SCHUYLKILL HAVEN AREA

HIGH SCHOOL

PROGRAM OF STUDIES

2027-2028

Schuylkill Haven, Pennsylvania

"Quality Endures"

SCHUYLKILL HAVEN AREA SCHOOL DISTRICT SCHOOL BOARD AND STAFF

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Mrs. Jennifer Houck, Social Worker
TBA, School Counselor

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Mrs. Jennifer Kelly	**Special Education**		

VISION STATEMENT

We empower every learner to excel, innovate, and make a positive impact.

MISSION STATEMENT

The Schuylkill Haven Area School District is committed to creating a safe and supportive environment that fosters innovation, global awareness, resiliency, and community collaboration, empowering every learner to grow.

PURPOSE

Every student's career goal is different. The professional staff and administration believe that academics are the most important part of a student's high school experience. Each student is encouraged to work with the school counselor and faculty to select the appropriate courses that will help him/her:

- enter a two or four-year postsecondary institution
- prepare for various employment opportunities

- gain a specific skill set in a career technical background with emphasis on development in his or her chosen field or trade, or
- gain a strong foundation of secondary education knowledge to make future career plans

The SHAHS faculty is committed to maintaining coursework that requires a high level of performance for every student while utilizing a six-day cycle for scheduling and four nine-week grading periods, or quarters.

The Schuylkill Haven Area School District is an equal opportunity education institution that does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the nondiscrimination polices: Mr. Matthew Buletza, Director of Learning Innovation, Schuylkill Haven Area School District, 501 East Main Street, Schuylkill Haven, PA 17972-1300 (570) 385-6705.

SCHUYLKILL TECHNOLOGY CENTER

Schuylkill Haven Area School District provides to its students the services of two vocational-technical schools and 20 specialized training programs. Our students attend the Schuylkill County Technology Center at Frackville and Marlin. While attending the home school, students should take courses helpful to their planned program of studies at the Schuylkill Training and Technology Centers.

The Schuylkill Technology Center is an elective option of high school course selection designed to provide the basic technical skills to assist all students to prepare for a career in tomorrow's high tech workforce and enable students to get a "head start" on post-secondary career. Programs offer basic entry-level skills with "hands-on" training on computerized and technical equipment. Students must have completed the ninth grade to enroll in the Technology Center. All Schuylkill Technology Center Programs of Studies have articulation agreements to various post-secondary/ higher education institutes, thus providing for advanced placement and advanced skill opportunities. Schuylkill Technology Center encourage all students to make academic and career decisions on the basis of their individual abilities, interests and values. More information regarding program of studies and articulation agreements can be obtained from Schuylkill Technology Center- Guidance Department at 570-544-4748 and 570-874-1034 or on the web at www.stcenters.org .

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 requires the development and implementation of career and technical programs of study (POS). Programs of Study incorporate secondary education and postsecondary education elements; include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education; may include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits and lead to an industry-recognized credential or certificate at the postsecondary level or an associate or baccalaureate degree.

Programs of Study Consist of:

- ✓ High Priority Occupation (HPO) from PA Department of Labor and Industry
- ✓ Align POS selection from PA approved CIPs
- ✓ Scope and Sequences of Courses
- ✓ Integration of Academics Standards
- ✓ Recognized PA Industry Certifications aligned to CIPs
- ✓ Statewide articulations for POS students to postsecondary institutions that continue career pathways
- ✓ Assessments for end of program at secondary and postsecondary (e.g. NOCTI)

STC Career Clusters

Architecture and Construction
- Carpentry Technology
- Masonry Technology
- Plumbing & Heating Technology
- Residential/Industrial Electricity

Health Science
- Health Careers

Hospitality & Tourism
- Culinary Arts

Human Services
- Cosmetology
- Early Child Care & Education

Information Technology
- Computer Information Systems

Law, Public Safety, & Security
- Criminal Justice

Manufacturing
- Electronics Technology
- Electromechanical
- Precision Machining Technology
- Welding Technology

Marketing Sales & Service
- Business Management

Transportation, Distribution & Logistics
- Automotive Technology
- Collision Repair & Custom Refinishing
- Diesel Technology
- Outdoor Power Equipment
- Logistics

Senior Only Programs
- Diversified Occupations
- Emerging Health Professionals

STC Course Descriptions

Architecture and Construction

Carpentry Technology
An instructional program that prepares individuals to apply technical knowledge and skills to lay-out, fabricate, erect, install and repair structures and fixtures using hand and power tools. This program includes instruction in common systems of framing, construction materials, estimating, blueprint reading and finish carpentry techniques.

Masonry Technology
An instructional program that prepares individuals to apply technical knowledge and skills in the laying and/or setting of brick, concrete block, glass block, hard tile, marble and related materials using trowels, levels, hammers, chisels and other hand tools.

Plumbing & Heating Technology
A program that prepares individuals to practice as licensed plumbers by applying technical knowledge, safety and skills to lay out, assemble, install and maintain plumbing fixtures and systems for steam, natural gas, oil, hot water, heating, cooling, drainage, lubricating, sprinkling and industrial processing systems in home and business environments. Includes instruction in source determination, water distribution, waste removal, pressure adjustment, basic physics, technical mathematics, blueprint reading, pipe installation, pumps, brazing and soldering, plumbing inspection and applicable codes and standards.

Residential/Industrial Electricity
An instructional program that prepares individuals to apply technical knowledge and skills necessary to install, operate, maintain and repair electrically-energized residential, commercial and industrial systems, and DC and AC motors, controls and electrical distribution panels.

Instruction emphasizes practical application of mathematics, science, circuit diagrams and use of electrical codes and includes blueprint reading, sketching and other subjects essential for employment in the electrical occupations. Reading and interpretation of commercial and residential construction wiring codes and specifications, installation and maintenance of wiring, service and distribution networks within large construction complexes are also critical components of the program.

Health Science

Health Careers
A cluster program with a combination of subject matter and experiences designed to prepare individuals for entry-level employment in a minimum of three related health occupations under the supervision of a licensed health care professional. Instruction consists of core course content with clinical experiences in one or two health related occupations. The core curriculum consists of planned courses for introduction of health careers, basic anatomy and physiology, medical terminology, legal and ethical aspects of health care and communications and at least three planned courses for the knowledge and skills for the occupational area such as medical assisting, ward clerk, nursing assisting, etc.

Hospitality & Tourism

Culinary Arts
An instructional program that prepares students for employment related to institutional, commercial or self-owned food establishments or other food industry occupations. Instruction and specialized learning experiences include theory, laboratory and work experience related to planning, selecting, preparing and serving of quantity food and food products; nutritive values; use and care of commercial equipment; safety; and sanitation precautions. Instruction skills are provided to individuals desiring to become employed in all areas of the food service industry at entry level

Human Services

Cosmetology
An instructional program that prepares individuals to apply technical knowledge and skills related to experiences in a variety of beauty treatments including the care and beautification of the hair, complexion and hands. Instruction includes training in giving shampoos, rinses and scalp treatments; hair styling, setting, cutting, dyeing, tinting and bleaching; permanent waving; facials; manicuring; and hand and arm massaging. Bacteriology, anatomy, hygiene, sanitation, salon management including record keeping and customer relations are also emphasized. Instruction is designed to qualify pupils for the licensing examination.

Early Child Care and Education
An instructional program that prepares individuals for a variety of occupations in child care and guidance often under the supervision of professional personnel in child or day care centers. This program includes instruction in growth and development; nutrition; program planning and management; safety; behavior guidance; play activities; child abuse and neglect; parent-child personal relationships; learning experiences for children; and laws, regulations and policies relating to child care services.

Information Technology

Computer Information Systems
An instructional program that prepares individuals to apply technical knowledge and skills to support the design and development of software applications. This program is designed to provide the capacity to prepare and interpret process and data models, develop and structure software components and to validate the functionality, usability and reliability of those components. Validation skills include testing and debugging. System, component and user documentation is to be performed throughout the process. This program will provide students with the ability to integrate new and existing components.

Students will receive instruction in at least two programming languages including at least one procedure-oriented language and one object and visually-oriented language. This course provides a thorough practical knowledge of the concepts, theories, logic and critical thinking skills required when building software applications. Students completing the program will possess a basic technical foundation needed to pursue postsecondary degrees leading to a career as a software developer, analyst project leader or in the management of information technologies. Students may prefer to immediately enter the labor market in an entry-level position as developer or analyst.

Law, Public Safety & Security

Criminal Justice
An instructional program that prepares individuals for entering post-secondary educational coursework in the field of criminal justice. Individuals completing this program have the knowledge and skills to advance themselves in the various disciplines of criminal justice, including policing, corrections, probation and parole, security, communications, and crime scene management. They also have a requisite understanding of the use of force and health issues.

Manufacturing

Electronics Technology
An instructional program that prepares individuals to apply basic electronic principles and technical skills to the production, calibration, estimation, testing, assembling, installation and maintenance of electronic equipment. Emphasis is on passive components and solid-state devices; digital circuits; optoelectronic devices; operational amplifiers; audio and RF amplifiers; oscillators; power supplies; and AM, FM and PCM modulators. Knowledge is acquired through theoretical instruction, experimentation and hands-on activities. Instruction will develop basic levels of knowledge, understanding and associated skills essential for entry-level employment in communications, industrial electronics, digital processing, robotics, avionics, biomedical technology and other electronics occupations.

Pre-Engineering Technology
An instructional program that prepares individuals to apply basic engineering principles and technical skills in both the mechanical and electrical fields. Instruction is planned to provide preparation in the design, development and testing of electromechanical devices and systems such as automatic control systems, servomechanisms, vending machines, elevator controls, missile controls, tape-control machines and auxiliary computer equipment. Instruction also includes feasibility testing of engineering concepts, systems analysis including designs, selection and testing and application of engineering data and the preparation of written reports and test results in support of mechanical and electrical engineers.

Precision Machining Technology
An instructional program that prepares individuals to apply technical knowledge and skills in all aspects of shaping metal parts. Instruction involves making computations relating to work dimensions, tooling and feeds and speeds of machining. Emphasis is placed upon bench work and the operation of lathes, power saws, milling machines, grinders, drills and computer operated equipment (CNC and CIM). Instruction also includes the use of precision measuring instruments such as layout tools, micrometers and gauges; methods of machining and heat treatment of various metals; blueprint reading; and the layout of machine parts. Instruction prepares students to operate all types of hand and computer controlled machines.

Welding Technology
An instructional program that prepares individuals to apply technical knowledge and skills in gas, arc, shielded and non-shielded metal arc, brazing, flame cutting. Hand, semi-automatic and automatic welding processes are also included in the instruction.

Students learn safety practices and types and uses of electrodes; properties of metals; blueprint reading; electrical principles; welding symbols and mechanical drawing; use of equipment for testing welds by ultrasonic methods and destruction and hardness testing; use of manuals and specification charts; use of portable grinders and chemical baths for surface cleaning; positioning and clamping; and welding standards established by the American Welding Society, American Society of Mechanical Engineers and American Bureau of Ships.

Marketing Sales & Service

Business Management
An instructional program that provides instruction in the fields of sales, distribution and marketing operations and focuses on the process and techniques of direct wholesale and retail buying and selling operations. This program is concerned with marketing, sales, distribution, merchandising and management including ownership and management of enterprises engaged in marketing. Marketing education programs prepare individuals to perform one or more marketing function such as selling, pricing, promotion, product/service management, distribution, financing and marketing information management. In addition, instructional programs include varying emphasis on technical knowledge of products and/or services marketed; related communication, economic, technological and computation skills; and abilities and attitudes associated with human relations. The program may also include management functions associated with owning and operating a business. Sales, distribution and marketing operations prepares individuals for occupations in such businesses as retail and wholesale trade, finance, insurance, real estate, entertainment, hospitality, food service, communications, storage and distribution.

Transportation, Distribution & Logistics

Automotive Technology
An instructional program that prepares individuals to apply technical knowledge and skills to engage in the servicing and maintenance of all types of automobiles and light trucks. This program includes instruction in the diagnosis and testing, including computer analysis, of malfunctions in and repair of engines, fuel, electrical, cooling and brake systems and drive train and suspension systems. Instruction is also given in the adjustment and repair of individual components and systems such as cooling systems, drive trains, fuel system components and air conditioning and includes the use of technical repair information and the state inspection procedures.

Collision Repair & Custom Refinishing
An instructional program that prepares individuals to apply technical knowledge and skills to repair damaged automotive vehicles such as automobiles and light trucks. Students learn to examine damaged vehicles and estimate cost of repairs; remove, repair and replace upholstery, accessories, electrical and hydraulic window and seat operating equipment and trim to gain access to vehicle body and fenders; remove and replace glass; repair dented areas; replace excessively damaged fenders, panels and grills; straighten bent frames or unibody structures using hydraulic jacks and pulling devices; and file, grind and sand repaired surfaces using power tools and hand tools. Students refinish repaired surfaces by painting with primer and finish coat.

Diesel Technology
This is an instructional program that prepares individuals to apply technical knowledge and skills to the specialized maintenance and repair of trucks, buses, and other commercial and industrial vehicles. The program includes instruction in diesel engine mechanics, suspension and steering, brake systems, electrical and electronic systems, preventive maintenance inspections, drive trains, HVAC systems, and auxiliary equipment installation and repair.

Small Engine Technology
An instructional program that prepares individuals to apply technical knowledge and skills to repair, service, maintain and diagnose problems on a variety of small internal-combustion gasoline engines and related systems used on portable power equipment such as lawn and garden equipment, chain saws, outboard motors, rotor tillers, snowmobiles, lawn mowers, motorcycles, personal watercraft and pumps and generators. This program includes instruction in the principles of the internal-combustion engine and all systems related to the powered unit.

Instruction also includes the use of technical and service manuals, state inspection code, care and use of tools and test equipment, engine tune-up/maintenance, engine overhaul, troubleshooting and diagnostic techniques, drive lines and propulsion systems, electrical and electronic systems, suspension and steering systems and service operations and parts management.

Logistics Technology
A program that prepares individuals to manage and coordinate logistical functions in an enterprise ranging from acquisitions to receiving and handling, through the internal allocation of resources to operations units, to the handling and delivery of output. Includes instruction in acquisitions and purchasing, inventory control storage and handling, just-in-time manufacturing, logistics planning, shipping and delivery management, transportation, quality control, resource estimation, and allocation and budgeting.

Senior Only Programs

Diversified Occupations
Students currently attending Schuylkill County school districts have the option to participate in a "Diversified Occupations" program offered through the supervision of the Schuylkill Technology Center.
The Diversified Occupations (D.O.) one year program prepares students to develop marketable workforce skills through related theory assignments and job training connected with actual employment opportunities. A secondary student may apply for admission to the D.O. program under the following conditions: (1) STC does not offer a related occupational training program, or (2) STC program enrollments are to capacity. Specific student eligibility requirements include the following:

- Parent/guardian approval
- Full endorsement from sending district administration / staff
- An approved job site (with worker's compensation insurance)
- Transportation (to and from the job site)
- Valid PA driver's license and insurance
- Appropriate work dress
- Required Personal Protective Equipment (PPE)
- Necessary tools and/or equipment
- STC/Employer Training Agreement

The Diversified Occupations program is supervised by the STC Cooperative Education Coordinator, who will also administer one required 45 minute related theory class per week, which will include related workforce topics such as resume development, work ethics, and workplace safety. The employer and D. O. Coordinator will produce a "Training Plan" outlining the student's job related tasks and responsibilities connected to current industry standards and OSHA safety regulations. Student evaluation will be determined by related theory assignments, and employer evaluations from the job site.

Emerging Health Professionals
The Emerging Health Professional is a partnership between Penn State Schuylkill, Lehigh Valley Health Network, and other medical facilities. The Emerging Health Professional dual-enrollment program combines skills—based, interactive and university level classroom learning with shadowing in the health care setting. The program is designed to prepare students for post-secondary education by offering a college science course. Students spend two half-days a week with Penn State faculty and will spend two half-days a week participating in activities at Lehigh Valley Health Network. Students spend one half day a week participating in health curriculum taught by the STC instructor at STC North Campus.

STC Social Studies Courses

During their regularly scheduled semester at STC, students will receive one credit of social studies credit in addition to their respective shop credit.

AMERICAN STUDIES I- 1 credit (9th)

American Studies is a course that focuses on the history of the United States from 1492 to 1877 (Exploration through Reconstruction). Through readings, literature excerpts, political cartoons, simulations, technology projects and more, students will gain insight into the nation's past by examining period accounts and first person voices. Students will use varied resources to examine the links and make connections between events being studied in the textbook/learning guides and events that are taking place today. The major focus is the state history standards: content, chronology, analysis, and interpretation. Related concepts found in the state civics, economics, and geography standards are a supporting focus.

AMERICAN STUDIES II- 1 credit (10th)

American Studies is a course that focuses on the history of the United States from 1900 to present (Progressive Era through Modern Day America). Through readings, literature excerpts, political cartoons, simulations, technology projects and more, students will gain insight into the nation's past by examining period accounts and first person voices. Students will use varied resources to examine the links and make connections between events being studied in the textbook/learning guides and events that are taking place today. The major focus is the state history standards: content, chronology, analysis, and interpretation. Related concepts found in the state civics, economics, and geography standards are a supporting focus.

WORLD STUDIES – 1 credit (11th)

World Studies is a course focusing on the diverse ways of life found around the world. Through study of the pertinent issues to the major regions of the world, students will recognize and evaluate the relationships between people, places, regions, and environments. Students will further explore how physical environments affect human events and build a global perspective that allows them to understand the connections between global and national issues. The major focus is the state's geography standards: maps, environments, places, and regions. Related concepts found in the state civics, economics, and history standards are a supporting focus.

CIVICS/ECONOMICS – 1 credit (12th)

Civics/Economics is a course that is comprised of two disciplines. Economics is a course that teaches students how to make reasoned economic choices and provide ways they can effectively participate in an increasingly competitive and interdependent global economy. Students will assess the impact of market influences and governmental actions on our economy through the use of real world economic applications and analyze how different economic systems interact. In Civics, students will learn about the basic freedoms traditionally enjoyed by American citizens and about the qualities of a good citizen. Students will explore issues about U.S. citizenship and their rights and responsibilities and roles in their communities by putting them in decision-making simulations and assessments that will enable them to acquire the skills necessary to participate in our democratic processes. The major focus of the course is state civics (government, politics, participation, citizenship) and economics (microeconomics, macroeconomics, economic systems, and international trade) standards. Related concepts found in the state geography and history standards are a supporting focus.

School-to-Work Opportunity

Cooperative education is a structured program integrating classroom activities (emphasis placed on employability skills) with work experiences in a field related to a student's program of study. Cooperative education is a partnership among students, educational institutions and employers, with specified responsibilities for each party.
Who is eligible to participate: Students (third year, Level III) who have completed 75% of the program, which already have a job or a good prospect for a job defined by the student's career objective.
What are the requirements: Students must be recommended by their course instructor and have a completed résumé.

Attendance, grades, attitude, and behavior are considered in the decision-making process.

- Work permit (if under 18 years of age)
- Approved student transportation
- Proof of auto insurance
- Senior Portfolio obligation

All school debts must be satisfied
Valid PA driver's license
Up-to-date task listing

SHAHS COURSE REQUIREMENTS FOR STUDENTS AT STC

While at the home school, STC students have rigorous academic schedules following the requirements outlined below:

9th Grade	
English	1 credit
Mathematics	1 credit
Science	1 credit
Physical Education/Health	.5 credit
Elective	.5 credit

10th Grade	
English	1 credit
Mathematics	1 credit
Science	1 credit
Physical Education	.25 credit
Driver's Education	.25 credit
Elective	.5 credit

11th Grade	
English	1 credit
Mathematics	1 credit
Science	1 credit
YES 1	.5 credit

12th Grade	
English	1 credit
Mathematics	1 credit
Science	.5 credit
Personal Finance	.5 credit
Elective	.5 credit
Senior Research Project	.25 credit

SHAHS CURRICULUM REQUIREMENTS: GRADE 8

Students must pass all major subjects to move onto the ninth grade. If not, they will be re-scheduled into one major subject area course during their freshman year. Any student who fails two major subjects or one major and two minor courses will be retained in eighth grade. The following coursework for all eighth grade students in outlined as follows:

English Language Arts
Social Studies
Keystone Algebra 8 or Algebra 8
Foundations of Science
Foreign Language

- Introduction to German and Introduction to Spanish
    - Students who have achieved Advanced or Proficient scores on the PSSA in English Language Arts, Mathematics, and Science may opt for a *full year* of a foreign language during their eighth grade year. Administration reserves the right to finalize this list based upon previous academic success.

Physical Education and Health
Marking period rotations of Music, Art, Technical Education, Library, Computer Science, and Science, Technology, Engineering, and Mathematics (STEM)
Eighth grade seminar

- Topics include career acquisition, awareness, and retention; character development, personal responsibility, along with various guest speakers.

SHAHS CURRICULUM REQUIREMENTS: GRADES 9 TO 12

Successful completion of the following coursework is required for graduation:

English	4.00
Social Studies	4.00
Mathematics	4.00
Science	4.00
Physical Education	2.00
Health and Safety	.50
Art / Music	.50
Technology Education	.50
YES 1	.50
Personal Finance	.50
Electives	3.50
Driver's Education	.25
Senior Research Project	.25
Total Minimum Credits for Graduation	**24.50**

Freshman Schedule
English 9 A/B or Honors English 9
American Cultures I
Algebra 1 or Algebra 2 (or Honors) or Geometry (or Honors)
Biology (or Honors)
Environmental Science
Freshman Physical Education and Health
Elective courses

Sophomore Schedule
English 10 A/B or Honors English 10
American Cultures II
Algebra 2 or Geometry (or Honors) or Pre-Calculus (or Honors)
Applied Chemistry A/B or Chemistry (or Honors)
Sophomore Physical Education
Driver's Education
Elective courses (including option of STEM .25)

Junior Schedule
English 11 A/B (or Honors English 11 or AP Language and Composition)
American Government or AP Government
Geometry, Pre-Calculus (or Honors), or Statistics

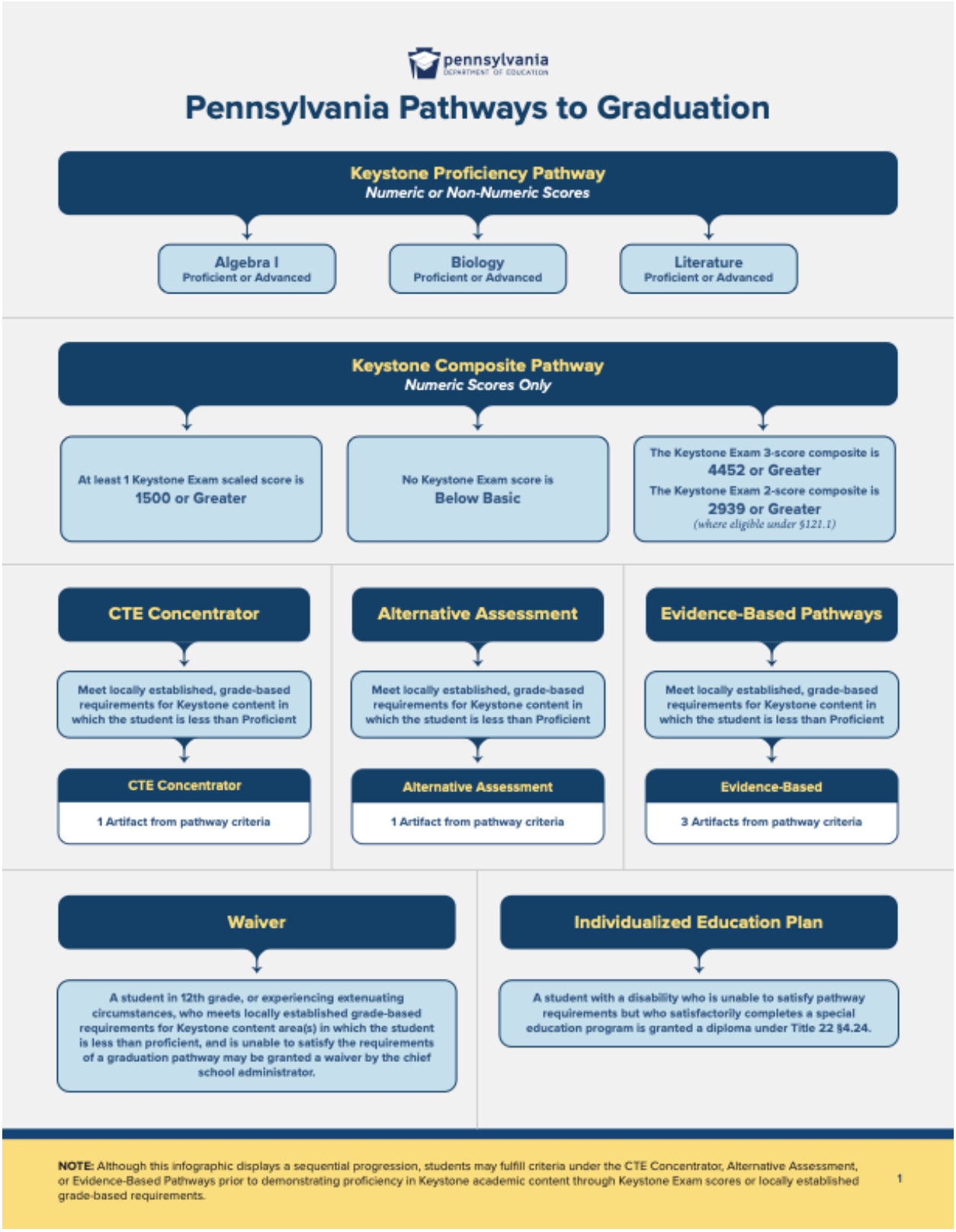
Science options:
- Astronomy
- Geology
- Marine Biology
- Meteorology
- Physics (AP, Advanced, or Waves/Mechanics)
- Anatomy and Physiology Honors
- AP Biology
- Advanced Chemistry

Physical Education (student choice)
YES 1
Personal Finance (junior or senior year)
Elective courses

Senior Schedule
English 12 A/B or Honors English 12 or AP Literature or AP Language
Economics and World Tensions
Integrated Math, Pre-Calculus, Statistics, AP Statistics, Calculus
- AP Calculus, or Accounting

Science options:
- Astronomy
- Geology
- Marine Biology
- Meteorology
- Physics (AP, Advanced, or Waves/Mechanics)
- Anatomy and Physiology Honors
- AP Biology
- Advanced or AP Chemistry
- AP Environmental Science

Physical Education (student choice)
Senior Research Project
Personal Finance (junior or senior year)
Elective courses


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DEPARTMENT OF EDUCATION
Pennsylvania Pathways to Graduation
Keystone Proficiency Pathway
Numeric or Non-Numeric Scores
Algebra I
Proficient or Advanced
Biology
Proficient or Advanced
Literature
Proficient or Advanced
Keystone Composite Pathway
Numeric Scores Only
At least 1 Keystone Exam scaled score is
1500 or Greater
No Keystone Exam score is
Below Basic
The Keystone Exam 3-score composite is
4452 or Greater
The Keystone Exam 2-score composite is
2939 or Greater
(where eligible under §121.1)
CTE Concentrator
Meet locally established, grade-based requirements for Keystone content in which the student is less than Proficient
CTE Concentrator
1 Artifact from pathway criteria
Alternative Assessment
Meet locally established, grade-based requirements for Keystone content in which the student is less than Proficient
Alternative Assessment
1 Artifact from pathway criteria
Evidence-Based Pathways
Meet locally established, grade-based requirements for Keystone content in which the student is less than Proficient
Evidence-Based
3 Artifacts from pathway criteria
Waiver
A student in 12th grade, or experiencing extenuating circumstances, who meets locally established grade-based requirements for Keystone content area(s) in which the student is less than proficient, and is unable to satisfy the requirements of a graduation pathway may be granted a waiver by the chief school administrator.
Individualized Education Plan
A student with a disability who is unable to satisfy pathway requirements but who satisfactorily completes a special education program is granted a diploma under Title 22 §4.24.
NOTE: Although this infographic displays a sequential progression, students may fulfill criteria under the CTE Concentrator, Alternative Assessment, or Evidence-Based Pathways prior to demonstrating proficiency in Keystone academic content through Keystone Exam scores or locally established grade-based requirements.
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DEPARTMENT OF EDUCATION

Pathway Criteria

CTE Concentrator

1 Artifact

- Industry-based competency certification
- Likelihood of industry-based competency assessment success
- Readiness for continued engagement in CTE Concentrator program of study

Alternative Assessment

1 Artifact

- Attainment of one alternative assessment score or better: ACT (21), ASVAB AFQT (31), PSAT/NMSQT (970), or SAT (1010)
- Attainment of Gold Level or better on ACT WorkKeys
- Attainment of 3 or better on AP Exam(s) related to each Keystone content area in which less than Proficient
- Attainment of 4 or better on IB Exam(s) related to each Keystone content area in which less than Proficient
- Successful completion of concurrent enrollment course(s) related to each Keystone content area in which less than Proficient
- Successful completion of a pre-apprenticeship program
- Acceptance into accredited, non-profit Institution of Higher Education (IHE) 4yr program for college-level coursework

Evidence-Based

3 Artifacts consistent w/student goals

ONE or more from Section One
No more than TWO from Section Two

Section 1

- Attainment of 630 or better on any SAT Subject Test
- Attainment of Silver Level or better on ACT WorkKeys
- Attainment of 3 or better on any AP Exam
- Attainment of 3 or better on any IB Exam
- Successful completion of any concurrent enrollment or postsecondary course
- Industry-recognized credentialization
- Acceptance into accredited, non-profit Institution of Higher Education (IHE) for college-level coursework in an other-than-4yr program

Section 2

- Attainment of Proficient or Advanced on any Keystone Exam
- Successful completion of a service-learning project
- Letter guaranteeing full-time employment or military enlistment
- Completion of an internship, externship, or cooperative education program
- Compliance with NCAA Division II academic requirements

2

KEYSTONE INFORMATION FOR PARENTS OR GUARDIANS

What are the Keystone Exams?
The Keystone Exams are end-of-course assessments designed to evaluate proficiency in academic content. Beginning with the class of 2022–2023, students must demonstrate proficiency on the Algebra I, Literature, and Biology Keystone Exams to graduate or fulfill one of the other pathways provided to graduate. Students will be offered multiple opportunities to take the Keystones throughout their high school career.

Who will participate in the Keystone Exams? In 2012–13, the Algebra I, Literature, and Biology Keystone Exams replaced the 11th-grade Pennsylvania System of School Assessments (PSSA) in math, reading, and science for purposes of student, educator, and school accountability. Students should take the Keystone Exams at or near the end of a Keystone-related course. The students' results are banked until their junior year for accountability purposes and until their senior year for graduation purposes. Some students who previously completed a Keystone-related course but did not take the Keystone Exam will also participate for accountability purposes. All students who take a Keystone Exam may retake the exam.

When will the exams be offered?
The Keystone Exams will be administered three times each year—winter, spring, and summer. Specific administration dates will be published by the Pennsylvania Department of Education.

Who decided what Keystone Exams should measure? Groups of educators from across Pennsylvania chose the areas of knowledge on which the Keystone Exams are based. The groups included teachers, supervisors, curriculum directors, and college specialists. Other groups of Pennsylvania educators also reviewed, edited, and approved exam questions.

What is assessed on the Keystone Exams?
Pennsylvania adopted the Pennsylvania Core Standards; standards aligned with expectations for success in college and the workplace. The Keystones are designed to measure these standards.

How long is a Keystone Exam administration?
There is no time limit for a student to complete a Keystone Exam. Each Keystone Exam should take the typical student two to three hours to complete. There are two modules on each test, and each module (or Test Session) of the Keystone Exam should take one to 1.5 hours to complete. Districts can administer the Keystone Exam modules across two days or divided across the morning and the afternoon of the same day.

What are the available formats for administering the Keystone Exams?
The Keystone Exams are online and paper and pencil formats. Makeup exams will also be administered within the testing window.

Will students have an opportunity to experience online testing before taking a Keystone Exam online?
Tutorials and online training programs have been developed for the Keystone Exams. The PA Online Assessment Student Tutorial uses pictures, motion, and sound to present visual and verbal descriptions of the properties and features of the PA Online Assessment system. Students are allowed to repeat the Student Tutorial as often as desired and needed. The Online Tools Training (OTT) provides an introductory experience using the PA online assessment software allowing students to observe and try out features of the PA online assessment software prior to the actual assessment. Within the OTT, students also have the opportunity to practice typing responses in a narrative format, graphing functions, interacting with technology-enhanced questions, and entering equations using an equation builder tool. The online exam also has a "Help" feature that is available to the student during the exam.

What types of questions are on the Keystone Exams?
The Keystone Exams will include multiple-choice, technology-enhanced, and constructed-response, or open-ended, questions. For each Keystone Exam, approximately 60 percent to 75 percent of the total score will be from multiple-choice questions and 25 percent to 40 percent of the total score will be from constructed-response questions.

How are the written responses to constructed-response questions scored?
The written (typed) responses for constructed-response questions are scored by evaluators trained in applying a pre-determined scoring system. Scores are based on content only. Spelling and punctuation are not included as part of the scoring process. Most constructed-response questions require students to show their work or explain their reasoning. These Keystone Exam questions will ask students to explain, analyze, describe, or compare. Some questions will also require students to perform calculations or create graphs, plots, or drawings.

How are the results reported?
Keystone Exam scores will be processed as quickly as possible and provided to the districts. Two copies of the individual student report for all Keystone Exams will be sent to the school districts and charter schools. One copy should be sent home to parents/guardians; the other is kept by the school/ district. School-level reports will be used for curricular and planning purposes. School districts and charter schools may publish the results of Keystone Exams for each school. The state will also release school-by-school exam data.

May parents see the Keystone Exams?
Parents and guardians may review the Keystone Exams if they believe they may be in conflict with their religious beliefs by making arrangements with the School Test Coordinator once the exams arrive at the school. Confidentiality agreements must be signed, and no copies of the Keystone Exams or notes about exam questions will be permitted to leave the school. If, after reviewing the Keystone Exams, parents or guardians do not want their child to participate in one or all of the exams due to a conflict with their religious beliefs, they may write a letter indicating they have a religious objection to the school district superintendent or charter school CAO to request their child be excused from the exam(s). Report Testing Irregularities Parents/guardians who believe that a testing irregularity may have occurred may email ra-edirregularities@pa.gov to report the incident. For additional information about the Keystone Exams, visit the PDE website at https://www.pa.gov/en/agencies/ education.html or contact the SHAHS Main Office at (570) 385-6717.

THREE SCORE COMPOSITE SCORE INFORMATION
If a SHAHS student has successfully met the "Composite Pathway" graduation requirement for the Pa Department of Education's Act 158 guidelines (page 12), they do not need to retest in any Keystone exam for graduation purposes. However, should your student wish to schedule Honors and/or Advanced Placement (AP) courses any point during their time at SHAHS, they must score Proficient or Advanced in all Keystones as a composite score does not suffice as any higher level course prerequisite. Therefore, your student would need to retest.

Composite contracts will be mailed home prior to the winter and spring testing windows. By signing and returning this form, parent/guardian and your student are declining the option to request any future Honors and/or Advanced Placement (AP) courses in the subject areas of the Keystone exams your student did not score Proficient or Advanced. If no signature is received, your student will be retesting for any Keystone exam they did not score proficient or advanced. Questions can be directed to the high school at (570) 385-6717.

SHAHS CREDIT REQUIREMENTS

All students must successfully complete a minimum of 24.50 credits during 9th through 12th grades in order to graduate. All required courses in a track must be passed in order to graduate. Students must also complete a community service requirement of a minimum of 48 hours. Opportunities for credit recovery can be arranged through the school counselor. Each student must schedule one credit of mathematics, science, social studies, and English and a half a credit of physical education each year.

All students must schedule between a minimum of six credits and a maximum of eight credits per school year. Seniors are the only students that may be scheduled for a maximum of 8.25 credits, as it includes the required senior research project. Students may have no more than two study halls during a school day. All students are encouraged to work with the school counselor to understand specific admissions requirements of any postsecondary institution they wish to apply to during their senior year.

GRADE POLICY

The following policy applies to all courses in the high school. Its purpose is to provide a balanced and fair system of grading. Students should pay close attention to the determination of a final grade. Students must have at least the minimum academic points accumulated and meet course requirements. **A student can fail a course with any average if course requirements are not met**.

GRADING SCALES

SHAHS uses the following numerical cut-off points and comments:

A	93 – 100	Excellent	I	Incomplete Work (Failure unless completed)
B	84 – 92	Good	M	Medically Excused
C	76 – 83	Average	S	Satisfactory
D	69 – 75	Passing	U	Unsatisfactory
F	0 – 68	Failure	O	Outstanding

LOWEST PERCENTAGE GRADE EARNED

The lowest report card grade per marking period is listed below:

	MARKING PERIODS			
	1	2	3	4
Full Year Course	55	0	0	0
Fall Semester Course	0	0		
Spring Semester Course			0	0

ACADEMIC FAILURE

If a student does not receive the minimum number of points for any given course, it is deemed an academic failure, which requires that a course be repeated. Students who receive an academic failure may make up a course in one of several ways following consultation with the teacher involved, the school counselor and with approval of the principal:

1. Repeat the entire course.
2. Attend summer credit recovery (summer school). A student who elects to repeat the course through summer credit recovery must maintain a minimum final grade of no less than 50% in that course. Any student who has a final grade below a 50% will not be eligible for summer credit recovery without the permission of the principal.

The final average for all other courses will be the numerical average of all marking period grades

FAILURE FOR COURSE REQUIREMENTS

When the minimum number of points has been met but a student has not completed some parts of the course such as a project, term paper or other requirement, the student shall be given a failing grade for the course. **A listing of the requirements shall be noted on the syllabus filed by the teacher in the Main Office.**

HONOR ROLL
At the conclusion of each grading period, honor roll is published in the local newspapers and posted to the school district's social media. To be eligible for honor roll or distinguished honor, a student must meet the following criteria:

Distinguished Honor Roll – All grades must be a 93% or higher; students may not have any unsatisfactory marks.
Honor Roll – All grades must be an 84% or higher; students may not have any unsatisfactory marks.
An incomplete or unsatisfactory grade will exclude a student from honor roll.

INCOMPLETE GRADES
All incomplete grades assigned by teachers must be made up by the student within **three weeks** following the close of the marking period. If they are not made up at that time, these grades will convert to a zero.

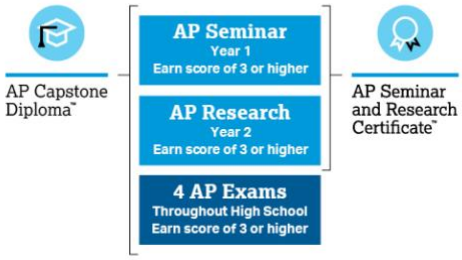
MEDICAL EXEMPTION
Medical exemptions due to diagnosed conditions are addressed through specific provisions for student attendance and/or accommodations. The process for a medical exemption from a class assignment involves a discussion with school administration and potentially a healthcare provider to determine the necessary accommodations or alternative educational arrangements under applicable laws and regulations.

QUALITY POINTS and CLASS RANK
To compute quality points for a regular course, the final course percentage is multiplied by the credit value of the course. To compute quality points for an honors level class, the final course percentage is multiplied by the credit weight of 1.25 if the final grade is an 84% or higher. To compute quality points for an AP course, the final course percentage is multiplied by the credit weight of 1.33 if the student successfully completes the AP exam, and the final grade is an 84% or higher. The student with the most quality points earned will be ranked first in the class.

AP COURSES
All students who schedule an AP course **must** take the respective AP exam.

AP Biology	AP Chemistry	AP Literature & Composition
AP Calculus AB	AP Computer Science Principles	AP Seminar
AP Calculus BC	AP Environmental Science	AP Research
CLEP Accounting	AP Language & Composition	AP Statistics

The AP Seminar and Research Certificate is granted to students who earn scores of 3 or higher in both AP Seminar and AP Research. This diagram illustrates the requirements of each award.



HONORS COURSES

Honors Algebra II	Anatomy and Physiology Honors	Honors English 9, 10, 11, and 12
Honors Geometry	Honors Biology	German 3, German 4
Honors Precalculus	Honors Chemistry	Beyond the Textbook German
Spanish 3, Spanish 4	Advanced Chemistry	
Beyond the Textbook Spanish	Advanced Physics	

PROMOTION POLICY

The following are the minimum of credits needed for students to be promoted to the next grade level:

Freshman	0 - 5.0 credits
Sophomore	5.1 - 11.0
Junior	11.1 - 17.0
Senior	17.1 and above (24.50 credits are needed for graduation)

Students may take courses designated for the next level, but will not attain that status until the minimum number of credits is earned.

GRADUATION POLICY

A student must successfully complete all required courses in order to graduate. Students must also complete the community service requirement (minimum 48 hours) and the senior project as well. Students who have met all requirements shall be awarded a diploma so long as all financial and other obligations have been met. Students must meet all graduation requirements in order to participate in graduation activities, including participating ("walking") during the graduation ceremony. Students who owe money, parts of uniforms, or other obligations to the school shall receive a blank diploma. Upon paying the obligation or returning parts of uniforms in good condition, the diploma can be secured from the high school office.

COMMUNITY SERVICE

All SHAHS students are required to complete a total of 48 hours of community service. Twelve hours a year are required for those students who transfer into the high school.

FINANCIAL AND OTHER OBLIGATIONS IN GENERAL

Students must meet financial and other obligations in order to receive their diploma. Diplomas are held in the Main Office **until the obligations are met**. Obligations include but are not limited to:

1. Overdue library books
2. Money owed for lost books (text and library)
3. Uniforms and parts of uniforms
4. Items loaned to the student by the school

Any parent or student submitting a check to the school district that is returned due to insufficient funds will be required to pay a $15.00 service charge to the Schuylkill Haven School Activity Account.

DROPPING AND ADDING CLASSES

Students may drop or add a year-long course during the first six (6) days of the school year. Semester courses may be added or dropped during the first three (3) days of the semester. Students may NOT drop or add classes after those times. Under extreme circumstances, students may be allowed to drop a class, but only with the permission of the principal and school counselor. If a course is dropped from the student's roster after the drop/add period, a withdraw failure (WF) will be printed on the student's transcript. Lunch periods and teacher requests will not be honored.

REPORT CARDS

Beginning with the 2026-27 school year, report cards will no longer be printed. Quarterly grades will continue to be posted to Power School at the end of each nine-week marking period during the school year.

DUAL ENROLLMENT

Schuylkill Haven Area School District partners with Pennsylvania State University (Schuylkill Campus) for dual enrollment. This program offers students the opportunity to explore career options in the higher education environment while potentially gaining college credit while still in high school. Dual enrollment is open to Schuylkill Haven Area High School juniors and seniors. In order to participate students must:

- Conference with the school counselor
- Meet entrance requirements of the institution of higher education

- Obtain parent permission
- Understand all aspects of the program listed below
- Fulfill financial responsibilities

CLASSES HELD AT PENN STATE, SCHUYLKILL CAMPUS

- Classes will be held on Penn State Schuylkill's campus
- Students will need two (2) Schuylkill Haven periods "blocked out" in their schedule
- Numerical Grade: Equivalency (see below)
- Credit: Penn State Schuylkill courses count as an Elective. A PSU 3 credit semester course will be .5 Haven credit.
- Quality points: final grade is multiplied by 1.0 (no weight)
- Credit limit for the grades remain (8 –Juniors / 8.25 – Seniors). If a student has the maximum amount of Schuylkill Haven credits scheduled and then takes a PSU class at night, the Penn State class cannot substitute for Schuylkill Haven credit.
- Only Fall and Spring Semesters count for Schuylkill Haven (PSU summer school courses do not count)
- Students must meet Penn State's admission criteria (Juniors: Standardized test score [PSAT, SAT, ACT], school/administrative recommendation, transcripts, possible placement test; Seniors: school/administrative recommendation and transcripts).
- Students would report to study hall when not on the university's campus or when the course ends. On alternate days when the university class is not held, students will be scheduled into an appropriate class or study hall.
- Students are expected to sign in and out of the building.
- PSU grading/academic policies (not Schuylkill Haven's) apply for the course being taken
- Any concerns about the course/professor/grade must be directed to PSU (not Schuylkill Haven).
- Drop/add procedures will follow PSU and Schuylkill Haven's policies
- Students must sign PSU's permission slip to release their grades to Schuylkill Haven
- Students will be responsible for all tuition and fees and provide their own transportation

CLASSES HELD AT SCHUYLKILL HAVEN AREA HIGH SCHOOL

- Classes will be held in Schuylkill Haven Area High School during the regular school day during 10th period.
- Courses will be a blended format of both in person and virtual instruction.
- Numerical grade will be equivalent to the SHAHS grading scale.
- Penn State Schuylkill courses count as an elective. A PSU 3 credit semester course will be .5 Haven credit.
- The final grade of the course is multiplied by the credit value of 1.33 if the final grade is an 84% or higher, similar to AP courses.
- Credit limit for the grades remain (8 –Juniors / 8.25 – Seniors).
- Students must meet Penn State's admission criteria (Standardized test scores [PSAT, SAT, ACT], school/administrative recommendation, transcripts, and/or possible placement test).
- PSU grading/academic policies and Schuylkill Haven's apply for the course being taken.
- Any concerns about the course/professor/grade must be directed to PSU and Schuylkill Haven.
- Drop/add procedures will follow PSU and Schuylkill Haven's policies.
- Students must sign PSU's permission slip to release their grades to Schuylkill Haven.
- Students will be responsible for all tuition and fees.

Emerging Health Professionals dual enrollment classes through the Schuylkill Technology Center and Penn State Schuylkill fall within the above guidelines as well.

VIRTUAL ACADEMY/ABLE (A Blended Learning Environment)

Schuylkill Haven Area High School offers its students a unique opportunity to participate in a virtual learning environment. Any student interested in this option should consult with the school counselor and principal to explore the possibilities of enrolling in the program. All interested students need the approval of the high school principal. If a student is failing at any point in a virtual course, they may be referred for truancy and/or be scheduled to return to the building.

Division I Academic Standards

Division I schools require you to meet academic standards. To be eligible to practice, compete and receive an athletics scholarship in your first year of full-time enrollment, you must meet the following requirements:

DIVISION I

1. Earn 16 NCAA-approved core-course credits in the following areas:

ENGLISH	MATH (Algebra I or higher)	SCIENCE (Including one year of lab, if offered)	EXTRA ENGLISH, MATH OR SCIENCE	SOCIAL SCIENCE	ADDITIONAL Any area listed to the left or world language, comparative religion or philosophy
4 years	3 years	2 years	1 year	2 years	4 years

2. Complete your 16 NCAA-approved core-course credits in eight semesters from your initial start of ninth grade. If you graduate from high school early, you still must meet core-course requirements.
3. Meet the 10/7 requirement by completing 10 of your 16 NCAA-approved core-course credits, including seven in English, math or science, before the start of your seventh semester.



Before the start of your seventh semester, any core course needed to meet the 10/7 requirement can be replaced or repeated for a higher grade. Visit on.ncaa.com/10/7requirement to learn more.

After the start of your seventh semester, the Eligibility Center will use the best combination of core courses to meet the 10/7 requirement.

» Students with solely international academic credentials (including Canada) are not required to meet the 10/7 requirement.

4. Earn a minimum 2.3 core-course GPA.
5. Ask your high school counselor to upload your final official transcript with proof of graduation to your Eligibility Center account.
6. Receive academic and amateurism certifications from the Eligibility Center.

Example Schedule

How to Plan Your High School Courses to Meet the 16 Core-Course Requirement

4 x 4 = 16

9th GRADE	10th GRADE	11th GRADE	12th GRADE
(1) English	(1) English	(1) English	(1) English
(1) Math	(1) Math	(1) Math	(1) Math
(1) Science	(1) Science	(1) Science	(1) Science
(1) Social science and/or additional	(1) Social science and/or additional	(1) Social science and/or additional	(1) Social science and/or additional
4 CORE COURSES	4 CORE COURSES	4 CORE COURSES	4 CORE COURSES

COURSE OFFERINGS

- DENOTES THAT A KEYSTONE EXAM WILL BE ADMINISTERED AT THE CONCLUSION OF THAT CLASS



ART DEPARTMENT

H501 Intro to Ceramics (Grades 9-12)
An introduction to the following hand-building pottery techniques: Pinch Pot, Double Pinch Pot, Coil Pot, Tile, Mug & Slab Box. After learning these techniques, students will have the opportunity to pick and choose what technique(s) to use that will best suit their individual ideas to create an independent final project. Additionally, students will learn how to safely glaze pottery.
Prerequisite: None
6 days per cycle
Semester Course (0.5 Credit)

H502 Ceramics 1 (Grades 10-12)
If you enjoyed your time in Intro to Ceramics and want to use what you learned to make more advanced projects, it is time for Ceramics 1. You will be expected to build off of what you already know, learn a few new building and glazing techniques and start to pursue your own interests in clay. It is recommended that you earned an 84% or higher in Intro to Ceramics.
Prerequisite: Introduction to Ceramics, 84% or better
6 days per cycle
Semester Course (0.5 Credit)

H503 Ceramics 2 (Grades 11-12)
Students will continue to develop hand building and glazing techniques that have been introduced in both Intro to Ceramics and Ceramics 1. The Ceramics 2 student will be expected to implement learned techniques to create more advanced projects while working towards building a uniform body of work. The successful Ceramics 2 student has a good work ethic and takes advantage of provided resources.
Prerequisite: Ceramics 1 (84% or better)
6 days per cycle
Semester Course (0.5 Credit)

H504 Photography 1 (Grades 9-12)
Students are introduced to traditional, black & white 35mm film photography. Not only will you learn how to take more successful photographs, but how to safely develop your own film and photographs in the darkroom as well. We provide the cameras, film and materials. You will just need to be motivated to learn important safety information and a few technical procedures in order to succeed.
Prerequisite: None
6 days per cycle
Semester Course (0.5 Credit)

H510 Design 1 (Grades 9-12)
Design 1 focuses on the Elements and Principles of Design through the creation of 2 dimensional art work. This course is designed for the 9th-12th grade student who has an interest in art. Design 1 students will be introduced to a variety of media and techniques including: Drawing, Painting, Collage, Relief Printmaking, Collagraph Printmaking, Screen Printing and Reduction Printmaking.
Prerequisite: None
6 days per cycle
Semester Course (0.5 Credit)

H526 Portfolio Preparation (Grade 12)
This is the capstone course for the serious art student looking to pursue art school after graduation. The goal of the Fall Semester is to build a well-rounded portfolio which is required for applying to art school.

During the Spring Semester, the Port Prep student will explore areas of particular interest and continue to build upon their portfolio by substituting weaker work with new projects as needed. Students are required to organize and display their own work in the art show during Spring Fair. their work at the culmination of the school year.
Prerequisite: Two (2) or more art classes, and one (1) advanced art class (ex. Ceramics 1, 2,3, Photography 2, Painting 2, Illustration, or Drawing)
6 days per cycle
Year Course (1.0 Credit)

H528 Foundations in Art (Grades 9-12)
This class introduces students to the core principles and elements of art through a variety of 2D and 3D projects. In this course, students will explore essential techniques in drawing, painting, sculpture, and mixed media, building a strong base in both skill and creativity. Through hands-on activities, they'll experiment with materials, develop their artistic voice, and gain a deeper understanding of how to create and analyze visual art. This course sets the stage for further art studies and personal artistic growth.
Prerequisite: None
6 days per cycle
Semester Course (0.5 Credit)

H530 Drawing (Grades 9-12)
This is not the place to draw cartoons, anime, or anything of that nature (Illustration and Foundations in Art would be a better option). Drawing is one of the more difficult classes that we offer, as we learn how to draw from observation. This means we are "drawing what we see", and not from our imagination or from pictures. This is an excellent class for students who want to become better artists and make more realistic artwork. Don't let that scare you! You will become a better drawer no matter what skill level you enter this class with, as long as you are willing to put in the work and practice.
Prerequisite: None
6 days per cycle
Semester Course (0.5 Credit)



BUSINESS AND TECHNOLOGY DEPARTMENT

H812 Accounting 1 (Grades 9-12)
This first year accounting course will give students a thorough background in the basic accounting procedures used to operate a business. The accounting procedures presented will also serve as a sound background for employment in office jobs and preparation for studying accounting in college. Accounting 1 provides complete coverage of accounting for proprietorship type service and businesses and introduces accounting for service and merchandising corporations. The complete accounting cycle covering analyzing transactions, journalizing, posting, petty cash, financial statements, and adjusting and closing entries is presented. Special journals are introduced near the midpoint of the course.
Prerequisite: None
6 days per cycle
Year Course (1.0 Credit)

H814 CLEP College Accounting (Grades 11-12)
(Advanced Placement Level Course)
This course will introduce accounting principles and procedures to the business and non-business student alike using a college text and taught at a college pace. Students planning on a career in accounting will benefit greatly from this class. College prep and academic students planning on majoring in accounting, management, marketing, finance, law, medicine, or education will find this course essential for their continued studies in their chosen field. Students planning on opening their own business in the future should not pass up this course. At the course completion, students will take the CLEP test, which if passed, will grant college credit at colleges and universities in Pennsylvania.
Prerequisite: Successful completion of Accounting 1 or an 84%
overall average in all classes.
6 days per cycle
Year Course (1.0 Credit)

H07340 Internship (Grades 11-12)
This program is open to juniors and seniors and involves exposure to a particular career and release time from school for structured work experience in a business, a non-profit organization, an educational setting, or some other workplace. The purpose of this program is to prepare our students for the world of work and to have them examine their career interests and opportunities for continuing education. Students are released from school each day to complete their internship for academic credit.
It is mandatory for students who wish to participate in this program to have their own transportation or be able to walk to their internship. Students must also attend an orientation meeting with coordinator(s) to acquaint themselves with the program.
Prerequisite: None
6 days per cycle
Semester Course (0.5 Credit)

H827 Personal Finance and Investments (Grade 10-12)
Students will explore sources of personal income, saving and consumer spending patterns. They will develop techniques for planning and budgeting, consumption, expenditures and saving, with special emphasis on the use of saving allocations to achieve personal goals; real property, insurance, financial investment, retirement, estate and tax planning. This course will inform students how individual choices directly influence occupational goals and future earnings potential. Students will design personal and household budgets utilizing checking and saving accounts, gain knowledge in finance and debt and credit management. This course will provide a foundational understanding for making informed personal financial decisions leading to financial independence.
Prerequisite: None
6 days per cycle
Semester Course (0.5 Credit)
Will be used as Graduation Requirement in conjunction with YES 1.

H855 YES 1 (Grades 11-12)
H856 YES 2 (Grades 11-12) - For those wishing to receive YES certificate. (TABE Math, Reading Assessment, 95% or better attendance, Wonderlic Score of 21, drug screening)
This employability skills program is designed to prepare students to meet the needs of the employment community and to develop a student's employability skills. The seven major areas of study are: communication, teamwork, personal development, technology, safety and health, quality, and math. The goal of the course is for students to develop working knowledge and behaviors which will enhance their ability to acquire and retain employment in the 21st century. Students meeting the requirements may earn the YES certificate through this course.
**Students who wish to complete the YES Certification Program must meet the requirements for both YES 1 & YES 2.
Required for Graduation: YES 1
Prerequisite: None
6 days per cycle
Semester Course (0.5 Credit)



H703 Driver's Education (Grades 10-12)
Driver's Education is a course designed to teach students knowledge and understandings about their psychophysical characteristics and limits, their rights and duties as a member of society; and their obligation to observe natural and man-made laws. The students also learn skills and abilities necessary to cope with the dangers of modern driving environments; and they learn techniques necessary for survival with emphasis on "Defensive, Sportsman-Like Driving." This psychological and sociological training develops socio-economic attitudes and habits conducive to an "accident free life" necessary for one to enjoy freedom and mobility.
Prerequisite: None
6 days per cycle
Marking Period Course (0.25 Credit)



ENGLISH DEPARTMENT

H201-H202 English 9A/B (Grade 9)

Students will build skill sets in the areas of reading, writing, listening, speaking, analyzing, and critical thinking through the study of various fiction and non-fiction texts. Additional figurative language, vocabulary, grammar, and independent reading studies will be vital elements of the course. Students will study a wide range of texts from multiple genres in order to learn to read them for meaning and to learn to express thoughts and reactions both in writing and in robust class discussion.
Prerequisite: None
6 days per cycle
Year Course (1.0 Credit)

H204 Honors English 9 (Grade 9)

This is an accelerated class that requires students to think deeply and richly about both fiction and non-fiction and to write proficiently in a number of different styles. Students will complete an independent reading project that requires them to take charge of their own learning in order to create a more meaningful educational experience. Students should expect to build skill sets in the areas of reading, writing, listening, speaking, analyzing, and critical thinking, and additional studies in figurative language, vocabulary, grammar, and independent reading will be vital elements of the course. They should also expect a rigorous, challenging, active experience in the course. This class requires completion of summer work. Summer work will be obtained from the teacher at the end of the previous school year. This work will be assessed on the first day of school; any student who has not completed the work at that time will be dropped from the course.
Prerequisite: 93% or higher in English 8.
6 days per cycle
Year Course (1.0 Credit)

H218 Speech (Grades 10-12)

Speech is a dynamic course designed to develop students' communication, critical thinking, and presentation skills. Students will explore a variety of speech formats, including informative, persuasive, impromptu, and group presentations. Emphasis is placed on effective research, organization, delivery, and the use of visual and digital aids to enhance communication. The course also focuses on developing confidence, active listening, and collaboration, while strengthening 21st-century skills such as analytical thinking, creative problem-solving, and technological literacy. Through practice and feedback, students will become confident, articulate speakers prepared for academic and personal success.
Prerequisite: Completion of English 10 or Honors English 10
6 days per cycle
Semester Course (0.5 Credit)

H231 AP Language and Composition (Grade 11-12)

This college-level course is designed to engage students in becoming skilled readers and writers of non-fiction, argumentative, rhetorical texts. Students should expect to hone their skills in areas such as rhetorical analysis, argumentative writing, and debate. They will be expected to analyze texts and speak and write about them with collegiate-level expectations in place for both the amount of and the quality of their work. Students are expected to complete summer work, which they must obtain from the teacher at the end of the previous school year. This work will be assessed on the first day of school. Any student who has not completed the work at that time will be dropped from the course.
studentPrerequisite: 93% or higher in English 10/11 or Honors English 10/11 and/or teacher recommendation.
6 days per cycle
Year Course (1.0 Credit)

H236 AP Literature and Composition (Grades 12)

This course is designed to perfect techniques needed to read and evaluate college level reading material. Students are expected to be able to handle a taxing workload. Summer work will be obtained at the end of the previous school year from the teacher. This work will be assessed the first week of school; any student who has not completed the work at that time will be dropped from the course. At completion of the course a student may take an Advanced Placement test whereby college credit may be earned. Students are expected to complete summer reading and other assignments. Writing and revision are stressed as is attendance. Class participation is an integral part of the grade. .

Prerequisite: Prerequisite: 90% or higher in Honors English 11 or AP Language, 93% or higher in English 11, and/or teacher recommendation
6 days per cycle
Year Course (1.0 Credit)

H241 Storytelling and Dialogue (Grades 9-12)
In this elective, we will explore the connections between stories and our own lives through the study of films, books, plays, and other storytelling formats. Students will be asked to think both critically and creatively as they consider how stories help us to learn about ourselves and the world around us and how they help us learn what it's like to walk a mile in someone else's shoes. Be prepared to analyze the texts as we read and watch, participate in daily class discussions, and to create your own stories as we go in depth to determine what our stories have to tell us about ourselves and our place in the world!
Prerequisite: None
6 days per cycle
Semester Course (0.5 Credit)

H244 Creative Writing (Grades 11-12)
This semester-long elective course will be open to interested juniors and seniors who have earned an 80% or better in their previous English classes. Elements of writing such as voice, narration, dialogue, character, theme, tone, and story will be stressed. Genres will include poetry, short stories, and script writing. Much of the writing will be completed in class to allow for peer editing; therefore, students will be expected to share some of their writing with other members of the class.
Prerequisite: None
6 days per cycle
Semester Course (0.5 Credit)

H250-H255 English 10 (Grade 10)
English 10A/B focuses on American Literature, writing, research, vocabulary, and speech. Students engage with classic and contemporary texts, including short stories, poetry, essays, speeches, and a play. The course develops writing skills along with organization, clarity, and effective use of evidence. Students also build speech and presentation skills, using research, visual aids, and collaboration to enhance communication. Emphasis is placed on 21st-century skills, including critical and creative thinking, technological literacy, and teamwork.
Prerequisite: Completion of 9th grade English requirement
6 days per cycle
Year Course (1.0 Credit)

H251 Honors English 10 (Grade 10)
Honors English 10 is a course designed to challenge students and promote academic excellence in American Literature. The curriculum emphasizes analytical and creative thinking, technological literacy through research, vocabulary, speech, writing, and the study of both fiction and nonfiction texts. A major focus of the course is developing writing skills. Students will learn to craft clear, well-structured analytical essays, strengthen their persuasive writing, and refine their voice through creative and narrative pieces. They will also practice incorporating textual evidence effectively as well as revising their work for clarity. Students enrolled in this course must be self-motivated, willing to actively participate in class, and possess strong reading and writing skills. **Summer reading and writing assignments are required.**
Prerequisite: 93% average in English 9A/B or Honors English 9.
6 days per cycle
Year Course (1.0 Credit)

H260-H265 English 11 (Grade 11)
The Junior English program is comprised of two semesters: 11A and 11B. *Students must complete a research paper as a graduation requirement*

English 11A: Research and reading skills are emphasized. Students will study Academic Honesty and MLA Format for writing a research paper. They will complete the research process throughout the course of the semester, culminating with a research project-consisting of a paper, slides, and presentation.
Students will also study various literary element through the reading and analyzing of texts from British Literature: from the English Renaissance, the 20th century, and an independent novel. In addition, multiple vocabulary units will be utilized, reflecting the vocabulary found in the readings. Oral and written responses, class participation, projects, essays, quizzes and tests are used to assess student progress.

Prerequisite: Completion of 10th Grade English Requirement
6 days per cycle
Year Course (1.0 Credit)

English 11B: English Literature will be emphasized. Students will study English Literature and the history of the English Language. Emphasis will be placed on reading comprehension skills and analysis. Students will also examine major historical influences on the language and literature of the time: *Beowulf, The Canterbury Tales*, and Arthurian Legend. Readings will also include a novel from the 20th century and an independent novel. Multiple vocabulary units will be utilized, reflecting the vocabulary found in the readings. Oral and written responses, class participation, projects, essays, quizzes and tests are used to assess student progress.
Prerequisite: Completion of 10th Grade English Requirement
6 days per cycle
Year Course (1.0 Credit)

H261 Honors English 11 (Grade 11)
This course requires the completion of extensive reading and writing assignments. Students will complete activities that provide for the transition to Advanced Placement or Honors English 12 course work. Required assignments include reading, analyzing, interpreting, discussing, and writing papers on works of literature that are challenging in terms of length and complexity. Materials used include texts from world literature with an emphasis on British novels, poetry, Shakespearian dramas, and informational texts. Students will also complete an academic research paper in MLA format as a course requirement. Entrance to the course is earned by grade point average and requires and English teacher's signature and completion of summer work. Summer work will be obtained at the end of the previous school year from the teacher. This work will be assessed the first week of school. Any student who has not completed the work at that time will be dropped from the course.
Prerequisite: 93% or higher in respective English 10 class.
6 days per cycle
Year Course (1.0 Credit)

H270-H275 English 12 A/B (Grade 12)
The senior English program is designed to expose students to a variety of works from a wide range of perspectives. Through the examination of various novels and poems, as well as related media, students will explore multiple themes relating to culture, society, and the individual. While novel reading is emphasized, research and the Senior Project will also be addressed. The ultimate goal of the course is to refine students' critical, analytical reading skills in an effort to help them be as prepared as possible for their post-high school endeavors.
Prerequisite: Completion of 11th Grade English Requirement
6 days per cycle
Year Course (1.0 Credit)

H281 Honors English 12 (Grade 12)
The Honors English 12 course requires the completion of extensive reading and reflection assignments. Students will complete activities that provide for an easy transition to college learning experiences. Required assignments include reading, discussing and writing about works of literature that are challenging in terms of length and complexity. Materials used include novels, plays, poems, and non-fiction memoirs. Entrance to the course is earned by grade point average, recommendation of 11th grade teacher, and completion of summer work. Summer work will be obtained at the end of the previous school year by the student from the teacher. This work will be assessed upon return to school. Any student who has not completed the work at that time will be dropped from the course.
Prerequisite: 90% or higher in Honors English 11 or AP Language, 93% or higher in English 11, and/or teacher recommendation.
6 days per cycle
Year Course (1.0 Credit)

H205 Dystopian Literature (Grades 9 – 12)
In this course, we will explore the thought-provoking and cautionary dystopian societies. We will analyze a variety of literature including, but not limited to classic and modern novels, short stories, and poetry. By examining these works, we will gain a deeper appreciation of complex themes, motifs, socio-political commentary, human nature, societal structures, power dynamics, and the pursuit of perfection in these dystopias. Exploration of these forms of literature will offer insight into the literary elements and techniques exhibited in these texts, as well as promote critical thinking and reflecting skills necessary to evaluate the complexities of our own world.
Prerequisite: None

6 days per cycle
Semester Course (0.50 Credit)

H206 Self Curated Literature (Grades 9 – 12)
This course empowers students to take charge of their own literary journeys by exploring reading across all genres. From contemporary fiction to classic literature, from memoirs to fantasy, students will have the freedom to choose novels that reflect their individual interests, reading levels, and personal goals. Through guided discussions, reflective journaling, creative projects, and critical analysis, students will deepen their appreciation for literature while building essential skills in comprehension, interpretation, and communication.
Prerequisite: **Students must be willing to purchase hard copies of novels OR electronic copies and provide devices for reading. This allows the class to be fluid and completely directed by student interest and input.**
6 days per cycle
Semester Course (0.50 Credit)

H207 Myths, Legends, and Folk Tales (Grades 10 – 12)
This course will explore the lasting power of myths, legends, and folktales from various cultures across the globe. Building on the foundation of 8th and 9th grade English, we will study how these stories represent the universal human experience through storytelling. Students will analyze how the story selections address fundamental questions about good and evil, life and death, struggle, and human nature, and continue to shape modern literature, culture, and societal values. Students will explore the common themes of narratives ranging from Greek and Norse mythology to Indigenous and Asian folktales, examining concepts such as the hero's journey, beasts and cryptids, sports and challenges, and local lore. Be ready to explore how these foundational stories reflect the hopes, fears, and wisdom of the people who created them.
Prerequisite: Successful completion of the ninth grade
6 days per cycle
Semester Course (0.50 Credit)

224 Senior Research Mandatory Project (Grade 12)
This project is a mandatory graduation requirement. The project begins during the junior year. Each student will select a topic of interest from a wide selection of subjects and proceed to the research stage. Students will complete a research paper within their junior English class. As seniors, students will once again select a topic for research, or use the same topic as they used as juniors. Students may choose to work alone or with a partner. They will be assigned a faculty advisor. Sometime during the second semester, they will give oral presentations of their research to an appropriate audience. Their assessments will be based on their presentations and will be completed by the faculty.
(0.25 Credit)



HEALTH & PHYSICAL EDUCATION DEPARTMENT

No.	Course	Length	P/cyc	Prerequisite	Credit	Grade
H756	Girls Freshman PhysEd	36 weeks	3	Required	0.5	9
H786	Boys Freshman PhysEd	36 weeks	3	Required	0.5	9
H765	Health	36 weeks	3	Required	0.5	9
H88750	Health and Phys Ed 8	18 weeks	3	Required	---	8
H760	Girls Sophomore PhysEd	18 weeks	6	Required	0.5	10
H755	Boys Sophomore PhysEd	18 weeks	6	Required	0.5	10
H754	Girls PhysEd	18 weeks	6	Required	0.5	11-12
H784	Boys PhysEd	18 weeks	6	Required	0.5	11-12
H791	Time for Tournaments	18 weeks	6	Elective	0.5	11-12
H792	Personal Fitness	18 weeks	6	Elective	0.5	9-12
H776	Lifetime & Recreational Wellness	18 weeks	6	Elective	0.5	10-12
H796	Coaching Youth Sports	18 weeks	6	Elective	0.5	11-12

The Physical Education curriculum has been broken down into a four-year plan with seasonal activities. Based upon the ability and needs of each group of students, the instructors determine which activities to use and the length of time to be devoted to each.

Each of the activities that are repeated throughout the four-year program will be progressive thus providing for perfecting skills, knowledge, and life-long activity options. For those students who cannot participate in the regular program, modifications are made to adapt activities for them. Physical education classes are coeducational. All students must participate in team and individual sports and swimming, along with physical fitness activities. The instructional program includes team sports such as basketball, flag football, speedball, soccer, ultimate Frisbee, softball, tchoukball, volleyball, and others. Individual and dual sports include track and field, swimming, and leisure activities. We attempt to offer a wide variety of activities for our students to engage in and benefit from. Lifetime sports are strongly emphasized and encouraged, as well as healthy lifestyles, which include exercise, activity, and physical education for life.

H88750 Health 8 (Grade 8-Semester Course / 0.5 Credit)
Our health course is presented in units and broken down into subdivisions. Unit: Health and Wellness deals with the opportunity to gain knowledge and awareness of health literacy to obtain and maintain optimal health. Unit: Body Systems provides knowledge about how the body functions
Unit: Puberty provides a basic knowledge of the human reproductive system.

H765 Health (Grade 9 - Semester) or Year Course
Our health course is presented in units and broken down into subdivisions. Unit: Sexuality Education provides awareness of sexuality, reproductive systems, abstinence, pregnancy, contraceptives, healthy relationships and consequences, gender, hygiene and laws. Unit: Relationships increases the awareness of skills to obtain and maintain healthy relationships such as family, and peer relationships, and violence prevention. Unit: First Aid and Emergencies deals with information pertaining to providing first aid, CPR and First Aid for shock and choking, and responding to common emergencies. Unit: Nutrition provides the knowledge and skills to assess diet and nutrients, read food labels for nutrition for dietary goals. Unit: Fitness gives students the skills to build a personalized fitness program.
Prerequisite: none
3 or 6 days per cycle

H791 Time for Tournaments (Grades 11-12)
This competitive class will consist of tournaments in a variety of games such as basketball, tennis, floor hockey, flag football, volleyball, pickleball, ultimate Frisbee, speedball and others. The students will compete against their classmates and become the ultimate survivor. There will be singles, doubles and team tournaments.
Prerequisite: None
6 days per cycle
Semester Course (0.5 Credit)

H792 Personal Fitness (Grades 9-12)
This course offers an individualized program to work up a sweat exercising to weightlifting, cardio, yoga, and HITT.
Prerequisite: None
6 days per cycle
Semester Course (0.5 Credit)

H776 Lifetime & Recreational Wellness (Grade 10-12)
This is an elective physical education course that will enhance various recreational activities and fitness levels. Students will do this while developing an appreciation for outdoors, acquire leadership skills and understand the importance of physical activity as it relates to a healthy lifestyle. The students will acquire fitness and recreational skills for lifetime fitness.
Prerequisite: None
6 days per cycle
Semester Course (0.5 Credit)

H796 Coaching Youth Sports (Grades 11-12)
This course will examine the principles and techniques applicable in the teaching of sports to the youth of our community. The psychological and physical aspects of training the young athlete will be addressed. The course will consist of discussions and lectures on topics pertaining to youth participation as well as learning various skill development techniques in the gymnasium. Planning skills will be used to develop practice plans to be implemented in coaching sessions.
Students will have the opportunity to coach students at the elementary center and middle school using the skills and concepts learned throughout the course. The course is designed for students contemplating coaching or teaching sports and fitness activities in the future.

Prerequisite: None
6 days per cycle
Semester Course (0.5 Credit)



INDUSTRIAL ARTS & TECHNICAL EDUCATION DEPARTMENT

H652 Technology Education (Grades 9-12)
This course will introduce students to basic technology education skills. Students will take part in lectures, demonstrations, and hands-on activities throughout the course. Students are required to complete several problem solving activities that relate to the five (5) technological systems: manufacturing, construction, transportation, bio-related and communications.
Prerequisite: None
6 days per cycle
Semester Course (0.5 Credit)

H653 Pre-Engineering (Grades 10-12)
This advanced course is designed for students with an interest in, science, technology, engineering, and mathematics. Students will work in teams to learn research and development procedures, testing and analysis techniques, and applied technology. Students will apply a problem-based approach to the authentic situations in the various systems of technology. Technology Education would be beneficial.
Prerequisite: None
6 days per cycle
Semester Course (0.5 Credit)

H660 Architectural Drafting (Grades 10-12)
This course is an introduction into residential construction, design, and planning. Students will be required to create a set of blue prints for a house they would like to build some day. Students will need to create a plot plan, foundation plan, cross-section plans, floor plans, elevation plans, and a window and door schedule, Students will also learn how a new home is constructed throughout the course. Students will learn traditional drafting skills for 18 weeks and computer aided drafting skills for 18 weeks.
Prerequisite: None
6 days per cycle
Year Course (1.0 Credit)

H661 Residential Planning (Architectural Drafting 2) (Grades 11 & 12)
This course is designed to build upon the techniques and practices learned in Architectural Drafting. Students will take the plans from the previous course and modify them to make sure all of the plans work together. Each drawing will be done using the AutoCAD program and the students are required to build a model of their home that they designed.
Prerequisite: Architectural Drafting
6 days per cycle
Year course (1.0 Credit)

H668 Industrial Arts (Grades 9-12)
This course is designed for a prevocational awareness. In this course, students will be introduced to electricity, plumbing, welding, AutoCAD, carpentry and drywall. Students are required to take part in all of the activities.
Prerequisite: None
6 days per cycle
Semester Course (0.5 Credit)

H669 Materials 1 (Grades 9-12)
This course will teach basic skills and processes needed to survive in an industrial related occupation. The course is primarily project oriented with a concentration in furniture and cabinet making. **Students will have to pay for materials that they use.**
Prerequisite: None
6 days per cycle
Year Course (1.0 Credit)

H670 Materials 2 (Grades 10-12)
This course is continuations of Materials 1. Students in this class are required to design, draw, and construct more complex projects. Students will also have to design and build jigs and fixtures to better accommodate the construction of their project. **Students will have to pay for the materials that they use.**
Prerequisite: Materials 1
6 days per cycle
Year Course (1.0 Credit)

H671 Materials 3 (Grades 11-12)
H672 Materials 4 (Grades 11-12)
This course is a continuation of Materials II. Each student is required to build a project that will challenge their ability with more complex construction designs and a variety of different joinery. Students in this class will have the opportunity to help less experienced students with their projects. **Students will have to pay for the materials that they use.**
Prerequisite: Materials I and Materials II and possibly III
6 days per cycle
Year Course (1.0 credit)



LIBRARY SCIENCE DEPARTMENT

H242 Literature vs Film (Grades 9-12)
This course introduces students to a variety of literary genres and themes in literature from different media sources. They will explore, study, and critique the art of storytelling with a focus on character, plot, scene, and dialogue. Critiquing content, both book and film, and discussions will be emphasized. Students will be required to read portions of preselected books during the course from a variety of literary genres and watch the corresponding film adaptation. Students will analyze how film techniques in the film adaptations are used as literary devices. Participation in open and small group discussions, as well as to critique the chosen literary works in various media formats through writing prompts and discussions is required. Students will be given ample opportunity in class to complete readings and assignments, but independent reading may also be required.
Prerequisite: None
6 days per cycle
Semester Course (0.5 Credit)

HH094 AP Seminar (Grades 10-12)
Foundational course that engages students in cross curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.
Prerequisite: 93% average in English or 90% average in Honors English
6 days per cycle
Year Course (1.0 credit)

H094 AP Research (Grades 11-12)
AP Research allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000- 5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.
Prerequisite: AP Seminar (completion of AP Seminar and all its required assessment components)
6 days per cycle
Year Course (1.0 credit)



MATHEMATICS DEPARTMENT

H129 ALGEBRA 1 (GRADE 9)
Algebra is the essential foundation of all higher mathematics and science related fields. A solid mathematical background is a prerequisite to success in these fields. The Algebra 1 course is designed to meet the Pennsylvania state standards and the Keystone standards for Algebra 1. Upon completion of this course, students will take the Keystone exam. Prerequisite: Teacher recommendation
6 days per cycle
Year Course (1.0 credit)

H132 Algebra 1B (Grade 9)
Algebra 1B is a continuation of the Algebra 1 course from the 8th grade year. This course focuses on the skills of simplifying radicals, polynomial operations, factoring polynomials, polynomial equations, and inequalities. Students successfully completing Algebra 1A in eighth grade or needing a more solid foundation in Algebra 1 from eighth grade will be required to enroll in this course. Upon completion of this course, students will take the Keystone exam.
Prerequisite: Teacher recommendation
6 days per cycle
Year Course (1.0 credit)

H132 Keystone Algebra Remediation (Grades 9-11)
This course encompasses the topics tested in the Algebra Keystone Assessment. It is intended for students who have not achieved Proficiency on the Algebra Keystone exam.
Prerequisite: Students who took the Keystone Algebra Exam and did not earn proficiency will be scheduled for this course.
6 days per cycle
Semester Course (0.5 credit)

H112 Algebra 2 (Grades 9 – 12)
The Algebra 2 course is designed to meet Pennsylvania state standards for Algebra 2. The course focuses on a continuation and expansion of the skills acquired in Algebra 1 like simplifying radicals, extending concepts of performing operations with functions, factoring polynomials, and working with numerous different advanced functions.
Prerequisite: Successful completion of Algebra 1.
6 days per cycle

H109 Honors Algebra 2 (Grade 9)
The Honors Algebra 2 course is a more intensive course for the continuation of Honors Algebra 1. It is designed for those planning on pursuing a career in mathematics or a science related field. The course focuses on a continuation and expansion of the skills acquired in Algebra 1 like simplifying radicals, extending concepts of performing operations with functions, factoring polynomials, and working with numerous different advanced functions.
Prerequisite from Algebra 1: 93% or higher, proficient/advanced on Keystone Exam, and teacher recommendation
6 days per cycle
Year Course (1.0 credit)

H124 Algebra 2 Essentials (Grade 9-10)
The Algebra 2 Essentials course is designed to meet Pennsylvania state standards for Algebra 2. The course focuses on strengthening skills acquired in Algebra 1 like simplifying radicals, extending concepts of performing operations with functions, factoring polynomials, and working with numerous different advanced functions.
Prerequisite: Successful completion of Algebra 1 or Algebra 1B, and teacher recommendation
6 days per cycle

H121 Geometry (Grades 9-12)
The Geometry course involves the study of geometric figures such as lines, points, planes, angles, triangles, circles, polygons, prisms, and pyramids including perimeter, area and volume. Coordinate and spatial geometry and the introduction of trigonometry
Prerequisite: Successful completion of Algebra 2 or Honors Algebra 2
6 days per cycle

Year Course (1.0 Credit)
Semester Block Course – 1.0 Credit

H116 Honors Geometry (Grades 9-12)
The Honors Geometry course is a similar course to the Geometry (121) course but is the more intensive course. It is designed for those planning on pursuing a career in mathematics or a science related field. The course involves the study of geometric figures such as lines, points, planes, angles, triangles, circles, polygons, prisms, and pyramids including perimeter, area and volume. Coordinate and spatial geometry and the introduction of trigonometry.
Prerequisite from Honors Algebra 2: 90% or higher, proficient/advanced on Keystone Exam, and teacher recommendation
Prerequisite from Algebra 2: 93% or higher, proficient/advanced on Keystone Exam, and teacher recommendation
6 days per cycle
Year Course (1.0 Credit)

H143 Precalculus (Grades 11-12)
This course emphasizes mathematical analysis and critical thinking. Throughout this course, students will make connections between numeric, graphical, and algebraic representations of relations and functions. Topics and concepts of intermediate algebra including functions, limits, polynomials, rationals, and logarithms will be explored. The course wraps up with a thorough overview of trigonometry and its applications. A graphing calculator is required to illustrate mathematical outcomes.
Prerequisite: Successful completion of Algebra 2 or Honors Algebra 2 and Geometry or Honors Geometry
6 days per cycle
Year Course (1.0 Credit)

H135 Honors Precalculus (Grades 11-12)
The Honors Precalculus course is a similar course to the Precalculus (143) course but is the more intensive course for the continuation of Honors Algebra 2. It is designed for those planning on pursuing a career in mathematics or a science related field. This course emphasizes mathematical analysis and critical thinking. Throughout this course, students will make connections between numeric, graphical, and algebraic representations of relations and functions. Topics and concepts of intermediate algebra including functions, limits, polynomials, rationals, and logarithms will be explored. The course wraps up with a thorough overview of trigonometry and its applications. A graphing calculator is required to illustrate mathematical outcomes.
Prerequisite from Honors Algebra 2: 93% or higher, proficient/advanced on Keystone Exam, and teacher recommendation
Prerequisite from Honors Geometry: 90% or higher, proficient/advanced on Keystone Exam, and teacher recommendation
Prerequisite from Geometry: 93% or higher, proficient/advanced on Keystone Exam, and teacher recommendation
Year Course (1.0 Credit)

H140 Statistics (Grades 10-12)
This course is designed for students to learn about the basic statistical concepts such as frequency tables, distributions, sampling, statistical summaries, regression and correlation, elementary probability, binomial distributions, normal distributions, randomness, and experimental design. A graphing calculator is required for this course.
Prerequisite: Successful completion of Algebra 1, Algebra 2, and Geometry (or concurrent with teacher recommendation)
6 days per cycle
Year Course (1.0 Credit)
Semester Block Course (1.0 Credit)

H141 AP Statistics (Grades 11-12)
This is a college level course for which students can earn college credit. The purpose of this course 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; exploring data, sampling and experimentation, anticipating patterns, and statistical inference. A graphing calculator is required for this course.
Prerequisite: 90% or higher in Honors Geometry and teacher recommendation or 93% or higher in Geometry and teacher recommendation 90% or higher in Statistics and teacher recommendation.
6 days per cycle
Year Course (1.0 Credit)

H144 Calculus (Grades 11-12)
This course provides an introduction to foundational concepts in differential and integral calculus. Students will explore limits, continuity, derivatives, and integrals, with an emphasis on understanding mathematical principles and applying them to real-world problems. Through a combination of analytical techniques, problem-solving strategies, and conceptual reasoning, learners will develop the skills needed to model and analyze change. Successful completion prepares students for advanced studies in mathematics, science, engineering, and related fields.
Prerequisite: 90% or higher in Precalculus or 85% or higher in Honors Precalculus and teacher recommendation
6 days per cycle
Year Course (1.0 Credit)

H145 AP Calculus AB (Grades 11-12)
AP Calculus AB is a fast-paced, college-level course that introduces students to the fundamental concepts of differential and integral calculus. Topics include limits, continuity, derivatives, applications of differentiation, definite and indefinite integrals, and the Fundamental Theorem of Calculus. Students learn to model real-world situations, justify conclusions analytically, and communicate mathematical reasoning with precision. Emphasis is placed on multiple representations of calculus concepts—graphical, numerical, analytical, and verbal—along with appropriate use of technology. This course prepares students for the AP Calculus AB Exam in the spring and provides a strong foundation for further study in mathematics, science, engineering, and related fields.
Prerequisite: 90% or higher in Honors Precalculus and teacher recommendation or 93% in Precalculus and teacher recommendation.
6 days per cycle
Year Course (1.0 Credit)

H146 AP Calculus BC (Grade 11-12)
AP Calculus BC is an accelerated, college-level course that expands upon the topics of AP Calculus AB and introduces additional concepts in advanced integration, polynomial approximations, and differential equations. Students study limits, derivatives, integrals, sequences and series, parametric and polar functions, and the use of Taylor polynomials to model behavior. Emphasis is placed on deep conceptual understanding, rigorous analytical reasoning, and mastery of multiple representations—graphical, numerical, analytical, and verbal. The course prepares students for the AP Calculus BC Exam in the spring and provides a strong foundation for further study in mathematics, engineering, physics, and other STEM fields.
Prerequisite: 90% or higher in AP Calculus AB with teacher recommendation
6 days per cycle Year Course (1.0 Credit)

H153 Integrated Math (Grade 12)
This senior-level math course focuses on essential financial skills needed for life after high school. Students will learn how to calculate gross and net pay, understand payroll deductions, and manage personal banking services. The course explores practical applications of loans and credit cards, including interest rates, repayment schedules, and responsible borrowing. Additional topics include financing major purchases such as cars and homes, comparing loan options, and understanding long-term financial commitments. Through real-world problem solving and hands-on activities, students will develop the mathematical knowledge needed to make informed financial decisions and build a strong foundation for future financial independence.
Prerequisite: None
6 days per cycle
Year Course (1.0 Credit)
Semester Block Course (1.0 Credit)

H156 STEM 10 (Grade 10)
The STEM 10 course is a continuation of the STEM 8 course. Students will participate in CSinPA's Build/Fly/Code Program by building drones from the ground up, earn their pilot wings through flight, and utilize block-based coding to manipulate the drone's flight. Students will also learn skills related to STEM as well as skills that they will need in the future like communication, creativity, leadership, adaptability, and teamwork skills. At the end of the course, students will have a deeper understanding of drones (how to code and fly them and their use in the real world), circuits, and block-based coding.
Prerequisite: None
6 days per cycle
Quarterly Course (0.25 Credit)

H123 Brain Games: Math in Action (Grades 10 – 12)
A high school elective based on board games, focused on strategic thinking and the history, mechanics, and educational applications of games such as (but not limited to) Chess, Scrabble, Ticket to Ride, and Azul. Students can learn strategic planning, problem solving, and social skills while exploring game theory, game design principles, and the cultural impact of gaming. In this course, students will play and analyze games like Chess to improve critical thinking, planning, and decision-making skills. They will also learn to manage frustration, practice sportsmanship and collaborate with teammates throughout cooperative games while improving vocabulary, spelling, and creative expression.
Students will be required to create their own simple board games which can involve writing rules, designing components, and testing their creations and will also study the evolution of games from ancient strategy games like Go to modern tabletop and digital games, and discuss their impact on society.
Prerequisite: None
6 days per cycle
Semester Course (0.5 credits)



MUSIC DEPARTMENT

H971 History of Rock & Roll (Grades 9-12)
This course will have a major emphasis on the development of rock and roll and its place in American history and our present-day culture. The ancestors of rock and roll: pop music, country and western music and rhythm and blues, their cultural and economic ties will be discussed, leading us into the emergence of rock in the 1950's. The transition into the 1960's will help us to understand how society can be reflected and influenced by music. We will discuss Elvis Presley, the Beatles, the British invasion, folk rock, soul, the musical developments in San Francisco, jazz and rock art. The 1970's will introduce us to disco and soft rock and the 1980's will bring heavy metal and rap. When we reach the 1990's and the turn of the century, the class will take over to help discuss the current trends of the day. During the course, we will discuss elements and principles of music such as duration, intensity, pitch, timbre, composition, form, genre, harmony, rhythm, texture and how these principles and elements relate to the music we listen to. Extensive listening and video examples will be analyzed to uncover the make-up of the music. Finally, we will discuss how rock and roll has influenced other culture and even how other cultures have influenced the development of rock and roll. The ultimate goal of this course is to help you understand the music that you are listening to, where it comes from, what it is made of, where it is going, and to help make you an educated consumer of music.
Prerequisite: None
6 days per cycle
Semester Course (0.5 Credit)

H972 Instrumental Performance – Concert Band (Grades 9-12)
The purpose of this class is to allow students who play musical instruments to practice, play, and perform together in a concert band setting. Throughout the year, students will be given various pieces to perform together. Two culminating concerts will take place in December and in May. Students must demonstrate an acceptable level of performance on an instrument as determined by the director in order to be a part of the band.
Prerequisite: Demonstrate ability and prior experience on band instrument.
3 days per cycle
Semester Course (0.5 Credit)

H973 Vocal Performance – Concert Choir (Grades 9-12)
The purpose of this class is to allow students who have an interest in signing to practice and perform together in a choral setting. Choral music from the major stylistic periods, as well as contemporary and Broadway show music is represented. Students learn proper technique for breathing, phonation, formation of vowels and consonants, expression, and dynamics. Two culminating concerts will take place in December and in May
Prerequisite: Demonstrate ability
6 days per cycle
Semester Course (0.5 Credit)

H975 Piano Lab
H976 Advanced Piano Lab
This course is designed to give students the opportunity to learn the basics of playing piano. Students will learn the basics of music notation, rhythm, melody, and harmony. Students will have the ability to work at their own speed and master proper playing techniques and reading skills. Access to a piano/ keyboard outside of class is helpful but not necessary.
Prerequisite: Demonstrate ability
6 days per cycle
Semester Course (0.5 Credit)

H977 History of Broadway
This course will explore the history of Broadway Musical Theatre through a variety of mediums and discussion. We will study the growth of musicals from early Vaudeville through the golden age and into the modern day musical. Several decades of musical theatre will be discussed along with an exploration of some of the world's most famous musical composers. Throughout this course we will also discuss the various themes and literary connections made within several Broadway Musicals.
Prerequisite: None
6 days per cycle
Semester Course (0.5 Credit)



SCIENCE DEPARTMENT

H302 Astronomy (Grades 11-12)
This is a basic introduction to astronomy. It is taught as half lecture - discussion and half laboratory investigation. Areas of concentration are telescopes, stars, galaxies, solar systems, and planets in our solar system, the sun, moon, and earth motions. A strong emphasis using math is used in solving celestial problems.
Prerequisite: Algebra 1 & Geometry (or equivalent)
6 days per cycle
Semester Course (0.5 Credit)

H303 Meteorology (Grades 11-12)
This is a course which will develop the understanding and prediction of various weather phenomena. It will include the use of weather instruments, computers, weather map construction, weather map analysis, and forecasting. The class is taught as a lecture-discussion with laboratory investigations.
Prerequisite: Algebra 1 (or equivalent)
6 days per cycle
Semester Course (0.5 Credit)

H304/314 Applied Chemistry A/B (Grades 10-11)
The purpose of this course is to relate the major concepts in Chemistry in context of societal issues and to make decisions based on knowledge and observations as well as to evaluate data.
Students are exposed to seven units that consist of Organic Chemistry, Biochemistry, Environmental Chemistry, and Industrial Chemistry. The class involves class discussion, lecture, problem sessions, chemistry demonstrations and lab work.
Prerequisite: Biology
6 days per cycle
Year Course (1.0 Credit)

H531 Physics
Physics is the study of the fundamental laws that tie all sciences together. It includes the study of motion, wave phenomena, sound, light electromagnetic energy, and nuclear energy. This course will concentrate on kinematics in one and two dimensions, Newtonian motion, and wave motion - including sound and the basic optics, quantum mechanics and particle physics. The course will involve class demonstration, laboratory experiments, data analysis, and solving problems using the laws of Physics. Although the mathematics of Physics is not as intense in this course as it is in Advanced Physics, it is an integral part of the field, thus mathematical problem solving is required, including the use of trigonometric functions.
Prerequisite: Algebra I, II, and Geometry

6 days per cycle
Year Course (1.0 Credit)

H308 Anatomy & Physiology Honors (Grades 11-12)
This honors level course is a rigorous, full-year course designed for highly motivated students interested in exploring the structure and function of the human body in depth. This course emphasizes critical thinking, problem-solving, and real-world application through an engaging, activity-based approach to learning.
Students will be expected to actively participate in a wide variety of instructional methods, including interactive notes, laboratory investigations, dissections, collaborative activities, and independent study. The curriculum is structured to promote active learning, with students consistently applying concepts through hands-on and minds-on experiences rather than passive note-taking.
Throughout the year, students will complete an extensive number of laboratory activities, including modeling, simulations, stations, and scientific investigations, as well as major dissections such as the sheep brain, sheep heart, kidney, cow eye, fetal pig and/or cat.
Pre-Requisites: Must complete summer assignment. Must have completed Honors Biology/Biology and Honors Chemistry/Chemistry with a 93% or higher along with Proficiency/Advanced on Biology Keystone or Teacher Recommendation.
6 days per cycle
Year Course (1.0 Credit)

H309 Chemistry (Grade 10)
An introductory course in chemistry for college prep students. The subject matter is organized for a modern theoretical development. It presents the relationships between energy and matter, atomic structure, electronic structure, the periodic law and periodic trends, chemical bonding, stoichiometry, the gas laws, solution chemistry, and acid-base theories. There is a very heavy emphasis on mathematics. The class involves class discussion, lecture, problem sessions, chemistry demonstrations and lab work.
Prerequisite: Biology
6 days per cycle
Year Course (1.0 Credit)

H310 Advanced Chemistry Honors (Grades 11-12)
This course is continuation of chemistry with a greater emphasis on the applications of chemical concepts. Topics are covered in more depth of theory and more strenuous mathematical expectations. Additional topics include nuclear chemistry, reaction rates, thermodynamics, organic and biochemistry, intermolecular forces, calorimetry and oxidation reduction. The class involves class discussion, lecture, problem sessions, chemistry demonstrations and lab work. Completion of summer work is required to be in this class. The summer work will be for the first chapters of this class. It is a review of material that has been covered the previous year.
Prerequisite: Chemistry – 93% or higher, Proficient/Advanced on Biology Keystone.
6 days per cycle
Year Course (1.0 Credit)

H311 Honors Chemistry (Grade 10)
Honors Chemistry is an accelerated course that encompasses the relationships between energy and matter, atomic structure, electronic structure, the periodic law and periodic trends, chemical bonding, stoichiometry, the gas laws, solution chemistry, and acid-base theories. There is a very heavy emphasis on mathematics. The class involves class discussion, lecture, problem sessions, chemistry demonstrations and lab work. The summer work will be for the first chapters of this class. The summer work will be a review of material that has been covered in previous science.
Pre-requisites: 90% or higher in Biology/Honors Biology; Teacher Recommendation or Proficiency/Advanced on Biology Keystone. Completion of summer work.
6 days per cycle
Year Course (1.0 Credit)

H312 Principles of Physics (Grades 11-12)
This course introduces fundamental concepts of physics with emphasis on applications to the world around us. The course is concept oriented and will de-emphasize the mathematics, but not eliminate it. The course will provide studies in the following areas: motion and its causes, conservation laws, periodic motion, thermodynamics and heat theory, electricity, magnetism, and electromagnetic radiation.
Prerequisite: Algebra I and Geometry
6 Days per cycle
Semester Course (0.5 Credit)

H317 Advanced Physics (Grades 11-12)

This honors course is designed for the science oriented student and is math-intensive. Topics included are: a review of relevant math, problem solving techniques, motion in one and two dimensions, Newton's laws of motion, circular motion and gravitation, energy conservation and collisions, power, simple machines, momentum, rotational motion and fluid mechanics. Lab work will be done to reinforce topics covered by lecture.
Prerequisite or Concurrent: 90% or higher in Algebra and Geometry: and Proficient/Advanced on Algebra Keystone or teacher permission.
6 days per cycle
Year Course (1.0 Credit)

H319 Environmental Science (Grade 9)

This course is designed to address the following areas: how humans are changing the environment, ecosystems, energy, natural resources and pollution, and the effects of human population. A strong emphasis is placed on labs and outside required work. It is designed to use concepts in class to analyze hypothetical and real situations.
Prerequisite: Completion of 8th grade Science
6 days per cycle
Year Course (1.0 Credit)

H320 Honors Biology (Grade 9)

Honors Biology is an accelerated encompassing biological science course aligned with the standards and curriculum framework of the Pennsylvania Biology Keystone Exam. The Keystone Exam is an end-of-course assessment designed to assess the proficiency in the Biology subject area and is a component of Pennsylvania's new system of high school graduation. The rigor and challenging nature of the course work, including demanding independent student work outside of class, will prepare students to pursue further Honors or Advanced Placement Science Courses. Students are expected to handle these responsibilities, and class participation and attendance are essential. Assessment of student progress will include, but not be limited to, class work and homework assignments, independent work, discussion and group work, test and quizzes, laboratory investigations, research, and projects. Students are required to complete a summer assignment/project in order to take the course. The project must be submitted the first day of school.
Prerequisites: 90% or higher in Eighth Grade Science and Proficient or Advanced on Science PSSA or Teacher Recommendation
6 days per cycle
Year Course (1.0 Credit)

H321 AP Chemistry (Grade 12)

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. The course conforms to the 9 Unit Curriculum of College Board topics for the Advanced Placement Chemistry Examination and which include topics: Atomic Structure and Properties, Molecular and Ionic Compounds and Structure and Properties, Intermolecular Forces, Chemical Reactions, Kinetics, Thermodynamics, Equilibrium, Acids and Bases, and Applications of Thermodynamics.
This class involves in-depth college level material and students will need to spend at least five hours a week studying outside of class. Students will also do 10-13 labs in accordance with the AP curriculum and keep a detailed lab notebook. The class involves, lecture, class discussions, problem sessions, and labs. Completion of summer work is required to be in this class. The summer work will be covering Unit 1 of the AP curriculum
Prerequisite: Advanced Chemistry (Honors) and based on a grade of 90% or higher or teacher recommendation.
6 days per cycle
Year Course (1.0 Credit)

H322 Biology (Grade 9)

Biology is an encompassing biological science course aligned with the standards and curriculum framework of the Pennsylvania Biology Keystone Exam.
The Keystone Exam is an end-of-course assessment designed to assess the proficiency in the Biology subject area and is a component of Pennsylvania's new system of high school graduation. Assessment of student progress will include, but may not be limited to, class work and homework assignments, discussion and group work, test and quizzes, laboratory investigations, and projects.
Prerequisites: Successful completion of Eighth Grade Science
6 days per cycle
Year Course (1.0 Credit)

H327 AP Environmental Science (Grades 11-12))
The course is taught as 1/2 laboratory and 1/2 lecture. A strong emphasis is placed on labs and outside required work. Since this course is advanced placement, it will be taught at the collegiate level and designed so students can acquire college credit. This course is designed to use concepts learned in class to analyze hypothetical and real situations. The application of ecological concepts will be used in dealing with environmental pollution, resources, energy flow, and populations. Based on grades of at least a "B" within the required prerequisites and summer work.
Prerequisite: Algebra, Biology, and Chemistry
6 days per cycle
Year Course (1.0 Credit)

H333 AP Physics C (Grade 12)
AP Physics C: Mechanics is equivalent to a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus is used throughout the course.
Prerequisite: Advanced Physics
Prerequisite or Concurrent: Calculus or AP Calculus
6 days per cycle
Semester Course (0.5 Credit)

H331 AP Biology (Grades 11-12)
AP Biology, which follows the College Board Advanced Placement Biology Curriculum, is designed to be the equivalent of a two-semester college introductory biology course and prepares students to be qualified to take the AP Examination. The class involves intense and demanding material, class work, homework, and laboratory investigations. Students are expected, as in a college course, to complete reading and/or other activities on their own in order to finish all of the required content information. Students are expected to handle the responsibilities and the time commitment of the course. Class attendance and participation is essential. Students must also complete a thorough summer assignment in order to take the course.
Pre-requisites: Biology, Chemistry, and Anatomy and Physiology final grade of 93% or higher. Teacher Recommendation, and/or Proficiency/Advanced on Biology Keystone. Advanced Chemistry Honors is preferred but not required.
6 days per cycle
Year Course (1.0 Credit)

H349 Environmental Science 2 (Grades 11-12)
This course is taught as lecture with laboratory exercises. A strong emphasis is placed on labs and outside required work. This course is designed to use concepts learned in class to analyze hypothetical and real situations. Areas of concentration are natural resources and pollution.
Prerequisite: Environmental Science 1
6 days per cycle
Semester Course (0.5 Credit)

H352 Marine Biology (Grades 11-12)
The purpose of the course is to provide an overview of the marine environment. The content includes the nature of science, the origins of the oceans, the chemical and physical structure of the marine environment, ecology of the various sea zones, marine communities, and the interrelationship between man and the ocean.
Prerequisite: Biology and Chemistry
6 days per cycle
Semester Course (0.5 Credit)

H834 Introduction to Computer Science (Grades 9-12)
In this course students will learn foundational skills of computer programming, computer science concepts, and digital citizenship. Programming languages used include Block based programming with Scratch Graphic Based Scripted Coding with Jeroo, and Programming Fundamentals using Java.
Prerequisite: Algebra
6 days per cycle
Semester course (0.5 Credit)

H357 Geology (Grades 9-12)

Study of Earth's processes, Geological Time, landforms, plate tectonics, with focus on Pennsylvania's geology, rocks, and minerals. This course will incorporate Chemistry, Physics, and Environmental Sciences.
6 days per cycle
Semester Course (0.5 Credit)

H835 AP Computer Science Principles (Grades 9-12)
AP Computer Science Principles is an AP level class designed to introduce students to a variety of computer science skills and to prepare them for the AP Computer Science Principles test in May. This is an AP-level introductory Computer Science concepts course. It is aimed at high school students who may not have much prior knowledge about computer science or programming. As a concepts class, the content is focused on an overview of computer science, including programming, but also a background about how computers and the Internet work. Students who are looking for a pure programming class may be disappointed.
Prerequisite: Students should either be enrolled in or have completed Algebra I.
6 days per cycle
Year course (1 Credit)

H 336 AP Physics 1 (Grade 12)
AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics by developing models of physical phenomena through inquiry-based investigations.
Students build their understanding of physical models as they explore and solve problems in these content areas:

- Kinematics
- Forces and Translational Dynamics
- Work, Energy, and Power
- Linear Momentum
- Torque and Rotational Dynamics
- Energy and Momentum of Rotating Systems
- Oscillations
- Fluids

Prerequisites: Students **should have completed Geometry and be concurrently taking Algebra ll or an equivalent course.** Although the Physics 1 course includes basic use of trigonometric functions, this understanding can be gained either in the concurrent math course or in the AP Physics 1 course itself. This course requires that 25 percent of instructional time be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply the science practices. Inquiry-based laboratory experiences support the AP Physics 1 course and AP Course Audit curricular requirements by providing opportunities for students to engage in the science practices as they design plans for experiments, make predictions, collect and analyze data, apply mathematical routines, develop explanations, and communicate about their work. Colleges may require students to present their laboratory materials from AP science courses before granting college credit for laboratory work, so students should be encouraged to retain their laboratory notebooks, reports, and other materials.
6 days per cycle
Year course (1 Credit)



SOCIAL STUDIES DEPARTMENT

H401 American Cultures I: 1789-1877 (Grade 9)
This course covers a broad foundation of United States history, from the adoption of the U.S. Constitution to the reconstruction of the U.S. after the Civil War. Major content areas covered include The Constitution and American Government, the rapid expansion and progress of the U.S., the social reform era, the causes, battles, and effects of the Civil War, and the rebuilding of our country after the War. The social, political, and economic aspects of our early history are studied in detail, as well as connections to present day events being highlighted. This class is supplemented by excellent primary source reference materials and utilizes the latest technology.
Prerequisite: None
6 days per cycle
Year Course (1.0 Credit)

H402 American Cultures II: 1877-Present (Grade 10)
American Cultures II begins with the difficulty of the Industrial Era. In the study of the 20th century, the development of the West, the industrial growth and the attitude of the American people towards the rest of the world are covered in detail. Emphasis is on the political, economic, and social trends that have led up to the present day.
Prerequisite: American Cultures I
6 days per cycle
Year Course (1.0 Credit)

H403 American Cultures III: 1953-Present (Grades 11-12)
American Cultures III is a continuation of American Cultures 2, going more in depth into the history since 1953 and current events. Topics covered will be the Cold War, America in the 50's, the Eisenhower Doctrine, containment, the Civil Rights Era, the Space Race "The New Frontier", The "Great Society", the Politics of Anticommunism, the Counter Culture, the early Vietnam era, the late Vietnam era, Watergate, the 70's, new Federalism, Political Realignment, the Reagan Revolution, Rise of Conservatism, the 80's, "SDI: Star Wars", the war on Drugs, the end of Communism, New World Order, the 1st Gulf War, the rise of the Consumer Nation, the Clinton years, Globalization, the rise of China, George W Bush, 9/11 and the "Wars on Terror", The Great Recession, Barack Obama, and the rise of ISIS.
Prerequisite: American Cultures II
6 days per cycle
Semester Course (0.5 Credit)

H405 History & Sports (Grades 10-12)
Students will examine the development of sports through various historical perspectives. There will be an emphasis on helping students gain a better understanding of the inner relationship that sport has on social, economic, cultural, and political forces that are at work in the United States as well as the world. Students will examine the historical context as well as the significance of gender, race, ethnicity and social class through readings, primary sources, audio and visual materials as well as class discussions.
Prerequisite: None
6 days per cycle
Semester Course (0.5 Credit)

H406 Economics (Grade 12)
Economics is a "scientific" study of how man satisfies his needs and wants for goods and services. It is a study for decision-making and setting priorities within an economic system of limited factors of production, which leads to the process of economizing or allocation. It stresses the understandings of macro and micro analysis of aggregates, economic goals, markets, supply and demand, economic modules of circular-flow, economic trends, inflation, recessions and depressions (including the Great Depression), all in a spectrum of the past, present, and future.
Prerequisite: American Cultures 1 & 2
6 days per cycle
Semester Course (0.5 Credit)

H415 American Government (Grade 11)
This course encompasses a study of the American Government system from its creation to operation at the federal, state, and local levels. All three branches of our government are scrutinized as to what each is, does, and how each interacts with the other branches. Other content covered includes; other governmental systems of the world, political parties, the voting process, the influence of mass media and interest groups, and the impact of economics and world events on government. The ultimate objective of this course is to equip students with the knowledge and tools to exercise their civic rights and responsibilities in order to contribute to our society in a positive way. A thorough study of current events and the use of the latest technology are also stressed.
Prerequisite: American Cultures I & II
6 days per cycle
Year Course (1.0 credit)

H416 World Tensions (Grade 12)
This course encompasses the study of current world problems. The ultimate objective is to provide the students with the tools and knowledge that may equip them to have a better understanding of themselves, their community, their nations, and the world they live in. There is an emphasis on globalism, an appreciation and tolerance of other people's viewpoints, and geographic literacy.
Prerequisite: American Cultures 1 & 2 & Government
6 days per cycle

Semester Course (0.5 Credit)

H418 20th Century Culture (Grades 11-12)
Students will study each decade of the 20th century concentrating on the areas of news events, music, dance, fashion, sports, communications, television, radio, movies, food and drink, and print culture. The purpose of this course is to promote and intergrade history, politics, and the arts. Students will get to know the citizens of the 20th century by studying how they lived in each individual decade. This entire course will look at all aspects of 20th Century Culture from 1900-2001. Students will look at each decade for two or so weeks by evaluating the culture and looking at an aspect closer in mini-projects of their choosing.
Prerequisite: American Cultures 1 & 2
6 days per cycle
Semester Course (0.5 credits)

H422 Introduction to Psychology (Grades 10-12)
This course is designed to provide students with an overview of the field of psychology. Topics covered in this course will include but aren't limited to historical foundation of psychology, theories on human behavior and mental processes, psychological disorders, learning, intelligence, sensation/perception, memory, and consciousness. This is designed as an introductory course and will provide students with a strong fundamental knowledge of psychology.
Prerequisite: Passing grade in Biology
6 days per cycle
Semester Course (0.5 Credit)

H423 Introduction to Sociology (Grades 10-12)
This course will introduce students to the field of sociology. Topics will include groups in human society, culture, current events, socialization, family, social inequality, group dynamics, gender roles, urbanization, social change, social institutions and social issues.
Prerequisite: Passing grade in Biology
6 days per cycle
Semester Course (0.5 Credit)

H414 AP US History (Grade 12)
AP US History is a rigorous history course that goes through the brief (in terms of world history) yet complicated history of the United States. This course will look at American history from the timespan of pre-colonial America to modern American history. The broad layout of American History will be covered extensively to prepare students for the AP exam at the end of the year. Major topics that will be discussed include all of the American wars, presidential impacts, the history of race in the United States, interaction with the outside world over time, the influence of American events, the development of American culture and ideals established by the founding principles of American society and many more. Students will be challenged at the college level and must assess the course through critical thinking, from all perspectives. The class involves lecture, outside reading, discussions, and exam preparation. Summer work will be required in order to take the course.
Prerequisite: At least a 90% average in American Cultures I and II, or teacher recommendation.
6 days per cycle
Year Course (1.0 Credit)

H438 Understanding Historical Injustice (Grades 9 – 12)
This semester-long elective provides a rigorous examination of the defining global conflicts of the 20th and 21st centuries, analyzing both the geopolitics of war and the legal frameworks established to prevent mass violence. Students will trace the origins of modern conflict, beginning with the alliance systems of World War I and the rise of totalitarian regimes, leading into a detailed study of World War II and the systematic implementation of the Holocaust. Moving beyond the battlefield, the course focuses heavily on the aftermath of these atrocities and the evolution of international justice. Students will investigate the precedent-setting Nuremberg Trials, the creation of the United Nations Genocide Convention, and the legal definition of 'Crimes Against Humanity.' Through comparative case studies—ranging from the Armenian Genocide to more recent conflicts in Cambodia, Rwanda, and the Balkans—students will critique the effectiveness of international law. Ultimately, this course challenges students to evaluate the tension between national sovereignty and the moral obligation of the international community to intervene. *Note: While this course deals with intense and mature subject matter, the curriculum is designed to be age-appropriate. We will focus on resilience, resistance, and the 'Helpers' of history just as much as the perpetrators, ensuring students leave with a sense of agency rather than despair.*
Prerequisite: At least a 90% average in American Cultures I and II, or teacher recommendation.
6 days per cycle
Year Course (1.0 Credit)

H414 Introduction to Pennsylvania History (Grades 9 – 12)
This course offers a comprehensive exploration of Pennsylvania's past and present, using Randall A. Pellow's "Understanding Pennsylvania" as its central text to guide students through the state's rich historical, cultural, economic, and political development. Through an examination of Indigenous history, colonial foundations, industrial growth, immigration patterns, environmental change, and modern governance, students will gain insight into the forces that shaped Pennsylvania and continue to influence its identity today. Emphasis is placed on understanding regional diversity, the state's pivotal role in national events, and the interplay between geography and human activity. By the end of the course, students will be able to connect historical trends to contemporary issues and appreciate Pennsylvania's unique contributions to American history.
Prerequisite: None
6 days per cycle
Semester Course (.50 Credit)

H461 AP Government (Grade 11)
The AP course in US Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret US government and politics and the analysis of specific examples. It also requires a familiarity with the various institutions, groups, beliefs and ideas that constitute US Governments and politics. Students will know important facts, concepts and theories pertaining to US governments, they will understand typical patterns of political processes and behavior and their consequences, and they will be able to analyze and interpret basic data relevant to the US government and politics.
Topics to be covered include Constitutional Underpinnings of the US Government, Political Beliefs and Behaviors, Political Parties, Interest Groups and Mass Media, Institutions of National Governments, Publics Policy, and Civil Rights and Civil Liberties.
This course meets Government requirement.
Prerequisite: At least a 90% average in American Cultures 2 or teacher recommendation
6 days per cycle
Year Course (1.0 Credit)



WORLD LANGUAGE DEPARTMENT

551 SPANISH 1 (GRADES 8-12)
Spanish 1 introduces the student to the Spanish Language and helps to develop listening, understanding, and speaking skills in the present tense. The Spanish culture and its people are presented to the student in such a way that both knowledge and appreciation are gained. As a first course in a Modern Foreign Language, Spanish 1 attempts to make the student confident in what he learns and encourages further study of the Spanish language and its peoples as a lifetime activity.
Prerequisite: None
6 days per cycle
Year Course (1.0 Credit)

H552 Spanish 2 (Grades 9-12)
Spanish 2 continues and further develops the basic language skills learned in Spanish 1 and concentrates study on a broader and more technical level including simple past tenses. General listening and comprehension skills are extended to using the language in an academic, but meaningful, way. Further insight into the Hispanic culture is obtained by reading and writing skills. The completion of Spanish 2 represents a well-rounded knowledge of the Spanish-speaking world and its people, preparing the student for further academic study and involvement with foreign language as a lifetime study.
Prerequisite: Spanish 1 (C average or better)
6 days per cycle
Year Course (1.0 Credit)

H555 Spanish 4 - Honors (Grade 11-12)
The most advanced Spanish offering uses a balanced program for developing the four basic skills of reading, writing, listening with comprehension, and speaking via topical conversations, student-led presentations and discussions, and readings ranging from Spanish/Hispanic myths and legends to short stories written and published in the 20th century. The Spanish culture in all of its variety of activities in art, music, architecture, food, clothing and life styles, is the underlying theme of this course. Insight into the

cultural development of Spain, Mexico, Central America and Latin America in general is accomplished through meaningful reading activities. A broadened horizon of educational and personal goals is set for each student through individual projects. In addition, students are prepared for the advanced placement examination through the introduction of effective strategies and specialized instruction.
Prerequisite: Spanish 3 (B average or better) or Teacher Recommendation
6 days per cycle
Year Course (1.0 Credit)

H557 Spanish 3 - Honors (Grades 10-12)
This course offers a review of basic grammar accompanied by a deep investigation into the grammatical principles and their adaptation to the living language of Spanish peoples today.
Vocabulary is expanded and opportunity for creative expression is offered through short writing assignments. The student is afforded the opportunity to develop confidence and expand proficiency in basic conversation through an audio-lingual approach, accompanied by an in-depth usage of everyday idiomatic, colloquial, and more realistic expression of ideas used by peoples of the Spanish-speaking world in normal conversation. Near-native pronunciation and understanding is a major goal.
Prerequisite: Spanish 2 (B average or better) or Teacher Recommendation
6 days per cycle
Year Course (1.0 Credit)

H558 Beyond the Textbook Spanish A/B - Honors (Grade 12)
Students will use previously learned knowledge of the Spanish language to read, analyze, and discuss authentic sources in the target language. Students will explore the respective cultures in more depth and draw comparisons to their own.
Beyond the Textbook A & B are separate curriculums. Students may take Semester A in the fall and Semester B in the spring of the same year.
Prerequisite: Spanish 4 (B average or better) or Teacher Recommendation
6 days per cycle
Semester Courses (0.5 Credit)

H561 German 1 (Grades 8-12)
German 1 introduces the student to the German language and helps to develop listening, understanding, and speaking skills in the present tense. The German culture and its people are presented to the student in a way that both knowledge and appreciation are gained. As a first course in a Modern Foreign Language, German 1 attempts to make the student confident in what he/she learns and encourages further study of the German language and its peoples as a life-time activity.
Prerequisite: None
6 days per cycle
Year Course (1.0 Credit)

H562 German 2 (Grades 9-12)
German 2 continues and further develops the basic language skills learned in German 1 and concentrates study on a broader and more technical level. General listening and comprehension skills are extended to using the language in an academic but meaningful way in the present and past tenses. Further insight into the German culture is obtained by reading and writing skills. The completion of German 2 represents a well-rounded knowledge of German and its peoples, preparing him/her for further academic study and involvement with foreign experience as a lifetime skill.
Prerequisite: German 1 (C average or better)
6 days per cycle
Year Course (1.0 Credit)

H563 German 3 – Honors (Grades 10-12)
German 3 further develops listening, speaking, reading, and writing skills in preparation for more difficult study at an advanced level. Comprehension ability is increased through conversation, advanced grammar, vocabulary expansion, and reading as regards to cultural development in Germany, Austria, and Switzerland. The completion of German 3 encourages an interest in the German-speaking countries and their cultures, preparing him/her for an involvement with the German language as a lifetime activity.
Prerequisite: German 2 (B average or better) or Teacher Recommendation
6 days per cycle
Year Course (1.0 Credit)

H564 German 4 - Honors (Grade 11-12) 
German 4 is a balanced program designed for continued development of appreciation and knowledge of German literature, history, and civilization. Functional vocabulary is expanded in both oral and written composition. Further insight is gained through research into the art, music, architecture, life-styles, and regional aspects of German-speaking peoples. Completion of German 4 Honors encourages a vocational interest in German, whether in an academic or nonacademic environment in the future.
Prerequisite: German 3 (B average or better) or Teacher Recommendation
6 days per cycle
Year Course (1.0 Credit)

H568 Beyond the Textbook German A/B - Honors (Grade 12)
Students will use previously learned knowledge of the German language to read, analyze, and discuss authentic sources in the target language. Students will explore the respective cultures in more depth and draw comparisons to their own.
Beyond the Textbook A & B are separate curriculums.
Students may take Semester A in the fall and Semester B in the spring of the same year.
Prerequisite: German 4 (recommended B average or better) or
6 days per cycle
Semester Courses (0.5 Credit)