizes key government concepts. Included among these are: Constitutional Rights and Responsibilities, Cultural Pluralism, Civic Participation and the Political Process, Free Enterprise, Comparative Governments, and Global Perspective.

*- Seniors select one of the following in addition to Problems of Democracy:*

### PRINCIPLES OF ECONOMICS

Seniors

One Semester  
Credit: ½

Economics is a course that offers students an in-depth look at basic economics. Included are: the American Free Enterprise System, the Role of Government in the economy, the American System in relation to the world, and Consumer Economics.

### LAW

Seniors

One Semester  
Credit: ½

This course involves the principles of law which apply to daily living. It includes a study of legal rights and duties concerning torts and crimes, contracts, consumer protection law, marriage, divorce, employment law, and intellectual property.

It is recommended for students entering the business world or considering a career in law. Class activities include participation in discussion of current events as they apply to the law, debates on current legal issues and various related legal topics, and analysis of case problems. These activities and objective tests constitute the basis for evaluation.

### SOCIOLOGY

Seniors

One Semester  
Credit: ½

Sociology, a one-semester Social Studies course designed for high school seniors, is the study of society and groups within a society. Students will learn about the causes and effects of contemporary social matters confronting society. Through discussions of basic sociological concepts, students will see how human beings become social creatures and how they establish patterns of behavior that make society work.

# TECHNICAL EDUCATION DEPARTMENT

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## 7<sup>th</sup> GRADE TECHNICAL EDUCATION

In the 7<sup>th</sup> grade Technology Education students use, manage and study resources of technology in many contents including Communication, Construction, Manufacturing, Transportation, and Electronics. To learn about these content areas students are engaged in exciting HANDS ON activities that help them explore the history, development, and current technology of many different content areas. Students review careers associated with the technological content areas they are studying. The positive and negative impacts of technology are brought to life with a wide range of effects on business, industry, personal comfort, economic, social environmental impacts and safety. Students will have the opportunity to design, build, and test products and systems to solve real-world problems. Students will also engage in numerous reading and writing activities such as current event reports and creating historical timelines.

*Technology Content Area Topics include:*

Manufacturing & Automation, Aerospace, Aerodynamics, Engineering Structures, Construction & CAD, Environmental Management, Multimedia Basics, Graphic Design, Lasers & Fiber Optics, Alternate Energy, Power & Energy, and Electronics & Control Systems.

## 8<sup>th</sup> GRADE TECHNICAL EDUCATION

In the 8<sup>th</sup> grade Technology Education students are exploring the world of Technology through the areas of AC-DC Electricity, Robotics, Measurement, Mechanical Systems, Pneumatics, and control systems. We think it is important for our students to research how these new Technologies affect everyday life. Our students have the opportunity to experience first hand how industry works today. Tomorrow is our “Field of Dreams” in the Technology World.

### INTRO TO COMMUNICATIONS

Freshman, Sophomores, Juniors, Seniors  
Elective

One Semester  
Credit: ½

This course will be a one-semester introduction/survey into all facets of communications. Students will be introduced to equipment like a Laser Engraver, scanners, and digital cameras and will work with computer software: Corel Draw, Adobe Pagemaker and Adobe Photoshop. There will be traditional drafting using various drafting equipment and CAD (Computer Aided Design) software. This is sure to be a fast paced and exciting introduction into Communications.

### CAD I

Sophomores, Juniors, Seniors  
Elective

One Semester  
Credit: ½

This course will be a one-semester Computer Aided Design (CAD) program. Students will do some traditional drafting and primarily Auto CAD. After board design, students will learn how to use the AutoCAD LT CAD package and work on 2-Dimensional drawings for Architectural and Mechanical designs. The laser engraver will be used for model making.

PREREQUISITE: Intro to Communications, grade of C or better

## CAD II

Sophomores, Juniors, Seniors  
Elective

One Semester  
Credit: ½

This course will be a one-semester Advanced CAD and CAD/CAM program. Students will be working on higher-level CAD designs and incorporating Computer Aided Machining (CAM) software to produce three-dimensional images.

PREREQUISITE: CAD I, grade of B or better

## GRAPHICS I

Sophomores, Juniors, Seniors  
Elective

One Semester  
Credit: ½

This course will be a one-semester Graphic Design class. Students will be working with aspects of Graphics such as Animations, Digital Sound, Digital Photography, Computer Aided Publishing, and Multimedia Production. Students will also work more in depth with Pagemaker, Photoshop, Corel Draw, and Laser Engraver. Students will be introduced to vectoring, (cutting through a material), incorporating the engravers speed, power, and frequencies.

PREREQUISITE: Intro to Communications, grade of C or better

## GRAPHICS II

Sophomores, Juniors, Seniors  
Elective

One Semester  
Credit: ½

This course will be a one-semester Advanced Graphics class. Students will be working with a higher-level graphic design software program for a specific design and marketing project while incorporating subject matter learned in Graphics I and to become more proficient and knowledgeable about the graphics industry. The laser engraver will be used as a tool for a finished product.

PREREQUISITE: Graphics I, grade of B or better

## WORLD LANGUAGE

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### 7<sup>th</sup> & 8<sup>th</sup> GRADE SPANISH I

Students will have the opportunity to learn the basic grammatical structures of the Spanish Language. Students will complete various reading, writing, listening, and speaking activities to develop their Spanish vocabulary. Additionally, students will learn about the various cultures of the Spanish-speaking world through readings and classroom discussion.

Spanish is offered to a limited number of students based on class rank, 7<sup>th</sup> grade English recommendation, the total 7<sup>th</sup> and 8<sup>th</sup> grade GPA, along with parent permission. That total GPA includes the final GPA for 7<sup>th</sup> grade averaged in with GPA for the first three nine weeks of 8<sup>th</sup> grade.

### 7<sup>th</sup> & 8<sup>th</sup> GRADE FRENCH I

Students will have the opportunity to learn the basic grammatical structures of the French Language. Students will complete various reading, writing, listening, and speaking activities to develop their French vocabulary. Additionally, students will learn about the various cultures of the French-speaking world through readings and classroom discussions.

French is offered to a limited number of students based on class rank, 7<sup>th</sup> grade English recommendation, the total 7<sup>th</sup> and 8<sup>th</sup> grade GPA, along with parent permission. That total GPA includes the final GPA for 7<sup>th</sup> grade averaged in with GPA for the first three nine weeks of 8<sup>th</sup> grade.

### **FRENCH I**

Freshman, Sophomores, Juniors, Seniors  
Elective/Current English Teacher Approval

Credit: 1

In Level I, the emphasis of the program is oral-aural communication progressing onto the rudiments of reading and writing.

### **FRENCH II**

Honors Freshman, Sophomores, Juniors, Seniors  
Elective/Teacher Approval

Credit: 1

The second year introduces a review of grammatical elements necessary for sentence composition while continuing to stress oral communication. Short readings depicting cultural aspects or materials of the language studied are offered.

PREREQUISITE: French I, grade of C or higher

### **FRENCH III**

Sophomores, Junior, Seniors  
Elective/Teacher Approval

Credit: 1

There will be continued emphasis on teaching of the four basic skills and also incorporating the teaching of advanced grammar by means of oral and written work. Cultural aspects will be introduced through selected readings from past and contemporary literature.

PREREQUISITE: French II, grade of C or higher

### **HONORS FRENCH IV**

Juniors, Seniors  
Weighted

Credit: 1

This year-long course will expand to the fullest, the four basic skills of language learning: listening, speaking, reading and writing, to meet the needs and talents of the individual student as well as the class as a whole. To meet this end, the instruction will include learning grammar and culture, and reading articles and literature. The spoken word will be the main objective of this course.

PREREQUISITE: French III, grade of C or higher

### **HONORS FRENCH V**

This course is designed for students who have an excellent understanding of the French language. The students will complete various reading, writing, listening and speaking activities in order to take their language skills to that of the collegiate level. An emphasis will be on oral communication. To develop these four essential skills, the instruction will include learning grammar, discussing culture and studying various articles and literary pieces.

PREREQUISITE: Honors French IV, grade of B or higher

## **ITALIAN I**

Freshman, Sophomores, Juniors, Seniors  
Elective/Current English Teacher Approval

Credit: 1

In Level I, the emphasis of the program is oral-aural communication progressing onto rudiments of reading and writing.

## **ITALIAN II**

Sophomores, Juniors, Seniors  
Elective/Teacher Approval

Credit: 1

The second year introduces a review of grammatical elements necessary for sentence composition while continuing to stress oral-aural communication. Short readings depicting cultural aspects or materials of the languages studied are offered.

PREREQUISITE: Italian I, grade of C or higher

## **ITALIAN III**

Juniors, Seniors  
Elective/Teacher Approval

Credit: 1

There will be continued emphasis on teaching the four basic skills and also incorporating the teaching of advanced grammar by means of oral and written work. Cultural aspects will be introduced through selected readings from past and contemporary literature.

PREREQUISITE: Italian II, grade of C or higher

## **HONORS ITALIAN IV**

Seniors

Weighted  
Credit: 1

This year long course will expand to the fullest, the four basic skills of language learning: listening, speaking, reading, and writing to meet the needs and talents of the individual student as well as the class as a whole. To meet this end, the instruction will include learning grammar, culture, and studying literacy pieces. The spoken word will be the main objective of this course.

PREREQUISITE: Italian III, grade of C or higher

## **SPANISH I**

Freshman, Sophomores, Juniors, Seniors  
Elective/Current English Teacher Approval

Credit: 1

In Level I, the emphasis of the program is oral-aural communication progressing onto the rudiments of reading and writing.

## **SPANISH II**

Honors Freshman, Sophomores, Juniors, Seniors  
Elective/Teacher Approval

Credit: 1

The second year introduces a review of grammatical elements necessary for sentence composition while continuing to stress oral-aural communication. Short readings depicting cultural aspects or materials of the language studied are offered.

PREREQUISITE: Spanish I, grade of C or higher

## **SPANISH III**

Honors Sophomores, Juniors, Seniors  
Elective/Teacher Approval

Credit: 1

There will be continued emphasis on teaching the four basic skills and also incorporating the teaching of advanced grammar by means of oral and written work. Cultural aspects will be introduced through selected readings from past and contemporary literature.

PREREQUISITE: Spanish II, grade of C or higher

## **HONORS SPANISH IV**

Juniors, Seniors

Weighted  
Credit: 1

This year-long course will expand to the fullest, the four basic skills of language learning: listening, speaking, reading, and writing, to meet the needs and talents of the individual student as well as the class as a whole. To meet this end, the instruction will include learning grammar and culture, and reading various articles and literary pieces. The spoken word will be the main objective of this course.

PREREQUISITE: Spanish III, grade of C or higher

## **HONORS SPANISH V**

This course is designed for students who have an excellent understanding of the Spanish language. The students will complete various reading, writing, listening and speaking activities in order to take their language skills to that of the collegiate level. An emphasis will be on oral communication. To develop these four essential skills, the instruction will include learning grammar, discussing culture and studying various articles and literary pieces.

PREREQUISITE: Honors Spanish IV, grade of B or higher

## NON DEPARTMENTAL COURSES

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### SERVICE-LEARNING

Juniors, Seniors

Elective/Teacher Approval

Credit: 1

Service-Learning is an elective course for Juniors and Seniors who are interested in learning to use their intellectual, interpersonal passion to enhance quality of life within the communities where they live. The course will focus on community assessment, strategies for addressing identified needs, direct service, and evaluation of the projects that students design and implement. Students will gain personal leadership, professional skills that will enhance any career path, and develop an ethic of civic and social responsibility. Students must complete a variety of service projects and the required documents necessary for planning and implementing these projects, keep weekly journals about their experiences, maintain time sheets, and complete a research paper that focuses on a New Castle community issue.

In order to maximize opportunities for students' participation, students will have three scheduling options:

1. **One Unit** - Students meet daily for an entire academic year.
2. **1/2 Unit** - Students meet daily for one semester only.
3. **1/2 Unit** - Students meet either day 1 or day 2 for entire academic year.

Interested students must complete the Service-Learning Center application, provide two recommendations from teachers and one from a student. An application review team from the Service-Learning Council will make final enrollment selection. Preference will be given to students who exhibit scholarship, leadership, and a track record of completing tasks.

### SERVICE LEARNING LEADERSHIP

Seniors

Elective/Teacher Approval

Credit: 1

Service-Learning Leadership is an elective course for seniors who have successfully completed at least ½ Unit in Service-Learning as juniors, or can exhibit through their application that they have extensive leadership experience, planning and organizing skills, and an ethic of service. Through this course, students will enhance the capacity of an ethic of service at New Castle Jr./Sr. High School and within the greater New Castle community by organizing and coordinating service-learning training for their peers, younger students, and teachers within the district who desire to include a service-learning component in curricular or co-curricular instruction. Service-Learning leaders will review and make recommendations of grant awards for the school's service-learning mini-grant program that is available to New Castle Jr./Sr. High School teachers and assist teachers who receive the mini-grants with implementation of those projects.

Service-Learning Leaders will also work closely with area agencies to recruit volunteers and assist in public relation and technology efforts that encourage volunteerism and facilitate agencies ability to efficiently and effectively meet their missions. Students will be required to complete a variety of projects including planning and delivering peer and faculty Service-Learning training and technical assistance, maintaining the Service-Learning Center's web site and service verification system, attending community-agency meetings, and representing the Center at school functions.

## **BASIC VIDEO PRODUCTION**

Sophomores, Juniors, Seniors  
Elective/Teacher Approval

Credit: 1

This course is designed to expose students to the operating of camcorders and other video production equipment. Students will write, shoot, and edit a variety of video productions and projects. Instruction will include lab activities and skill development projects.

Students will also learn shot sequencing and cinema graphic techniques. Skills developed in this class will prepare students to generate video projects for other courses. Assessments will include projects, portfolio pieces, tests, and quizzes.

Teacher approval required. Interested students must meet with the teacher to obtain a recommendation to enter the course as an elective. Recommendations at this point are tentative, based on further review of student discipline and attendance records.

## **LAWRENCE COUNTY CAREER & TECHNICAL CENTER**

### **ACADEMIC OFFERINGS**

#### **MAJOR COURSES**

##### ***ENGLISH***

Communications  
English 11  
English 12  
College Prep English

##### ***SOCIAL STUDIES***

World Cultures  
Problems of Democracy  
U.S. History

##### ***MATHEMATICS***

Algebra I  
Algebra II/Trigonometry  
Business Math  
Calculus  
Cord Math I

#### **MINOR COURSES**

Various Courses

##### ***GRADE 10***

Physical Education  
Safety Education

##### ***GRADE 11***

Physical Education

##### ***GRADE 12***

Physical Education

Cord Math II  
Plane Geometry

**SCIENCE**

Applied Biology/Chemistry I  
Applied Biology/Chemistry II  
Biology  
Chemistry  
Principles of Technology I  
Principles of Technology II  
Physics

**INTEREST CLUBS AND ORGANIZATIONS**

|  |                  |                        |              |
|--|------------------|------------------------|--------------|
| VICA   | Drama Club       | Intramurals            | Ski Club     |
| DECA   | Youth Page Staff | School Newspaper       | Choral Music |
| FBLA   | Student Forum    | Hacky Sack Club        | S.A.D.D.     |
| HOSA   | Peer Leadership  | Shop Appreciation Club | Yearbook     |
| National Vocational/Technical Honor Society  |                  |                        |              |
| Sophomore, Junior, and Senior Class Programs |                  |                        |              |

**LAWRENCE COUNTY CAREER & TECHNICAL CENTER**

**GRADUATION REQUIREMENTS**

**Grades 9 – 10 – 11 – 12**

|                                |           |
|--------------------------------|-----------|
| ENGLISH .....                  | 4 Credits |
| SOCIAL STUDIES.....            | 3 Credits |
| SCIENCE.....                   | 3 Credits |
| MATHEMATICS .....              | 3 Credits |
| ELECTIVES/VOCATIONAL ED.....   | 5 Credits |
| PHYSICAL EDUCATION/HEALTH..... | 1 Credit  |
| ARTS AND HUMANITIES.....       | 2 Credits |

Note: Above credits include those from 9<sup>th</sup> Grade at the Home School.

## CAREER & TECHNICAL OFFERINGS

### NEAREST RELATED PROGRAM

(An aide to help you select second choice)

1. AUTO BODY REPAIR - Auto Technician
2. AUTOMOTIVE TECHNICIAN – Auto Body Repair
3. CARPENTRY AND MILLWORK – Masonry
4. COMMERCIAL ART – Marketing Education
5. COSMETOLOGY
6. DATA PROCESSING – Dental/Medical Secretary
7. DENTAL/MEDICAL SECRETARY – Health Assistant
8. ELECTRONIC TECHNOLOGY – Industrial Electricity
9. HEALTH ASSISTANT – Dental/Medical Secretary
10. INDUSTRIAL ELECTRICITY – Electronics
11. MANUFACTURING TECHNOLOGY
12. MARKETING EDUCATION – Data Processing
13. MASONRY (TROWEL TRADES)
14. RESTAURANT TRADES – Marketing Education

An Equal Rights and Opportunities Area Career & Technical Center

### Daily Schedule

Students attend LCCTC full time spending half of the school day in academic courses and half of the school day in their chosen Career & Technical program.

### Cooperative Education – “CO-OP”

Cooperative Education is a method of instruction for 12<sup>th</sup> grade LCCTC students, who receive instruction on-the-job related to their Career & Technical program.

- Senior students who meet attendance and grade requirements are matched with a training station (job site) that meets their career objective.
- Students alternate between study at LCCTC and their co-op job. For example, a student may spend the morning at LCCTC for academic classes and the afternoon at their co-op job.
- Co-op is a paid work experience program.
- Successful co-op students may be retained by employers after graduation.

### How to Apply to LCCTC

Acceptance for admission to the Lawrence County Career and Technical Center is based on the following criteria:

- **Submission of “Application for Admission”** – Applications may be obtained at your Guidance Office or by calling the LCCTC Guidance Office at 724 658-3583, ext. 7104

- **Accumulation of a Minimum of Four (4) Full Credits\***

- ✓ 1 *Full Credit* in English – passing grade
- ✓ 1 *Full Credit* in Math – passing grade
- ✓ 2 *Full Credits* in 2 other subjects
- ✓ A Good Attendance Record
- ✓ A Good Discipline Record

- **Parent/Guardian Signature on Application**

*\* If you do not have these credit requirements you should attend Lawrence County CTC Summer School or your Home District Summer School. You will not be admitted without them.*

## **Why LCCTC?**

- ✓ Free Career & Technical training for future jobs
- ✓ Jobs in the Career & Technical programs offered are in demand
- ✓ Can get a job after high school graduation **and/or** go to a college or tech school
- ✓ 12<sup>th</sup> graders can earn a paycheck while attending LCCTC
- ✓ 12<sup>th</sup> graders can earn college credit while attending LCCTC

Lawrence County CTC is an equal opportunity Career & Technical Center



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