

# Woodland Hills School District

## Intermediate & Secondary Curriculum Planning Guide

2022-2023 School Year

Dickson Preparatory STEAM Academy  
Grades 6-8  
7301 Schoyer Avenue  
Swissvale, PA 15218  
412-731-5816

Woodland Hills High School  
Grades 9-12  
2550 Greensburg Pike  
Pittsburgh, PA 15221  
412-244-1100  
[www.whsd.net](http://www.whsd.net)



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**WOODLAND HILLS SCHOOL DISTRICT****BOARD OF SCHOOL DIRECTORS**

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Ms. Bridgett Creach	Vice-President
Ms. Terri Lawson	Member
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Dr. Tammi McMillan, Ed.D.	Member
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**SECONDARY CAMPUS ADMINISTRATION**

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Dr. Pamela White	Assistant Principal
Ms. Marisa Bragg	Assistant Principal

**DICKSON CAMPUS ADMINISTRATION**

Dr. Kristina Peart	Principal
Mr. Terrance Smith	Assistant Principal
Ms. Charmayne Gather	Assistant Principal

### **Department Chairs**

Department Chairs are teachers who serve as the instructional leaders within their department and may be contacted with general questions or concerns.

<b>Department</b>	<b>Chair(s)</b>	<b>Email</b>
Art	Ms. Michelle Hutterer	huttm@whsd.net
Business, Computers, and Information Technology	Mrs. Doreen Tabb	tabbdo@whsd.net
English Language Arts	Mrs. Lisa Silverman	silvli@whsd.net
Family & Consumer Science	Ms. Melissa Bostard	gellme@whsd.net
Health & Physical Education	Mr. Jack Neff	neffjo@whsd.net
Mathematics	Mrs. Tammie Wilkes	wilkta@whsd.net
Performing Arts	Mr. Thomas Crone	cronth@whsd.net
Science	Mr. Jeffrey Vranka	vranje@whsd.net
Social Studies	Mr. Brad Zolnak	zolnbr@whsd.net
Special Education	Ms. Michelle Gunia	gunimi@whsd.net
Technology Education	Mr. Paul Beard	bearpa@whsd.net
World Languages	Ms. Erin Tiboni	shawer@whsd.net

### **School Counselors**

<b>Counselor</b>	<b>Email</b>
Ms. Tracy Weaver	weavtr@whsd.net
Mr. Jeffrey Brand	<a href="mailto:branje@whsd.net">branje@whsd.net</a>
Ms. Shala Darwin-Howard	<a href="mailto:darwsh@whsd.net">darwsh@whsd.net</a>
Ms. Stacey Kim	rebist@whsd.net

The purpose of this guide is to provide information to facilitate planning and course selection. Parents/guardians are encouraged to review this guide with their student(s) during the planning and course selection process. It is important to consider course selections carefully in order to select a career pathway, fulfill graduation requirements, and take advantage of the electives available to all students. Please keep in mind that the District reserves the right not to offer courses listed. If a course is canceled, the student will be assigned to his/her alternate choice. Students and parents/guardians are encouraged to gather information from this guide and discuss course selections for the upcoming school year with current teachers and guidance counselors.

## **PROMOTION**

In order for a 6<sup>th</sup>, 7<sup>th</sup> or 8<sup>th</sup> grade student to move to the next grade level, the student must successfully pass the current grade level curriculum or have an administrative recommendation. It should be understood by parents and students that promotion at the high school level is not a guarantee of graduation and a diploma. Promotion allows a student to be considered as a member of a particular cohort of students who entered high school at the beginning of a particular year. **Being promoted to the 12<sup>th</sup> grade does not necessarily imply that a student will be eligible to graduate from high school at the end of his/her 12<sup>th</sup> grade year.** Graduation is determined by a student's completing the graduation requirements as set forth in Board policy and the state of Pennsylvania. The principal or their designee has the authority to adjust a student's course sequence in order to help assure that the student will be able to graduate in four years. The promotion guidelines below are meant to represent a typical student. Unique/extenuating circumstances may qualify students for a non-typical path:

Rising Grade Level	Expected Previously Completed Classes	Typical Minimal Credits Received
Sophomore	1 full completed year (typically)	5 credits
Junior	2 full completed years (typically)	12 credits
Senior	3 full completed years (typically)	19 credits

## **GRADUATION REQUIREMENTS**

The Woodland Hills School District Board of School Directors will award a high school diploma to every student who meets the graduation requirements listed (course completion and grades, attendance requirements, Act 158, senior project). A student CANNOT participate in graduation if the student has financial, time (suspensions and/or detentions), and/or academic (failed courses needed for graduation) obligations. Students must earn a minimum of **25 credits** for graduation as outlined below:

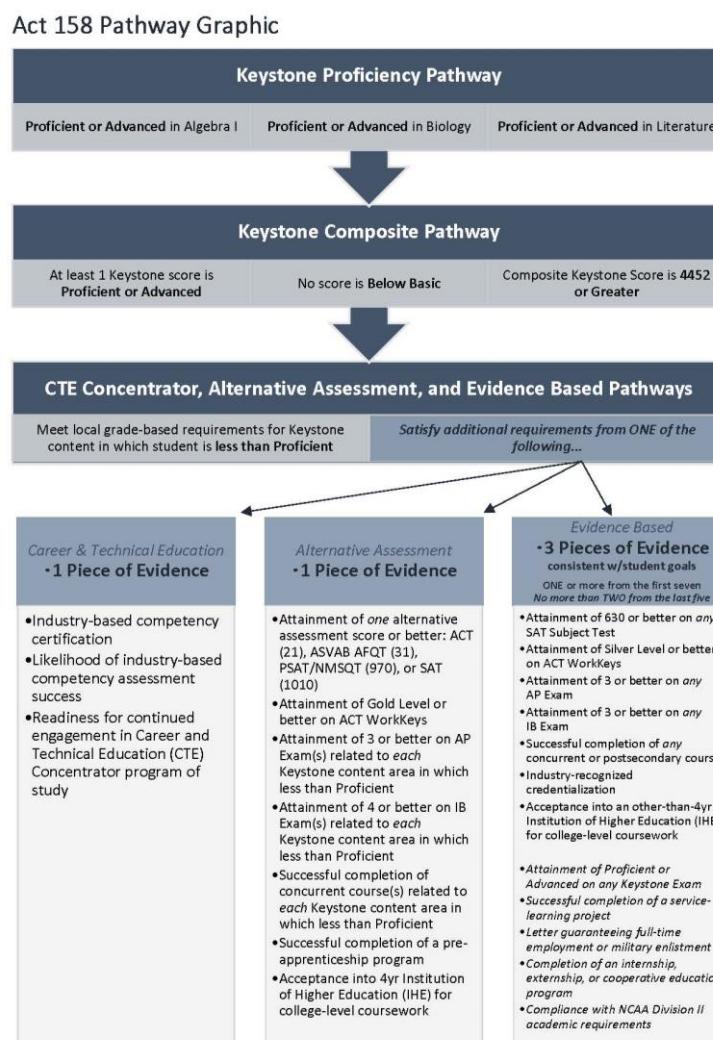
<b><u>Subject</u></b>	<b><u>Credits</u></b>
English (4 courses)	4.0
Social Studies (3 courses)	3.0
Mathematics (3 or 4 courses)	3.0
Science (3 or 4 courses)	3.0
Additional Math or Science	1.0
Physical Education & Health	2.0
Arts and Humanities	2.0
Technology/Computer Literacy	1.0
Electives	<u>6.0</u>
<b>TOTAL REQUIRED</b>	<b>25.0</b>

## For Classes 2023 and Beyond:

**In accordance with 22 PA Code, Chapter 4, section 4.24, Demonstration of proficiency as determined by the school district, charter school (including a cyber charter school) or AVTS, if applicable, in each of the state academic standards not assessed by a state assessment under § 4.51, § 4.51a or § 4.51b (relating to state assessment system; Pennsylvania System of School Assessment; and Keystone Exams).**

The **Senior Project** is a major research project that focuses on a career field in which students are interested. Students will create a graduation portfolio that represents career exploration through research and real-world experiences. Students will have written assignments that include but are not limited to a resume, research reflection and various field experiences related to their topic. Students will also give a presentation on their research and any field work they completed as part of an exit interview. The graduation portfolio is mandatory for each senior and will be completed through their English class with the assistance of the College and Career Center.

**Please Note: As of the Spring of 2023, Act 158 states that there are 5 total pathways available for graduation in the state of Pennsylvania, as outlined in the graphic below. If you have questions regarding Act 158, or any of the Pathways, please see the guidance department at the High School.**



## **KEYSTONE/ PSSA EXAMS**

The Woodland Hills School District requires that all students participate in the Keystone Algebra, Biology, and Literature Exams prior to their 12<sup>th</sup> grade year. Students who do not demonstrate mastery through a score of Proficient or Advanced, or do not participate in the exam(s), are required to participate in a Keystone Workshop – or to take an additional Math course, in the case of the Algebra Keystone. In the event that a student does not score Proficient or Advanced on a Keystone exam, a passing grade of 60% in the Keystone Workshop is required for a student to meet graduation requirements.

Likewise, students in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades will take the state mandated PSSA Exams in ELA, Mathematics, and Science (8<sup>th</sup> grade only). Students who do not demonstrate mastery through a score of either Proficient or Advanced are eligible for placement in a Workshop for additional support.

## **GRADE 6**

The Woodland Hills School District is including our 6<sup>th</sup> grade students in the Course Selection process. All students in grade 6 will have the opportunity to take ELA (or Honors ELA), Math (or Honors Math), Literature Studies (or Honors Lit. Studies), Science, Social Studies, Library, Health, PE, and STEAM. Students in Grade 6 will also be placed in a 9-week elective rotation including Art, Music, FCS, and Skills Building; **or** one full-year of Chorus, Band, or Orchestra, if recommended. Please Note: 6<sup>th</sup> grade is an extremely important year for scholars and families. The classes chosen starting in 7<sup>th</sup> grade, and again in 9<sup>th</sup> grade, could determine a scholar's ability to take higher level honors/AP courses in high school. We highly encourage scholars and families to speak with the School Counselors at school when making these decisions.

## **CAREER PATHWAYS**

A career pathway is an organized **approach** to career planning. Creating a career pathway means plotting a course for identifying occupational interests, determining education and training needs and establishing an action plan for reaching career goals.

- A Pathway is a **sequence of courses** within your area of interest.
- A Pathway will **connect your career interests** from high school to college and/or career.
- A Pathway is your **educational road map** guiding you to the high school courses and post-secondary options most relevant to your chosen career destination.
- A Pathway will help you acquire the depth of knowledge and skill linked with specific post-secondary programs that will lead to a **certificate or degree and/or career**.
- **You choose**, you decide what Pathway is right for you.

### **Career Pathways Offered at Woodland Hills:**

Arts and Communications  
Business, Finance and Information Technology  
Industry Technology  
Human Services  
Health Services  
STEM

In order to decide which Career Pathway is an appropriate option, students should consider the Pathway Clusters that are listed below:

**Arts/Communications** 

- Performing Arts
- Visual Arts
- Publishing Arts

**Business, Finance & Information Technology** 

- Marketing, Sales, Service
- Finance/Economics
- Business Management
- Information Technology

**Industry Technology** 

- Construction/Skilled Technology
- Manufacturing/Transportation
- Apprenticeship
- Professional Services

**Human Services**

- Education
- Law, Public Safety, Government
- Hospitality and Tourism
- Personal Care/Counseling

**Health Services**

- Nursing
- Medical Assistance
- EMT/Support Services

**STEM**

- Science
- Technology
- Math/Architecture
- Engineering
- Health Sciences

### Program of Study: Arts/Communications



Levels	Suggested Grade	English Languages Arts	Math	Science	Social Studies	World Languages	Career and Technical Programs	
Interest Inventory Administered and Plan of Study Initiated for all Learners								
Secondary	7	ELA 7	Math 7	Science 7	World History	Elective	Advertising Design or Multimedia Design	
	8	ELA 8	Algebra I	Science 8	US History 8	Elective		
	9	English 9	Geometry	Life Science	Civics	Spanish/French I		
	10	English 10	Algebra II	Biology	World Cultures	Spanish/French II		
	11	English 11	*Dependent on Chosen Pathway	Chemistry	US History	Spanish/French III		
	12	English 12	*Dependent on Chosen Pathway	*Dependent on Chosen Pathway	*Dependent on Chosen Pathway			
Elective Options	Art 7/8 - Software Applications 7/8 - Orchestra 7/8 - Music 7/8 - Chorus 7/8 - Band 7/8 - Seminar 7/8 - Band/Percussion - Intro to Art - Ceramics & Jewelry - Adv. Ceramics & Jewelry II - Drawing & Painting - Multimedia - Web Design - Video Game Design - Interior Design - Photography & Graphic Communications - Video Production I - Video Production II - TV Broadcasting - Athletics & Literature - Journalism I - Journalism II - Public Speaking - Creative Writing I - Creative Writing II - Performing Arts - Orchestra Winds & Percussion - Orchestra Strings - Chamber Choir - 9th Grade Concert Band - Concert Band - Intermediate Choir - Advanced Choir - Jazz Band - Music Technology - Introduction to Theatre Arts - Calligraphy - Printmaking - Advanced Art - Art Portfolio - 2 Dimensional Design - 3 Dimensional Design - Psychology - Sociology - Anthropology - Student Leadership & Service Learning - Spanish/French IV, V							
*Dependent Options	<u>Math:</u> Trigonometry & Advanced Math - Probability & Statistics - AP Statistics - Introduction to Calculus - AP Calculus AB - AP Calculus BC - Subjective Investment Math <u>Science:</u> Honors Physics - Ecology - Astronomy - Zoology - Organic Chemistry/Chemistry II - Human Anatomy & Physiology - Engineering Physics - AP Biology - AP Chemistry - AP Physics - AP Physics II - AP Environmental Science - College Physics - Ecology – Zoology <u>Social Studies:</u> AP US History - AP Comparative Government & Politics - AP US Government & Politics - African American History - Honors Humanities - AP European History							

### Program of Study: Business, Finance & Information Technology



Levels	Suggested Grade	English Languages Arts	Math	Science	Social Studies	World Languages	Career and Technical Programs	
Interest Inventory Administered and Plan of Study Initiated for all Learners								
Secondary	7	ELA 7	Math 7	Science 7	World History	Elective	Multimedia Design - Computer Networking Security - Advertising Design	
	8	ELA 8	Algebra I	Science 8	US History 8	Elective		
	9	English 9	Geometry	Life Science	Civics	Spanish/ French I		
	10	English 10	Algebra II	Biology	World Cultures	Spanish/ French II		
	11	English 11	*Dependent on Chosen Pathway	Chemistry	US History	Spanish/ French III		
	12	English 12	*Dependent on Chosen Pathway	*Dependent on Chosen Pathway	*Dependent on Chosen Pathway			
Elective Options	Software Applications 7/ 8 - Seminar 7/8 - Basic Software Apps - Software Concepts & Applications - Multimedia - Web Design - Video Game Design - Computer Science I - Computer Science II - Computer Science III - AP Computer Science - Entrepreneurship - Business Law - Fundamentals of Accounting - AP Economics - Journalism I - Journalism II - Public Speaking - Honors Math Finance - Legal Issues - Psychology - Sociology - Anthropology - Student Leadership & Service Learning - Adult Roles - Spanish/French IV, V							
*Dependent Options	<u>Math:</u> Trigonometry & Advanced Math - Probability & Statistics - AP Statistics - Introduction to Calculus - AP Calculus AB - AP Calculus BC - Subjective Investment Math <u>Science:</u> Honors Physics - Ecology - Astronomy - Zoology - Organic Chemistry/Chemistry II - Human Anatomy & Physiology - Engineering Physics - AP Biology - AP Chemistry - AP Physics - AP Physics II - AP Environmental Science - College Physics - Ecology - Zoology <u>Social Studies:</u> AP US History - AP Comparative Government & Politics - AP US Government & Politics - African American History - Honors Humanities - AP European History							

### Program of Study: Industry Technology



Levels	Suggested Grade	English Languages Arts	Math	Science	Social Studies	World Languages	Career and Technical Programs	
Interest Inventory Administered and Plan of Study Initiated for all Learners								
Secondary	7	ELA 7	Math 7	Science 7	World History	Elective	Diesel Technology - Electrical Technology - Landscape Design - Advanced Manufacturing - Automotive Technology - Building Construction Technology - Collision Repair - Warehouse Management	
	8	ELA 8	Algebra I	Science 8	US History 8	Elective		
	9	English 9	Geometry	Life Science	Civics	Spanish/ French I		
	10	English 10	Algebra II	Biology	World Cultures	Spanish/ French II		
	11	English 11	*Dependent on Chosen Pathway	Chemistry	US History	Spanish/ French III		
	12	English 12	*Dependent on Chosen Pathway	Dependent on Chosen Pathway*	Dependent on Chosen Pathway*			
Elective Options	Invention & Innovation - Technology Exposition - STEM/Applied Technology - Design & Modeling - Construction Technology - Video Production I - Video Production II - TV Broadcasting - Transportation Technologies I - Transportation Technologies II - Materials & Woodworking I - Engineering & Robotics I - Engineering & Robotics II - Computer Science I - Computer Science II - Computer Science III - AP Computer Science – Entrepreneurship - Spanish/French IV, V							
*Dependent Options	<u>Math:</u> Trigonometry & Advanced Math - Probability & Statistics - AP Statistics - Introduction to Calculus - AP Calculus AB - AP Calculus BC - Subjective Investment Math <u>Science:</u> Honors Physics - Ecology - Astronomy - Zoology - Organic Chemistry/Chemistry II - Human Anatomy & Physiology - Engineering Physics - AP Biology - AP Chemistry - AP Physics - AP Physics II - AP Environmental Science - College Physics - Ecology - Zoology <u>Social Studies:</u> AP US History - AP Comparative Government & Politics - AP US Government & Politics - African American History - Honors Humanities - AP European History							

### Program of Study: Health Services



Levels	Suggested Grade	ELA/ Languages Arts	Math	Science	Social Studies	World Languages	Career and Technical Programs	
Interest Inventory Administered and Plan of Study Initiated for all Learners								
Secondary	7	ELA 7	Math 7	Science 7	World History	Elective		
	8	ELA 8	Algebra I	Science 8	US History 8	Elective		
	9	English 9	Geometry	Life Science	Civics	Spanish/ French I		
	10	English 10	Algebra II	Biology	World Cultures	Spanish/ French II	Emergency Response Services - Health Science Technology	
	11	English 11	*Dependent on Chosen Pathway	Chemistry	US History	Spanish/ French III		
	12	English 12	*Dependent on Chosen Pathway	Dependent on Chosen Pathway*	Dependent on Chosen Pathway*			
Elective Options	Conflict Resolution/Mediation - Pre-Lifeguarding/First Aid - Family/Consumer Science 7/8 - Intro to Family Consumer Science - Interior Design - Adult Roles - Foods & Nutrition - Parenting & Child Development - Exceptional Child Development - Public Speaking - Student Leadership & Service Learning - Psychology - Anthropology - Sociology - Current Issues in a Global World - Spanish/French IV, V							
*Dependent Options	<u>Math:</u> Trigonometry & Advanced Math - Probability & Statistics - AP Statistics - Introduction to Calculus - AP Calculus AB - AP Calculus BC - Subjective Investment Math <u>Science:</u> Honors Physics - Ecology - Astronomy - Zoology - Organic Chemistry/Chemistry II - Human Anatomy & Physiology - Engineering Physics - AP Biology - AP Chemistry - AP Physics - AP Physics II - AP Environmental Science - College Physics - Ecology - Zoology <u>Social Studies:</u> AP US History - AP Comparative Government & Politics - AP US Government & Politics - African American History - Honors Humanities - AP European History							

### Program of Study: Human Services



Levels	Suggested Grade	English Languages Arts	Math	Science	Social Studies	World Languages	Career and Technical Programs	
Interest Inventory Administered and Plan of Study Initiated for all Learners								
Secondary	7	ELA 7	Math 7	Science 7	World History	Elective	Early Childhood Education - Emergency Response Services - Cosmetology - Culinary Arts	
	8	ELA 8	Algebra I	Science 8	US History 8	Elective		
	9	English 9	Geometry	Life Science	Civics	Spanish/ French I		
	10	English 10	Algebra II	Biology	World Cultures	Spanish/ French II		
	11	English 11	*Dependent on Chosen Pathway	Chemistry	US History	Spanish/ French III		
	12	English 12	*Dependent on Chosen Pathway	*Dependent on Chosen Pathway	*Dependent on Chosen Pathway			
Elective Options	Software Applications 7/ 8 - Seminar 7/8 - Basic Software Apps - Software Concepts & Applications - Multimedia - Web Design - Entrepreneurship - Business Law - Journalism I - Journalism II - Public Speaking - Creative Writing I - Creative Writing II - Legal Issues - Psychology - Sociology - Anthropology - Student Leadership & Service Learning - Family/Consumer Science 7/8 - Introduction to Family/Consumer Science - Adult Roles - Interior Design - Parenting & Child Development - Exceptional Child Development - Foods & Nutrition - Conflict Resolution & Mediation - Pre-Lifeguarding/First Aid - Spanish/French IV, V							
	<u>Math:</u> Trigonometry & Advanced Math - Probability & Statistics - AP Statistics - Introduction to Calculus - AP Calculus AB - AP Calculus BC - Subjective Investment Math <u>Science:</u> Honors Physics - Ecology - Astronomy - Zoology - Organic Chemistry/Chemistry II - Human Anatomy & Physiology - Engineering Physics - AP Biology - AP Chemistry - AP Physics - AP Physics II - AP Environmental Science - College Physics - Ecology - Zoology <u>Social Studies:</u> AP US History - AP Comparative Government & Politics - AP US Government & Politics - African American History - Honors Humanities - AP European History							
*Dependent Options								

**Program of Study: STEM**



Levels	Suggested Grade	English Language Arts	Math	Science	Social Studies	World Languages	Career and Technical Programs	
Interest Inventory Administered and Plan of Study Initiated for all Learners								
Secondary	7	ELA 7	Math 7	Science 7	World History	Elective	Advertising Design or Multimedia Design	
	8	ELA 8	Algebra I	Science 8	US History 8	Elective		
	9	English 9	Geometry	Life Science	Civics	Spanish/French I		
	10	English 10	Algebra II	Biology	World Cultures	Spanish/French II		
	11	English 11	*Dependent on Chosen Pathway	Chemistry	US History	Spanish/French III		
	12	English 12	*Dependent on Chosen Pathway	*Dependent on Chosen Pathway	*Dependent on Chosen Pathway			
Elective Options	Invention & Innovation - Technology Exposition - STEM/Applied Technology - Design & Modeling - Construction Technology - Video Production I - Video Production II - TV Broadcasting - Transportation Technologies I - Transportation Technologies II - Material Woodworking I - Engineering & Robotics I - Engineering & Robotics II - Software Applications 7/8 - Seminar 7/8 - Basic Software Apps - Software Concepts & Applications - Multimedia - Web Design - Video Game Design - Computer Science I - Computer Science II - Computer Science III - AP Computer Science - Entrepreneurship - Business Law - Fundamentals of Accounting - AP Economics - Journalism I - Journalism II - Public Speaking - Honors Math Finance - Legal Issues - Psychology - Sociology - Anthropology - Student Leadership & Service Learning - Adult Roles - Spanish/French IV, V							

Students will work closely with guidance counselors and school administrators to determine which Career Pathway meets their interests. Students will be exposed to all areas of the curriculum through interest level learning beginning in the 8<sup>th</sup> grade. Students will complete a self-assessment using the Holland Code which is a theoretical framework developed by psychologist John L. Holland. Each letter or code stands for a particular "type": Realistic (Doers), Investigative (Thinkers), Artistic (Creators), Social (Helpers), Enterprising (Persuaders), and Conventional (Organizers). Students can access the code at [www.pacareerzone.org](http://www.pacareerzone.org).

Students will have the ability to change Career Pathways if their interests change.

### **NINE WEEK GRADES**

Every course in which students are enrolled will yield a number of points, which will be used to determine their Quality Point Average (QPA). All subjects are included. The number of points earned for a course is based upon the following formula:

	90-100%	80-89%	70-79%	60-69%	50-59%
Regular Course	A = 4	B = 3	C = 2	D = 1	F = 0
Weighted Course	A = 5	B = 4	C = 2	D = 1	F = 0

### **HONOR ROLL**

The Honor Roll is calculated at the end of each nine-week grading period. Only the grades from that nine-week's grading period are used in the calculation. Weighted courses have 10 points added to percentage grades and 1 point added to the numerical value of letter grades of A and B. Criteria for the honor roll are listed below.

Distinguished Scholar:	4.00 and above
High Honors:	3.50-3.99
Honors:	3.00-3.49

Students cannot be on the Honor Roll if they:

1. Have Incomplete grades
2. Received any grade below 70%
3. Are in violation of the District's attendance policy

### **CLASS RANK**

All subjects are included when calculating class rank. Rank is based on letter grades earned in grades 9, 10, 11, and 12. Final percentage grades are converted to letter grades and the letter grades are used to arrive at a quality point average based on a 4.0+ scale for rank. All students with a 4.0 or better QPA will be ranked number one in their respective class. There will be no valedictorian or salutatorian.

## **WEIGHTED COURSES and AP COURSES**

Weighted credit shall be given only to the highest level of a course taught by any department that currently has weighted courses, or to any course taught at Woodland Hills High School for which an option is provided to obtain college credit, or to any course which is structured on concepts which will enable a student to be placed in college courses above the introductory level. Those courses are:

AP Biology	AP U.S. History	<b>Weighted credit is not given for a grade less than B (80%).</b>
AP Calculus AB/BC	AP Statistics	
AP Chemistry	AP Physics	
AP Economics	AP Computer Science	
AP English/Language and Composition	AP Computer Science Principles	
AP English/ Literature and Composition	AP Environmental Science	
AP U.S. Government and Politics	AP U.S. History	
AP Comparative Government and Politics	Spanish V	
AP European History	Honors Humanities and Cultural Roots	
French V	English 101: College in High School	
College Physics	Psychology (College in High School Eligible)	

While there are no set eligibility criteria for these classes, students need to consult with their current teachers and guidance counselors before selecting an AP level course. A solid GPA and excellent attendance are two indicators of possible success. Students who fail to achieve a 70% or better during the first marking period may be reassigned to another course at the appropriate grade level.

## **WOODLAND HILLS CLASS RANK/GPA CALCULATION**

Below is the formula that will be used in determining the GPA's for students. Below you will find a simple example of how grades, quality points, and credits will be used throughout the year to determine the GPA.

Every percentage grade in the system has a specific quality point value assigned to it:

(100-90=A, 80-89=B, 70-79=C, 60-69=D, and 59-0=F)

Level 1 courses have the following values: A=4.0, B=3.0, C=2.0, D=1.0, and F=0.0

Level 2 courses (weighted course) have the following values: A=5.0, B=4.0, C=2.0, D=1.0, and F=0.0

## **CREDIT RECOVERY**

In order to assist students in earning all of their required academic credits, Woodland Hills High School has a credit recovery program. Credit recovery is available to all students who need to make up a course that has been failed. The credit recovery program utilizes Edgenuity, a curriculum software program that is aligned with the Woodland Hills curriculum. In general, credit recovery is limited to required core academic courses (i.e. Mathematics, English, Social Studies and Science). There will be regular interaction between the student and the teacher during the term of the credit recovery course. The Guidance office can provide additional details on the credit recovery program.

## **POLICY GOVERNING SCHEDULE CHANGES AND SUMMER SCHOOL**

Students are responsible for verifying their course selections and for informing the counselor/administrator of any changes prior to the end of the previous school year. Any other changes that are the result of errors or summer school courses need to be brought to the counselor's attention by the second week of school. Changes will be made to correct errors or account for passing summer school courses. The counseling office should be notified two weeks prior to the beginning of school regarding any necessary changes. Students must document all work successfully completed in an approved summer school program and submit an official transcript of grades.

Schedule changes during the first two weeks of school will be limited to those students who need to eliminate schedule conflicts or to adjust a schedule to meet graduation or period-per-week requirements. **NO CONVENIENCE CHANGES WILL BE MADE.** Final approval for changes will be made by the building principal.

In selecting a course, a student is making a commitment to the entire length of the school year or semester, if applicable. A student will receive two nine-week grades, a mid-term and a final exam in a one-semester course. A full-year course includes four nine-week grades, a mid-term exam and a final exam grade.

No students may enroll in any course during the regular school year outside of the District without prior approval of the Principal or designee in order to receive credit.

**NOTE: If a student withdraws from any course, for any reason, it is the student's responsibility to see that the Withdrawal Form is completed and signed by all four required persons in the proper sequence (Parent, Teacher of class being dropped, Counselor, and Principal).**

**NCAA RULES AND REGULATIONS***See Appendix C***NCAA approved classes for Woodland Hills:**

CREATIVE WRITING

ENGLISH 10

ENGLISH 10/ HON

ENGLISH 11

ENGLISH 11/ HON

ENGLISH 12

ENGLISH 12/ HON

ENGLISH 9

ENGLISH 9/ HON

ENGLISH/AP LANGUAGE &amp; COMP

ENGLISH/AP LITERATURE &amp; COMP

ETYMOLOGY

HONORS HUMANITIES

PUBLIC SPEAKING

AFRICAN AMERICAN LITERATURE 12

AFRICAN AMERICAN LITERATURE 12/

HON

AFRICAN AMERICAN HISTORY

ANTHROPOLOGY

SOCIOLOGY

AP COMPARATIVE

GOVERNMENT/POLITICS

CIVICS

CIVICS/ HON

ECONOMICS/ AP

ECONOMICS/US GOVERNMENT

EUROPEAN HISTORY/AP

LEGAL ISSUES

PSYCHOLOGY

UNITED STATES HISTORY

UNITED STATES HISTORY/ HONORS

UNITED STATES HISTORY/AP

UNITED STATES GOV'T &amp; POLITICS/AP

WORLD CULTURES

WORLD CULTURES/ HON

ALG I/ HON

ALG II/ HON

ALGEBRA I

ALGEBRA II

ALGEBRA III

CALCULUS A/B

CALCULUS B/C

GEOMETRY/ HON

INTRO TO CALCULUS

MATH TECH DATA/PROBABILITY

PROBABILITY &amp; STATISTICS

STATISTICS/AP

TRIGONOMETRY/ADVANCED MATH

AP PHYSICS I

AP PHYSICS II

ASTRONOMY

BIOLOGY

BIOLOGY/ HON

BIOLOGY/AP

CHEMISTRY

CHEMISTRY/ HON

CHEMISTRY/AP

ORGANIC CHEMISTRY/CHEMISTRY II

COLLEGE PHYSICS

ECOLOGY

ENGINEERING PHYSICS

ENVIRONMENTAL SCIENCE/AP

HUMAN ANAT./PHYSIOLOGY

PHYSICS

ZOOLOGY

FRENCH I/ HONORS

FRENCH II/ HONORS

FRENCH I

FRENCH II

FRENCH III

FRENCH IV

FRENCH V

SPANISH I

SPANISH I/ HONORS

SPANISH II/ HONORS

SPANISH II

SPANISH III

SPANISH IV

SPANISH V

**FORBES ROAD CAREER & TECHNICAL CENTER****(2000/3000) grades 10-12 / 3 credits / 1 year**

Forbes Road Career and Technology Center, located in Monroeville, is operated and supported by nine (9) school districts in the eastern section of Allegheny County, one of which is the Woodland Hills School District. Forbes Road Career and Technology Center offers high school students an opportunity to train for immediate employment or advanced placement in many colleges and technical schools. Students attend Forbes Road Career and Technology Center part of the day for their technical training and attend Woodland Hills High School the remainder of the day for their academic classes and school activities.

Full programs at Forbes Road Career and Technology Center are two-years in length. Students choosing a three-year program will attend Forbes Road Career and Technology Center 1/2 day in 11<sup>th</sup> and 12<sup>th</sup> grades and receive three career and technology credits each year. Students are not required to attend Forbes Road Career and Technology Center during their 9<sup>th</sup>/10<sup>th</sup> grade year in order to enroll in a full program.

In order for students to participate in a Forbes Road Apprenticeship Program, the students' school counselor **MUST** be notified in the student's 10<sup>th</sup> grade year. This allows the counselor to make the necessary course adjustments to enable the student to take specific required courses at Woodland Hills High School.

Students must be able to meet all graduation course and credit requirements to enter or continue participation in the Forbes Road Career and Technology Center.

**WOODLAND HILLS ONLINE ACADEMY (WHOA)**

Woodland Hills defines the goal of a blended learning approach as the ability to join the best aspects of both face-to-face and online instruction. In addition to flexibility and convenience for students, according to research, there is early evidence that a blended instructional approach can result in learning outcome gains for certain students.

Students expressing interest in the Woodland Hills Online Academy are expected to have basic computer skills and be willing to follow all Academy guidelines. Students must be able to manage their time and to work productively in a less restrictive learning environment. The Woodland Hills Online Academy, as part of its registration process, will review current transcripts and complete a diploma audit. A student may be declined enrollment if the District Staff determine that enrollment in the Woodland Hills Online Academy will not afford the student an opportunity to gain required credits and/or to meet graduation requirements in a timely fashion. Enrollment may be declined also if the District Staff determine Academy course options do not allow a student to continue his/her studies in a particular content area or course options do not match a student's career focus and/or special interests. Enrollment may be declined also for students who have pending disciplinary matters and/or for students who entered into legally binding agreements with the district in lieu of formal expulsion.

Interested students and their parents/guardians must complete all district enrollment forms as a means of confirming residency and program eligibility. Upon receipt of registration forms and an academic transcript, a representative of the Woodland Hills Online Academy Program will review all documents and confirm program eligibility based on progress made toward Woodland Hills School District graduation requirements and current online course options. Once eligibility has been confirmed, the District Facilitator will contact each student to arrange an interview to discuss program expectations and guidelines and to discuss each student's online scheduling option. Each student should investigate the specific subject requirements needed for admission to

post -secondary schools of his/her choice and/or course requirements specific to his/her area of career interest.

An orientation will be scheduled for those students/families who wish to finalize their enrollment in the Woodland Hills Online Academy. The orientation will cover topics relevant to login procedures, academic and technology support options, tips for online success, etc.

While students are not required to meet face-to-face with their teachers, it is highly recommended that they meet either in person or through video: Facetime, Skype, etc. If students must report to school to complete state standardized testing, the district will provide transportation on the arranged day/days. Students are expected to log into the course work each day for a minimum amount of time and work. Students are subject to all Woodland Hills School District policies and procedures. Please see your school counselor for more information. At this time, WHOA classes are not NCAA approved.

### **Community College of Allegheny County College in High School Program**

Woodland Hills participates in the Community College of Allegheny County's College in High School Program. Students taking courses in the College in High School Program are eligible to earn three college credits per course from the Community College of Allegheny County.

College in High School (CIHS) Courses are open to all eligible students for credit at Woodland Hills High School. Students interested in receiving CCAC credit for the course are required to pay \$116 in tuition per 3 credit course. CCAC also requires a one-time registration fee of \$25.

Students who wish to take the course without receiving CCAC credit are not required to pay a fee. Currently, we are offering Psychology and Sociology for CIHS credit through CCAC. We hope to be able to offer these credits in several additional AP and advanced courses. We will work closely with CCAC to determine which courses will be available for the CIHS credits and inform students within the first two weeks of the '21/'22 school year of this option.

### **DUAL ENROLLMENT**

The Dual Enrollment Program provides high school students with the opportunity to take college courses while still in high school. Students wishing to take advantage of the Dual Enrollment Program must have the approval of their high school and their parents. The number of courses, as well as the type of courses taken, will be determined through a joint approval process. In some cases, students may be required to take the placement tests before being approved to take certain courses at the college.

#### **Requirements:**

- Student is a high school junior or senior
- Student is making satisfactory progress toward fulfilling applicable secondary graduation requirements
- Student has scored proficient or advanced on the Keystone Exams
- Student shall have an un-weighted GPA of 3.0 as a junior or senior

Please contact the Guidance Office for additional information.

# 2021-2022 Course Descriptions



# ENGLISH LANGUAGE ARTS

The English Language Arts (ELA) program within the Woodland Hills School District fosters intellectual engagement and maturation through the study of literature and language, with the goal of developing critical readers, writers, and thinkers. This is accomplished through student-centered instruction, where students are actively engaged in the learning environment. In addition to a core literacy program, students take ownership of content through reading projects and twenty-first century authentic media.

## Summer Reading

The Woodland Hills School District fosters an interest in the habit and life skill of reading. We encourage students to become lifelong readers and to improve their reading through the practice of reading. For these reasons, we require all of our students to read over the summer and complete the accompanying assignments, which are due on the first day of the upcoming school year. Furthermore, a comprehensive test and/or essay will be administered and/or assigned. **The following courses have a summer reading requirement: ELA 7, Honors ELA 7, ELA 8, Honors ELA 8, English 9, Honors English 9, English 10, Honors English 10, English 11, Honors English 11, AP English 11, English 12, Honors English 12, and AP English 12.**



*Note: Students may obtain their summer reading information from their current English teachers; students may be required to obtain novels independently from an outside source. The summer reading information is also available on the Woodland Hills School District website.*

## Big Ideas:

- Purpose, topic and audience guide types of writing.
- Writing is a recursive process that conveys ideas, thoughts and feelings.
- Language is used to communicate and to deepen understanding.
- Effective use of vocabulary builds social and academic knowledge.
- Spoken language can be represented in print.
- Writing is a means of documenting thinking.
- Listening provides the opportunity to learn, reflect and respond.
- Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.
- Effective speaking and listening are essential for productive communication.
- Information to gain or expand knowledge can be acquired through a variety of sources.

**The required courses for each grade are as follows:**

**Grade 7** – ELA 7, Honors ELA 7, Literary Studies 7, Honors Literary Studies 7, Seminar 7

**Grade 8** – ELA 8, Honors ELA 8, Seminar 8

**Grade 9** - English 9, Honors English 9, Reading and Writing Workshop I\*, Reading and Writing Workshop II\*

**Grade 10**- English 10, Honors English 10, Etymology, Reading,

**Grade 11**- English 11, Honors English 11, AP English 11: Language and Composition, and Keystone Literature Workshop\*

**Grade 12** - English 12, Honors English 12, AP English 12: Literature and Composition, African American Literature 12, Honors African American Literature 12

\*Workshop classes are required for students who have not yet gained proficiency on Keystone Exams and/or reading achievement tests.

**Elective courses for each grade level are as follows:**

**Grade 8** - Literary Studies 8

**Grade 10**- Etymology, Public Speaking, Athletics & Literature

**Grade 11**- Creative Writing, Etymology, Journalism, Public Speaking, Athletics & Literature

**Grade 12**- Creative Writing, Etymology, Journalism, Public Speaking, Athletics & Literature, English 101

### **ELA 7 (0100)**

**Grade 7 / 1 year**

Using high interest contemporary texts in a variety of genres, ELA 7 focuses on the fundamentals of literacy: reading, writing, speaking, and listening. Writing assignments and grammar study are done in the context of the literary and informational texts included in the modules. Students write personal narratives, personal letters, objective summaries, and analytic essays while focusing on grade-level grammar, usage, and punctuation. The art of speaking and listening is addressed as students prepare, present, and actively respond to oral and written projects throughout the year, culminating in a formal oral presentation of research findings on topics with opposing viewpoints.

### **Honors ELA 7 (0101)**

**Grade 7 / 1 year**

Using high interest contemporary texts in a variety of genres, ELA 7 focuses on the fundamentals of literacy and literary analysis. Writing and grammar study are done in the context of the literary and informational texts included in the modules. Students write personal narratives, personal letters, literary responses, objective summaries, comparative essays, and critical analyses while focusing on aspects of sophisticated writing style, grammar, usage, and punctuation. The art of speaking and listening is addressed as students prepare, present, and actively respond to oral and written projects throughout the year, culminating in a formal oral presentation of research findings on topics with opposing viewpoints. Independent reading is required of students in this course.

## Literary Studies 7 (0102)

### **Grade 7 / 1 year**

Students in this course will develop more rigorous reading behaviors as they engage with text in a variety of genres including historical fiction, horror, science fiction, fantasy, biography, romance, dystopian literature, short stories, novels in verse, poetry, mystery, realistic fiction and nonfiction. They will develop a critical mindset about both text and their response to text as they identify the characteristics of various literary genres and analyze author's craft. As readers, they will develop the habit of stopping to "notice and note" by keeping a reader's journal based on the close reading strategies advocated by Kylene Beers and Robert E Probst. After using short anchor texts to apply what they learn about the signposts of fiction and nonfiction, students will choose from among a rich set of texts in the classroom library to further practice these active reading strategies while keeping a reader's log or journal about their reading experiences.

## Honors Literary Studies 7 (0103)

### **Grade 7 / 1 year**

Students in this course will engage in rigorous literary analysis of texts in a variety of genres including short stories, Gothic literature, realistic fiction, mythology, historical fiction, science fiction, and memoir. They will analyze how various literary elements impact the text and the reader as they develop the habit of actively annotating what they read. Students will engage in critical thinking and reflection as they participate in literature circles with their classmates.

## Seminar 7 (0104)

### **Grade 7 / 1 quarter**

Seminar 7 is a **required** class for all 7<sup>th</sup> grade students. In the Seminar 7 class, students focus on career exploration in all potential career clusters. Students take interest surveys, identify essential workplace skills, reflect on job growth and availability, and research potential career choices. The artifacts students produce in this class become part of their career portfolios which are required by the state.

## ELA 8 (0105)

### **Grade 8 / 1 year**

From Hinton's *The Outsiders* to Goodrich and Hackett's *The Diary of Anne Frank*, ELA 8 further strengthens the fundamentals of literacy with an integrated approach to the language arts of reading, writing, speaking and listening. Students continue to read and create meaning with a variety of literary genres including speeches, poems, short stories, informational texts, novels and dramas. Students write with a purpose and consider an intended audience. The art of speaking and listening is addressed as students prepare, present, and actively respond to oral and written projects throughout the year. ELA 8 prepares students to transition to high school coursework.

## Honors ELA 8 (0106)

### **Grade 8 / 1 year**

From Dickens' *A Christmas Carol* to Goodrich and Hackett's *The Diary of Anne Frank*, Honors ELA 8 further strengthens the fundamentals of literacy with an integrated approach to the language arts of reading, writing, speaking and listening. Students continue to read and create meaning with a variety of literary genres including speeches, poems, short stories, informational texts, novels and dramas. Students write with a purpose and consider an intended audience. The art of speaking and listening is addressed as students prepare, present, and actively respond to oral and written projects throughout the year, including a group research project. Honors ELA 8 prepares students to transition to high school coursework. By taking Honors ELA 8, students will be expected to

perform at a more rigorous and higher academic level in preparation for further advanced courses. Independent reading is required in this course.

## Seminar 8 (0108)

### **Grade 8 / 1 quarter**

Seminar 8 is a required course that helps students determine which career pathway to follow in high school. After completing activities related to both career acquisition and career retention and advancement such as writing a resume and completing a job application, students in this course write an individualized career plan which will be revised throughout the high school years. Students in this course reflect on how well the combination of their interests, aptitudes, personalities and work preferences align to particular professions.

## Literary Studies 8 (0109)

### **Grade 8 / 1 year**

Students in this course will continue to develop rigorous reading behaviors as they engage in analysis of and response to literary texts in a variety of genres. They will participate in and lead literature circles and keep a reader's log or journal about their reading experiences. Students will continue to write increasingly sophisticated text dependent analyses.

## English 9 (0110)

### **Grade 9 / 1.0 credit / 1 year**

From Orwell's *Animal Farm* to Shakespeare's *Romeo and Juliet*, English 9 further strengthens the fundamentals of literacy: reading, writing, speaking, and listening. Students in English 9 begin the process of analyzing and interpreting literature in a variety of genres. Students communicate and prove mastery of content through written and oral tasks. Students write with a purpose and consider an intended audience. The art of speaking and listening is addressed as students prepare, present, and actively respond to oral and written projects throughout the year.

## Honors English 9 (0111)

### **Grade 9 / 1.0 credit / 1 year**

From Homer's *The Odyssey* to Steinbeck's *Of Mice and Men*, Honors English 9 further strengthens the fundamentals of literacy: reading, writing, speaking, and listening. Students in Honors English 9 begin the process of analyzing and interpreting literature in a variety of genres. Students communicate and prove mastery of content through written and oral tasks. Students write with a purpose and consider an intended audience. The art of speaking and listening is addressed as students prepare, present, and actively respond to oral and written projects throughout the year. By taking Honors English 9, students will be expected to perform at a more rigorous and higher academic level in preparation for further advanced courses. Recommended path: Students should have obtained 80 percent average in Honors English 8, 90 percent average in regular English 8, or teacher recommendation.

## English 10 (0120)

### **Grade 10 / 1.0 credit / 1 year**

From Guy's *The Friends* to Shakespeare's *Julius Caesar*, English 10 further strengthens the fundamentals of literacy: reading, writing, speaking, and listening. Students in English 10 continue the process of analyzing and interpreting literature in a variety of genres. Students communicate and prove mastery of content through written and oral tasks. Students write with a purpose and consider an intended audience. The art of speaking and listening is addressed as students prepare, present, and actively respond to oral and written projects throughout the year.

## Honors English 10 (0121)

### **Grade 10 / 1.0 credit / 1 year**

From Lee's *To Kill a Mockingbird* to Sophocles' *Antigone*, Honors English 10 further strengthens the fundamentals of literacy: reading, writing, speaking, and listening. Students in Honors English 10 continue the process of analyzing and interpreting literature in a variety of genres. Students communicate and prove mastery of content through written and oral tasks. Students write with a purpose and consider an intended audience. The art of speaking and listening is addressed as students prepare, present, and actively respond to oral and written projects throughout the year. By taking Honors English 10, students will be expected to perform at a more rigorous and higher academic level in preparation for further advanced courses; students will be expected to perform with the intention of continuing to Honors English 11 or pursuing AP English 11. Recommended path: Students should have obtained 80 percent average in Honors English 9, 90 percent average in regular English 9, or teacher recommendation.

## English 11 (0130)

### **Grade 11 / 1.0 credit / 1 year**

From Miller's *The Crucible* to Fitzgerald's *The Great Gatsby* to Dorothy Height's *Open Wide The Freedom Gates*, English 11 further strengthens the fundamentals of literacy: reading, writing, speaking, and listening. Students in English 11 continue the process of analyzing and interpreting literature in a variety of genres. Students communicate and prove mastery of content through written and oral tasks. Students write with a purpose and consider an intended audience. The art of speaking and listening is addressed as students prepare, present, and actively respond to oral and written projects throughout the year.

## Honors English 11 (0131)

### **Grade 11 / 1.0 credit / 1 year**

From Hawthorne's *The Scarlet Letter* to Salinger's *Catcher in the Rye*, to Dorothy Height's *Open Wide The Freedom Gates*, Honors English 11 further strengthens the fundamentals of literacy: reading, writing, speaking, and listening. Students in Honors English 11 continue the process of analyzing and interpreting literature in a variety of genres. Students communicate and prove mastery of content through written and oral tasks. Students write with a purpose and consider an intended audience. The art of speaking and listening is addressed as students prepare, present, and actively respond to oral and written projects throughout the year. By taking Honors English 11, students will be expected to perform at a more rigorous and higher academic level in preparation for further advanced courses; students will be expected to perform with the intention of continuing to Honors English 12 or pursuing AP English 12. Recommended path: Students should have obtained 80 percent average in Honors English 10, 90 percent average in regular English 10, or teacher recommendation.

## AP English 11: Language and Composition (0132)

### **Grade 11 / 1.0 credit (W) / 1 year**

From Hemingway's *Farewell to Arms* to Woolf's *A Room of One's Own*, AP English 11 is designed to help students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and to become skilled writers who can compose for a variety of purposes. Through reading and writing in this course, students should become aware of the interactions among a writer's purpose, audience expectations, and subjects, as well as the way generic conventions of the language contribute to effective writing. Students are expected to process, analyze, synthesize and communicate orally and in writing. The course focuses on grammar and punctuation review, syntactical strategies, literary elements, rhetorical devices and strategies, diction and style, paragraph structures and development, literary analysis, and AP exam practice. As students progress through the course, they will be aware of their own composition process through self-assessment and evaluations by peers and the

instructor. These skills will allow students to read critically and effectively in different modes in the college classroom and beyond. The course prepares students to take the AP examination in Language and Composition in May of Grade 11. Recommended path: Students should have obtained 90 percent average in Honors English 10 or teacher recommendation.

### **English 12 (0140)**

**Grade 12 / 1.0 credit / 1 year**

From Wilson's *Fences* to Shakespeare's *Hamlet*, English 12 further strengthens the fundamentals of literacy: reading, writing, speaking, and listening. Students in English 12 continue the process of analyzing and interpreting literature in a variety of genres. Students communicate and prove mastery of content through written and oral tasks. Students write with a purpose and consider an intended audience. The art of speaking and listening is addressed as students prepare, present, and actively respond to oral and written projects throughout the year. English 12 is a capstone experience for students at Woodland Hills with a focus on writing for the workforce as well as academia.

### **Honors English 12 (0141)**

**Grade 12 / 1.0 credit / 1 year**

English 12 is a capstone experience for students at Woodland Hills with a focus on writing for the workforce as well as academia. From August Wilson's *Fences* to Shakespeare's *Macbeth*, English 12 will focus on the fundamentals of literary analysis. Students will continue the process of analyzing and interpreting literature in a variety of genres--namely plays, novels, short stories, and poetry. Likewise, students will continue to develop reading, writing, speaking, and listening skills throughout the year. All students will complete the capstone senior graduation project which includes an exit interview style presentation at the end of the school year.

### **AP English 12: Literature and Composition (0142)**

**Grade 12 / 1.0 credit (W) / 1 year**

From *Beowulf* to Toni Morrison's *Song of Solomon*, AP English 12 students are engaged in the critical analysis of imaginative literature. Through close reading of selected literary works, they will develop critical standards for interpreting the effects writers create by means of the artful manipulation of language. To achieve these goals, students study individual works and their characters, action, structure, and language. They consider large-scale literary elements such as form and theme, and smaller-scale elements such as figurative language, imagery, symbolism, and tone. The writing assignments focus on the analysis of literature using different critical lenses (e.g. feminist, psychoanalytical, postcolonial, critical race theory, etc.). The course prepares students to take the AP Literature and Composition examination in May. Recommended path: Students should have obtained 80 percent average AP Language & Composition, 90 percent average in Honors English 11, or teacher recommendation.

### **African American Literature (0157)**

**Grades 12 / 1.0 credit / year**

From spirituals to speeches, journals to poetry, Maya Angelou to August Wilson and Angie Thomas, African American Literature is designed for students who wish to focus their skill development and interest of African American authors and artists over the duration of American history. Both historical and modern texts will be studied. Students use reading, writing, speaking and listening to communicate and prove mastery of content through written and oral tasks. Students write with a purpose and consider an intended audience. The art of speaking and listening is addressed as students prepare, present, and actively respond to oral and written projects throughout the year. Twelfth grade students will complete their senior project / graduation requirement that involves direct interaction with the Woodland Hills communities, with a focus on African American culture.

## Honors African American Literature (0157)



Grade 12 / 1.0 credit / year

African American Literature is designed for students who wish to focus their skill development and interest of African American authors and artists over the duration of American history. From Spirituals to Speeches, Malcolm X to Alice Walker, August Wilson and Angie Thomas. Honors African American Literature will focus on the fundamentals of intense literary analysis, as well as the role race plays in literature and the position of African American authors. Students will continue the process of analyzing and interpreting literature in a variety of genres—specifically plays, novels, short stories, speeches, and poetry. Likewise, students will continue to develop reading, writing, speaking, and listening skills throughout the year. All students will complete the final senior graduation research project which includes an exit interview style presentation at the end of the school year. This course will involve direct interaction with the Woodland Hills communities, with a focus on African American culture.

## Creative Writing I (0165)



Grades 11, 12 / .5 credit / semester

Creative Writing I is designed for students who wish to develop their writing skills further. Students will study genre history, read a variety of material across genres, and write their own short stories, essays, poetry, and plays; students will develop a writing portfolio.

## Creative Writing II (0166)



Grades 11, 12 / .05 credit / semester

Creative Writing II is designed for students who wish to continue to develop the writing skills learned in Creative Writing I. This course will emphasize fine-tuning the craft of creative writing in all its forms. Recommended Path: Only students who have taken Creative Writing I are encouraged to enroll in this course.

## Etymology (0153)



Grades 10, 11, 12 / 0.5 credit / semester

Etymology is designed for students who wish to improve their vocabulary skills through an intense study of Greek and Latin roots and affixes.

## Journalism I (0154)



Grades 11, 12 / 0.5 credit / semester

Journalism I is designed for students who wish to develop their journalistic and communications skills. Students will learn all aspects of student publications including print and online media; they will explore current events and media coverage; and students will publish *The Woodlander* yearbook.

## Journalism II (0155)



Grades 11, 12 / 0.5 credit / semester

Journalism II is designed for students who wish to develop their journalistic and communications skills further. Students will continue to learn all aspects of student publications including print and online media; students will publish *The Woodlander* yearbook; and students will complete the course with a portfolio that includes reviews, editorials, obituaries, advice columns, and sports coverage. Recommended Path: Only students who have taken Journalism I are encouraged to enroll in this course.

### Peer-Staffed Writing Center I (xxxx)

**Grades 11, 12 / .5 credit / semester**

New Course – Please see Ms. Silverman for description.

### Peer-Staffed Writing Center II (xxxx)

**Grades 11, 12 / .5 credit / semester**

New Course – Please see Ms. Silverman for description.

### Public Speaking (0156)

**Grades 10, 11, 12 / 0.5 credit / semester**

Public Speaking is designed for students who wish to develop their communication and rhetoric skills by acknowledging that these are essential for success in any career path. Students will prepare, research, and present informative, persuasive, demonstrative, and entertaining speeches; students will analyze and evaluate historic speeches as well as works from the present.

### Keystone Literature Workshop (0162)

**Grade 11 / 0.5 credit / semester**

Keystone Literature Workshop focuses on core literacy skills: comprehension and fluency. This is a highly structured course using standardized assessments to determine a student's reading level and growth over time. Students enrolled in this course are in Grade 11 and are performing below the Proficient level on the Keystone Literature Exam.

### Athletics and Literature (0164)

**Grades 10, 11, 12 / 0.5 credit / semester**

Athletics and Literature is a course that acknowledges that the world of sports is vast and ever changing and that athletics are a major source of culture and entertainment in America. Students will read and write about a variety of sports related material ranging from print and online resources including novels, nonfiction books like *Friday Night Lights*, periodicals, poetry, and memoirs. In addition, students will also explore issues that surface in the sports world, ranging from overall culture and fandom, to college athletes and pay, to the use of performance enhancing substances.

## MATHEMATICS

Woodland Hills provides a cohesive, balanced, standards-aligned Mathematics program from seventh through twelfth grade. Throughout the program, students are engaged in an approach to learning mathematics content in five strands (number and operations, geometry, algebraic concepts, data and probability). The program of learning balances inquiry and discovery through investigative experiences with skill development and procedural mastery. Students are given opportunities to investigate, hypothesize, and discover mathematical phenomena while seeing connections to real world content. The program includes core and elective courses at either academic or honors levels and also offers three Advanced Placement courses.

The recommended pathways for 7<sup>th</sup> – 12<sup>th</sup> grade Mathematics courses are as follows:

Rising 8<sup>th</sup> Grade Scholars:

Current Class	Final Grade	Recommended Course
Intro to Algebra 7 <sup>th</sup> Grade	RIT score of at least 225 on the NWEA MAP exam or teacher recommendation	Algebra 1
	RIT score of below 225 on the NWEA MAP exam or teacher recommendation	Math 8
Algebra 1	Proficient on Keystone Exam	Geometry
	Not Proficient on Keystone Exam	Algebra 1

Rising 9<sup>th</sup> Grade Scholars:

Current Class	Final Grade	Recommended Course
Intro to Algebra – 8 <sup>th</sup> Grade	RIT score of at least 230 on the NWEA MAP exam	Algebra 1
	RIT score of below a 230 on the NWEA MAP exam	Intro to Algebra 9 <sup>th</sup> Grade
Algebra 1	Proficient on Keystone Exam	Honors Geometry or Geometry
	Not Proficient on Keystone Exam	Algebra 1
Geometry	At least 60%	Honors Algebra 2 or Algebra 2
	Below a 60%	Geometry

Rising 10<sup>th</sup> – 12<sup>th</sup> Grade Scholars:

<b>Current Class</b>	<b>Final Grade</b>	<b>Recommended Course</b>
<b>Intro to Algebra</b>	At least a 60%	Algebra 1
	Below a 60%	Intro to Algebra
<b>Algebra 1</b>	Proficient on Keystone Exam	Honors Geometry
	At least a 60% and not Proficient on Keystone Exam	Geometry <i>and</i> Keystone Algebra 1 WS
	Below a 60%	Algebra 1
<b>Honors Geometry</b>	At least a 60% and Proficient on Keystone Exam	Honors Algebra 2
	Below a 60%	Geometry
<b>Geometry</b>	At least a 60% and Proficient on Keystone Exam	Honors Algebra 2
	At least a 60% and not Proficient on Keystone Exam	Algebra 2
	Below a 60%	Geometry
<b>Honors Algebra 2</b>	At least a 60% and Proficient on Keystone Exam	Trigonometry
	Below 60%	Algebra 2
<b>Algebra 2</b>	At least a 60% and Proficient on Keystone Exam	Trigonometry
	At least a 60% And not Proficient on Keystone Exam	Algebra 3
	Below 60%	Algebra 2
<b>Algebra III</b>	At least a 60% and Proficient on Keystone Exam	Trigonometry
	At least a 60% And not Proficient on Keystone Exam	Probability and Statistics
	Below a 60%	Algebra III
<b>Trigonometry</b>	At least 60%	AP Calculus AB
	At least 60%	AP Statistics
	At least 60%	Intro to Calculus
	At least 60%	Probability and Statistics
	Below 60%	Trigonometry
<b>AP Calculus AB</b>	At least 60%	AP Calculus BC
	At least 60%	AP Statistics
	Below 60%	Probability and Statistics
	Below 60%	AP Calculus AB

<b>Current Class</b>	<b>Final Grade</b>	<b>Recommended Course</b>
<b>AP Statistics</b>	At least 60%	AP Calculus AB
	At least 60%	Intro to Calculus
	Below 60%	Probability and Statistics
<b>Intro to Calculus</b>	At least 60%	AP Calculus AB
	At least 60%	AP Statistics
	At least 60%	Probability and Statistics
	Below 60%	Intro to Calculus
<b>Probability and Statistics</b>	At least 60% and passed Trigonometry	AP Statistics
	At least 60% and passed Trigonometry	AP Calculus AB
	At least 60% and passed Trigonometry	Intro to Calculus
	At least 60%	Trigonometry
	Below 60%	Probability and Statistics
<b>AP Calculus BC</b>	At least 60%	AP Statistics
	At least 60%	Probability and Statistics
	Below 60%	AP Calculus AB
<b>Subjective Investment Mathematics</b>	<b><i>ONLY JUNIORS AND SENIORS</i></b>	
<b>Mathematics Data and Probability Exploration</b>	<b><i>ONLY SENIORS IN NEED OF A 4<sup>th</sup> MATH CREDIT</i></b>	
<b>Honors Mathematical Finance</b>	At least 80% or higher in Trigonometry	ELECTIVE
<b>SAT Preparation</b>	Junior or Senior	ELECTIVE

## MATH 7 (0202)

### **Grade 7 / 1 year**

Math 7 will primarily focus on preparing students in two major areas. The first area addresses all necessary skills and concepts in order to score proficient or advanced on the PSSA. The second will assure that students continue to build the foundation and necessary skills that will be required to succeed in Algebra 1, Algebra 2, and Geometry. Instructional time will focus on the classifications and domains as stated in the Pennsylvania Core Standards for Mathematics (Grade 7): The Number System, Ratios and Proportional Relationships, Expressions and Equations, Geometry, and Statistics and Probability. We will take a problem-solving approach that will require students to be able to explain their reasoning and thinking process. ***Students DO NOT receive High School credit for this course.***

## ALGEBRA 1 (0203)

### **Grade 7 / 1 year**

Algebra I is a one-year course in algebraic reasoning. Students completing this course will demonstrate the ability to apply the laws and properties of real numbers, solve first and second-degree equations, identify and graph functions, solve systems of equations, factor polynomials, and use algebraic concepts to solve problems. This course serves as a foundation for Algebra II, Geometry and further mathematics courses. This course focuses on meeting the PA Core standards. ***Students DO NOT receive High School credit for this course.***

**\*Students who take this course in 7<sup>th</sup> grade must take the Keystone Exam at the end of the course.**

Recommended Path: Only students with a RIT score of at least 225 on the NWEA MAP exam are encouraged to take this course.

## MATH 8 (0205)

### **Grade 8 / 1 year**

Math 8 will primarily focus on preparing students in two major areas. The first area addresses all necessary skills and concepts in order to score proficient or advanced on the PSSA. The second will assure that students continue to build the foundation and necessary skills that will be required to succeed in Algebra 1, Algebra 2, and Geometry. Instructional time will focus on the classifications and domains as stated in the Pennsylvania Core Standards for Mathematics (Grade 8): The Number System, Expressions and Equations, Functions, Geometry, and Statistics and Probability. We will take a problem solving approach that will require students to be able to explain their reasoning and thinking process. ***Students DO NOT receive High School credit for this course.***

## ALGEBRA I (0206)

### **Grade 8 / 1 year**

Algebra I is a one-year course in algebraic reasoning. Students completing this course will demonstrate the ability to apply the laws and properties of real numbers, solve first and second-degree equations, identify and graph functions, solve systems of equations, factor polynomials, and use algebraic concepts to solve problems. This course serves as a foundation for Algebra II, Geometry and further mathematics courses. This course focuses on meeting the PA Core standards. ***Students DO NOT receive High School credit for this course.***

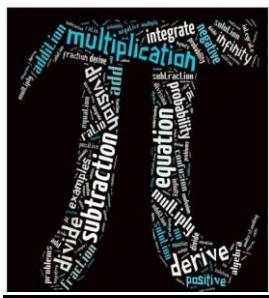
**\*Students who take this course in 8<sup>th</sup> grade must take the Keystone Exam at the end of the course.**

Recommended Path: Only students with a RIT score of at least 225 on the NWEA MAP exam are encouraged to take this course.

## GEOMETRY (0208)

### **Grade 8 / 1 year**

This course formalizes, deepens, and extends students' understanding of and experiences with two-dimensional and three-dimensional geometry. Students will use deduction to develop logical conclusions and an understanding of congruence and similarity. They will use algebraic reasoning with geometric definitions and concepts to develop relationships among lines, angles, planes, polygons, and circles. Included is a study of right triangle trigonometry using ratios of sine, cosine, and tangent. Also, students will enhance their abilities to reason mathematically, develop logical conclusions and generalizations, and understand the connection between geometry, algebra and trigonometry. ***Students DO NOT receive High School credit for this course.*** Recommended Path: Only students with a RIT score of at least 225 on the NWEA MAP exam are encouraged to take this course.



## INTRO TO ALGEBRA (0209)

### **1.0 credit / 1 year**

Intro to Algebra will primarily focus on making sure that students continue to build the foundation and necessary skills that will be required to succeed in Algebra 1, Algebra 2, and Geometry. Instructional time will focus on three critical areas: 1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; 2) grasping the concept of a function and using functions to describe quantitative relationships; and 3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. We will take a problem-solving approach that will require students to be able to explain their reasoning and thinking process. Each lesson developed for class will address these important themes as well as keep each student actively engaged. Appropriate pacing will occur to ensure that no student is left behind and challenges will be available to those students who are able to excel in the area of mathematics.

## ALGEBRA I (0210)

### **1.0 credit / 1 year**

Algebra I is a one-year course in algebraic reasoning. Students completing this course will demonstrate the ability to apply the laws and properties of real numbers, solve first and second-degree equations, identify and graph functions, solve systems of equations, factor polynomials, and use algebraic concepts to solve problems. This course serves as a foundation for Algebra II, Geometry and further mathematics courses. This course focuses on the PA Core standards. ***Students must take the Algebra Keystone Exam at the completion of the course.***

## HONORS ALGEBRA I (0215)

### **1.0 credit / 1 year**

This is a one-year course designed for extremely capable students who have completed Intro to Algebra with at least an 80%. All topics taught in Algebra I will be addressed in more detail and the pace of the course will be

accelerated. ***Students must take the Algebra Keystone Exam at the completion of the course.*** Recommended Path: Only students with a RIT score of at least 235 on the NWEA MAP exam are encouraged to take this course.

## **GEOMETRY (0230)**

**1.0 credit / 1 year**

This course formalizes, deepens, and extends students' understanding of and experiences with two-dimensional and three-dimensional geometry. Students will use deduction to develop logical conclusions and an understanding of congruence and similarity. They will use algebraic reasoning with geometric definitions and concepts to develop relationships among lines, angles, planes, polygons, and circles. Included is a study of right triangle trigonometry using ratios of sine, cosine, and tangent. Also, students will enhance their abilities to reason mathematically, develop logical conclusions and generalizations, and understand the connection between geometry, algebra and trigonometry. Recommended Path: Only students who have passed Algebra I are encouraged to take this course.

## **HONORS GEOMETRY (0235)**

**1.0 credit / 1 year**

This course provides an introduction to two-dimensional and three-dimensional geometry. In this course, students will use deduction to develop logical conclusions, develop an understanding of congruence and similarity, and use algebraic reasoning and geometric definitions and concepts to develop relationships among lines, angles, planes, polygons, and circles. Included is a study of right triangle math using trigonometric ratios of sine, cosine, and tangent. Also, students will enhance their abilities to reason mathematically, develop logical conclusions and generalizations, and understand the connections between geometry, algebra, and trigonometry. Topics taught in Honors Geometry will be addressed in more detail and the pace of the course will be accelerated. Recommended Path: Only students who have passed Algebra I and obtained Proficient/Advanced on the Algebra 1 Keystone are encouraged to take this course.

## **ALGEBRA II (0220)**

**1.0 credit / 1 year**

Algebra II is a one-year course designed as an in-depth continuation of algebraic and geometric concepts. The scope of this course takes students from algebraic concepts to pre-trigonometric ideas. After successfully completing this course, students will demonstrate an ability to perform advanced algebraic operations and procedures, as well as solve a variety of algebraic equations. Students will be able to apply the laws and properties of real and complex numbers. Students will work with variable expressions, inequalities, algebraic, exponential and logarithmic functions, and will form functions from verbal or written descriptions. Students will use a graphing calculator throughout this course. Recommended Path: Only students who have passed Algebra I and Geometry are encouraged to take this course.

## **HONORS ALGEBRA II (0225)**

**1.0 credit / 1 year**

Algebra II begins with a review of the basic terminology, notation, concepts, skills and application of elementary algebra. The students will gain experience in applying these principles to the solution of problems in more advanced topics. After completing the course, students will be able to demonstrate an ability to perform advanced algebraic operations and procedures, and will be able to solve a variety of algebraic equations. Students will use a graphing calculator throughout this course. Recommended Path: Only students who have passed Algebra I, Geometry, and have obtained a Proficient/Advanced score on the Algebra I Keystone exam are encouraged to take this course.

## ALGEBRA III (0221)

**1.0 credits / 1 year**

This course is designed to aid the student who has taken Algebra II or Honors Algebra II and wishes to enhance and solidify their knowledge of Algebra prior to taking Trigonometry/Advanced Math. Topics will include but not be limited to functions, radical and rational expressions, conic sections, exponential and logarithmic relations, and sequences and series, as well as an introduction to Trigonometry. This course will be paced to meet the needs of the students in order to develop the deep understanding of the topics covered. Recommended Path: Only students who have passed Algebra I, Geometry, and Algebra II are encouraged to take this course.

## KEYSTONE ALGEBRA WORKSHOP (0222)

**Grades 10, 11 / 0.5 credit / Semester**

This course will be required for all students who did not score proficient or above on the Algebra Keystone Exam but successfully completed Algebra I. This course will focus on raising the skill level of the student based on the PA Keystone Algebra Anchors and Eligible Content.

## MATHEMATICS DATA & PROBABILITY EXPLORATION (0246)

**Grade 12 / 1.0 credit / 1 year**

Mathematical Data Analysis & Probability is a full-year course that further develops students' abilities to interpret data and analyze patterns. After completing this course, students will demonstrate an ability to use probabilities and odds to analyze and predict the frequency of events, interpret and analyze linear patterns through scatter plots and functions, and find appropriate methods for displaying data that is collected. This course may not be taken after, or concurrent with, Probability & Statistics.

## TRIGONOMETRY & ADVANCED MATH (0240)

**1.0 credit / 1 year**

Trigonometry & Advanced Mathematics begins with a review of the skills, concepts, and applications of algebra, geometry, and elementary functions. These functions include linear, polynomial, rational, exponential, logarithmic, and piecewise-defined functions. Students will explore the properties, language, and graphs of these functions. The course then expands its focus to include right angle trigonometry, trigonometric functions and their inverses, and trigonometric identities. Through this course, students will acquire a solid foundation in algebra and trigonometry that are important to the study of calculus. Recommended Path: Only students who have passed Algebra I, Geometry, Algebra II, and obtained a score of Proficient/Advanced on the Algebra I Keystone exam are encouraged to take this course.

## PROBABILITY & STATISTICS (0260)

**Grades 11, 12 / 1.0 credit / 1 year**

This course provides an introduction to the concepts of probability and statistics through a hands-on exploration of actual data that will be both provided and, at times, collected by students. The approach to this course asks students to be active learners in analyzing situations that involve uncertainty and chance as well as collecting, organizing, and interpreting data. The course will be valuable for students planning a career or further study in biology, business, computer science, economics, medicine, nursing, psychology, or sociology. Recommended Path: Only students who have passed Algebra I, Geometry, and Algebra II are encouraged to take this course.

## AP STATISTICS (0261)

**Grades 11, 12 / 1.0 credit / (W) / 1 year**

This course is a non-calculus based introduction to statistics exposing students to broad conceptual themes: exploring and interpreting data, observing patterns and departure from patterns, planning a study, analyzing situations that involve uncertainty and chance, simulation, confirming models for explanations of patterns, making predictions, and statistical inference. Students will complete a project during the second semester that involves designing a study, collecting data, and analyzing the results. Recommended Path: Only students who have passed Trigonometry and Advanced Math are encouraged to take this course.

## INTRODUCTION TO CALCULUS (0241)

**Grades 11, 12 / 1.0 credit / 1 year**

This course weaves together previous studies of algebra, geometry, and functions into a preparatory course for calculus. Course content will focus on the trigonometric functions and their applications. The students will also study exponential and logarithmic functions. Additional concepts covered include vectors, parametric equations and polar coordinates. The course will conclude with an introduction to function behavior and limits. The focus on the mastery of critical skills and exposure to new skills will prepare the student for subsequent math courses. Recommended Path: Only students who have passed Trigonometry and Advanced Math are encouraged to take this course.

## AP CALCULUS-AB (0250)

**Grades 11, 12 / 1.0 credit / (W) / 1 year**

In this course, students will be introduced to differential calculus, integral calculus, and analytical geometry with an emphasis on practical applications. Topics include functions, limits, derivatives, derivative formulas, motion, vectors, integrals, area and volume of solids of revolution. After successfully completing the course, students will be able to understand the necessity and relevance of mathematics in everyday living and realize the importance of Calculus in many of the professional fields of the present-day workplace. Students may elect to take this course for college credit as part of the University of Pittsburgh's College in High School program for a fee that is a fraction of the cost of an actual college course. Please see page 11 regarding the College in High School Program. **This course also prepares students to take the AP Calculus (AB) Exam.** Recommended Path: Only students who have passed Trigonometry and Advanced Math are encouraged to take this course.

## AP CALCULUS-BC (0251)

**Grade 12 / 1.0 credit / (W) / 1 year**

This course is designed for students who are interested in furthering their understanding of the fundamental knowledge of Calculus. It is designed to introduce and develop fundamental functional behavior of the following topics: differentiation, integration, infinite sequences and series, 3-dimensional space, vectors, conic sections, polar coordinates, and parametric equations. AP Calculus-BC is an opportunity to further expand and perfect the skills attained in AP Calculus-AB. **This course also prepares students to take the AP Calculus (BC) Exam.** Recommended Path: Only students who have passed AP Calculus-AB are encouraged to take this course.

## HONORS MATHEMATICAL FINANCE (0245)

**Grades 11, 12 / 0.5 credit / semester**

This course is designed for students who are interested in financial planning for both the immediate and long-term future and the mathematics behind all financial decisions. This course will take mathematical concepts and apply

them in very real, concrete examples from life. Topics to be studied will include compound interest, sequences and series, infinite series, limiting factors, annuity formulas, interest-rate and APR, investment vehicles and tax savings, true cost analysis of car loans and home mortgages, retirement planning, the rate of inflation and college loans. Recommended Path: Only students who have passed Trigonometry and Advanced Math are encouraged to take this course.

### **SAT PREPARATION (0247)**

#### **Grades 11, 12 / 0.5 credit / semester**

The foundation of a student's preparation for the SAT and college is a rigorous curriculum of English, mathematics, science, history, and other academic subjects. The SAT Preparation course enables students to review concepts learned in school, apply these concepts by taking practice SATs, and allow students to become familiar with test directions and question types. *This course will be taught by Math and Language Arts teachers.*

### **SUBJECTIVE INVESTMENT MATHEMATICS (0271)**

#### **Grades 11, 12 / 1.0 credit/ 1 year**

This course is designed for juniors and seniors to connect algebra skills to everyday life. Students will learn basic principles and best practices for managing their own finances through earning, spending, saving, and investing. Students will learn core skills in creating budgets, developing long-term financial plans to meet their goals, and making responsible choices about income and expenses. Some of these connections include following popular stock market trends, researching banking options, analyzing credit scores, and completing various tax forms. This course is built around a comprehensive, academically rigorous curriculum, with project-based learning and real-world connections. Students will be provided information about 21<sup>st</sup> century skills and how these skills will help in college, the workplace, and in real-world interactions.

## **HEALTH & PHYSICAL EDUCATION**

Health and Physical Education concepts are essential for wellness and a health-enhancing lifestyle. It is important to embrace some concept of physical activity because this has an impact on wellness throughout a lifetime. Participating in movement allows young people to feel confident and competent enough to choose to be involved in physical activity throughout their lives; it is integral to the well-being of self, others, and society. Also, communities are dependent upon a balance of personal well-being, safety, and social responsibility. How does practicing, and actively participating involve challenge, extend, and test students' physical, mental, and emotional limits both individually and as part of a group? Leadership, teamwork, and interpersonal skills are developed when students are engaged in movement.

**Uniforms:** Proper dress requires students to change into a white t-shirt, athletic/basketball shorts, and tennis shoes. A sweatshirt and/or sweatpants are appropriate for outdoor classes only. All courses, required and elective, with the exception of Health, will do the complete battery of FITNESSGRAM assessments at the beginning and end of the semester. A swimsuit and towel are required for PE 8, PE I, PE II, and Basic and Advanced Fitness Education

Students are **required to take two credits** of Physical Education in order to graduate. Students are also **required to take Health Education** during their sophomore year. \**Please note that PE I, PE II, Basic and Advanced Fitness Education will include a rotation in the pool.*

### **Big Ideas:**

- Heath concepts are essential for wellness and a health-enhancing lifestyle.
- Safety impacts individual and community well-being.
- Quality lifelong movement is based on scientific concepts/principles.
- Participation in physical activity impacts wellness throughout a lifetime.

### **The courses are as follows:**

**Grade 7 – Physical Education 7**

**Grade 8- Physical Education 8, Health 8**

**Grade 9- Physical Education I, Aquatics for Life**

**Grade 10- Health (required)**

**Grade 10- Physical Education II, Aquatics for Life, Pre-Lifeguarding/First Aid CPR**

**Grades 11 and 12- Basic Fitness Education and Advanced Fitness, Aquatics for Life, Pre-Lifeguarding, First Aid CPR, Strength Training & Nutrition or Advanced Strength Training.**

## **PHYSICAL EDUCATION 7 (1170)**

### **Grade 7 / quarter**

Aquatics/Physical Education is a **required** class for all 7<sup>th</sup> grade students. Students will be able to determine an appropriate physical activity plan that will support life-long personal health and fitness goals. Concepts of how regular physical activity impacts an individual physiologically, socially, and psychologically throughout a lifetime, will be demonstrated throughout the course. *Length of course subject to change.*

## **HEALTH EDUCATION 8 (1171)**

### **Grade 8 / quarter**

Students will be introduced to the following areas: goal setting, decision making, mental health, wellness, stress management, mental disorders, drugs as medicines, tobacco products, alcohol and other illegal drugs, drug abuse, male and female reproductive systems, birth control methods and communicable and non-communicable diseases, including sexually transmitted diseases and AIDS. This course is designed to prepare students to apply preventive behaviors and strategies for a successful transition from adolescence to adulthood. *Length of course subject to change.*

## **PHYSICAL EDUCATION 8 (1103)**

### **Grade 8 / quarter**

Students will be able to demonstrate an appropriate physical activity plan that will support life-long personal health and fitness goals. Concepts of how regular physical activity impacts an individual physiologically, socially, and psychologically throughout a lifetime, will be demonstrated throughout the course. *Length of course subject to change.*

## **PHYSICAL EDUCATION I (1102)**

### **Grades 9, 10 / 0.5 credit / 1 year**

Based upon the Pennsylvania Academic Standards for Health, Safety, and Physical Education, students will analyze the role of individual responsibility for safe practices, injury prevention in the home, school and community. Students will engage in physical activities that are developmentally appropriate and support achievement of personal fitness and activity goals: Physical Best/FITNESSGRAM, Soccer, Tennis/Racquet Sports, Walking, Digiwalkers, Cross Country Course, Stability Training, Midterm Exam, Floor Hockey, Muscular Fitness and Flexibility, Volleyball, Obstacle Course, Aerobic Dance, Jump Rope, Course Evaluation and FITNESSGRAM results, Final exam. Students will complete a four-week rotation in the pool as part of this course. Bathing suit and towel will be required.



## **AQUATICS FOR LIFE/SUCCESS (1105)**

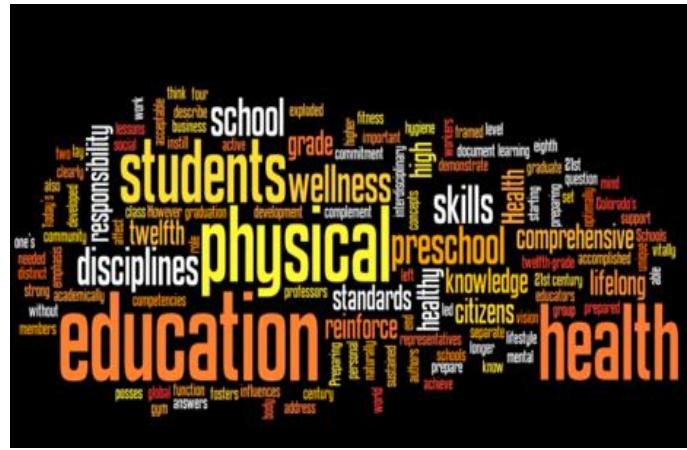
### **Grades 9, 10, 11, 12 / 0.5 credit / semester**

This course offers something for EVERYONE! Students do not NEED to be able to swim in deep water to participate in this course. Students will experience the benefits and factors associated with self-selected life-long physical activities. The student will engage in an individualized physical activity plan that will support achievement of personal fitness. Students will participate in aquatics aerobics, progressive water-works program, cardiovascular fitness, water activities, games and other water related recreational lifetime activities. Students will gain an appreciation for lifelong learning and factors that affect physical activity and exercise preferences in adulthood.

## **PHYSICAL EDUCATION II (1120)**

**Grades 10, 11 / 0.5 credit / 1 year**

Physical Education II is designed to foster each student's personal health, fitness, and safety. The student will incorporate an appreciation and understanding of the value of physical education and its relationship to a healthy, balanced lifestyle; an interest in the promotion of health and fitness. Students will participate in a variety of physical activities in order to obtain a lifelong interest in and enjoyment of physical activities as a participant. Students will engage in activities that are developmentally appropriate and support achievement of personal fitness and activity goals. Students will complete a four-week rotation in the pool as part of this course. Bathing suit and towel are required.



## **HEALTH EDUCATION (1125)**

**Grade 10 / 0.5 credit / semester**

Students will analyze the impact of the following areas: goal setting, decision making, mental health, wellness, stress management, mental disorders, drugs as medicines, tobacco products, alcohol and other illegal drugs, drug abuse, male and female reproductive systems, birth control methods and communicable and non-communicable diseases, including sexually transmitted diseases and AIDS. The thrust of this course is to prepare a health-literate person in order to apply preventive behaviors and strategies for a successful transition from adolescence to adulthood.

## **BASIC FITNESS EDUCATION (1130)**

**Grades 11, 12 / 0.5 credit / semester or year**

This course is a comprehensive experience in physical fitness at a personalized level. It provides students with the knowledge, tools, and resources to incorporate awareness of the health-related components of fitness into their personal lifestyles. These components are body composition, cardiovascular fitness, flexibility, muscular strength, and muscular endurance. Students will complete a three-week rotation in the pool as part of this course. Bathing suit and towel will be required.

## **ADVANCED FITNESS EDUCATION (1135)**

**Grades 11, 12 / 0.5 credit / semester**

This course is designed to give students the opportunity to learn fitness concepts and conditioning techniques. Students will benefit from comprehensive weight training and cardio-respiratory endurance activities. Students will learn the basic fundamentals of strength training, aerobic training, and overall fitness training and conditioning. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. Students will be exposed to a wide variety of physical activities in which the student may participate throughout their life. Students will develop self-confidence and promote positive self-image, while gaining useful physical skills. Since swimming is a lifetime activity this course will have a rotation in the pool at the discretion of the instructor.

## **STRENGTH TRAINING & NUTRITION (1140)**



### **Grades 11, 12 / 0.5 credit / semester**

In this course students will evaluate and engage in individualized physical activity plan that supports achievement of personal fitness and activity goals that promote life-long participation. Students will recognize benefits associated with physical fitness and nutrition. Through practice strategies, students will become familiar with various weight lifting techniques, general strength and explosive power programs. Students will incorporate the basic rules of etiquette in a weight room, and become proficient in exercises for all body sections. Students will become familiar with periodization and its principles. Students will evaluate information about nutrients and apply guidelines to meet nutritional needs at various stages of life. Students will design a program that includes a variety of exercises for the entire body.

## **ADVANCED STRENGTH TRAINING (1145)**



### **Grades 11, 12 / 0.5 credit / semester**

Students will engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation. This course will be a combination of strength and conditioning and will at times be intense. The exercises will be geared to combination lifts incorporated with Olympic-style lifting, high level anaerobic/aerobic training and plyometrics.

## **ADAPTIVE PHYSICAL EDUCATION (1155)**



### **Grades 9, 10, 11, 12 / 0.5 credit / semester**

This course is offered to students, identified by a physician, unable to participate in a regular physical education activity course. A health-related, criterion-referenced physical fitness test will be used to assess functional health of the student. The student will participate in a variety of activities related to the attainment of the health-related components of fitness/body composition, cardiovascular fitness, flexibility, muscular endurance, and muscular strength.

# SOCIAL STUDIES

The social studies courses integrate history, social sciences, humanities, and civic competence to promote a rich understanding of our past and present world. Within the social studies courses, students will analyze a multitude of perspectives including, but not limited to, archeology, anthropology, economics, geography, history, philosophy, political science, psychology, and sociology. The overall focus of the social studies education is to develop critical thinking and decision-making skills within the context of history and global citizenship.

## Big Ideas

- Historical context is needed to comprehend time and space.
- Historical interpretation involves an analysis of cause and result.
- Perspective helps to define the attributes of historical comprehension.
- The history of the Commonwealth continues to influence Pennsylvanians today, and has impacted the United States and the rest of the world.
- The history of the United States continues to influence its citizens, and has impacted the rest of the world.
- World history continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the world today.

## Required Courses

**Grade 7** - World History, Honors World History

**Grade 8** – U.S. History I, Honors U.S. History I

**Grade 9** – Civics, Honors Civics

**Grade 10** - World Cultures, Honors World Cultures

**Grade 11** – U.S. History II, Honors U.S. History II, AP U.S. History, AP U.S. Government and Politics

**Grade 12** - one of five selections: AP U. S. History, AP European History, AP Comparative Government and Politics, AP United States Government and Politics, Economics & U.S. Government & African-American History

*Students in grades 10 through 12 wishing to further their studies in Social Studies can do so by taking advantage of our variety of electives offered. The following courses count towards elective credits for the grade levels indicated.*

## Elective Courses:

**Grades 10, 11, and 12** - Honors Humanities and Cultural Roots, Legal Issues, U.S. Military History, Western PA and WHSD: A Historical Perspective, and Current Issues in a Global World

**Grades 11 and 12 only** – Anthropology, Sociology, U.S. Military History, Legal Issues, and The Holocaust

**Grade 12 only-** Psychology and Student Leadership

## WORLD HISTORY (0401)

### **Grade 7 / 1 year**

World History is a comprehensive survey course. This class is designed using an interdisciplinary approach, drawing on history, geography, sociology, economics, government, religion, philosophy, and the arts. Students will learn to appreciate events and the accomplishments of past peoples. Students will also gain an understanding of how past events affect the world today. Areas of study may include: World Geography, Ancient Greece, Ancient Rome, Middle Ages, Renaissance, Enlightenment, and Exploration.

## HONORS WORLD HISTORY (0402)

### **Grade 7 / 1 year**

World History is a comprehensive survey course. This class is designed using an interdisciplinary approach, drawing on history, geography, sociology, economics, government, religion, philosophy, and the arts. Students will learn to appreciate events and the accomplishments of past peoples. Students will also gain an understanding as how past events affect the world today. Areas of study include: World Geography, Ancient Greece, Ancient Rome, Middle Ages, Renaissance, Enlightenment, and Exploration. This course places an emphasis on student initiated and centered research, projects, studies, and presentations. There will also be a heavy emphasis on researching and discussion. Honors World History requires higher-level student discussion, consistent student accountability, and genuine effort in order to be successful in the course. Recommended path: 80-percent average in the sixth grade social studies class or the sixth grade social studies teacher provides a recommendation.

## U.S. HISTORY 8 (0403)

### **Grade 8 / 1 year**

U.S. History I will focus on building strong understanding of United States History from the mid 1700s until 1869---including The French and Indian War, The American Revolution, Creation of a new Government, Building a Nation and the Civil War. Throughout the year, students will work to develop a variety of essential higher-level skills including: literacy, critical thinking, research, writing, and technology. This is a required year long course for all 8th grade students.

## HONORS U.S. HISTORY 8 (0404)

### **Grade 8 / 1 year**

U.S. History I will focus on building strong understanding of United States History from the Mid 1700's until 1869---including The French and Indian War, The American Revolution, Creation of a new Government, Building a Nation and the Civil War. Throughout the year, students will work to develop a variety of essential higher-level skills including: literacy, critical thinking, research, writing, and technology. This course places an emphasis on student initiated and centered research, projects, studies, and presentations. Honors U.S. History requires higher-level student discussion, consistent student accountability, and genuine effort in order to be successful in the course. Recommended path: 80-percent average in Honors World History, a 90-percent average in regular World History, or the World History teacher provides a recommendation.

## CIVICS (0410)

### **Grade 9 / 1.0 credit / 1 year**

The ninth grade civics program is formulated to help students acquire skills and knowledge essential to good citizenship in a democracy. The course should enable students to obtain the necessary information to become alert, upstanding, and participating citizens of our nation. In addition to the concentration on federal, state, and local government, emphasis will be placed on geography and a career awareness unit. Students participating in this course will be expected to complete one service based activity under the supervision of those taking Student

Leadership. At the conclusion of this activity, students will discuss their contributions and describe and experiences.

### **HONORS CIVICS (0411)**

#### **Grade 9 / 1.0 credit / 1 year**

Honors Civics challenges students to enhance their prior knowledge of what it means to be a good citizen in a democracy. Students will advance their knowledge of being an alert, upstanding, and participating citizen of our nation by applying their knowledge to student initiated and centered research, projects, studies, and presentations. In addition to the concentration on federal, state, and local government, emphasis will be placed on geography and a career awareness unit. Students will also work in conjunction with Student Leadership to carry out two service based activities. The first activity will be carried out during the first semester under the direct supervision of students in Student Leadership. The second activity will be designed and implemented by the students taking Honors Civics. At the conclusion of each service based activity, students will complete a reflection paper that states their contribution, description of the activity and their experience. Honors Civics progresses considerably faster through the curriculum than the Civics course, and consistent student accountability and effort are vital to success in the course. Recommended path: Students should have obtained 80-percent average in Honors US 8, a 90-percent average in regular US 8, or the US 8 teacher provides a recommendation.

### **WORLD CULTURES (0420)**

#### **Grade 10 / 1.0 credit / 1 year**

The World Cultures course will focus on a study of the background and development of the various cultures of the world. The course is designed for an interdisciplinary approach, drawing on history, geography, sociology, anthropology, economics, government, religion, and philosophy, as well as the arts. During the course students will learn to appreciate the accomplishments of people within the cultures of the world. Students will be exposed to the unique cultures of the world. Areas of study may include: Russia, Latin America, Africa, the Middle East, East Asia, South Asia, and Europe.

### **HONORS WORLD CULTURES (0421)**

#### **10 / 1.0 credit / 1 year**

Honors World Cultures challenges students to enhance their prior knowledge of the background and development of the various cultures of the world. Students taking Honors World Cultures should have core knowledge of history, geography, sociology, anthropology, economics, government, religion, philosophy, as well as the Arts. Honors World Cultures will differ from the standard survey course because the traditional topics covered will be discussed in greater detail and at a faster pace. During the course students will learn to appreciate the accomplishments of man within the cultures of the world. Students will be expected to use their higher-order cognitive skills to critically analyze the unique cultures of: Southwest Asia, East Asia, South Asia, Africa, Eastern Europe, Western Europe, and Latin America through student initiated and centered research, projects, studies, and presentations. There will also be a heavy emphasis on researching and discussing. Recommended path: Students should have obtained 80-percent average in Honors Civics, a 90-percent average grade Regular Civics, or the Civics teacher provides a recommendation

### **U.S. HISTORY (0430)**

#### **Grade 11 / 1.0 credit / 1 year**

Students will have an opportunity to examine United States twentieth century history in relation to cultural, political, economic issues. The program will emphasize the development of our system of government. Current events will be an integral part of the course. Students should be able to appreciate the history of the United States

in the twentieth century in terms of domestic issues, foreign policy, and culture. Topics of discussion will include World War I era, the Great Depression, World War II era, the Cold War era, the Civil Rights Movement, the Vietnam era, and the War on Terror.

### **HONORS U.S. HISTORY (0431)**

**Grade 11 / 1.0 credit / 1 year**

Students will have an opportunity to examine United States twentieth century history in relation to cultural, political, economic issues. During the course students will learn to appreciate the Colonial Age through Modern United States History using their higher-order cognitive skills to critically analyze the topics of Colonialism, Creation of Government, The Age of Jackson, The Gilded Age, The Progressive Era, Roaring Twenties, World War I era, the Great Depression, World War II era, the Cold War era, the Civil Rights Movement, the Vietnam era, and the War on Terror. Recommended path: Students should have obtained 75-percent average in Honors World Cultures, an 85-percent average in regular World Cultures, or the World Cultures teacher provides a recommendation.

### **AP U.S. HISTORY (0432)**

**Grades 11, 12 / 1.0 credit / (W) / 1 year**

This course is taught at a college level and focuses on developing students' understanding of American history from approximately 1491 to the present. This course is broken into nine historical time periods and will encompass seven themes: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the World; geography and the environment; culture and society). Students will investigate and interpret a variety of primary and secondary documents that will enhance their understanding of the past and allow them to strengthen their skills in historical comparison, chronological reasoning, and argumentation. This course will be reading and writing intensive. There is a summer homework assignment. Additionally, the last day that students are permitted to withdraw from the course is the final day of the first grading period. Recommended path: Students should have obtained 80-percent average in Honors World Cultures, a 90 average in regular World Cultures, or the World Cultures teacher provides a recommendation.

### **AP COMPARATIVE GOVERNMENT AND POLITICS (0455)**

**Grade 12 / 1.0 credit / (W) / 1 year**

This course will explore governments, politics, and societies from countries around the world (Great Britain, China, Russia, Nigeria, Mexico and Iran). Students will also develop a framework to compare modern political systems and understand their interaction in a global environment. This course will be broken down into six units: Introduction to comparative politics and systems; sovereignty; authority and power; political institutions; citizens, society and the state; political and economic change; public policy. This course will also require a summer homework assignment. Recommended path: Students should have obtained 80-percent average AP US History, a 90-percent average in Honors US History 11, or the AP US History / Honors US History teacher provides a recommendation.

### **AP United States Government and Politics (0461)**

**Grades 11, 12 / 1.0 credit / (W) / 1 year**

This course involves the study of democratic ideas, balance of powers, and tension between the practical and ideal in national policy-making. Students analyze and discuss the importance of various constitutional principles, rights and procedures, institutions, and political processes that impact citizens. Students will focus on six units: Constitutional Underpinnings; Political Beliefs and Behaviors; Interest Groups and Mass Media; Institutions of the Federal Government; Civil Rights and Civil Liberties; Public Policy. Students taking this course will prepare for

the Advanced Placement Exam and to take Comparative Government and Politics. This course will also require a summer assignment. Recommended path: If the student is a rising senior: Students should have obtained 80-percent average in AP US History, a 90-percent average in Honors US History 11, or the AP US History / Honors US History teacher provides a recommendation. If the student is a rising junior: Students should have obtained 80-percent average in Honors World Cultures, a 90-percent average in regular World Cultures, or a recommendation by the World Cultures teacher.

### **AFRICAN AMERICAN HISTORY (0443)**

**Grade 12/ 1.0 credit/ 1 year**

This course is designed to provide an understanding of the cultural and historical influences of African American people on American society. The students will approach the various periods of African American History chronologically. Students will develop an understanding of the comprehensive impact of diaspora as well as the coverage of social, economic, political, educational, and religious themes. The students will have an awareness of the geographical patterns as well as the contemporary events that impact on African American History.

### **ECONOMICS & U.S. GOVERNMENT (0440)**

**Grade 12 / 1.0 credit / 1 year**

Economics – This course is designed to help students acquire a practical understanding of basic economic principles, the role of government in the economy, and current issues in consumer economics. The topics studied include economic scarcity, supply and demand, competition, government regulations, big business, the stock market, banking, taxes, inflation, consumer credit, insurance, and consumer protection.

United States Government – This course is designed to help students acquire a practical understanding of the purpose, structure, and current issues in U.S. Government. The topics studied include the purpose of government, the U.S. Constitution, civil rights and liberties, political parties, current political issues, the powers of the legislative, executive, and judicial branches, foreign policy and federalism.

### **HONORS HUMANITIES & CULTURAL ROOTS (0450)**

**Grades 10, 11, 12 /1.0 credit/ (W) /1 year**

Honors Humanities & Cultural Roots provides a truly interdisciplinary introduction to the Western Humanities through the concept of “cultural roots.” The student’s personal growth should take place on three levels – historical, aesthetic, and philosophical. In our examination of these “cultural roots,” we will focus on certain periods and monuments rather than to survey western civilization. For example, the focus for the Greco- Roman roots is on Athens during the fifth century B.C.E. Similarly, in our treatment of West Africa, we will focus on the culture of the Yoruba people, rather than to survey all of the cultures from this part of the world. While we study the “roots” of the Judeo-Christian tradition in the Bible, with selections from the Old and New Testaments, we will focus on the relations of art and thought in the Gothic cathedral, with specific examples such as Chartres, during the European Middle Ages. The chapter on Byzantium and Islam will help to clarify the context of this focal culture. The course offers students training in reading college-level texts, classical philosophy, Greek dramatists, art history, and classical opera including Verdi’s *Aida*. Students will be given a breadth of knowledge valuable for college preparation as well as for future personal pleasure and enrichment. Recommended path: Students should have obtained 80 percent average or more in advanced or honors social studies and English 90 percent in regular social studies or English. The student may also take the course if they receive a recommendation from the previous year’s social studies or English teacher

## AP EUROPEAN HISTORY (0442))



**Grade 12 / 1.0 credit / (W) / 1 year**

The Advanced Placement European History course of study is designed as a college level history course. Students are expected to demonstrate a knowledge of basic chronology and of major events and trends from approximately 1450 to 1970; that is, from the High Renaissance to the recent past. The focus of its content is the intellectual-cultural, political-diplomatic, and social-economic history of the above period. Students' independent study and research skills are developed and utilized in this course. Recommended path: Students should have obtained 80-percent average in AP US Government, AP United States History, or Honors US History. The student may also take this course if they receive a recommendation from their 11 grade social studies teacher.

## ANTHROPOLOGY (0452))



**Grades 11, 12 / 0.5 credit / semester**

This course is designed to acquaint students with the essentials of physical and cultural Anthropology. It is an overview course dealing with origins of life, evolution, and primatology, the development of man, folk culture, Ethnology, and Archeology. The course is designed to explain the physical and cultural development of man based on contemporary biological and anthropological theories.



## SOCIOLOGY (0459))



**Grades 11, 12 / 0.5 credit / semester**

This course is designed to be a comprehensive and flexible study of social interactions and social patterns. It is a study of topical issues as well as sociological research. The course content includes the basic principles of sociology with the emphasis on social structure, groups, culture, socialization, social institutions, and collective behavior.

## LEGAL ISSUES (0454))



**Grades 10, 11, 12 / 0.5 credit / semester**

This course is designed to acquaint students with various areas of the law and the operation of our court system. Students will study criminal law, tort law, family law, consumer/contract law, housing law, and the guarantees in the Bill of Rights. Classroom activities include lecture, discussion, case studies, video based discussions, Internet research, writing exercises, slideshow presentations, and a mock trial.

## **U.S. MILITARY HISTORY (0456)**

### **Grades 10, 11, 12 / 0.5 credit / semester**

This course is designed to show how the growth and changes of the United States Military over its 200 plus years of existence were conditioned by and related to the changes in American society. Topics include the theory, practice, and principles of war, the creation of national armies, American colonial warfare, The Revolutionary War, The War of 1812, The Mexican War, The Civil War, World War I, World War II, The Cold War, The Korean War, The War in Vietnam, The Persian Gulf War, and the War on Terror. Students will study not only the history of American wars, but will also study the nature and causes of each war, the impact of new weapons, strategies, and tactics, as well as the value of military history as it relates to being an informed United States citizen. Students will also study how society's expectations regarding the military have changed over time.

## **WESTERN PENNSYLVANIA AND THE WOODLAND HILLS SCHOOL DISTRICT: A HISTORICAL PERSPECTIVE (0457)**

### **Grade 12 / 0.5 credit / semester**

This course is designed for 12th grade students who want to gain further insight into the history of Western Pennsylvania region. An important focus will be on the significant individuals and the various industrial, scientific, artistic, cultural, education, medical, architectural and social contributions Western Pennsylvanian individuals and institutions have made to the United States and the world. A special emphasis of this course will focus on the individual histories of the communities that make-up the Woodland Hills School District. In addition, the case, climate and events that led to the creation of the school district in 1981, a very important, watershed moment in educational policy, will be addressed.

## **CURRENT ISSUES IN A GLOBAL WORLD (0458)**

### **Grades 10, 11, 12 / 0.5 credit / semester**

This semester interdisciplinary course provides students the opportunity to explore current global issues and analyze possible consequences. Students will explore global issues from local, regional, national, and international perspectives. Students will study current events including, but not limited to globalization, economic systems, government, conflict, and culture. The format of the course is current topics that fit students' interests.

## **STUDENT LEADERSHIP & SERVICE LEARNING (0451)**

### **Grade 12 / 1.0 credit / 1 year**

Students will read, research, discuss, and become involved in activities that apply and illustrate leadership skills, such as ethics, group dynamics, conflict resolution, time management, leadership styles, and both oral and written communication. Research and discussions will involve the leadership styles of a wide range of leaders, both past and present. The course requirements include in-depth written research on leaders, interviews of leaders, directing leadership projects, and service learning projects. This course will also include a mentoring component. Students taking this course are expected to work with ninth grade Civics classes to develop and carryout service learning projects. Interested Juniors must receive two staff recommendations regarding their ability to uphold the 5 Ps as a recommendation to registering for the course.

## **PSYCHOLOGY (0460)**

### **Grades 11 and 12 .5 credit / semester**

This College in High School course provides the student with an understanding of how the scientific method is applied to the study of human and animal behavior. Topics include: research results, the major principles and perspectives of psychology, applications of contemporary psychology, the structure and function of the nervous

system, foundations of learning, intelligence, social behavior, personality, feeling and emotion, motivation, abnormal psychology and its causes and therapies, developmental patterns and the measurement of behavior. This course is open to all students; CCAC credits may be obtained through an additional fee. Recommended path: Students should have obtained a grade of 80% or above in previous years Social Studies course or recommendation by 10<sup>th</sup> or 11<sup>th</sup> grade Social Studies teacher.

### **THE HOLOCAUST: BACKGROUND, TRAGEDY, AND AFTERMATH (0462)**

#### **Grade 11, 12 / 0.5 credit / semester**

This course will study Jewish history and culture, the rise of the Nazi Party in Germany prior to WWII, the attempted genocide of the Jews and other social undesirables by the Nazis, and the resulting postwar consequences. Throughout the duration of this course, students will be expected to read at least one novel based on these events, complete various quizzes, tests, reading assignments, long-term projects, and participate in classroom discussions. This course will be emotionally and intellectually challenging – though it is a course that students will find unique and insightful. Recommended path: Students should have obtained *a grade of 80% or above in previous years Social Studies course or recommendation by 10<sup>th</sup> or 11<sup>th</sup> grade Social Studies teacher.*

### **PRINCIPLES OF COLLEGE AND CAREER READINESS (0465)**

#### **Grades 11 / 0.5 credit / semester**

Principles of College and Career Readiness is a course designed to help students meet the requirements set forth by the Pennsylvania Department of Education's Future Ready Index for College and Career Readiness. "Pennsylvania's economic future depends on having a well-educated and skilled workforce that is prepared to meet the current and projected demands of a global, knowledge-based 21st century economy. Therefore, it is imperative that Pennsylvania students at all educational levels have opportunities to assess interests, build skills, and identify and explore careers aligned to those interests and skills," (PDE Career Readiness Guide). In this course, the Academic Standards for Career Education and Work (CEW standards) will be implemented to allow students the opportunity for career exploration, planning, and readiness. Students will explore themes including, College and Career Planning, Financial Planning, Self-Discovery, Success Skills, and Building a Support Network. Students will gain insight into their interests and abilities to explore the multitude of options available to them once they leave high school and enter the workforce or post-secondary education. This class will ultimately enable students to make informed decisions about their future and become successful adults. By the end of the course, students will have built a portfolio that includes evidence and artifacts that demonstrate their engagement in their planning and preparation for their post-secondary goals, and completed a comprehensive Career Plan.

# TECHNOLOGY EDUCATION

Technology is defined as the branch of knowledge that deals with the creation and use of technical means and their interrelation with life, society, and the environment, drawing upon such subjects as manufacturing, communication, transportation, energy and power, construction, video production, engineering, applied sciences and pure sciences. Many individuals think that technology in education is mostly the teachers' tools for instruction, especially computers. While the computer is a technological tool, technology is much more. It is about how to apply technological solutions to the problems facing society. The aim is to solve problems and create opportunities within a realistic context. Students use their ingenuity with tools, materials, processes and resources to create solutions and opportunities for themselves and others.

## Big Ideas

- Problem Solving
- Technological Design
- Inventions
- Modifying Technologies
- Engineering
- Manufacturing

### INVENTION AND INNOVATION (0800)

#### Grade 7 / quarter

Students apply the design process in the invention or innovation of a new product, process, or system. Students study the history of inventions and innovations, including their impacts on society. Students learn the core concepts of technology and practice various approaches to solving problems. They participate in engineering design activities to understand how criteria, constraints, and processes affect designs. Students also develop skills in researching and communicating design information and reporting results. *Length of course subject to change.*

### TECHNOLOGY EXPOSITION (0801)

#### Grade 8 / semester

This activity based course explores technology systems. Student's foster problem solving skills through design briefs while integrating math and science. Unit topic and possible projects include; communication, manufacturing, transportation, construction and energy and power. Students will engage in various Hands-on activities in each one of the fields using basic hand tools.

### S.T.E.M. EDUCATION (0804)

#### Grades 9, 10, 11, 12 / 0.5 credit / semester

This course focuses on hands-on investigations integrated with engineering design activities. It emphasizes algebraic thinking skills through the collection and analysis of data to solve real problems. Students develop abilities to apply math knowledge and concepts to their investigations and the use of the engineering design process. Students will be introduced to the main areas of technology, such as, energy, transportation, construction, and manufacturing. Students will also discover the integration between math, science and technology. Through this integration, the students will engage in an array of hands-on activities with a concentration of engineering, design, safety, systems, problem-solving, tools, and machine usage. This course will also trace how science has

affected technology throughout history. Students learn about the mechanics of motion, the conversion of energy, and the use of science to improve communication. This course is available with sufficient student demand.

## **DESIGN AND MODELING (0811)**

**Grades 9, 10, 11, 12 / 0.5 credit / semester**

This course will introduce students to the design process. Utilizing this design approach, students understand how solid modeling has influenced their lives. Students also learn sketching techniques, and use descriptive geometry as a component of design, measurement, and computer modeling. Using design briefs or abstracts, students create models and documentation to solve problems. The students are also introduced to the language of the industry of drafting. The course accentuates mechanical drawing and design and is recommended for students interested in engineering, architecture and technology related fields.

## **CONSTRUCTION TECHNOLOGY (0816)**

**Grades 10, 11, 12 / 1.0 credit / 1 year**

Construction Technology is a course designed for students wanting to learn more about the construction field. Also, it is designed for the future homeowner and emphasizes the maintenance, remodeling and upkeep of a home. Hands-on activities will allow students to demonstrate knowledge of various construction systems by building or interpreting models, reading or creating blueprints or drawings. Students will identify and describe the uses of tools, materials, information, human resources, money, energy and time that meet specific criteria.



## **Construction Trade Readiness Pre-Apprenticeship (0820)**

**Grades 10, 11, 12/ 1.0 Credit / 1 year**

This course is designed to prepare students for successful placement in a building or skilled trades apprenticeship program. Students will develop basic technical skills in trades such cement masonry, roofing, plumbing, steam-fitting, iron working, electrical, plastering and carpentry. Hands on activities will allow students to demonstrate knowledge in these trades and the roles they play in the construction industry. Beyond skill enhancement, this course also seeks to connect students with potential employers through job shadowing and internship experiences. Students who complete the course will earn a Department of Labor credential giving them an advantage for employment in the skilled labor market. Recommended Path: Students should have taken Construction Technology or Materials - Wood Working I.

## **DRAFTING I (0831)**

**Grades 10, 11, 12 1.0 credit 1 year**

Drafting Design Technology introduces the language of the industry of drafting. The course emphasizes mechanical drawing and design and is recommended for students interested in engineering, architecture and technology related fields. Design problems will help students become acquainted with methods used to describe objects through conventional drawing practices and computer aided drafting.

## **DRAFTING II / C.A.D.D. (0832)**

**Grades 10, 11, 12 1.0 credit 1 Year**

This course teaches how to create engineering drawings of parts and assemblies using SolidWorks mechanical design automation software. Learn to set up part and assembly views for later use in drawings, set the tangent edge display, create driven dimensions in standard, ordinate and baseline form, create additional drawing sheets, create linked notes to standard and custom properties, understand the system options and document properties that affect detailing, create eDrawings and much more.

## **VIDEO PRODUCTION I (0821)**

**Grades 9, 10, 11, 12 / 1.0 credit / 1 year**

Video Production I involves the filming, editing and broadcasting of original programming, sporting events and newscasts. This course introduces students to the basic principles, procedures, and techniques of television production. The course includes video control, special effects, operation of cameras and editing machines, composition, lighting, staging, and directing, on-camera announcing and interviewing. A study of basic television production as it applies to live studio programming. Beginning instruction is offered in areas of studio camera operation, audio for television, and television directing, with an emphasis on underlying principles of video technology.

## **VIDEO PRODUCTION II (0822)**

**Grades 10, 11, 12 / 1.0 credit / 1 year**

Video Production II is for the student who successfully passed Video Production I and wishes to further their studies and practice in the field of creating digital video media. Students' skills will be enhanced through advanced hands-on activities and projects that will cover topics which includes various media formats and programming. The students in this project-based class will explore topics, such as, editing computer software, script writing, music videos, documentaries, special effects, motion pictures, themes, and much more. The scope of this class will be captured by students through individual and cooperative problem solving skills and activities.

## **TV Broadcasting (xxxx)**

**Grades 10, 11, 12 / 1.0 credit / 1 year**

This course is an introduction to the basic principles, procedures, and techniques of television production. The Television Broadcasting course includes video control, special effects, operation of cameras and editing machines, composition, lighting, staging, and directing, on-camera announcing, interviewing and live broadcasting. Upon presentation of the basic, core materials, students will conduct hands-on, live broadcasts for the AM announcements. \*The class will be offered period 1 and period 7, with student alternating at the change of semesters. \*\*Students who elect TV Broadcasting as a class will need to have another semester course selected for those respective periods.

## TRANSPORTATION TECHNOLOGIES I (0826)



### **Grades 10, 11, 12 / 1.0 credit / 1 year**

Students will develop a basic understanding of transportation technology. Students will develop, produce, use and assess transportation vehicles and systems. They will study the technical subsystems of transportation and examine the economic, environmental, and societal impacts that each mode creates. Students will design, produce, test and assess various models including a solid fuel rocket, boat hull, and CO<sub>2</sub> dragster. Students will use Autodesk Inventor and Rocket Simulator to create a solid model on a computer. Models will then be created using advanced automated CNC equipment. \*Students should have a strong background in measurement, fractions, and 3D visualization of mechanical shapes.

## TRANSPORTATION TECHNOLOGIES II (0827)



### **Grades 10, 11, 12 / 1.0 credit / 1 year**

This course is for the student who successfully completed Transportation Technologies I and wishes to further their studies in the field of transportation. Students will focus on advanced concepts of aerodynamics, hydrodynamics, engineering design, math and scientific integration, and data analysis. These theories will be applied and tested through the use of hands-on projects, for example, advanced CO<sub>2</sub> car design, boat hull construction and airfoils used in aircraft.

## WOODWORKING I (0836)



### **Grades 10, 11, 12 / 1.0 credit / 1 year**

This full-year course provides an opportunity to improve and advance knowledge and skills in using a variety of materials and processes. Although wood is the primary material for the course, plastic and metal are explored and can be utilized in the student engineered projects. Students will design, produce, and test products that will improve their skills, understanding, and knowledge of material processes and systems related to solving problems applying Math and Science principles. More advanced techniques in the use of machines, tools, manufacturing processes, and finishing procedures related to various materials will be included. Careers to which this study could lead include all types of manufacturing, engineering, construction, materials design, cabinetmaking, and carpentry.

## WOODWORKING II (0837)



### **Grades 10,11,12 1.0 credit 5 IPW**

### **1 Year**

This course is to continue various aspects of manufacturing. Students will experience different advanced manufacturing procedures using various advanced machines, tools and equipment. Emphasis will be placed on processing materials in the areas of metals, plastics, wood and a variety of industrial materials. Students will be required to work on individual project development as well as organizing a manufacturing company.

## WOODWORKING III (0838)



### **Grades 11, 12 1.0 credit 5 IPW 1 Year**

This course is to continue and develop concepts involved in the efficient processing of multiple materials. Advance hand tools and equipment are employed to demonstrate the relationship between materials, properties, and processes. Attention is given to procedures common to a variety of manufactured products.

## PHOTOGRAPHY AND GRAPHIC COMMUNICATIONS TECHNOLOGY (0846)



### **Grades 10, 11, 12 / 1.0 credit / 1 year**

This course is an introduction to the fundamental, technical, and aesthetic issues of photography and Graphic Communications. This includes thorough instruction in camera operation, digital camera operation, computer/digital imaging and alternative processes. Student projects will include the following processes: digital desktop publishing, layout and design, basic light concepts, composition/creativity, and scanning procedures. Students will also work with various computer programs that relate to Photography and Graphic Communications. Photography and Graphic Communications is a project-structured course with lectures, demonstration, project assignments (design and Layout pages for the Yearbook), discussions, quizzes/exams and a daily log. The three main printing processes the students will work with are digital print production, photo-offset lithography, and photo screen printing. Student projects will include the following processes: digital desktop publishing, layout and design, scanning procedures, process camera, film developing and darkroom procedures, offset plate making.

### ENGINEERING & ROBOTICS I (0851)

**Grades 10, 11, 12 / 1.0 credit / 1 year**

This is an introductory course to help students become familiar with SolidWorks and its use as a design tool for engineering. Students will use hands-on labs to create three dimensional solid models together with their orthographic views and convert them to computer design files. Students will learn the basics of building parts, dimensioning, tolerances, manufacturing drawings, assemblies, assembly drawings, and bills of material. They learn best practices, essential parametric sketching techniques, and time-saving shortcuts for making three dimensional parts and assemblies.

### ENGINEERING & ROBOTICS II (0852)

**Grades 10, 11, 12 / 1.0 credit / 1 year**

Engineering & Robotics II is for the student who successfully passed Engineering & Robotics I; it teaches problem-solving skills using a design development process. Students will begin by learning how to measure with precision, communicate with technical sketching, and properly document design ideas in an engineer's notebook. They will then develop their graphic communication skills using 3D parametric modeling software to create mechanical shapes and learn the importance of applying clear and accurate annotations. Next, models of product solutions are created, analyzed, and communicated; using solid modeling computer design software. They will then learn how to analyze and describe structural, functional, and visual qualities of common products. Finally, students will use the process of reverse engineering to redesign and improve a currently existing Robot.

# **PERFORMING ARTS**

The skills, techniques, elements and principles of the Arts can be learned, studied, refined and to understand and exchange ideas.

## **Big Ideas:**

- People have expressed experiences and ideas through the arts throughout time and across cultures.
- There are formal and informal processes to assess quality, interpret meaning and determine value.
- The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.
- The arts provide a medium to understand and exchange ideas.

## **The courses for each grade are as follows:**

**Grade 7** – Seventh Grade Orchestra, Seventh Grade Chorus, Seventh Grade Music, Seventh Grade Band

**Grade 8**- Eighth Grade Band, Eighth Grade Orchestra, Eighth Grade Chorus, Eighth Grade Music, Percussion Class

**Grade 9**- Ninth Grade Concert Band, Orchestra Strings, Advanced Choir, Intermediate Choir, Introduction to Theater Arts

**Grade 10**- Band/Orchestra Winds and Percussion, Concert Band, Jazz Band, Orchestra Strings, Chamber Choir, Advanced Choir, Intermediate Choir, Performing Arts, Music Tech I, Introduction to Guitar

**Grade 11**- Band/Orchestra Winds and Percussion, Concert Band, Jazz Band, Orchestra Strings, Chamber Choir, Advanced Choir, Intermediate Choir, Performing Arts, Music Tech I & II, Introduction to Guitar

**Grade 12** - Band/Orchestra Winds and Percussion, Concert Band, Jazz Band, Orchestra Strings, Chamber Choir, Advanced Choir, Intermediate Choir, Performing Arts, Music Tech I & II, Introduction to Guitar

When registering for performance courses (all Choirs, Orchestra, Bands, Jazz Band, and Performing Arts) it should be understood that attendance is required at all rehearsals and performances which may occur beyond the school day, including evenings. Students may be expected to provide their own transportation to and from these after school sessions.

## **SEVENTH GRADE ORCHESTRA (0762)**



### **Grade 7 / 1 year**

This course will concentrate on performing with an instrument, alone and with others. A varied repertoire of orchestral music of different styles and periods will be introduced. The focus will be on improving technique, notation, reading and ensemble playing. The students will learn proper performance etiquette. This class is performance oriented with two mandatory concerts per year.

## SEVENTH GRADE CHORUS (0764)



### **Grade 7 / 1 year**

Students will study correct choral techniques and music notation. Students will be introduced to proper ensemble rehearsal etiquette. The class will be expected to perform in unison and be introduced to 2 and 3 part harmony singing. Two public performances are mandatory throughout the year.

## SEVENTH GRADE MUSIC (0766)



### **Grade 7 / quarter**

This course offers a rigorous curriculum that explores various aspects of music. The primary method of learning music is through performance. It is divided into four main Centers. The Music Technology Center will help students learn to compose music through a program called Garageband. The Guitar Center will help students learn how to perform and apply music theory. The Digital Instrument Station will introduce the students to the concept of “digital instruments.” Lastly, the Drum Center will help students to learn to perform various rhythmic patterns on world drums. *\*Length of course subject to change.*

## SEVENTH GRADE BAND (0760)



### **Grade 7 / 1 year**

This course concentrates on performing on an instrument, alone and with others. A varied repertoire of music of different styles and periods will be used. Focus on improving technique, notation reading and ensemble playing will utilized. The students will learn proper rehearsal and performance etiquette. This class is performance oriented with two mandatory performances and possibly community functions.

## EIGHTH GRADE BAND (0750)



### **Grade 8 / 1 year**

This course will concentrate on performing with an instrument, alone and with others. A more advanced repertoire than Seventh Grade Band of different styles and periods will be introduced. The focus will be on increasing technique ability, music vocabulary, style and ensemble playing. The class is performance oriented with two mandatory concerts per year and possibly community functions.

## PERCUSSION CLASS (0752)



### **Grade 7th & 8th Grade/ 1 year**

This course is designed to provide students with fundamental instruction in the percussive arts. Class members are considered a part of the band program and will be required to perform on all band concerts. They are held to the same standards and requirements as students enrolled in the instrumental music program. For students to be in the percussion class they must have been part of the elementary band programs in their previous schools or receive director approval. The goal of the class is to provide each student with a comprehensive music education, while teaching the skills and attitudes necessary to be a successful young musician and young adult.

## EIGHTH GRADE ORCHESTRA (0754)



### **Grade 8 / 1 year**

This course will concentrate on performing on an instrument alone and with others. A more advanced repertoire than Seventh Grade Orchestra of orchestral music and styles will be introduced. The focus will be on improving

technique, music vocabulary, style and ensemble playing. Orchestra is performance oriented with two mandatory concerts per year and possibly community functions.

## **EIGHTH GRADE CHORUS (0756)**



**Grade 8 / 1 year**

Students in this course will study correct choral techniques along with rhythmic and music notation. The choral group is expected to perform unison and two- to three- part harmony songs. Two public performances will be held and attendance is mandatory.

## **EIGHTH GRADE MUSIC (0758)**



**Grade 8 / semester**

This course offers a more specialized curriculum that explores various aspects of music technology. The primary method of learning music is through performance. Eighth Grade Music is divided into three main centers. The Music Technology Center will permit students to compose their own music. The Guitar Center will help students learn how to perform and apply music theory. The Digital Instrument Center will further the students concept of “digital instruments.”



## **SYMPHONIC BAND (0701)**



**Grades 10, 11, 12 / 1.0 credit / 1 year**

***Recommended Requirement: Student demonstration.***

This course forms the wind and percussion section of the orchestra and functions also a part of the Concert Band. Students will be exposed to high quality orchestral and band literature. Much of the responsibility for practice and developments is put on the students and there are many opportunities for public performances. Students should be able to demonstrate advanced playing on their instrument and knowledge of band and orchestral literature.

## **CONCERT BAND/WIND ENSEMBLE (0703)**



**Grades 11 & 12 / 1.0 credit / 1 year**

This course is designed to develop the musician's technical ability and mental and self-discipline. In this course, students will study representative band literature of many styles and types and perform those works in concerts. Students should be able to demonstrate above average proficiency on their instrument and knowledge of band music literature.

## **MUSIC TECHNOLOGY (0705)**



**Grades 9, 10, 11, 12 / 0.5 credit/ semester**

Music Technology is designed to improve students' listening, reading, performing and creative skills. Students will learn introductory concepts used in music sequencing, notation and recording. Real world applications of music technology are discussed and 21<sup>st</sup> century technology skills are applied to the music curriculum. No prior

musical experience is needed. Students will be expected to create original music projects using various music software programs. Throughout the course students will explore topics such as music theory, electronic performance, music business and music production. This course is intended for students who do not have an instrumental music background and would like to explore more in depth technology concepts that were part of the curriculum in 7<sup>th</sup> and 8<sup>th</sup> grade general music courses.

### **MUSIC TECHNOLOGY II (0706)**

#### **Grades 10, 11, 12 / 0.5 credit / semester**

Music Technology II is designed to further improve a students' listening, reading, performing and creating skills. Students will learn advanced concepts used in music sequencing, notation and recording. Students must have passed Music technology I with a C or better to participate in this course. This course will be student driven and students will be expected to create original music projects using various music programs/instruments. This course will be completely project driven, and requires students to be strong independent workers. Recommended Path: Only students who have passed Music Technology I with a grade of C or better are encouraged to take this course.

### **CONCERT BAND (0707)**

#### **Grades 9 & 10 / 1.0 credit / 1 year**

This course is designed to serve as a vital part of students' high school musical experience. Various types of music and literature are rehearsed and performed. Emphasis on note reading, rhythmic understanding and instrument technique and general musicianship is stressed. In addition to these musical skills, band offers an opportunity for personal growth through experiences in cooperation and self-discipline. Many opportunities exist for performances.

### **JAZZ BAND (0709)**

#### **Grades 10, 11, 12 / 1.0 credit / 1 year**

##### ***Recommended Requirement: Student demonstration.***

This course includes study of various musical styles relating to the Jazz Band idiom, including blues, swing, rock and jazz. Students will study playing styles, improvisation, jazz techniques and perform several concerts in and out of school. Students should be able to demonstrate above average proficiency on their instrument and knowledge of jazz style playing. Before registering for the course, students must demonstrate for the instructor their ability on their own individual instrument. A recommendation for registration will then be made.

### **ORCHESTRA STRINGS (0711)**

#### **Grades 9, 10, 11, 12 / 1.0 credit / 1 year**

This course becomes the string section of the orchestra and also functions as a separate string ensemble. In this course, students will develop orchestral playing techniques and styles, while working towards a high level of performance. Students should be able to demonstrate above average proficiency on their instrument and knowledge of orchestral and string music literature.

## CHAMBER CHOIR (0720)

**Grades 10, 11, 12 / 1.0 credit / 1 year**

***Recommended Requirement: Student demonstration.***

This is an advanced choral ensemble designed for those students interested in studying various styles of different choral literature. There are many opportunities for public performances. Students should be able to demonstrate advanced vocal proficiency and knowledge of advanced choral literature. Before registering for the course, students must demonstrate for the instructor a proficiency in sight singing and music reading skills, advanced vocal techniques and ensemble singing. Though not required, it is highly recommended that the student participate in another vocal ensemble (Advanced or Intermediate Choir) for at least one year.

## ADVANCED CHOIR (0722)

**Grades 9, 10, 11, 12 / 1.0 credit / 1 year**

***Recommended Requirement: Instructor approval.***

Specific requirements for approval include pitch matching, blend, diction, vocal techniques, etc. This is a transitional course for students who have an interest in advancing their knowledge of choral literature and vocal techniques. They will be expected to develop music-reading skills, vocal proficiency and learn to function in a more sophisticated choral ensemble. Attendance at two concerts is mandatory. Students will be able to demonstrate above average vocal abilities and basic knowledge of choral literature.

## INTERMEDIATE CHOIR (0724)

**Grades 9, 10, 11, 12 / 1.0 credit / 1 year**

This is a beginning choir class for students who have little or no choral/vocal experience. Student will be introduced to vocal techniques and choral literature. Additionally, music-reading and ensemble skills will be stressed. Attendance at two concerts is mandatory. Students will be required to demonstrate proficiencies in the areas of pitch matching, blend, diction, vocal techniques, etc. in order to move on to more advanced choral ensembles.

## PERFORMING ARTS (0730)

**Grades 10, 11, 12 / 1.0 credit / 1 year**

***Recommended Requirement: student demonstration or instructor approval.***

This course is designed to encourage active participation in the arts. Throughout the year, students will combine performance, technical and management skills to create group productions. One or the semesters will be devoted to theater production with basic instruction in drama, music and movement. A public performance will be presented by all members of the class. Attendance at this performance is mandatory. The other semester will be devoted to planning, selection and technical aspects of a production and other theatre arts skills. The interdisciplinary team teaching approach provides opportunities for the students to work individual or to meet in small or large groups. Additional activities may include visitation by guest artists, participation in field trips to professional venues. Before registering for the course, students must demonstrate for an instructor their abilities with dialogue skills, voice or dance, along with a recommendation from a language arts or music teacher. A recommendation for registration will then be made.

## INTRODUCTION TO THEATRE ARTS (0731)



### **Grade 9 / 0.5 credit / semester**

This course is designed as an introduction class to Theatre and to encourage active participation in the Performing Arts. Throughout the year, students will be introduced to performance, technical and management skills. During the semester students will create short performances in a classroom setting. Audition techniques will be taught and demonstrated, including monologues, singing and movement. Vocabulary most commonly used in theatre will be introduced and demonstrated. Additional activities may include visitation by guest artists, participation in field trips to professional venues. Students will have the opportunity to assist with the Jr. High Musical, Performing Arts Workshop and Spring Musical. Students do not have to have previous experience in theatre to participate in this class. Students who successfully complete this course can be recommended by the instructor for Performing Arts course (730) offered in grades 10-12.

## INTRODUCTION TO GUITAR (0732)

### **Grades 10, 11, 12 / 0.5 credit / semester**

This course is designed to serve as an introduction learning the guitar. Various types of music and literature will be rehearsed. There is no performance element of this class, it is designed to serve as an intro course for students who have no previous instrumental experience. There will be an emphasis on note reading, rhythmic understanding and guitar technique. In additions to these musical skills, guitar class offers an opportunity for personal growth through experiences in cooperation and self-discipline.

# **BUSINESS, COMPUTERS & INFORMATION TECHNOLOGY**

The BCIT Department offers courses for students interested in learning more about software-applications such as: Microsoft Office, programming, web design, photo editing, and business theory for their own use, for employment, and/or for advanced preparation for college. Students planning to major in any business related field in college should take as many courses listed below as their schedule permits. Some courses offer University of Pittsburgh's College in High School Program, which allows students to earn college credit with successful completion of the course.

The courses in the BCIT department cover the following big ideas:

- Computer technology is a data management and communication tool essential for business and personal productivity, problem solving, and decision making in the global world.
- Entrepreneurship integrates creativity, motivation, and business principles to establish and maintain a business venture to meet a need.
- Marketing is the process of creating, communicating, delivering, and exchanging products or services that have value for customers, clients, and society.
- Management is the process of effectively using resources to plan, organize, control, and lead.
- Accounting is a process for recording, analyzing, and reporting financial transactions that has a significant impact on the quality and integrity of business and personal decisions.
- Individuals and entities endeavor to obtain goods and services and to accumulate wealth.
- Economic decision-making by entities and individuals impact others locally, regionally, and around the globe.
- All economic systems must answer what, and how, goods and services will be produced, and who will consume those goods and services.

**The courses for each grade are as follows:**

**Grade 7 – Software Application 7**

**Grade 8 - Software Application 8**

**Grade 9- Basic Software Applications I, Software Concepts and Applications, Multimedia, Web Design, Computer Science I**

**Grade 10- Basic Software Applications I, Software Concepts and Applications, Multimedia, Web Design, Video Game Design, Computer Science I, Entrepreneurship, Business Law, Fundamentals of Accounting**

**Grade 11- Basic Software Applications I, Software Concepts and Applications, Multimedia, Web Design, Video Game Design, Computer Science I, AP Computer Science Principles, AP Computer Science, Entrepreneurship, Business Law, Fundamentals of Accounting, AP Economics, Work Study Seminar, Work & Career Option Program**

**Grade 12 - Basic Software Applications I, Software Concepts and Applications, Multimedia, Web Design, Video Game Design, Computer Science I, AP Computer Science Principles, AP Computer Science, Entrepreneurship, Business Law, Fundamentals of Accounting, AP Economics, Work Study Seminar, Work & Career Option Program**

## **SOFTWARE APPLICATIONS 7 (0900)**

### **Grade 7 / quarter**

Software Applications 7 is a semester course for seventh grade students. In this course, students will work in a variety of computer applications, such as Microsoft Word, PowerPoint, Excel, and Publisher. The skills learned throughout the course include formatting/editing documents, creating student web pages, advanced Internet research, internet safety, business Web-quests, and keyboarding skills. Cross-curricular assignments in conjunction with the History, Math, and English Language Arts departments will also be used to ensure the proper research and computer skills are learned for future courses. *Length of course subject to change.*



## **SOFTWARE APPLICATIONS 8 (0901)**

### **Grade 8 / semester**

The Software Applications 8 course will focus on building a strong working knowledge of word processing, spreadsheet, presentation and communication software packages. During the first nine weeks, the course will utilize Microsoft Office (Word, Excel, PowerPoint). In the second nine weeks, students will use those concepts to work in Google's web-based Office suite (Docs, Sheets, Presentations, Drive). They will also work on a wide variety of different Internet and digital media centered topics. These topics may include, but not limited to, programming in Scratch, movie editing in iMovie, and producing music in Garageband.

## **BASIC SOFTWARE APPLICATIONS I (0910)**

### **Grades 9, 10, 11, 12 / 1.0 credit / 1 year**

This course focuses on mastery of the keyboard. Emphasis is placed on proper keyboarding techniques, speed, and accuracy. Creating simple documents such as tables, memos, and letters will aid in developing keyboarding skills. Students will be introduced to basic presentation and other essential skills. Students are evaluated on speed, accuracy, and efficient completion of correctly formatted documents.

## **SOFTWARE CONCEPTS AND APPLICATIONS (0911)**

### **Grades 9 – 12 / 1.0 credit / 1 year**

This is a course designed to further develop student software application knowledge in the following areas: (1) word processing (2) spreadsheets and (3) presentations. Students will gain a solid understanding of the current trends in technology and concepts associated with interactive information sharing and new web applications. Students will gain knowledge of web-based communities, social networking, video and file sharing sites, as well as Google's web-based office suite.

## **MULTIMEDIA (0920)**

### **Grades 9, 10, 11, 12 / 1.0 credit / 1 year**

This course is designed to introduce students to the basic concepts of image editing and website development. Students will use various software in the Adobe Suite to accomplish these tasks. The majority of the course will focus on image editing and creation of various types of media using Photoshop and Illustrator. The course will also introduce concepts related to the development of websites using basic HTML, CSS, and Web Design Software, such as Dreamweaver. Recommended Path: Only students who have passed either Software Applications 8, or Software Concepts and Applications, with at least an 80% are encouraged to take this course.

## WEB DESIGN (0921)

**Grades 10, 11, 12 / 1.0 credit / 1 year**

**Note: College in High School Option -- CS 0134: Web Site Design and Development & CS 0334: Intermediate Web Site Design & Development**

This is an elective course designed to introduce basic to intermediate web design and development skills. This course is part of the University of Pittsburgh's College in High School Program. With successful completion of the program, the student will receive up to 6 college credits. The purpose of this course is to teach students the fundamental building blocks of Web Design. Advanced techniques used to design dynamic websites will be the focal point of the second semester.

## VIDEO GAME DESIGN (0930)

**Grades 10 , 11, 12 / 1.0 credit / 1 year**

This course covers an introduction to the basic concepts of video game design. The course material focuses on using multiple, up-to-date software and programming languages to expose students to a variety of tools that can be used to create a game. These may include, but not limited to, GameMaker, Blender, Scratch, App Inventor, Java, Python, Unity, Game Salad, Stencyl, Construct, UnReal Engine, and HTML/JavaScript. The content of the course will focus on design elements of different video game types, as well as the basics for how to program them. The projects students create throughout the course are intended to build upon each other to provide students with a basic understanding of the logical thinking process.

## COMPUTER SCIENCE I (0931)

**Grades 9, 10, 11, 12 / 1.0 credit / 1 year**

This is an elective course designed to introduce students to basic programming constructs, using the Python programming language. Throughout the course, students will be introduced to basic programming concepts, such as variables, conditional statements, logical and relational operators, loops, and methods. For the last 9-weeks, advanced students will have the opportunity to create simple graphic-based games using the concepts learned from throughout the entire year. Recommended Path: Students should have obtained a grade of B or higher in Software Apps 8 and Algebra I.

## AP COMPUTER SCIENCE PRINCIPLES (0932)

**Grades 10, 11, 12 / 1.0 credit / 1 year**

Computer science skills are in high demand and are valued by colleges and employers throughout the world. The AP Computer Science Principles (AP CSP) course introduces students to the essential ideas of computer science and shows how computing and technology can influence the world around them. Students can pursue interests in digital projects – like apps, films, games or music – that showcase creativity, and use creations to make a difference in their community. Throughout this course, students will use XCode to build socially useful mobile apps. In addition to programming and computer science principles, the course is project-based and emphasizes writing, communication, collaboration, and creativity. Recommended Path: Students should have obtained a grade of B or higher in Computer Science 1 (931).

## AP COMPUTER SCIENCE (0935)



### **Grades 11, 12 / 1.0 credit / (W) / 1 year**

This class is meant to be the equivalent of a first-semester college-level course in Computer Science. The course represents college-level achievement for which most colleges and universities can be expected to grant advanced placement and credit. Institutions, in accordance with their own policies, not by the College Board or the AP Program, grant placement and credit. Successful completion of the class may result in earning 3 college credits. The Java programming language will be used exclusively as the vehicle for implementing programming concepts. These concepts will include, but not limited to, conditionals, loops, arrays, methods, and algorithms. Object-Oriented programming is a major component that is practiced throughout the course. Recommended Path: Students should have obtained a grade of B or higher in Computer Science 1 (931).

## ENTREPRENEURSHIP (0940)



### **Grades 10, 11, 12 / 1.0 credit / 1 year**

An entrepreneur is a person who attempts to earn a profit by taking the risk of operating a business. This course will serve as an introduction to the business world, with special focus on writing a business plan. As future entrepreneurs, students will be required to create and write a comprehensive business plan for their business. Analyzing markets, sales and advertising strategies, obtaining capital, modern management techniques, managing personnel, personal finances, and much more will be taught in this course. Students are presented with a solid foundation in characteristics of business ownership and the legal aspects of proprietorships, partnerships, and corporate forms of business ownership. Writing, critical thinking, creativity and technology skills will be emphasized throughout this course.

## BUSINESS LAW (0941)



### **Grades 10, 11, 12 / 1.0 credit / 1 year**

Presenting the fundamentals of business law in this course equips students to recognize and deal with legal problems. Students will learn about law enforcement and the courts, law for the minor, law for the consumer and the business firm, contracts, negotiable instruments, and product liability. Students will also expand their legal/business vocabulary. The material covered in the Business Law course is reinforced and enhanced through the use of technology, guest speakers, videos and hands-on, project-based activities whenever possible. In addition, because experiential learning is an important aspect of all business courses, a field trip to the Courts or other law-related destination may also be offered.

## FUNDAMENTALS OF ACCOUNTING (0942)



### **Grades 10, 11, 12 / 1.0 credit / 1 year**

This course will introduce the basics of the accounting system. This class is a lecture/project class. All of the activities will be performed with online software that provides instant feedback on their work, which will allow them to learn from their mistakes. The class will prepare students that are thinking about starting their own business the accounting process that they will have to know in order to keep all of their financial records. The first semester deals with the theory behind the accounting system. The second semester teaches the students how to operate accounting software that is relevant in today's business world.

## AP ECONOMICS (0945)



**Grades 11, 12 / 1.0 credit / (W) / 1 year**

**Note: Does not fulfill a Social Studies requirement**

The purpose of the AP Economics course is to give students a thorough understanding of the principles of macroeconomics that apply to the functions of individual decision makers both consumers and projectors, within the economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of governments in promoting greater efficiency and equity in the economy. The study of national income and price-level determination, and also developing students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economies will be included. It is meant to be the equivalent of the first-semester college-level course in Economics. The course represents college-level achievement for which most colleges and universities can be expected to grant advanced placement and credit. Institutions in accordance with their own policies, not by the College Board or the AP Program, grant placement and credit. Successful completion of the class and a score of 4 or higher on the Advanced Placement Exam may result in earning 3 college credits. Only students who have passed both Economics and Algebra, with at least an 80% are encouraged to take this course.

**NOTE:** Students interested in Work Study should inform their counselor at the time of scheduling. Students will still be given a regular class schedule of at least 35 class periods, but their names will be placed on a Work Study roster. In August, students listed on this roster will be invited to a meeting wherein information and forms related to Work Study will be distributed. At that time, students will have an opportunity to designate courses that are to be eliminated from their original schedules. Enrollment by elective entry into the Work Study program is limited to the first two (2) weeks of the school year. Thereafter, Work Study is closed to elective entry.

# **WORLD LANGUAGES**

Learning a world language helps students to become more globally competitive through the development of strong communication skills and cross-cultural understanding. Studying a world language helps students to better understand their own language and become better readers, writers, listeners, and, speakers across a variety of media. Through the study of another language, students are able to make multi-disciplinary and cross-curricular connections.

## **Big Ideas:**

- Presentational Communication
- Interpersonal Communication
- Comparisons
- Interpretive Communication
- Cultures
- Communities
- Connections

## **The courses for each grade are as follows:**

**Grade 7** – Exploratory French, Exploratory Spanish

**Grade 8** – French I, Spanish I

**Grade 9**- French I, Honors French I, French II, Honors French II, Spanish I, Honors Spanish I, Spanish II, Honors Spanish II, German I

**Grade 10**- French I, Honors French I, French II, Honors French II, French III, Spanish I, Honors Spanish I, Spanish II, Honors Spanish II, Spanish III, German I

**Grade 11**- French I, Honors French I, French II, Honors French II, French III, French IV, Spanish I, Honors Spanish I, Spanish II, Honors Spanish II, Spanish III, Spanish IV, German I

**Grade 12** - French I, Honors French I, French II, Honors French II, French III, French IV, French V, Spanish I, Honors Spanish I, Spanish II, Honors Spanish II, Spanish III, Spanish IV, Spanish V, German I

## EXPLORATORY FRENCH (0501)

### **Grade 7 / quarter**

Students will study the aspects of the French culture through thematic units that include vocabulary, grammar, art, music, and daily activities. The students will learn to compare their native culture with the French culture. The French language will be used throughout the course, students will be encouraged to use the target language to communicate with their teacher and peers. Students will develop skills in written and oral communication.

## EXPLORATORY Spanish (0502)

### **Grade 7 / quarter**

Students will study the aspects of the Spanish culture through thematic units that include vocabulary, grammar, art, music, and daily activities. The students will learn to compare their native culture with the Spanish culture. The Spanish language will be used throughout the course, students will be encouraged to use the target language to communicate with their teacher and peers. Students will develop skills in written and oral communication.

## FRENCH I (0503)

### **Grade 8 / 1 year**

The purpose of this course is to acquaint students with the basic structures and sound system of the French language. The four skill areas of listening, reading, speaking, and writing are emphasized. Culture and geography of the French-speaking world are also addressed. Emphasis is on expressions that might be used by a tourist during a brief visit to a French-speaking country. Students interact with authentic materials, video, music, projects and readings. Topics include, but are not limited to: school, food and shopping, home and family, dining out, sports and travel abroad. Students who successfully complete French I and plan to go to college should continue with French II or Honors French II (based on teacher recommendation) the following year.

## SPANISH I (0504)

### **Grade 8 / 1 year**

An introductory course designed to develop the knowledge and understanding of the basic skills in understanding, speaking, reading and writing the Spanish language. This course covers the development of the fundamental skills involved in the learning of the language. Topics addressed will include greetings, school, family, home, leisure activities, shopping, and sports. Also included will be the study of the culture and geography of the Hispanic world. Students who successfully complete Spanish I and plan to go to college should continue with Spanish II or Honors Spanish II (based on teacher recommendation) the following year.

## FRENCH I (0511)

### **Grades 9, 10, 11, 12 / 1.0 credit / 1 year**

The purpose of this course is to acquaint students with the basic structures and sound system of the French language. The four skill areas of listening, reading, speaking, and writing are emphasized. Culture and geography of the French-speaking world are also addressed. Emphasis is on expressions that might be used by a tourist during a brief visit to a French-speaking country. Students interact with authentic materials, video, music, projects and readings. Topics include, but are not limited to: school, food and shopping, home and family, dining out, sports and travel abroad.

## **HONORS FRENCH I (0516)**

### **Grades 9, 10, 11, 12 / 1.0 credit / 1 year**

Honors French I is an enriched first year World Language course which progresses at an accelerated pace. Honors French I begins by stressing the use of French in real-life situations, but with additional vocabulary and more detailed information. Emphasis is on expressions and structures that might be used by a teen in typical daily conversation and tourist situations while visiting a French-speaking country. The four skill areas are practiced. Study of the geography and culture of the French-speaking world is continued and is presented in the dialogue scenarios, videos, readings, projects, and with authentic materials. Recommended Path: Students should have obtained 80-percent average or higher in academic coursework and teacher recommendation.

## **FRENCH II (0521)**

### **Grades 9, 10, 11, 12 / 1.0 credit / 1 year**

French II continues to stress the speaking, listening, reading and writing skills of French via audio, video, readings, and with authentic materials, but with a moderate rise in difficulty. The geography and cultures of various French-speaking countries are studied to develop an understanding of others. Students will frequently role play realistic life situations in order to develop their communication skills. Topics include, but are not limited to: clothes and shopping, daily routine, sports, health, travel abroad, driving, leisure time activities. Recommended Path: Students should have obtained 75-percent average or higher in French I or Honors French I, or the French I teacher provides a recommendation.

## **HONORS FRENCH II (0526)**

### **Grades 9, 10, 11, 12 / 1.0 credit / 1 year**

Honors French II is an expanded second year language experience. This course continues to stress the speaking, listening, reading and writing skills of French, but each theme studied is intensified with supplemental vocabulary and grammatical structures. Emphasis is on written and oral communication in real life situations. Activities are performance-based and students will be expected to discuss and respond to reading selections and video in the language. The focus on language and culture is more in-depth and is presented at a more accelerated pace than that offered in the standard version of the course. Recommended Path: Students should have obtained 80-percent average or higher in French 1 or Honors French 1, or the French 1 teacher provides a recommendation.

## **FRENCH III (0531)**

### **Grades 10, 11, 12 / 1.0 credit / 1 year**

French III concentrates on developing the skills of listening, speaking, reading and writing further. French and Francophone culture are also studied. Students will read and write short stories in French and participate in role-plays. Topics include, but are not limited to: telecommunications, home and family, daily routines, travel abroad, hairstyles, emergency medical services, and getting around town. The geography and culture of the French-speaking world is presented in the dialogue scenarios, videos, readings (nonfiction and modified French literature), and with authentic materials. Recommended Path: Students should have obtained 80-percent average or higher in French 2 or Honors French 2, or the French 2 teacher provides a recommendation.

## **FRENCH IV (0541)**

**Grades 11, 12 / 1.0 credit / 1 year**

French IV concentrates on developing the skills of listening, speaking, reading and writing further. French and Francophone culture are also studied. Students will read and write short stories in French and participate in role-plays. Topics include, but are not limited to: telecommunications, home and family, daily routines, travel abroad, hairstyles, emergency medical services, and getting around town. The geography and culture of the French-speaking world is presented in the dialogue scenarios, videos, readings (nonfiction and modified French literature), and with authentic materials. Recommended Path: Students should have obtained 80-percent average or higher in French 3, or the French 3 teacher provides a recommendation.

## **FRENCH V (0551)**

**Grade 12 / 1.0 credit / (W) / 1 year**

Upon completion of this course, students should be at ease conversing with native speakers on a one-to-one basis about familiar and historical topics pertaining to France. Students should read original French novels with limited dictionary use, and should have an appreciation of the customs of the French people. Students will involve themselves in the reading of French plays and novels, as well as historical texts, the study of advanced grammar, the discussion of French customs, culture, art, geography and history, the frequent writing of essays, compositions, frequent presentations, and exposure to many authentic materials in the classroom, including, but not limited to film and video, cuisine and music. Recommended Path: Students should have obtained 80-percent average or higher in French 4, or the French 4 teacher provides a recommendation.



## **SPANISH I (0510)**

**Grades 9, 10, 11, 12 / 1.0 credit / 1 year**

An introductory course designed to develop the knowledge and understanding of the basic skills in understanding, speaking, reading and writing the Spanish language. This course covers the development of the fundamental skills involved in the learning of the language. Topics addressed will include greetings, school, family, home, leisure activities, shopping, and sports. Also included will be the study of the culture and geography of the Hispanic world. Students who successfully complete Spanish I and plan to go to college should continue with Spanish II the following year.

## HONORS SPANISH I (0515)

### **Grades 9, 10, 11, 12 / 1.0 credit / 1 year**

An introductory course designed for the student who desires to move at an accelerated pace. The curriculum is identical to that of Spanish I; however, a faster pace will provide time for extra enrichment activities and increased speaking opportunities. This course will provide a strong foundation for the student who wishes to continue the study of Spanish beyond the first year. It is expected that students who successfully complete Honors Spanish I will continue the following year with Honors Spanish II. Recommended Path: Students should have obtained 80-percent average or higher in academic coursework and teacher recommendation.

## SPANISH II (0520)

### **Grades 9, 10, 11, 12 / 1.0 credit / 1 year**

In Spanish II students can expect to build and expand upon the communication skills they mastered in Spanish I, thus improving conversational skills, expanding vocabulary and interacting with others using the language. Topics discussed will include health, sports, leisure activities, daily routines, travel abroad, Hispanic culture and literature. We will not only describe what we do in our own lives, we will also examine how life is lived in the Hispanic world. Recommended Path: Students should have obtained 75-percent average or higher in Spanish 1 or Honors Spanish 1, or the Spanish 1 teacher provides a recommendation.

## HONORS SPANISH II (0525)

### **Grades 9, 10, 11, 12 / 1.0 credit / 1 year**

As with Honors Spanish I, this course will move at a faster pace with increased emphasis on speaking Spanish. The curriculum will be identical to that of Spanish II, but the day to day class work will be much more intense. There will be more opportunities for the students to engage in conversation in Spanish. They will be expected to offer information and personal opinions on a variety of topics relating to the curriculum. Because most of the course will be conducted in Spanish students will find that their fluency with both spoken and written language improves rapidly. This course will be ideal for the student who plans to continue with Spanish 3. Recommended Path: Students should have obtained 80-percent average or higher in Spanish 1 or Honors Spanish 1, or the Spanish 1 teacher provides a recommendation.

## SPANISH III (0530)

### **Grades 10, 11, 12 / 1.0 credit / 1 year**

Spanish communication skills are further developed at this level. Students become acquainted with advanced grammar structures and enhanced vocabulary lessons. A variety of ancillary materials may be used by the instructor to enrich the course. Oral and written proficiency are stressed. Topics will include travel abroad (restaurants, hotels, planes and trains), cuisine and gastronomy, leisure fun, telecommunications, medical emergencies, city and country living and shopping. Recommended Path: Students should have obtained 80-percent average or higher in Spanish 2 or Honors Spanish 2, or the Spanish 2 teacher provides a recommendation.

## SPANISH IV (0540)

### **Grades 11, 12 / 1.0 credit / 1 year**

At this level students will continue to gain confidence in using the language that will become a most useful lifelong asset. Students will feel more at ease with expressing themselves totally in Spanish in a more in-depth way. Primary emphasis will be on oral/aural proficiency and reading comprehension. Lessons are thematic, focusing on the geography, history, and culture of various regions of the Hispanic world. Also included are conversations focused on real life situations, which might occur during one's travels in Hispanic countries. Students will read authentic

newspaper articles as well as selections of literature from the countries studied. Vocabulary gained in Spanish IV will be higher level and up-to date, enabling the student to communicate and function in today's world. There will be intensive grammar review from previous levels as well as introduction of advanced grammar topics. Our primary focus is to increase the student's ability to communicate in Spanish with ease and confidence. Recommended Path: Students should have obtained 80-percent average or higher in Spanish 3, or the Spanish 3 teacher provides a recommendation.

## **SPANISH V (0550)**

**Grade 12/ 1.0 credit / (W) /1 year**

In Spanish V students continue to build upon and enhance the skills acquired in previous levels of Spanish. Primary emphasis will be on oral/aural proficiency and reading comprehension. Students are now very comfortable with conversation and discussion in the language. Classes will focus on many topics of personal interest to the students, as well as the study of the geography, history, culture and literature of the Hispanic World. In Spanish V we focus on Mexico, the Islands of the Caribbean, the countries of northern South America and the United States. Our knowledge and understanding of these countries will be enhanced as we read and discuss authentic newspaper articles and literary works of some of the major writers of the Spanish-speaking world. At all times our primary focus will be to increase the students' ability to communicate in Spanish with ease and confidence. Recommended Path: Students should have obtained 80-percent average or higher in Spanish 4, or the Spanish 4 teacher provides a recommendation.

## **GERMAN I (0560)**

**Grades 9, 10, 11, 12 / 1.0 credit / 1 year**

An introductory course designed to develop the knowledge and understanding of the basic skills in understanding, speaking, reading and writing the language. This course covers the development of the fundamental skills involved in learning of the language. Topics addressed will include greetings, school, family, home, leisure activities, shopping, and sports. Also included will be the study of the culture and geography of the Germanic people.

# **ART**

Art Education is not intended to make career artists out of all students; it is to enable them to be whole persons. Art is an important part of the lives of all people and all cultures. Without Art there would be no visual record of history. Art speaks to every person in different ways – emotionally and intellectually. Art is a living “language” that touches all people’s lives (i.e., styles of buildings, car design, furniture design, public sculpture, paintings, jewelry, etc.)

## **Big Ideas:**

- People have expressed experiences and ideas through the arts throughout time and across cultures.
- There are formal and informal processes used to assess the quality of works in the arts.
- People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.
- The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.
- Artists use tools and resources as well as their own experiences and skills to create art.

## **The courses for each grade are as follows:**

**Grade 7 – Art 7**

**Grade 8 - Art 8**

**Grades 9-12 Intro to Art**

**Grade 10-12 – Ceramics & Jewelry, Adv. Ceramics & Jewelry II, Drawing & Painting, Calligraphy, Printmaking, Adv. Art, Art Portfolio, 2-Dimensional Design, 3-Dimensional Design.**



## Art 7 (0607)

### **Grade 7 / quarter**

The objectives in this course develop skill areas in a wide variety of materials and art making techniques. A variety of art forms are explored including 2-dimensional design, drawing, painting, printmaking, calligraphy, ceramics and sculpture. Students experience the four disciplines of art education; studio, art history, criticism and aesthetics. Through their studies of art, students develop vocabulary and techniques necessary to explore creativity and self-expression. *Length of course subject to change.*

## Art 8 (0608)

### **Grade 8 / quarter**

The objectives in this course develop skill areas in a wide variety of materials and art making techniques. A variety of art forms are explored including 2-dimensional design, drawing, painting, printmaking, calligraphy, ceramics and sculpture. Students experience the four disciplines of art education; studio, art history, criticism and aesthetics. Through their studies of art, students develop vocabulary and techniques necessary to explore creativity and self-expression. *Length of course subject to change.*

## INTRODUCTION TO ART (0611)

### **Grades 9 & 10/ .5 credit/ Semester**

Students in this course develop skill areas as well as have an opportunity for personal growth in the areas of creativity and self-expression. Students work in the areas of two-dimensional design including drawing, painting, printmaking and calligraphy using a variety of materials. The three dimensional experience introduces students to clay and metals. Introduction to Art is the department recommended beginning course for ninth and tenth graders interested in the arts.

## CERAMICS & JEWELRY I (0616)

### **Grades 10, 11, 12/ 1.0 credit / 1 year**

Students will spend a semester studying jewelry where the main emphasis is on the design and fabrication of jewelry but may include work in copper tooling, glass etching or a special introduction to a cultural component of art or genre unit. In the semester devoted to ceramics the students will work on both hand-built forms and wheel-thrown pottery. Their work will include design, construction techniques, proper handling of tools and glazing techniques and procedures. Students will have experience in both the creation of functional and sculptural clay pieces. Recommended path: Students should have taken Introduction to Art or Instructor Approval

## ADVANCED CERAMICS & JEWELRY II (0621)

### **Grades 11, 12/ 1.0 credit/ 1 year**

This course is a continuation of Ceramics/Jewelry I. Students will master the techniques of hand building and have required time on the potter's wheel. Students will further explore metal fabrication, stone setting, and casting metal jewelry pieces. Students are required to have at least seven portfolio pieces for the year; those works will include both ceramic and metal works. Recommended path: Students should have taken Ceramics/Jewelry I or Instructor Approval

## DRAWING & PAINTING (0626)



**Grades 10, 11, 12 / 1.0 credit / 1 year**

The students in this intermediate level course will build on the basics they have developed during the Introduction to Art course. Students will explore light and shadow, color theory and different approaches to painting techniques and mediums. This course is interrelated and sequential. The students begin the first half of the year drawing and mastering those concepts and skills in a consistent manner which will benefit and lead the students up to having a great deal of success in the second half of the semester of the course. The second semester is more devoted to working with different painting techniques exploring more in depth concepts and medium. Recommended path: Students should have taken Introduction to Art or Instructor Approval

## CALLIGRAPHY (0630)



**Grades 10, 11, 12 / .5 credit / Semester**

Calligraphy is the art of making beautiful letters and composing them well within a given area. The students in this course are introduced to calligraphic styles of history including Uncial, Black letter, Chancery Cursive and Gothic. Students will be exposed to the multicultural nature of writing systems. The students will combine and update these design elements in calligraphy incorporating verse including contemporary lyric and poetry.

## PRINTMAKING (0635)



**Grades 10, 11, 12 / .5 credit/Semester**

In this intermediate level course the students will build upon the drawing and printmaking skills of Introduction to Art. Their drawings will develop their skills in the use of contour line and tonal techniques. Students will use these skills to develop prints in the appropriate media. Students will experience the techniques of etching, woodblock, linoleum block, lithograph, or silkscreen. Recommended path: Students should have taken Introduction to Art or Instructor Approval.

## ADVANCED ART (0640)



**Grades 11, 12/ 1.0 credit / 1 year**

Advanced art is a sequential course offering. The course builds upon the concepts and techniques mastered previously. Students are recommended to have taken both Introduction to Art and Drawing and Painting. Students will explore in depth drawing and painting as well as the historical value associated with genres and styles of artist and their work. Students will work in different mediums throughout the year. Emphasis is placed upon two-dimensional work, specifically drawing and painting. Recommended path: Students should have taken Drawing/Painting.

## ART PORTFOLIO (0645)



**Grade 12/ 1.0 credit / 1 year**

This is an advanced course for students who plan to pursue an art-related career. Various media will be explored in the two-dimensional and printmaking areas. A portfolio will be produced with a minimum of eight pieces of artwork. The work in this class will be done both in the classroom and independently. Creative independent thinking is emphasized. Assessments, evaluations, and critiques will be held at the end of each six-week grading period and at the end of each semester. These evaluations will prepare the student's portfolio for competitions well as college entrance requirements. Evaluations will be multi-faceted and will include self-assessment, student-

teacher consultation and department evaluation. Senior students are also involved in a class mural project that is a part of this courses offering. Murals are done throughout the school and are cooperatively decided upon regarding subject matter. Recommended path: Students should have taken Drawing/Painting & Advanced Art

## **2 DIMENSIONAL DESIGN (0650)**



### **.5 credit/ Semester**

The main goal of this course is to develop the students' awareness of the presence of design in all aspects of our environment and to recognize that design is the basic structure of all art. Students will study various elements of design including; line, shape, color, form, value, texture and space. Emphasis will be on creative design and thinking a variety of materials appropriate for two dimensional works will be used and implemented by the students. Recommended path: Students should have taken Introduction to Art.

## **3 DIMENSIONAL DESIGN (0660)**



### **.5 credit/ Semester**

Students will study form in space, and explore three-dimensional processes using various materials in traditional and nontraditional construction techniques such as; mosaic glass, ceramic tiles, sculptural aspects of wire, wood, clay, and the incorporation of "green" or recycled materials will also be introduced. Recommended path: Students should have taken Introduction to Art.

# **SCIENCE**

Students are required to have a minimum of 4 credits in Science in order to meet graduation requirements. These credits can be obtained from a combination of required classes and elective science classes.

## **Big Ideas for Life Sciences**

- Through a variety of mechanisms, organisms seek to maintain a biological balance between their internal and external environments.
- Structure is related to function at all biological levels of organization.
- DNA segments contain information for the production of proteins necessary for growth and function of cells.
- Organisms on Earth interact and depend in a variety of ways on other living and nonliving things in their environments.
- Organisms obtain and use energy to carry out their life processes.
- Hereditary information in genes is inherited and expressed.
- Evolution is the result of many random processes selecting for the survival and reproduction of a population.

## **Big Ideas for Physical Sciences**

- Chemical bonding occurs as a result of attractive forces between particles.
- Chemical reactions are predictable.
- Chemistry is the study of matter and the changes it undergoes.
- Atomic theory is the foundation for the study of chemistry.
- All motion can be explained using the laws of the conservation of energy, the conservation of momentum, and/or the conservation of angular momentum.
- All forces arise from the interactions between different objects.
- All changes in translational motion are due to forces.

**The courses for each grade are as follows:**

**Grade 7** – Science 7, Honors Science 7

**Grade 8-** Science 8, Honors Science 8

**Grade 9-** Biology, Honors Biology, Life Science

**Grade 10-** Chemistry, Honors Chemistry, AP Environmental Science, AP Biology, Keystone Science Workshop\*

**Grade 11-** Honors Physics, Ecology, Astronomy, Zoology, Organic Chemistry/Chemistry II, Human Anatomy & Physiology, AP Biology, AP Chemistry, AP Physics, AP Environmental Science, Keystone Science Workshop\*

**Grade 12** - Honors Physics, Ecology, Astronomy, Zoology, Organic Chemistry/Chemistry II, Human Anatomy & Physiology, Engineering Physics, AP Biology, AP Chemistry, AP Physics, AP Physics II, AP Environmental Science, College Physics

\* *Science Workshop is required for students who are not proficient on the Keystone Exam.*

## **SCIENCE 7 (0300)**

### **Grade 7 / 1 year**

Science classes will focus on two major themes: Nature of Science and Physical Science. The essential questions to be answered throughout this course are as follows:

- 1) How can one explain the structure, properties, and interactions of matter?
- 2) How do energy transformations explain that energy is neither created nor destroyed?
- 3) What causes objects to move?
- 4) What causes the great variation at the Earth's surface?

Science 7 will include a variety of activities including projects, labs, notes and demonstrations. Students are expected to maintain a safe working environment at all times and enter the classroom prepared to learn. Throughout the course of the year, students should strive to improve science skills and knowledge as well as critical thinking skills.

## **HONORS SCIENCE 7 (0301)**

### **Grade 7 / 1 year**

Honors science classes will focus on the same three major themes as Science 7. Students in Honors Science 7 will focus on interpretation of lab data and analysis. Students will perform a variety of lab activities as well as cover each topic in more depth. Students will be expected to complete independent research and projects.

## **SCIENCE 8 (0305)**

### **Grade 8 / 1 year**

Science classes will focus on three major themes: Nature of Science, Ecology and Evolution and Biology. The essential questions to be answered throughout this course are as follows: 1) How can one cell function as an organism?, 2) What allows some populations of organisms to change and survive while others cannot?, and 3) How has Science and Technology shaped our world? Science 8 will include a variety of activities including projects, labs, notes and demonstrations. Students are expected to maintain a safe working environment at all times and enter the classroom prepared to learn. Throughout the course of the year, students should strive to improve science skills and knowledge as well as critical thinking skills.

## **HONORS SCIENCE 8 (0306)**

### **Grade 8 / 1 year**

Honors science classes will focus on the same three major themes as Science 8. Honors Science 8 will include more labs and in depth analysis of lab data and material. Students will be responsible for independent research on a variety of topics, as well as, designing their own lab activities. This course meets 7 periods per week in order to provide extra time for in-depth laboratory explorations. Recommended path: Students should have obtained 80-percent average in Honors Science 7, a 90-percent average in Science 7, or the Science 7 teacher provides a recommendation.

## LIFE SCIENCE (0308)

### **Grade 9 / 1 year**

The course stresses three themes: the nature of life, the continuity of life and the diversity of life through the study of cellular biology, genetics, evolution, micro-organisms, plants and animals. This course is designed to act as a bridge for students who may need extra assistance prior to taking Biology. Life Science will allow students to develop an understanding of major biological concepts. Students will be expected to actively participate in inquiry based activities and laboratories. Recommended path: Students should have obtained 65-percent (or below) average in Honors Science 8 or Science 8, or Honors Science 8/Science 8 teacher provides a recommendation.

## KEYSTONE SCIENCE WORKSHOP (0310)

### **Grades 10, 11 / 0.5 credit / Semester**

This course will be required for all students who did not score proficient or above on the Biology Keystone Exam. This course will focus on raising the skill level of the student based on the PA Keystone Biology Anchors and Eligible Content. Topics included: Basic Biological Principles, Chemical Basis of Life, Bioenergetics, Homeostasis and Transport, Cell Growth and Reproduction, Genetics, Theory of Evolution, Ecology. Recommended path: This course will be required for all students who did not score proficient or above on the Biology Keystone Exam.

## BIOLOGY (0311)

### **Grade 9 / 1.4 credits / 1 year**

The course stresses three themes: the nature of life, the continuity of life, and the diversity of life through the study of cellular biology, genetics, evolution, micro-organisms, plants, and animals. The focus is on the application of scientific skills and general biology concepts through inquiry based activities. Students use scientific research techniques throughout the course. Students should be self-motivated. Competent writing and reading comprehension skills will be expected. This course meets 7 periods per week in order to provide extra time for in-depth laboratory explorations. This course is a good match for students with a general interest in the Science, are active learners with an interest and desire to learn, and have satisfactory critical thinking and problem solving skills.

## HONORS BIOLOGY (0315)

### **Grade 9 / 1.4 credits / 1 year**

The course stresses 3 themes: the nature of life, the continuity of life, and the diversity of life through the study of cellular biology, genetics, evolution, micro-organisms, plants, and animals. The focus is on the application of scientific skills and general biology concepts through inquiry based activities. Students are expected to develop solid scientific research techniques throughout the course. Students must be self-motivated. Competent writing and reading comprehension skills will be expected. Since the topics taught are addressed in more detail and at an accelerated pace, greater initiative and independence is required of the students in both the lecture and lab portions of the course. This course meets seven periods per week in order to provide extra time for in-depth laboratory explorations. Recommended path: Students should have obtained 80-percent average in Honors Science 8, a 90-percent average in Science 8, or the Science 8 teacher provides a recommendation.

## CHEMISTRY (0321)

### **Grade 10 / 1.4 credits / 1 year**

Chemistry is the study of the patterns, properties, and structure of matter. Major topics include matter classification, atomic theory and bonding, periodicity, nomenclature, formula stoichiometry, chemical reactions, phases of matter, acids, bases and solutions. Laboratory experiments are an integral part of the course and the

mathematical aspects of Chemistry are emphasized throughout the course. This course meets seven periods per week in order to provide extra time for in-depth laboratory explorations.

## **HONORS CHEMISTRY (0325)**

**Grade 10 / 1.4 credits / 1 year**

Chemistry is the study of the patterns, properties, and structure of matter. It is a survey course covering such topics as: matter classification, atomic theory and bonding, periodicity, nomenclature, formula stoichiometry, chemical reactions, phases of matter, acids, bases and solutions. Laboratory experiments are an integral part of the course and the mathematical aspects of Chemistry are emphasized throughout the course. Since the topics are addressed in more detail and at an accelerated pace, greater initiative and independence are required of students. This course meets seven periods per week in order to provide extra time for in-depth laboratory explorations. Recommended path: Students should have obtained 80-percent average in Honors Biology, a 90-percent average in Biology, or the Biology teacher provides a recommendation.

## **HONORS PHYSICS (0335)**

**Grades 11, 12 / 1.4 credits / 1 year**

This course deals with the study of laws and principles that govern the physical world, and teaches students to describe those principles using words, diagrams, numbers, graphs and equations. Students will also learn how to read science-related material for comprehension and write in a scientific manner to communicate ideas. Topics include: equations of motion, graphical analysis, vectors, Newton's laws, simple machines, projectile and circular motion, universal gravitation, momentum, work and energy, and power. Laboratory work matches course content to provide concrete experiences in the collection and analysis of data. Students will be able to use the basic tools and thought processes of physics which includes formal write-up of laboratory reports. Recommended path: Students should have obtained 70-percent average in Honors Chemistry, a 80-percent average in Chemistry, or the Chemistry teacher provides a recommendation, as well as 70-percent average in Algebra II or concurrent enrolled in Trigonometry or a higher level math.

## **ECOLOGY (0352)**

**Grades 11, 12 / 1.0 credit / 1 year**

Ecology is designed for students who want to know more about the wildlife and environmental concerns of Pennsylvania and of the world. Students will explore the impact humans have on wildlife and the environment, both locally and globally. Major topics include watersheds, renewable and nonrenewable resources, environmental health, agriculture, ecosystems and more. This course raises the awareness of local and global environmental issues and encourages students to become more environmentally-conscious citizens.

## **ASTRONOMY (0354)**

**Grades 11, 12 / 1.0 credit / 1 year**

Astronomy a course designed for students with an interest in learning about basic astronomical principles, theories, and observational techniques. This course will connect the historical and modern scientific theories and mathematical techniques of astronomy with the spectacular sights that students can see in their own backyards. Topics covered range from astronomical coordinates and constellations to planetary astronomy. Solar systems beyond our own and solar system formation will also be discussed. Students will be introduced to stellar properties and life cycles, H-R Diagrams, as well as galaxy formation and evolution models. Students will gain an appreciation of the history as well as the future of space exploration. By using the 25.4 cm refractor in the WHHS

observatory, students will learn about light and optics, observational techniques, and will apply astronomical formulas and theories. Students are required to attend night viewing sessions throughout the year.

## **ZOOLOGY (0356)**

### **Grades 11, 12 / 1.0 credit / 1 year**

Zoology is designed for students wanting to pursue an academic path, especially in the sciences. Material in this class is unique to other sciences, and thus presents an opportunity for the hard working student to achieve success. Topics discussed include classification of animals, internal and external anatomy of representative members from each animal phyla, development, interactions within their environment, and adaptations for survival. Zoology is designed to guide its students to become better learners, more responsible students, and more conscience of higher expectations and deadlines. The course is set up to challenge students in order to provide them with a better way to learn, therefore helping them to becoming better and more productive students. Numerous dissections and laboratory exercises will occur throughout this course. These may include, but are not limited to, the following animals: sponges, tapeworms, liver flukes, leeches, earthworms, parasitic worms, crayfish, fetal pigs, turtles, sea anemones, perch, dogfish sharks, planarian, hydra, starfish, clams, insects, and snakes. Please note: Due to the vast amount of specimens considered “seafood,” students with allergies to such foods should strongly consider the implications of these specimens with respect to their allergies.

## **ORGANIC CHEMISTRY/CHEMISTRY II (0362)**

### **Grades 11, 12 / 1.0 credit / 1 year**

Organic Chemistry/Chemistry II is a yearlong course which provides the student with the necessary background to understand the chemistry of carbon-containing compounds. Topics include structure, nomenclature, synthesis, and properties of organic compounds. It is a higher level thinking course designed for the student interested in medical careers and/or the study of chemistry in college. Students are also introduced to some of the more sophisticated aspects of chemistry, such as acids and bases, titration, thermo-chemistry, kinetics, equilibrium, reduction-oxidation reactions, and electrochemistry. This course emphasizes active learning and critical thinking, and requires the highest level of student responsibility, initiative, and independence. This course is a good match for a student expressing an interest in the sciences (especially chemistry), who is an active learner, and has strong critical thinking and problem solving skills. Recommended path: Students should have obtained 70-percent average in Honors Chemistry, a 85-percent average in Chemistry, or the Chemistry teacher provides a recommendation.

## **HUMAN ANATOMY & PHYSIOLOGY (0366)**

### **Grades 11, 12 / 1.4 credits / 1 year**

Human Anatomy & Physiology is an elective course that integrates class work, dissections, and other laboratory experiences to present the human as a marvel of biological engineering. The topics discussed will be tissue studies and a systematic study of the human form (bones, muscles, nerves, circulation, digestion, respiration, endocrinology, reproduction and excretion). Students will possess a variety of dissection skills and be able to use them to explore body systems. Students will understand in modern terms the functions of a variety of body systems and organs. **This course is set up as an introduction to students heading into various health care related fields. It is intended to expose those students to the terminology and techniques that they will be using in their advanced education. This is a rigorous course that requires the student to devote significant time outside of the classroom to independent study. Therefore, the student should be highly motivated.** This introduction will be invaluable as students begin their college courses in Anatomy / Physiology. Please note: Lab work will be concerned with the dissection of the cat/mink as a representative of a mammal and is required.

Recommended path: Students should have obtained 65-percent average in Honors Biology, a 70-percent average in Biology, or the Biology teacher provides a recommendation.

## ENGINEERING PHYSICS (0368)

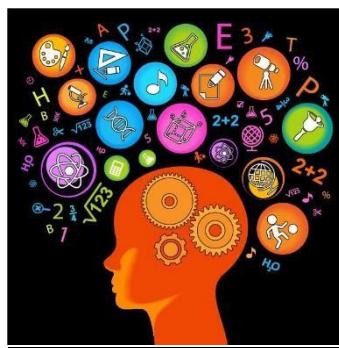
**Grade 12 / 1.0 credit / 1 year**

This STEM-based course serves as an introduction to the physics of engineering, and is designed for those interested in pursuing a career in engineering or science. The course focuses on topics and projects a student would be exposed to in a first or second year of an engineering program in college. Coursework will focus on materials analysis, iterative design, and constructive implementation of a variety of engineered devices. The first half of the curriculum will survey statics and dynamics and may include projects to design trusses, towers, self-propelled cars, mini rockets, and Rube-Goldberg devices. The second half of the curriculum will survey analog/digital circuit design and signal transmission and may include projects to design oscillating circuits, LED display controllers, microprocessor control, AM/FM signal generators, and fiber optic transmissions. Recommended path: Students should have obtained 60-percent average in Honor Physics or AP Physics I.

## AP BIOLOGY (0371)

**Grades 11, 12 / 1.4 credits / (W) / 1 year**

Advanced Placement Biology examines the fundamental principles of biology from both macroscopic (descriptive and quantitative) and microscopic viewpoints. The four Big Ideas are as follows: 1) The process of evolution drives the diversity and unity of life; 2) Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis; 3) Living systems store, retrieve, transmit, and respond to information essential to life processes; 4) Biological systems interact, and these systems and their interactions possess complex properties. AP Biology is designed to be the equivalent of a two-semester college introductory biology course usually taken by biology majors during their first year. Students enrolling in the course should be responsible, well organized, disciplined, focused academically, and have good time-management skills. Inquiry based investigations are used throughout the course. Recommended path: Students should have obtained 80-percent average in Honors Biology (or Honors Chemistry), a 90-percent average in Biology (or Chemistry), or the Biology (or Chemistry) teacher provides a recommendation.



## AP CHEMISTRY (0372)

**Grades 11, 12 / 1.4 credits / (W) / 1 year**

The science of chemistry seeks to understand the structure and composition of matter and the changes that it undergoes. Advanced Placement Chemistry examines the fundamental principles of chemistry from both macroscopic (descriptive and quantitative) and microscopic viewpoints. Topics include: Matter, nomenclature, chemical stoichiometry and reactions, atomic theory and electronic structure, chemical bonding and molecular

geometry, kinetic molecular theory, thermo-chemistry, thermodynamics, chemical equilibria, acids and bases, kinetics, and electrochemistry. Laboratory experiments provide experience in conducting quantitative chemical measurements and illustrate the principles discussed in class. The subject matter, laboratory skills, and expected level of understanding are designed to be roughly equivalent to those in the initial two introductory chemistry courses taken by chemistry or science majors in college. Students enrolling in the course should be responsible, well organized, disciplined, focused academically, and have good time-management skills. Mathematics is used extensively throughout the course. Recommended path: Students should have obtained 80-percent average in Honors Chemistry, a 90-percent average in Chemistry, or the Chemistry teacher provides a recommendation.

### **AP PHYSICS I (0373)**

**Grades 11, 12 / 1.4 credits / (W) / 1 year**

AP Physics I is taught at the college level of general Physics. This course deals with the study of laws and principles that govern the physical world with a strong focus on algebraic solutions, graphical analysis, and scientific reasoning skills. Topics include: kinematics & dynamics, Newton's laws, circular motion and universal gravitation, simple harmonic motion, impulse, linear momentum and conservation, torque, rotational dynamics, electrostatics, DC circuits with resistors, mechanical waves and sound. Lab experiments which spotlight the application of the concepts learned in class are designed to apply physical theory to engineering practice. Recommended path: Students should have obtained 80-percent average in Honors Chemistry, a 90-percent average in Chemistry, or the Chemistry teacher provides a recommendation, as well as 80-percent average in Algebra II or concurrent enrollment in Trigonometry.

### **AP PHYSICS II (0374)**

**Grade 12 / 1.4 credits / (W) / 1 year**

AP Physics II is taught at the college level of general Physics. This course deals with the study of laws and principles that govern the physical world with a strong focus on algebraic solutions, graphical analysis, and scientific reasoning skills. Areas include Thermodynamics, kinetic theory, fluid statics and dynamics, electric fields and potentials, steady-state DC and RC circuits, magnetism and electromagnetic induction, geometric and physical optics, and quantum and nuclear physics. Lab experiments which spotlight the application of the concepts learned in class are designed to apply physical theory to engineering practice. Recommended path: Students should have obtained 80-percent average in AP Physics I and concurrent enrollment in Calculus.

### **AP ENVIRONMENTAL SCIENCE (0375)**

**Grades 10, 11, 12 / 1.4 credits / (W) / 1 year**

Advanced Placement Environmental Science is an interdisciplinary course involving earth, physical, biological and social Science. Students should be able to perform basic problem-solving skills using Internet research and mathematics (Algebra 1, scientific notation, fractions, and decimals). Major topics include an introduction to the structure and function of natural ecosystems, the effects of human activity on the operation of these natural ecosystems, and the exploration of possible solutions to the problems of maintaining a healthy environment. Students will also participate in at least one local environmental competition.

### **COLLEGE PHYSICS (0376)**

**Grade 12 / 1.4 credit / (W) / 1 year**

This Physics course is equivalent to the first term of a 3-term calculus-based college-level Physics course. Topics include units and unit checking, vectors and their operations in one, two, and three dimensions, motion in

one and two dimensions, Newton's laws of motion, work and energy, systems of particles, rigid body rotations and angular momentum, equilibrium of rigid bodies, oscillations, and universal gravitation. Students may elect to take this course for college credit as part of the University of Pittsburgh's College in High School program for a fee that is a fraction of the cost of an actual college course. Recommended path: Students should have taken AP Calculus or concurrent enrollment in AP Calculus.

# FAMILY & CONSUMER SCIENCE

It is the aim of Family and Consumer Sciences courses that all students increase their ability to act responsibly and productively, work cooperatively, apply concepts of balancing school/work and family, create solutions to critical and emergent issues, utilize technology effectively in personal and family settings, and maintain healthy lifestyles. Family and Consumer Sciences provides the bridges needed by all students to deal with life issues.

## **Big Ideas:**

- Resource management
- Responsible consumerism
- Individuals, family, and community goals
- Health and wellness
- Diverse families in a global society

**The courses for each grade are as follows:**

**Grade 7** – Family & Consumer Science 7

**Grade 8** - Family & Consumer Science 8

**Grade 9-** Introduction to Family & Consumer Science

**Grade 10-** Introduction to Family & Consumer Science, Foods and Nutrition, Child Development, Interior Design

**Grade 11-** Foods and Nutrition, Child Development, Interior Design, Adult Roles, Exceptional Child Development

**Grade 12** - Foods and Nutrition, Child Development, Interior Design, Adult Roles, Exceptional Child Development



### **FAMILY & CONSUMER SCIENCE 7 (1000)**

#### **Grade 7 / quarter**

The focus of the Family and Consumer Sciences at the middle school level prepares students to begin their journey toward becoming independent, productive citizens. Areas covered are 1. Financial literacy, 2. Nutrition and wellness, 3. Human development and 4. Relationships. *Length of course subject to change.*



### **FAMILY & CONSUMER SCIENCE 8 (1001)**

#### **Grade 8 / quarter**

This introductory class covers the following topics: Financial Literacy, nutrition and wellness, human development and relationships.



### **INTRODUCTION TO FAMILY & CONSUMER SCIENCE (1005)**

#### **Grades 9, 10 / 0.5 credit / semester**

Experiences in Family and Consumer Science prepare students to understand wants, needs, goals and resources to make responsible decisions as adolescents. This introductory course will focus on: home safety, elements and

principles of design, textiles, simple hand and machine sewing techniques with an emphasis on personal goals and choices.

## **FOODS AND NUTRITION (1010)**

**Grades 10, 11, 12 / 1.0 credit / 1 year**

This course is designed to provide students with up-to-date information on nutrition topics including the Dietary Guidelines, nutrients, choosemyplate.gov. In addition, reading food labels, current diet trends, eating disorders and the nutritional needs of people in each stage of the life cycle will be studied. Students will study foods by food group classification. Class activities may include discussions, journals, making posters, research and group presentations, notes, outside readings and food lab experiences.



## **CHILD DEVELOPMENT (1015)**

**Grades 10, 11, 12 / 1.0 credit / 1 year**

This course is designed for **mature** high school students with a desire to understand children from conception to adolescence and the responsibilities that come with each age. The students will examine important issues related to raising healthy children, understanding the four areas of development, and ways of building positive parent/child relationships. In this course, students will participate in activities involving role plays, individual and group projects, as well as a practical experience in working with children age 3 to 5 through a preschool program. Decision making skills and critical thinking will be emphasized throughout the course.

## **INTERIOR DESIGN (1020)**

**Grades 10, 11, 12 / 0.5 credit / semester**

The focus of this course will be to apply the elements and principles of design to space planning. This will be a project-based course in basic design principles (color, shape, texture, line, space, balance, emphasis, proportion, and rhythm), aesthetics and the psychology of color and space. Activities will include the development of floor plans, analysis of traffic patterns and organization of space to suit personal style and needs.

## **ADULT ROLES (1025)**

**Grades 11, 12 / 1.0 credit / 1 year**

This course will assist students in becoming confident and self-sufficient young adults. Course materials cover practical skills related to topics such as interpersonal and family relationships, money management, nutrition and food preparation, and life decisions. Included are activities that will develop critical thinking and problem-solving

skills as they relate to consumer decision-making. Consumer education is stressed in each phase of learning so that wise use of available money is of prime consideration.

### **EXCEPTIONAL CHILD DEVELOPMENT (1030)**



**Grades 11, 12 / 0.5 credit / semester**

This course concentrates on information essential to those students who have an interest in children and prospective child care professions. The goals of this course are three-fold. First, it exposes students to a historical perspective and overview of exceptional children. Second, it enables students to become familiar with specific exceptionailities of children. Third, it helps students understand the impact that an exceptional child has on the ever-changing family unit. Students will explore course objectives through simulations, journals, debates, class projects, career exploration, and enrichment activities.

## APPENDIX A

### PATHWAYS TO THE FUTURE PLANNING GUIDE GRADES 9 AND 10

Name \_\_\_\_\_ Grade: \_\_\_\_\_

- Pathway:
- Arts/Communications
  - Business and Finance
  - Health Services
  - Human Services
  - Industry Technology
  - STEM

CORE COURSES	GRADE 9	CREDITS	GRADE 10	CREDITS
ENGLISH (4)				
MATH (3 or 4)				
SCIENCE (3 or 4)				
SOCIAL STUDIES (3)				
PE/HEALTH (1.5)				
ART/HUMANITY (1)				
TECH/COMP LITERACY (1.0)				
ELECTIVES (7.5)				
	Total		Total	
	ELECTIVES		ELECTIVES	
	Total		Total	
	Grade 9 Accumulative Credits		Grade 10 Accumulative Credits	

# PATHWAYS TO THE FUTURE PLANNING GUIDE

## GRADES 11 AND 12

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Pathway:

<input type="checkbox"/> Arts/Communications <input type="checkbox"/> Health Services <input type="checkbox"/> Industry Technology	<input type="checkbox"/> Business and Finance <input type="checkbox"/> Human Services <input type="checkbox"/> STEM
--	---

CORE COURSES	GRADE 11	CREDITS	GRADE 12	CREDITS
ENGLISH (4)				
MATH (3 or 4)				
SCIENCE (3 or 4)				
SOCIAL STUDIES (3)				
PE/HEALTH (1.5)				
ART/HUMANITY (1)				
TECH/COMP LITERACY (1.0)				
ELECTIVES (7.5)				
	<b>Total</b>			<b>Total</b>

PATHWAY ELECTIVES	CREDITS	PATHWAY ELECTIVES	CREDITS
<b>Total</b>		<b>Total</b>	
<b>Grade 11 Accumulative Credits</b>		<b>Grade 12 Accumulative Credits</b>	

# PATHWAYS TO THE FUTURE PLANNING GUIDE

## GRADE 8

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

CORE COURSES	GRADE 8
ENGLISH	
READING	
MATH	
SCIENCE	
SOCIAL STUDIES	
PE/HEALTH	
INTEREST LEVEL	

\*At the completion of 8<sup>th</sup> grade, students will determine their Pathway for 9<sup>th</sup> grade and beyond.

- Pathway:
- |  |   |
|--|---|
| <input type="checkbox"/> Arts/Communications | <input type="checkbox"/> Business and Finance |
| <input type="checkbox"/> Health Services     | <input type="checkbox"/> Human Services       |
| <input type="checkbox"/> Industry Technology | <input type="checkbox"/> STEM                 |

## **APPENDIX B**

### **WOODLAND HILLS SCHOOL DISTRICT POLICY**

#### **105.1. CURRICULUM REVIEW BY PARENTS AND STUDENTS**

The Woodland Hills School District is required by the State Board of Education to assure that parents have access to information about the curriculum. The district shall adopt policies to assure that parents have access to information about the approved curriculum, including student learning, outcomes as stated in the district's Strategic Plan (effective beginning 1997-98 school term), books and instructional materials, and assessment techniques. The district will make available existing information about the curriculum utilizing the following procedural steps:

1. The parent/guardian must submit a request, in writing, to the respective building principal stating the specific curriculum and/or material being sought for review.
2. The building principal will respond, in writing, within ten (10) school days by providing the time, date, and location of the review.
3. The respective building's school counselor, or another professional staff member designated by the building principal, will oversee the review of the requested materials.
4. Requested materials to be reviewed are not to be removed from the building, but photocopying is allowable and will be permitted in accordance with Photocopy Policy #711, adopted March 13, 1996.

#### **105.2. EXEMPTION FROM INSTRUCTION**

The Woodland Hills School District is comprised of a population with a diversity of religious, ethnic, and cultural beliefs. This diversity is expressed in the belief statements of the district's Strategic Plan (effective beginning of 1997-98 school term). The Board assures parents/guardians the right to have their children excused from specific instruction which conflicts with their religious, ethnic, and cultural beliefs. The district shall adopt policies to assure that parents/guardians have their children excused from specific instruction which conflicts with their religious beliefs. The Woodland Hills School District shall excuse any student from specific instruction which conflicts with their religious, ethnic, and cultural beliefs subject to the following guidelines:

1. A request must be made by the parent/guardian, in writing, to the respective building principal, clarifying the specific instruction from which the student is to be excused. As used in this policy, the phrase specific instruction is defined as elements of instruction by the teacher. It does not include required learning outcomes as stated in the district's Strategic Plan.
2. The written request to be excused shall be sent by the qualifying parent/guardian or student to the building principal, in quadruplicate. One (1) copy shall be retained in the student's permanent school records. One (1) copy shall be kept by the school principal, and one (1) copy shall be

- submitted to the teacher from whose instruction the student is to be excused. One (1) copy shall be kept in the possession of the Superintendent or his/her designee.
3. It shall be the responsibility of the student to request permission to leave class when the specific instruction objected to is being presented or is about to be presented. When the student seeks to be excused, the teacher shall excuse the student if the teacher or principal has a copy of the written request and the written request adequately describes the specific instruction.
  4. The written request must contain a statement that the specific instruction described conflicts with the religious beliefs of the student or the parents/ guardians.
  5. The parent/guardian and/or student may request suggested replacement educational activities. The only permissible educational activity for this purpose shall be in the nature of replacement instruction that is consistent with the goals set for the course and does not require the provision of any extra resources by the district.
  6. The building principal shall determine where the student shall report during the time the student is excused.
  7. All students excused from specific instruction shall be required to achieve the learning outcomes established by the district in its Strategic Plan and are necessary for graduation.

### **130. HOMEWORK**

**With regards to homework, the following limitations are believed reasonable for each grade level.**

<u>Grade</u>	<u>Total time at night</u>
8	20 min/subject 1-2 hours/night
9	30 min/subject 1-2 hours/night
10-12	1.5-2 hours/night

Implementation of this policy is primarily the responsibility of classroom teachers. The superintendent will develop procedures and guidelines to provide direction for the staff.

## **APPENDIX C NCAA REQUIREMENTS**

### **2016 Division I New Academic Requirements**



*The Initial-Eligibility Standards for NCAA Division I  
College-Bound Student-Athletes are Changing*

#### **Division I**

College-bound student-athletes first entering an NCAA Division I college or university on or after August 1, 2016, will need to meet new academic rules in order to receive athletics aid (scholarship), practice or compete during their first year.

#### **What are the New Division I Requirements?**

Full Qualifier	Academic Redshirt	Nonqualifier
Complete 16 Core Courses: <ul style="list-style-type: none"><li>• Ten of the 16 core courses must be complete before the seventh semester (senior year) of high school.</li><li>• Seven of the 10 core courses must be in English, Math, or Science.</li></ul>	Complete 16 core courses.	Does not meet requirements for Full Qualifier or Academic Redshirt status.
Minimum Core-Course GPA of 2.300.	Minimum Core-Course GPA of 2.000.	
Meet the sliding scale requirement of GPA and ACT/SAT score.*	Meet the sliding scale requirement of GPA and ACT/SAT score.*	
Graduate from high school.	Graduate from high school.	

\* To view the sliding scales, please click [here](#).

**Full Qualifier:** A college-bound student-athlete may receive athletics aid (scholarship), practice and compete in the first year of enrollment at the Division I college or university.

**Academic Redshirt:** A college-bound student-athlete may receive athletics aid (scholarship) in the first year of enrollment and may practice in the first regular academic term (semester or quarter) but may NOT compete in the first year of enrollment. After the first term is complete, the college-bound student-athlete must be academically successful at his/her college or university to continue to practice for the rest of the year.

**Nonqualifier:** A college-bound student-athlete cannot receive athletics aid (scholarship), cannot practice and cannot compete in the first year of enrollment.

#### **Examples**

**Q:** A college-bound student-athlete completes nine core courses prior to the seventh semester of high school. What is the college-bound student-athlete's initial-eligibility status?

**A:** The college-bound student-athlete cannot be certified as a qualifier because only nine of the 10 required courses were completed before the seventh semester. He/she would be permitted to practice and receive aid (scholarship), provided he/she presents 16 core courses and meets the necessary core-course GPA and test score requirement at the time of graduation.

**Q:** A college-bound student-athlete completes 16 core courses in the required framework with a 2.200 core-course GPA and a 79 sum ACT. What is the college-bound student-athlete's initial-eligibility status?

**A:** The college-bound student-athlete is an academic redshirt under the new sliding scale because the minimum GPA requirement is 2.300. See sliding scale, please click [here](#).

**Q:** A college-bound student-athlete completes 15 core courses with a 2.500 core-course GPA and an 820 SAT score (critical reading and math). What is the college-bound student-athlete's NCAA initial-eligibility status?

**A:** The college-bound student-athlete is a nonqualifier because only 15 core courses were completed, not the required 16 core courses.

*For additional information on these requirements, please visit [www.eligibilitycenter.org](http://www.eligibilitycenter.org).*

# NCAA ELIGIBILITY CENTER QUICK REFERENCE GUIDE



Eligibility Center

## NCAA Division I Initial-Eligibility Requirements

### **Core Courses: (16)**

- **Initial full-time collegiate enrollment before August 1, 2016:**
  - Sixteen (16) core courses are required (see chart below for subject-area requirements).
- **Initial full-time collegiate enrollment on or after August 1, 2016:**
  - Sixteen (16) core courses are required (see chart below for subject-area requirements).
    - Ten (10) core courses completed before the seventh semester; seven (7) of the 10 must be in English, math or natural/physical science.
    - These courses/grades are "locked in" at start of the seventh semester (cannot be repeated for grade-point average [GPA] improvement to meet initial-eligibility requirements for competition).
  - Students who do not meet core-course progression requirements may still be eligible to receive athletics aid and practice in the initial year of enrollment by meeting academic redshirt requirements (see below).

### **Test Scores: (ACT/SAT)**

- Students must present a corresponding test score and core-course GPA on the sliding scale (see Page No. 2).
  - **SAT:** critical reading and math sections.
    - Best subscore from each section is used to determine the SAT combined score for initial eligibility.
  - **ACT:** English, math, reading and science sections.
    - Best subscore from each section is used to determine the ACT sum score for initial eligibility.
- All ACT and SAT attempts before initial full-time collegiate enrollment may be used for initial eligibility.
- **Enter 9999 during ACT or SAT registration to ensure the testing agency reports your score directly to the NCAA Eligibility Center. Test scores on transcripts will not be used.**

### **Core Grade-Point Average:**

- Only core courses that appear on the high school's List of NCAA Courses on the NCAA Eligibility Center's website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)) will be used to calculate your core-course GPA. Use this list as a guide.
- **Initial full-time collegiate enrollment before August 1, 2016:**
  - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale A (see Page No. 2).
  - Core-course GPA is calculated using the **best 16 core courses** that meet subject-area requirements.
- **Initial full-time collegiate enrollment on or after August 1, 2016:**
  - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
  - Core-course GPA is calculated using the **best 16 core courses** that meet both progression (10 before seventh semester; seven in English, math or science; "locked in") and subject-area requirements.

### **DIVISION I**

#### **Core-Course Requirement (16)**

- 4 years of English
- 3 years of math (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab if offered)
- 1 year of additional English, math or natural/physical science
- 2 years of social science
- 4 years of additional courses (any area above, foreign language or comparative religion/philosophy)

### **DIVISION I – 2016**

#### **Qualifier Requirements**

\*Athletics aid, practice, and competition

- 16 core courses
  - Ten (10) core courses completed before the start of seventh semester. Seven (7) of the 10 must be in English, math or natural/physical science.
    - "Locked in" for core-course GPA calculation.
  - Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
  - Graduate from high school.

### **DIVISION I – 2016**

#### **Academic Redshirt Requirements**

\*Athletics aid and practice (no competition)

- 16 core courses
  - No grades/credits "locked in" (repeated courses after the seventh semester begins may be used for initial eligibility).
- Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale B (see Page No. 2).
- Graduate from high school.

Sliding Scale A Use for Division I prior to August 1, 2016		
NCAA DIVISION I SLIDING SCALE		
Core GPA	SAT Verbal and Math ONLY	ACT Sum
3.550 & above	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	59
2.700	730	60
2.675	740-750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840-850	70
2.425	860	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	80
2.125	960	81
2.100	970	82
2.075	980	83
2.050	990	84
2.025	1000	85
2.000	1010	86

Sliding Scale B Use for Division I beginning August 1, 2016		
NCAA DIVISION I SLIDING SCALE		
Core GPA	SAT Verbal and Math ONLY	ACT Sum
3.550	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	60
2.700	740	61
2.675	750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840	70
2.425	850	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.299	910	76
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	81
2.125	970	82
2.100	980	83
2.075	990	84
2.050	1000	85
2.025	1010	86
2.000	1020	86

For more information, visit [www.eligibilitycenter.org](http://www.eligibilitycenter.org) or [www.2point3.org](http://www.2point3.org).

## NCAA ELIGIBILITY CENTER QUICK REFERENCE GUIDE



Eligibility Center

### Division II Initial-Eligibility Requirements

#### Core Courses

- **Division II currently requires 16 core courses.** See the chart below.
- **Beginning August 1, 2018,** to become a full or partial qualifier for Division II, all college-bound student-athletes must complete the 16 core-course requirement.

#### Test Scores

- **Division II** currently requires a minimum SAT score of 820 or an ACT sum score of 68. **Beginning August 1, 2018,** Division II will use a sliding scale to match test scores and core-course grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.
- The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a sum of the following four sections: English, mathematics, reading and science.
- **When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.**

#### Grade-Point Average

- Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)). Only courses that appear on your school's approved List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- The current **Division II** core GPA requirement is a minimum of 2.000. **Division II** core GPA required to be eligible for competition on or after August 1, 2018, is 2.200 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- The minimum **Division II** core GPA required to receive athletics aid and practice as a partial qualifier on or after August 1, 2018, is 2.000 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- Remember, the NCAA core GPA is calculated using NCAA core courses only.

#### DIVISION II 16 Core Courses

- 3 years of English.
- 2 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 3 years of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

DIVISION II COMPETITION SLIDING SCALE		
Use for Division II beginning August 1, 2018		
Core GPA	SAT Verbal and Math ONLY	ACT Sum
3.300 & above	400	37
3.275	410	38
3.250	420	39
3.225	430	40
3.200	440	41
3.175	450	41
3.150	460	42
3.125	470	42
3.100	480	43
3.075	490	44
3.050	500	44
3.025	510	45
3.000	520	46
2.975	530	46
2.950	540	47
2.925	550	47
2.900	560	48
2.875	570	49
2.850	580	49
2.825	590	50
2.800	600	50
2.775	610	51
2.750	620	52
2.725	630	52
2.700	640	53
2.675	650	53
2.650	660	54
2.625	670	55
2.600	680	56
2.575	690	56
2.550	700	57
2.525	710	58
2.500	720	59
2.475	730	60
2.450	740	61
2.425	750	61
2.400	760	62
2.375	770	63
2.350	780	64
2.325	790	65
2.300	800	66
2.275	810	67
2.250	820	68
2.225	830	69
2.200	840 & above	70 & above

DIVISION II PARTIAL QUALIFIER SLIDING SCALE		
Use for Division II beginning August 1, 2018		
Core GPA	SAT Verbal and Math ONLY	ACT Sum
3.050 & above	400	37
3.025	410	38
3.000	420	39
2.975	430	40
2.950	440	41
2.925	450	41
2.900	460	42
2.875	470	42
2.850	480	43
2.825	490	44
2.800	500	44
2.775	510	45
2.750	520	46
2.725	530	46
2.700	540	47
2.675	550	47
2.650	560	48
2.625	570	49
2.600	580	49
2.575	590	50
2.550	600	50
2.525	610	51
2.500	620	52
2.475	630	52
2.450	640	53
2.425	650	53
2.400	660	54
2.375	670	55
2.350	680	56
2.325	690	56
2.300	700	57
2.275	710	58
2.250	720	59
2.225	730	60
2.200	740	61
2.175	750	61
2.150	760	62
2.125	770	63
2.100	780	64
2.075	790	65
2.050	800	66
2.025	810	67
2.000	820 & above	68 & above

For more information, visit the NCAA Eligibility Center website at [www.eligibilitycenter.org](http://www.eligibilitycenter.org).