



**2021-2022**

**Instructional  
Planning Guide**

**Southern Columbia Area  
High School**

812 Southern Drive  
Catawissa, PA 17820

[www.scasd.us](http://www.scasd.us)

570-356-3450

Fax 570-356-2835

**ADMINISTRATION**

Mr. James A. Becker..... Superintendent  
Mrs. Stephanie Ziegmont..... Director of Curriculum, Instruction, and Assessment  
Mr. William Callahan ..... High School Principal  
Mrs. Jennifer Snyder ..... Director of Special Education

**BOARD OF EDUCATION**

Mr. Timothy Vought.....President  
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Mr. Joshua Hoagland  
Mr. Eli Yemzow  
Ms. Cynthia Brassington

**PUPIL SERVICES**

Jenna Sellers ..... Counselor  
Thomas Donlan. ....Counselor  
Paula Gardner.....School Psychologist  
Alexis Spade ..... School Nurse  
Shawnee Robel..... Building Nurse

**School Phone Numbers**  
(570) 356-3450

**High School Fax**  
(570) 356-2835

**Website**  
[www.scasd.us](http://www.scasd.us)

## TABLE OF CONTENTS

Mission Statement .....	3
Beliefs About Education	
Introduction	
Profile .....	4
Program of Studies Information.....	6
Advanced Placement .....	6
College Courses/Dual Enrollment .....	7
Senior High Requirements .....	9
Curriculum Guidelines .....	11
Language Arts .....	12
Social Studies.....	16
Sciences .....	17
Mathematics .....	20
Computer Technologies/Business.....	24
Physical Education/Health Education.....	27
Technology Education .....	29
Fine Arts .....	31
Music .....	33
Family and Consumer Science .....	34

## MISSION STATEMENT

The Southern Columbia Area School District will provide a safe, dynamic, rigorous and relevant learning environment that meets the needs of today's learner. We embrace innovation as a means to develop the critical thinking, problem solving, and creativity skills needed to compete and thrive in the 21st century. Every student will reach their individual potential for academic excellence and every student will demonstrate the character traits of a productive and honorable citizen in a global community.

## BELIEFS ABOUT EDUCATION

*The Southern Columbia Area School District believes:*

- **Students are our purpose.**
- All students are entitled to a rigorous and relevant education.
- Each student has the ability to learn and be successful.
- Teaching methods must be responsive to individual students' needs.
- Innovation in our schools must be embraced and encouraged to ensure we are providing a learning environment that meets the needs of today's learner.
- An effective education is enriched by the arts, service, work-based learning, hybrid and other flexible learning opportunities, athletics and extra-curricular activities.
- Student achievement is positively impacted by the active involvement of caring adults in a supportive environment.
- Every person has intrinsic value and unique gifts and talents.
- Students and staff must adhere to high ethical standards and practice effective citizenship.
- Students and staff are entitled to a healthy, safe, clean and well-maintained, learning environment.
- Employees must be provided encouragement, time, resources and professional development in best practices, to meet high expectations for continuous improvement.

## INTRODUCTION

The program of studies of the Southern Columbia Area High School is planned to meet the needs of the youth of the Southern Columbia School District. The program is comprehensive and flexible and is planned to help the individual student to promote sound growth and achievement. Parents and students are urged to read this booklet carefully, discuss it with each other, and retain it for future reference.

The curriculum guide is intended to provide sufficient information so that the student and his/her parents may take a major responsibility in this planning. In selecting courses of study, careful thought should be given to the student's ability, past academic achievement, willingness to work, and future educational and vocational goals.

The program of studies will be used by parents and teachers as they help to assist students in planning the work to be pursued. Parents and students are encouraged to consult with the school counselors, teachers, and the administration.

Southern Columbia Area High School is accredited by the Pennsylvania Department of Education.

## PROFILE

**Community:** The Southern Columbia Area School District encompasses Catawissa Borough, the townships of Catawissa, Cleveland, Franklin, Roaring Creek, and Locust in Columbia County, and Ralpho Township in Northumberland County. The district has a population of approximately 14,000 people, most of whom work in small industries within and around the district. Much of the land is used for agriculture. The schools, both elementary and secondary, are located adjacent to each other along Route 487, five miles south of Catawissa.

**School and Curriculum:** Southern Columbia Area High School is composed of grades 9 through 12. Enrollment for the 2020-2021 school year is 383. The curriculum has been designed to provide Academic, Business, Technical Education, Fine Arts, and Family & Consumer Science training. Beginning in the ninth grade, students also have the opportunity to attend the full-time cooperatively sponsored Columbia-Montour Vocational Technical School. The Southern Columbia schools, both elementary and secondary, are accredited by the Middle States Association of Schools and Colleges and by the Pennsylvania Department of Education.

For graduation, students must complete a minimum of 22 credits in grade 9 through 12. These credits must include 4 units of English, 3 units of Social Studies, 4 units of Mathematics, 3 units of Science, and 2 units of Arts and Humanities, 1 unit of a Computer Course, plus Health, Personal Finance and Physical Education. Students are encouraged to take advanced coursework beyond these minimum requirements.

**Grading System:** The grading system is percentage-based:  
93-100 = A, 84-92 = B, 75-83 = C, 70-74 = D, 69 or below =F.

**Honor Roll and Class Rank:** Courses are assigned credit according to the frequency of class meeting times. For instance, a class meeting every day for one class period is given one credit, a class meeting two times in a six-day rotation is given one-third credit. Students who earn a grade average of 88 -94% during a marking period are eligible for Honor Roll status; those who earn an average of 95% or higher attain Distinguished Honor Roll status.

Students who maintain a 95% cumulative average in their four years of high school are designated as Honor Students at graduation. Class rank is based on the cumulative average of final grades in all courses in the Freshman, Sophomore, Junior, and Senior years.

**Testing Program:** Students in grades 9-12 will take the following assessment (this is a non-inclusive list that is subject to change during the school year):

- Civics (9<sup>th</sup> grade)
- ASVAB (10<sup>th</sup> grade)
- Keystone Exams. Keystone Exams may be taken again if proficiency is not achieved.
  1. Algebra 1 in 9<sup>th</sup>, unless passed in Middle School
  2. Biology in 10<sup>th</sup>
  3. Literature in 11<sup>th</sup>

Optional: PSAT, SAT, CDT (gifted students)

**National Honor Society:** National Honor Society (Grades 10, 11, 12) membership is offered to students who achieve a 93% cumulative average. Further requirements for admission include strong evidence of leadership, service, and character. Induction of new members takes place at the beginning of each school year.

**SAT Performance (Re-centered Scores)**

<b>Graduation Year</b>	<b>SCA Average (Jr. &amp; Sr.)</b>	<b>PA Average</b>	<b>Nat'l Average</b>
	<b>V / M</b>	<b>V / M</b>	<b>V / M</b>
2015	502 / 502	499 / 504	495 / 511
2016	494 / 506	500 / 506	494 / 508
2017	547 / 535	540 / 533	538 / 533
2018	551 / 533	552 / 549	N / A
2019	558 / 532	N / A	N / A

**SCA Graduate's Post-Secondary Plans**

	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>4 Year College</b>	69%	69%	63%	59%	68%
<b>2 Year College</b>	8%	6%	10%	12%	11%
<b>Other Education</b>	5%	4%	2%	7%	5%
<b>Military</b>	7%	5%	3%	2%	3%
<b>Workforce</b>	11%	16%	22%	20%	13%

**COURSE OFFERINGS**

**(Grades 9-12)**

(All courses are one credit unless otherwise indicated.)

**Language Arts**

English 9, 10, 11, 12  
English 9, 10, 11 (Honors)  
AP English  
Journalism & Yearbook  
Speech & Debate (.5 cr.)

**Foreign Language**

Spanish I, II, III, IV, V, AP  
French I, II

**Science**

Physical Science  
Biology  
AP Biology (2 cr.)  
Chemistry  
AP Chemistry (2 cr.)  
Physics  
AP Physics (2 cr.)  
Ecology  
Anatomy & Physiology  
Anatomy & Physiology (Honors)

**Social Studies**

American History 9  
American History 10  
World History  
AP European History  
Problems of Democracy  
Contemporary Issues

**Specials**

P.E. 9, 11, 12 (.5 cr.)  
Strength Training (.5 cr.)  
Health Education Online (.5 cr.)  
Sports Medicine

**Mathematics**

Applied Algebra  
Algebra I  
Algebra II  
Algebra II (Honors)  
Geometry  
Geometry (Honors)  
Pre-Calculus / Trigonometry  
Pre-Calc / Trig (Honors)  
Calculus  
Calculus II  
AP Calculus AB  
Statistics  
Accounting I & II  
Foundations of Math

**Technology Education**

Principles of Drafting  
Mechanical Drafting  
Architectural Drafting  
3D Modeling and Design  
Fundamentals of Woodworking  
Advanced Woodworking Process and Techniques  
Fundamentals of Metalworking  
Advanced Metalworking Process and Techniques  
Industrial Research and Design  
Basic Principles for Construction

**College Courses**

Introduction to Psychology  
Introduction to Sociology  
Introduction to Philosophy  
English Composition

**Computer Tech / Business**

Introduction to Business  
Multimedia  
Web Page Design  
Marketing / Management  
Business Law  
Computer Hardware & Forensics  
Programming I, II, III  
Digital Design  
Advanced Applications  
TV Production  
Co-Op (1, 2 or 4 cr.)  
Personal Finance (1 cr.)

**Fine Arts**

Foundations of Art  
Two-Dimensional Design  
Two-Dimensional Design 2  
Three-Dimensional Design  
Three-Dimensional Design 2  
Senior Studio  
Senior High Chorus  
Music Appreciation  
Musical Production  
Instrumental Programming  
Beginning Piano & Guitar  
Piano & Guitar II

**Family & Consumer Science**

Relationships  
Parenting & Child Development  
Cooking on Your Own  
Cooking on Your Own 2  
Smart Living  
International Foods & Desserts

## SCHEDULING INFORMATION

1. Students should discuss their course options with their parents or guardian and submit a complete scheduling request form using their online Sapphire Student Portal. This applies only to high school students who will be in grades 9, 10, 11, and 12 next August.
2. The counselor will prepare a schedule for students who do not submit a completed scheduling request form by the prescribed date.
3. Students should select their electives with care. A student expecting to go to college should plan his or her program so that he/she has the necessary subjects for college admission. Be certain you have the necessary prerequisites before selecting a course.
4. College entrance requirements for specific college majors vary greatly from one institution to another. Students and parents are reminded that most college entrance requirements are based on all four grades of high school. Credits outlined by the college catalogues are the minimum requirements for entrance. Students should pursue a well-rounded college preparatory curriculum which will prepare the student to do college level work successfully.
5. A high school is capable of offering just so many courses, both required and elective. A student must select those courses from the list offered.
6. Suggested grade levels are marked with each course to help you in selecting your courses.
7. Many young people do not arrive at specific vocational choices during their high school years. It is advisable for these students to follow academic programs depending on their interests and abilities.
8. **Once a student begins a course that he or she scheduled, district practice requires the student to remain in that course for the entire school year, regardless of the student's performance. Students will only be allowed the first six days of the school year to request a schedule change and parental approval is required.**

## COUNSELING SERVICES

Your counselor's major task is to do everything possible to see that you graduate after having experienced a rich and rewarding high school career. He or she is the key figure that coordinates your efforts with those of your parents and teachers to enable you to realize your goals. With that in mind, please take advantage of the assistance we can offer you. Our goal is your success here at Southern Columbia and beyond.

Help is available to you whenever you need it. Our Guidance Office has an open-door policy, which means you can meet with a counselor at any time. From time to time throughout your high school years, your counselor will contact you. Your meetings together may concern test results, course grades, personal problems, post-secondary plans, or any number of issues that can arise during a student's high school years.

Your course selection is one of the most important tasks that you and your counselor accomplish together. Consider with care the many courses listed in this guide. Your counselor will do everything possible to help you select the most appropriate courses for the next academic year. This guide has been designed to meet the needs of all students. Read it carefully as you select your courses for next year. Be sure to note the prerequisites for each course, especially in the mathematics and foreign language areas. If you or your parents have any questions about your selections, please see your counselor.

## ADVANCED PLACEMENT

The Advanced Placement courses are for students who meet specific requirements and standards of an academic and personal nature. Courses in this program follow the syllabi prepared by the College Entrance Examination Committee on Advanced Placement. **\*Prerequisite required for enrollment.**

\*Students are encouraged to take the AP Exam at the conclusion of the course.

## COLLEGE COURSES / DUAL ENROLLMENT

### DUAL ENROLLMENT GRADING PROCEDURE:

All final grades for dual enrollment are calculated into a student's final GPA and ranking at a weighted grading of 1.06. Students may take college courses at approved Universities in conjunction with their high school course work. Students wishing to take advantage of this opportunity are recommended to meet with their school counselor before registering for the college course or courses. Information concerning BU's Advanced College Experience program and LCCC's Young Scholars program are available in the guidance office and at the university's web page. The Southern Columbia Area High School administration and guidance office recommends that a student interested in participation meet the following requirements: the student is in the top half of their class in rank and have a GPA of 90%. Students that have a score of 500 on the SAT test in both the EBRW and Math composites do not have to take placement testing.

### LACKAWANNA COLLEGE PARTICIPATION

**Students will be able to register and take courses online through Lackawanna College. The registration and payment will be directly through the Lackawanna College registrar's office.**

### LACKAWANNA PARTICIPATION

The Southern Columbia Area School District, in partnership with Lackawanna College is offering students the opportunity to purchase college credits through a dual-credit college course program. This is a unique and easy program for students to be able to use courses they are presently taking at SCA and earn college credit through Lackawanna College. Lackawanna College will be present in the high school guidance office for students to pay and register for their dual enrollment classes (date and time to be determined). There is nothing changing with the school curriculum for the approved courses.

For example: Students taking Statistics class at the high school being taught by their present teacher has not changed. As a family you can purchase 3 credits for that class and Lackawanna College will enroll them in their Statistics and Data Analysis course (MAT 225). Students then complete the registration form and are responsible for payment. Lackawanna College will be given your child's final grade for the class/classes and they will then start an official transcript with Lackawanna College. Students that do not participate will continue with their class as they have been doing.

**All costs must be paid in full at the time of registration by the student and/or parent/guardian.**

**\*\*IMPORTANT: TUITION COST WILL BE SET BY THE INSTITUTION.**

**These courses will continue to be taught by Southern Columbia Area Teachers.**

Conversion scale: For courses that receive a letter grade will be as follows, A+ = 100, A = 97, A- = 93, B+ = 92, B = 88, B- = 84, C+ = 83, C = 79, C- = 75, D+ = 74, D = 72, D- = 70

### RESPONSIBILITIES AND OBLIGATIONS FOR STUDENTS AND PARENTS:

- Students must attend an informational meeting in March to review and show their interest for the dual enrollment program.
- Students and parents must attend an informative meeting to participate in off campus dual enrollment program in May.

Part time/full-time dual enrollment students:

- Students and parents must sign a contract of agreement to participate in the program.
- Contracts must be signed and approved by the principal before the start of school.
- Students must have their scheduled courses for the spring and fall semesters turned in to the guidance office for approval. Students should have course approval two weeks prior to the beginning of the fall semester. This will be necessary to show proof that the student is full-time. For example: Students that are doing both high school courses and college courses need a minimum of 6 courses each semester, students that are full – time at the college need a minimum of 4 courses that total 12 credits each semester. Students are not to be withdrawing from courses, this could drop a student from full-time status.



- Students are responsible for having their course of study for the spring semester scheduled by the end of December. Their tentative schedule for the spring must be approved by the principal before winter break.
- It is the responsibility of the student to make sure they have had a senior meeting with their high school counselor to verify what courses they need to meet graduation requirements.
- All courses that are taken must be reported on your transcript for grading, students cannot select courses they would like to report.
- Students that do not have their contract signed and approved before the beginning of the school term will be given a schedule at Southern Columbia Area High School. Students must attend their classes scheduled at SCA.
- Students and parents are responsible for all cost, tuition, books, fees, and transportation.

**PARENTS AND STUDENTS ARE ENCOURGED TO HAVE A CONFERENCE WITH THEIR SCHOOL COUNSLEOR WHEN INTERESTED IN ANY DUAL ENROLLMENT PROGRAM.**

With the increased student participation in the dual enrollment program we have been encountering concerns regarding fairness and equality of the grading procedures. In order to address these concerns SCA will no longer be accepting percentage grades from instructors outside of the SCA school district. For example: LCCC & Bloomsburg University officially are on a letter grade system (A, B, C, D, F plus and minus as well). These grades will be converted using the school board approved conversion scale listed in the course selection book. There will be no acceptance of email numerical conversion grades from instructors of university or college courses. All official transcripts will represent the grades that have been issued by the participating university or college.

**IMPORTANT:** Reminder, students are to be considered full-time while participating in the dual enrollment program. Students must be full-time to participate in extra-curricular activities, for example sports and prom. When a student feels they should withdraw from a course, you are recommended to do your best (seek tutoring from the university career center, go and meet with your instructor, and communicate with a representative from the ACE program). After attempting to do your best and use the resources provided for you, students can withdraw from a course at the last date set by the university (this is your responsibility to make sure of deadlines). Remember, your course will be presented with a W on your transcript from Bloomsburg University.

## PROMOTION REQUIREMENTS

To advance to a 10<sup>th</sup> grade level homeroom, all students must have successfully completed a minimum of four (4) credits. Students must have completed a minimum of ten (10) credits to be considered a junior. Sixteen (16) or more credits will classify a student as a senior.

## SENIOR HIGH SCHOOL GRADUATION REQUIREMENTS

1. **CREDIT REQUIREMENTS** – In order to graduate from Southern Columbia Area High School, a student must accumulate a total of twenty-two (22) credits. The following guidelines govern the number of credits that students should take each school year:
  - a. Students in grade 9-11 must take a minimum of 7.0 credits each year.
    - i. Students in 12th grade wishing to compete in athletics must take at least 4 credits to meet PIAA expectations.
  - b. Any student who completes the 22 core credits prior to senior year is eligible to receive his/her diploma at the end of the 11th grade year or as soon as all graduation requirements are completed. Students may continue taking SCAHS coursework if they have an approved High School Career Plan on file in the Career & Counseling Center.
  - c. All PIAA participants must pass a minimum of 4.0 credits to maintain eligibility.
  - d. Credits earned while in middle school: Middle school students who successfully complete a math course of Algebra II or beyond or a world language course of Level II or beyond will receive a high school credit for that course. That is, the course will count toward the 22-credit graduation requirement and will appear on the student's transcript. The course will not count toward GPA or class rank. If a student takes a high school class in 8th grade, the class may count toward NCAA eligibility.
  
2. **COURSE REQUIREMENTS** – In order to graduate from Southern Columbia Area High School, all students must pass certain subjects and credits (included within the 22 credits required for graduation) as follows:
  - a. **CORE COURSES**
    - i. **ENGLISH 4.0 credits:** Students are required to pass the following:
      1. English 9 or Honors English 9
      2. English 10 or Honors English 10
      3. English 11 or Honors English 11
      4. English 12, AP English 12, or Dual Enrollment English
    - ii. **MATHEMATICS 4.0 credits:** Students are required to pass the following:
      1. Algebra I
      2. Three additional Math Courses
    - iii. **SCIENCE 3.0 credits:** Students are required to pass the following:
      1. Physical Science
      2. Biology
      3. Chemistry
    - iv. **SOCIAL STUDIES 3.0 credits:** Students are required to pass the following:
      1. Civics
      2. American History II
      3. World History or AP Euro
    - v. **ARTS AND HUMANITIES 2.0 credits**
    - vi. **HEALTH 11 0.5 credit**
    - vii. **PHYSICAL EDUCATION 11 0.5 credit**
    - viii. **COMPUTER COURSE 1.0 credit**
    - ix. **PERSONAL FINANCE 1.0 credit**
    - x. **ELECTIVES 3.0 credits**

### 3. **KEYSTONE EXAM REQUIREMENTS**

- a. Students in the class of 2022 are not required to achieve proficiency on the Keystone Exams in order to graduate. However, students are required to take the Keystone Exams at the end of all required Keystone courses.
- b. Beginning with the class of 2023, students must either be proficient on the Biology, Algebra I, and English Literature Keystone Exams or meet their state graduation requirements through their:
  - i. Composite score on the Keystone Exams
    1. A student meets or exceeds a state-defined satisfactory composite score (4452) across the three Keystone Exams, with a proficient score on at least one exam and no less than basic on the remaining two exams.
  - ii. Local grade requirements and alternative assessments, courses and programs, acceptance to college, and/or CTE evidence of readiness
    1. Students who do not meet the state graduation requirements through Keystone Exam Proficiency or their Keystone Exam Composite Score may meet the state graduation requirements by demonstrating post-secondary readiness through additional evidence that illustrates college, career, and community readiness.
    2. Please see Policy 217 for the specific requirements to meet the state graduation requirements with this method.

### 4. **CAREER ACTIVITY EXPECTATIONS**

- a. Students are expected to complete 8 career activities by the conclusion of their junior year. The majority of these activities will be earned through participation in activities provided by Southern Columbia.

**II. Deficiencies** - A deficiency may be made up in three different ways provided the final grade is 55% or higher. Deficiencies with a final grade of less than 55% **cannot** be made up unless the student is a senior. The course will need to be repeated during the following school year. Only 2 courses may be taken per summer.

To make up the deficiency:

- A. **SCA Summer School. SCA may offer summer school for a variety of subjects.**  
All work must be completed by **August 1<sup>st</sup>**. Students must complete a registration form and make check payable to Southern Columbia School District.
- B. **Off Campus Summer School. Other local schools may offer summer school courses. These courses must be pre-approved by the principal, and** student must satisfactorily complete their work. All work must be completed by August 1.
- C. **Private Tutor.** A student may be tutored privately by a certified and pre-approved tutor for 36 hours in the subject, and by passing the final exam for that subject. The tutor must hold a current PA teaching certificate. The final exam will be administered by the Guidance Department. All work must be completed by August 1.

**III. Situation with seniors** - Any senior considered for graduation who fails to meet graduation requirements will not be permitted to take part in graduation exercises. Student will not receive his/her diploma until all deficiencies are made up.

**IV. Administrative discretion** is permitted when unusual circumstances are in evidence.

## **HIGH SCHOOL CREDITS DURING MIDDLE SCHOOL**

Any high school courses taken at the middle school level, excluding Algebra 1, French 1, and Spanish 1, will count toward meeting graduation requirements but will not count towards the 22 credits needed for graduation. These courses will not count towards cumulative GPA. Approval for taking high school courses during middle school must be approved both Middle and High School Principals and meet the individual educational needs of each student.

## **EXCEPTIONS TO PRE-REQUISITES REQUIREMENTS**

Any exceptions to course prerequisite requirements will be made on an individual student basis. Some courses may require a passing score on a prerequisite course exam to ensure that all students are appropriately placed in courses where they can succeed. All prerequisite exceptions must have administrative approval.

## CURRICULUM GUIDELINES

The following is a guideline for course selection broken down into grade level. The specific selection of courses needs to be an individual decision based on future plans.

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

Courses	
1	English 9 or Honors English 9
2	Math Course
3	Physical Science
4	Civics
5	Office Applications
6	Band or Chorus or Foundation of Art
7	Electives
8	Electives

Electives: Art, Band, Business Courses, Chorus, Computer Technology Courses, Family Consumer Science Courses, Technology Education Courses, Drafting/CADD, Foreign Language, TV Production, Beginning Piano, Guitar and Ukelele Level 1, and Physical Education

### **10<sup>th</sup> GRADE**

Courses	
1	English 10 or Honors English 10
2	Math Course
3	Biology
4	American History II
5	Personal Finance
6	Electives
7	Electives
8	Electives

Electives: Art, Band, Business Courses, Chorus, Computer Technology Courses, Family Consumer Science Courses, Technology Education Courses, Drafting/CADD, Foreign Language, TV Production, Beginning Piano, Guitar and Ukelele Level 1, Piano & Guitar Level 2, Musical Production and Physical Education.

### **11<sup>th</sup> GRADE**

Courses	
1	English 11 or Honors English 11
2	Math Course
3	Chemistry, Biology/Chemistry, or AP Chemistry
4	World History 11 or Advanced Placement European History
5	Physical Education/Health
6	Electives
7	Electives
8	Electives

Electives: Art, Band, Business Courses, Chorus, Computer Technology Courses, Family Consumer Science Courses, Technology Education Courses, Drafting/CADD, Foreign Language, TV Production, Beginning Piano, Guitar and Ukelele Level 1, Piano & Guitar Level 2, Musical Production, Speech & Debate, Music Appreciation, an extra math course or an extra science course, History elective.

**12<sup>th</sup> GRADE**

Courses	
1	English 12, AP English 12, or Dual Enrollment English
2	Math Course
3	Electives
4	Electives
5	Electives
6	Electives
7	Electives
8	Electives

Electives: Art, Band, Business Courses, Chorus, Computer Technology Courses, Family Consumer Science Courses, Technology Education Courses, Drafting/CADD, Foreign Language, TV Production, Beginning Piano, Guitar and Ukelele Level 1, Piano & Guitar Level 2, Musical Production, Speech & Debate, Music Appreciation, an extra math course or an extra science course, History elective, Physics, Ecology, Advanced Placement Physics, Advanced Placement Biology, Anatomy or Honors Anatomy, Physical Education, and Co-Op.

**Courses that are not available at SCA may be taken through an on-line course and accepted for credit. All courses must be pre-approved by administration. All costs associated with the course are the responsibility of the student/parent.**

## LANGUAGE ARTS

CAREER ENGLISH 9	1 credit	CN 134
CAREER ENGLISH 10	1 credit	CN 135
CAREER ENGLISH 11	1 credit	CN 136
CAREER ENGLISH 12	1 credit	CN 137

<b>ENGLISH (Grade 9)</b>	<b>1 credit - weighted 1.0</b>	<b>CN 115</b>
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This is a comprehensive course designed to give students a myriad of experiences pertaining to English. Based on their performance in this class, pupils and parents will be able to gauge which English courses students should select in future years. Ninth grade English stresses informative writing, imaginative and persuasive writing, technical writing, poetry composition, and an extensive research paper on a career cluster as part of a graduation project. Public speaking skills are also a focus, as students will conduct research and present a persuasive speech. Readings include John Steinbeck's *The Pearl*, short stories by Edgar Allan Poe and Nathaniel Hawthorne, biographical and autobiographical selections from the textbook, and William Shakespeare's *Romeo and Juliet*. Accelerated Reader points are also required for each marking period.

<b>HONORS ENGLISH (Grade 9)</b>	<b>1 credit - weighted 1.04</b>	<b>CN 2115</b>
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This course is designed to give students a more challenging variety of experiences related to English. Students choosing to enroll in this course should be strong writers and public speakers. The course requires students to compose a number of essays in response to works of literature covered in the class. In addition, informative and persuasive writing will be stressed. A minimum of three extensive research papers and speeches will also be required. Readings will include, but are not limited to, *Fahrenheit 451*, *1984*, *The Pearl*, various short stories, biographical and autobiographical selections from the text, and *Romeo and Juliet*. Instruction will occur at an accelerated pace. Accelerated Reader points are required for each marking period. **Prerequisite: 93% average in 8<sup>th</sup> Grade English and Advanced on 8<sup>th</sup> grade English Language Arts Assessment.**

<b>ENGLISH (Grade 10)</b>	<b>1 credit - weighted 1.0</b>	<b>CN 204</b>
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Sophomore English focuses on challenging students in the basic areas of reading, writing, public speaking, and obviously, listening. By the end of their sophomore year, students will read the novels: *Of Mice and Men*, *Animal Farm*, and *The Old Man and the Sea*. Three plays, *Inherit the Wind*, *Antigone*, and *Julius Caesar* will also be completed. A thorough sentence unit compose the grammar portion of the course. There is an emphasis on writing. Students will complete several essays including a graduation project requirement roughly 1,000 words in length. During the year, there will be two or three group projects, including a forensics style debate. Accelerated Reader points are required for each marking period. There are some mandatory AR assignments depending on the marking period, including The Five People You Meet In Heaven.

<b>HONORS ENGLISH (Grade 10)</b>	<b>1 credit - weighted 1.04</b>	<b>CN 2203</b>
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This is a writing-intensive course. There will be several essays dealing with the novels discussed in class; comparing them to other novels or actual events. Public speaking needs to be excellent. Novels include: *Of Mice and Men*, *Animal Farm*, *Flowers for Algernon*, *Heart of Darkness*, and *The Scarlet Letter*. *The Inferno* is a mandatory honors novel. *The Grapes of Wrath* is a mandatory summer reading. There will be a test on the second day of school. Accelerated Reader points are required for each marking period. **Prerequisite: 93% Average in 9<sup>th</sup> grade English, or successful completion of Honors English 9 coursework.**

**ENGLISH (Grade 11)****1 credit - weighted 1.0****CN 305**

This language arts course is the continued improvement of reading, writing, speaking, and listening skills for all students. American literature serves as the primary vehicle through which these skills are addressed. The readings include short stories by Edgar Allen Poe, Richard Matheson and Shirley Jackson; poetry by Robert Frost, Martin Niemöller, Emily Dickenson, and Maya Angelou; novels and plays by Harper Lee, Art Spiegelman, and Arthur Miller. Further vocabulary study and enhanced grammar study help to promote a practical application of all the required language arts' skills of this course and ready students for the Literature Keystone Exam and SATs/ACTs. Accelerated Reader projects are required for each marking period. Group projects, individual projects, and literary response essays are a standard.

**HONORS ENGLISH (Grade 11)****1 credit - weighted 1.04****CN 2303**

This language arts course's goals center on the continued improvement of reading, writing, speaking, and listening skills. The course requires students to compose at least five essays per year in response to works of literature covered in the class. Readings will include, but are not limited to: *Night*, *To Kill a Mockingbird*, *Frankenstein*, *Maus*, *The Great Gatsby* various plays short stories, poems, and scholarly literary article selections. Instruction will occur at an accelerated pace in order to achieve an advanced command of the usage of our English language. Further vocabulary study and enhanced grammar study help to promote a practical application of all the required language arts' skills of this course and ready students for the Literature Keystone Exam and SATs/ACTs. Accelerated Reader projects are required for each marking period. Group projects, individual projects, and literary response essays are a standard. **Prerequisite: 93% Average in 10th grade English, or successful completion of Honors English 10.**

**ENGLISH (Grade 12)****1 credit - weighted 1.0****CN 408**

This language arts course focuses on the continued improvement of reading, writing, speaking, and listening skills for all students. The course is designed to ready seniors for their post-graduate plans. Novels and plays include, but are not limited to, *The Great Gatsby*, *Tuesdays with Morrie*, and *Macbeth*. Further vocabulary study and enhanced grammar study help to promote a practical application of all the required language arts' skills of this course. Career preparatory skills such as construction of cover letters, resumes, and interview preparation will also be learned as well as email etiquette, public speaking techniques, and research paper construction.

**ADVANCED PLACEMENT ENGLISH (Grade 12)****1 credit - weighted 1.06****CN 3408**

This language arts course assumes a mastery of the basics of grammar, writing mechanics (punctuation, sentence and paragraph structure) and research gathering skills. This is an English instructional course to facilitate the process of reading and analyzing at a figurative level. Its objective is to give each student a strong language and composition background with the opportunity to earn up to one year's freshman English Composition college credit. An intensive study of Irish literature, contemporary American literature, human behaviors and conditioning, modern comedy, and a cumulative portfolio enhance a concentrated preparation for the AP exam in mid-May. Albert Camus' *The Stranger* is a mandatory summer reading. **Prerequisite: 93% average in 11<sup>th</sup> grade English and one Honors English course in grades 9-11.**

**JOURNALISM/YEARBOOK (Grades 11-12)****1 credit - weighted 1.0****CN 4071**

Journalism/Yearbook is a full credit course, which meets daily to produce the high school and elementary yearbooks. It is offered to students in eleventh and twelfth grades. Students taking this course will work together to design, write, photograph, and market the book. This course requires students to use collaborative skills, print and visual media writing styles, digital photography, and desktop publishing. Students are also responsible for the publication's budget and the fundraising necessary to produce the book. **Yearbook may be taken more than one year.**  
**Prerequisite: Combined average of English 9 and English 10 final grades must be 88% or higher.**



**SPEECH AND DEBATE****.5 credit - weighted 1.0****CN 409**

The ability to speak effectively to a group is one of the greatest skills a person can have in order to advance themselves. There is no skill more sought after than being a talented public speaker. This class will center not only on speaking skills, such as eye contact, poise, and tone, it also will center on argument and persuasion techniques (inductive and deductive reasoning, Socratic Method, Toastmaster tips, etc.), and teaching speakers to use them effectively. Grading comes almost exclusively through class presentations or debates.

**FRENCH I (Grades 9-12)****1 credit - weighted 1.0****CN 111**

Why study French? It is spoken daily by about 150 million people, not only in France but on all continents. It is the official language, or one of several, in twenty-five countries around the world. By the end of the first year of study, students should be able to listen with comprehension in basic French with French-speaking people and other students of the language. Students will be able to listen with comprehension, speak, read, and write about many situations. Through the many cultural notes they will learn about the people and customs in the French-speaking world.

**FRENCH II (Grades 9-12)****1 credit - weighted 1.0****CN 211**

In French II students will continue the development of the skills already mastered. The scope of content in the text has been widened to continue improving the ability to converse, read, and write about a greater variety of topics. At the same time, students will become better acquainted with the French-speaking world. **Prerequisite: Successful completion of French I.**

**SPANISH I (Grades 9-12)****1 credit - weighted 1.0****CN 112**

Why study Spanish? It is spoken in 21 countries by approximately 360 million people. The course involves the study of Spanish grammar and vocabulary. The students learn to read, write, and speak the Spanish language. By the end of the first year, students should be able to converse about simple everyday situations and happenings. They are also introduced to the varied people and cultures of the Hispanic world.

**SPANISH II (Grades 9-12)****1 credit - weighted 1.0****CN 212**

Spanish II is a continuation of Spanish I, expanding the students' use of the language, and studying the culture and history of Spanish-speaking peoples. Emphasis is on improvement of listening and speaking skills as well as reading and writing skills with vocabulary on a wide variety of topics.

**Prerequisite: Successful completion of Spanish I.**

**SPANISH III (Grades 9-12)****1 credit - weighted 1.0****CN 312**

In Spanish III, students will delve more deeply into the complexities of the language, culture, and history of the Hispanic world. Students will review the tenses previously introduced, while beginning to truly communicate fluently among them. Additionally, they will continue to improve conversational skills via discussions of readings and current social topics. Students will begin a formal study of Spanish literature at this level also. **Prerequisite: Successful completion of Spanish II.**

**HONORS SPANISH IV****1 credit - weighted 1.04****CN 414**

This Spanish course is a continuation of level III with an emphasis on increased language production and comprehension. Being the fourth year of academic language acquisition, the expectations for student performance are much higher than in previous years. The pace of the course, as well as the understanding and skill of language production equals the rigor of a college level Spanish course where Spanish, written or oral, is the main means of communication. Fluency and accuracy in speaking, comprehending dialogs and refinement of writing are stressed. At the end of this year students will be familiar with all 14 of the Spanish tenses as well as exploring in more detail their knowledge and application of past grammar points such as the subjunctive mood, the two past tenses—preterit and imperfect and ser versus estar. Furthermore, students are expected to read and interpret various literature selections from selected Hispanic authors.

**Prerequisite: Successful completion of Spanish III.**

**AP SPANISH V (Grades 11-12)****1 credit - weighted 1.06****CN 3511**

Students enrolling in Advanced Placement Spanish must already have a good command of the vocabulary and grammatical structure of Spanish and be competent in listening comprehension, reading comprehension, speaking and writing in Spanish. Students must have completed four years of Spanish with a high degree of success and be ready to use the language for active communication. This course is designed to prepare students to take the AP Spanish exam if they choose to do so, as well as to use the language, orally and in writing in a variety of contexts, with reasonable fluency and accuracy. **Prerequisite: Successful completion of Spanish IV.**

## SOCIAL STUDIES

### **CIVICS and AMERICAN GOVERNMENT (Grade 9)      1 credit - weighted 1.0      CN 220**

This course will focus on the founding principles of American government for students to understand how a representative democracy functions and operates. The course will also explain the importance that citizens play in participating in the government in the hopes of motivating students to become productive members in our democracy in the future. Finally, at the end of the course students will take a state mandated Civics Exam that will cover the basics of our United States government and citizen participation.

### **AMERICAN HISTORY (Grade 10)      1 credit - weighted 1.0      CN 221**

American History at the sophomore level begins in the year 1880. Focus is placed on our expansion, industrial developments, World Wars I and II, the 1920s and the Great Depression, the Cold War, Civil Rights, the Vietnam War, and the politics of the 1980s to the present. Politics, economics, and diversity are emphasized throughout the various units. The course gives the background that students need to understand the United States today.

### **WORLD HISTORY (Grade 11)      1 credit - weighted 1.0      CN 321**

The course is designed for the eleventh grade social studies students. The course presents a chronological look at world history from the earliest civilizations to the 18th Century. Within this framework, the students will study political, social, economic, and cultural history so that they will understand the forces that have shaped different civilizations throughout history. Current development in each area of the world is constantly emphasized. At the conclusion of the course, the students should have an understanding of these areas and be able to intelligently discuss inter-relations with the studied regions and the United States.

### **PROBLEMS OF DEMOCRACY (Grade 12)      1 credit - weighted 1.0      CN 421**

The purpose of this course is to acquaint senior students with the structure and operation of our government at all levels. Consideration is given to the current problems, which confront our democratic society on a national and international level. Emphasis is also placed on economics and law and order. In all respects an interdisciplinary approach is used. Summer POD may be offered at a cost to the student.

### **ADVANCED PLACEMENT EUROPEAN HISTORY (Grade 11, 12)      1 credit - weighted 1.06      CN 3521**

The Advanced Placement Program (AP) offers a course description and examination in European history to qualified students who wish to complete studies in secondary school equivalent to an introductory college course in European History. In the AP course, students acquire a knowledge of the basic events and movements that occurred in Europe during the time period from approximately 1450 to the Fall of the Berlin Wall. These events and movements are explored through three themes: intellectual and cultural history, political and diplomatic history, and social and economic history in American, European and Asian civilizations. In addition, students learn how to analyze historical documents and how to express their historical understanding in writing. Entrance into course will be based on the judgment of a review committee. **Prerequisite: 93% Average in 9<sup>th</sup> and 10<sup>th</sup> grade History courses.**

Students will apply critical thinking and research skills to examine current events that involve local, national, international, social, and political issues in a respectful, meaningful, and active way. The goal of the course is to have students act as responsible members of society by acquiring knowledge and skills to recognize and solve problems. Since the course is “contemporary,” the curriculum is subject to variation according to recent current events. Throughout the year, students will stay up to date on these current issues and trends. Students will be challenged to defend their positions on issues through a series of discussions, debates, and presentations. The course will have no textbook and it will rely on the internet, periodicals, newspapers, magazines, and multimedia.

## SCIENCES

### **PHYSICAL SCIENCE (Grade 9)**

**1 credit - weighted 1.0**

**CN 501**

This course includes a basic study of physics with lab work. The course starts with the measurement of physical quantities in the metric system. Knowledge of the measurement system allows student to perform experiments in physics throughout the year. Students will study forces, energy, sound, simple machines, and basic electrostatics.

### **BIOLOGY (Grade 10)**

**1 credit - weighted 1.0**

**CN 232**

Biology is a required course for graduation. The course will concentrate on the topics of Ecology, Cells, Genetics, and Evolution. These are the main themes needed to be successful on the PA Keystone Exams. The course will be taught at an accelerated rate, and will include labs, projects, and research. Students should possess strong science skills and be well organized.

### **ADVANCED PLACEMENT BIOLOGY (Grades 11-12) 2 credits - weighted 1.06**

**CN 3231**

The College Board's Advanced Placement Biology provides able and motivated students with an opportunity to pursue college-level biological studies while still in secondary school. The Advanced Placement Program is an instrument of cooperation that extends the educational opportunities by effectively relating college-level courses to appropriate credit and placement at colleges of their choice. The AP Biology course is the equivalent of a college introductory biology course. The course is designed to be taken after successful completion of high school Biology and Chemistry. The course is designed around the four Big Ideas which encompass the core scientific principles, theories, and processes governing living organisms and biological systems. The Big Ideas are: 1.) The process of evolution drives the diversity and unity of life. 2.) Biological systems utilize free energy and molecular building blocks to grow, reproduce, and maintain homeostasis. 3.) Living Systems store, retrieve, transmit and respond to information essential to life. 4.) Biological systems interact, and these systems and their interactions possess complex properties. The course will include both descriptive and experimental laboratory exercises. The labs will be college-level labs with much emphasis on technique, data collection, evaluation, and lab reports.

Students desiring this class should have excellent grades in all science classes. They should have a very strong work ethic, and should expect generous amounts of homework. **Prerequisite: 93% in Biology.**

### **BIOLOGY/CHEMISTRY**

**1 credit – weighted 1.0**

**CN2341**

This course is required for any junior who did not receive a “proficient” score on the Biology Keystone Exam at the end of their sophomore year. The first semester will cover biology topics in preparation for a retake of the Biology Keystone Exam. The second semester will provide the student with an introduction to chemistry, covering topics such as matter, atomic structure, the periodic table, and chemical reactions. Much of the course's content will be reinforced in the laboratory.

### **CHEMISTRY (Grade 11)**

**1 credit - weighted 1.0**

**CN 334**

Chemistry is a required course for graduation that all juniors must take. This course will cover all topics in introductory chemistry. This is a lab-based course, with many demonstrations and hands-on activities included. Students completing this course will be prepared to enter an introductory chemistry course in college. **Prerequisites: successful completion of Biology and a score of proficient or advanced on the Keystone Biology exam.**

**ADVANCED PLACEMENT CHEMISTRY (Grade 11)****2 credits - weighted 1.06****CN 3335**

The AP chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students will be challenged to learn many advanced topics at an accelerated pace, while concurrently learning the basics of chemistry with lab work. Students will be given copious amounts of homework and will need to adhere to a rigid time schedule (syllabus). The recommended mathematics prerequisite for an AP Chemistry class is 80% in both Algebra II and Pre-Calculus/Trigonometry. Students taking this course must have a very strong work ethic and excellent thinking skills. **Prerequisite: 93% in Biology.**

**PHYSICS (Grades 11-12)****1 credit - weighted 1.0****CN 437**

Physics is a course designed for the student who plans on attending a two or four year college. The students will learn the basic laws and principles of physics in classical mechanics, waves, and DC electricity with lab work. This is mathematically based course requiring students to be able to solve problems involving algebra and geometry. Students should expect homework and reading assignments every week. This course should prepare a student for a college physical science course or an introductory physics course. Students who take physics will not be allowed to take AP physics.

**Prerequisite: Minimum 85% in Algebra II****ADVANCED PLACEMENT PHYSICS (Grade 12)****2 credits - weighted 1.06****CN 3437**

This course is designed to prepare a student to take the AP Physics I Exam. The Advanced Placement program is designed to allow students to study college level physics while still in high school. At many colleges, if a student scores high enough on the AP Physics 1 Exam, he/she will be granted college credits and allowed to place out of introductory courses. This is a NON-CALCULUS based course, but the course content requires a strong knowledge of Algebra, Geometry, and Trigonometry. The course covers all of the topics covered in a full-year non-calculus college physics course with lab work. These topics are: Vectors and Scalars, Classical Mechanics, Electricity and Magnetism, Waves and Optics, and Modern Physics. **Prerequisite: 93% in Chemistry.**

**ECOLOGY (Grades 11-12)****1 credit - weighted 1.0****CN 435**

This course is a science elective which covers the basic principles of ecology including watersheds and wetlands, renewable and nonrenewable resources, environmental health, agriculture and society, integrated pest management, ecosystems, threatened and endangered species, humans and the environment, and environmental laws and regulations. Concepts are applied through a study of the Roaring Creek Watershed and during educational experiences in our outdoor classroom courtyard. The coursework involves readings, activities, research, labs, mini-projects, and exams, but students are also expected to participate in large scale ventures during the school year including an ecosystem model and courtyard project.

**ANATOMY AND PHYSIOLOGY (Grade 11-12)****1 credit - weighted 1.0****CN 340**

Anatomy and Physiology is an elective for those students who want a challenging science course focused on the human body. Human body systems of skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, metabolism, urinary, and reproduction are all covered in this course. The study of anatomy and physiology prepares students for a variety of career pursuits in the allied health field or for those who want a better understanding of the structure or function of the body. Coursework involves: online notes, activities, projects, lab work, quizzes and exams.

**ANATOMY AND PHYSIOLOGY HONORS (Grade 11-12)      1 credit - weighted 1.04    CN 2340**

Honors anatomy and physiology is an elective for those students who want a challenging science course focused on the human body. Biochemistry, cells and tissues, the senses and body systems of skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, metabolism, urinary, and reproduction are all covered in this course. The study of anatomy and physiology prepares students for a variety of career pursuits in the allied health field or for those who want a better understanding of the structure of function of the body. Coursework involves text readings, activities, labs and lab reports, projects, quizzes and exams. **Prerequisite: 93% in Biology.**

## MATHEMATICS

CAREER MATH 9	1 credit	CN 123
CAREER MATH 10	1 credit	CN 124
CAREER MATH 11	1 credit	CN 125
CAREER MATH 12	1 credit	CN 126

\*Interventions Algebra (required in addition to Algebra II, or Geometry if not Proficient on the Algebra I Keystone Exam. This is a half credit course, but does not count as a math credit, and is required yearly until proficiency is reached.

<b>APPLIED ALGEBRA</b>	<b>1 credit - weighted 1.0</b>	<b>CN 257</b>
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This course will cover topics including number theory, solving equations, graphing linear equations, exponents, and polynomials. It is also intended to enhance basic math skills with and without scientific calculator and proper calculator use. Students are scheduled into this course based on consideration of one or more of the following criteria: <80 in 8<sup>th</sup> grade PreAlgebra, 8<sup>th</sup> grade PSSA results, Orleans-Hanna results). **Not available to students who have successfully completed Algebra I.**

<b>ALGEBRA 1</b>	<b>1 credit - weighted 1.0</b>	<b>CN 152</b>
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Students will review and expand upon pre-algebra concepts. Emphasis is placed on solving, analyzing, and graphing linear functions and relations as well as polynomials and factoring. This course will also be geared to prepare students for successful completion of the Algebra 1 Keystone Exam. **Prerequisite: Successful completion of 8<sup>th</sup> grade math (80% or better in PreAlgebra, criteria from 8<sup>th</sup> grade PSSA and Orleans Hanna exam) or Applied Algebra.**

<b>ALGEBRA 1B</b>	<b>1 credit - weighted 1.0</b>	<b>CN 1522</b>
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The course will expand upon the concepts learned in Algebra 1 to promote a deeper understanding of more complex algebraic topics and prepare the students for Algebra 2. Topics could include: solving equations, linear equations and inequalities, polynomials and factoring. **This course will be scheduled for students with less than an 80 average in Algebra I; other scheduling factors may include Algebra 1 Keystone Exam Score and/or 8<sup>th</sup> Grade PSSA score.**

<b>ALGEBRA 2</b>	<b>1 credit - weighted 1.0</b>	<b>CN 252</b>
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In this course students will review exponent rules, write, solve, and graph linear equations and inequalities, solve and graph quadratics, and perform operations on rational expressions and radicals. An abbreviated statistics/probability unit can also be explored and included as needed for standardized test preparation. **Prerequisites: Completion of Algebra 1 with an average of 80 or better.**



**HONORS ALGEBRA 2****1 credit - weighted 1.04****CN 2252**

Students scheduling this course should be highly capable in Algebra, and should recall the following from Algebra 1: Solving Linear Equations and Inequalities, Graph using Slope/Intercept, Monomial Exponent Rules, FOIL, and Simplifying Radicals. Honors Algebra 2 students will study some of the same material as academic Algebra II students, but will do so at an advanced level and faster pace. This course will include additional topics such as conic sections, matrices, and polynomial functions. This course is designed for students who can relate to abstract thinking at a faster rate and who are self-motivated and want to be challenged. **Prerequisite: Completion of Algebra I with an average of 93% or better and Proficient or Advanced on the Keystone Algebra 1 exam and PSSA exam, average of 90% or better on assessments in Algebra 1 (only for students who took Algebra 1 in middle school).**

**GEOMETRY****1 credit - weighted 1.0****CN 352**

In academic Geometry, the students will receive a complete, formal Geometry course based on the PA Academic Standards including concepts such as points, lines, segments, triangles, polygons, circles, and solid figures and their associated relationships as a mathematical system. Focus is placed on the description and use of inductive, deductive, and intuitive reasoning skills. Algebra I and II skills are used throughout the course. **Prerequisite: Successful completion of Algebra I and II.**

**HONORS GEOMETRY****1 credit - weighted 1.04****CN 2352**

In Honors Geometry, the students will receive a complete, formal Geometry course based on the PA Academic Standards including concepts such as points, lines, segments, triangles, polygons, circles, and solid figures and their associated relationships as a mathematical system; however, Honors courses progress at a very fast pace, covering the greatest extent and depth of topics. Students will be required to use inductive, deductive, and intuitive reasoning skills with an emphasis on proof writing. Students are expected to have mastered the skills and thoroughly understood the concepts covered in prior courses. Students considering Honors Geometry are expected to be highly self-motivated, taking the fullest responsibility for their own learning and seeking help when needed. The course is designed to meet the needs of a student who thrives in a more independent learning environment. **Prerequisite: Successful completion of Honors Algebra II with an average of 90% or higher, or completion of Algebra II with an average of 93% or better and a strong understanding of the following concepts:**

- Solving Equations
- Slope
- Solving and Graphing Linear Equations
- Parallel and Perpendicular Lines in the Coordinate Plane
- Solving and Graphing Linear Inequalities
- Multiplying Binomials (FOIL)
- Factoring
- Simplifying Radical Expressions
- Basic Geometric Concepts (Points, Lines, Planes, Segments, Rays, etc.)

**FOUNDATIONS OF MATH****1 credit - weighted 1.0****CN 154**

All students that are scheduling Algebra 1 will schedule this course concurrently. The purpose of this course is to strengthen, support, and complement the topics being covered in the coinciding Algebra courses. The course content will reinforce mathematical basics, as well as emphasize and explore application of Algebraic concepts. **No student who has passed their Keystone Algebra exam may schedule this course.**

**PRE-CALCULUS/TRIGONOMETRY****1 credit - weighted 1.0****CN 452**

This highly challenging course takes the algebraic and geometric concepts previously learned, solidifies them, and introduces concepts of higher mathematics by extending on these familiar ideas. A great portion of the course will be devoted to graphing functions, logarithmic functions, and trigonometric functions, all of which are integral parts of higher level mathematics. This course develops the necessary skills that will give the student a solid preparation for the study of Calculus as well as mathematics in college. College-level work via a multitude of online resources ensures a challenge for students enrolling in this course. Thus, they should have a strong background in Algebra 2 and Geometry (A or B level work), should be serious about and focused on furthering their skills in mathematics, and should expect work to be rigorous. **Prerequisite: Successful completion of Algebra 2 and Geometry.**

**HONORS PRE-CALCULUS/TRIGONOMETRY****1 credit - weighted 1.04****CN 2452**

Honors Pre-Calculus/Trigonometry is designed for students who have successfully completed Algebra 2 and Geometry and are ready to approach mathematics at a more abstract level. The course is taught at an accelerated rate and the student must be self-motivated. Students will encounter mathematical topics such as trigonometry, exponents, polynomials, and functions. This course will prepare students for calculus and mathematics at the college level. Students should be serious about and focused on furthering their skills in mathematics, and should expect to be challenged. **Prerequisite: Completion of Algebra 2 with an average of 93% or better, or successful completion of Honors Algebra 2.**

**CALCULUS****1 credit - weighted 1.0****CN 453**

In this two-semester elective course, students will learn about the concepts of limits and continuity, differential and integral Calculus, and differential equations. They will also learn applications of these topics such as velocity, acceleration, areas and volumes of irregular shapes and many others. This course requires a strong background in Algebra, Pre-Calculus, and Trigonometry. These foundational concepts are used on a daily basis, and only serious students with a strong background in Pre-Calculus and Algebra should consider taking this course. **Prerequisite: Successful completion of Pre-Calculus/Trigonometry or Honors Pre-Calc/Trig.**

**ADVANCED PLACEMENT CALCULUS AB****1 credit - weighted 1.06****CN 3453**

Content of this college-level course corresponds to the syllabus of the College Board Advanced Placement Program. Students study the theory of elementary functions, differentiation and integration of a function of one variable and its many applications. This is a highly intensive course designed for motivated students with exceptional problem solving skills and a very strong background in Algebra, Pre-Calculus, Functions, Geometry and Trigonometry. Students are encouraged to take the national AP exam for college credit at the end of the year. For more information about the goals of the AP Calculus AB course, you may follow the link below to College Board's website and read the full course description and goals: [apcentral.collegeboard.com/apc/public/repository/ap-calculus-course-description.pdf](http://apcentral.collegeboard.com/apc/public/repository/ap-calculus-course-description.pdf)  
**Prerequisite: 93% in Pre-Calculus/Trig or successful completion of Honors Pre-Cal/Trig.**

**HONORS CALCULUS 2****1 credit - weighted 1.04****CN 2253**

The content of this very intensive elective course is a continuation of the differential and integral Calculus learned in Calculus 1. It is designed for highly motivated students with exceptional problem solving skills. Students should expect to be challenged on a daily basis. **Prerequisite: 93% in Calculus 1.**

**STATISTICS (Grades 11-12)****1 credit - weighted 1.0****CN 457**

Statistics is an elective course that provides the necessary fundamental background in statistics for the student who plans to enter fields such as economics, business, education, psychology, sociology, medicine, mathematics, and physical science. Students will be familiarized with basic statistical concepts like mean and standard deviation. They will also learn extensively about the related topic of probability. Students may also be introduced to the basic concepts of logic in a short unit. Summer Statistics may be offered at a cost to the student. **Completion of Algebra 2 required.**

**ACCOUNTING I (Grades 10-12)****1 credit - weighted 1.0****CN 261**

Accounting I is a recommended course for all 10<sup>th</sup>, 11<sup>th</sup> or 12<sup>th</sup> grade students. The students will learn the accounting cycle and how to apply it to business situations. They will learn the importance of keeping accurate and up-to-date business records. Accounting I helps the student decide whether he or she has an interest in and an aptitude for accounting as a profession. The Accounting I course is taught for a full year and is a prerequisite for Accounting II. Students are able to put accounting principles into action in realistic business settings using the computer, simulations and games. This course prepares students for employment in business or for college in the fields of Accounting, Business Management, Marketing, and Business Education. \* Accounting I can be taken as a Math credit provided the student has successfully completed three (3) Math credits.

**ACCOUNTING II (Grades 11-12)****1 credit - weighted 1.0****CN 262**

Accounting II includes Automated Accounting and increases the competence of the student. Students are able to put accounting principles into action in realistic business settings using the computer and business simulations. This course prepares students for employment in business or for college in the fields of Accounting, Business Management, Marketing, and Business Education. It is a full year course. \*Accounting II can be taken as a Math credit provided the student has successfully completed three (3) Math credits. **Prerequisite: Successful Completion of Accounting I**

## COMPUTER TECHNOLOGIES/BUSINESS

### **OFFICE APPLICATIONS (Grade 9)**

**1 credit - weighted 1.0**

**CN 113**

In this required class, freshmen will gain a deeper understanding of the office applications by going beyond the fundamentals in Word, PowerPoint, Excel, Access and Outlook. Building upon computer skills learned in middle school, instruction will include proficiencies in web-based tools such as Office 365 and Google applications. Pupils will discover more of the underlying functionality of these applications and become more skilled and productive with an approach that allows learning by doing. Students will become technologically fluent in the use of these tools and come away with a strong base of computer skills that are vital in today's business environment, and that can be applied in almost every career.

### **INTRODUCTION TO BUSINESS (Grade 9-12)**

**1 credit - weighted 1.0**

**CN 161**

Introduction to Business is the first business course offered in the business curriculum. It provides the student with an introduction to the business world amassing a host of facts and business data to applying a logical approach to the identification and solving of various business and economic problems of a personal and business nature. This course emphasizes communication skills, hands-on projects and team-building exercises. Students will compete in teams in a Stock Market and Shark Tank simulation.

### **MARKETING/MANAGEMENT (Grades 10-12)**

**1 credit - weighted 1.0**

**CN 463**

Marketing/Management is a recommended course for all 10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup> grade students. Marketing/Management provides the student with an understanding of marketing and an introduction to management. This course is an exciting course and will address such areas as advertising, selling, purchasing, retailing, entrepreneurship, sports marketing, retail marketing, and human resources. Students will be acquainted with the many career avenues available in these fields. Students will participate in simulation of creating/designing their own business. Students will complete an advertising campaign, marketing plan, create a promotional video commercial, and be exposed to outside speakers. This course prepares students for employment in business or for college in the fields of Accounting, Business Management, Marketing, and Business Education.

### **BUSINESS LAW (Grade 10-12)**

**1 credit - weighted 1.0**

**CN 366**

This is a full-year course offered as an elective to any 10<sup>th</sup>, 11<sup>th</sup> or 12<sup>th</sup> grade student. The course deals with how law affects the student, the minor and the adult in various situations. A large portion is devoted to the enforcement of the law and the consequences when broken. The students will also be exposed to the importance of making and carrying out contracts. Other sections studied are personal property and bailments, buying and selling, the use of credit, applying law to employment and Tort law. The course is set up to be mainly a discussion through the application of law principles to numerous cases. Many outside resources are used such as: juvenile probation officers, police officers, lawyers, and a field trip to witness an actual court case. Students will participate in several mock trials. Students will obtain a wealth of information and have a better understanding of the importance of our legal system.

### **PERSONAL FINANCE (Grade 10)**

**1 credit - weighted 1.0**

**CN 748**

This course will help students gain an understanding in money management through analyzing individual choices. This will help students acquire the skills needed for their individual, occupational, and educational futures. Real world topics covered will include income, money management, taxes, spending and credit, as well as saving and investing. Unique topics include paying for college, purchasing a car, protecting your identity, and remaining debt-free. This course will also help students reflect upon career goals and help them prepare for life regardless of their career decisions.

**MULTIMEDIA (Grades 9-12)****1 credit - weighted 1.0****CN 110**

Multimedia is an advanced computer class designed to instruct students on the many areas of multimedia. Students will use computers, multimedia peripherals, and the Internet to design interactive multimedia programs, create graphics, edit digital audio, and much more. Students will be given first-hand experience with cutting-edge software, like Adobe Photoshop, Illustrator, and InDesign when developing their multimedia projects.

**WEB PAGE DESIGN (Grades 9-12)****1 credit - weighted 1.0****CN 462**

This one-year Advanced Computer course is designed for any student interested in areas of Web Design. Students will learn Basic HTML and characteristics of proper web page design. They will also utilize cutting edge software to create sophisticated effects, rollovers, and animation and learn to manage site files in an efficient manner. The primary web editing tools used in class are Adobe Dreamweaver and Animate. Software will also be combined with peripheral devices such as scanners, digital cameras, and video editing hardware to produce projects and web pages.

**COMPUTER HARDWARE & FORENSICS (Grades 9-12) 1 credit - weighted 1.0****CN 362**

The Computer Hardware & Forensics course aims to prepare students for careers as computer technicians. Through a structured series of objectives, students are exposed to all aspects of computer maintenance and support, from hardware systems to customer relations. Completion of the course will prepare students for certification as A+ technicians, further enhancing their employability. Using a hands-on practical approach, students will build, create and troubleshoot desktop PC systems. The final quarter includes an investigation of forensics software and techniques.

**ROBOTICS & AI PROGRAMMING with PYTHON (Grades 9-12) 1 credit - weighted 1.0 CN 458**

Robotics and AI Programming with Python is designed to familiarize the students with the principles of robotic design and artificial intelligence. The course programming platform will utilize the Python language in the Microsoft MakeCode environment. Virtual and Physical robotics elements will feature MineCraft virtual 'Agent' robots as well as real life Lego EV3 robots. Topics covered include: sensor design, motor manipulation and movement, basic engineering, modular programming, structured programming, program planning, debugging, and documentation. A 75% in Algebra I is suggested due to the logical and mathematical nature of the majority of the projects.

**PROGRAMMING I (Grades 9-12)****1 credit - weighted 1.0****CN 361**

Programming 1 is designed to familiarize the students with the features, limitations, organization, and run-time behavior of programming languages. Programming emphasis concentrates on the Pascal language. Topics covered include: variables, functions, procedures, modular programming, structured programming, program planning, debugging, and documentation. A 75% in Algebra II is suggested due to the mathematical nature of the majority of programming projects.

**PROGRAMMING II (Grades 10-12)****1 credit - weighted 1.0 CN 461**

Programming 2 takes students to the world of object-oriented programming using the C++ language. The course covers the C++ language, introducing the syntax and structures common to C++. Using C++ students will reinforce the core topics of structured programming, planning, and organization while creating a variety of text based programs in a Unix development environment. Topics covered include: variables, functions, procedures, classes, methods, structures, graphical interface design, program planning and documentation. A 75% in Algebra II is suggested due to the mathematical nature of the majority of programming projects. **Prerequisite: Programming I**

**PROGRAMMING III (Grades 10-12)****1 credit - weighted 1.0****CN 561**

Programming 3 is recommended for students who are interested in creating programs for execution within web pages. The course utilizes object oriented Java applications that build up to mobile apps and applets. This course is an excellent foundation for future study of computer science. A 75% in Algebra II is suggested due to the mathematical and logical nature of the majority of programming projects. **Prerequisite: Programming II**

**DIGITAL DESIGN (Grades 9-12)****1 credit - weighted 1.0****CN 163**

This course will teach students how to create professional output ready layouts for a variety of end products, including anything from a simple coupon, to a 120 page full color magazine or book, as well as an interactive PDF document or a website. Dynamic documents created in this class with buttons, hyperlinks, transitions, and media can be exported as flash files, PDF files, or XHTML or XML for use on the Internet. Knowledge of other Adobe software a plus but not required. Students will be using InDesign, Muse and Acrobat by Adobe.

**ADVANCED APPLICATIONS (Grades 9-12)****1 credit - weighted 1.0****CN165**

This advanced office course assumes students are familiar with the basics of Word, Excel, and Access by going beyond the fundamentals and teaching in-depth concepts in spreadsheets and databases that are vital in today's information management careers. This class will acquaint students with the proper procedures to create and enhance documents, worksheets, and databases suitable for coursework, professional purposes, and personal use. Students will discover more of the underlying functionality of Office applications to become more productive and to develop an exercise-oriented approach that allows learning by doing.

**TV-INTRO TO DIGITAL VIDEO (Grades 9-12)****1 credit - weighted 1.0****CN 613**

The course will include units on the history of visual media and media literacy. Students will be instructed in all phases of video production and will demonstrate a minimal competency in all phases of production. Students will be required to produce a public service announcement, a documentary, or oral history project, a commercial, and one special feature. Previous experience in Tiger News is not required.

**COOPERATIVE EDUCATION**  
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**COOPERATIVE EDUCATION**

**1 credit - weighted 1.0****CN 714****2 credit - weighted 1.0****CN 712****4 credit - weighted 1.0****CN 721**

Cooperative education is a one two, or four credit elective program open to seniors only. Co-op provides occupational education to students electing this program through on-the-job training. Completing the Cooperative Work Experience Program successfully will provide the student with a better understanding of the world of work as well as occupational training which will enable the student to be successful in his or her future career. Students must select a co-op placement directly connected to their future career interests. Co-op students are expected to have a business background or career objective.

## PHYSICAL EDUCATION/HEALTH EDUCATION

### **PHYSICAL EDUCATION**

**1/2 credit - weighted 1.0**

**CN 167.5**

#### **Grade 9**

9<sup>th</sup> Grade Physical Education continues to develop the student's skills so they may be more proficient in organized activities. A diverse selection of activities is offered to enhance organized sports, as well as individual fitness trends. Each student will understand the components necessary in maintaining lifelong fitness. Students will also explore methods for the development of leadership skills and cooperation with team members.

#### **Grades 11 – 12**

**1/2 credit - weighted 1.0**

**CN 472.5**

Physical Education in 11th and 12th grade emphasizes activities that encourage lifelong fitness and overall conditioning. It exposes students to a variety of activities so they can make educated decisions about their fitness after graduating from high school. Components of the program included new fitness trends, as well established programs in today's world. It also strives to make the student aware of relationships to classmates, as well as offer opportunity to be a leader among their peers.

#### **ADAPTIVE PHYSICAL EDUCATION (Grades 9-12)**

**1/2 credit - weighted 1.0**

**CN 476.5**

The Adapted Physical Education program is designed to meet the needs of students by adapting Physical Education due to needs outlined in their Individualized Education Plan. The Physical Education Staff or district services such as Physical Therapy or Occupational Therapy will assess students to indicate need for students separately. After a baseline is determined, progress towards goals for each student will be tracked and managed. This program will be aligned in conjunction with the National Standards of Adapted Physical Education.

#### **HEALTH EDUCATION ONLINE (Grade 11)**

**1/2 credit - weighted 1.0**

**CN 377.5**

This year long online course is broken into semester 1 and 2 for student completion. It focuses on the individual's overall health and wellness, while investigating other aspects such as mental health and its components. Students will also study the effects of drugs, alcohol, and tobacco use during this course. Factors that impact body systems and applications that can be effective in prevention of many diseases will also be explored during this class.

Communicable and non-communicable diseases are discussed giving students the choice on making healthy choices that may impact them lifelong. Discussion on building families, which included dating, commitment, marriage, as well as maturation, aging and death complete the course.

Students will receive bi-weekly assignments through the SCA Moodle Site. Bi-weekly tests will be given per the schedule found on their email each semester. Outside assignments will be due prior to taking the test. This is a required class needed for graduation.

### **SPORTS MEDICINE**

**1 credit - weighted 1.0**

**CN 375**

This course will provide the student with an overview of Allied Health Profession. Instructional focus will be on basic emergency care, first aid, CPR, functional anatomy, common athletic injuries, injury assessment and management. Students will work directly with the Athletic Trainer in an academic and clinical setting. Instructor approval is required.

## **TECHNOLOGY EDUCATION**

All Technology Education courses, with the exception of Drafting/CADD and the CADD Course, require ALL students to create at least one (1) design project. There will be many other projects required during lessons and machine use practice. ALL materials used by the student will need to be paid for by the student. Any materials not paid for by the end of the year will be an obligation, and the school will hold report cards. Students are also required to purchase safety glasses, either from the instructor or on their own.

### **PRINCIPLES OF DRAFTING**

**1 credit - weighted 1.0**

**CN 294**

Computer course for graduation. This course is designed to be an introduction to the principles of drafting and design. Students will learn hand tool drafting while learning line types, line weights, and drawing layout. The students will also have an in depth knowledge of AutoCAD, its operation and commands. Students will create 2D drawings, 3 view orthographic drawings as well as isometrics and pictorial views. Students will also have an introductory understanding of 3D AutoCAD to edit and manipulating solid objects. Materials and rendering will also be discussed and incorporated into the forth marking period assignments.

### **MECHANICAL DRAFTING**

**1 credit - weighted 1.0**

**CN 283**

Basic principles and skills of drafting as a graphic using the parametric modeling approach. Topics include technical sketching, SolidWorks® CAD operations and procedures, shape description, geometric construction, multi-view projection, sectional views, auxiliary views, revolutions, threads and fasteners, and application of dimensions and tolerancing. Other topics include detail views, part drawings, assembly drawings, manufacturing processes, surface finishing, descriptive geometry, and the use of vendor part catalogs. ANSI/ASME drawing standards and practices are emphasized. **Prerequisite required: Principles of Drafting**

### **ARCHITECTURAL DRAFTING**

**1 credit - weighted 1.0**

**CN 284**

Introduction and practical application of Computer-Aided Drafting (CAD) techniques and standards used to create two-dimensional architectural drawings. Focus on hardware and software components, operating systems, file management, CAD commands, system variables, drawing setup, creation of lines and shapes, and the editing, saving, and printing of drawings. Advanced topics include external references, layouts, paper space, attributes, dimensioning, text, and the creation of a symbols library. **Prerequisite required: Principles of Drafting**

### **3D MODELING AND DESIGN**

**1 credit - weighted 1.0**

**CN 278.1**

Study and application of solid and surface modeling using Autodesk Inventor® parametric modeling software. Topics include the generation and editing of mechanical parts and assemblies, analysis of mass properties, rendering and animation, and the development of physical models using rapid prototyping (additive manufacturing) equipment. Also included are basic 3D-to-2D documentation techniques. **Prerequisite required: Principles of Drafting**

### **FUNDAMENTALS OF WOODWORKING**

**1 credit - weighted 1.0**

**CN 265**

The study of woodworking, both in industry and for home shops. Students will learn the physical properties of wood, and its characteristics. Students will also learn the basic usage and safe operation of all machines in the wood working area, including the planer, jointer, table saw, radial arm saw, drill press and various hand power tools. Wood joinery and techniques will also be studied and used throughout the course. The last marking period will be used for students to construct individual projects of their own design.



**ADVANCED WOODWORKING PROCESS AND TECHNIQUES 1 credit - weighted 1.0 CN 266**

This course will give students an in depth look into the artistic style of woodworking and what goes into turning a project from a simple design, to a piece of art. Wood joinery will be heavily discussed and used throughout the course, with an emphasis on precision. The course will also highlight several techniques used only by select craftsmen to create truly unique pieces of art. Students will gain an understanding of wood characteristics, and how wood grain effects the overall appearance of the final product. Students will also learn to use the CNC machines, to ensure accuracy in detailed pieces. Students will utilize the entire 2<sup>nd</sup> semester to design and construct individual pieces that will be displayed. **Prerequisite required: Fundamentals of Woodworking**

**FUNDAMENTALS OF METALWORKING 1 credit - weighted 1.0 CN 279**

Students will learned the basic principles in metalworking, and their uses in industry and the home shop. Students will learn to identify metals, and their uses and how to process them. Sheet metal design, layout and processes will be taught. Wrought iron work, forging, and gas welding will be discussed and used to create several projects. Students will also be taught MIG welding. The students will have the opportunity to complete a restoration project for the 4<sup>th</sup> marking period, as well as an individual project.

**ADVANCED METALWORKING PROCESS AND TECHNIQUES 1 credit - weighted 1.0 CN 280**

Metal machining will be the primary focus of this course. Students will be taught to use the metal lathe, the milling machine and the processes used on these machines. Precision measuring will be a unifying theme throughout the entire course. The students will also sand cast parts, that will then be machined. ARC and TIG welding will be taught and used during various projects throughout the year. Students will use the 4<sup>th</sup> marking period to complete several individual projects, that will showcase the students in depth knowledge of metalworking. **Prerequisite required: Fundamentals of Metalworking**

**INDUSTRIAL RESEARCH AND DESIGN 1 credit - weighted 1.0 CN 260**

Seniors only, uses both shops. This courses main focus is the ability for a student to take a project from the design phase to a completed project. Students will spend the year creating projects that require extensive research and engineering to create a design. The design will then be drawn using any CAD software available to them, and using these plans students will create the project. The wood working area as well as the metal working area may be used. Prototyping and the design loop will be used extensively, and 3D printing will be used to create prototypes. Students will allowed to work on individual projects the entire year, as well as group projects. **Prerequisite required: Fundamentals of Woodworking, Fundamentals of Metalworking, Principals of Drafting**

**BASIC PRINCIPLES FOR CONSTRUCTION 1 credit - weighted 1.0 CN 600**

Introductory course for students to learn the basics of plumbing, electrical, and carpentry. Students will focus on organization and leadership structure, teamwork, safety on the job site, including working with electricity, hazardous materials, and other OSHA regulations. Students will also review basic math skills as applied to construction. They will work with hand tools required to complete jobs and learn how to read and utilize basic residential blueprints. Students will learn wall-framing, electrical circuitry, and plumbing systems.

## FINE ARTS

### **FOUNDATIONS OF ART (9-12)**

**1 credit - weighted 1.0**

**CN 192**

This course will offer an emphasis on the foundations of art including art history and the elements and principles of design. This course will meet every day for one full year. This course must be successfully completed before taking any other art course.

### **TWO DIMENSIONAL DESIGN (10-12)**

**1 credit - weighted 1.0**

**CN 393**

This course will offer an emphasis on the art forms of drawing, painting, and digital photography. Students will explore all of the media encompassing these two-dimensional art forms. This course will meet every day for one full year.

**Prerequisite: Foundations of Art.**

### **TWO DIMENSIONAL DESIGN 2**

**1 credit - weighted 1.0**

**CN 394**

This is a Level 2 course for students who have successfully completed Two Dimensional Design. Students will continue exploring all of the media encompassing the two dimensional art forms at an advanced level. This course will meet every day for one full year. **Prerequisite: Successful completion of Two Dimensional Design.**

### **THREE-DIMENSIONAL DESIGN (10-12)**

**1 credit - weighted 1.0**

**CN 493**

This course will offer an emphasis on the art forms of ceramics, sculpture, and crafts. Students will explore all of the media encompassing these three-dimensional art forms. This course will meet every day for one full year.

**Prerequisite: Foundations of Art.**

### **THREE DIMENSIONAL DESIGN 2**

**1 credit - weighted 1.0**

**CN 494**

This is a Level 2 course for students who have successfully completed Three Dimensional Design. Students will continue exploring all of the media encompassing the three dimensional art forms at an advanced level. This course will meet every day for one full year. **Prerequisite: Successful completion of Three Dimensional Design.**

### **SENIOR STUDIO (12)**

**1 credit - weighted 1.0**

**CN 590**

This course will be offered to seniors who have a keen interest in the arts. This course will further enhance their artistic skill and talent through the production of a body of work and portfolio development. This course will meet every day for one full year. **Prerequisite: Successful completion of two years of art coursework.**

**MUSIC**

**SENIOR HIGH CHORUS (Grades 9-12)**

**1 credit - weighted 1.0**  
**½ credit – weighted 1.0**

**CN 482**  
**CN 382**

The Senior High Chorus is a mixed chorus, open to 9th through 12th grade students. The Senior High Chorus performs advanced choral literature (Grade levels 4-6 on a scale of 1-6). Students are required to rehearse every day in a six-day cycle. Students will acquire knowledge of principals of music theory, composition, and history to increase understanding of the music being studied. The students prepare music to be performed for concerts, adjudication festivals, community functions, PMEA County, District, Regional and State festivals, and ACDA Honor Choir Festivals. The chorus also provides a performance medium for school pianists and other musicians. Gospel Choir and “Encore” Musical Ensemble are extensions of the Senior High Chorus that are available to high school students. Students must have a strong desire and dedication to participate in these demanding, but rewarding, activities. Only Gospel Choir and Encore members are selected through an audition process.

Students will have group vocal lessons. These lessons will meet on a rotational basis so that they will not miss the same class every week. These lessons are graded and are averaged in with their chorus grade.

Students are required to be at all dress rehearsals and concerts. Students will receive a grade for both performances in December and May as well as dress rehearsals.

A spring trip is planned to a major destination for adjudication, performance, or for educational purposes. To be eligible for field trips, a student must be a member of the ensemble for two consecutive years; exceptions are incoming freshmen, students new to the district, or at the discretion of the director and must also attend both concerts and their lessons to be eligible.

**MUSIC APPRECIATION (Grades 11-12)**

**1 credit - weighted 1.0**

**CN 483**

The Music Appreciation course is an advanced music course designed to acquaint students with all types of music including advanced and college placement music theory, sight singing, history, composing, and computer applications. Participation in one of the performing groups is beneficial but not necessary.

**SENIOR HIGH SCHOOL INSTRUMENTAL PROGRAM (Grades 9-12)**

**1 credit - weighted 1.0**  
**½ credit – weighted 1.0**

**CN 782**  
**CN 752**

Instrumental music is a vital part of Southern Columbia Area. The Senior High Band meets every day of the week for rehearsal. Senior Band begins the first week of August to prepare for the marching and playing drills to be used during football games, and parades. There will be a Winter Concert in December and a Spring Concert in May. All of which will be prepared on school time. Individual lessons, which are graded, are provided on a rotational basis, so that the student does not miss the same class every week. Ensemble playing includes jazz ensemble, woodwind, brass and percussion are offered on an extra time basis and many participate. Students will also have an opportunity to audition for County Band and District Band. If successful, the student may continue to Regional Band and conclude with state band. A spring trip is planned to major destinations for adjudications, parade and/or for educational purposes. After school practices will be held when needed.

To be eligible for field trips, a student must be a member of the ensemble for two consecutive years; exceptions are incoming freshman, students new to the district, or at the discretion of the director.

The complexity and requirements of band performance necessitates setting a date of June 1<sup>st</sup> as the deadline for dropping the course. Please value the collective work of all other band members by speaking to the director if you are considering dropping band. We need to be sure of everyone’s commitment early.

**BEGINNING PIANO, GUITAR & UKELELE Level 1 (Grades 9-12)****1 credit - weighted 1.0****CN199**

The Beginning Piano, Guitar and Ukulele Class will teach students in grades 9-12 how to play each of these instruments. They will also learn music notation, note reading, tuning, and basic techniques for each instrument and the correlation between the three instruments. No piano, guitar, or ukulele skills are necessary for this class. Pianos, guitars, and ukuleles are provided for in school use only. Students who have some knowledge of music are also welcome.

**PIANO & GUITAR Level 2 (Grades 10-12)****1 credit - weighted 1.0****CN298**

Piano, Guitar and Ukulele Class Level 2 is for students in grades 10-12 who have completed Beginning Piano, Guitar, and Ukulele Class. Students will continue learning how to play the piano, guitar, and ukulele along with learning music notation, note reading, and techniques. Pianos, guitars, and ukuleles are provided for in school use only. This class is for students in grades 10-12. . **Prerequisite: Beginning Piano, Guitar & Ukelele.**

**MUSICAL PRODUCTION (Grades 10-12)****1 credit - weighted 1.0****CN 753**

Musical Production is a new course offered by the Music Department. This class meets every day in a week. The class will look at various aspects of the process of musical theatre: lighting tech and design, sound tech and design, Broadway musicals, set design, theatre games and warm-ups and historical background. Students will design a set for the current musical production by the SCA Music Department.

The class will take possible field trips to see High School Musicals in the neighboring school districts, towns and New York City. Students will work in teams to run the sound and lighting booth for assemblies, concerts, musicals or other activities in the auditorium. This class has a commitment, due to the running of equipment and rehearsals, during and after school hours. Class is open to students in 10<sup>th</sup>-12<sup>th</sup> grade.

## FAMILY AND CONSUMER SCIENCES

### **COOKING ON YOUR OWN (9<sup>th</sup> – 12<sup>th</sup>)**

**1 credit - weighted 1.0**

**CN 286**

Cooking On Your Own is designed to make students more confident and independent in the kitchen. This course will enable students to make educated food shopping decisions about selecting and storing various foods. Students will cook in small groups using easy-to-understand recipes for dishes based on specific food groups including vegetables, fruits, grains, dairy, meat, and beverages. Acquired kitchen management skills will be valuable to the student who cooks at home now or who will be cooking in the future.

### **COOKING ON YOUR OWN 2 (Grades 9-12)**

**1 credit - weighted 1.0**

**CN 285**

Cooking On Your Own 2 is a yearlong, 1 credit course offered in the Family and Consumer Sciences department. Food Preparation enables students to be independent in the kitchen while focusing on the preparation of specific food categories. In addition, the course touches on ServSafe content, preparing students for jobs in the food industry. Topics of study include- introductory food course topics (tools, measurement, and kitchen safety), ServSafe, soups and sauces, pizza and sandwiches, salads and dressings, stir fries and casseroles, food trends, and large quantity food production.

### **SMART LIVING-(9<sup>th</sup> – 12<sup>th</sup>)**

**1 credit - weighted 1.0**

**CN 497**

Smart Living is a course that will enable students to make smart choices when it comes to varying aspects of everyday life. Students will study nutrition related topics to equip them in making nutritious, safe, and healthy choices. Cooking labs throughout the course will allow students to practice food preparation skills. Throughout the course students will additionally study topics related to everyday tasks they will experience during and after high school such as careers, banking, budgeting, credit cards, insurance and housing options. The course will meet every day for a full year.

### **INTERNATIONAL FOODS AND DESSERTS (9<sup>th</sup> – 12<sup>th</sup>) 1 credit - weighted 1.0**

**CN 474**

This course has two parts: international foods of all kinds and desserts of all kinds. In International Foods, students will be exploring the culture and cuisine of countries from around the globe. This course will also examine how history and geography influence the foods and dishes that are eaten in various areas of the world. As we circle the globe, starting with the U.S., and continuing through Latin and South America, Europe, and Asia, students will sample foods commonly eaten in various areas and prepare dishes from different countries.

In Desserts, students will be using advanced cooking skills to make a variety of desserts including cakes, pastries, cookies, candies, and fruit and gelatin desserts. The class ends with a Dessert Show in which students choose a dessert to make and have it judged by an objective panel.

### **PARENTING AND CHILD DEVELOPMENT (Grades 9-12) 1 credit - weighted 1.0**

**CN 389**

This course provides the opportunity to study parenting skills and styles throughout the developmental stages of children. Beginning with the study of prenatal care and development, the course takes the student through many areas and stages of child development. Students will study parenting skills as they relate to the needs of children at each stage. Along with classroom work, students will observe young children and interview parents of these children at various times throughout the course. Learning is applicable to parenting, caring for or working with children, as well as a means of exploring child-related occupational interests.

### **RELATIONSHIPS (Grades 9-12)**

**1 credit - weighted 1.0**

**CN 374**

This course is designed to enable students to form healthy, caring relationships with family members, peers and community. After studying the use of communication skills within relationships, students will be able to improve conflict management skills and increase tolerance awareness. Studying personality development will enhance self-esteem and encompass development of positive mentor skills. The physical, social, and emotional development of the school age child will be addressed prior to student involvement within the elementary school and community.