



**Course Description Guide**  
**School District of the City of Erie**  
**2010-2011**

## Scheduling Worksheet

English _____	_____	1
Math _____	_____	1
Science _____	_____	1
Social Studies _____	_____	1
Physical Education _____	_____	.5
<b>Electives</b>		
Elective _____	_____	—
Elective _____	_____	—
Elective _____	_____	—
Elective _____	_____	—
Elective _____	_____	—
Elective _____	_____	—
<b>Total Credits</b>	<b>6</b> Per year	

### Graduation Requirements

#### 22 Academic Credits

- ✓ 4.0 English Credits
- ✓ 4.0 Math Credits
- ✓ 3.5 Social St. Credits
- ✓ 3.0 Science Credits
- ✓ 1.0 PE Credit
- ✓ 1.0 Computer Credit
- ✓ 5.5 Elective Credits

**Graduation Credits necessary to earn a diploma and participate in our commencement ceremony in June.**

#### PSSA Requirements

- 1304 Minimum score in Math
- 1257 Minimum score in Reading
- 1236 Minimum score in Writing
- 1111 Minimum score in Science

**Assessment tests are given in the Spring of your Junior year. Results are mailed to your home in August. Students must meet the requirements to earn a diploma and participate in our commencement ceremony in June.**

# **ENGLISH**

## **ENGLISH 9**

**#1401**

The Ninth Grade English Curriculum will instruct students in the following aspects of oral and written communication: writing in narrative, persuasive and informational styles for a variety of purposes; becoming effective listeners through audio media and oral presentations; using technology as a resource tool; working effectively with others; understanding and appreciating social issues; understanding and responding critically to works literature. There will also be emphasis on language usage and word choice. Students will complete research using traditional and electronic information resources; read a variety of texts including short stories, poetry, drama, biographies, and autobiographies; respond orally and in writing to the text they read. There will be a strong emphasis on the study of the concept of theme.

## **ENGLISH 9 HONORS**

**#1402**

The Ninth Grade English Honors Curriculum is a more enhanced version of the ninth grade English curriculum. The students will be instructed in the following aspects of oral and written communication: writing in narrative, persuasive and informational styles for a variety of purposes; becoming effective listeners through audio media and oral presentations; using technology as a resource tool; working effectively with others; understanding and appreciating social issues; and understanding and responding critically to works of literature. There will be an emphasis on language usage and word choice. Students will complete research using traditional and electronic information resources; read a variety of texts including short stories, poetry, drama, biographies, and autobiographies; respond orally and in writing to the text they read. There will be a strong emphasis on the study of the concept of theme. Students will be required to read a variety of novels, which will be approved by the instructor and/or District. Summer Reading is required and novel will be determined by instructor.

**Prerequisites:** Proficient in 7<sup>th</sup> grade Reading PSSA, regular attendance, attains Mastery level in eighth grade English/ Language Arts, and teacher recommendation.

## **ENGLISH 9 LEARNING SUPPORT**

**#1009**

This course is a comprehensive, introductory class focusing on literature and composition. The curriculum begins with the short story and persuasive writing where students examine classic texts such as “The Cask of Amontillado” by Edgar Allan Poe and Martin Luther King Jr’s, “I Have a Dream” speech. Students then read and write poetry, encountering both traditional and more recent, organic forms. In the third quarter students learn about the novel and its characteristics before ending the year with Shakespeare’s “Romeo and Juliet”. All students are supported with individualized instruction which may include alternate texts, assessment accommodations, individualized pacing and portfolio work.

**Prerequisites:** Students must currently hold an IEP.

## **READ 180**

**#1908**

In Read 180, students will use interactive workbooks, which provide daily instruction in reading comprehension, vocabulary, and writing and grammar skills. Students use a software program with high-interest video segments, customized reading instruction and practice with individualized, adjusted support to address each student’s needs. Students will build reading comprehension skills through modeled and independent reading of selected, age-appropriate, high interest Lexile-leveled paper backs and audio books.

**Prerequisites:** Below-basic reading scores on the PSSA, below-basic 4Sight results, and/or low academic performance.

## **ENGLISH 10**

**#1501**

English 10 will continue to instruct students in the following aspects of oral and written communication learned in the ninth grade English curriculum. Areas to be addressed: research, reading to make sense of various texts, writing in narrative, persuasive and informational styles for a variety of purposes; becoming effective listeners through audio media and oral presentations; using technology as a resource tool; working effectively with others; understanding and appreciating social issues; and understanding, evaluating, and responding critically to works literature. There will also be emphasis on language usage and word choice. Students will complete research using traditional and electronic information resources; read a variety of texts including short stories, poetry, drama, biographies, and autobiographies; respond orally and in writing to the text they read.

**Prerequisites:** Successful completion of English 9.

## **ENGLISH 10 HONORS**

**#1502**

English 10 Honors Curriculum is a more enhanced version of the tenth grade English curriculum. The students will be instructed in the following aspects of oral and written communication: research, reading to make sense of various texts, writing in narrative, persuasive and informational styles for a variety of purposes; becoming effective listeners through audio media and oral presentations; using technology as a resource tool; working effectively with others; understanding and appreciating social issues; and understanding, evaluating, and responding critically to works of literature. There will be an emphasis on language usage and word choice. Students will complete research using traditional and electronic information resources; read a variety of texts including short stories, poetry, drama, biographies, and autobiographies; respond orally and in writing to the text they read. Students will be required to read a variety of novels, which will be approved by the instructor and/or District.

**Prerequisites:** Proficient in 8<sup>th</sup> grade Reading PSSA, maintains regular attendance, attain Mastery level in 9<sup>th</sup> grade English/Language Arts, and teacher recommendation.

### **ENGLISH 10 LEARNING SUPPORT**

**#1010**

English 10 Learning Support, continues to explore the Western traditions found in poetry and prose. Students build on skills learned in Introduction to Western Literature which include, but are not limited to: the Writing Process, creative writing, character analysis, making inferences, identifying theme across works, and the characteristics of the narrative. Major works covered include Shakespeare's "Julius Caesar" and "I Know Why the Caged Bird Sings" by Maya Angelou. In addition, Intermediate Western Literature offers students the opportunity to learn more about expressing themselves in the written form by strengthening the foundations of narrative, informative and persuasive writing learned in the ninth grade.

All students are supported with individualized instruction, which may include alternative texts, assessment accommodations, individualized pacing and portfolio work.

**Prerequisites:** Students must and currently hold an IEP.

### **ENGLISH 11**

**#1601**

Through their study of literary genres such as poetry, essays, dramas, short stories and novels, students are to further develop their understanding and analysis of the same as they refine their skills in grammar, vocabulary and effective written and oral communication. Students will complete research using traditional and electronic information resources.

**Prerequisites:** Students must have successfully completed English 10.

### **ENGLISH 11 HONORS**

**#1602**

Through their study of literary genres such as poetry, essays, dramas, short stories and novels, students are to further develop their understanding and analysis of the same as they refine their skills in grammar, vocabulary and effective written and oral communication. Students will complete research using traditional and electronic information resources. It follows the same units and chronology as English 11 with several additions and variations. Student assessments are more intense and rigorous.

**Prerequisites:** Proficient in 8<sup>th</sup> grade Reading PSSA, maintains regular attendance, attain Mastery level in 10<sup>th</sup> grade English/Language Arts, and teacher recommendation.

### **ENGLISH 11 LEARNING SUPPORT**

**#1011**

Eleventh grade students receive rigorous instruction aimed at deepening and broadening their interpretive, analytical, and expository skills. Using a wealth of selections from Western literature, the Literacy Skills and Composition class aims to raise achievement in areas such as inference making, identifying literary elements, and determining main idea. Major works studied include Harper Lee's "To Kill a Mockingbird," "The Raven" by Edgar Allen Poe, and Henry Miller's "The Crucible."

All students are supported with individualized instruction, which may include alternate texts, assessment accommodations, individualized pacing and portfolio work. **Prerequisites:** Students must currently hold an IEP.

### **AP ENGLISH LANGUAGE AND COMPOSITION (11)**

**#1603**

An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. Course is weighted and college credit may be earned with a score of 3 and higher on the AP Exam. Please visit [www.collegeboard.com](http://www.collegeboard.com) for more information

**Prerequisites:** English 10 teacher recommendation and a minimum proficiency level achieved on benchmark assessment.

### **ENGLISH 12**

**#1701**

English 12 is a cumulative exploration of the history and language development of the early British and English authors. It is designed to actively engage students allowing them to become more confident and competent in a global, multicultural environment. Students will communicate effectively through reading and writing to make the transition from high school to the work-world. Through their study of literary genres such as poetry, essays, dramas, short stories and novels, students are to further develop their understanding and analysis of the same as they refine their skills in grammar, vocabulary and effective written and oral communication. Students will complete research using traditional and electronic information resources. **Prerequisites:** Students must have successfully completed an English 11 course.

### **ENGLISH 12 HONORS**

**#1702**

Honors British Literature is an enhanced version of British Literature. It follows the same units and chronology with several additions and variations. It is a cumulative exploration of the history and language development of the early British and English authors. It is designed to actively engage students allowing them to become more confident and competent in a global, multicultural environment. Students will communicate effectively through reading and writing to make the transition from high school to the work-world. Through their study of literary genres such as poetry, essays, dramas, short stories and novels, students are to further develop their understanding and analysis of the same as they refine their skills in grammar, vocabulary and

effective written and oral communication. Students will complete research using traditional and electronic information resources. Student assessments are more intense and rigorous than is true for American Literature.

**Prerequisites:** Proficient in 8<sup>th</sup> grade Reading PSSA, maintains regular attendance, attain Mastery level in 11<sup>th</sup> grade English/Language Arts, and teacher recommendation.

### **AP ENGLISH LITERATURE AND COMPOSITION (12) #1703**

**Description:** In AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone Course is weighted and college credit may be earned with a score of 3 and higher on the AP Exam. Please visit [www.collegeboard.com](http://www.collegeboard.com) for more information

**Prerequisites:** Successful completion of AP Language and Composition and teacher recommendation with a minimum proficiency level achieved on benchmark assessment.

### **ENGLISH 12 LEARNING SUPPORT #1012**

**Description:** Seniors conclude their English education with a Survey of World Literature. Classics such as William Golding's "Lord of the Flies," Chaucer's "The Canterbury Tales," and "Beowulf" are at the core of the curriculum. Seniors must complete a research project that draws information from a wide variety of resources (both online and in print) to be synthesized into one cohesive, coherent written composition.

All students are supported with individualized instruction, which may include alternate texts, assessment accommodations, individualized pacing and portfolio work.

**Prerequisites:** Students must have successfully completed English 11 or English 11 Learning Support.

### **ENGLISH EMOTIONAL SUPPORT #1002**

This course is designed to meet the individual academic and emotional needs of the student. Individual instruction is provided in literature, poetry, English structure, and written English communication. Behavior management and modification techniques are used to develop and maintain socially acceptable behaviors. Pro-social skills are taught using Goldstein's adolescent social skills and skill streaming. All students are supported with individualized instruction which may include alternate texts, assessment accommodations, individualized pacing and portfolio work.

**Prerequisites:** Students must currently hold an IEP and be recommended by administration.

### **COLLEGE ENGLISH 11 #1600**

### **COLLEGE ENGLISH 12 #1700**

**Courses are taken at a local College/University. Course costs are due upon registration. Although reimbursement for student cost is pursued through local/state/federal funding, it is unpredictable at best. Do not sign up for a Dual-enrollment College Course unless you can pay full price.**

## **MATH**

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

#### **ALGEBRA I #3911**

This course is designed to enhance Algebra skills so students will attain the necessary background and proficiency required to continue in the sequence of math courses.

The vocabulary of Algebra is stressed. This course is designed to improve skills for solving linear and quadratic equations, factoring, solving linear inequalities and absolute value problems, and apply skills needed to solve word problems. Graphing, exponents, and radicals will also be covered.

#### **ALGEBRA I HONORS #3912**

The vocabulary of Algebra is stressed. This course is designed to improve skills for solving linear and quadratic equations, factoring, linear inequalities and absolute value problems, and apply skills needed to solve word problems. Graphing, exponents, and radicals will also be covered.

**Prerequisites:** Students must perform at the proficient level on the 8<sup>th</sup> grade PSSA and obtain a teacher recommendation.

**MATH 9 LEARNING SUPPORT****#3009**

This course begins with an introduction to basic algebraic concepts such as number expressions, equations, and properties. Students will explore the meaning and utilization of variables, polynomials, graphs and solving equations. Students will learn to combine like terms and use order of operations to solve equations. The pre-algebra portion of the course will also cover place value, decimals, percents, and positive and negative numbers.

In the second semester the focus will turn to an introduction of Geometry. Students will learn about basic geometric concepts such as points, lines, planes, and angles. Students will also study reasoning and proofs. Additional topics covered will be parallel and perpendicular lines, bisectors and midpoints.

Methods of instruction include, but are not limited to, note taking, discussions, demonstrations and classroom activities. Students will be evaluated using formal and informal tests and quizzes, homework, notebooks, projects, lab activities and individual/group activities. Adaptations and modifications will be made to the curriculum, instruction and assessments based on individual student needs.

*Prerequisites:* Students must currently hold an IEP.

**10<sup>TH</sup> GRADE****GEOMETRY****#3931**

This course is the study of basic geometric concepts dealing with lines, angles, triangles, polygons, circles, and solid geometric figures. The vocabulary of geometry and its symbols are stressed. Algebraic and computational skills are used throughout the course. This course is designed to enhance students' thinking and reasoning skills as they apply to the study of plane and solid geometry. The material covered in this course will also prepare students for standardized assessments.

*Prerequisites:* The student must have passed Algebra 1.

This course is designed for students who have completed Algebra I and need to further solidify their knowledge of algebraic concepts in an application format. The course will focus on the use of algebra to analyze situations and problem solve. Students will develop their ability to communicate and debate mathematically. Technology will be emphasized through the use of graphing calculators and Geometer's Sketchpad. Students may be placed in this course ONLY by teacher recommendation.

**GEOMETRY HONORS****#3932**

This course is the study of basic geometric concepts dealing with lines, angles, triangles, polygons, circles, and solid geometric figures. The vocabulary of geometry and its symbols are stressed. Algebraic and computational skills are used throughout the course. This course is designed to enhance students' thinking and reasoning skills as they apply to the study of plane and solid geometry. The material covered in this course will also prepare students for standardized assessments.

*Prerequisites:* The student must have performed at the proficient level in Algebra I or Algebra I Honors and obtain a teacher recommendation.

**MATH 10 LEARNING SUPPORT****#3010**

This course expands on the concepts introduced in the Level 1 course along with exploring the terms and definitions of Geometry, introduction to isosceles, congruent and right triangles. Students will also learn how to use several theorems including, but not limited to the Pythagorean, Angle Sum and the Triangle Inequality Theorems. The course will focus on Quadrilaterals and Polygons. Students will also use formulas to find area, perimeter and circumference.

In the second semester the course will focus on Introductory Algebra, reviewing number theory, the order of operations, and simplifying expressions. Students will learn to combine like terms and solve multi-step equations, linear equations, and functions. The course will end with graphing equations, inequalities, and the slope of a line.

Methods of instruction include, but are not limited to, note taking, discussions, demonstrations and classroom activities. Students will be evaluated using formal and informal tests and quizzes, homework, notebooks, projects, lab activities and individual/group activities. Adaptations and modifications will be made to the curriculum, instruction and assessments based on individual student needs.

**11<sup>TH</sup> GRADE****ALGEBRA II****#3921**

This course will include an in depth review of topics from Algebra 1. It will also include the study of quadratic equations and functions, polynomials and polynomial functions, radical functions, rational expressions, rational exponents, and probability and statistics. This course is designed to enhance Algebra skills so students will attain the necessary background and proficiency required to continue in the sequence of math courses and prepare students for standardized assessments.

*Prerequisites:* The student must have performed at a satisfactory level in Algebra 1 and Geometry.

**GEOMETRIC APPLICATIONS****#3928**

This course is designed for students who have completed Geometry and need to further solidify their knowledge of geometric concepts in an application format. The course will focus on the use of algebra and geometry to analyze situations and problem

solve. Students will develop their ability to communicate and debate mathematically. Technology will be emphasized through the use of graphing calculators and Geometer's Sketchpad. Students may be placed in this course ONLY by teacher recommendation.

### **ALGEBRA II HONORS**

**#3922**

This course will include an in depth review of topics from Algebra 1. It will also include the study of quadratic equations and functions, polynomials and polynomial functions, radical functions, rational expressions, rational exponents, and probability and statistics. This course is designed to enhance Algebra skills so students will attain the necessary background and proficiency required to continue in the sequence of math courses and prepare students for standardized assessments.

**Prerequisites:** The student must have performed at mastery or proficiency level in Algebra 1 Honors and/or Geometry Honors and obtain a teacher recommendation.

### **MATH 11 LEARNING SUPPORT**

**#3011**

The course expands on the topics covered in the Level 2 class. Students will improve skills for solving linear and quadratic equations, expand factoring techniques, and solve linear inequalities and absolute value problems. Other topics that are covered in the course include rational expressions, graphing, radicals, volume, and surface area of prisms, cylinders, pyramids, and cones. Methods of instruction include, but are not limited to, note taking, discussions, demonstrations and classroom activities. Students will be evaluated using formal and informal tests and quizzes, homework, notebooks, projects, lab activities and individual/group activities. Adaptations and modifications will be made to the curriculum, instruction and assessments based on individual student needs.

## **12<sup>TH</sup> GRADE**

### **ALGEBRA II / TRIGONOMETRY**

**# 3941**

A full year one-credit course designed for students who are in their senior year. Students should have successfully completed Algebra I, Geometry, and Algebra II. This course will review and extend the big ideas of Algebra II for the first quarter. The remaining three quarters will consist of basic trigonometric functions, identities, and many applications. The use of the graphing calculator is considered an integral part of the course.

**Prerequisites:** The student must have performed at a satisfactory level in Algebra I, Algebra II, and Geometry.

### **COLLEGE ALGEBRA / TRIGONOMETRY HONORS**

**#3724**

This course covers basic concepts, definitions, identities and formulas applicable to trigonometry. Concepts of algebra and geometry are reviewed. Major emphasis is placed on solving problems involving right and oblique triangles, solving identities, graphing, and vectors. It is designed to extend mathematics skills so that a student may continue studies in mathematics, science, engineering, or other technical areas.

**Prerequisites:** The student must have performed at mastery or proficiency level in Geometry Honors and Algebra II Honors and obtain a teacher recommendation.

### **CALCULUS HONORS**

**#3712**

This course is designed to give the student the necessary fourth year of mathematics required for many pure and applied science majors in college.

This course will cover Calculus 1 on a college level and allow the students to experience the mathematics of Calculus prior to taking it in a college situation. Topics covered include limits, derivatives, integrals, and their applications.

**Prerequisites:** The student must have completed College Algebra / Trigonometry Honors and obtain a teacher recommendation.

### **MATH 12 LEARNING SUPPORT**

**#3012**

The course expands on the topics covered in the Level 2 class. Students will improve skills for solving linear and quadratic equations, expand factoring techniques, and solve linear inequalities and absolute value problems. Other topics that are covered in the course include rational expressions, graphing, radicals, volume, and surface area of prisms, cylinders, pyramids, and cones. Methods of instruction include, but are not limited to, note taking, discussions, demonstrations and classroom activities. Students will be evaluated using formal and informal tests and quizzes, homework, notebooks, projects, lab activities and individual/group activities. Adaptations and modifications will be made to the curriculum, instruction and assessments based on individual student needs.

### **INTEGRATED MATH-EMOTIONAL SUPPORT**

**#3002**

This course is designed to meet the individual academic and emotional needs of the student. Individual instruction is provided in Basic math, Pre-Algebra, Algebra 1, and Consumer Math. The course offerings in the Learning support curriculum are made available to the students in this class, depending on their ability and grade level. Behavior management and modification techniques are reinforced to develop and maintain socially acceptable behaviors.

Methods of instruction include, but are not limited to, note taking, discussions, demonstrations and classroom activities. Students will be evaluated using formal and informal tests and quizzes, homework, notebooks, projects, lab activities and individual/group activities. Adaptations and modifications will be made to the curriculum to fit the needs of each student.

*Prerequisites:* Students must be recommended by administration or teaching staff.

**COLLEGE MATHEMATICS 11** #3925

**COLLEGE MATHEMATICS 12** #3926

**Courses are taken at a local College/University. Course costs are due upon registration. Although reimbursement for student cost is pursued through local/state/federal funding, it is unpredictable at best. Do not sign up for a Dual-enrollment College Course unless you can pay full price.**

## **SOCIAL STUDIES**

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

**WORLD HISTORY CULTURES** #2501

This course is the study of great civilizations and cultures from the dawn of man to the present day. Students are introduced to Ancient Civilizations, Greece, Rome and Egypt. The study of early empires in Europe, Africa and Asia follows. Students will study important time periods such as: the Middle Ages, the Renaissance, the Age of Exploration, Conquest, Imperialism, Birth of Democracy, Nationalism, World Wars, and the Aftermath. Events in Europe, Asia, Africa and the Americas will be covered.

**WORLD HISTORY CULTURES HONORS** #2502

This course presents the world in such a way that the world is seen in all its interrelationships. Ancient, Western, and Modern cultures are highlighted. The course gives attention to political developments as well as the growth of ideas, religions, education, and art.

*Prerequisites:* Proficient in 8<sup>th</sup> grade Reading PSSA, maintains regular attendance, attain Mastery level in 8<sup>th</sup> grade English/Language Arts, and teacher recommendation.

**WORLD HISTORY LEARNING SUPPORT** #2009

This course is the study of great civilizations and cultures from the dawn of man to the present day. Students are introduced to Ancient Civilizations, Greece, Rome and Egypt. The study of early empires in Europe, Africa and Asia follows. Students will study important time periods such as: the Middle Ages, the Renaissance, the Age of Exploration, Conquest, Imperialism, Birth of Democracy, Nationalism, World Wars, and the Aftermath. Events in Europe, Asia, Africa and the Americas will be covered. Methods of instruction include, but are not limited to, note taking, discussions, demonstrations and classroom/lab activities. Adaptations and modifications will be made to the curriculum, instruction and assessments based on individual student needs.

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

**AMERICAN HISTORY** #2510

This course is designed to present United States history from its beginning until the Industrial Revolution. Students will examine historical events, concepts, and social issues. This course will begin with the French and Indian War and end with the Industrial Revolution. Students will examine historical events, concepts, and social issues.

**AMERICAN HISTORY HONORS** #2512

This course is designed to present United States history from its beginning until the Industrial Revolution. Students will examine historical events, concepts, and social issues. This course will begin with the French and Indian War and end with the Industrial Revolution. Students will examine historical events, concepts, and social issues.

*Prerequisites:* Proficient in 8<sup>th</sup> grade Reading PSSA, maintains regular attendance, attain Mastery level in 9<sup>th</sup> grade English and World History, and teacher recommendation.

**AMERICAN HISTORY LEARNING SUPPORT** #2010

This course is designed to present United States history from its beginning until the Industrial Revolution. Students will examine historical events, concepts, and social issues. This course will begin with the French and Indian War and end with the Industrial Revolution. Students will examine historical events, concepts, and social issues. Methods of instruction include, but are not limited to, note taking, discussions, demonstrations and classroom activities. Students will be evaluated using formal and informal tests and quizzes, homework, notebooks, projects, lab activities and individual/group activities. Adaptations and modifications will be made to the curriculum, instruction and assessments based on individual student needs.

**AP WORLD HISTORY****#2503**

12,000 years in 180 days? If you have a natural desire to truly understand the history of the world, then affix bayonets and charge. From Afghanistan to Zimbabwe this class will analyze the economic, political, and social events that have helped mold the global world we know today. Historical analysis, contextualization, reasoning, interpretation of primary sources, and writing are all skills you will develop and refine in this class. This class also takes on a cross-curricular approach and integrates concepts from many subject areas, such as Art, Music, English, Science, and Math. If you look at this course from Julius Caesar's point of view, you will come, you will see, and you will conquer.

Students are expected to take the Advanced Placement test. Course is weighted and college credit may be earned with a score of 3 and higher on the AP Exam. Please visit [www.collegeboard.com](http://www.collegeboard.com) for more information

**Prerequisites:** Proficient in 8<sup>th</sup> grade Reading PSSA, maintains regular attendance, attain Mastery level in 11<sup>th</sup> grade, completion of AP Application form and teacher recommendation.

**11<sup>TH</sup> GRADE****MODERN AMERICAN HISTORY****#2601**

This course is designed to present the United States history from 1865 to present. This course is a study of cultural, social, economic, and political reforms. The course is divided into five units: Industrial Transformation, Becoming a World Power, Prosperity and Depression, War and Cold War, and Modern America.

**MODERN AMERICAN HISTORY HONORS****#2602**

This course is designed to present the United States history from 1865 to present. This course is a study of cultural, social, economic, and political reforms. The course is divided into five units: Industrial Transformation, Becoming a World Power, Prosperity and Depression, War and Cold War, and Modern America. In this course greater stress is placed on outside reading and cause-and-effect relationships in history.

**Prerequisites:** Proficient in 8<sup>th</sup> grade Reading PSSA, maintains regular attendance, attain Mastery level in 10<sup>th</sup> grade English, and teacher recommendation.

**MODERN AMERICAN HISTORY LEARNING SUPPORT****#2011**

This course is designed to present the United States history from 1865 to present. This course is a study of cultural, social, economic, and political reforms. The course is divided into five units: Industrial Transformation, Becoming a World Power, Prosperity and Depression, War and Cold War, and Modern America. Methods of instruction include, but are not limited to, note taking, discussions, demonstrations and classroom activities. Students will be evaluated using formal and informal tests and quizzes, homework, notebooks, projects, lab activities and individual/group activities. Adaptations and modifications will be made to the curriculum, instruction and assessments based on individual student needs.

**AP EUROPEAN HISTORY****#2713**

The purpose of this course is to study the background of Western society. The course covers the significant intellectual, cultural, social, economic and political changes in European history from the Reformation to modern times. It is hoped that upon completion, the student will achieve a deeper understanding of and appreciation for Western society. Students are expected to take the Advanced Placement test. Course is weighted and college credit may be earned with a score of 3 and higher on the AP Exam. Please visit [www.collegeboard.com](http://www.collegeboard.com) for more information

**Prerequisite:** Proficient in 8<sup>th</sup> grade Reading PSSA, maintains regular attendance, attain Mastery level in 11<sup>th</sup> grade English, approved AP Application and teacher recommendation.

**12<sup>TH</sup> GRADE****GOVERNMENT****½ CREDIT****#2402**

The purpose of this course is to prepare seniors to become active participants in the American government. The course is designed to give the background and the structure of the American Constitution and its modern applications.

**Prerequisites:** Must be a 12<sup>th</sup> grade student.

**GOVERNMENT H****½ CREDIT****# 2405**

The purpose of this course is to prepare seniors to become active participants in the American government. The course is designed to give the background and the structure of the American Constitution and its modern applications.

**Prerequisites:** Must be a 12<sup>th</sup> grade student. Proficient in 8<sup>th</sup> grade Reading PSSA, maintains regular attendance, attain Mastery level in 11<sup>th</sup> grade English, and teacher recommendation.

**AP U.S. GOVERNMENT AND POLITICS**

#2724

The course covers the significant intellectual, cultural, social, economic and political changes in American Government. It is hoped that upon completion, the student will achieve a deeper understanding of and appreciation for American government and politics. Students are expected to take the Advanced Placement test. Course is weighted and college credit may be earned with a score of 3 and higher on the AP Exam. Please visit [www.collegeboard.com](http://www.collegeboard.com) for more information

**Prerequisites:** Proficient in 8<sup>th</sup> grade Reading PSSA, maintains regular attendance, attain Mastery level in 11<sup>th</sup> grade English, approved AP Application and teacher recommendation.

**SOCIAL STUDIES EMOTIONAL SUPPORT**

#2002

This course includes all of the course offerings in the learning support curriculum. It is designed to meet the individual academic and emotional needs of the student. Topics that are covered in the course are World History, Early American History, Modern American History, and American Government. Goldstein's adolescent social skills, skill streaming and other social skills techniques are taught and utilized to help develop and maintain socially acceptable behaviors. Methods of instruction include, but are not limited to, note taking, discussions, demonstrations and classroom activities. Students will be evaluated using formal and informal tests and quizzes, homework, notebooks, projects, lab activities and individual/group activities. Adaptations and modifications will be made to the curriculum, instruction and assessments based on individual student needs.

**COLLEGE HISTORY 11**

#2605

**COLLEGE HISTORY 12**

#2700

**Courses are taken at a local College/University. Course costs are due upon registration. Although reimbursement for student cost is pursued through local/state/federal funding, it is unpredictable at best. Do not sign up for a Dual-enrollment College Course unless you can pay full price.**

**SCIENCE****9<sup>TH</sup> GRADE****EARTH SCIENCE**

#4401

Concepts covered in this class include geological, meteorological, and astronomical processes that occur daily. Environmental science is integrated into the course as it relates to Pennsylvania. Methods of instruction include note-taking, class discussions, cooperative learning, demonstrations and classroom lab activities, and student presentations.

**EARTH SCIENCE SKILLS**

#4410

Concepts covered in this class include geological, meteorological, and astronomical processes that occur daily. Students will continue to improve their skills such as observing and inferring, comparing and contrasting, recognizing cause and effect, interpreting scientific illustrations, and creating tables and graphs.

**EARTH SCIENCE 9 LEARNING SUPPORT**

#4019

Adaptations and modifications will be made to the curriculum, instruction and assessments based on individual student needs. Methods of instruction include, but are not limited to, note taking, discussions, demonstrations and classroom/lab activities. Students will be evaluated using formal and informal tests and quizzes, homework, notebooks, projects, lab activities and individual/group activities. Adaptations and modifications will be made to the curriculum, instruction and assessments based on individual student needs.

**Prerequisite:** Student must currently have an IEP. Administrative Approval

**INTEGRATED SCIENCE EMOTIONAL SUPPORT**

#4002

This course is designed to meet the individual academic and emotional needs of the student. The content is directed at the student's individual level and knowledge. Topics that are covered encompass the entire learning support curriculum including Earth and Space Science, Biology and Physical Science. Methods of instruction include, but are not limited to, note taking, discussions, demonstrations and classroom/lab activities. Students will be evaluated using formal and informal tests and quizzes, homework, notebooks, projects, lab activities and individual/group activities. Adaptations and modifications will be made to the curriculum, instruction and assessments based on individual student needs.

**Prerequisite:** Student must currently have an IEP. Administrative Approval

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

### **BIOLOGY**

**#4501**

This course is designed to help the students understand the biological world that he / she lives in and the webbed connection of all life. This course includes the study of historical investigation in biology, functions necessary for life, reproduction, heredity, and the interrelationship of structure and function as life forms increase in complexity from unicellular to multicellular organisms.

*Prerequisites:* Proficiency in Earth Science

### **BIOLOGY HONORS**

**#4502**

This course is designed to help the student to understand the origin, history, life processes, etc. of animals and plant life. It develops the student's ability to think and allows him/her to apply basic biological principles to life situations. In laboratory situations, students explore classroom topics experimentally with emphasis on following procedures, using equipment, and the preparation and writing of laboratory reports.

This course is designed to provide conceptual development and insight into biological processes through verification and inquiry. Topics will be covered in depth. The laboratory covers the context of the text, enhanced with activities and laboratory experiences. Emphasis is placed on broad concepts as applied to all living things.

*Prerequisites:* : Proficient in 7<sup>th</sup> grade Reading & Math PSSA, regular attendance, attains Mastery level in 8<sup>th</sup>/9<sup>th</sup> grade English, and teacher recommendation

### **LIFE BIOLOGY**

**#4593**

This course is designed to help the students understand the biological world that he / she lives in and the webbed connection of all life with a focus on science skills. It includes the study of historical investigation in biology, functions necessary for life, reproduction, heredity, and the interrelationship of structure and function as life forms increase in complexity from unicellular to multicellular organisms. It focuses on inquiry and activity based learning.

### **APPLIED BIOLOGY LEARNING SUPPORT**

**#4020**

Applied Biology is the 2<sup>nd</sup> level science course in the special education science curriculum. It includes an introduction to the scientific method, lab skills and safety, and lab practices. Specific topics include the cell, its parts, functions, and basic processes; basic genetics with an introduction to modern genetics, the theory of evolution; animal and plant classifications and plant, animal and human reproduction; basic human anatomy, including the digestive, respiratory, nervous, skeletal, and muscular systems.

Methods of instruction include, but are not limited to, note taking, discussions, demonstrations and classroom/lab activities.

Students will be evaluated using formal and informal tests and quizzes, homework, notebooks, projects, lab activities and individual/group activities. Adaptations and modifications will be made to the curriculum, instruction and assessments based on individual student needs.

## **11<sup>TH</sup>/12<sup>TH</sup> GRADE**

### **CHEMISTRY**

**#4601**

This course is designed to explore matter through an understanding of atomic structure, electron configuration and bonding, molecular geometry, stoichiometry, formulas, equations, solutions, and problem- solving strategies. In the laboratory, the student explores the classroom topics experimentally with emphasis on hands-on use of laboratory equipment. This course is aimed at those students who wish to pursue an understanding of the chemical processes that will provide necessary background for further study in this field. Students, in laboratory settings, explore the classroom topics experimentally with emphasis on demonstrations combined with the preparation and writing of lab reports.

*Prerequisites:* Proficiency in Algebra I and Biology

### **CHEMISTRY HONORS**

**#4602**

This course is designed to explore matter through an understanding of atomic structure, electron configuration and bonding, molecular geometry, stoichiometry, formulas, equations, solutions, and problem- solving strategies. In the laboratory, the student explores the classroom topics experimentally with emphasis on hands-on use of laboratory equipment plus the preparation and writing of laboratory reports.

This course will focus upon the metric system, writing chemical formulas, predicting chemical reactions and assessing chemical properties based on periodic tables. The laboratory involves using various techniques employed in a chemistry laboratory and understanding the various components of laboratory equipment.

**Prerequisites:** Proficient in 8<sup>th</sup> grade Reading & Math PSSA, regular attendance, attains Mastery level in 9<sup>th</sup>/10<sup>th</sup> grade English, and teacher recommendation

**CONCEPTS OF PHYSICAL SCIENCE #4921**

Physical Science is designed to offer a well-rounded introduction to Physics, Chemistry and today's technology. It reinforces the scientific method, lab skills, and lab practices. Specific topics include force & motion, work, energy, waves, electricity, matter atomic theory and chemical reactions. This course will rely heavily on the laboratory experience to help students understand the basic scientific concepts and to apply those concepts in practical pursuits. Every student can succeed in science.

**APPLIED PHYSICAL SCIENCE LEARNING SUPPORT #4021**

Applied Physical Science is the third level of science in the learning support science curriculum. The course will give an overview of basic chemistry and physical science concepts. Specific skills include properties and types of matter, behavior of matter, and their chemical properties. Also covered will be: force, energy and motion; electricity and magnetism; and properties of sound. Methods of instruction include, but are not limited to, note taking, discussions, demonstrations and classroom/lab activities. Students will be evaluated using formal and informal tests and quizzes, homework, notebooks, projects, lab activities and individual/group activities. Adaptations and modifications will be made to the curriculum, instruction and assessments based on individual student needs.

**PHYSICS #4701**

This course is designed to explore matter through an understanding of physical phenomena. Student will explore mechanics, law of motions, electricity and magnetism, and light through quantitative analysis and problem-solving strategies. In the laboratory, the student explores the classroom topics experimentally with emphasis on hands-on use of technology and other laboratory equipment

**Prerequisites:** Proficiency in Algebra II and Chemistry and/or recommendation from science and math teachers

**PHYSICS H #4700**

This course is designed to explore matter through an understanding of a physical phenomena. Student will explore mechanics, law of motions, electricity and magnetism, and light through quantitative analysis and problem-solving strategies. In the laboratory, the student explores the classroom topics experimentally with emphasis on hands-on use of technology and other laboratory equipment

This course is aimed at those students who wish to pursue an understanding of mechanics, elemental forces, momentum, electricity and magnetism, light and optics.

Students, in laboratory settings, explore the classroom topics experimentally with emphasis on demonstrations combined with the preparation and writing of lab reports..

Class assignments will include tests, lab experiments, reports, quizzes, independent and group projects, formal laboratory reports, quizzes on laboratory work, observations and performance.

**Prerequisites:** Proficient in 8<sup>th</sup> grade Math PSSA, regular attendance, attains Mastery level Algebra II and Chemistry, and teacher recommendation

**ENVIRONMENTAL SCIENCE H #4931**

Environmental Science is an honors level course which will provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems, evaluate risks, and examine alternative solutions. It seeks new and valid knowledge about the natural world and our impact on it. This class will lead to opportunities in the local community for you to get involved in trying to solve problems our society has created at the environmental level. A community project is part of the course requirement where students will be required to volunteer time after school.

**Prerequisites:** Proficient in 8<sup>th</sup> grade Math PSSA, regular attendance, attains Mastery level Algebra II and Chemistry, and teacher recommendation

**COLLEGE SCIENCE 11 #4750**

**COLLEGE SCIENCE 12 #4751**

**Courses are taken at a local College/University. Course costs are due upon registration. Although reimbursement for student cost is pursued through local/state/federal funding, it is unpredictable at best. Do not sign up for a Dual-enrollment College Course unless you can pay full price.**



**FINANCIAL ACCOUNTING I** #5901 In addition to fundamental accounting principles, business language and computations, this course covers the complete accounting cycle for a sole proprietorship organized as a service business and a partnership organized as a merchandising business.

**FINANCIAL ACCOUNTING II** #5902 Corporate Accounting is emphasized in this class including structure, methods of raising capital, intangible assets, and the theory and handling of various adjusting entries, dividends, and end-of-period work.  
*Prerequisite:* Financial Accounting I

**FUNDAMENTALS OF BUSINESS** #5401 This course offers a practical approach to prepare students to deal with and become part of the contemporary business world. Students will examine various business structures in our economic system, will explore consumerism, bank services, credit, insurance and inventing and research career paths.

**OFFICE TECHNOLOGY** #5941 This course will enable students to become proficient in advanced Microsoft Word, Excel, and PowerPoint with an emphasis on business applications. Students will utilize graphics, desktop publishing, and the internet to complete advanced projects. It will further develop skills that will be useful throughout high school into higher education and the work force.

## **FAMILY & CONSUMER SCIENCE**

**FAMILY AND CHILD CARE** ½ CREDIT #6923  
*Description:* This semester course provides students with a comprehensive overview of child development from birth through one year. The course includes the physical, emotional, social, and intellectual development by “ages and stages.” Upon completion of this course, students will have developed a better attitude about children, which may assist them in making wiser parenting choices in the future of lead others to careers in childcare/high education.

**HOUSING AND INTERIORS** ½ CREDIT #6922  
*Description:* This course examines housing and interior decisions that individuals and families make based on their needs, the environment and technology. Emphasis is placed on selecting goods and service and creating functional and pleasing living environments based on sound financial decisions and design principles. Skills in mathematics, technology and art are reinforced in this course.

**LIVING ESSENTIALS I** ½ CREDIT #  
This course is designed to prepare students with skills to live independently. Students will be introduced to the areas of nutrition and foods. All areas in the course will enable the students to become aware of their independence at home and the work place.

**LIVING ESSENTIALS II** ½ CREDIT #  
This course is designed to prepare students with skills to live independently. Students will be introduced to the areas of clothing, consumer choices, and technology. All areas in the course will enable the students to become aware of their independence at home and the work place.

**LIVING ESSENTIALS III** ½ CREDIT #  
This course is designed to prepare students with skills to live independently. This course goes in depth into to Nutrition and Wellness. Upon completion of this course, student will have gained skills which will allow them to make important and informed decisions on a daily basis about their lives.

**LIVING ESSENTIALS IV** ½ CREDIT #  
This course is designed to prepare students with skills to live independently. This course goes in depth into to Consumerism, Financial Management, Technology and Career Planning. Upon completion of this course, student will have gained skills which will allow them to make important and informed decisions on a daily basis about their lives.

## **FINE ARTS**

## MUSIC

### BAND

#8911

*Description:* This course is designed for students who wish to use their musical talents by participating in Concert Band. The repertoire includes orchestral transcriptions, popular songs, Broadway selections and original works for the Band. This band performs for assemblies and graduation.

### BEGINNING INSTRUMENTS      ½ CREDIT

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*Description:* This course is designed to broaden each student's knowledge of musical horizons through learning to play a band instrument. Emphasis is placed upon participation in a variety of practice and rehearsal situations. Each student will be exposed to contemporary styles of music, classical transcriptions, marches and standard concert band repertoire.

### CHOIR

#8951

This course is designed to broaden each student's knowledge of musical horizons through choral music. Emphasis is placed on student participation in a variety of practice and rehearsal situations. Each student will be exposed to contemporary styles of music, classical music, Broadway music and standard choral repertoire.

### BEGINNING STRINGS      ½ CREDIT

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This class is designed for any student who desires to learn how to play an instrument in the violin and guitar families. No prior training is required for this class. Students will learn how to read and perform on their chosen instrument. Instruments are provided.

### ORCHESTRA

#8931

This class is designed for students who have experience in playing various orchestral instruments such as: violin, viola, cello, woodwinds, brass, and concert percussion/piano. The repertoire includes various pieces from classical and contemporary works. Student will perform in various concerts throughout the school year and possibly graduation.

### JAZZ BAND

#8969

This class is audition only. Students participate in many concerts throughout the school year in school, in the community, and possibly at graduation. All students are expected to perform (graded assignment) in all concerts and events in which the Jazz Band performs. Students should play at least one of the following instruments: woodwind, brass, percussion, string bass, guitar or piano.

## VISUAL ARTS

### POSTER ART

½ CREDIT

#6905

Poster Art is designed to introduce the art of lettering with both pen and brush. The class works with various paint mediums, colored pencil and marker to create a series of posters incorporating design concepts and lettering. Students also learn calligraphy using pen and ink. Execution of ideas, mastering mediums and neatness are key to successful projects in this class  
*Prerequisites:* Drawing I

### DRAWING I

½ CREDIT

#6964

This course is designed for students who want to learn how to draw. Figure drawing, portraiture, perspective, and value techniques will be explored. Students need very little prior art experience. Art history, art criticism, and aesthetics will be included with all assignments.

### 3-D ART

½ CREDIT

#6963

This course is designed to introduce the student to 3-dimensional ways of creating Art. Included are ceramics, weaving, sculpture, and craft projects. Art history, art criticism, and aesthetics will be presented in correlation with the studio assignments.

### ART I

½ CREDIT

#6996

This course is designed for the beginning art student. Students need very little, if any, prior art experience. The student will have the opportunity to develop skills by using a variety of drawing and painting mediums. They will be given instruction in shading, figure drawing, perspective and painting techniques. This class will present the elements and principles of design as well as color theory.

## **ART II**

**#6901**

Take the next step to elevate your art skills. Art II will afford the serious art student the opportunity to improve their artistic ability through a variety of two dimensional experiences. The focus will be on working with pencil, conte crayon, charcoal, and pastels in a range of drawing assignments. Members of this class will create a self-portrait, still life, and landscape in various mediums.

*Prerequisite:* Art I

## **ADVANCED ART**

**#6903**

It's time to show off creativity. Armed with the fundamentals of Art I and II, this is students' chance to produce artwork which reflects personal style and inner expression. As a member of this class, students will be given assignments that offer a greater freedom to personalize artwork and showcase creativity. Students will work in drawing and painting mediums to produce art that is unique.

*Prerequisites:* Art I and Art II

## **INTRODUCTION TO CERAMICS ½ CREDIT**

**#6955**

Ceramics I is an exciting adventure that will introduce students to ceramic clay and the ceramic process. Students will discover the properties of clay; learn about the history of its uses both functional and decorative art forms. Students will experience clay preparation techniques, explore slab, coil, and pinch pot construction through assigned projects. Students will design, decorate, and glaze their own pottery.

## **CERAMICS II**

**½ CREDIT**

**#6956**

Ceramics II continues the creative clay adventure and builds on their prior experiences while broadening their knowledge and improving their skills in ceramics. Students will construct a variety of projects that include clay modeling, 3-dimensional slab construction, and low relief structure. A variety of different glazes and surface treatments will be used. The pottery wheel will be introduced.

*Prerequisites:* Introduction to Ceramics

## **THEATRE ARTS**

**½ CREDIT**

**#1916**

Are you a drama king or queen? Then this is the course for you! In Theatre Art you will gain knowledge of Technical Theater through the study of design, production, scenery, lighting, properties, costumes, make-up, publicity, sound, and different types of performances. Technical theater is a hands-on art form and therefore you must participate and experience it in order to learn it. It is encouraged that you join the Drama Club after school in order to participate in a full blown production.

## **PARENTING**

Reserved for Teen Parents

### **PARENTING I**

**½ CREDIT**

**#6927**

In this course, the importance of understanding personal values and goals is stressed. Decision-making skills relative to self and child are developed. By understanding infant/toddler needs, abilities, normal patterns of growth and development, and application of appropriate parenting skill, parents set the stage for building healthy parent/child relationships.

### **PARENTING II**

**½ CREDIT**

**#6928**

In this course students discuss various topics which include the following: assuming responsibilities of parenthood; parenting skills; child abuse and neglect; how to utilize community resources and agencies; parent and child health care; safety in the home; benefits of play and reading to young children; financial and legal planning, selection, and use of child care; nutrition for young children. Representatives from community organizations and agencies will be scheduled to meet with the class.

### **PARENTING III**

**½ CREDIT**

**#6937**

In this course is specifically for parents of toddlers; it helps both generations working toward levels of independence. Various support services will be offered and delivered in the classroom setting. Emphasis will be given on goal planning and career development in order to provide information and to assist young parents in their need to achieve employment satisfaction and economic independence.

### **PARENTING IV**

**½ CREDIT**

**#6938**



**SOCIOLOGY****½ CREDIT****#2917**

The students will examine the major areas of sociology in a dynamic blend of concepts, theory, and application. Each major area – society and culture, social organization and structure, social institutions, social change, collective behavior, or social problems – contain source materials and case studies to involve students in the practice as well as the content of the discipline.

**PSYCHOLOGY****½ CREDIT****#2935**

This course is designed to help answer questions that students have about themselves and others and to study the everyday behavior of people. This course will deal with human behavior and the formal and informal groups to which they belong.

**ECONOMICS (H)****½ CREDIT****# 2725**

The purpose of this course is to prepare our seniors to become active participants in the economy. The course is designed to give the background and the structure of the Economics and its modern applications.

**WORLD GEOGRAPHY****½ CREDIT****#2916**

In this course you will study how the world and its population are connected. The study of geography is broken down on to these main themes; they are location, human-environment interaction, movement, and regions. You will also analyze how Erie Pennsylvania and its residents are connected with the global community.

**WORLD LANGUAGES****SPANISH I****#1975**

Spanish I will provide students the groundwork for proficiency in Spanish as well as introduce them to the various cultures of Spanish -speaking countries. Students will work on learning Spanish in the four basic communication skills: reading, writing, listening and speaking. Classroom activities, multi-media and the standard textbook and accompanying workbooks will all serve to enhance awareness of Spanish influence in our lives.

**SPANISH II****#1976**

Spanish II will continue to develop the key language skills of reading, writing, listening and speaking. Communications skills will be enhanced through building vocabulary and continuing the study of the structure of the language. Students will read longer passages in the target language and participate in activities, which are designed to expand students' knowledge and appreciation of the culture of Spanish -speaking countries. The program uses audio materials featuring native speakers to develop aural ability; students will participate in large and small group activities to facilitate conversational skills.

*Prerequisites:* Spanish I

**SPANISH III H****#1977****SPANISH IV H****#1978**

Spanish III and IV will continue to develop the key language skills of reading, writing, listening and speaking. Communications skills will be enhanced through building vocabulary and continuing the study of the structure of the language. Students will read longer passages in the target language and participate in activities which are designed to expand students' knowledge and appreciation of the culture of Spanish-speaking countries. The program uses audio materials featuring native speakers to develop aural ability; students will participate in large and small group activities to facilitate conversational skills. Spanish III and IV will run concurrently.

*Prerequisites:* Spanish I, II, III

**FRENCH I****#1950**

French I will provide students the groundwork for proficiency in French as well as introduce them to the various cultures of French-speaking countries. Students will work on learning French in the four basic communication skills: reading, writing, listening and speaking. Classroom activities, multi-media and the standard textbook and accompanying workbooks will all serve to enhance awareness of French influence in our lives.

**FRENCH II****#1951**

French II will continue to develop the key language skills of reading, writing, listening and speaking. Communications skills will be enhanced through building vocabulary and continuing the study of the structure of the language. Students will read longer passages in the target language and participate in activities, which are designed to expand students' knowledge and appreciation of the culture of French-speaking countries. The program uses audio materials featuring native speakers to develop aural ability; students will participate in large and small group activities to facilitate conversational skills.

*Prerequisites:* French I

## **ROTC**

### **JROTC I (LET I)**

**#9962**

This course has a diverse curriculum that focuses on developing students for success. JROTC I is designed to introduce the student to the customs and traditions of the Army, drill, wearing of the uniform, leadership, improving study skills, communication, conflict resolution and service learning.

### **JROTC II (LET II)**

**#9963**

This course focuses on continued development of a cadet as a good citizen. Focus is placed upon learning first aid, alcohol and drug abuse prevention, the role of the citizen in a democracy, financial management, and service learning. Second year students are expected to fill junior leadership roles in the battalion and participate in extracurricular activities such as drill team, color guard, quiz team, or saber team.

**Grades: 10, 11, 12**

**Prerequisites:** JROTC I

### **JROTC III (LET III)**

**#9964**

This course continues instruction in leadership development and management. It introduces decision making and problem solving techniques, managing conflict and presentation skills. Special emphasis is placed upon learning instructional techniques as the cadets will be expected to assist in instruction should they become 4<sup>th</sup> year cadets (LET IV). It also emphasizes career planning and financial planning. Third year students are expected to assist in the leadership of the battalion to a greater extent than second year students. They are frequently in junior command and staff positions. All third year students are expected to participate in extracurricular activities.

**Grades: 11, 12**

**Prerequisites:** JROTC II and acceptance is subject to the approval of the military staff

### **JROTC IV (LET IV)**

**#9965**

This is the capstone course of the program. Fourth year students lead, supervise, and manage all facets of the corps of cadets. These include the command and functional staff areas including personnel administration, operations plans and training, logistics management, public affairs, school and community support. Expectations are that the fourth year cadet can act independently to accomplish the complex collective tasks that take place throughout the year for the battalion. Cadets will serve as assistant instructors to the Senior Army Instructor in the classroom and as such will be able to conduct instruction and training.

**Grade: 12**

**Prerequisites:** JROTC III and acceptance is subject to the approval of the military staff

## **WELLNESS AND FITNESS**

### **WELLNESS AND FITNESS 9      ½ CREDIT**

**#9921**

Health Education is a three-dimensional program emphasizing physical, social, and mental wellness. This course provides students with opportunities and strategies to assess their own health and make plans to maintain and/or improve it in the future. The processes to be learned and used are: setting goals, defining problems, gathering information, identifying options/alternatives, evaluating consequences, and acting upon solutions. Required for Graduation

### **WELLNESS AND FITNESS 10      ½ CREDIT**

**#9922**

Health Education builds upon Wellness and Fitness 9 continuing a three-dimensional program emphasizing physical, social, and mental wellness. This course provides students with opportunities and strategies to assess their own health and make plans to maintain and/or improve it in the future. The processes to be learned and used are: setting goals, defining problems, gathering information, identifying options/alternatives, evaluating consequences, and acting upon solutions. Required for Graduation

### **AQUATICS/LIFEGUARDING      ½ CREDIT**

**#9935**

This course meets the standards of the American Red Cross (ARC) for life guarding. The three distinct components required for ARC lifeguards are: First Aid, CPR, and responding to water emergencies. Successful completion of each component will result in certification by the ARC. **Prerequisite:** Strong swimming skills pretested by instructor

### **WEIGHT TRAINING      ½ CREDIT**

**#9926**

This course focuses on strength and fitness, two main facets of weight training, and emphasizes the practical use of weights, nutrition and body composition. Students build weight-training programs based on their personal needs for sports.

**NETS****½ CREDIT****#9937**

This course prepares students to play “net” games by providing developmentally progressive lessons in basic skills, techniques, and game strategies. It addresses organization structure of tournament play and history.

**COOPERATIVE WELLNESS****½ CREDIT****#9920**

This course prepares students to play by providing developmentally progressive lessons in basic skills, techniques, and game strategies. It addresses organization structure of tournament play and history. The class will feature the essentials of team building which help people become respectful competitors, cooperative team members, and community leaders. Activities will challenge the student to develop valuable skills such as problem solving, appropriate risk taking, how to build working relationships, cooperation, leadership, and communication.

**LIFETIME FITNESS****½ CREDIT****#9936**

This course focuses on the fundamental components and principles of fitness. It examines safety guidelines, proper technique, and exercise principles such as the FITT Principle. Students will assess their current level of fitness in relation to the five components of fitness: flexibility, cardiovascular health, muscular strength, muscular endurance, and body composition. Students will learn strategies to help them begin, design, and maintain an exercise program to keep them fit for life. Students will experience a wide variety of movement education.

## **ENGLISH LANGUAGE LEARNERS (ELL) COURSES**

**ELL ENGLISH- BEGINNER****#1006**

This course is designed for English Language Learners that need instruction in the English language. The purpose of this course is to improve reading, writing, speaking and listening skills of ESL students.

**ELL ENGLISH- INTERMEDIATE****#1007**

This course is designed for English Language Learners that need instruction in the English language. The purpose of this course is to improve reading, writing, speaking and listening skills of ESL students.

**ELL SCIENCE****#4007**

This course is designed for English Language Learners that need instruction in the English language. The purpose of this course is to improve reading, writing, speaking and listening skills of ESL students.

**ELL MATH****#3007**

This course is designed for English Language Learners that need instruction in the English language. The purpose of this course is to improve reading, writing, speaking and listening skills of ESL students.

**ELL SOCIAL STUDIES****#2007**

This course is designed for English Language Learners that need instruction in the English language. The purpose of this course is to improve reading, writing, speaking and listening skills of ESL students.