

***PROGRAM OF STUDIES***

**UPPER ST. CLAIR  
HIGH SCHOOL**

**Upper St. Clair, Pennsylvania**



**2015 - 2016**

## FOUR YEAR PLANNING GUIDE

Choice	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
<b>1</b>	<b>English – 9</b>	<b>English – 10</b>	<b>English - 11</b>	<b>English - 12</b>
<b>2</b>	<b>American Civics and World Geography</b>	<b>World History</b>	<b>American History</b>	Elective
<b>3</b>	<b>Mathematics</b>	<b>Mathematics</b>	<b>Mathematics</b>	Elective
<b>4</b>	<b>Science</b>	<b>Science</b>	<b>Science</b>	Elective
<b>5</b>	World Language or Other *Elective	World Language or Other *Elective	World Language or Other *Elective	World Language or Other *Elective
<b>6</b>	*Elective	*Elective	*Elective	*Elective
<b>7</b>	<b>Wellness Education - 9</b>	<b>Wellness Education - 10</b>	<b>Wellness Education - 11</b>	
<b>8</b>	Lunch/I.S.	Lunch/I.S.	Lunch/I.S.	Lunch/I.S.

Graduation Requirements are printed in **Bold Print**.

Dear Parents and Students:

The Program of Studies booklet is designed to assist you with the selection of courses and programs at Upper St. Clair High School. Because of the exceptional number, diversity, and quality of courses offered, it is important to review all the educational opportunities available to our students.

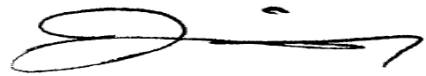
Academic success is dependent upon proper placement into the courses. Therefore, it is important to consider your options and future academic plans. To help with your decision making, a four-year planning guide has been included in the Program of Studies.

Please carefully review the Program of Studies prior to planning a schedule. If you have any questions about the process, contact the counseling office for assistance.

Sincerely,

A handwritten signature in dark ink, appearing to read "Louis L. Angelo". The signature is fluid and cursive, with the first name "Louis" being more prominent.

Louis L. Angelo, Ed.D  
Principal

A handwritten signature in dark ink, appearing to read "Jenifer N. Kirk". The signature is more stylized and less cursive than the one on the left, with a long horizontal stroke at the end.

Jenifer N. Kirk  
HS Guidance Curriculum Leader

## TABLE OF CONTENTS

FOUR YEAR PLANNING GUIDE.....	INSIDE FRONT COVER
GENERAL INFORMATION .....	2
COUNSELING SERVICES IN SELECTION OF COURSES .....	2
GRADUATION REQUIREMENTS .....	2
COURSE WORK.....	2
GRADUATION PROJECT .....	2
STATE TESTING PROFICIENCY REQUIREMENTS.....	3
WEIGHTED GRADE POINT AVERAGE CALCULATION.....	3
INFORMATION FOR STUDENTS ENTERING GRADE NINE .....	5
9 <sup>TH</sup> GRADE ELECTIVE OPTIONS.....	6
COURSE LIMITATIONS .....	7
COURSE SELECTION .....	7
SCHEDULE CHANGES .....	7
STUDENT LOAD .....	8
HONORS COURSES .....	8
ADVANCED PLACEMENT (AP) AND INTERNATIONAL BACCALAUREATE (IB) COURSES .....	8
EARLY GRADUATION (INDEPENDENT STUDY-SENIOR REQUIREMENT).....	8
LUNCH/INDEPENDENT STUDY (I.S.) PERIOD .....	8
SEMESTER COURSES .....	8
APPROVAL FOR EXTERNAL CREDITS .....	8
TRANSCRIBING NON-USC TRANSCRIPTS.....	9
COURSE LISTINGS .....	9
COLLEGE PREPARATORY CURRICULUM .....	10
NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA).....	11
INTERNATIONAL BACCALAUREATE PROGRAM.....	12
UPPER ST. CLAIR HIGH SCHOOL STUDENT SUPPORT SERVICES (S <sup>3</sup> ).....	19
STUDENT ASSISTANCE PROGRAM (SAP).....	19
PEER HELPING PROGRAMS.....	19
CUSTOMIZED LEARNING PROGRAM.....	21
INDEPENDENT STUDY.....	21
ENROLLMENT IN COLLEGE PROGRAMS .....	21
DUAL ENROLLMENT PROGRAM.....	22
REGIONAL OPPORTUNITY INITIATIVE .....	22
ONLINE LEARNING OPPORTUNITY .....	22
INTERDISCIPLINARY COURSES AND OPPORTUNITIES.....	23
PROGRAM FOR CERTIFICATE OF GLOBAL FLUENCY .....	26
PARKWAY WEST AREA VOCATIONAL-TECHNICAL SCHOOL.....	27
.....	
COURSES OFFERED AT UPPER ST. CLAIR HIGH SCHOOL	
ENGLISH.....	28
SOCIAL STUDIES .....	34
MATHEMATICS .....	42
SCIENCE .....	49
WORLD LANGUAGES.....	57
FAMILY AND CONSUMER SCIENCE.....	69
TECHNOLOGY EDUCATION .....	71
VISUAL ARTS.....	73
MUSIC- INSTRUMENTAL.....	77
MUSIC-VOCAL .....	80
WELLNESS EDUCATION.....	82
.....	
INDEX.....	84
COURSE SELECTION WORKSHEET.....	INSIDE BACK COVER

## PROGRAM OF STUDIES 2015-2016

### GENERAL INFORMATION

This booklet contains information that will be helpful to students and parents in planning the students' course of study. It also provides a list of courses offered and a brief description of each.

Decisions about courses for the coming year should be related to the individual student's interests, abilities, and plans for the future. We encourage students and parents to share in the decision making process. In addition, teachers and counselors may be of assistance.

Schedules should be planned to provide a full program for the coming year. Plans for first and second semester courses should be made at this time. Opportunities for mid-year schedule changes are limited. Students should strive to plan a schedule where the load is evenly distributed between the two semesters.

### COUNSELING SERVICES IN SELECTION OF COURSES

Each student is assigned a counselor. Students may go to the counseling office for counseling and assistance. Parents may contact counselors by phone (412-833-1600 X-2290) to talk with the counselor or schedule an appointment by accessing the individual counselor's schedule via the counseling website.

### GRADUATION REQUIREMENTS

The following grading system is used by Upper St. Clair High School: A – Outstanding 100-90; B – Good 89-80; C – Average 79-70; D – Below Average 69-60; F – Failing Below 60; I – Incomplete; and P/F – Pass Fail (60% achievement warrants a passing grade).

Semester grades are cumulative. The grades issued for Semester 1 and Semester 2 are those which will appear on the student's transcript and will be calculated into GPA (mid-semester grades are not included on the transcript and are not calculated into GPA). The highest possible cumulative un-weighted GPA for all students is 4.0. The highest possible year-end cumulative weighted GPA is as follows: freshmen 4.25; sophomores 4.50; juniors 4.75; and seniors 5.0. Students must complete 44.5 credits and the Graduation Project in order to earn an Upper St. Clair diploma and walk at Graduation.

### COURSE WORK

Graduation from Upper St. Clair High School requires satisfactory completion of a cumulative minimum of 44.5 credits in grades 9, 10, 11, and 12 in order to participate in the graduation ceremony. The requirements by subject areas are listed below:

English.....	8 Credits
Social Studies .....	6 Credits
Mathematics .....	6 Credits
Science .....	6 Credits
Arts and/or Humanities .....	4 Credits
Wellness Education .....	3.5 Credits
Electives .....	11 Credits
Total .....	44.5 Credits

Any class which meets 10 or more modules per week will earn two credits per year or one credit per semester. Any class which meets fewer than 10 modules per week will earn one credit per year or one-half credit per semester.

### GRADUATION PROJECT (CULMINATING PROJECT)

All students are required to complete a career-focused graduation project (culminating project) by May of their seniors year as part of the graduation requirement. The project will be 3½ years worth of research stemming from school counselor meetings, class assignments, and the career development program. The USC High School Graduation Project provides students the opportunity to demonstrate what they have learned through career research and exploration and is completed utilizing Naviance.

## STATE TESTING PROFICIENCY REQUIREMENTS

Students graduating prior to the 2016/17 school year are required for federal accountability purposes to participate in the Keystone Exams in the areas of Algebra 1, Biology, and English Literature by the end of grade 11.

Students graduating in the 2016/17 school year and beyond must participate in the Keystone Exams in the areas of Algebra 1, Biology, and English Literature and demonstrate proficiency in these areas by achieving a score of Proficient or Advanced.

Students who earn a score of Basic or Below Basic on a particular exam will be required to participate in supplemental instruction in that content area prior to retaking the exam. Students may retake the exam multiple times prior to the end of 11<sup>th</sup> grade if they have not scored above Basic. If they have not scored above Basic after two attempts on an exam or module, they qualify to participate in one or more project-based assessments as a means to demonstrate proficiency in that content area. Project-based assessments are developed by the Pa. Department of Education, administered by the school, and scored by Statewide panels. The Statewide review panels shall score student projects according to scoring protocols and rubrics developed by the Department.

## ADDITIONAL PROVISIONS

Students with disabilities may meet the graduation requirements specified above or may graduate upon satisfactorily completing a special education program developed by an Individualized Education Program team under the Individuals with Disabilities Education Act.

Students who enter Upper St. Clair High School in their junior or senior year who have not had the opportunity to participate in the Keystone Exams prior to entering USCHS will meet with USCHS administrators and counselors to determine how proficiency in the areas of Algebra 1, Biology, and English Literature will be met subject to guidance from the Secretary of the Pennsylvania Department of Education.

The Superintendent may waive the requirements for meeting the proficiency requirements on a case-by-case basis for good cause based on the provisions of Chapter 4.51d of the Pa. School Code.

## WEIGHTED GRADE POINT AVERAGE CALCULATION

We calculate a weighted grade point average (5.0) and an unweighted grade point average (4.0) for each student on the transcript. Upper St. Clair High School does not rank students. Through much research, deliberation, and consultation with colleges and universities and competitive high schools comparable to Upper St. Clair, we have concluded that it best serves our students to eliminate class rank.

Our weighted grade point average system is reflective of the difficulty and workload of Honors, Advanced Placement, and International Baccalaureate courses, and is calculated as follows:

**Weighted GPA = Unweighted GPA +  $[\frac{.25}{4S} \times (4A + 3B + 2C)]$ , where**

- 4 = reflects the expectation that four weighted classes be taken during each of the semesters that can be completed under the weighted system;
- S = represents the number of potential semesters that can be completed under the weighted system (8 semesters);
- A = the number of A's earned in Honors, Advanced Placement, International Baccalaureate courses;
- B = the number of B's earned in Honors, Advanced Placement, International Baccalaureate courses;
- C = the number of C's earned in Honors, Advanced Placement, International Baccalaureate courses.

The numbers 4, 3, and 2 inside the parentheses are the (unweighted) quality points awarded for that particular letter grade. Grades of "D" and "F" will not be weighted.

The additional value of .25 was chosen to represent the increased difficulty level of Honors, Advanced Placement and International Baccalaureate courses.

In summary, each student's transcript will consist of an unweighted GPA (maximum possible 4.0) and a weighted GPA (maximum possible 5.0). Maximum possible weighted GPA's at the end of each year are: 9<sup>th</sup> grade (4.25); 10<sup>th</sup> grade (4.5); 11<sup>th</sup> grade (4.75); mid-year 12<sup>th</sup> grade (4.875); and 12<sup>th</sup> grade (5.0). **It is important to note that students cannot attain a weighted GPA of 5.0 until the end of their senior year when the final weighted GPA is calculated.** For those students who take more than thirty-two Honors, Advanced Placement, and International Baccalaureate courses, only the thirty-two highest grades in those courses will be included in the calculation of the final weighted GPA. Grades earned in all courses will be included in the calculation of the unweighted GPA.

## INFORMATION FOR STUDENTS ENTERING GRADE NINE

It is recommended that each ninth grade student carry the following course work.

*NOTE: Two credits are awarded for a full year of work in a class meeting at least eight mods per week.*

- |  |   |
|--|---|
| 1. English 9        -2 Credits   | 2. Social Studies 9        -2 Credits                         |
| 100 – English 9  | 200 – American Civics &<br>World Geography                    |
| *101 – MYP English 9   | *201 – MYP American Civics<br>& World Geography               |
| 103 – <b>Honors</b> English 9  | 203 – <b>Honors</b> American<br>Civics & World Geography      |
| *106 – MYP <b>Honors</b> English 9   | *206 – MYP <b>Honors</b> American<br>Civics & World Geography |
| <br>   |   |
| 3. Mathematics        -2 Credits   | 4. Science        -2 Credits                                  |
| 300 – Cognitive Tutor Algebra 1  | 400 – Conceptual Biology                                      |
| 303 – Cognitive Tutor Geometry   | 403 – Academic Biology  |
| 306 – Geometry   | *404 – MYP Academic Biology                                   |
| 307 – *MYP Geometry  | 406 – <b>Honors</b> Biology                                   |
| 309 – <b>Honors</b> Geometry   | *409 - MYP <b>Honors</b> Biology                              |
| 310 – *MYP <b>Honors</b> Geometry  |   |
| 318 – <b>Honors</b> Algebra 2  |   |
| 319 – *MYP <b>Honors</b> Algebra 2   |   |
| <br>   |   |
| 5. Wellness Education/*MYP Wellness Education    - 2 Credits                           |   |
| <br>   |   |
| 6. Elective    - 2 Credits   |   |
| One full year course selected from world language or any of the fine and applied arts. |   |
| <br>   |   |
| 7. Elective    - 2 Credits   |   |
| Students may select one full year elective or two semester electives.                  |   |

*\*IB Middle Years Program courses*

Participation in the IB Middle Years Program requires that students take a full schedule of MYP classes.

***Honors courses** are enriched in content and depth of study in the general area normally studied at each level.*



## **9<sup>TH</sup> GRADE ELECTIVE OPTIONS**

### **ENGLISH**

- 136 – Speech (F)
- 139 – Speech (S)
- 145 – Creative Writing (SEM)

### **SOCIAL STUDIES**

- 251 – Psychology (F)
- 254 – Psychology (S)
- 263 – Sociology (F)
- 266 – Sociology (S)
- 272 – 21<sup>st</sup> Century Global Affairs (SEM)
- 275 – Asian & Mideast Studies (SEM)

### **WORLD LANGUAGES**

- 576 – International Studies I (F)
- 577 – International Studies II (S)

### **FAMILY & CONSUMER SCIENCE**

- 700 – Foods 1 (F)
- 701 – Foods 1 (S)
- 702 – Foods 2 (S)
- 707 – Child Growth & Development 1 (F)
- 708 – Child Growth & Development 1 (S)
- 715 – Practical Living (F)
- 716 – Practical Living (S)

### **TECHNOLOGY EDUCATION**

- 722 – Intro Engineering #
- 724 – Intro Architecture #
- 733 – Introduction to Robotics (SEM)#
- 734 – STEAM Design Lab

### **VISUAL ARTS**

- 750 – Ceramics 1 (F) \*
- 751 – Ceramics 1 (S) \*
- 758 – Paint/Draw/Mixed Media 1 (F) \*
- 759 – Paint/Draw/Mixed Media 1 (S) \*
- 766 – 3D Art 1 (F) \*
- 767 – 3D Art 1 (S) \*
- 773 – Digital Arts (SEM) \*

### **MUSIC – INSTRUMENTAL**

- 803 – Concert Band \*
- 804 – Jazz Ensemble \*
- 806 – Jazz Lab Ensemble \*
- 807 – Orchestra \*
- 808 – Basic Guitar \*
- 809 – Beginner Instrumental Studies \*

### **MUSIC – VOCAL**

- 820 – Men's Ensemble \*
- 821 – Women's Chorus \*

### **INTERDISCIPLINARY OPPORTUNITIES**

- 944 – Programming Languages 1 (F) #
- 947 – Programming Languages 2 (S) #
- 965 – Intro Video Communications (SEM) #
- 968 – Video & Media Communications 1 (SEM)#
- 983 – Theater\*
- 989 – Parkway Vo-Tech
- 990 – Resource Center

- \* Fulfills MYP Art credit requirement
- # Fulfills MYP Tech credit requirement

## **COURSE LIMITATIONS**

Course offerings will depend on the availability of staff, space, resources and potential scheduling limitations.

## **COURSE SELECTION**

Students are to carefully select courses with the advice and consent of their parents. Courses should be selected based on individual needs and interests. Budgeting decisions are based on the course selection process, so students should only choose those courses in which they are sincerely interested in and intend to complete.

When circumstances necessitate a change in a course selected, parents must present a valid reason for the change in writing to the principal. Students and parents are encouraged to see their counselors or teachers if they have questions about course selection.

## **SCHEDULE CHANGES**

During the first two weeks of each semester, changes may be made based on the following valid reasons:

1. **CURRICULUM PROGRAM CHANGE** – College preparatory to vocational or vice versa, college preparatory course for particular college majors, level changes (Honors/Advanced Placement/IB to Academic or vice versa, Academic to Conceptual/Cognitive Tutor or vice versa.)
2. **EMPLOYMENT** – When a student has gained employment requiring early dismissal, early release forms must be approved before a change can be processed.
3. **SCHEDULING ERROR** – When a student registers for a course that is no longer being offered or the master schedule creates an overlap in course selections (i.e. two courses are offered once a day in the same modules).
4. **PREVIOUS FAILURE** – When a class is scheduled with a teacher with whom the student has achieved failing work and when another instructor is available to teach the same course.
5. **SUMMER SCHOOL RECORD** – When a student completed or failed a course during summer school and when this circumstance affected the student's course selections.
6. **URGENT PERSONAL AND APPOINTMENT CONFLICTS** – When a student has a medical issue verified in writing by a doctor and requiring a change of schedule.

*PLEASE NOTE: Meeting any of the conditions listed above does not mean the automatic granting of a schedule change. There are times when the student's course change request cannot be met due to full classes, unavailability of classes at appropriate times necessary to meet the student's needs or other similar circumstances.*

***Classes may be added or dropped during the first two weeks of the semester with no impact on the student's transcript if the student's schedule consists of at least the minimum permissible number of courses. Students must request permission to drop a course after this period via the Schedule Change Procedure, which permits changes only at certain junctures of the school year. If permission to drop is granted, a designation of "W" will appear on the student's transcript next to the student's earned grade at the time of departure from the course, unless otherwise decided by the counselor and teacher. This becomes part of the student's permanent record. For level schedule changes, the student's percentage of achievement will transfer to the new course.***

Parents: If you would like your son/daughter to be assigned to the resource center when not assigned to classes, please contact your counselor. Unassigned pupils are expected to use the many designated areas available at the high school.

- All class changes must meet the schedule change criteria set in the Program of Studies booklet and must be done within the first two weeks of the semester.
- No schedules will be changed for the purpose of requesting a different teacher.
- For class size equity, schedules are subject to change, by school officials, over the summer months.

## **STUDENT LOAD**

The minimum permissible student load is five classes in addition to wellness education.

## **HONORS COURSES**

Honors level courses have an increased level of rigor and cover content in more depth and breadth. Students should anticipate material being covered at a faster pace, a higher demand for outside of school work, and additional reading and writing assignments. Only those students recommended for Honors Level courses are encouraged to enroll.

## **ADVANCED PLACEMENT (AP) AND INTERNATIONAL BACCALAUREATE (IB) COURSES**

Courses identified as Advanced Placement or International Baccalaureate are also considered Honors courses. They are intended for (but not limited to) those students wishing to take the AP and/or IB exams offered in May. Only IB students are permitted, and are required, to take the IB exams. All AP courses are under review through an AP Audit conducted by the College Board and will be offered based on approval.

## **EARLY GRADUATION (INDEPENDENT STUDY – SENIOR REQUIREMENT)**

Occasionally a student may find that his or her individual needs may indicate that early graduation would be desirable. Any student desiring such a privilege must have his or her parent make such a request in writing for approval by the counselor and the principal. Students seeking to graduate one year early should submit a request one year prior to the date of anticipated graduation. Diplomas will be awarded at the time of regular commencement exercises only.

## **LUNCH/INDEPENDENT STUDY (I.S.) PERIOD**

We believe that each student should have a minimum of one module daily for lunch/independent study. When students request more than six classes and wellness education, it is likely that the student will not be scheduled for lunch/independent study several days a week.

## **SEMESTER COURSES**

On the list of classes on the back of the course recommendation letter, semester courses are followed by an “F” (fall semester) or an “S” (spring semester). These designations are advisory only. Scheduling needs may require some changes. When this occurs, schedulers will attempt to maintain a balanced schedule for you. If problems result, you may discuss this with your counselor.

## **APPROVAL FOR EXTERNAL CREDITS**

High school students earning course credit outside of the Upper St. Clair High School curriculum must receive approval from the school district before having it placed on their transcripts. After obtaining approval and successful completion of the course, credit will be granted toward graduation and the grade will be designated on the student’s high school transcript as earned but will not be calculated into the GPA. Documentation of the course title on the student’s high school transcript will be exactly the same as the course title is documented on the official notification from the external agency supervising the course work.

Students are to meet with their high school counselor prior to taking any external course work to discuss the process for receiving approval for such course work.

A high school student is deemed as any student in the school district scheduled to attend Upper St. Clair High School in the fall.

## **TRANSCRIBING NON-USC TRANSCRIPTS**

Students who transfer to Upper St. Clair High School will have their transcripts transcribed to an Upper St. Clair High School transcript. The transcription process will reflect the course titles and grades as they appear on the sending transcript by granting credit via the Upper St. Clair School District's semester method (one credit per semester per course). If the sending transcript contains:

1. Letter grades, the exact letter grades will be transferred to the student's USC transcript.
2. Percentage grades, the grades will be translated to letter grades by the sending institution's system as noted on the transcript. If no translation system is provided, the Upper St. Clair percentage scale will be used.

## **COURSE LISTINGS**

Included in this booklet are listings and descriptions of all courses being offered during the 2015-2016 school year. Occasionally, courses may be dropped due to insufficient enrollment. If this happens to a course you have selected, your counselor will help you make a new selection.

## COLLEGE PREPARATORY CURRICULUM

Since the student who is preparing for college admission is faced with a wide variety of admission requirements, it is wise to prepare, as far as the individual's abilities permit, for the most demanding of these standards. The following program is designed to meet the requirements of the most competitive colleges and universities.

English.....	8 Credits
Social Studies .....	8 Credits
Math .....	8 Credits
Science .....	8 Credits
World Language.....	8 Credits
Electives .....	4.5 Credits
Total .....	44.5 Credits

The unit of credit as viewed by colleges and employers, is equivalent, in most cases, to 2 credits earned by an Upper St. Clair High School student. A number of variations may be planned to suit the needs, interests, and special abilities of the individual student.

We encourage all capable students to plan to meet at least the minimum college admission requirements summarized below.

English.....	8 Credits
Social Studies .....	6 Credits
Math .....	6 Credits
Science .....	6 Credits
World Language.....	4 Credits
Electives .....	11 Credits
Total .....	41 Credits*

### NOTE:

1. Colleges usually prefer 3 or 4 years of one language to 2 years of two different languages.
2. When only 2 years of a language are submitted for admission, both years are expected to be in a single language.
3. Science requirements are normally met with such courses as biology, chemistry and physics.
4. Admission may be granted to some institutions with less than the minimum indicated. However, any student having less has a more narrow selection of colleges to consider.
5. Colleges and Universities are constantly changing their admission requirements. It is no longer possible to make "blanket statements" concerning college admission. Students are encouraged to continue their work in the academic courses as long as it is appropriate and they are meeting success. We do not encourage student selection of inappropriate courses solely for the purpose of "needing it for college".

\*In addition, 3.5 credits of Wellness Education are required for graduation.

## NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA) ELIGIBILITY STANDARDS

In order to participate in a Division I or Division II sport in college, a student must meet the minimum requirements for core courses as established by the NCAA.

**For more information...** <https://www.youtube.com/watch?v=8iRU9JcPCoM>

- **NCAA Division I requires 16 core courses as of August 1, 2008.** This rule applies to any student first entering any Division I college or university on or after August 1, 2008. See the chart below for the breakdown of this 16 core-course requirement.
- **NCAA Division II requires 16 core courses.** See the breakdown of core-course requirements below.

<b>DIVISION I 16 Core-Course Rule</b>	<b>DIVISION II 16 Core-Course Rule</b>
<b><u>16 Core Courses:</u></b>  4 years of English. 3 years of mathematics (Algebra 1 or higher). 2 years of natural/physical science (1 year of lab if offered by high school). 1 year of additional English, mathematics or natural/physical science. 2 years of social science. 4 years of additional courses (from any area above, world language or non-doctrinal religion/philosophy).	<b><u>16 Core Courses:</u></b>  3 years of English. 2 years of mathematics (Algebra 1 or higher). 2 years of natural/physical science (1 year of lab if offered by high school). 3 years of additional English, mathematics or natural/physical science. 2 years of social science. 4 years of additional courses (from any area above, world language or non-doctrinal religion/philosophy).

PLEASE NOTE: If you are planning to participate in a Division I or Division II sport in college, please see your counselor prior to scheduling your courses.

## INTERNATIONAL BACCALAUREATE PROGRAM

The International Baccalaureate Organization (IBO) is a nonprofit educational foundation with its headquarters in Switzerland; it was created in 1968. It provides three related programs to 3,517 authorized schools in 144 countries: its flagship pre-university IB Diploma Program, the Middle Years Program (MYP), for students aged 11-16, and the Primary Years Program (PYP), for children aged 3-11. Upper St. Clair High School offers I.B. Middle Years Program for students in grades 9 and 10, and the I.B. Diploma Program for students in grades 11 and 12. Worldwide, 1,076,000 students are enrolled in IB programs.

**For more information...** <http://www.youtube.com/embed/85L27llf-T8>

### MIDDLE YEARS PROGRAM (MYP) GRADES 9 AND 10

**Participation in the IB Middle Years Program requires that students take a full schedule of MYP classes.**

The I.B. Middle Years Program is designed to develop the individual talents of young people and help them to relate the experiences of the classroom to the realities of the world. It provides academic rigor, emphasizes international understanding and responsible citizenship, creates critical and compassionate thinkers, and gives students the skills to be lifelong learners. The focus of any International Baccalaureate program is to develop individuals that are informed participants in local and world affairs.

#### The Curriculum

The curriculum of the MYP covers the same curricula objectives of corresponding high school courses. To achieve IB goals the delivery of instruction is focused through Areas of Interaction. The Areas of Interaction include Approaches to Learning, Community Service, Health and Social Education, Environments, and Human Ingenuity. After successfully completing both the ninth and tenth grade MYP coursework, 30 hours of community service at each level, and personal project, students will receive an Upper St. Clair School District International Baccalaureate-Middle Years Program certificate.

#### Program Requirements

**MYP students in grades 9 and 10 are required to take the MYP-designated courses in all of these subjects:** English, World Languages, Social Studies, Sciences, and Wellness Education. No designated MYP sections exist for mathematics. MYP students complete certain MYP mathematics projects to fulfill their MYP mathematics requirements. While students *must* continue with the same World Language that was studied in their middle school experience, students may elect to take an introductory level of that same language in the freshman year. All MYP students must also meet the technology and arts elective requirement.

#### Technology/Arts Elective Requirement

All MYP students are required to take at least one semester of technology and one semester of arts during their final two years in the program (grades 9 and 10).

#### Personal Project

The Personal Project allows the student to demonstrate an understanding of the Areas of Interaction and their relationship to subjects and the world in a student's selected interest area. Students apply their personal abilities/skills and knowledge in completing the project. Students complete this project independently with the guidance of a faculty member and/or mentor. **All grade 10 MYP students are required to complete a Personal Project.**

**Program Benefits**

Participation in MYP honors classes will also provide the student with an intensive experience designed to acquire the necessary skills and knowledge for the rigors of the IB Diploma Program in grades 11 and 12. At the end of grade 10, students may choose to participate in the IB Diploma Program.

Students that participated in MYP in the Middle School are candidates to enroll in, and continue with, this curricular option.

**Award of the MYP Certificate**

Students who satisfactorily complete all MYP requirements in grades 9 and 10 are eligible to receive the MYP Certificate.



## IB-MYP COURSE WORK GRADES 9 AND 10

### Grade 9

101 MYP English 9  
106 MYP Honors English 9

201 MYP American Civics  
206 MYP Honors American Civics  
(One Semester)

201 MYP World Geography  
206 MYP Honors World Geography  
(One Semester)

300 Cognitive Tutor Algebra 1, 303  
Cognitive Tutor Geometry, 306 Geometry,  
307 MYP Geometry, 309 Honors Geometry,  
310 MYP Honors Geometry, 315 Algebra 2,  
or 318 Honors Algebra 2

404 MYP Academic Biology  
409 MYP Honors Biology

501 MYP Passport to French, 504 MYP French 2,  
519 MYP Passport to German, 522 MYP German 2,  
547 MYP Intermediate Spanish FLES, or 550 MYP  
Spanish 2 FLES/MSE

851 MYP Wellness Education - 9

#### Art Choices:

Ceramics 1 or Ceramics 2; Painting,  
Drawing & Mixed Media 1 or Painting,  
Drawing & Mixed Media 2; 3D Art 1 or  
3D Art 2; Digital Arts; Wind Symphony;  
Concert Band; Jazz Lab Ensemble;  
Orchestra; Basic Guitar; Beginner  
Instrumental Studies; Music Technology &  
Digital Production; Marching Band;  
Women's Chorus; Men's Ensemble; Intro  
to Video; Video & Media Communications 1;  
Theater

#### Technology Choices:

Introduction to Engineering; Introduction to  
Architecture; Introduction to Robotics;  
STEAM Design Lab; Digital Arts;  
Programming Languages 1 & 2; Computer  
Science 1 Independent Study; Intro to  
Video; Video & Media Communications 1;  
STEAM Summer Academy

### Grade 10

110 MYP English 10  
115 MYP Honors English 10

210 MYP World History  
215 MYP Honors World History  
216 AP World History

431 MYP Academic Chemistry

312 Cognitive Tutor Algebra 2, 315  
Algebra 2, 316 MYP Algebra 2, 318  
Honors Algebra 2, 319 MYP Honors  
Algebra 2, 321 Functions, Statistics,  
and Trigonometry, or 324 Honors  
Functions, Statistics, and Trigonometry

504 MYP French 2, 508 MYP French 3,  
522 MYP German 2, 526 MYP German 3,  
550 MYP Spanish 2, or 554 MYP HN  
Spanish 3

854 MYP Wellness Education - 10

#### Art Choices:

Ceramics 1 or Ceramics 2; Painting,  
Drawing & Mixed Media 1 or Painting,  
Drawing & Mixed Media 2; 3D Art 1 or  
3D Art 2; Digital Arts; Wind Symphony;  
Concert Band; Orchestra; Basic Guitar;  
Beginner Instrumental Studies; Music  
Technology & Digital Production; Marching  
Band; Men's Ensemble; Clarion Choir;  
Pantheon Choir; Intro to Video; Video &  
Media Communications 1; Multimedia  
Journalism 1; Theater

#### Technology Choices:

Engineering; Architecture;  
Introduction to Robotics; STEAM  
Design Lab; Digital Arts; Programming  
Languages 1 & 2; AP Computer Science  
A; Intro to Video; Video & Media  
Communications 1; Multimedia Journalism  
1; STEAM Summer Academy

## **DIPLOMA PROGRAM (DP) GRADES 11 AND 12**

The International Baccalaureate Diploma Program is a rigorous pre-university course of studies, leading to examinations, that meets the needs of highly motivated secondary school students between the ages of 16 and 19 years. Designed as a comprehensive, two-year curriculum that allows its graduates to fulfill requirements of various national education systems, the diploma model is based on the pattern of no single country but incorporates the best elements of several.

### **Authorization and Eligibility**

Only schools authorized by the International Baccalaureate are eligible to teach the curriculum and to register candidates for examination. IB diploma candidates must be students in good standing at an authorized member school. 3,913 schools in over 144 countries worldwide offer the Diploma Program.

### **University Recognition**

IB graduates gain admission to selective colleges and universities throughout the world. Students with strong IB examination results may also receive advanced standing of course credit, depending upon the policy of the institution they are attending. In addition, formal agreements exist between the IB and many ministries of education. The complete recognition policies of North American colleges and universities are currently available electronically in university details, as are country-specific guidelines for the USA and Canada. Information on the recognition of the IB by universities and ministries throughout the world is also available in IBO's publication series, *University Recognition Policies*, which is updated regularly. Please visit [ibo.org](http://ibo.org) for additional information on college and university recognition.

### **Unique Characteristics**

The program offers special features in addition to the traditional strengths of a liberal arts curriculum.

- *Theory of Knowledge (TOK)* is a required interdisciplinary course intended to stimulate critical reflection upon the knowledge and experience gained inside and outside the classroom. TOK challenges students to question the bases of knowledge, to be aware of subjective and ideological biases, and to develop a personal mode of thought based on analysis of evidence expressed in rational argument. The key element in the IBO's educational philosophy, Theory of Knowledge, seeks to develop a coherent approach to learning which transcends and unifies the academic subjects and encourages appreciation of other cultural perspectives.
- *Creativity, Action, Service (CAS)* is a fundamental part of the diploma curriculum. The CAS requirement takes seriously the importance of life outside the world of scholarship, providing a refreshing counterbalance to the academic self-absorption some may feel within a demanding school program. Participation in creative endeavors, sports, and community service activities encourages young people to share their energies and special talents while developing awareness, concern, and the ability to work cooperatively with others. The goal of educating the whole person and fostering a more compassionate citizenry comes alive in an immediate way when students reach beyond themselves and their books.
- Diploma candidates are required to undertake original research and write a 4,000-word *Extended Essay*. This project offers the opportunity to investigate a topic of special interest and acquaints students with the kind of independent research and writing skills expected at universities.

### **Assessing Student Work and Awarding of the Diploma**

Responsibility for all academic judgments about the quality of candidates' work rests with more than 3500 examiners worldwide, led by chief examiners with international authority. A variety of assessment methods are used to value both the content and the process of academic achievement and to take into account different learning styles and cultural patterns.

Conventional external examination techniques are chosen from a range of options: oral and written, long and short responses, data-based questions, essays, and multiple-choice questions. These are complemented by internal assessment of coursework by the teachers responsible for evaluating students over the two-year period. With classroom teachers and international examiners working in partnership, the emphasis is on ensuring that students have ample opportunity to demonstrate what they are able to communicate.

The grading system used by the International Baccalaureate Organization is criterion-referenced. Each student's performance is measured against well-defined levels of achievement consistent from one examination session to the next. Grades are not simply awarded "on a curve" to a certain percentage of candidates but rather reflect attainment of knowledge and skills relative to set standards equally applied to all schools. Validity, reliability, and fairness are watchwords of the IBO's international assessment strategy.

**Students in IB Diploma courses are required to take the IB exams at the conclusion of those courses. Exams are administered in May and are paid for by students and their parents/guardians.** Registration for exams occurs in September, and exam fees are due in early November. Students may access their IB final grades, on a secure IB website, on July 6. (The IB Coordinator provides students with passwords to access their grades.) Grades are awarded on a scale of 1-7. These grades are a combination of scores on the exams and scores on the internally-assessed assignments that are moderated by IB examiners.

The IB annually assesses over 120,000 students. The award of the IB Diploma requires students to meet defined standards and conditions and to earn a minimum of 24 points out of a total possible 45 points; and to satisfactorily complete the Extended Essay, Theory of Knowledge, and Creativity, Action Service requirements. A complete listing of IB's regulations for the award of the IB Diploma is on IB Diploma Program pages of the Upper St. Clair School District's website.

### **The Curriculum**

International curriculum planners ensure that the IB's educational aims are embodied in the structure and content of the program itself. The Diploma Program requirements are displayed in the shape of a circle with six academic areas surrounding the IB core. Subjects are studied concurrently, and students are exposed to the two great traditions of learning: the humanities and the sciences.

**Diploma candidates are required to select one subject from each of the six subject groups. At least three and not more than four are taken at higher level (HL), the others at standard level (SL).** HL courses represent 240 teaching hours; SL courses cover 150 hours. By arranging work in this fashion, students are able to explore some subjects in depth and some more broadly over the two-year period; this is a deliberate compromise between the early specialization preferred in some national systems and breadth found in others.

Distribution requirements ensure that the science-oriented student is challenged to learn a world language and that the natural linguist becomes familiar with laboratory procedures. While overall balance is maintained, flexibility in choosing higher level concentrations allows the student to pursue areas of personal interest and to meet special requirements for university entrance.



## IB DIPLOMA COURSE WORK GRADES 11 AND 12

### 2-year courses:

#### Grade 11

124 IB English Language A1 HL (higher level)  
 230 IB History of the Americas HL  
 345 IB Mathematics SL (standard level)  
 354 IB Mathematics HL  
 460 IB Physics HL  
 515 IB French 4 SL  
 533 IB German 4 SL  
 560 IB Spanish 4 SL  
 774 IB Visual Arts HL

#### Grade 12

133 IB English Language A1 HL  
 233 IB History of the Americas HL  
 348 IB Mathematics SL  
 357 IB Mathematics HL  
 463 IB Physics HL  
 516 IB French 5 HL  
 534 IB German 5 HL  
 562 IB Spanish 5 HL  
 774 IB Visual Arts HL

### 1-year courses that may be taken in Grade 11 or Grade 12:

248 IB Economics SL  
 260 IB Psychology SL  
 459 IB Physics SL  
 774 IB Visual Arts SL  
 956 IB Computer Science SL

**Diploma candidates must select one subject from each of the six subject groups, 3 HL subjects and 3 SL subjects, or 4 HLs and 2 SLs.**

**Exception: In the place of the group 6 visual arts course, a student may substitute a second course from groups 1-5.**

## **INDIVIDUAL SUBJECT CERTIFICATES**

Students who wish to take IB courses, but do not wish to pursue the IB Diploma, may do so. **All students taking IB classes are required to complete all internal and external assessments and take the IB exams for those classes.** The International Baccalaureate awards certificates to students who achieve sufficient point totals on the assessments and exams.

## **COST**

The cost of taking the IB exams is the responsibility of students and their parents/guardians.

## **REQUIRED IB DIPLOMA PROGRAM CORE COURSES**

The IB Core consists of three areas of interdisciplinary study that are required for all IB Diploma candidates.

### **900 IB THEORY OF KNOWLEDGE (11<sup>TH</sup> GRADE)**

### **903 IB THEORY OF KNOWLEDGE (12<sup>TH</sup> GRADE)**

The Theory of Knowledge course encourages critical thinking about knowledge itself, to try to help young people make sense of what they encounter. Its core content is questions like these: What counts as knowledge? How does it grow? What are its limits? Who owns knowledge? What is the value of knowledge? What are the implications of having, or not having, knowledge?

Theory of Knowledge activities and discussions aim to help students discover and express their views on knowledge issues. The course encourages students to share ideas with others and to listen to and learn from what others think. In this process students' thinking and their understanding of knowledge as a human construction are shaped, enriched, and deepened. Connections may be made between knowledge encountered in different subjects and distinctions between different kinds of knowledge may be clarified.

The discussion based course is designed for highly motivated, inquisitive, self directed students.

The course is scheduled second semester junior year and first semester senior year.

**For more information...** [www.youtube.com/embed/mM64QsbAzDw](http://www.youtube.com/embed/mM64QsbAzDw)

### **906 IB THE EXTENDED ESSAY (11<sup>TH</sup> GRADE)**

### **909 IB THE EXTENDED ESSAY (12<sup>TH</sup> GRADE)**

The extended essay is defined as an in-depth study of a limited topic within a subject. Its purpose is to provide candidates with an opportunity to engage in independent research. Emphasis is placed on the process of engaging in personal research, on the communication of ideas and information in a logical and coherent manner, and on the overall presentation of the extended essay in compliance with these guidelines. Extended Essays are submitted to IB for evaluation by IB examiners who make their assessments based on IB Extended Essay assessment rubrics.

### **912 IB CREATIVITY, ACTION, SERVICE (11<sup>TH</sup> GRADE)**

### **915 IB CREATIVITY, ACTION, SERVICE (12<sup>TH</sup> GRADE)**

Participation in the Creativity, Action, Service (CAS) Program encourages students to be involved in sports, artistic pursuits, and community service work. An international education must go well beyond the provision of information and is involved in the development of attitudes and values that transcend barriers of race, class, religion, gender, or politics. Creativity and action need to play an equal part with service in any CAS Program. CAS should challenge and extend the individual student, develop a spirit of discovery and self-reliance, encourage new skills and interests, and inspire a sense of responsibility towards all members of the community. Through documentation of their activities and their written reflections, students demonstrate personal growth in the eight CAS outcomes.

## **UPPER ST. CLAIR HIGH SCHOOL STUDENT SUPPORT SERVICES (S<sup>3</sup>)**

### **STUDENT ASSISTANCE PROGRAM (SAP)**

Many students are troubled by problems that interfere not only with their academic and extra- curricular performance, but with their emotional, physical, and social development as well.

School staff, students, parents, and others recognize patterns of behavior commonly related to personal problems. These behaviors affect school performance. Early intervention with a student exhibiting problem behavior may alleviate greater problems in the future.

The Student Assistance Program (SAP) is designed to assist Upper St. Clair High School staff to better respond to the students' struggles. Student problems hamper the healthy development of the entire school. Consistent, systematic, and professional response to the problems of young people is necessary, and can be provided by staff. SAP is an effort to help students resolve their problems and thus open the way for personally and socially satisfying lives. The team is made up of counselors, administrators, teachers, the school nurse, and school psychologists.

Any concerned person is encouraged to refer the name of a student exhibiting behaviors of concern to the SAP team. Referral forms are available in the principals' offices and in the counseling office. Referring persons are asked to report only observable behaviors of concern to the SAP team.

**For more information...** <https://www.youtube.com/watch?v=3Gk57QZjXh0>

## **PEER HELPING PROGRAMS**

### **NATURAL HELPERS**

Natural Helpers is a nationally sponsored peer-helping program for the middle and high school communities. The program is based on a simple premise: students with problems naturally seek out other students, and adults, whom they trust.

Natural Helpers are a cross section of students (representing all activities) identified and selected through an anonymous selection process. This process assures that those selected are already seen by their peers as trustworthy and helpful people. Each year thirty-two students (four males and four females from each grade level) are invited to participate in the Natural Helpers program. They receive at least thirty hours of training at a three-day retreat.

During the spring semester, the Natural Helpers receive ongoing training to provide them with additional information and skills and opportunities for service.

**For more information...** <http://www.youtube.com/watch?v=CMn5MC47kgQ>

### **ATHLETES TAKING ACTION**

Athletes Taking Action is a peer mentoring program designed to pair incoming ninth grade student-athletes with a mentor in their sport. The purpose is to assist in the transition into the High School by providing each student-athlete with a mentor to answer questions regarding academics, athletics, and social interactions. Athletes Taking Action is also designed to help our student-athletes make good academic, athletic, and social choices.

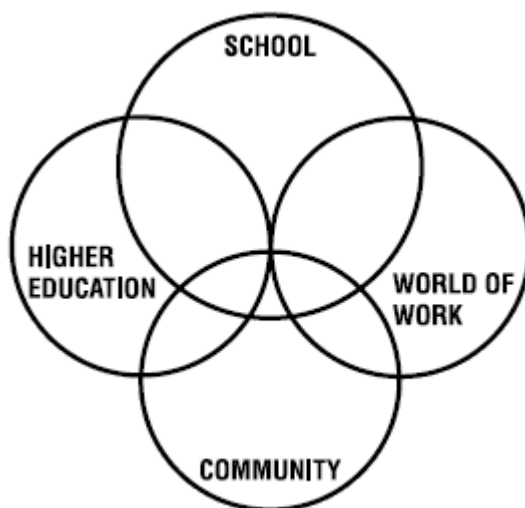
**For more information...** <https://www.youtube.com/watch?v=ZZYMKz50FOo>

## **JUNIOR MENTORING PROGRAM**

The Upper St. Clair High School Mentoring Program was established during the 2008-2009 school year. The program's mission is to provide support for incoming freshmen students and ease their transition to the high school. Approximately 60 juniors are selected to serve as mentors and are assigned to mentor several ninth grade students. These student mentors are trained in leadership skills, teamwork skills, helping skills, and listening skills. Members of the Upper St. Clair High School Staff facilitate the majority of this mentor training, which also incorporates the Outdoor Odyssey Program in Somerset, PA. These junior mentors attend weekly visits with their freshman mentees, providing valuable information to help these students navigate their first year of high school. In addition to the weekly homeroom visits, the Mentoring Program also sponsors a Mentor/Freshman Team Building event in the fall and another group-oriented activity in the spring. Program sponsors collaborate with Fort Couch Middle School in implementing a Bully Prevention program. Ultimately, every student who comes to the high school as a ninth grade student is impacted by the mentoring program. Not only do the ninth grade students experience positive benefits, but also, our junior mentors learn very important life lessons about leadership, dependability, and being a positive role model for others.

**For more information...** <https://www.youtube.com/watch?v=j0XRBg3TaOs>

## CUSTOMIZED LEARNING PROGRAMS



Customized Learning Programs give students the opportunity to learn in an expanded educational environment.

These programs take advantage of a variety of resources outside the traditional structure of the high school. For example, these programs may utilize the curricula and instruction of multiple departments in the form of interdisciplinary studies. They might also be created to take advantage of resources found outside the school in the world of work, on the college or university campus, or from the community-at-large.

Customized programs are initiated by the student and approved by the parent(s), school counselor, and principal. In some programs, the endorsement, sponsorship, and guidance of a faculty member is essential.

Prerequisites and credit may vary.

### EXAMPLES OF CUSTOMIZED LEARNING PROGRAMS:

#### INDEPENDENT STUDY

Independent Study is initiated by the student and approved by the appropriate administrator, faculty member(s), the department chairperson, counselor, and parent(s)/guardian(s). Students are supervised by a member of the Upper St. Clair High School faculty. The Independent Study is governed by requirements outlined by the supervising teacher. Students interested in Independent Study should contact their counselor.

**For more information...** <http://www.youtube.com/watch?v=ADPKqGqD5Gk>

Semester/Year — Credit varies — Prerequisite: Grade 10, 11 and 12

#### ENROLLMENT IN COLLEGE PROGRAMS

Juniors and seniors may enroll in area college classes during the school day in order to gain early college experience. Details may be obtained from your counselor. High school credit may be granted subject to written approval in advance by the High School Guidance Curriculum Leader and the Principal.



## **DUAL ENROLLMENT PROGRAM**

The Dual Enrollment Program with local universities provides high school students with the opportunity to take college courses while still in high school. Junior and senior students wishing to take advantage of the Dual Enrollment Program must have a GPA of 2.5 or higher, school district approval, and parent permission. Some courses may require the student to take a placement test before being approved. The type and number of courses will be determined by discussion with USC Counseling and University personnel. Students/Families are responsible for all costs related to the Dual Enrollment Program including tuition, fees, books, and transportation. Interested students, who wish to obtain more information about this program, are encouraged to meet with their counselor.

**For more information...**

[www.youtube.com/watch?v=m4LkmCxdLJM&feature=emupload\\_owner#action=share](http://www.youtube.com/watch?v=m4LkmCxdLJM&feature=emupload_owner#action=share)

## **REGIONAL OPPORTUNITY INITIATIVE**

The Regional Opportunity Initiative (ROI) is a program designed to provide students with an opportunity to take courses not offered within the student's resident school district. Participating school districts, which include Upper St. Clair, Mt. Lebanon, West Allegheny, Quaker Valley, Chartiers Valley, and South Fayette, will open courses, which have not been filled within their own school district, to other ROI school districts. If an elective or upper level course is not being offered within Upper St. Clair High School students may have an opportunity to take this course at a participating school district. Students need to apply for admission to the program that will allow them to take the desired course either at the neighboring school district or online. Space is limited in ROI courses, and if many students apply, a lottery system will be implemented which will decide the students who will be granted permission to enroll. All costs and transportation associated with these options will be the responsibility of the student and family.

**For more information...** <http://www.youtube.com/watch?v=dmDC-9GoYqY&feature>

## **ONLINE LEARNING OPPORTUNITY**

As long as students meet the minimum student load as outlined on page 7, students may seek permission from their counselor and principal to enroll in online elective courses that are not being offered at Upper St. Clair High School. All costs associated with online courses are the responsibility of the student and family.

**For more information...** <http://www.youtube.com/embed/2ng-vEsuylk>

## INTERDISCIPLINARY COURSES AND OPPORTUNITIES

### COURSES

#### 935 APPLIED LEARNING STRATEGIES

This class focuses on learning strategies utilizing all content curriculums. Students who are recommended will develop better test taking strategies, note taking skills, self-advocacy skills, organizational skills, and other individualized needs.

Semester/Year – Credit varies — Prerequisite: Departmental Recommendation

#### 944 PROGRAMMING LANGUAGES 1

In this course, students will learn the Python programming language as well as develop problem-solving techniques commonly used in programming. Students will utilize classic algorithms for sorting, searching, and dealing with data. This is an intro level course designed for novices. An in-depth introduction to the Python language and the computer in general will be presented. This hands-on course will enable students to write programs of varying complexity.

**For more information...** [www.youtube.com/embed/7W\\_NWtSUe7s?rel=0](http://www.youtube.com/embed/7W_NWtSUe7s?rel=0)

Fall Semester – 10 Mods – 1 Credit — Prerequisite: Completion of Geometry

#### 947 PROGRAMMING LANGUAGES 2

In this course, students will continue to use the Python programming language as they learn dynamic data structures, object oriented programming, and advanced algorithms. Emphasis will be placed on working with classes and developing classes of our own. Students will also be exposed to abstract data types such as linked lists, stacks, and queues.

**For more information...** [www.youtube.com/embed/7W\\_NWtSUe7s?rel=0](http://www.youtube.com/embed/7W_NWtSUe7s?rel=0)

Spring Semester – 10 Mods – 1 Credit — Prerequisite: Programming Languages 1

#### 950 COMPUTER SCIENCE 1 – INDEPENDENT STUDY

Students who demonstrate an interest in learning more about computers – programming or application use – should enroll in the Independent Study course. Students complete projects with their progress being monitored by the teacher. These projects are student-initiated in areas of student interest.

Fall or Spring Semester – 8-10 Mods – P/F Grading – 1 Credit

#### 953 AP COMPUTER SCIENCE A

In this course, students cover the material found on the APCS test. In addition to the test material, students will also be exposed to concepts of object-oriented programming including defining classes and creating reusable program code. This hands-on course will enable students to write programs of varying complexity in the JAVA programming language.

**For more information...** [www.youtube.com/embed/mkHFDI5nn34?rel=0](http://www.youtube.com/embed/mkHFDI5nn34?rel=0)

Full Year – 10 Mods – 2 Credits — Prerequisite: Programming Languages 1 and 2

#### 956 IB COMPUTER SCIENCE SL

This course will introduce students to the field of computer science. Topics covered include computer and network organization, system fundamentals, computational thinking and problem-solving. The social and ethical implications of computer systems will be addressed as well as one topic from databases, web-programming, simulations or OOP programming. Students are required to develop a project and the associated documentation that solves a real-world problem of their choosing. No prior knowledge of programming is required, but may be helpful if the chosen project involves coding a solution. Students enrolled in this course must take the IB exam at their own expense. This course will be offered for the first time in the 2014-2015 school year.

**For more information...** [www.youtube.com/embed/MHBAVlpDkK8?rel=0](http://www.youtube.com/embed/MHBAVlpDkK8?rel=0)

Full Year – 10 mods – 2 credits — Prerequisite: None, although prior programming experience will be helpful

### **959 SMART DESK**

Smart desk is an independent study provided by the Upper St Clair technology department. Students utilize their knowledge of computers to assist in fixing district computer issues. There are also many opportunities for learning experiences and independent projects.

**For more information...** [http://youtu.be/cQDNpmHe\\_ns](http://youtu.be/cQDNpmHe_ns)

2 Semesters, 1 Credit

### **965 INTRODUCTION TO VIDEO COMMUNICATIONS**

This course will give students an introductory experience in a video communications setting. The class will examine techniques used in video communication production including storyboarding, scripting, acting, and production.

**For more information...** [www.youtube.com/embed/ltDcNauFbaY](http://www.youtube.com/embed/ltDcNauFbaY)

1 Semester, 1Credit — Prerequisite: None

### **968 VIDEO AND MEDIA COMMUNICATIONS 1**

This course will give students experience in a communication studio. The class will cover non-linear editing, graphics design and use, broadcast camera techniques, scripting, and production design.

**For more information...** [www.youtube.com/embed/Jmz2HfgybHU](http://www.youtube.com/embed/Jmz2HfgybHU)

1 Semester, 1 Credit — Prerequisite: Introduction to Video Communications with an ‘A’ or ‘B’ or Instructor’s Approval

### **975 MULTIMEDIA JOURNALISM 1**

This workshop-based course will provide students with practical experience in the various skills involved in working in the media and communications fields, including interviewing, researching, videography, copywriting, and photography. After brief introductory training, students will work independently to complete projects in which they create authentic media packages, which may be used on various district communications outlets, such as *Campus News*, *The Clairvoyant*, *The St. Clairion*, and Channel 7. The class will not have a set meeting time, but students must commit to work outside the regular school day to cover news stories.

**For more information...** [www.youtube.com/embed/GlbMirOoBgk](http://www.youtube.com/embed/GlbMirOoBgk)

2 Semesters, 2 Credits — Prerequisite: Successful completion of a 9<sup>th</sup> grade English course

### **976 MULTIMEDIA JOURNALISM 2**

This workshop-based course will provide students with the opportunity to concentrate in an advanced media and communication skills area of their choosing, including news reporting, publication layout and design, video news formatting, advertising and social media, producing and directing news programs, or documentary filmmaking. Students will work independently to complete projects. The class will not have a set meeting time, but students must commit to working outside the regular school day to cover news stories and complete projects.

**For more information...** <https://www.youtube.com/watch?v=XhVMZSgYtXk&feature=youtu.be>

2 Semesters, 2 Credits — Prerequisite: Multimedia Journalism 1 with an A or B or Instructor’s Approval

### **983 THEATER ARTS/ACTING**

Students will study various aspects of the performing arts. Students will work on monologues, scenes, voice and speech, improvisation, movement, character development, and audition preparation.

Full Year – 10 Mods – 2 Credits — Prerequisite: Multimedia Journalism 1 with an A or B or Instructor’s Approval

## **OPPORTUNITIES**

### **986 COMMUNITY BASED LEARNING PROGRAM**

The Community Based Learning Program is an experiential learning activity for juniors and seniors. The goals of the program are: to provide students with first-hand experience in an identified work place; to develop in students a sense of responsibility and confidence; and to allow students to explore careers of interest at this time. Career interests could be in the professions, in the arts, in commerce, or in public service. Students are assigned a split schedule. Part of the day is spent in the classroom on academics and part of the day is spent in the community at an on-site learning station; the amount of time in each setting is determined by the needs of the individual student. Colleges and potential employers have high regard for students who have had learning experiences in the work place. Coordination and transportation is the responsibility of the student and family.

**For more information...** <http://www.youtube.com/watch?v=LMIF6yi5BH0>

Semester – Credit varies — Prerequisite: Grade 11 or 12

### **990 RESOURCE CENTER**

The resource center, located next to the library, provides tutoring and academic assistance for students in the areas of English, Social Studies, Math, Science, and World Language during all mods of the day. Although students are encouraged to use the resource center when necessary during free mods, parents may choose to have their student scheduled into the resource center on a regular basis. Students formally scheduled into the resource center are expected to attend as if it were a class, however, no credit will be granted.

**For more information...** <https://www.youtube.com/watch?v=qrQ91SK3FZI>

### **991 LEADERSHIP ACADEMY**

The USCHS Leadership Academy is a one-week summer workshop offering students exposure to leadership concepts and practices. Students identify their leadership strengths and learn how these skills can be used to make them successful in all stages of life. Through experiential learning strategies, group projects, and hands-on activities, students experience the application of leadership skills, building confidence in their abilities and enhancing their capacity to serve in leadership roles. Students leave the USCHS Leadership Academy with a Personalized Leadership Plan to assist with their development of leadership skills in the future. The Leadership Academy is open to ALL USC HIGH SCHOOL STUDENTS!

One Week – 30+ Hours – 1 Credit — Prerequisite: Phases are completed in order I – IV.

## PROGRAM FOR CERTIFICATE OF GLOBAL FLUENCY

The program for the Certificate of Global Fluency is for students who would like to follow and develop their interest in the international arena. The objective for this program is to develop global competence in students. Global competence, according to the Asia Society ([www.asiasociety.org](http://www.asiasociety.org)), is the capacity and disposition to understand and act on issues of global significance. These globally competent students are able to:

1. investigate the world beyond their immediate environment.
2. recognize their own and others' perspectives.
3. communicate ideas effectively with diverse audiences in more than one language.
4. translate their ideas into appropriate actions to improve conditions, i.e. they have taken action.

The USCHS Certificate of Global Fluency focuses on these goals by emphasizing the three components of globally focused coursework, real-life international experiences, and school-wide international activities. Students will be required to maintain a checklist of completed requirements, ultimately meeting with their school counselor for final approval for the earning of the Certificate. Students are highly encouraged to begin gathering their credentials beginning in freshman year. Completion of the requirements would be by the end of the junior or senior year, depending upon the options chosen. The Certificate checklist can be obtained in the Counseling Office.

In order to earn a Certificate of Global Fluency, one must meet the requirements of each of the three (3) domains of the program: Coursework, International Fieldwork and International Activities.

COURSEWORK	INTERNATIONAL FIELDWORK	INTERNATIONAL ACTIVITIES
Complete seven (7) courses and earn at minimum a "C" grade	Participate in one (1) international program	Take part in two (2) international extracurricular activities
<ul style="list-style-type: none"> <li>○ 21st Century Global Affairs</li> <li>○ AP Environmental Science</li> <li>○ AP European History</li> <li>○ AP Government &amp; Politics: Comparative and U.S.</li> <li>○ Art History</li> <li>○ Asian and Middle Eastern Studies</li> <li>○ IB History of the Americas</li> <li>○ IB World Literature</li> <li>○ International Studies I</li> <li>○ International Studies II</li> <li>○ Summer Enrichment Course</li> <li>○ World Geography (MYP, AP, Honors, or Academic)</li> <li>○ World History (MYP, AP, Honors, or Academic)</li> <li>○ World Language (complete highest level of primary world language)</li> <li>○ World Language (complete at least one (1) level of secondary world language)</li> <li>○ Completion of MYP Certificate</li> </ul>	<ul style="list-style-type: none"> <li>○ Completion of the international marketing competition: <a href="#">Cultural Communications Alliance</a></li> <li>○ Hosting of a student from an international partner school (China, France, Germany, Italy, Spain, Thailand)</li> <li>○ Kids Helping Kids Service Trip (Dominican Republic)</li> <li>○ Leadership Academy Belize</li> <li>○ Participation in school-sponsored international travel (China, France, Germany, Greece, Italy, Japan, Spain, Thailand)</li> <li>○ World Affairs Council: <a href="#">AIU Apprenticeship</a></li> <li>○ World Affairs Council: <a href="#">Summer Seminar on Global Issues</a></li> </ul>	<ul style="list-style-type: none"> <li>○ CCA International Marketing Project (if not completed as part of fieldwork above)</li> <li>○ Girl Child Network</li> <li>○ Invisible Children</li> <li>○ Multicultural Club</li> <li>○ Student Worker for International Education Week</li> <li>○ Thai Ambassador Program</li> <li>○ World Affairs Club</li> <li>○ <a href="#">World Affairs Council of Pittsburgh</a> - Special Events (minimum of five events during high school career)</li> <li>○ World Language Club</li> <li>○ World Quest</li> </ul>

## **PARKWAY WEST AREA VOCATIONAL-TECHNICAL SCHOOL**

Students who have an interest in vocational-technical education may take advantage of the program offered at Parkway West and enroll in course 989. The school is supported by 12 school districts in southwestern Allegheny County and serves high school students and adults from each of these districts. Its building is to be considered as a part of Upper St. Clair High School and its courses offer a broadening of our school's curriculum.

Each year a representative of Parkway West comes to our school to present the Parkway West programs to rising ninth, tenth, eleventh, and twelfth grade students. Students attend Parkway West for a half- day each morning or afternoon for instruction and return to the high school for a schedule of English, related requirements and electives. Each student who successfully completes the courses at Parkway West and the requirements for graduation at his home high school will receive a diploma from the home school and a certificate of achievement from Parkway West. Students receive four Upper St. Clair credits per semester upon successful completion of the work.

*Tuition and transportation are provided by the Upper St. Clair School District.* However, students who begin a two year program in the senior year and wish to continue the program as a post graduate student must provide their own tuition and transportation for the second year of the program.

Parents and/or students interested in seeing the facilities at Parkway West are encouraged to call our high school counseling department. Arrangements can be made to see the school during day or evening hours.

### **PROGRAMS OFFERED**

**Auto Body Repair**

**Automotive Technology**

**Building Construction Technology**

**Cosmetology**

**Culinary Arts**

**Digital Multimedia**

**Electrical Systems Technology**

**Health Assistant**

**Information Technology Essentials**

**Masonry**

**Public Safety Technology**

**Veterinary Technology**

**Welding Technology**

# UPPER ST. CLAIR HIGH SCHOOL COURSE OFFERINGS

## ENGLISH

### 100 ENGLISH - 9

Primary areas of study in Academic English 9 are literature, composition, oral communication, and language skills. Literature study includes the five major *genres*: short story, novel, nonfiction, drama, and poetry. The focus is on acquisition of reading comprehension skills and the ability to identify and analyze the characteristics of each *genre*. Using the process approach to writing, students write compositions in the informational, explanatory, argumentative, narrative, and creative modes. To develop their oral communication skills, students make both formal and informal presentations, including one formal speech. Language skills include regular vocabulary study and a review of basic grammar, punctuation, and sentence structure.

**For more information...** <https://www.youtube.com/watch?v=R7E61htbsvY>

Full Year – 10 Mods – 2 Credits — Prerequisite: None

### 101 MYP ENGLISH – 9

The course objectives and the content are the same as 100 English 9.

MYP instruction will emphasize IB principles, such as global context, Approaches to Learning, international mindedness, the Learner Profile, and development of skills for lifelong learning.

**For more information...** [www.youtube.com/watch?v=AEnv8ahNCH0&feature=em-upload\\_owner](http://www.youtube.com/watch?v=AEnv8ahNCH0&feature=em-upload_owner)

Full Year – 10 Mods – 2 Credits — Prerequisite: None

### 103 HONORS ENGLISH - 9

The emphasis of the honors ninth grade program is on literature, literary genres, research, and composition. The literature is presented by *genre*: prose, poetry, fiction, nonfiction, tragedy, and comedy. Students are required to identify and analyze critically the major characteristics and technical aspects of each *genre*. Composition is an integral part of the literature program. A supplementary reading program consisting of fiction and nonfiction complements the regular program. Discussion seminars require oral participation and class leadership. Language skills, including vocabulary, style, and conventions, are practiced in writing and speaking.

**For more information...** [www.youtube.com/embed/9pX6WBcBrGY](http://www.youtube.com/embed/9pX6WBcBrGY)

Full Year – 10 Mods – 2 Credits — Prerequisite: Middle School Recommendation

### 106 MYP HONORS ENGLISH - 9

The course objectives and the content are the same as 103 Honors English 9.

MYP instruction will emphasize IB principles, such as global contexts, Approaches to Learning, international mindedness, the Learner Profile, and development of skills for lifelong learning.

**For more information...** [http://youtu.be/n\\_33S03dIDQ](http://youtu.be/n_33S03dIDQ)

Full Year – 10 Mods – 2 Credits — Prerequisite: Middle School Recommendation

### **109 ENGLISH - 10**

The objective of this course is to emphasize reading and writing through the study of universal themes reflected in the literature of numerous cultures and eras. Areas of concentration include literature, vocabulary, grammar and usage, speech techniques, and composition. Students will explore nonfiction, poetry, drama/tragedy, and fiction, including supplemental books. Student writing will include various multi-paragraph essays, both formal and informal. Students will also develop research skills by writing a critical paper in which they integrate primary and secondary source quotations. The grammar/usage study will reinforce skills needed to write clear and complete sentences with units on clauses, punctuation, and usage. The vocabulary program consists of literary terms, contextual vocabulary, and words common to the SAT. Students will also prepare and deliver an informative speech.

**For more information...** <http://youtu.be/gAEq7KAXDi8>

Full Year – 10 Mods – 2 Credits — Prerequisite: Passing grade for both semesters of English 9.

### **110 MYP ENGLISH - 10**

The course objectives and the content are the same as 109 English 10.

MYP instruction will emphasize IB principles such as global contexts, Approaches to Learning, international mindedness, the Learner Profile, and development of skills for lifelong learning.

**For more information...** <http://www.youtube.com/watch?v=R-9BpguEpGU>

Full Year – 10 Mods – 2 Credits — Prerequisite: Passing grade for both semesters of English 9 MYP.

### **112 HONORS ENGLISH - 10**

Honors English 10 offers motivated students a survey of classic literature of western civilization. Students will study various *genres* of literature from ancient Greece and the classic writers of England. Throughout the study of core works and supplemental novels, students will explore the nature of a literary classic, its universality, and its relevance to modern man. To complement the study of literature, students will write for various purposes and audiences, including a controlled literary research paper. Besides offering an accelerated reading and writing program, the course also provides opportunities to practice effective speech techniques. An ambitious independent vocabulary program and grammar study are other important components of this course.

**For more information...** [www.youtube.com/watch?v=W2wovJYwWRg&feature=youtu.be&hd=1](http://www.youtube.com/watch?v=W2wovJYwWRg&feature=youtu.be&hd=1)

Full Year – 10 Mods – 2 Credits — Prerequisite: Departmental Recommendation and passing grade for both semesters of English 9.

### **115 MYP HONORS ENGLISH – 10**

The course objectives and the content are the same as 106 Honors English 10.

MYP instruction will emphasize IB principles, such as global contexts, Approaches to Learning, international mindedness, the Learner Profile, and development of skills for lifelong learning.

**For more information...** [www.youtube.com/watch?v=RxH4QqHKv1g&feature=youtu.be&hd=1](http://www.youtube.com/watch?v=RxH4QqHKv1g&feature=youtu.be&hd=1)

Full Year – 10 Mods – 2 Credits — Prerequisite: Departmental Recommendation and passing grade for both semesters of English 9 MYP.



## **118 ENGLISH - 11**

English 11 focuses on the reasons for reading and writing in contemporary society. Through a survey of American literature, we will study the various purposes for reading and writing both past and present, and practice our skills in each mode in turn. Grammar exercises, vocabulary lessons, and timed writings are designed for SAT preparation. Students continue to refine the writing and research skills necessary for a year-long, inquiry-based research process that will result in an informative research paper and persuasive speech.

**For more information...** <http://www.youtube.com/watch?v=mbvDXvyCy68&feature=youtu.be&hd=1>

Full Year – 10 Mods – 2 Credits — Prerequisite: Passing grade for both semesters of English 10.

## **121 HONORS ENGLISH - 11**

Honors English 11 involves a comprehensive study of American Literature from Puritanism to the present. The reading selections are organized chronologically and are representative examples of seven intellectual movements. The emphasis is not only on historic development but also on emerging themes. The course promotes writing, vocabulary development, language, discussion, and study skills. Intensive work in composition emphasizes analysis, description, and persuasion. The vocabulary program, grammar exercises, and timed writings are designed for SAT preparation. The continuing development of effective research skills culminates in a major critical research paper. Students will also complete a number of presentations in a variety of modes: persuasive, analytical, informative, and creative.

**For more information...** <http://youtu.be/q06d50N-1q0>

Full Year – 10 Mods – 2 Credits — Prerequisite: Departmental Recommendation and passing grade for both semesters of English 10.

## **124 IB LANGUAGE A1 (HIGHER LEVEL – 11<sup>TH</sup> GRADE OF TWO YEAR COURSE)**

*"One of the most effective and humanizing ways that people of different cultures can have access to each other's experiences and concerns is through works of literary merit."* Salma Jayyusi, *The Literature of Modern Arabia*

The Language A1 program encourages students to see literary works as products of art and their authors as craftsmen whose methods of production can be analyzed in a variety of ways and on a number of levels. This goal is achieved through the emphasis placed on exploring the means used by different authors to convey their subjects in the works studied. The World Literature studied in the Language A1 program is important to IB students because of its global perspective. It is envisaged as having the potential to enrich the international awareness of IB students and to develop in them the attitudes of tolerance, empathy, and a genuine respect for perspectives different from their own. In fulfilling the objectives of the course, the students will develop their powers of expression, both in oral and written communication, as they practice the skills involved in writing and speaking in a variety of styles and situations. Students enrolled in this course must take the IB exam at their own expense.

**For more information...** [www.youtube.com/embed/Fc2ENpZUznE](http://www.youtube.com/embed/Fc2ENpZUznE)

Full Year – 10 Mods – 2 Credits — Prerequisite: Departmental Recommendation and passing grade for both semesters of English 10.

## **127 ENGLISH - 12**

This course provides a survey of English literature with an in-depth analysis of literature from the Anglo-Saxon Period, the Medieval Era, the Renaissance, the Romantic Era, the Victorian Age, and the Modern Age. Coursework also includes poetry, short stories, and an examination of modern texts outside the scope of British literature. Alongside the readings, English 12 provides a study of sophisticated grammar, mastery of the rules of usage, and implementation of composition skills as delineated in the sequential writing program, including a formal research paper.

**For more information...** [www.youtube.com/embed/YPSj8oXgynk?rel=0](http://www.youtube.com/embed/YPSj8oXgynk?rel=0)

Full Year – 10 Mods – 2 Credits — Prerequisite: Passing grade for both semesters of English 11.

### **130 AP ENGLISH LITERATURE/LANGUAGE & COMPOSITION**

The Advanced Placement English course encourages students to examine their own thinking about the texts and topics we study. Students will examine, in depth, genres of literature. In the fall students focus on poetry and drama and master their analytical writing skills. In the spring students focus on novels, essays, and satirical texts and master research and argumentation skills. This year-long course prepares students for the AP English Literature and Language Tests administered in May. Students may, upon the satisfactory completion of the AP tests, receive college credits for this course; therefore, it represents a college level course.

**For more information...** <http://youtu.be/aMamvRT-2CQ?hd=1>

Full Year – 10 Mods – 2 Credits — Prerequisite: Departmental Recommendation and passing grade for both semesters of English 11.

### **133 IB LANGUAGE A1 (HIGHER LEVEL – 12<sup>TH</sup> GRADE OF TWO YEAR COURSE)**

*"One of the most effective and humanizing ways that people of different cultures can have access to each other's experiences and concerns is through works of literary merit." Salma Jayyusi, The Literature of Modern Arabia*

The Language A1 program encourages students to see literary works as products of art and their authors as craftsmen whose methods of production can be analyzed in a variety of ways and on a number of levels. This goal is achieved through the emphasis placed on exploring the means used by different authors to convey their subjects in the works studied. The World Literature studied in the Language A1 program is important to IB students because of its global perspective. It is envisaged as having the potential to enrich the international awareness of IB students and to develop in them the attitudes of tolerance, empathy, and a genuine respect for perspectives different from their own. In fulfilling the objectives of the course, the students will develop their powers of expression, both in oral and written communication, as they practice the skills involved in writing and speaking in a variety of styles and situations. Students enrolled in this course must take the IB exam at their own expense.

**For more information...** [www.youtube.com/embed/gYai9QTCpd8](http://www.youtube.com/embed/gYai9QTCpd8)

Full Year – 10 Mods – 2 Credits — Prerequisite: Passing grade for both semesters of IB Language A1 11<sup>th</sup> grade and fulfillment of IB assessments.

*The following electives are open to students as supplemental electives and do not fulfill the English requirement.*

### **136 SPEECH (FALL)**

### **139 SPEECH (SPRING)**

Speech I, available to all students in grades 9-12, offers the student an opportunity to develop mastery, poise, and style in both formal and informal speaking situations. The course includes a variety of speaking experiences designed to develop each student's abilities to prepare, to deliver, and to evaluate a variety of speech types, including informative and argumentative. Students will also practice using presentation software as an effective tool to complement their speeches.

**For more information...** [http://www.youtube.com/embed?v=GG0Ny\\_AyKsc&feature=youtu.be&hd=1](http://www.youtube.com/embed?v=GG0Ny_AyKsc&feature=youtu.be&hd=1)

One Semester – 10 Mods – 1 Credit — Prerequisite: None

## **142 ENGLISH COMPOSITION**

This elective is designed to improve students' writing abilities by exploring various writing styles, techniques, and processes. Students will create, revise, and publish formal and informal essays, and improve their writing styles. Students are expected to write in a manner that reflects standard grammar, usage, and punctuation. Assistance will be provided in these areas as needed. Students will also explore writing techniques through direct instruction, individual and small-group projects, readings, and classroom workshops. A workshop-style setting will provide an individualized approach.

**For more information...** <http://youtu.be/1Xb7zE74ju8?hd=1>

One Semester – 10 Mods – 1 Credit — Prerequisite: None

## **145 CREATIVE WRITING**

This elective is designed to improve students' writing abilities in the *genres* of poetry, fiction, and drama. Students will also experiment with personal and reflective writing. Students will study models of the various forms, but the course's primary focus will be the creation of original work. These works may be published and/or performed for the class. Students will discover creative writing techniques through direct instruction, individual and small-group projects, readings, and classroom workshops. A workshop-style setting will provide an individualized approach.

**For more information...** [http://www.youtube.com/embed/AQOEgbjvC\\_Q](http://www.youtube.com/embed/AQOEgbjvC_Q)

One Semester – 10 Mods – 1 Credit — Prerequisite: None

# ENGLISH COURSE OFFERINGS 2015-2016

Year Courses - ☐

Semester Courses - ☒

<div>G R A D E  9</div>	English 9	IB MYP English 9	Honors English 9	IB MYP Honors English 9	<p>Core B semester electives can be taken in addition to the student's English course.</p> <p>Speech (9-12)</p> <p>Creative Writing (9-12)</p> <p>English Composition (11-12)</p>
<div>G R A D E  10</div>	English 10	IB MYP English 10	Honors English 10	IB MYP Honors English 10	
<div>G R A D E  11</div>	English 11	Honors English 11	IB Language A1(1 <sup>st</sup> year of two year course)		
<div>G R A D E  12</div>	English 12	AP English Literature & Composition & AP English Language & Composition		IB Language A1 (2 <sup>nd</sup> year of two year course)	

## SOCIAL STUDIES

### **200 AMERICAN CIVICS AND WORLD GEOGRAPHY**

AMERICAN CIVICS - This course may be either first or second semester of the freshman year. Civics is the study of the workings of our political system and the rights and responsibilities of good citizenship. Students investigate all levels of government (federal, state, and local) and focus on their participating role in the political, social, and economic aspects of our democracy. In order to receive 2 credits, students will need to take a semester of World Geography in addition to American Civics.

WORLD GEOGRAPHY - This course may be either first or second semester of the freshman year. The overall goal of World Geography is to provide the student with a core of knowledge about the world's geographic regions and how to relate this knowledge to events in today's rapidly changing world. In addition, the acquisition of geography skills is stressed along with the application of these skills to the various geographic regions of the world. Through these activities, the students will learn to relate the physical geography to the economic, political, social, historical, and cultural aspects of human activity. In order to receive 2 credits, students will need to take a semester of American Civics in addition to World Geography.

**For more information...** [view the video online](#)

Full Year – 10 Mods – 2 Credits — Prerequisite: None

### **201 MYP AMERICAN CIVICS AND WORLD GEOGRAPHY**

The course objectives and the content are the same as 200 American Civics and World Geography.

MYP instruction will emphasize IB principles, such as the Areas of Interaction, global connections, and development of skills for life-long learning.

**For more information...** [www.youtube.com/embed/Mj7nc7tjGfk](http://www.youtube.com/embed/Mj7nc7tjGfk)

Full Year – 10 Mods – 2 Credits — Prerequisite: None

### **203 HONORS AMERICAN CIVICS AND WORLD GEOGRAPHY**

HONORS AMERICAN CIVICS - This course will focus on the three levels of American government (federal, state, and local). Analysis of the growth, adaptation, and innovation of our American institutions will be explored throughout the semester. The rights and responsibilities of all American citizens will be thoroughly investigated. This course will promote the extensive use of primary sources and the in-depth study of a variety of topics. The Honors American Civics course includes a community service requirement. In order to receive 2 credits, students will need to take a semester of Honors World Geography in addition to Honors American Civics.

HONORS WORLD GEOGRAPHY - This course is designed to survey geographical skills and the application of these skills to the study of various cultural regions of the world. The objective of this course is to relate physical geography to the economic, political, social, historical, and cultural aspects to human activity. Analysis of the impact of geography upon world history will also be explored. In order to receive 2 credits, students will need to take a semester of Honors American Civics in addition to Honors World Geography.

**For more information...** [www.youtube.com/embed/vxJ4u7mxgVE](http://www.youtube.com/embed/vxJ4u7mxgVE)

Full Year – 10 Mods – 2 Credits — Prerequisite: Middle School Recommendation

### **206 MYP HONORS AMERICAN CIVICS AND WORLD GEOGRAPHY**

The course objectives and the content are the same as 203 Honors American Civics and World Geography.

MYP instruction will emphasize IB principles, such as the Areas of Interaction, global connections, and development of skills for life-long learning.

**For more information...** [www.youtube.com/embed/\\_aBd41WADLw](http://www.youtube.com/embed/_aBd41WADLw)

Full Year – 10 Mods – 2 Credits — Prerequisite: Middle School Recommendation

## **209 WORLD HISTORY**

World History deals with the sum total of human activity and encourages students to explore its achievements, failures and consequences. The course material is organized and presented in a thematic approach. Western and non-western civilizations are compared to show how they have interacted with each other over the short span of man's recorded history. The course charts the human experience through a multi-disciplinary approach and a variety of conceptual lenses, including economic shifts, political decisions and interactions, cultural/sociological developments, religious and ideological movements, as well as causes and effects of military conflicts. Students will be encouraged to view the importance of history in reference to all aspects of life, since all human activities shed light on the development of man and society.

**For more information...** [www.youtube.com/embed/oUEjjNcpHQA](http://www.youtube.com/embed/oUEjjNcpHQA)

Full Year – 10 Mods – 2 Credits — Prerequisite: None

## **210 MYP WORLD HISTORY**

The course objectives and content are the same as 209 World History.

MYP instruction will emphasize IB principles, such as the Areas of Interaction, global connections, and development of skills for life-long learning.

**For more information...** [www.youtube.com/embed/oUEjjNcpHQA](http://www.youtube.com/embed/oUEjjNcpHQA)

Full Year – 10 Mods – 2 Credits – Prerequisite: Successful Completion of Ninth Level MYP.

## **212 HONORS WORLD HISTORY**

This course is similar to the regular World History course but includes additional in-depth coverage, readings, research, and more emphasis on the inquiry approach. Less time is spent on review and more time on in-depth coverage.

**For more information...** [www.youtube.com/embed/RvTTN4wljdU](http://www.youtube.com/embed/RvTTN4wljdU)

Full Year – 10 Mods – 2 Credits — Prerequisite: Departmental Recommendation

## **215 MYP HONORS WORLD HISTORY**

The course objectives and the content are the same as 212 Honors World History.

MYP instruction will emphasize IB principles, such as the Areas of Interaction, global connections, and development skills for life-long learning.

**For more information...** [www.youtube.com/embed/RvTTN4wljdU](http://www.youtube.com/embed/RvTTN4wljdU)

Full Year – 10 Mods – 2 Credits — Prerequisite: Completion of Ninth Level MYP

## **216 AP WORLD HISTORY**

AP World History is open to students in grades 10-12. It is a rigorous, college-level course designed to explore human history from 8,000 B.C.E. to the present. We will emphasize the development of analytical and writing skills necessary for success on a collegiate level. To this end, the course devotes considerable time to the critical evaluation of primary and secondary sources, analysis of historiography (the principles, theories, or methodology of scholarly historical research and presentation), and inquiry into global connections that have shaped our present world. A special emphasis will be given to preparation for the National AP Exam, including historical writing through essay and document-based questions (DBQ) as well as objective evaluations. MYP Honors students who choose to take AP World History will be able to complete the requirement of the MYP certificate.

**For more information...** [www.youtube.com/embed/eEVQ2XuqHNY](http://www.youtube.com/embed/eEVQ2XuqHNY)

Full Year – 10 Mods – 2 Credits — Prerequisite: Successful completion of Ninth Level Honors or MYP Honors American Civics/World Geography.

## **218 AMERICAN HISTORY**

All students are required to take a full year of American History in the junior year. Through an extensive study of history, students will learn about the many aspects of American life. The course is organized as a survey of the history of the United States from 1607 to the present day. A multidisciplinary approach is used to incorporate into the study of history the areas of economics, geography, anthropology, political science, foundations of government, impact of leaders, sequence of events, world wars, beliefs and ideas, and the changing status of the United States from birth to present time.

**For more information...** [www.youtube.com/embed/MfFr1262bEA](http://www.youtube.com/embed/MfFr1262bEA)

Full Year – 10 Mods – 2 Credits — Prerequisite: None

## **221 HONORS AMERICAN HISTORY**

Men and women make history. Their ideas and hopes, their goals and contrivances for reaching those goals, shape all experience, past and present. The Honors American History course endeavors to recount and explain that experience. It examines both the aspirations and achievements of the American people, as well as the ideas, institutions, and the processes of American history. It focuses on the decisions, positive and negative, that reflect national goals and direct national purposes and consequently it focuses continually on the men and women who made those decisions. On those who made history, the course emphasizes public policy but the history of public policy demands continual discussion of the whole culture that influenced it.

Students will be required to conduct original research at various times throughout the course. This original research will take various forms including the completion of an independent research project. Students will be required to complete an independent research paper as part of the course. The paper becomes a course requirement once it is assigned in October.

**For more information...** [www.youtube.com/embed/6dUhDNXP2sk](http://www.youtube.com/embed/6dUhDNXP2sk)

Full Year – 10 Mods – 2 Credits — Prerequisite: Departmental Recommendation

## **224 AP UNITED STATES HISTORY**

Advanced Placement United States History is designed for juniors and seniors who are highly motivated and have a strong interest in history. The course will explore issues, innovations, and conflicts that have shaped American life. Discussions, writings, and readings will emphasize the emergence of social patterns and political structures that characterize today's centralized, urban industrial nation.

The goal of the course is to prepare students for higher-level college work by making demands on them equivalent to those associated with an introductory college course. As a result, the course has a significantly heavier course load than that of the Honors American History course. It will present students with a groundwork in facts and instill an understanding of methods for evaluating facts. Students will also review historical materials, analyze and criticize historical evidence, and arrive at conclusions on the basis of informed judgment. The course is designed to sharpen analytical and inquiry skills. Students will be encouraged to participate in seminars, discussions, and to pursue independent research projects. Students will be required to complete an independent research paper as part of the course. The paper becomes a course requirement once it is assigned in October.

**For more information...** [www.youtube.com/embed/FH\\_RdFellHc](http://www.youtube.com/embed/FH_RdFellHc)

Full Year – 10 Mods – 2 Credits — Prerequisite: High ability and motivation in social studies.  
Departmental Recommendation



## **227 AP GOVERNMENT AND POLITICS: COMPARATIVE AND UNITED STATES**

Advanced Placement Government is designed for juniors and seniors who have a strong interest in politics and are highly motivated. The Comparative course focus is in government and politics in other countries in the fall. United States AP Government and Politics (in the spring) is designed to give students a critical perspective on government/politics in the United States.

**For more information...** [www.youtube.com/embed/f58T8wC6Z08](http://www.youtube.com/embed/f58T8wC6Z08)

Full Year – 10 Mods – 2 Credits — Prerequisite: High ability and motivation in Social Studies & 1 year of American History.

## **230 IB HISTORY OF THE AMERICAS (HIGHER LEVEL – 11<sup>TH</sup> GRADE OF TWO YEAR COURSE)**

## **233 IB HISTORY OF THE AMERICAS (HIGHER LEVEL – 12<sup>TH</sup> GRADE OF TWO YEAR COURSE)**

Offered to those students enrolled in the International Baccalaureate program and IB certificate students, this two-year course is a combination of college level U.S. history and key topics in Canadian and Latin American history. As juniors, the students explore the early history of the Americas through the 20th Century. Topics include the American Revolution, Latin American Revolutions, slavery, the Civil War, and foreign and domestic policies of the Americas in the 20th Century. Senior year is a contemporary look at the Americas as they relate to the global community. Students will do an in-depth study to prepare for their exam topics while studying the World Wars, 20th century revolutions, the Cold War, and modern issues in politics and foreign affairs. Students enrolled in this course must take the IB exam at their own expense.

**For more information...** [www.youtube.com/embed/d1o45XCbeoY](http://www.youtube.com/embed/d1o45XCbeoY)

Full Year – 10 Mods – 2 Credits — Prerequisite 11<sup>th</sup> Grade: Honors/MYP World History  
Prerequisite 12<sup>th</sup> Grade: 11<sup>th</sup> Grade History of the Americas

## **236 AP EUROPEAN HISTORY**

Advanced Placement European History is designed for juniors and seniors who have completed a course in World Cultures or World History. These students must have a strong interest in history and must have excelled in their previous history courses. The students will study, question, and evaluate the course content through extensive reading, researching, and writing. The goal of the course is to prepare students for higher level college work by making demands on them equivalent to those associated with an introductory college course. Content will include the study of history from the Renaissance to the 21st Century.

**For more information...** [www.youtube.com/embed/Ga9s2DKPgbQ](http://www.youtube.com/embed/Ga9s2DKPgbQ)

Full Year – 10 Mods – 2 Credits — Prerequisite: Course in World History. High ability and motivation in in social studies.

## **239 ECONOMICS (FALL)**

## **242 ECONOMICS (SPRING)**

This one-semester course is an introductory survey of the American free market system, and the art of making decisions within it, designed to acquaint students with broad concepts and practices and to raise their level of economic literacy. Emphasis is placed on fundamental concepts of both microeconomics and macroeconomics. Some of the concepts presented are scarcity and opportunity, cost, supply, demand, and prices. There will also be discussion about institutions, government, banking, the Federal Reserve, and trade. Practical and realistic economic decision making through simulation is emphasized.

**For more information...** [www.youtube.com/embed/BCTNsuur-zE](http://www.youtube.com/embed/BCTNsuur-zE)

Semester – 10 Mods – 1 Credit — Prerequisite: 11<sup>th</sup> and 12<sup>th</sup> grade students



## **245 AP MACROECONOMICS & AP MICROECONOMICS**

Advanced Placement Economics is designed for juniors and seniors who have a strong interest in economics and are highly motivated. The course focus is on the theory underlying basic economic concepts. There is extensive graphic interpretation and analysis of interacting economic policy. These theories are presented in a year long course, Macroeconomic theory in the fall, and Microeconomic theory in the spring.

**For more information...** [www.youtube.com/embed/VERx6p-L6wU](http://www.youtube.com/embed/VERx6p-L6wU)

Full Year – 10 Mods – 2 Credits — Prerequisite: 11<sup>th</sup> and 12<sup>th</sup> grade students, strong math background, high interest and motivation

## **248 IB ECONOMICS**

IB Economics is designed for juniors and seniors who have a strong interest in economics and are highly motivated. The course focus is on the theory underlying basic economic concepts. There is extensive graphic interpretation and analysis of interacting economic policy. These theories are presented in two one- semester courses, Macroeconomic theory in the fall, and Microeconomic theory in the spring. IB students prepare a portfolio of economic theory during their studies.

This is a Standard Level course. All IB students are expected to take the exam.

**For more information...** [www.youtube.com/embed/nqiLW0Tdh4s](http://www.youtube.com/embed/nqiLW0Tdh4s)

Full Year – 10 Mods – 2 Credits — Prerequisite: 11<sup>th</sup> and 12<sup>th</sup> grade students, strong math background, high interest and motivation

## **251 PSYCHOLOGY (FALL)**

## **254 PSYCHOLOGY (SPRING)**

Open to students in grades 9-12, this semester course is designed to give students an introduction to several important topics within the discipline of psychology. Units of study will include Definition of Psychology and Methods of Research; the Brain; Sensation and Perception; Development and Learning; Memory; Abnormal Psychology and Disorders. Students will be required to participate in a variety of class activities and to complete independent projects, reaction papers, and other types of assessment.

**For more information...** [www.youtube.com/embed/G1Q6z6jDe\\_E](http://www.youtube.com/embed/G1Q6z6jDe_E)

Semester – 10 Mods – 1 Credit — Prerequisite: None

## **255 EXPERIMENTAL PSYCHOLOGY**

This course is designed to introduce students to the techniques of research employed in a laboratory-based study of human behavior. As an activity-centered course, basic principles of statistics, research design, formal APA presentations, and areas of psychological study (e.g. memory, sensation, perception) will set the foundation for student exploration. Students will learn how to plan, conduct, and analyze their own experimental research, and how to communicate the results of their research to others. Non-experimental (descriptive) research techniques will also be covered for purposes of comparison and breadth, and because they are often incorporated into experiments.

**For more information...** [www.youtube.com/embed/I5BR2QIXnRE](http://www.youtube.com/embed/I5BR2QIXnRE)

Semester – 10 Mods – 1 Credit — Prerequisite: Junior or Senior; successful completion of Algebra 2

## **257 AP PSYCHOLOGY**

This course is intended for (but not limited to) those students wishing to take the Advanced Placement Exam in May. This is a year-long course to introduce students to the scientific study of behavior and mental processes of human beings and animals. Students will be introduced to the psychological theories, principles, and phenomena associated with each of the major fields within psychology. Students will investigate and use various methods of psychological research in independent projects, which are required for each unit of study.

**For more information...** [www.youtube.com/embed/-tOaFHcuYZc?rel=0](http://www.youtube.com/embed/-tOaFHcuYZc?rel=0)

Full Year – 10 Mods – 2 Credits — Prerequisite: Junior or Senior, high interest, motivation, and writing ability

Students do not need to take Psychology before taking AP Psychology.

## **260 IB PSYCHOLOGY**

The course of study for psychology focuses on the systematic study of human behavior and the mental and experiential factors that influence that behavior. Students will develop an understanding of the historical roots of psychology as well as an appreciation for the diversity of the human experience. Through the study of 3 major perspectives — biological, cognitive, and sociocultural, students will focus on the skills of critical thinking and the methods of empirical investigation that are the hallmark of psychology. Attention will be given to ethical procedures and issues throughout the course. The exploration of human behavior will also consider the opportunity for psychology to improve the human condition. The Standard Level curriculum will provide students with the opportunity to understand research methods through the replication of a simple psychology experiment. Students will also explore an optional subject area in depth. Students enrolled in this course must take the IB exam at their own expense.

**For more information...** [www.youtube.com/embed/rXPIfC9w248](http://www.youtube.com/embed/rXPIfC9w248)

Full Year – 10 Mods – 2 Credits — Prerequisite: IB Application

## **263 SOCIOLOGY (FALL)**

## **266 SOCIOLOGY (SPRING)**

Open to students in grades 9-12, this one-semester course will introduce students to the study of society and society's problems. Students will gain a better understanding of themselves and their social world. This will include basic concepts of sociology, such as culture, society, groups, relationships, gender roles, adolescence, family and marriage patterns, and social movements. Sociology seeks to describe, explain, and possibly predict various aspects of social life, particularly how the groups and the society of which we are a part influence our lives and how we in turn may bring about changes in our times. Students will be required to participate in class group activities and do an in-depth research project on a social issue of their choice.

**For more information...** [www.youtube.com/embed/BM-pztPYttA](http://www.youtube.com/embed/BM-pztPYttA)

Semester – 10 Mods – 1 Credit — Prerequisite: None

## **269 AMERICAN LAW AND JUSTICE**

American Law and Justice is a full year, junior and senior course designed to provide students with a practical understanding of law and the legal system; to improve understanding of the fundamental principles and values underlying our Constitution, laws, and legal system; to promote awareness of current issues and controversies relating to law and the legal system; to encourage effective citizen participation in our legal system; and to bring about a greater sense of justice, tolerance, and fairness. The course is designed to improve basic skills, including critical thinking and reasoning, communication, observation, and problem solving. The curriculum includes a balance of legal knowledge, application of this knowledge, and experiential activities. Activities include legal case studies, mock-trials, role-plays, small group exercises, and the use of community resource people in the classroom, such as lawyers and police officers. The course includes real-life opportunities related to law such as law-related field trips and job shadowing experiences.

**For more information...** [www.youtube.com/embed/whGEEy7dpDs](http://www.youtube.com/embed/whGEEy7dpDs)

Full Year – 10 Mods – 2 Credits — Prerequisite: Junior or Senior

## **272 21<sup>ST</sup> CENTURY GLOBAL AFFAIRS**

Open to students in grades 9-12, 21<sup>st</sup> Century Global Affairs is a dynamic one-semester course designed to address the major global issues and challenges facing the International Community. Presented from an “issue-oriented” perspective, students will analyze and offer solutions to such contemporary global concerns as present-day foreign policy crises, international terrorism, major global economic issues, immigration challenges, international crime, international justice, and genocide. Issues will change from year-to-year to reflect the major challenges of the era.

It is recommended that students enroll in both 21<sup>st</sup> Century Global Affairs and Asian and Middle Eastern Studies. Students with aspiring global aspirations/interests should consider taking International Studies 1 and II from the World Language Department in addition to these courses.

**For more information...** [www.youtube.com/embed/-gk2Jlwlzis](http://www.youtube.com/embed/-gk2Jlwlzis)

Semester – 10 Mods – 1 Credit — Prerequisite: None

## **275 ASIAN AND MIDDLE EASTERN STUDIES**

Open to students in grades 9-12, Asian and Middle Eastern Studies (A.M.E.S.), a one-semester course, will explore the growing ways in which the key regions of Asian and the Middle East are affecting the world economy and global politics. As a means to understanding modern Asia and the Middle East, this course will highlight each region’s history, geography, and culture, and will stress an appreciation of the arts. Special emphasis will be placed on the growing impact of China and India on the world economy and global politics.

It is recommended that students enroll in both 21<sup>st</sup> Century Global Affairs and Asian and Middle Eastern Studies. Students with aspiring global aspirations/interests should consider taking International Studies 1 and II from the World Language Department in addition to these courses.

**For more information...** [www.youtube.com/embed/cUIWC40sv24](http://www.youtube.com/embed/cUIWC40sv24)

Semester – 10 Mods – 1 Credit — Prerequisite: None

# SOCIAL STUDIES DEPARTMENT

## COURSE OFFERINGS

### 2015-2016

☐ - Year Courses

☐ - Semester Courses

F/S – Fall or Spring

GRADE				
	American Civics and World Geography	American Civics and World Geography IB MYP	Honors American Civics and World Geography	Honors American Civics and World Geography IB MYP
	9			

GRADE					
	World History	World History IB MYP	Honors World History	Honors World History IB MYP	AP World History
	10				

GRADE					
	American History	Honors American History	AP U.S. History (11/12)	History of the Americas (IB 11&12)	AP World History
	11				

SOCIAL STUDIES ELECTIVES	21 <sup>st</sup> Century Global Affairs (9-12)	Asian and Middle Eastern Studies (9-12)	Psychology (F/S) (9-12)	Sociology (F/S) (9-12)
	AP World History (10-12)	AP Government and Politics: Comparative and United States (11/12)	AP European History (11/12)	AP U.S. History (11/12)
	AP Psychology (11/12)	IB Psychology (11/12)	AP Macroeconomics & AP Microeconomics (11/12)	IB ECONOMICS (11/12)
	American Law and Justice (11/12)	Experimental Psychology (Sem) (11/12)	Economics (F/S) (11/12)	History of the Americas (IB 11&12)
				Theory of Knowledge (IB 11&12) (F/S)

## MATHEMATICS

### 301 COGNITIVE TUTOR ALGEBRA 1

Using the Carnegie Learning curriculum, which includes an instructional computer program called the Cognitive Tutor, students develop an understanding of Algebra 1 concepts. Through a variety of methods, students are required to be active participants in the learning process by solving real-life problems. Working at their own pace, students in Algebra 1 will work in the computer lab solving interactive problems. In addition, students will participate in classroom activities, both individually and in groups, to further develop comprehension of mathematical concepts and their applications. This innovative approach to Algebra integrates technology, applied mathematics, and cognitive science and is based on 18 years of rigorous research. This course provides the opportunity for students to be flexibly grouped and paced based on need. A more traditional review of materials is offered as needed.

**For more information...** [www.youtube.com/watch?v=EbC7ytVuoHw](http://www.youtube.com/watch?v=EbC7ytVuoHw)

Full Year – 10 Mods – 2 Credits — Prerequisite: Pre-Algebra

### 303 COGNITIVE TUTOR GEOMETRY

The Carnegie Learning curriculum utilizes a non-traditional approach to learning Geometry. Some days the students will work through real life scenarios to see geometric applications. Cooperative learning is utilized in this course when students work together on more complex problem solving situations. Other days, the students will use the Cognitive Tutor computer program which supports, enriches, and remediates students based on their individual needs. Projects are utilized throughout this course to enhance the student's experience and learning. Topics covered during the year will include tools of geometry, parallel and perpendicular lines, perimeter and area, right triangle geometry, transformations, right triangle trigonometry, quadrilaterals, geometry in the coordinate plane, circles, volume and surface area, as well as similarity and congruence as time permits.

**For more information...** [www.youtube.com/watch?v=nY36gkVzMdM](http://www.youtube.com/watch?v=nY36gkVzMdM)

Full Year – 10 Mods – 2 Credits — Prerequisite: A passing grade for both semesters of Algebra 1.

### 306 GEOMETRY

The logical and conceptual precursors to proof are developed early in Geometry. Topics will include, but are not limited to, fundamental geometric thought, geometric shapes, transformations, and basic geometric reasoning and proofs. Concentrated work with proof writing continues throughout the year, including direct and indirect proofs in both plane and coordinate geometry. Properties and attributes of polygons and circles are emphasized. Solid geometry, right triangle trigonometry, and transformations are introduced second semester.

**For more information...** [www.youtube.com/watch?v=GnK13VENZ64](http://www.youtube.com/watch?v=GnK13VENZ64)

Full Year – 10 Mods – 2 Credits — Prerequisite: A passing grade for both semesters of Algebra 1.

### 307 MYP GEOMETRY

The course objectives and content are the same as 306 Geometry.

MYP instruction will emphasize IB principles such as global contexts, Approaches to Learning, international mindedness, the Learner Profile, and development of skills for lifelong learning.

**For more information...** [www.youtube.com/watch?v=GnK13VENZ64](http://www.youtube.com/watch?v=GnK13VENZ64)

Full Year – 10 Mods – 2 Credits — Prerequisite: A passing grade for both semesters of Algebra 1

### **309 HONORS GEOMETRY**

All of the objectives in course 306 Geometry are included in this course. However, students are expected to achieve at a higher level, work at a faster pace, and spend more time on exploration and enrichment topics. A strong algebra background is necessary. There is a summer assignment containing skills from Algebra 1 that students must have mastered in order to be successful in this course.

**For more information...** [www.youtube.com/watch?v=fqIUysJqD8](http://www.youtube.com/watch?v=fqIUysJqD8)

Full Year – 10 Mods – 2 Credits — Prerequisite: A passing grade for both semesters of Algebra 1 with Middle School Recommendation.

### **310 MYP HONORS GEOMETRY**

The course objectives and content are the same as 309 Honors Geometry.

MYP instruction will emphasize IB principles such as global contexts, Approaches to Learning, international mindedness, the Learner Profile, and development of skills for lifelong learning.

**For more information...** [www.youtube.com/watch?v=fqIUysJqD8](http://www.youtube.com/watch?v=fqIUysJqD8)

Full Year – 10 Mods – 2 Credits — Prerequisite: A passing grade for both semesters of Algebra 1 with Middle School Recommendation

### **312 COGNITIVE TUTOR ALGEBRA 2**

The Carnegie Learning curriculum utilizes a non-traditional approach to learning Algebra 2. While the skills are presented in the classroom via direct instruction, group work, and other activities, the Cognitive Tutor computer program supports, enriches and remediates students based on their individual needs. Students will experience real world application projects and assignments to increase their understanding of the material. The following topics will be studied in detail: Linear Functions, Quadratic Functions, Polynomial Functions, Exponential Functions, and Logarithmic Functions. Radical, Rational, and Trigonometric Functions will included if time permits.

**For more information...** [www.youtube.com/watch?v=3JYz-RiB-ig](http://www.youtube.com/watch?v=3JYz-RiB-ig)

Full Year – 10 Mods – 2 Credits — Prerequisite: A passing grade for both semesters of Algebra 1 and Geometry.

### **315 ALGEBRA 2**

In this course, students will primarily focus on the study of functions: linear, quadratic, polynomial, exponential, logarithmic, rational, radical, and trigonometric functions. The use of these functions to model real world situations is a major theme. Students will utilize the graphing calculator throughout the course.

**For more information...** [www.youtube.com/watch?v=z6Cm3UT7LbI](http://www.youtube.com/watch?v=z6Cm3UT7LbI)

Full Year – 10 Mods – 2 Credits — Prerequisite: A passing grade for both semesters of Algebra 1 and Geometry.

### **316 MYP ALGEBRA 2**

The course objectives and content are the same as 315 Algebra 2.

MYP instruction will emphasize IB principles such as global contexts, Approaches to Learning, international mindedness, the Learner Profile, and development of skills for lifelong learning.

**For more information...** [www.youtube.com/watch?v=z6Cm3UT7LbI](http://www.youtube.com/watch?v=z6Cm3UT7LbI)

Full Year – 10 Mods – 2 Credits — Prerequisite: A passing grade for both semesters of Algebra 1 and MYP Geometry

### **318 HONORS ALGEBRA 2**

All of the targets in course 315 are included in this course. Students are expected to achieve at a higher level, work at a faster pace, demonstrate more independent initiative and self-advocacy, as well as spend more time on exploration and enrichment topics. These topics may include sequences and series, conic sections, and probability. There is a summer assignment containing skills from Algebra 1 that students must have mastered in order to be successful in this course.

**For more information...** [www.youtube.com/watch?v=qamaTnDgqNw](http://www.youtube.com/watch?v=qamaTnDgqNw)

Full Year – 10 Mods – 2 Credits — Prerequisite: B or Higher in Honors Geometry or A in Geometry with Teacher Recommendation

### **319 MYP HONORS ALGEBRA 2**

The course objectives and content are the same as 318 Honors Algebra 2.

MYP instruction will emphasize IB principles such as global contexts, Approaches to Learning, international mindedness, the Learner Profile, and development of skills for lifelong learning.

**For more information...** [www.youtube.com/watch?v=qamaTnDgqNw](http://www.youtube.com/watch?v=qamaTnDgqNw)

Full Year – 10 Mods – 2 Credits — Prerequisite: B or Higher in MYP Honors Geometry or A in MYP Geometry with Teacher Recommendation

### **320 ACADEMIC STATISTICS**

In this course, students will learn how to collect, organize, analyze, and interpret data in order to reliably answer questions that are relevant in their world. As students study about topics such as data collection, probability, and data analysis, they will learn to recognize when statistics are being used misleadingly, and will be able to argue for or against conclusions drawn from statistical models. Students will have the opportunity to demonstrate their understanding of the concepts studied through project-based assessments incorporating surveys and simulations. Students will make frequent use of the graphing calculator. For 12<sup>th</sup> grade students, Algebra 2 must have been completed.

**For more information...** [www.youtube.com/watch?v=XINtBQGvSbl](http://www.youtube.com/watch?v=XINtBQGvSbl)

Full Year – 10 Mods – 2 Credits — Prerequisite 11<sup>th</sup> Grade: Teacher Recommendation and Algebra 2  
Prerequisite 12<sup>th</sup> Grade: Algebra 2

### **321 FUNCTIONS, STATISTICS, AND TRIGONOMETRY**

Topics will include, but are not limited to, Number Patterns; Equations and Inequalities; Functions and Graphs; Polynomial and Rational Functions; Exponential and Logarithmic Functions; Trigonometry; Statistics and Probability; and Limits. Enough trigonometry is available to constitute a standard pre-calculus background in trigonometry and circular functions. Algebraic and statistical concepts are integrated throughout, and modeling of real phenomena is emphasized. Students use a graphing calculator to plot functions, explore relationships between equations and their graphs, simulate experiments, and generate and analyze data. Students are encouraged to purchase their own graphing calculator.

**For more information...** [www.youtube.com/watch?v=SSQvSTvwOVI](http://www.youtube.com/watch?v=SSQvSTvwOVI)

Full Year – 10 Mods – 2 Credits — Prerequisite: A passing grade for both semesters of Geometry and Algebra 2



### **324 HONORS FUNCTIONS, STATISTICS, AND TRIGONOMETRY**

All of the topics considered in course 321 are presented in this course. These topics are covered in greater depth and additional related topics are explored in order to enrich the student's mathematics experience. Students are encouraged to purchase their own graphing calculator.

**For more information...** [www.youtube.com/watch?v=Pjw\\_Fjv434E](http://www.youtube.com/watch?v=Pjw_Fjv434E)

Full Year – 10 Mods – 2 Credits — Prerequisite: B or Higher in Honors Algebra 2 or A in Algebra 2 with Teacher Recommendation

### **327 DIFFERENTIATED MATH**

Individualized learning and mathematical skill building are the primary goals of this course. Candidates for this course will have been identified by their previous math teacher as having a need for this course based on measured gaps in learning that would prevent the student from being successful in the next in-sequence course. Each student who enrolls in this course will take a diagnostic examination using the ALEKS computer program to determine the specific areas in which he or she has needs. Each student will have his or her own learning plan with individual goals for the course, with the underlying purpose being to provide students the support they need to learn the mathematics needed to graduate high school and be successful either in college studies or in the workforce.

**For more information...** [www.youtube.com/watch?v=mc5CsWBCIfQ](http://www.youtube.com/watch?v=mc5CsWBCIfQ)

Full Year – 10 Mods – 2 Credits — Prerequisite: Teacher Recommendation

### **333 CALCULUS**

This course is designed for the student who plans to take calculus at a collegiate level, but would benefit from further mastery of advanced algebra skills. The course will begin with an intense review of functions, statistics, and trigonometry. During this time, students will review topics including analyzing functions, inverse functions, rational functions, solving equations, and graphing polynomials. The majority of the year will be spent studying topics from Calculus including limits, derivatives, integration, and applications of these concepts. This course will introduce students to much of the content seen in the first semester of a college calculus course.

**For more information...** [www.youtube.com/watch?v=yhcuc5Zfg7I](http://www.youtube.com/watch?v=yhcuc5Zfg7I)

Full Year – 10 Mods – 2 Credits — Prerequisite: C or better for both semesters of Functions, Statistics, and Trigonometry

### **334 COLLEGE IN HIGH SCHOOL BUSINESS CALCULUS**

College in High School Business Calculus is a College in High School course (Math 0120) offered through a partnership with the University of Pittsburgh. This is a rigorous, college level, calculus course for students interested in business, economics, and other social sciences. Though not required, students have the opportunity to earn 4 college math credits while still in high school for a fee. An understanding of and confidence with both differential and integral calculus are the objectives of this course. Students will investigate calculus from graphical, numeric, and algebraic perspectives. As per University of Pittsburgh policy, calculators may not be used in this course.

**For more information...** [www.youtube.com/watch?v=HGT0\\_1\\_xpJM](http://www.youtube.com/watch?v=HGT0_1_xpJM)

Full Year – 10 Mods – 2 Credits — Prerequisite: A in Functions, Statistics, and Trigonometry with Teacher Recommendation or C or better in Honors Functions, Statistics, and Trigonometry, and a successful completion of Pitt's pre-assessment.



### **336 AP CALCULUS AB**

This course consists of a full academic year of work in calculus and related topics that are comparable to a first year university level course. The class is for those students who intend to place out of a comparable college calculus course by successfully passing the AP Examination, a college placement exam, or any other method employed by the student's college. This is an intensive study of topics in differential and integral calculus, with a small review of prerequisite math topics which include, but are not limited to, advanced algebra techniques and trigonometry. Calculus students will have many opportunities to acquire fundamental skills in using graphing calculators. Mathematically talented students who have received a B or better in Honors Functions, Statistics, and Trigonometry are encouraged to enroll. Students are encouraged to purchase their own graphing calculator.

**For more information...** [www.youtube.com/watch?v=SuP0NezYraE](http://www.youtube.com/watch?v=SuP0NezYraE)

Full Year – 10 Mods – 2 Credits — Prerequisite: B or better in Honors Functions, Statistics, and Trigonometry with Teacher Recommendation

### **339 AP CALCULUS BC**

This course is designed for highly motivated and gifted students who have earned an A average in Honors Functions, Statistics, and Trigonometry. The course will cover the same material as in the AB course plus some additional topics which include such topics as Infinite Sequences and Series and calculus problems dealing with Parametric, Polar, and Vector Functions. Calculus BC is an extremely fast-paced course which emphasizes more exhausting problem solving. Students are encouraged to purchase their own graphing calculator.

**For more information...** [www.youtube.com/watch?v=Vy8E7zStyp0](http://www.youtube.com/watch?v=Vy8E7zStyp0)

Full Year – 10 Mods – 2 Credits — Prerequisite: 95% A or better in Honors Functions, Statistics, and Trigonometry with Teacher Recommendation

### **342 AP STATISTICS**

The purpose of the Advanced Placement course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1. Exploring Data: Observing patterns and departures from pattern, 2. Planning a Study: Deciding what and how to measure, 3. Anticipating patterns: Producing models using probability and simulation, 4. Statistical inference: Confirming models. Students who successfully complete the course and examination may receive credit and/or advanced placement for a one-semester introductory college statistics course. Students are encouraged to purchase their own calculator.

**For more information...** [www.youtube.com/watch?v=zY5FQ\\_gAlwA](http://www.youtube.com/watch?v=zY5FQ_gAlwA)

Full Year – 10 Mods – 2 Credits — Prerequisite: A passing grade for both semesters of Algebra 2 and Departmental Recommendation.

**345 IB MATHEMATICS SL (STANDARD LEVEL – 1<sup>ST</sup> YEAR OF TWO YEAR COURSE)****348 IB MATHEMATICS SL (STANDARD LEVEL – 2<sup>ND</sup> YEAR OF TWO YEAR COURSE)**

The Mathematics Standard Level is designed to provide a background of mathematical thought and a reasonable level of technical ability. It is a demanding program that contains a variety of mathematical topics and requires extensive background knowledge. It does not have the depth found in the Higher Level Mathematics class. Students in this two year Standard Level course will cover calculus course work and study statistics, probability, vector geometry, circular functions, and trigonometry. In addition, the students will study one of three additional topics: further calculus, further geometry, or statistical methods. This program will enable the student to develop a sound basis of mathematical skills and knowledge in order to facilitate the further study of mathematically-related subjects. Students enrolled in this course must take the IB exam at their own expense. Depending upon enrollment, 345 IB Mathematics SL 1 may be integrated with 324 Honors Functions, Statistics, and Trigonometry and 348 IB Mathematics SL 2 may be integrated with 336 AP Calculus AB.

**For more information on Year 1...** [www.youtube.com/watch?v=Pjw\\_Fjv434E](http://www.youtube.com/watch?v=Pjw_Fjv434E)

**For more information on Year 2...** [www.youtube.com/watch?v=4oG6j4Dczwk](http://www.youtube.com/watch?v=4oG6j4Dczwk)

Full Year – 10 Mods – 2 Credits — Prerequisite: SL 1: B or higher in Honors Algebra 2/MYP Honors Algebra 2  
or A in Algebra 2/MYP Algebra 2 with Teacher  
Recommendation

Prerequisite: SL 2: B or higher in IB Mathematics SL 1 with  
Teacher Recommendation

**351 ADVANCED MATHEMATICS TOPICS**

This course is designed to give the highly-motivated math student experience with a wide variety of mathematical topics that he or she will study in college during the pursuit of a math-or science-based degree. Such topics include, but are not limited to, vectors, linear algebra, probability and statistics, infinite series and differential equations. The graphing calculator is used extensively. This course is combined with 357 IB Mathematics HL2.

**For more information...** [www.youtube.com/watch?v=wm4n87rV\\_6c](http://www.youtube.com/watch?v=wm4n87rV_6c)

Full Year – 10 Mods – 2 Credits — Prerequisite: IB Mathematics SL 2, AP Calculus AB, AP Calculus  
BC or IB Mathematics HL 1 with Teacher  
Recommendation

**354 IB MATHEMATICS HL (HIGHER LEVEL - 1ST YEAR OF TWO YEAR COURSE)****357 IB MATHEMATICS HL (HIGHER LEVEL - 2ND YEAR OF TWO YEAR COURSE)**

Students in this two year Higher Level Mathematics course will continue with a more in-depth look at all mathematics topics. This course is designed to teach advanced mathematical topics which are unfamiliar to the high school student. Such topics included are advanced calculus, discrete math including number theory, linear/abstract algebra, series and differential equations, analysis and approximation, and Euclidean geometry and conic sections. Students enrolled in this course must take the IB exam at their own expense. 354 IB Mathematics HL 1 will be combined with 339 AP Calculus BC. 357 IB Mathematics HL 2 will be combined with 351 Advanced Mathematics Topics.

**For more information on Year 1...** [www.youtube.com/watch?v=bYP6MVseY4A](http://www.youtube.com/watch?v=bYP6MVseY4A)

**For more information on Year 2...** [www.youtube.com/watch?v=hkdg7hQvv1U](http://www.youtube.com/watch?v=hkdg7hQvv1U)

Full Year – 10 Mods – 2 Credits — Prerequisite: HL 1: 95% or higher in SL 2 with Teacher Recommendation  
Prerequisite: HL 2: IB Mathematics SL 2, AP Calculus AB, AP Calculus  
BC, or IB Mathematics HL 1 with Teacher Recommendation

**MATHEMATICS  
COURSE OFFERINGS  
2015-2016**

<b>G R A D E</b>	<b>9</b>	Cognitive Tutor Algebra 1	Geometry IB MYP	Honors Geometry IB MYP	Honors Algebra 2 IB MYP
<b>G R A D E</b>	<b>10</b>	Cognitive Tutor Geometry	Algebra 2 IB MYP	Honors Algebra 2 IB MYP	Honors Functions, Statistics, and Trigonometry IB MYP
<b>G R A D E</b>	<b>11</b>	Cognitive Tutor Algebra 2	Functions, Statistics, and Trigonometry	Honors Functions, Statistics, and Trigonometry IB Math SL 1 (Standard Level)	AP Calculus AB IB Math SL 2 (Standard Level)
			Academic Statistics	AP/Academic Statistics (Taken concurrently with Honors FST)	AP Calculus BC IB Math HL 1 (Higher Level)
<b>G R A D E</b>	<b>12</b>	Differentiated Math	Academic Statistics	Calculus	AP Calculus BC IB Math HL 1 (Higher Level)
		Functions, Statistics, and Trigonometry	Calculus	AP Calculus AB IB Math SL 2 (Standard Level)	Advanced Mathematics Topics IB Math HL 2 (Higher Level)
		Academic Statistics	College in High School Business Calculus	AP Calculus BC IB Math HL 1 (Higher Level)	
			AP Statistics	AP Statistics	AP Statistics

## SCIENCE

### 400 CONCEPTUAL BIOLOGY

Conceptual Biology is a course designed to provide a survey of important biological concepts in a very structured classroom atmosphere. As part of the course students can expect homework most nights of the week. Second chance learning opportunities are provided for students to learn from and correct mistakes.

The course will explore (1) cells and cell processes, which include basic biological principles, the chemical basis for life, bioenergetics, homeostasis, transport, and (2) the continuity and unity of life which includes cell growth, cell reproductions, genetics, evolution, and ecology.

The course covers the material assessed on the Biology Keystone Exam.

**For more information...** [www.youtube.com/embed/vZ8-2C1TR7w](http://www.youtube.com/embed/vZ8-2C1TR7w)

Full Year – 10 Mods – 2 Credits — Prerequisite: None

### 403 ACADEMIC BIOLOGY

Academic Biology is a course designed to give students an overview of biological concepts. In this two semester course, students will explore the nature of science through experimental design. This course is a combination of teacher led instruction and student driven investigation, which requires work outside of the classroom several evenings a week. The course will explore (1) cells and cell processes which include basic biological principles, chemical basis for life, bioenergetics and homeostasis and transport and (2) continuity and unity of life which includes cell growth and reproduction, genetics, evolution and ecology. The course covers the material assessed on the Biology Keystone Exam.

**For more information...** [http://www.youtube.com/embed/n\\_XUrG8uKY8](http://www.youtube.com/embed/n_XUrG8uKY8)

Full Year – 10 Mods – 2 Credits — Prerequisite: None

### 404 MYP ACADEMIC BIOLOGY

The course objectives and the content are the same as 403 Academic Biology.

MYP instruction will emphasize IB principles, such as global contexts, Approaches to Learning, international mindedness, the Learner Profile, and development of skills for lifelong learning.

**For more information...** <http://www.youtube.com/watch?v=Yr2kVRlidd0Q>

Full Year – 10 Mods – 2 Credits — Prerequisite: None

### 406 HONORS BIOLOGY

Honors Biology is open to motivated students who wish to undertake a more in-depth study of biology. Laboratory work is utilized to stimulate, enhance, and promote critical thinking skills. This course is a combination of teacher led instruction and student driven investigation, which requires work outside of the classroom every evening to have a better understanding of the in-depth challenging concepts. The course will explore (1) cells and cell processes which include basic biological principles, chemical basis for life, bioenergetics and homeostasis and transport and (2) continuity and unity of life which includes cell growth and reproduction, genetics, evolution and ecology. The course covers the material assessed on the Biology Keystone Exam.

**For more information...** [www.youtube.com/embed/Cymf3iQob1k](http://www.youtube.com/embed/Cymf3iQob1k)

Full Year – 10 Mods – 2 Credits — Prerequisite: None

#### **409 MYP HONORS BIOLOGY**

The course objectives and the content are the same as 406 Honors Biology.

MYP instruction will emphasize IB principles, such as global contexts, Approaches to Learning, international mindedness, the Learner Profile, and development of skills for lifelong learning.

**For more information...** <http://www.youtube.com/watch?v=llskMKpbc1k>

Full Year – 10 Mods – 2 Credits — Prerequisite: Middle School Recommendation

#### **412 HONORS BIOLOGY TOPICS**

Honors Biology Topics is a two-semester course offered as an elective to motivated junior and senior students who are interested in exploring more deeply several selected topics in the field of life science. The course primarily focuses on an in-depth study of the following topics: ecology, botany, genetics, and animal behavior and learning. Students will be required to complete quarterly research projects in natural history (The Great Biology Scavenger Hunt), botany (Botany 101), genetics (the Fruit Fly Project), and animal behavior and learning (The Mouse Olympics).

**For more information...** <http://www.youtube.com/embed/G2qpFrwuWk>

Full Year – 10 Mods – 2 Credits — Prerequisite: Biology, Chemistry

#### **415 HONORS HUMAN ANATOMY AND PHYSIOLOGY**

This two-semester laboratory elective will explore the intricate organs and systems of the human body. This course will take an in-depth look at the body's components, how they are involved in maintaining the body's stability, and the consequences that can result if that stability is not maintained. The course is open to students who are interested in pursuing a career in a health-related field.

**For more information...** [www.youtube.com/embed/vCyWbFQg-9g](http://www.youtube.com/embed/vCyWbFQg-9g)

Full Year – 10 Mods – 2 Credits — Prerequisite: Biology, Chemistry

#### **418 AP BIOLOGY**

This course is a highly challenging two-semester laboratory course equivalent to a first level college biology course. It is specifically designed to follow the Advanced Placement curriculum. This curriculum will greatly enhance students' confidence and academic interest in the areas of cellular biology, heredity, molecular genetics, evolutionary biology, and plant and animal physiology. Emphasis will be placed on the concepts and themes of biology. Students who complete this course have the option of taking the AP Biology Examination and receiving college credit for their work.

**For more information...** <http://youtu.be/UuMCMVQIM>

Full Year – 15 Mods (3 mods/day) – 2 Credits — Prerequisite: Biology, Chemistry

#### **427 CONCEPTUAL CHEMISTRY**

This course is intended for those students whose academic plans require a less quantitative treatment of the study of Chemistry. The same general outline of topics is used as in Academic Chemistry, but with less emphasis on the mathematical aspects of this science. The practical applications of Chemistry are stressed along with more experimental work and demonstrations. The structure, composition, and properties of matter, along with the change matter undergoes during chemical reactions, are studied.

**For more information...** <http://www.youtube.com/watch?v=ohtccHCeIP4>

Full Year – 10 Mods – 2 Credits — Prerequisite: Biology

### **430 ACADEMIC CHEMISTRY**

This course is designed to meet the needs of those students who enroll as a matter of general interest, as well as those who may need to take a science as a part of their program at the college level. Using lecture and a laboratory-oriented approach, students will learn and understand the basic concepts underlying the facts, formulas, and principles that compose a high school chemistry course. Critical-thinking and problem-solving skills will be developed not only to use in chemistry, but, by extension, to use in everyday life.

**For more information..** <http://www.youtube.com/watch?v=r-9nhAg9IfU>

Full Year - 10 Mods - 2 Credits — Prerequisite: Biology; Suggested Concurrent Math Course: Algebra 2

### **431 MYP ACADEMIC CHEMISTRY**

The course objectives and the content are the same as 430 Academic Chemistry.

MYP instruction will emphasize IB principles, such as global contexts, Approaches to Learning, international mindedness, the Learner Profile, and development of skills for lifelong learning.

**For more information...** [http://www.youtube.com/watch?v=E\\_gHpnpq\\_1kE&feature=youtu.be](http://www.youtube.com/watch?v=E_gHpnpq_1kE&feature=youtu.be)

Full Year – 10 Mods – 2 Credits — Prerequisite: MYP Biology; Suggested Concurrent Math Course: Algebra 2

### **433 HONORS CHEMISTRY**

This course is designed to meet the needs of those students with a strong background in science and mathematics who intend to pursue science as a major at the college level in the fields of Engineering, Medicine, etc. The theoretical concepts and mathematics of beginning chemistry are dealt with in greater depth in both lecture and laboratory work than in Academic Chemistry. This course followed by AP Chemistry in the junior or senior year is meant to prepare the student for a rigorous freshman college chemistry course.

**For more information...** <http://www.youtube.com/watch?v=6SCW8tD3z08>

Full Year – 10 Mods - 2 Credits — Prerequisite: Honors Biology or Departmental Recommendation and Suggested Concurrent Math Course: Honors Algebra 2

### **436 MYP HONORS CHEMISTRY**

The course objectives and the content are the same as 433 Honors Chemistry.

MYP instruction will emphasize IB principles, such as global contexts, Approaches to Learning, international mindedness, the Learner Profile, and development of skills for lifelong learning.

**For more information...** <http://www.youtube.com/watch?v=jOUK9L8xDgU&feature=youtu.be>

Full Year – 10 Mods – 2 Credits — Prerequisite: Successful Completion of the Ninth Level MYP; Suggested Concurrent Math Course: Honors Algebra 2

### **437 HONORS ORGANIC CHEMISTRY**

This is a two semester introductory course to the basic principles of the chemistry of carbon compounds. It is intended primarily for those students wishing to pursue an undergraduate degree in biology, chemistry, engineering, pharmacy, or medicine. Course topics include structure and bonding, stereochemistry, nomenclature, reactions and properties of aliphatic and aromatic hydrocarbons and their derivatives (including alcohols, esters, ethers, aldehydes, ketones, amines, amides, and others), and mechanisms. Classroom discussions will be extended through laboratory investigations where students will learn to synthesize and analyze organic compounds. Students will be introduced to organic laboratory techniques that include methods for purification, isolation, synthesis, and analysis of organic compounds.

**For more information...** <http://youtu.be/i4n2it4351s>

Full Year -10 mods - 2 credits — Prerequisite: A or B in Honors Chemistry or an A in Academic Chemistry

### **439 FORENSIC CHEMISTRY**

This is a two-semester course that emphasizes the application of chemistry to criminal investigation. The laboratory course will focus on scientific inquiry, logical thinking skills, and problem solving procedures to understand how science can be crucial in solving crimes and how this information is gathered and used in a Court of Law. Students will develop a theoretical and experimental background in chemistry as well as written and oral communication skills. This course will combine many types of instructional strategies, including scientific inquiry, qualitative analysis experiments, use of the Internet and libraries for research, field trips, guest speakers, and "murder mystery" scenarios that encourage students to utilize the knowledge learned in class to "solve a crime."

**For more information...** [http://www.youtube.com/embed/u5rfBejo\\_QQ](http://www.youtube.com/embed/u5rfBejo_QQ)

Full Year – 10 Mods – 2 Credits — Prerequisite: Biology, Chemistry

### **442 AP CHEMISTRY**

This course is designed to be the equivalent of the General Chemistry courses taken during the first year of college. It will also prepare the student to take and pass the AP Chemistry Examination.

The topics included in detail are: the structure of matter, which includes atomic theory and structure, chemical bonding, and nuclear chemistry; states of matter including gases, liquids, solids, and solutions; reactions, which include reaction types, stoichiometry, equilibrium, kinetics, and thermodynamics; descriptive chemistry to include chemical reactivity and products of chemical reactions, relationships in the periodic table, and an introduction to organic chemistry. In addition, an AP Chemistry laboratory program will be included.

**For more information...** <http://www.youtube.com/watch?v=TnDqfdcgg5U>

Full Year – 15 Mods (3 mods/day) – 2 Credits — Prerequisite: Chemistry

### **448 AP ENVIRONMENTAL SCIENCE**

This course follows the Advanced Placement curriculum and is designed to be the equivalent of a one-semester introductory college course in environmental science. The goal of the course is to provide students with the concepts and methods required to understand the interrelationships of the natural world, to identify and analyze environmental problems, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. The major topics of the course and exam include: Earth Systems and Resources; The Living World; Population; Land and Water Use; Energy Resources and Consumption; Pollution; and Global Change.

**For more information...** <https://www.youtube.com/watch?v=jdR7woyumNE>

Full Year – 10 Mods – 2 Credits — Prerequisite: Biology, Chemistry

### **450 CONCEPTUAL PHYSICS**

Conceptual physics is a course designed to provide a survey of important physics topics. This course is intended for those students whose academic plans require a less quantitative treatment of physics topics. Application of physics relationships will be performed through problem-solving with single-step solutions. Students will spend extra time on concepts to develop critical thinking skills; then students will transfer these skills to similar situations. Additionally, students will clearly acknowledge the application of physics topics in modern society.

**For more information...** <http://www.youtube.com/watch?v=IVZU5Mgc6oY>

Full Year – 10 Mods – 2 Credits — Prerequisite: Biology, Chemistry; Suggested Concurrent Math Course: Algebra 2



## 451 ACADEMIC PHYSICS

Physics is a way of thinking. It is a continuing effort to solve problems, to answer questions, and to understand and interpret our physical environment in a logical and orderly way. Basic concepts are presented in data analysis, motion, waves, sound, light, electricity, and magnetism. The sequence of material is designed to maximize comprehension, to balance theory and practical application, and to build thinking and reasoning skills. Measurement and problem-solving techniques are emphasized. Efficient use of algebra and geometry is essential. Computer applications and basic trigonometry are presented as required by topic.

**For more information...** <https://www.youtube.com/watch?v=r8cmnHk-lgk>

Full Year – 10 Mods – 2 Credits — Prerequisite: Biology, Chemistry; Suggested Concurrent Math Course: Functions, Statistics, and Trigonometry

## 456 AP PHYSICS 1

This course includes topics both in classical and modern physics. It is equivalent to a first-semester college course in algebra-based physics. The content covered in this course will be Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound; and an introduction to electric circuits.

Knowledge of algebra and basic trigonometry is required for the course. Performing inquiry-based investigations and understanding of the basic principles involved and the ability to apply these principles in the solution of problems is a major goal of the course. Consequently, the course will utilize guided inquiry and student-centered learning to foster the development of critical thinking skills.

This course is focused on a series of learning objectives that clarify the knowledge and the skills students should demonstrate to promote a more engaging and rigorous experience for AP students. Each learning objective combines the physics content with one or more of seven foundational big ideas in physics.

Inquiry-based investigations will be emphasized for this course. Students will develop and use physics knowledge by applying it to the practice of science inquiry. These investigations will foster student engagement in the practice of science through experimenting, analyzing, making conjectures and arguments, and solving problems in a collaborative setting, where they direct and monitor their progress toward an academic goal.

This is a rigorous course with selected lecture times. Benchmark assessments, variable lab times, and mastery model assessment will be used. Inquiry-based investigations and appropriate scientific reasoning will be used as a guide in learning the concepts.

This course provides a foundation in physics for students in the life sciences, pre-medicine, and some applied sciences, as well as other fields not directly related to science. This course is designed to prepare the student to take the AP Physics 1 Examination.

**For more information...** <http://www.youtube.com/watch?v=5xnf9W8C3t4>

Full Year – 10 Mods – 2 Credits — Prerequisite: Honors Chemistry, Departmental Recommendation;  
Suggested Concurrent Math Course: Honors Functions,  
Statistics, and Trigonometry



#### **457 AP PHYSICS C: MECHANICS**

AP Physics C is a calculus based two-semester physics course dealing mainly with the basic concepts of classical mechanics. This course is highly suggested for any student that would like to pursue a career in science, math, or engineering. This course will primarily center on problem solving strategies in addressing both qualitative and quantitative analyses. Laboratory and computer activities will supplement this problem-solving focus.

This course is designed to prepare the student to take the AP Physics "C" Examination. A detailed and mathematically rigorous treatment of mechanics will be presented. The required calculus will be taught at the beginning of the year. Calculus will be used freely in both developing theory and solving problems. A TI-89 calculator is highly recommended for use in this course.

**For more information...** <http://www.youtube.com/watch?v=kBRNV8qAimM>

Full Year – 10 Mods – 2 Credits — Prerequisite: Honors Level Math; Concurrent Math Course: Honors Functions, Statistics, and Trigonometry or Higher

#### **458 AP PHYSICS C: ELECTRICITY AND MAGNETISM**

AP Physics C is a calculus based two-semester physics course dealing mainly with the basic concepts of electricity and magnetism. This course is highly suggested for any student that would like to pursue a career in science, math, or engineering. This course will primarily center on problem solving strategies in addressing both qualitative and quantitative analyses. Laboratory and computer activities will supplement this problem-solving focus.

This course is designed to prepare the student to take the AP Physics "C" Examination. A detailed and mathematically rigorous treatment of electricity and magnetism will be presented. The required calculus will be taught at the beginning of the year. Calculus will be used freely in both developing theory and solving problems. A TI-89 calculator is highly recommended for use in this course.

**For more information...** <http://www.youtube.com/watch?v=QdjzToLIDhY>

Full Year – 10 Mods – 2 Credits — Prerequisite: Honors Level Math; Concurrent Math Course: Honors Functions, Statistics, and Trigonometry or Higher

#### **459 IB PHYSICS SL**

The Diploma Program physics course allows students to develop traditional practical skills and techniques and increase facility in the use of mathematics, which is the language of physics. It also allows students to develop interpersonal skills and information and communication technology skills, which are essential in modern scientific endeavor and are important life-enhancing transferable skills in their own right. This is a one-year course. Preparation for the IB Physics Standard Level test at the end of the year is a priority. Students enrolled in this course must take the IB exam at their own expense.

**For more information...** <http://youtu.be/1r2AWlg0OFs>

Full Year – 10 Mods – 2 Credits — Prerequisite: Biology and Chemistry; Suggested Concurrent Math Course: Functions, Statistics, and Trigonometry or IB Mathematics 11<sup>th</sup> Grade

**460 IB PHYSICS 1 (HIGHER LEVEL- 11<sup>TH</sup> GRADE OF TWO YEAR COURSE)****463 IB PHYSICS 2 (HIGHER LEVEL – 12<sup>TH</sup> GRADE OF TWO YEAR COURSE)**

The Diploma Program physics course allows students to develop traditional practical skills and techniques and increase facility in the use of mathematics, which is the language of physics. It also allows students to develop interpersonal skills and information and communication technology skills, which are essential in modern scientific endeavor and are important life-enhancing, transferable skills in their own right. This course is a two-year course. Year one will cover the core material along with Physics SL students. Year two will cover the remainder of the topics and will follow the International Baccalaureate format. Preparation for the IB Physics Higher Level test is a priority. Students enrolled in these courses must take the IB exam at their own expense at the end of their senior year.

**For more information on IB Physics 1...** <http://youtu.be/JcD1Q9HMzZ4>

**For more information on IB Physics 2...** <http://youtu.be/iTTiEXpzCjE>

Full Year – 10 Mods – 2 Credits — Prerequisite 11<sup>th</sup> Grade: Biology and Chemistry; Suggested  
Concurrent Math Course: Functions, Statistics, and Trigonometry  
or IB Mathematics 11<sup>th</sup> Grade  
Prerequisite 12<sup>th</sup> Grade: 11<sup>th</sup> Grade IB Physics; Suggested  
Concurrent Math Course: IB Mathematics 12<sup>th</sup> Grade or  
Calculus

## SUGGESTED COURSES FOR VARIOUS CAREER PATHS

	<b>Medical Field/Life Sciences</b>	<b>Engineering/Physical Sciences/Military Academy</b>	<b>Technical/Trade/Enlisted Military</b>	<b>Science/Math Teacher</b>	<b>Business/Liberal Arts</b>
<b>9<sup>th</sup> Grade</b>	<ul style="list-style-type: none"> <li>●Honors Bio</li> <li>●MYP Honors Bio</li> </ul>	<ul style="list-style-type: none"> <li>●Honors Bio</li> <li>●MYP Honors Bio</li> <li>●Academic Bio</li> <li>●MYP Academic Bio</li> </ul>	<ul style="list-style-type: none"> <li>●Academic Bio</li> <li>●MYP Academic Bio</li> <li>●Conceptual Bio</li> </ul>	<ul style="list-style-type: none"> <li>●Honors Bio</li> <li>●MYP Honors Bio</li> <li>●Academic Bio</li> <li>●MYP Academic Bio</li> </ul>	<ul style="list-style-type: none"> <li>●Honors Bio</li> <li>●MYP Honors Bio</li> <li>●Academic Bio</li> <li>●MYP Academic Bio</li> </ul>
<b>10<sup>th</sup> Grade</b>	<ul style="list-style-type: none"> <li>●Honors Chem</li> <li>●MYP Honors Chem</li> <li>●Academic Chem</li> <li>●MYP Academic Chem</li> </ul>	<ul style="list-style-type: none"> <li>●Honors Chem</li> <li>●MYP Honors Chem</li> </ul>	<ul style="list-style-type: none"> <li>●Academic Chem</li> <li>●MYP Academic Chem</li> <li>●Conceptual Chem</li> </ul>	<ul style="list-style-type: none"> <li>●Honors Chem</li> <li>●MYP Honors Chem</li> <li>●Academic Chem</li> <li>●MYP Academic Chem</li> </ul>	<ul style="list-style-type: none"> <li>●Honors Chem</li> <li>●MYP Honors Chem</li> <li>●Academic Chem</li> <li>●MYP Academic Chem</li> </ul>
<b>11<sup>th</sup> Grade</b>	<ul style="list-style-type: none"> <li>●AP Physics 1</li> </ul>	<ul style="list-style-type: none"> <li>●AP Physics C-Mechanics</li> </ul>	<ul style="list-style-type: none"> <li>●Academic Physics</li> <li>●Conceptual Physics</li> </ul>	<ul style="list-style-type: none"> <li>●AP Physics 1</li> <li>●AP Physics C-Mechanics</li> <li>●Academic Physics</li> </ul>	<ul style="list-style-type: none"> <li>●Academic Physics</li> <li>●Conceptual Physics</li> </ul>
<b>E L E C T R I C I T Y</b>	<ul style="list-style-type: none"> <li>●AP Bio</li> <li>●AP Chem</li> <li>●Anatomy</li> <li>●Organic Chem</li> <li>●AP Enviro</li> </ul>	<ul style="list-style-type: none"> <li>●AP Physics C-E &amp; M</li> <li>●AP Chem</li> <li>●Comp Programming</li> <li>●Robotics</li> <li>●Engineering</li> </ul>	<ul style="list-style-type: none"> <li>●Technology Design &amp; Development</li> <li>●Engineering - Intro</li> <li>●Robotics</li> <li>●Forensic Chem</li> <li>●Honors Bio Topics</li> </ul>	<ul style="list-style-type: none"> <li>●AP Chem</li> <li>●AP Physics C-E &amp; M</li> <li>●Honors Bio Topics</li> <li>●Robotics</li> <li>●Comp Programming</li> </ul>	<ul style="list-style-type: none"> <li>●Honors Bio Topics</li> <li>●Forensic Chem</li> <li>●Comp Programming</li> <li>●AP Enviro</li> </ul>

## COMPARISON OF PHYSICS

<b>Course</b>	<b>Math Skills Required</b>	<b>Topics Covered</b>	<b>Career Goals</b>
Conceptual Physics	CT Algebra CT Geometry Academic Geometry Academic Algebra II	Motion, forces, waves, electricity, sound, light	Trades, technical school, enlisted military
Academic Physics	Concurrent Honors or Academic FST	Motion, forces, waves, electricity, sound, light	College bound, non-science major
IB SL Physics	Honors FST	Widest variety of physics topics (must take IB test in Spring)	Diploma student (or someone who wants a thorough understanding of physics – science major – not engineering)
IB HL Physics (2 years – first year with SL Physics)	Honors FST	Wide variety (must take IB test at end of 2 <sup>nd</sup> year as a senior)	
AP Physics 1	Honors FST	Mechanics (motion, forces)	College credit (health career, or non-science major)
AP Physics C Mechanics	Honors FST or Calculus	Mechanics	Engineering or physical science major
AP Physics C Electricity and Magnetism	Calculus (taken AP C Mechanics)	Electricity and magnetism	Engineering or physical science major

## WORLD LANGUAGES

### 500 PASSPORT TO FRENCH

This course is for students who want to begin a first or second world language or for students who have been recommended for the course by their middle school teacher. Newly designed, it focuses on proficiency and vocabulary necessary for level two, but it also incorporates interdisciplinary themes and practical travel applications.

**For more information...** [www.youtube.com/embed/lxt4lm7jPjs](http://www.youtube.com/embed/lxt4lm7jPjs)

Full Year – 10 Mods – 2 Credits — Prerequisite: None

### 501 MYP PASSPORT TO FRENCH

This course is for students who want to begin a first or second world language or for students who have been recommended for the course by their middle school teacher. Newly designed, it focuses on proficiency and vocabulary necessary for level two, but it also incorporates interdisciplinary themes and practical travel applications. The course will emphasize IB principles such as global contexts, Approaches to Learning, international mindedness, the Learner Profile, and development of skills for lifelong learning.

**For more information...**

Full Year – 10 Mods – 2 Credits — Prerequisite: None

### 502 FRENCH 2

This course provides a review and continuation of the middle school French program and the Passport to French course. Oral and listening proficiency are stressed. Visuals are used to help the student acquire vocabulary in as real a context as possible and with minimal dependence on English. French customs and traditions are incorporated in the readings and exercises. Many different types of activities and varied drills are used to reinforce the language structures.

**For more information...** [www.youtube.com/embed/6Xo4Dqi8AEo](http://www.youtube.com/embed/6Xo4Dqi8AEo)

Full Year – 10 Mods – 2 Credits — Prerequisite: Middle School French or Passport to French

### 504 MYP FRENCH 2

The course objectives and content of French 2 are included in this course, but they are expanded to include more opportunities for the development of higher-level proficiency and of cross-cultural understanding. This includes more discussion, more short readings from the target language/culture, and more special projects. This course will emphasize IB principles such as global contexts, Approaches to Learning, international mindedness, the Learner Profile, and development of skills for lifelong learning.

**For more information...** [www.youtube.com/embed/0zKPQ7pnd0c](http://www.youtube.com/embed/0zKPQ7pnd0c)

Full Year – 10 Mods – 2 Credits — Prerequisite: Successful Completion of Middle School French

### 506 FRENCH 3

This third-year course continues the proficiency approach to world language study. Listening comprehension and speaking continue to be stressed. The structure of the language is further studied at this level with emphasis placed on verb usage and communication. The basic textbook, *Discovering French*, stresses conversational situations. Small group discussions stress practical application of vocabulary and structures mastered in class groups. Multimedia activities in cultural contexts continue to strengthen the four basic skills: reading and writing, speaking and listening. Computer lessons reinforce grammatical points.

**For more information...** [www.youtube.com/embed/eRMH\\_6SayQM](http://www.youtube.com/embed/eRMH_6SayQM)

Full Year – 10 Mods – 2 Credits — Prerequisite: French 2

### **508 MYP FRENCH 3**

The course objectives and content of French 3 are included in this course, but they are expanded to include more opportunities for the development of higher-level proficiency and of cross-cultural understanding. This includes more discussion, more short readings from the target language/culture, and more special projects; these opportunities will help students to do well with the MYP activities needed to earn the MYP Certificate. This course also includes an emphasis on IB principles such as Areas of Interaction, global connections, and the development of skills for life-long learning.

**For more information...** [www.youtube.com/embed/bBrSb7oe7Uc](http://www.youtube.com/embed/bBrSb7oe7Uc)

Full Year – 10 Mods – 2 Credits — Prerequisite: Successful Completion of the Ninth Level MYP

### **510 HONORS FRENCH 4**

This course offers students the opportunity to improve speaking skills through communicative partner activities and class discussions on cultural topics and the world of students. It will also help students to improve writing skills and knowledge of language structure through paragraph composition.

**For more information...** [www.youtube.com/embed/Dgd\\_uYX6Hbs](http://www.youtube.com/embed/Dgd_uYX6Hbs)

Full Year – 10 Mods – 2 Credits — Prerequisite: French 3

### **512 HONORS FRENCH 5**

This course offers a dual purpose: to provide the student with opportunities to converse on topics of current significance and in practical travel situations, and to offer opportunities to perfect the control of French structure through paragraph composition and oral presentations. An extensive review of the major grammatical principles of French is conducted throughout the year. Work is done in the language lab. Additional activities include films, videos, and computer assignments. Students further develop cross-cultural competency by examining a broader French-speaking world.

**For more information...** [www.youtube.com/embed/zsE71qExHMI](http://www.youtube.com/embed/zsE71qExHMI)

Full Year – 10 Mods – 2 Credits — Prerequisite: Honors French 4

### **514 AP FRENCH LANGUAGE**

This course emphasizes the development of active communicative language proficiency. The world language is the primary means of communication in this class which focuses on speaking, writing, listening, and reading skills. Fluency and accuracy are stressed. These skills are practiced in a context centered on authentic language materials, oral and written reactions to these materials, an oral proficiency based text, as well as partner/group interactions and individual/group presentations. A thorough review of French grammar is also completed to prepare for college French. This course is designed for intellectually curious and hard-working students, who, as self-starters, are expected to progress quickly and become quite proficient in a second language while still in high school. Discussions on various topics are numerous and are the highlight of the curriculum. Writing and speaking portfolios will assist students in recognizing and valuing their own progress. This course is designed for students who are interested in a challenging course and who will sit for the AP test in their senior year at their own expense.

**For more information...** [www.youtube.com/embed/ZGsBBn1zFpE](http://www.youtube.com/embed/ZGsBBn1zFpE)

Full Year – 10 Mods – 2 Credits — Prerequisite: Teacher Recommendation

## **515 IB FRENCH 4 (STANDARD LEVEL - 11<sup>TH</sup> GRADE OF TWO YEAR COURSE)**

## **516 IB FRENCH 5 (HIGHER LEVEL - 12<sup>TH</sup> GRADE OF TWO YEAR COURSE)**

Although this course is taught at the Higher Level, students have the option to sit for the Standard or Higher Level IB Exam. This two-year course emphasizes the development of communicative language proficiency. The world language is the primary means of communication in this class which focuses on authentic language skills. These skills are practiced in a context centered on authentic language materials, oral and written reactions to these materials, an oral proficiency-based text, as well as partner/group interactions and individual/group presentations. A thorough review of grammar is also completed. This course is designed for the intellectually curious and hard-working student who, as a self-starter, is expected to progress quickly and become quite proficient in a second language while still in high school. The curriculum is designed so that the students consider issues of a human and global nature, such as the significance of family, the nature of culture, the environment, etc. Discussions on such topics are numerous and are the highlight of the curriculum. Students are evaluated according to both IB and USC standards. Moreover, the use of writing and speaking portfolios will assist the students in recognizing and valuing their own progress. This course is designed for students interested in the full IB Diploma Program or in a more challenging course than Honors French 4 or Honors French 5. An IB Individual Course Certificate will be earned after successful IB test results. Students enrolled in this course are required to take either the standard or higher level IB exam at their own expense.

**For more information...** [www.youtube.com/embed/3BHnYVP6CQA](http://www.youtube.com/embed/3BHnYVP6CQA)

Full Year – 10 Mods – 2 Credits — Prerequisite IB French 4: French 3

Prerequisite IB French 5: IB French 4 or Teacher Recommendation

## **518 PASSPORT TO GERMAN**

This course is for students who want to begin a first or second world language or for students who have been recommended for the course by their middle school teacher. Newly designed, it focuses on proficiency and vocabulary necessary for level two, but it also incorporates interdisciplinary themes and practical travel applications.

**For more information...** [www.youtube.com/embed/v7un8cO750k](http://www.youtube.com/embed/v7un8cO750k)

Full Year – 10 Mods – 2 Credits — Prerequisite: None

## **519 MYP PASSPORT TO GERMAN**

This course is for students who want to begin a first or second world language or for students who have been recommended for the course by their middle school teacher. Newly designed, it focuses on proficiency and vocabulary necessary for level two, but it also incorporates interdisciplinary themes and practical travel applications. The course will emphasize IB principles such as global contexts, Approaches to Learning, international mindedness, the Learner Profile, and development of skills for lifelong learning.

**For more information...**

Full Year – 10 Mods – 2 Credits — Prerequisite: None

## **520 GERMAN 2**

This course provides a review and continuation of the middle school German program and the Passport to German course. The second-year course continues the emphasis on understanding and speaking German, and adds more emphasis on reading and writing than the first year. The goals of the program are to (1) master a basic vocabulary through further acquisition of reading skills, (2) continue aural-oral practice, (3) introduce German culture through conversations and readings and (4) expand the grammar control for formally analyzing familiar structures.

**For more information...** [www.youtube.com/embed/RQAVDB6q5rs](http://www.youtube.com/embed/RQAVDB6q5rs)

Full Year – 10 Mods – 2 Credits — Prerequisite: Middle School German or Passport to German

## **522 MYP GERMAN 2**

The course objectives and content of German 2 are included in this course, but they are expanded to include more opportunities for the development of higher-level proficiency and of cross-cultural understanding. This includes more discussion, more short readings from the target language/culture, and more special projects. This course will include a focus on the MYP global contexts.

**For more information...** [www.youtube.com/embed/ySrMY8\\_BHpY](http://www.youtube.com/embed/ySrMY8_BHpY)

Full Year – 10 Mods – 2 Credits — Prerequisite: Successful Completion of Middle School German

## **524 GERMAN 3**

During the third year of German the student continues to use the language skills acquired in the first and second years but with greater accuracy. The student is now required to use the language and previously learned structure and vocabulary to produce spontaneous conversation. Emphasis is placed on oral and written proficiency using the vocabulary for daily living. Units studied include vacations, health, shopping, geography, city parts, and directions. Students prepare individual cultural presentations on the various cities in Germany as well as the other German-speaking nations. Students review points of grammar as a supplement to these units. Although emphasis on reading and writing continues, the majority of class time is spent on improving oral proficiency.

**For more information...** [www.youtube.com/embed/e35h-ePQsqq](http://www.youtube.com/embed/e35h-ePQsqq)

Full Year – 10 Mods – 2 Credits — Prerequisite: German 2

## **526 MYP GERMAN 3**

The course objectives and content of German 3 are included in this course, but they are expanded to include more opportunities for the development of higher-level proficiency and of cross-cultural understanding. This includes more discussion, more short readings from the target language/culture, and more special projects; these opportunities will help students to do well with the MYP activities needed to earn the MYP Certificate. This course also includes an emphasis on IB principles such as Areas of Interaction, global connections, and the development of skills for life-long learning.

**For more information...** [www.youtube.com/embed/yLE-sZDTlko](http://www.youtube.com/embed/yLE-sZDTlko)

Full Year – 10 Mods – 2 Credits — Prerequisite: Successful Completion of the Ninth Level MYP

## **528 HONORS GERMAN 4**

The Germans of today and a brief introduction to literature comprise the content of this course. The people are understood through readings about their history and about current issues. Topics such as the environment, the school system, the political structure, and the post-war attitude toward war are discussed. Short stories and poems by such authors as Boll, Borchert, and Heine are also presented. The main emphasis throughout the course, however, is the improvement of conversation and composition skills so that the student learns to speak and write more quickly, accurately, and fluently. Special cultural projects (festivals, Karneval, cafes, television, etc.) revolving around student interest round out the content of this course.

**For more information...** [www.youtube.com/embed/r9CI7O3tXc8](http://www.youtube.com/embed/r9CI7O3tXc8)

Full Year – 10 Mods – 2 Credits — Prerequisite: German 3

## **530 HONORS GERMAN 5**

Students can practice and perfect their speaking and comprehending of German in this course while learning about both the Germany of today and also its literary heritage. Textbooks based on speaking activities and literary selections from various periods and *genres* provide the basis of class discussion in the target language. A review of grammar enables students not only to structure thoughts correctly but also to prepare well for future study in German. Special cultural projects based on student interest (a cafe, an architecture trip, an immersion day, interviews with Germans, festivals, etc.) round out this course.

**For more information...** [www.youtube.com/embed/Kys7rM6\\_kYw](http://www.youtube.com/embed/Kys7rM6_kYw)

Full Year – 10 Mods – 2 Credits — Prerequisite: Honors German 4



### **532 AP GERMAN LANGUAGE**

This course emphasizes the development of active communicative language proficiency. The world language is the primary means of communication in this class which focuses on speaking, writing, listening, and reading skills. Fluency and accuracy are stressed. These skills are practiced in a context centered on authentic language material, oral and written reactions to these materials, an oral proficiency based text, as well as partner/group interactions and individual/group presentations. A thorough review of German grammar is also completed to prepare for college German. This course is designed for intellectually curious and hard-working students, who, as self-starters, are expected to progress quickly and become quite proficient in a second language while still in high school. Discussions on various topics are numerous and are the highlight of the curriculum. Writing and speaking portfolios will assist students in recognizing and valuing their own progress. This course is designed for students who are interested in a challenging course and who will sit for the AP test in their senior year at their own expense.

**For more information...** <http://youtu.be/96DXKE1TZb0>

Full year – 10 Mods – 2 Credits — Prerequisite: Teacher Recommendation

### **533 IB GERMAN 4 (STANDARD LEVEL – 11<sup>TH</sup> GRADE OF TWO YEAR COURSE)**

### **534 IB GERMAN 5 (HIGHER LEVEL – 12<sup>TH</sup> GRADE OF TWO YEAR COURSE)**

Although this course is taught at the Higher Level, students have the option to sit for the Standard or Higher Level IB Exam. This two-year course emphasizes the development of communicative language proficiency. The world language is the primary means of communication in this class which focuses on authentic language skills. These skills are practiced in a context centered on authentic language materials, oral and written reactions to these materials, an oral proficiency-based text, as well as partner/group interactions and individual/group presentations. A thorough review of German grammar is also completed. This course is designed for the intellectually curious and hard-working student who, as a self-starter, is expected to progress quickly and become quite proficient in a second language while still in high school. The curriculum is designed so that the students consider issues of a human and global nature, such as the significance of family, the nature of culture, the environment, etc. Discussions on such topics are numerous and are the highlight of the curriculum. Students are evaluated according to both IB and USC standards. Moreover, the use of writing and speaking portfolios will assist the students in recognizing and valuing their own progress. This course is designed for students interested in the full IB Diploma Program or in a more challenging course than Honors German 4 or Honors German 5. An IB Individual Course Certificate will be earned after successful IB test results. Students enrolled in this course are required to take the IB exam at their own expense.

**For more information...** [www.youtube.com/embed/3CdD2JR9h-U](http://www.youtube.com/embed/3CdD2JR9h-U)

Full Year – 10 Mods – 2 Credits — Prerequisite IB German 4: German 3

Prerequisite IB German 5: IB German 4 or Teacher Recommendation

### **536 LATIN 1**

The first level Latin course presents an introduction to the Latin language. The course is based on the text *Ecce Romani* that follows a Roman family in the First Century A.D. The objectives of this course are to build Latin vocabulary and basic grammar skills through drills and memorization for the purpose of reading Latin, and to introduce students to Roman daily life. The course is analytical in nature with a heavy focus on memorizing vocabulary, analyzing grammar, and reading Latin for comprehension.

**For more information...** <http://www.youtube.com/watch?v=y130jrdRTeg>

Full Year – 10 Mods – 2 Credits — Prerequisite: None

### **538 LATIN 2**

This course continues with the same text series and objectives as Latin 1. As students master more vocabulary and grammar, they will be able to read more challenging stories. A heavy emphasis continues to be placed on memorization of vocabulary and forms.

**For more information...** <http://youtu.be/mChQUwtlsDU>

Full Year – 10 Mods – 2 Credits — Prerequisite: Latin 1



### **540 LATIN 3**

The *Ecce Romani* text series remains a source of vocabulary, grammar and translation practice, and cultural information for third-year students, who also begin reading some authentic texts.

**For more information...** <http://www.youtube.com/watch?v=Q0IUQmfVQkg&feature=youtu.be&hd=1>

Full Year – 10 Mods – 2 Credits — Prerequisite: Latin 2

### **542 HONORS LATIN 4**

Students continue to learn new vocabulary, word forms, and syntax in Latin 4 and then move on to reading authentic texts.

**For more information...** <http://www.youtube.com/watch?v=h10gCXO3TMA>

Full Year – 10 Mods – 2 Credits — Prerequisite: Latin 3

### **544 INTRODUCTORY SPANISH**

This course is designed to meet the needs of beginning students with no prior knowledge of Spanish or of students who historically have struggled with language learning. Students will begin the Level 1 text and will be introduced to all four facets of language learning: listening, speaking, reading, and writing. An appreciation for the Spanish culture is introduced.

**For more information...** <http://www.youtube.com/watch?v=OZzoRGh-CXA>

Full Year – 10 Mods – 2 Credits — Prerequisite: Teacher Recommendation

### **546 INTERMEDIATE SPANISH FLES**

This course is designed for students who have completed FLES or the middle school course and would like review and remediation. It is also for students who are experienced language learners and have completed a high level of another language. It provides a review and continuation of Spanish 1 and then continues with the Level 1 text. It provides the opportunity to reach realistic proficiency at the novice level in all skill areas: speaking, listening, reading, and writing. Emphasis is placed on grammar and on accurate pronunciation. These skills are acquired and reinforced through the use of practical vocabulary in paired-partner practice, games, and conversational visuals. Reading and writing skills are acquired through a variety of written exercises, readings, and computer exercises designed to practice syntax and accurate spelling. In addition, attention is given to cultural aspects of Spanish life. Excellence of class participation, daily preparation, written exams, and communicative ability are equal factors for final evaluation.

**For more information...** [www.youtube.com/embed/Mrl1NbDzmZ8](http://www.youtube.com/embed/Mrl1NbDzmZ8)

Full Year – 10 Mods – 2 Credits — Prerequisite: Introductory Spanish, FLES, or partial Middle School Spanish; Teacher Recommendation

### **547 MYP INTERMEDIATE SPANISH FLES**

This course is designed for students who have completed FLES or the middle school course and would like review and remediation. It is also for students who are experienced language learners and have completed a high level of another language. It provides a review and continuation of Spanish 1 and then continues with the Level 1 text. It provides the opportunity to reach realistic proficiency at the novice level in all skill areas: speaking, listening, reading, and writing. Emphasis is placed on grammar and on accurate pronunciation. These skills are acquired and reinforced through the use of practical vocabulary in paired-partner practice, games, and conversational visuals. Reading and writing skills are acquired through a variety of written exercises, readings, and computer exercises designed to practice syntax and accurate spelling. In addition, attention is given to cultural aspects of Spanish life. Excellence of class participation, daily preparation, written exams, and communicative ability are equal factors for final evaluation.

**For more information...** [www.youtube.com/embed/Mrl1NbDzmZ8](http://www.youtube.com/embed/Mrl1NbDzmZ8)

Full Year – 10 Mods – 2 Credits — Prerequisite: Introductory Spanish, FLES, or partial Middle School Spanish; Teacher Recommendation

### **548 SPANISH 2 FLES/MSE**

This course is for students who have successfully completed the middle school program. This course provides review and continuation of the fundamentals from the district's elementary and middle school Spanish programs and begins the Level 2 text. It provides the opportunity for greater accuracy in all skill areas: speaking, listening, reading, and writing. Emphasis is placed on oral and written proficiency with continued practice in reading and listening skills. These skills are acquired and reinforced through a variety of activities, including the video series "*Destinos*". In addition, the appreciation and understanding of the Spanish culture is emphasized through a variety of authentic activities. Excellence of class participation and communicative abilities are essential for final evaluation.

**For more information...** [www.youtube.com/embed/qAArszii01k](http://www.youtube.com/embed/qAArszii01k)

Full Year – 10 Mods – 2 Credits — Prerequisite: Intermediate Spanish FLES or Middle School Spanish;  
Teacher Recommendation

### **550 MYP SPANISH 2 FLES/MSE**

The course objectives and content of Spanish 2 are included in this course, but they are expanded to include more opportunities for the development of higher-level proficiency and of cross-cultural understanding. This includes more discussion, more short readings from the target language/culture, and more special projects. This course also includes an emphasis on IB principles such as Areas of Interaction, global connections, and the development of skills for life-long learning.

**For more information...** [www.youtube.com/embed/Lye7ONsQwtk](http://www.youtube.com/embed/Lye7ONsQwtk)

Full Year – 10 Mods – 2 Credits — Prerequisite: Successful Completion of Middle School Spanish;  
Teacher Recommendation

### **552 HONORS SPANISH 3**

This course is designed to review and continue the fundamentals of second language acquisition. The goal, at this level, is to achieve language proficiency in the present and past tenses and to express future time in speaking and in writing. Emphasis is placed on the ability to begin to create language. The basic text is used for grammar instruction, plus supplementary material to enhance the appreciation and understanding of the Hispanic culture. Excellence in communicative abilities, written compositions, essays, and written exams are essential for final evaluation.

**For more information...** [www.youtube.com/embed/lh3N2IGUxQE](http://www.youtube.com/embed/lh3N2IGUxQE)

Full Year – 10 Mods – 2 Credits — Prerequisite: Spanish 2 FLES/MSE or Teacher Recommendation

### **554 MYP HONORS SPANISH 3**

The course objectives and content of Honors Spanish 3 are included in this course, but they are expanded to include more opportunities for the development of higher-level proficiency and of cross-cultural understanding. This includes more discussion, more short readings from the target language/culture, and more special projects; these opportunities will help students to do well with the MYP activities needed to earn the MYP Certificate. This course also includes an emphasis on IB principles such as Areas of Interaction, global connections, and the development of skills for life-long learning.

**For more information...** [www.youtube.com/embed/LLIBNdp3m5g](http://www.youtube.com/embed/LLIBNdp3m5g)

Full Year – 10 Mods – 2 Credits — Prerequisite: Successful Completion of the Ninth Level MYP Spanish  
2 FLES/MSE

#### **556 HONORS SPANISH 4**

The goal of this course is to prepare students for advanced level work which emphasizes comprehension, communication in speech and writing, and an appreciation of the Spanish language and culture. The emphasis is on class and partner discussion, reading, listening to some authentic and other texts, and improving writing skills. These goals will be met through a series of grammatical and cultural units which the students will relate to their own lives.

**For more information...** [www.youtube.com/embed/5ia7CJyPfB8](http://www.youtube.com/embed/5ia7CJyPfB8)

Full Year – 10 Mods – 2 Credits — Prerequisite: Honors Spanish 3

#### **558 HONORS SPANISH 5**

This course offers the opportunity for students to improve their language skills in all modes of communication: interpersonal; interpretative; presentational. It also enables them to improve their writing skills and sense of language structure through a comprehensive verb tense review in order to prepare for college Spanish. Discussions on various cultural and historical topics, plus contemporary issues encourage students to express and defend their opinions. This is a challenging course that stresses fluency, accuracy and appreciation for the Spanish culture.

**For more information...** [www.youtube.com/embed/ZlqjS-fnirU](http://www.youtube.com/embed/ZlqjS-fnirU)

Full Year – 10 Mods – 2 Credits — Prerequisite: Honors Spanish 4

#### **561 AP SPANISH LANGUAGE**

This course emphasizes the development of active communicative language proficiency. The world language is the primary means of communication in this class which focuses on speaking, writing, listening, and reading skills. Fluency and accuracy are stressed. These skills are practiced in a context centered on authentic language materials, oral and written reactions to these materials, an oral proficiency based text, as well as partner/group interactions and individual/group presentations. A thorough review of Spanish grammar is also completed to prepare for college Spanish. This course is designed for intellectually curious and hard-working students, who, as self-starters, are expected to progress quickly and become quite proficient in a second language while still in high school. Discussions on various topics are numerous and are the highlight of the curriculum. Writing and speaking portfolios will assist students in recognizing and valuing their own progress. This course is designed for students who are interested in a challenging course and who will sit for the AP test in their senior year at their own expense.

**For more information...** [www.youtube.com/embed/13WC7wYzKu4](http://www.youtube.com/embed/13WC7wYzKu4)

Full year – 10 Mods – 2 Credits — Prerequisite: Teacher Recommendation

## **560 IB SPANISH 4 (STANDARD LEVEL – 11<sup>TH</sup> GRADE OF TWO YEAR COURSE)**

## **562 IB SPANISH 5 (HIGHER LEVEL – 12<sup>TH</sup> GRADE OF TWO YEAR COURSE)**

Although this course is taught at the Higher Level, students have the option to sit for the Standard or Higher Level IB Exam. Over these two years, a thorough review of grammar is completed. In addition, this two-year course emphasizes the development of communicative language proficiency. The world language is the primary means of communication in this class which focuses on authentic language skills. These skills are practiced in a context centered on authentic language materials, oral and written reactions to these materials, an oral proficiency based text, as well as partner/group interactions and individual/group presentations. This course is designed for the intellectually curious and hard-working student who, as a self-starter, is expected to progress quickly and become quite proficient in a second language while still in high school. The curriculum is designed so that the students consider issues of a human and global nature, such as the significance of family, the nature of culture, the environment, etc. Discussions on such topics are numerous and are the highlight of the curriculum. Students are evaluated according to both IB and USC standards. Moreover, the use of writing and speaking portfolios will assist the students in recognizing and valuing their own progress. This course is designed for students interested in the full IB Diploma Program or in a more challenging course than Honors Spanish 4 or Honors Spanish 5. An IB Individual Course Certificate will be earned after successful IB test results. Students enrolled in this course must take the IB exam at their own expense.

**For more information...** [www.youtube.com/embed/vZQw1YRDzss](http://www.youtube.com/embed/vZQw1YRDzss)

Full Year – 10 Mods – 2 Credits — Prerequisite IB Spanish 4: Honors Spanish 3

Prerequisite IB Spanish 5: IB Spanish 4 or Teacher Recommendation

## **564 JAPANESE 1**

This course is the first level of a three-year sequence course of Japanese culture and language. Students will practice the communicative skills of listening and speaking. They will also learn *hiragana*, a set of Japanese phonetic symbols. In addition, they will do a limited amount of reading and writing and also explore Japanese culture, customs, foods, etc.

**For more information...** [www.youtube.com/embed/auTOuQXNR4Y](http://www.youtube.com/embed/auTOuQXNR4Y)

Full Year – 10 Mods – 2 Credits — Prerequisite: None

## **566 JAPANESE 2**

This course is for the students who finished Japanese 1 or the equivalent. The students will practice to further develop their language abilities in listening/speaking and reading/writing with a wide variety of activities. They will master *katakana* in addition to *hiragana*, and some *kanji* will be introduced throughout the entire course. Japanese culture will be introduced and discussed as well.

**For more information...** [www.youtube.com/embed/PFKIN8A-bzo](http://www.youtube.com/embed/PFKIN8A-bzo)

Full Year – 10 Mods – 2 Credits — Prerequisite: Japanese 1 or equivalent

## **568 JAPANESE 3**

This course is for the students who finished Japanese 2 or the equivalent. Students will practice to develop their ability in the utilization of sentence patterns with which they are already familiar. Formal and informal speech styles will be introduced. They will also develop their reading and writing skills using a variety of authentic materials, and Japanese culture will be discussed as well. Students will learn the most frequently used *kanji*.

**For more information...** [www.youtube.com/embed/Z3VMhOR7fJk](http://www.youtube.com/embed/Z3VMhOR7fJk)

Full Year – 10 Mods – 2 Credits — Prerequisite: Japanese 2 or equivalent

### **569 CHINESE 1**

This course is designed for students who would like an introduction to the Chinese language and culture. Students will practice listening and speaking, and they will also learn characters so that they can begin to read and write.

**For more information...** [www.youtube.com/embed/ydxqrvzstQw](http://www.youtube.com/embed/ydxqrvzstQw)

Full Year – 10 Mods – 2 Credits — Prerequisite: None

### **570 IB CHINESE AB INITIO**

This course is the first year of an accelerated two-year Mandarin Chinese course that focuses on the language and culture of China. Students will practice and learn speaking and writing skills appropriate to the IB ab initio course requirements. This course is available only to IB Diploma students who are new to the district and who do not have the prerequisite skills and necessary course requirements to enroll in IB French 4, IB German 4, or IB Spanish 4. No IB Certificates are awarded as this subject is only available to candidates seeking the full IB Diploma. Students enrolled in this course must take the IB exam at their own expense.

**For more information...** [www.youtube.com/embed/2HxN2VEeTa4](http://www.youtube.com/embed/2HxN2VEeTa4)

Full Year – 10 Mods – 2 Credits — Prerequisite: IB Diploma Enrollment

### **571 CHINESE 2**

This course is a continuation of Chinese 1. It will further develop the four language skills of listening, speaking, reading, and writing and introduce various cultural points.

**For more information...** [www.youtube.com/embed/keqaj84Oucc](http://www.youtube.com/embed/keqaj84Oucc)

Full Year – 10 Mods – 2 Credits — Prerequisite: Chinese 1 or equivalent

### **572 CHINESE 3**

This course is for the students who have finished Chinese 2 or the equivalent. Students will learn and practice more speaking and listening. Reading and writing characters will be main contents as well. Cultural aspects of China will also be emphasized.

**For more information...** [www.youtube.com/embed/AqKr\\_TVYuxM](http://www.youtube.com/embed/AqKr_TVYuxM)

Full Year – 10 Mods – 2 Credits — Prerequisite: Chinese 2 or equivalent

### **573 CHINESE 4**

This course is designed for the students who have finished Chinese 3 or the equivalent. This course will continue to develop their Chinese language proficiency skills with strong emphasis on listening and speaking. Reading and writing characters as well as learning more about the cultural aspects of China will be emphasized.

**For more information...** [www.youtube.com/embed/8fZ\\_ALYRJyM](http://www.youtube.com/embed/8fZ_ALYRJyM)

Full Year – 10 Mods – 2 Credits — Prerequisite: Chinese 3 or equivalent

**576 INTERNATIONAL STUDIES I (FALL)****577 INTERNATIONAL STUDIES II (SPRING)**

International Studies I and International Studies II, independent one-semester courses, are interdisciplinary courses open to students in grades 9-12. These courses look at international studies from the perspective of culture and language, teaching students skills that they need in order to cooperate, to compete, and to succeed in the today's multicultural and multilingual world economy. Students will learn through discussions, visual media, games, simulations, speakers, and field site visits. These courses will be helpful to students interested in culture, business, art, current events, technology/media, and the exploration of future careers. International Studies I will focus on global awareness, the concept of culture, local diversity, and cultural skills needed for international understanding. International Studies II will begin with a review of first-semester cross-cultural skills and then continue with new topics such as global challenges; international marketing, the status of women, and international media. Mini-projects based on individual interests will round out both courses.

It is recommended that students completing International Studies I take International Studies II in the spring semester of any year. Students with aspiring global aspirations/interests can also choose Asian and Middle Eastern Studies (spring) and/or the 21<sup>st</sup> Century Global Affairs (fall) from the Social Studies Department as a follow-up to either International Studies course.

**For more information on International Studies I...**[www.youtube.com/embed/J6CGwR60Vxo](http://www.youtube.com/embed/J6CGwR60Vxo)

**For more information on International Studies II...**<http://youtu.be/snLFuNEKm2U>

Semester – 10 Mods – 1 Credit — Prerequisite: None

# WORLD LANGUAGE COURSE OFFERINGS 2015-2016

- Year Courses

- Semester Courses

F/S – Fall or Spring

<b>G R A D E</b>  9	French 2 MYP French 2	German 2 MYP German 2	Spanish 2 FLES/MSE MYP Spanish 2 FLES/MSE	Latin 1	Japanese 1	Chinese 1
<b>G R A D E</b>  10	French 3 MYP French 3	German 3 MYP German 3	HN Spanish 3 MYP HN Spanish 3	Latin 2	Japanese 2	Chinese 2
<b>G R A D E</b>  11	HN French 4 IB French 4	HN German 4 IB German 4	HN Spanish 4 IB Spanish 4	Latin 3	Japanese 3	Chinese 3
<b>G R A D E</b>  12	HN French 5 IB French 5 AP French Language	HN German 5 IB German 5 AP German Language	HN Spanish 5 IB Spanish 5 AP Spanish Language	HN Latin 4		Chinese 4
<b>G R A D E S</b>  9 - 12	<div style="border: 1px solid black; border-radius: 50%; width: 150px; height: 100px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">             International Studies I (F)           </div>		<div style="border: 1px solid black; border-radius: 50%; width: 150px; height: 100px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">             International Studies II (S)           </div>			

## TECHNICAL & PRACTICAL STUDIES

### FAMILY AND CONSUMER SCIENCE

#### **700 FOODS 1 (FALL)**

#### **701 FOODS 1 (SPRING)**

An introduction to foods and nutrition, this one semester course for freshmen, sophomores, juniors, and seniors is geared toward those interested in learning or improving basic survival skills in the kitchen. This includes planning, preparing, and serving a wide variety of foods. Important nutritional information is included in each unit. Students may choose to take foods for one semester or for one full year by selecting Foods 1 and Foods 2.

**For more information...** <http://www.youtube.com/watch?v=BJdXMj1KycM>

Semester or Full Year – 10 Mods – 1 Credit — Prerequisite: None

#### **702 FOODS 2 (SPRING)**

Focusing on food, nutrition, and international cuisine, this semester course builds on the basic skills learned in Foods 1. Food selections will be discussed and prepared with healthy choices in mind. Some food items prepared include chicken stir-fry, Fajitas, homemade soups, cakes, and specialty breads. An emphasis is placed on International Cuisine. Students will develop an understanding of other cultures through food and armchair travel. Attention will be placed on Asia, Europe, South America, Africa, and Australia. The semester culminates with an old fashioned North American barbeque.

**For more information...** <http://www.youtube.com/watch?v=492qOBMVJUY>

Spring Semester – 10 Mods – 1 Credit — Prerequisite: Foods 1

#### **703 FOODS 3: ADVANCED FOODS (FALL)**

If you're interested in creative cooking, this semester advanced foods course focuses on creative food preparation and presentation. An array of topics and techniques that will be covered include garnishing and plating skills; creative baking featuring items such as bread baskets, soup bowls, braids, and pita pockets; cooking for entertaining that involves preparing a complete Thanksgiving dinner; creating food gift baskets utilizing a variety of homemade items; preparing food items for service projects such as Meals on Wheels and fundraisers for domestic and international causes; utilizing special cooking techniques and skills needed for modifying diets. As with all foods classes, nutritional needs will be emphasized.

**For more information...** [www.youtube.com/embed/jF3urWCRi74](http://www.youtube.com/embed/jF3urWCRi74)

Fall Semester – 10 Mods – 1 Credit — Prerequisite: Foods 1; Grades 10, 11, and 12

#### **704 FOODS 4, FOOD FOR ENTERTAINING (SPRING)**

This semester advanced foods course is centered on entertaining. Students will plan, prepare, and formally serve meals to invited adult guests. All skills learned in previous foods courses will be applied to this experience, as well as learning types of meal service, table settings, and proper etiquette when entertaining. Besides entertaining, a focus on regional cooking within the United States will be included within this course.

**For more information...** <http://www.youtube.com/watch?v=tulpDJxYObM>

Spring Semester – 10 Mods – 1 Credit — Prerequisite: Foods 1; Grades 10, 11, and 12

#### **705 CHILD CARE AND DEVELOPMENT 1 (Nursery School Experience)**

This course involves the practical application of child development in a specially designed nursery school for three- and four-year-old children from our community. Students plan and teach lessons, lead craft projects and games, and create bulletin boards in the preschool lab as well as guide the behavior and observe the development of children. This course is an excellent introduction to teaching or for students planning careers working with children.

**For more information...** <http://www.youtube.com/watch?v=tulpDJxYObM>

Full Year – 10 Mods – 2 Credits — Prerequisite: Grades 10, 11, and 12



**706 CHILD CARE AND DEVELOPMENT 2 (Nursery School Experience)**

This class provides a complete hands-on experience for students by working with and teaching three- and four-year-olds each day in our classroom nursery school. This class provides a valuable experience for students interested in a career involving children such as teaching, social work, child care, nursing, or psychology, as well as for those who just enjoy children. Students travel to district elementary schools to observe and participate with students.

**For more information...** <http://www.youtube.com/watch?v=ksBMLxRSjNk>

Full Year – 10 Mods – 2 Credits — Prerequisite: Child Care and Development 1 or Teacher Recommendation

**707 CHILD GROWTH AND DEVELOPMENT (FALL)****708 CHILD GROWTH AND DEVELOPMENT (SPRING)**

This one semester course encourages an understanding of all aspects of children's physical, intellectual, emotional, social, and moral development. Growth & Development will be followed from the prenatal period through school age. Students will observe children of various ages to better understand growth and development. In addition to concepts of child development, this course will teach skills to prepare students for care-giving and future parenting. This course also includes the "Baby Think It Over" doll simulator whereby students will simulate a care-giving experience outside the classroom.

**For more information...** <http://www.youtube.com/embed/dquv-JFUpVU>

Fall or Spring Semester – 10 Mods – 1 Credit — Prerequisite: None

**715 PRACTICAL LIVING (FALL)****716 PRACTICAL LIVING (SPRING)**

Have you ever wondered what it's like to live on your own? How much money will I need to support myself in my chosen lifestyle? Wait no longer, the answers can be found in this hands-on activity-based, one-semester course designed to provide students with the knowledge and skills needed to make decisions as they leave high school and assume independent living responsibilities. Choose a career, develop job interview skills, set up a budget, find a place to live, buy or lease a car, understand credit, improve consumer skills and learn to communicate and develop social skills.

**For more information...** <http://www.youtube.com/watch?v=AvPtPwo5oFY>

Semester – 10 Mods – 1 Credit — Prerequisite: None

## TECHNOLOGY EDUCATION

### 722 INTRODUCTION TO ENGINEERING

This course provides the opportunity for students to gain experience in technical sketching, Computer Aided Design, and Solid Modeling Design while learning to develop solutions to real-world problems. Students will learn to use 3D printers, laser engravers, cnc machines as well as other traditional tools and machines to develop solutions to assigned open ended problems. They will learn to interpret and develop detailed drawings and apply the engineering design process. Students will work individually and in teams during the course to develop solutions to student and teacher generated design problems. Careers related to engineering will be explored and discussed.

**For more information...** [http://www.youtube.com/watch?v=GI\\_TA67cTQ](http://www.youtube.com/watch?v=GI_TA67cTQ)

Full Year – 10 Mods – 2 Credits — Prerequisite: None

### 723 ADVANCED ENGINEERING

This course is intended for students who have an interest in pursuing engineering or related fields in college. The major focus of this class will be using the Engineering Design Process to design, build, test, and analyze solutions to engineering problems. These problems will be real-world problems generated by the students. Students will use the skills they developed in the Introduction to Engineering course to find solutions as well as communicate the solutions through detailed drawings and models.

**For more information...** <http://www.youtube.com/watch?v=8EFvgDn8j1k>

Full Year – 10 Mods – 2 Credits — Prerequisite: Introduction to Engineering

### 724 INTRODUCTION TO ARCHITECTURE

This course provides the opportunity for students to design and develop a residential home from rough sketches to a detailed scaled model. They will discuss the history of architecture as well as the current trends. Students will learn about and develop a complete set of plans and a scaled model using Computer Aided Design software, Solid Modeling software, and traditional lab equipment. Laser engravers and 3D printers will be used as needed to develop models, depicted architectural features, and/or structures. Careers related to architecture will be explored and discussed.

**For more information...** <http://www.youtube.com/watch?v=VNq72Eq9etc>

Full Year – 10 Mods – 2 Credits — Prerequisite: None

### 725 ADVANCED ARCHITECTURE

This course is designed for students who have an interest in pursuing architecture or a related field in college. Students will work to develop a commercial structure. They will act as architects to design a structure that meets strict specifications including lot size and topography, financial limitations, client preferences, etc. Students will develop their structures using Computer Aided Design software, Solid Modeling Software, and traditional lab equipment. Laser engravers and 3D printers will be used as needed to develop models depicting architectural features and/or structures. In addition, students will learn about and begin the development of an architecture portfolio.

**For more information...** <http://www.youtube.com/watch?v=jSL5Ft4dQMA>

Full Year – 10 Mods – 2 Credits — Prerequisite: Introduction to Architecture

### 726 INDEPENDENT STUDY - DESIGN AND DEVELOPMENT

This course gives students an opportunity to develop specialized knowledge and skills in architecture or engineering. Students will research an area of particular interest to them and work with the teachers' guidance towards developing new knowledge and interesting projects. Because this course does not typically fall into a slotted time during the schedule, excellent time management skills will be required.

**For more information...** [http://www.youtube.com/watch?v=UqUD\\_-MGLUc](http://www.youtube.com/watch?v=UqUD_-MGLUc)

Prerequisite: Advanced Architecture, Advanced Engineering, or Advanced Technology Design & Development

**729 TECHNOLOGY DESIGN AND DEVELOPMENT (FALL)****730 TECHNOLOGY DESIGN AND DEVELOPMENT (SPRING)**

Using relevant hands-on activities, students will develop an understanding and appreciation of how transportation, construction, and communication systems affect our lives, society, and the world. Students will construct working models that demonstrate the principles of transportation, the principles of construction, and principles of communication. Students will discuss the impacts and appropriate use of technology. In addition, students will explore alternative power and energy systems, bio-technology, and problem solving methods. They will be encouraged to problem solve and be creative in their design and thought process.

**For more information...** [http://www.youtube.com/watch?v=UqUD\\_-MGLUc](http://www.youtube.com/watch?v=UqUD_-MGLUc)

Fall or Spring Semester (half year) – 10 Mods – 1 Credit — Prerequisite: None

**731 ADVANCED TECHNOLOGY DESIGN AND DEVELOPMENT (FALL)****732 ADVANCED TECHNOLOGY DESIGN AND DEVELOPMENT (SPRING)**

This course offers an advanced study of technological systems in which the students will research and develop a technological system that has been selected by the student and approved by the teacher. The major emphasis of the course will be the development of a working prototype that demonstrates the principles of transportation, construction or communication. The methods of problem solving and engineering design processes will be used extensively in this course. This is an excellent class for self-directed students interested in pursuing engineering as a career.

Fall or Spring Semester (half year) – 10 Mods – 1 Credit — Prerequisite: Technology Design and Development

**733 INTRODUCTION TO ROBOTICS**

This course is intended for students interested in the exciting fields of robotics and engineering. The primary focus of this class is to introduce students to the hardware and software systems of a typical robot. During the course, students will construct robots, program their robots to perform various tasks, and analyze the results of their work. The engineering design process will be used extensively. Careers related to robotics and engineering will be explored.

**For more information...** [www.youtube.com/embed/pIH25Vz9sA0](http://www.youtube.com/embed/pIH25Vz9sA0)

Fall or Spring Semester – 10 Mods – 1 Credit — Prerequisite: None

**734 STEAM DESIGN LAB**

Students will develop solutions to real world problems requiring a wide range of skills and creative thinking using human centered design thinking curriculum in cooperation with local businesses and organizations. This course will provide an interdisciplinary approach to integrating disciplines within a STEAM model of instruction. The course will require students to participate in problem-based and project-based learning activities, inquiry learning tasks, and technology will be used to share and display information. Students will develop their own STEAM learning activity as their final project.

**Application Process:** The application process will identify students to participate in the course using a set criteria and rubric. Students' specific skills and experience and how those skills and experience supplement and complement the skills and experiences of other students in the class will be considered as part of the decision making process. Successful applicants will demonstrate their experience and course work demonstrating their personal strengths and weakness.

**For more information...**

[http://www.youtube.com/watch?feature=player\\_embedded&v=XT75For6vGk#t=6](http://www.youtube.com/watch?feature=player_embedded&v=XT75For6vGk#t=6)

Full Year – 10 Mods – 2 Credits — Prerequisite: Complete application process, students will be chosen for course.

## FINE & PERFORMING ARTS VISUAL ARTS

### **750 CERAMICS 1 (FALL)**

### **751 CERAMICS 1 (SPRING)**

This course is designed for freshmen, sophomores, juniors, and seniors who are new to clay. This Ceramics course is designed to introduce students to various ceramic handbuilding processes and a working knowledge of wheel thrown pottery. The course will integrate the design and construction of ceramic ware using a full spectrum of artistic tools, techniques, and materials. The students will also learn surface decoration and glazing methods. Wheel technique will be demonstrated with an exploratory student's experience, and the opportunity to continue practice with individually designed projects. Both functional and sculptural works will be made. Art History, Criticism, Aesthetics, and Cultural Context will be studied in relation to why ceramics still matter as an art form today. It is also highly recommended for students with an interest in art and art related careers. Be prepared to get messy and have fun!

Students can take this class for a semester or for a full year. Lessons will be different both semesters.

**For more information...** <http://www.youtube.com/watch?v=A7wKJdGK96M>

10 Mods/Week for a Semester – 1 Credit per Semester — Prerequisite: None

### **752 CERAMICS 2 (FALL)**

### **753 CERAMICS 2 (SPRING)**

This course is designed as a follow up to Ceramics 1. This course will further develop the basic handbuilding and wheel techniques learned in the beginner course, with students learning how to create lidded vessels, hollow forms, and more advanced forms. Emphasis will be placed on developing a personal style and developing a strong craftsmanship in clay. Students will do a combination of assignments and individual independent projects in handbuilding, wheel throwing and sculptural forms. Art History, Criticism, Aesthetics, and Cultural Context will be studied in relation to why ceramics still matter as an art form today. It is also highly recommended for students with an interest in art and art related careers. Be prepared to get messy and have fun!

Students can take this class for a semester or for a full year. Lessons will be different both semesters.

**For more information...** <http://www.youtube.com/watch?v=iK7PPQ2LQCA>

10 Mods/Week for a Semester – 1 Credit per Semester — Prerequisite: Ceramics 1

### **754 CERAMICS 3 (FALL)**

### **755 CERAMICS 3 (SPRING)**

This course is designed as a follow up to Ceramics 2. Emphasis will be placed on developing a personal style and developing a strong craftsmanship in clay. Students will do a combination of assignments and individually designed projects, with an emphasis on independent work for the second nine weeks. Both functional and sculptural works will be made. Students will learn more advanced wheel techniques. Art History, Criticism, Aesthetics, and Cultural Context will be studied in relation to why ceramics still matter as an art form today. It is also highly recommended for students with an interest in art and art related careers, and students can develop and create pieces for their portfolio in the class.

Students can take this class for a semester or for a full year.

**For more information...** [http://www.youtube.com/watch?v=\\_Ttldp2vyxM](http://www.youtube.com/watch?v=_Ttldp2vyxM)

10 Mods/Week for a Semester – 1 Credit per Semester — Prerequisite: Ceramics 1 & 2

**756 INDEPENDENT STUDY CERAMICS (FALL)****757 INDEPENDENT STUDY CERAMICS (SPRING)**

This course is designed as a follow up to three years of ceramics courses. Students will develop a series of individual projects and work at their own pace with teacher assistance as needed. Art History, Criticism, Aesthetics, and Cultural Context will be studied in relation to why ceramics still matter as an art form today. It is also highly recommended for students with an interest in art and art related careers, and students can develop and create pieces for their portfolio in the class.

Students can take this class for a semester or for a full year.

**For more information...** <http://www.youtube.com/watch?v=gArKTJKennk>

10 Mods/Week for a Semester – 1 Credit per Semester — Prerequisite: Ceramics 1, 2 & 3 and Teacher Approval

**758 PAINTING, DRAWING, AND MIXED MEDIA 1 (FALL)****759 PAINTING, DRAWING, AND MIXED MEDIA 1 (SPRING)**

This course is designed for freshmen, sophomores, juniors, and seniors and can be taken for a semester or a year. General areas of study include: problems in design, painting and drawing, printmaking, and individualized projects. Students are guided through the use of traditional and contemporary art media as they gain an understanding of the art elements and principles of design. Work is both original as well as inspired by the study of Art History. Emphasis is placed on individual instruction and self-expression. Students are evaluated according to their own ability and personal growth. In-school workshops give students an opportunity to learn new approaches to a variety of techniques and media. Students will be evaluated through the use of rubrics based on Pennsylvania State Standards for Art (Production, Historical & Cultural Context, Critical Response, and Aesthetic Response).

**For more information...** <http://youtu.be/qfkT25-l5i0>

10 Mods/Week for a Semester or a Year – 1 Credit per Semester — Prerequisite: None

**760 PAINTING, DRAWING, AND MIXED MEDIA 2 (FALL)****761 PAINTING, DRAWING, AND MIXED MEDIA 2 (SPRING)**

This course is designed as a follow up to Painting, Drawing, and Mixed Media 1. This course can be taken for a semester or a year. General areas of study will include advanced problems in design, painting, drawing, lettering, printmaking, figure drawing, and interpretive problems. Students are encouraged to develop an individualized course of study concentrating on areas of most interest. The study of Art History continues to be an integral part of the course with students focusing on specific artists, styles, techniques, or themes. Students will create a virtual portfolio of their work. Evaluation is placed on individual ability, growth, and achievement. In-school workshops will be presented by professional artists in order to give students an opportunity to learn new approaches to a variety of techniques and media. Students will be evaluated through the use of rubrics based on Pennsylvania State Standards for Art (Production, Historical & Cultural Context, Critical Response, and Aesthetic Response).

**For more information...** [http://youtu.be/TPA1I4MI\\_E](http://youtu.be/TPA1I4MI_E)

10 Mods/Week for a Year – 1 Credit per Semester — Prerequisite: Painting, Drawing and Mixed Media 1

**762 PAINTING, DRAWING, AND MIXED MEDIA 3 (FALL)****763 PAINTING, DRAWING, AND MIXED MEDIA 3 (SPRING)**

This course is designed as a follow up to Painting, Drawing, and Mixed Media 2. This course can be taken for a semester or a year. Students will develop with their instructor an individualized course of study for both semesters. Options will include concentrating their efforts on developing a personal style or theme, further development of a technique, combining media innovatively, or creating works to be used in a college portfolio. Evaluation is placed on individual ability, growth, and achievement. In-school workshops will be presented by professional artists in order to give students an opportunity to learn new approaches to a variety of techniques and media. Students will be evaluated through the use of rubrics based on Pennsylvania State Standards for Art (Production, Historical & Cultural Context, Critical Response, and Aesthetic Response).

**For more information...** <http://youtu.be/hJpjlGfHZdw>

10 Mods/Week for a Semester or a Year – 1 Credit per Semester — Prerequisite: Painting, Drawing and Mixed Media 1 & 2

**766 THREE-DIMENSIONAL ART 1 (FALL)****767 THREE-DIMENSIONAL ART 1 (SPRING)**

This course is designed for freshmen, sophomores, juniors, and seniors and can be taken for a semester or a year. This course will focus on idea development, using both traditional and nontraditional three-dimensional materials, from cardboard and plastic bottles to wire and plaster. Students will learn about additive and subtractive methods of sculpture as well as introductory metalsmithing. It will emphasize conceptual reasoning and consideration of material choice, craft, form, space, site, presentation, and context. Evaluation is through the use of rubrics and written reflection based on Pennsylvania State Standards for Art (Production, Historical and Cultural Context, Critical Response, and Aesthetic Response).

**For more information...** <http://youtu.be/0ZOiG9gwgE>

Fall and/or Spring Semester – 10 Mods – 1 Credit per Semester — Prerequisite: None

**768 THREE-DIMENSIONAL ART 2 (FALL)****769 THREE-DIMENSIONAL ART 2 (SPRING)**

This course is designed as a follow up to the Three-Dimensional Art 1 course; it can be taken for a semester or a year. Students will continue to explore 3D forms through more advanced techniques of plaster, clay, found objects, and casting. Students will create a virtual portfolio of their work. Students will be evaluated through the use of rubrics and written reflection based on Pennsylvania State Standards for Art (Production, Historical and Cultural Context, Critical Response, and Aesthetic Response).

**For more information...** <http://youtu.be/0ZOiG9gwgE>

10 Mods/Week for a Semester – 1 Credit per Semester — Prerequisite: Three-Dimensional Art 1

**770 THREE-DIMENSIONAL ART 3 (FALL)****771 THREE-DIMENSIONAL ART 3 (SPRING)**

This course is designed as a follow up to Three-Dimensional Art 2. There is a strong emphasis on individualized instruction and the development of one's personal expression through metal and glass. Instruction emphasis will be placed on the expression of student's ideas and the independent development of techniques. Motivation for some of the work will come from looking at and discussing art created by various cultures throughout history. Evaluation is through the use of rubrics and written reflection based on Pennsylvania State Standards for Art (Production, Historical and Cultural Context, Critical Response, and Aesthetic Response).

**For more information...** <http://youtu.be/0ZOiG9gwgE>

10 Mods/Week for a Semester – 1 Credit per Semester — Prerequisite: Three-Dimensional Art 2



### **773 DIGITAL ARTS (SEMESTER)**

Digital Arts is a beginner course that will introduce the student to the programs used in our new STEM Lab. Students will work with a variety of computer programs, including Corel Draw, Inspire, Photoshop. Students will learn about 3D printing, laser cutting, and other ways of fabrication and construction of artworks using these tools. If you have taken Digital Art in 2013 or 2014 you can take this class again as it will have an entirely new curriculum focused on creating 2-D and 3-D studio projects using the STEM lab. This class can count as a technology or art class credit for the MYP student.

**For more information...** <http://www.youtube.com/watch?v=4ME8PKiASBc>

10 Mods/Week for a Semester – 1 Credit per Semester — Prerequisite: None

### **775 IB VISUAL ARTS**

Please be aware the curriculum for this course has changed per the International Baccalaureate Organization.

The new curriculum for IB Visual Arts divides the class into three sections.

Task 1 is a written comparative study where students analyze and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects, and artifacts from differing cultural contexts. A Standard Level student will compare 3 artworks with commentary over 10-15 pages, a Higher Level student will do the standard assignment plus a reflection on the extent to which their work and practices have been influenced by any of the art/artists examined (3-5 additional pages). This will be 20% of your assessment.

Task 2 is a process portfolio. Students will submit carefully selected visual and written materials which evidence their experimentation, exploration, manipulation, and refinement of a variety of visual arts activities during the two year course. At the Standard Level, students will submit 9-18 pages and submitted work should be in at least two different mediums. At the Higher Level, 13-25 pages will be submitted in three different art making forms. (For example, drawing, sculpture, ceramics.) This will be 40% of your assessment.

Task 3 is Exhibition. Students submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas, and practices appropriate to visual communication. Standard Level students submit 4-7 pieces with exhibition text for each along with a curatorial rationale (400 word maximum). Higher Level students submit 8-11 pieces with exhibition text for each along with a curatorial rationale (700 words maximum). This is 40% of your assessment. Work is both internally assessed by the teacher and externally assessed by IBO.

It is strongly recommended that you have taken art classes prior to this course but not necessary.

Students enrolled are advised that there is a fee for this IB assessment.

**For more information...** <http://www.youtube.com/watch?v=LdOn1PkcuH4>

10 Mods/Week for a year – 1 Credit per Semester

## MUSIC - INSTRUMENTAL

Band is an organization of students who are interested in instrumental music, express a sincere desire to improve musically and also meet the musical standards necessary for membership. The main objective of the band is to help create musical understanding and to learn the necessary skills for a satisfying and rewarding performance on a musical instrument.

All students are welcome to join the instrumental music program. There is a band, ensemble, or course of study available to meet the level of proficiency of each student from beginning study through advanced study.

**PLEASE NOTE:** IN MOST INSTANCES when a band is scheduled during the student's lunch period, the student will eat lunch at the beginning of the period then proceed to class. THE STUDENT WILL NOT MISS LUNCH.

### **801 WIND SYMPHONY**

Wind Symphony is composed of 25-35 woodwind, brass, and percussion instrumentalists in levels 10 through 12. This course is for moderately advanced level players.

**For more information...** [www.youtube.com/embed/4op5Rhs7c9w](http://www.youtube.com/embed/4op5Rhs7c9w)

Full Year – 10 Mods – 2 Credits — Prerequisite: Moderate competency on a band instrument

### **802 WIND ENSEMBLE**

Wind Ensemble is composed of the best 40-60 woodwind, brass, and percussion instrumentalists in grades 10 – 12. This course is for advanced musicians. Students must audition in order to be enrolled in Wind Ensemble.

**For more information...** [www.youtube.com/embed/Waq5tc4ONEo](http://www.youtube.com/embed/Waq5tc4ONEo)

Full Year – 10 Mods – 2 Credits — Prerequisite: Recommendation of the Director and Audition ONLY

At the discretion of the music teacher and administration, this course may be offered as an independent study in a flexible mod/day or after-school scheduling assignment.

### **803 CONCERT BAND**

Concert Band is composed of 25-40 woodwind, brass, and percussion players in grade 9. This course is for intermediate level musicians.

**For more information...** [www.youtube.com/embed/xscpckGCxPA](http://www.youtube.com/embed/xscpckGCxPA)

Full Year – 10 Mods – 2 Credits — Prerequisite: Moderate competency on a band instrument

### **804 JAZZ ENSEMBLE 1**

Advanced Jazz Ensemble. Students will be selected through audition only. Grades 9 – 12 meet 3 – 5 days per week. Students must participate in another instrumental ensemble (Marching Band, Concert Band, Wind Symphony, or Wind Ensemble) in order to participate in jazz ensemble unless pre-approved by the Band Director.

**For more information...** [www.youtube.com/embed/9jq\\_qvjtKjM](http://www.youtube.com/embed/9jq_qvjtKjM)

Full Year – 6 or 10 Mods – 1 or 2 Credits — Prerequisite: Recommendation of Director and Audition ONLY

### **805 JAZZ ENSEMBLE 2**

Open to any student interested in jazz music grade levels 10, 11, and 12. Students must be able to read music confidently. Students meet 3 – 5 days per week. Students **must** participate in another instrumental ensemble (Marching Band, Concert Band, Wind Symphony, or Wind Ensemble) in order to participate in jazz ensemble unless pre-approved by the Band Director.

**For more information...** [www.youtube.com/embed/uyWU9xphmBw](http://www.youtube.com/embed/uyWU9xphmBw)

Full Year – 6 or 10 Mods – 1 or 2 Credits — Prerequisite: Minimum competency on a jazz band instrument



### **806 JAZZ LAB ENSEMBLE**

(Freshman Jazz Ensemble) Students must be able to read music confidently. Students meet 3 – 5 days per week. Students must participate in another instrumental ensemble (Marching Band, Concert Band, Wind Symphony, or Wind Ensemble) in order to participate in jazz ensemble unless pre-approved by the Band Director.

**For more information...** [www.youtube.com/embed/RPdtZjs-KmY](http://www.youtube.com/embed/RPdtZjs-KmY)

Full Year – 6 or 10 Mods – 1 or 2 Credits — Prerequisite: Minimum competency on a jazz band instrument

Jazz Ensemble is a group of 20-25 instrumentalists who have a desire to play jazz, rock, and other types of modern styles of music. It is an extension of the band program. In Jazz Ensembles, advanced improvisation and ensemble technique will be studied. Students meet three times a week and receive credit. Time must be available in the student's schedule for all rehearsals.

### **807 ORCHESTRA**

Orchestra should be considered by any student who is currently or has previously studied an orchestral instrument. Only string players or pianists may enroll for 5 days per week. The major objectives of the course are to provide students the opportunity to develop individual instrumental skills through small (chamber or section) and large (full and string orchestra) ensemble participation.

**For more information...** <https://www.youtube.com/watch?v=XxRM8n6En54>

Orchestra is scheduled during lunch/independent study mods. Students may eat lunch at the end of the Mod in the Nutrition Center or bring a bag lunch to eat during both mods.

\* Students having Orchestra 5 days per week receive 1 Credit per Semester - 2 Credits per year

\* Students having Orchestra 3 days per week receive 1/2 Credit per Semester - 1 Credit per year

Full Year – 10 Mods – 2 Credits — Prerequisite: Minimum competency on an orchestral (string) instrument

At the discretion of the music teacher and administration, this course may be offered as an independent study in a flexible mod/day or after-school scheduling assignment.

### **808 BASIC GUITAR TECHNIQUE AND PERFORMANCE**

Basic Guitar Technique provides the high school level students the opportunity to begin to study proper guitar technique and to build on the concepts and skill taught in General Music class at the Middle School level. The intent of this class is to provide a hands-on approach to music theory and music history. The class will meet three days each week. Some school instruments may be available, but students should expect to provide their own guitar if possible.

**For more information...** [www.youtube.com/embed/Ng6KSWPDUOE](http://www.youtube.com/embed/Ng6KSWPDUOE)

Full year – 6 Mods – 1 Credit — Prerequisite: None

### **809 BEGINNING INSTRUMENTAL STUDIES**

Beginning Instrumental Studies provides the high school level student the opportunity to learn to play a woodwind, brass, percussion, or string instrument found in the band and/or orchestra. Some school-owned instruments may be available for beginning students but students should expect to provide their own instruments. Scheduling of students is very flexible.

**For more information...** [www.youtube.com/embed/G91iY8jLgjE](http://www.youtube.com/embed/G91iY8jLgjE)

Full Year – 6 Mods – 1 Credit — Prerequisite: None

### **811 MUSIC THEORY AND TECHNOLOGY**

The Music Theory and Technology program was developed as a fundamentals of music course intended for students who are giving serious consideration to having a major or minor in music in college. The course should develop a student's ability to recognize, understand, describe, and analyze the basic materials and processes of music that are heard or presented in a score. The course emphasizes integrated approaches to the student's development of aural, sight-singing, written, compositional, and analytical skills through listening, performance, written, creative, and analytical exercises. In addition, students will learn about important developments in Music Technology, including music notation programs and digital production.

**For more information...** [www.youtube.com/embed/KB2eTgECRtc](http://www.youtube.com/embed/KB2eTgECRtc)

Full Year - 10 mods – 2 Credits — Prerequisite: Prior approval and recommendation of the music staff

### **812 MUSIC TECHNOLOGY AND DIGITAL PRODUCTION**

The Music Technology and Digital Production course introduces students to many forms of music technology, including music notation software and music production software and methodology. The program will be project based and largely student driven, with students creating and producing a finished, polished music project. Prior musical knowledge is a must.

Full Year - 6 Mods - 1 Credit --- Prerequisite: General musical knowledge and moderate ability on musical instrument.

### **813 AP MUSIC THEORY**

Advanced Placement (AP) Music Theory is designed to provide students with a learning experience equivalent to that of an introductory college course in music theory. The course should develop a student's ability to recognize, understand, describe, and analyze the basic materials and processes of music that are heard or presented in a score. The course emphasizes integrated approaches to the student's development of aural, sight-singing, written, compositional, and analytical skills through listening, performance, written, creative, and analytical exercises.

**For more information...** [www.youtube.com/embed/UmxHH4QaK3Y](http://www.youtube.com/embed/UmxHH4QaK3Y)

Full Year – 10 Mods – 2 credits

### **814 PANTHER MARCHING BAND, MAJORETTES, PANTHERETTES, AND COLOR GUARD**

The “Panther” Marching Band membership is drawn from the entire high school student body for players, Majorettes, Pantherettes, Color Guard, and Band Managers. Auditions for Auxiliary Units (Majorettes, Pantherettes, Color Guard) are held each spring shortly after the Music Department trip. The Marching Band meets during the first nine weeks of school and has a three-week summer training program in August prior to the beginning of the school year. The Marching Band rehearses in September, October, and November, Tuesday and Thursday from 4:00 to 6:00 p.m. Every spring the “Panther” Marching Band takes a trip to a major festival held in Orlando, Myrtle Beach, Toronto, Virginia Beach/Williamsburg, or other east coast destinations. The “Panther” Marching Band includes our playing membership, Majorettes, Pantherettes, Color Guard, and Band Managers.

**For more information...** [www.youtube.com/embed/sD7bPc7Kyhc](http://www.youtube.com/embed/sD7bPc7Kyhc)

Fall Semester – After School – 1 Credit — Prerequisite: None

## MUSIC -VOCAL

### **820 MEN'S ENSEMBLE**

Men's Ensemble is an elective course open to male students in grades 9 - 12. The Men's Ensemble is one of four performing groups and is designed to accommodate new students entering the Upper St. Clair Choral Department. Members study basic singing techniques and the basic elements of music. The music is of a varied nature including classic pieces, barbershop, and popular styles of music. All coursework is completed in class during rehearsal, except for the occasional evening rehearsals (if necessary), and a minimum of two annual concerts, which are mandatory. The Men's Ensemble always provides an entertaining addition to USC's Choral Concerts, and occasionally performs in the community on field trips. Students receive regular grades as in academic subjects. No audition is necessary.

**For more information...** [www.youtube.com/embed/bGtK7j\\_5dbo](http://www.youtube.com/embed/bGtK7j_5dbo)

Full Year – 10 Mods – 2 Credits — Prerequisite: None

### **821 WOMEN'S CHORUS**

Women's Chorus is an elective course open to female students in Grade 9 who are interested in participating in a performing choral group. Members study basic singing techniques and the basic elements of music. The music is of a varied nature including sacred, secular, Broadway, and popular songs. All coursework is completed in class during rehearsal, except for the occasional evening rehearsals (if necessary), and a minimum of two annual concerts, which are mandatory. The Women's Chorus occasionally takes performance field trips. Students receive grades as in academic subjects. No audition is necessary. Students in this ensemble are required to purchase a shirt at the cost of \$10.00 that will serve as concert attire.

**For more information...** [www.youtube.com/embed/EmeufbamPJE](http://www.youtube.com/embed/EmeufbamPJE)

Full Year – 10 Mods – 2 Credits — Prerequisite: None

### **822 CLARION CHOIR**

Clarion Choir is open to all female students in grades 10-12 who are interested in participating in a performing choral group. Members study singing techniques and intermediate elements of music. The music is of a varied nature including sacred, secular, Broadway, and popular songs. All coursework is completed in class during rehearsal, except for the occasional evening rehearsals (if necessary), and a minimum of two annual concerts, which are mandatory. The Clarion Choir performs challenging music. Occasional performance field trips are taken. Students receive regular grades as in academic subjects. No audition is necessary. Students in this ensemble are required to purchase a shirt at the cost of \$10.00 that will serve as concert attire.

**For more information...** [www.youtube.com/embed/cPVbL0xIvaQ](http://www.youtube.com/embed/cPVbL0xIvaQ)

Full Year – 10 Mods – 2 Credits — Prerequisite: None

### **823 PANTHEON CHOIR**

The Pantheon Choir is a mixed choir of female students from grades 11-12 and male students in grades 10-12. You must audition for this ensemble. Auditions will be held the week before course selection sheets are due. As part of the course, members study vocal techniques and advanced elements of music at a higher level than the other performing groups. The Pantheon Choir has performed with the Pittsburgh Symphony and The River City Brass Band. A favorite tradition is the performance in December on the steps of the Allegheny County Courthouse. The Chanteclairs are selected from the Pantheon Choir. All coursework is completed during class except for the occasional evening rehearsals (if necessary), and a minimum of three annual concerts, which are mandatory. Students receive regular grades as in academic subjects. Students in this ensemble are required to pay a Wardrobe Fee of \$25.00.

**For more information...** [www.youtube.com/embed/rUZud8SPaEg](http://www.youtube.com/embed/rUZud8SPaEg)

Full Year – 10 Mods – 2 Credits — Prerequisite: Director's recommendation through an audition;  
participation in a choral group the preceding year

At the discretion of the music teacher and administration, this course may be offered as an independent study in a flexible mod/day or after-school scheduling assignment.

### **824 CHANTECLAIRS**

The Chanteclairs are an extra-curricular choir that specializes in *a cappella* music. Only students who are enrolled in Pantheon Choir may audition for this ensemble and students must continue as members of Pantheon Choir. Students in other choirs may also be invited by the director to audition. Chanteclairs rehearse on Tuesdays from 2:30 - 4:15 p.m., and after school or evenings at the director's discretion.

**For more information...** [www.youtube.com/embed/F4Kt0AtnCM8](http://www.youtube.com/embed/F4Kt0AtnCM8)

Full Year – After school or evenings – 0 Credit — Prerequisite: Enrollment in Pantheon Choir and  
auditions

## WELLNESS EDUCATION

### WELLNESS EDUCATION

Wellness Education is a requirement for all students in grades 9, 10, and 11. Wellness Education provides students with the knowledge and skills that will enable them to achieve and maintain a physically active and healthy lifestyle. Students will learn the importance of making healthy choices throughout their lives and that all choices have consequences, both short and long term. All students will build on their understanding of the principles of exercise in grades 9-11, with a final project of creating their own fitness plan in grade 11. Students will participate in a variety of lifetime activities to promote stress management and relaxation. They will take part in team sports that foster team building strategies and good sportsmanship. In addition, safety measures and many crucial life lessons will also be learned. These lessons include the following:

- Basic water safety and lifesaving skills
- CPR/AED certification
- Emergency first aid training and emergency procedures
- Drug, Alcohol, and Tobacco Prevention
- Healthy Relationships/Violence Prevention

### WELLNESS EDUCATION (DANCE OPTION)

Dance is a Wellness Education option for grades 10 and 11. Dance provides students the opportunity to learn various dance forms such as ballet, jazz, and hip hop during the physical activity portion of Wellness. Students will choreograph a performance for all of the various dance forms.

#### 850 WELLNESS EDUCATION - 9

For more information... <http://www.youtube.com/watch?v=8jDr7Cfc75M&feature>

Full Year – 8 Mods – 2 Credits — Prerequisite: None

#### 851 MYP WELLNESS EDUCATION - 9

For more information... <http://www.youtube.com/watch?v=8jDr7Cfc75M&feature>

Full Year – 8 Mods – 2 Credits — Prerequisite: MYP Student

#### 852 WELLNESS EDUCATION - 10

For more information... <http://www.youtube.com/watch?v=OrDjMwNGd4A&feature>

Full Year – 4 Mods – 1 Credit — Prerequisite: None

#### 853 WELLNESS EDUCATION (DANCE OPTION) - 10

For more information... <http://www.youtube.com/watch?v=3qY-bSE4pPM&feature>

Full Year – 4 Mods – 1 Credit — Prerequisite: None

#### 854 MYP WELLNESS EDUCATION - 10

For more information... <http://www.youtube.com/watch?v=OrDjMwNGd4A&feature>

Full Year – 4 Mods – 1 Credit — Prerequisite: MYP Student

#### 855 WELLNESS EDUCATION - 11

For more information... <http://www.youtube.com/watch?v=U8jIJKpNtgU&feature>

Spring Semester – 4 Mods – .5 Credit — Prerequisite: None

## **856 WELLNESS EDUCATION (DANCE OPTION) - 11**

For more information... <http://www.youtube.com/watch?v=Lilp3C2a52M&feature>

Spring Semester – 4 Mods – .5 Credit — Prerequisite: None

## **861 PARTNERS IN PE**

Open to grades 10, 11, and 12

We are excited to announce a new program within the Wellness Education Department called PARTNERS IN PE. In this program Peer Tutors will be paired with students with special needs in a specially designed physical education class. This program will give regular education students the opportunities for hands on experiences in the teaching process. They will learn more about individual learning styles and knowledge of various disabilities.

Expectations for Peer Tutors include assisting student athletes with special needs as well as the PE teachers, blogging reflections about their experiences on Blended Schools, and following special education teachers' support and tips about working with their special education partner. Regular education students will also be given a final exam testing their knowledge on topics discussed in class, including disabilities, sport adaptations, and the athletes. Peer Tutors will also be responsible for helping to plan and conduct some extra-curricular (outside of the school day) opportunities for their athletes with special needs.

## **ADAPTIVE WELLNESS EDUCATION**

This course is a program alternative that is available to meet the needs and ability levels of students who are temporarily or permanently unable, for physical or medical reasons, to participate in the regularly scheduled physical activity portion of wellness. This may also act as supplemental instruction to the regularly scheduled course.

## **WELLNESS EDUCATION (SUMMER)**

This course is designed for students who are unable to meet the requirements for wellness education during the regular school year. Thirty hours of attendance is required for each semester of wellness education credit. Grade 10 students may take one or two semesters of wellness education during the summer. This course is only offered to students entering grades 10 or 11.

## INDEX

21<sup>ST</sup> CENTURY GLOBAL AFFAIRS, 40  
 9<sup>TH</sup> GRADE ELECTIVE OPTIONS, 6  
 ACADEMIC BIOLOGY, 49  
 ACADEMIC CHEMISTRY, 51  
 ACADEMIC PHYSICS, 53  
 ACADEMIC STATISTICS, 44  
 ADAPTIVE WELLNESS EDUCATION, 83  
 ADDITIONAL PROVISIONS, 3  
 ADVANCED ARCHITECTURE, 71  
 ADVANCED ENGINEERING, 71  
 ADVANCED MATHEMATICS TOPICS, 47  
 ADVANCED PLACEMENT (AP) AND INTERNATIONAL  
 BACCALAUREATE (IB) COURSES, 8  
 ADVANCED TECHNOLOGY DESIGN AND  
 DEVELOPMENT, 72  
 ALGEBRA 2, 43  
 AMERICAN CIVICS AND WORLD GEOGRAPHY, 34  
 AMERICAN HISTORY, 36  
 AMERICAN LAW AND JUSTICE, 39  
 AP BIOLOGY, 50  
 AP CALCULUS AB, 46  
 AP CALCULUS BC, 46  
 AP CHEMISTRY, 52  
 AP COMPUTER SCIENCE A, 23  
 AP ENGLISH LITERATURE/LANGUAGE  
 & COMPOSITION, 31  
 AP ENVIRONMENTAL SCIENCE, 52  
 AP EUROPEAN HISTORY, 37  
 AP FRENCH LANGUAGE, 58  
 AP GERMAN LANGUAGE, 61  
 AP GOVERNMENT AND POLITICS: COMPARATIVE  
 AND UNITED STATES, 37  
 AP MACROECONOMICS & AP MICROECONOMICS, 38  
 AP MUSIC THEORY, 79  
 AP PHYSICS 1, 53  
 AP PHYSICS C: ELECTRICITY AND MAGNETISM, 54  
 AP PHYSICS C: MECHANICS, 54  
 AP PSYCHOLOGY, 39  
 AP SPANISH LANGUAGE, 64  
 AP STATISTICS, 46  
 AP UNITED STATES HISTORY, 36  
 AP WORLD HISTORY, 35  
 APPLIED LEARNING STRATEGIES, 23  
 APPROVAL FOR EXTERNAL CREDITS, 8  
 ASIAN AND MIDDLE EASTERN STUDIES, 40  
 ATHLETES TAKING ACTION, 19  
 BASIC GUITAR TECHNIQUE AND PERFORMANCE, 78  
 BEGINNING INSTRUMENTAL STUDIES, 78  
 CALCULUS, 45  
 CERAMICS 1, 73  
 CERAMICS 2, 73  
 CERAMICS 3, 73  
 CHANTECLAIRS, 81  
 CHILD CARE AND DEVELOPMENT 1, 69  
 CHILD CARE AND DEVELOPMENT 2, 70  
 CHILD GROWTH AND DEVELOPMENT, 70  
 CHINESE 1, 66  
 CHINESE 2, 66  
 CHINESE 3, 66  
 CHINESE 4, 66  
 CLARION CHOIR, 80  
 COGNITIVE TUTOR ALGEBRA 1, 42  
 COGNITIVE TUTOR ALGEBRA 2, 43  
 COGNITIVE TUTOR GEOMETRY, 42  
 COLLEGE IN HIGH SCHOOL BUSINESS CALCULUS, 45  
 COLLEGE PREPARATORY CURRICULUM, 10  
 COMMUNITY BASED LEARNING PROGRAM, 25  
 COMPUTER SCIENCE 1 – INDEPENDENT STUDY, 23  
 CONCEPTUAL BIOLOGY, 49  
 CONCEPTUAL CHEMISTRY, 50  
 CONCEPTUAL PHYSICS, 52  
 CONCERT BAND, 77  
 COUNSELING SERVICES IN SELECTION OF COURSES,  
 2  
 COURSE LIMITATIONS, 7  
 COURSE LISTINGS, 9  
 COURSE SELECTION, 7  
 COURSE WORK, 2  
 CREATIVE WRITING, 32  
 CUSTOMIZED LEARNING PROGRAMS, 21  
 DIFFERENTIATED MATH, 45  
 DIGITAL ARTS, 76  
 DIPLOMA PROGRAM (DP) GRADES 11 AND 12, 15  
 DP Assessing Student Work and Awarding of the Diploma, 16  
 DP Authorization and Eligibility, 15  
 DP The Curriculum, 16  
 DP Unique Characteristics, 15  
 DP University Recognition, 15  
 DUAL ENROLLMENT PROGRAM, 22  
 EARLY GRADUATION (INDEPENDENT STUDY –  
 SENIOR REQUIREMENT), 8  
 ECONOMICS, 37  
 ENGLISH - 10, 29  
 ENGLISH - 11, 30  
 ENGLISH - 12, 30  
 ENGLISH - 9, 28  
 ENGLISH COMPOSITION, 32  
 ENROLLMENT IN COLLEGE PROGRAMS, 21  
 EXAMPLES OF CUSTOMIZED LEARNING PROGRAMS,  
 21  
 EXPERIMENTAL PSYCHOLOGY, 38  
 FOODS 1, 69  
 FOODS 2, 69  
 FOODS 3: ADVANCED FOODS, 69  
 FOODS 4, FOOD FOR ENTERTAINING, 69  
 FORENSIC CHEMISTRY, 52  
 FRENCH 2, 57  
 FRENCH 3, 57  
 FUNCTIONS, STATISTICS, AND TRIGONOMETRY, 44  
 GENERAL INFORMATION, 2  
 GEOMETRY, 42  
 GERMAN 2, 59  
 GERMAN 3, 60  
 GRADUATION PROJECT, 2  
 HONORS ALGEBRA 2, 44  
 HONORS AMERICAN CIVICS AND WORLD  
 GEOGRAPHY, 34  
 HONORS AMERICAN HISTORY, 36  
 HONORS BIOLOGY, 49  
 HONORS BIOLOGY TOPICS, 50  
 HONORS CHEMISTRY, 51  
 HONORS COURSES, 8  
 HONORS ENGLISH - 10, 29  
 HONORS ENGLISH - 11, 30  
 HONORS ENGLISH - 9, 28  
 HONORS FRENCH 4, 58  
 HONORS FRENCH 5, 58  
 HONORS FUNCTIONS, STATISTICS, AND  
 TRIGONOMETRY, 45  
 HONORS GEOMETRY, 43  
 HONORS GERMAN 4, 60  
 HONORS GERMAN 5, 60  
 HONORS HUMAN ANATOMY AND PHYSIOLOGY, 50  
 HONORS LATIN 4, 62  
 HONORS ORGANIC CHEMISTRY, 51  
 HONORS SPANISH 3, 63  
 HONORS SPANISH 4, 64  
 HONORS SPANISH 5, 64  
 HONORS WORLD HISTORY, 35  
 IB CHINESE AB INITIO, 66  
 IB COMPUTER SCIENCE SL, 23  
 IB CREATIVITY, ACTION, SERVICE, 18  
 IB DIPLOMA COURSE WORK GRADES 11 & 12, 17  
 IB ECONOMICS, 38  
 IB ELECTIVES-STANDARD LEVEL GRADES 11 OR 12, 17  
 IB FRENCH 4, 59  
 IB FRENCH 5, 59  
 IB GERMAN 4, 61  
 IB GERMAN 5, 61  
 IB HISTORY OF THE AMERICAS, 37  
 IB INDIVIDUAL SUBJECT CERTIFICATES, 18

IB LANGUAGE A1 (HIGHER LEVEL – 11<sup>TH</sup> GRADE OF TWO YEAR COURSE), 30  
 IB LANGUAGE A1 (HIGHER LEVEL – 12<sup>TH</sup> GRADE OF TWO YEAR COURSE), 31  
 IB MATHEMATICS HL, 47  
 IB MATHEMATICS SL, 47  
 IB PHYSICS, 55  
 IB PHYSICS SL, 54  
 IB PSYCHOLOGY, 39  
 IB SPANISH 4, 65  
 IB SPANISH 5, 65  
 IB THE EXTENDED ESSAY, 18  
 IB THEORY OF KNOWLEDGE, 18  
 IB VISUAL ARTS, 76  
 IB-MYP COURSE WORK GRADES 9 AND 10, 14  
 INDEPENDENT STUDY, 21  
 INDEPENDENT STUDY CERAMICS, 74  
 INDEPENDENT STUDY---DESIGN AND DEVELOPMENT, 71  
 INFORMATION FOR STUDENTS ENTERING GRADE NINE, 5  
 INTERDISCIPLINARY COURSES AND OPPORTUNITIES, 23  
 INTERMEDIATE SPANISH FLES, 62  
 INTERNATIONAL BACCALAUREATE PROGRAM, 12  
 INTERNATIONAL STUDIES I, 67  
 INTERNATIONAL STUDIES II, 67  
 INTRODUCTION TO ARCHITECTURE, 71  
 INTRODUCTION TO ENGINEERING, 71  
 INTRODUCTION TO ROBOTICS, 72  
 INTRODUCTION TO VIDEO COMMUNICATIONS, 24  
 INTRODUCTORY SPANISH, 62  
 JAPANESE 1, 65  
 JAPANESE 2, 65  
 JAPANESE 3, 65  
 JAZZ ENSEMBLE 1, 77  
 JAZZ ENSEMBLE 2, 77  
 JAZZ LAB ENSEMBLE, 78  
 JUNIOR MENTORING PROGRAM, 20  
 LATIN 1, 61  
 LATIN 2, 61  
 LATIN 3, 62  
 LEADERSHIP ACADEMY, 25  
 LUNCH/INDEPENDENT STUDY (I.S.) PERIOD, 8  
 MEN'S ENSEMBLE, 80  
 MIDDLE YEARS PROGRAM (MYP) GRADES 9 AND 10, 12  
 MULTIMEDIA JOURNALISM 1, 24  
 MULTIMEDIA JOURNALISM 2, 24  
 MUSIC TECHNOLOGY AND DIGITAL PRODUCTION, 79  
 MUSIC THEORY AND TECHNOLOGY, 79  
 MYP ACADEMIC BIOLOGY, 49  
 MYP ACADEMIC CHEMISTRY, 51  
 MYP ALGEBRA 2, 43  
 MYP AMERICAN CIVICS AND WORLD GEOGRAPHY, 34  
 MYP Award of the MYP Certificate, 13  
 MYP ENGLISH – 10, 29  
 MYP ENGLISH – 9, 28  
 MYP FRENCH 2, 57  
 MYP FRENCH 3, 58  
 MYP GEOMETRY, 42  
 MYP GERMAN 2, 60  
 MYP GERMAN 3, 60  
 MYP HONORS ALGEBRA 2, 44  
 MYP HONORS AMERICAN CIVICS AND WORLD GEOGRAPHY, 34  
 MYP HONORS BIOLOGY, 50  
 MYP HONORS CHEMISTRY, 51  
 MYP HONORS ENGLISH – 10, 29  
 MYP HONORS ENGLISH - 9, 28  
 MYP HONORS GEOMETRY, 43  
 MYP HONORS SPANISH 3, 63  
 MYP HONORS WORLD HISTORY, 35  
 MYP PASSPORT TO FRENCH, 57  
 MYP PASSPORT TO GERMAN, 59  
 MYP Personal Project, 12  
 MYP Program Benefits, 13  
 MYP Program Requirements, 12  
 MYP SPANISH 2 FLES/MSE, 63  
 MYP Technology/Arts Elective Requirement, 12  
 MYP The Curriculum, 12  
 MYP WELLNESS EDUCATION – 10, 82  
 MYP WELLNESS EDUCATION - 9, 82  
 MYP WORLD HISTORY, 35  
 NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA), 11  
 NATURAL HELPERS, 19  
 ONLINE LEARNING OPPORTUNITY, 22  
 ORCHESTRA, 78  
 PAINTING, DRAWING, AND MIXED MEDIA 1, 74  
 PAINTING, DRAWING, AND MIXED MEDIA 2, 74  
 PAINTING, DRAWING, AND MIXED MEDIA 3, 75  
 PANTHEON CHOIR, 81  
 PANTHER MARCHING BAND, MAJORETTES, PANTHERETTES, AND COLOR GUARD, 79  
 PARKWAY WEST AREA VOCATIONAL-TECHNICAL SCHOOL, 27  
 PARKWAY WEST PROGRAMS OFFERED, 27  
 PARTNERS IN PE, 83  
 PASSPORT TO FRENCH, 57  
 PASSPORT TO GERMAN, 59  
 PRACTICAL LIVING, 70  
 PROGRAM FOR CERTIFICATE OF GLOBAL FLUENCY, 26  
 PROGRAMMING LANGUAGES 1, 23  
 PROGRAMMING LANGUAGES 2, 23  
 PSYCHOLOGY, 38  
 REGIONAL OPPORTUNITY INITIATIVE, 22  
 REQUIRED IB DIPLOMA PROGRAM CORE COURSES, 18  
 REQUIREMENTS FOR GRADUATION, 2  
 RESOURCE CENTER, 25  
 SCHEDULE CHANGES, 7  
 SEMESTER COURSES, 8  
 SMART DESK, 24  
 SOCIOLOGY, 39  
 SPANISH 2 FLES/MSE, 63  
 SPEECH, 31  
 STATE TESTING PROFICIENCY REQUIREMENTS, 3  
 STEAM DESIGN LAB, 72  
 STUDENT ASSISTANCE PROGRAM (SAP), 19  
 STUDENT LOAD, 8  
 STUDENT SUPPORT SERVICES (S<sup>3</sup>), 19  
 TECHNOLOGY DESIGN AND DEVELOPMENT, 72  
 Technology/Arts Elective Requirement, 12  
 THEATER ARTS/ACTING, 24  
 THREE-DIMENSIONAL ART 1, 75  
 THREE-DIMENSIONAL ART 2, 75  
 THREE-DIMENSIONAL ART 3, 75  
 TRANSCRIBING NON-USC TRANSCRIPTS, 9  
 UPPER ST. CLAIR HIGH SCHOOL COURSE OFFERINGS, 28  
 VIDEO AND MEDIA COMMUNICATIONS 1, 24  
 WEIGHTED GRADE POINT AVERAGE CALCULATION, 3  
 WELLNESS EDUCATION, 82  
 WELLNESS EDUCATION – 10, 82  
 WELLNESS EDUCATION – 11, 82  
 WELLNESS EDUCATION – 9, 82  
 WELLNESS EDUCATION (DANCE OPTION), 82  
 WELLNESS EDUCATION (DANCE OPTION) – 10, 82  
 WELLNESS EDUCATION (DANCE OPTION) – 11, 83  
 WELLNESS EDUCATION (SUMMER), 83  
 WIND ENSEMBLE, 77  
 WIND SYMPHONY, 77  
 WOMEN'S CHORUS, 80  
 WORLD HISTORY, 35



## COURSE SELECTION WORKSHEET

COURSE NUMBER AND TITLE

### ENGLISH SELECTION

(Required All Four Years)

---

### SOCIAL STUDIES

(Three Years Required During  
High School)

---

### MATH SELECTION

(Three Years Required During  
High School)

---

### SCIENCE SELECTION

(Three Years Required During  
High School)

---

### WORLD LANGUAGE ELECTIVE

---

### WELLNESS EDUCATION

(Three Years Required During  
High School)

---

### OTHER ELECTIVES

---

---

---

---

---

---

### LUNCH/INDEPENDENT STUDY (I.S.)

---

**PLEASE NOTE:** When planning your schedule, please remember that Lunch/I.S. is one of the eight spaces available for classes each semester.

### **3003 – Equal Opportunity Policy**

The Upper St. Clair School District, in order to be in compliance with all applicable federal, state, and local laws and regulations, shall not discriminate on the basis of race, color, religion, national origin, age, sex, or \*marital or handicapped status in its educational programs, services, facilities, activities, or employment policies.

Information regarding compliance is available from the Director of Professional Personnel, Title IX Coordinator, and Supervisor of Pupil Personnel Services, Section 504 Coordinator; and the School District shall in appropriate and relevant publications give notice of the names and addresses of the persons occupying these positions as well as the Director of the Office of Civil Rights, Department of Health and Human Services, Washington, D.C.

*\*Expanded to include marital and handicapped status.*