

JAMESTOWN AREA SCHOOL DISTRICT  
PROGRAM OF STUDIES  
SENIOR HIGH SCHOOL  
GRADES 9-12

For 2019-20 School Year

The Jamestown Area School District declares itself to be an Equal Rights and Opportunities School District. It does not discriminate against individuals or groups because of race, color, national origin, religion, age, sex, marital status or non-relevant handicaps and disabilities. The district's commitment to non-discrimination extends to students, employees, prospective employees and the community.

## SCHEDULING PROCESS TIME LINE

Week of February 28th	Course offerings to students and counseling appointments <i>MCCC Students and Dual Enrollment Students</i> <i>Junior Class</i> <i>Sophomore Class</i> <i>Freshman Class</i>
<b>February 31st</b>	<i>8<sup>th</sup> Grade Scheduling Meeting (6:30 PM)</i>
<b>March 15</b>	<b><i>Grades 9, 10, &amp; 11(current year) scheduling sheets due to Guidance Office</i></b>
	Grade 8 (for those who do not make scheduling meeting) *scheduling preference will be given to those who schedule early at the scheduling meeting on March 6th.
March	7 <sup>th</sup> grade- placement determination for Algebra 8/Ecology and receive Band letters
April	6 <sup>th</sup> grade- need to decide whether or not to schedule Band
April-June	Master schedule - conflicts resolved
April-June	Final course offerings and selections by students to eliminate conflicts from courses not offered.
May-July 1	Opportunity to change schedules
July 1	Last day to change schedules

\*A meeting for students interested in Dual Enrollment will be held in early March

### PROCESS:

Students will be provided with a program of studies and a class meeting to explain the process. Students are encouraged to discuss next year's schedule with teachers and parents. A link to the scheduling/course of study booklet will be available on the school district's website. A scheduling booklet can be sent home for a parent/guardian to review in case of no home internet access. An appointment may be made with the counselor to turn in the selected courses and discuss the schedule with the student with regard to plans, abilities, and interests. Student and parent signatures will be required when the student turns in selected courses for the following year. After each grade's scheduling time period is over, the counselor will make a schedule for any student who has not turned in a scheduling sheet.

Courses will be scheduled for the JHS student body in the following order: Seniors, Juniors, Sophomores, and Freshmen. Students who do not meet scheduling process deadlines will not be scheduled until all Freshmen have scheduled.

Philosophy of Education  
For  
Jamestown Area School District

BE IT RESOLVED THAT THE JAMESTOWN AREA SCHOOL DISTRICT,  
SCHOOL BOARD MEMBERS, OFFICERS, FACULTY AND STAFF WILL  
TO THE BEST OF THEIR COLLECTIVE ABILITIES:

1. Provide an environment in which our students can acquire both life skills and basic skills.
2. Provide an environment which is based upon the mutual respect and self-esteem of all those involved in the educational process.
3. Provide an environment where all concerned with the educational program may provide input into development and maintenance of the program.
4. Provide an environment where all concerned understand how their special roles, duties, and responsibilities relate to the development and maintenance of educational systems.
5. Provide an environment in which decisions are based upon the needs of the student in relation to available resources.

## ACADEMIC and LEARNING GOALS

Jamestown High School Students will be exposed to instruction and an environment which promotes 21<sup>st</sup> Century Skills, which will help to prepare them to reach their post-graduation goals. These Skills include the following:

**COLLABORATION SKILLS**- Students will learn to work with each other at various times throughout their courses. Mutual respect, listening skills, and working together to complete a project or assignment will be stressed.

**COMMUNICATION SKILLS** - Quality education should help every student acquire communication skills of understanding, speaking, reading and writing.

**MATHEMATICS** - Quality education should help every student acquire skills in mathematics.

**SELF-ESTEEM** - Quality education should help every student develop self-understanding and a feeling of self-worth.

**CRITICAL THINKING** - Quality education should help every student develop critical thinking skills.

**UNDERSTANDING OTHERS** - Quality education should help every student acquire knowledge of different cultures and appreciation of the worth of all people.

**CITIZENSHIP** - Quality education should help every student learn the history of the nation, understand its systems of government and economics and acquire the values and attitudes necessary for responsible citizenship.

**ARTS AND THE HUMANITIES** - Quality education should help every student acquire knowledge, appreciation and skills in arts and the humanities.

**SCIENCE AND TECHNOLOGY** - Quality education should help every student acquire knowledge, understanding and appreciation of science and technology.

**CAREERS** - Quality education should help every student acquire the knowledge, skills and the attitudes necessary to become self-supporting members of society.

**FAMILY LIVING** - Quality education should help every student acquire the knowledge, skills and the attitudes necessary for successful personal and family living.

**HEALTH** - Quality education should help every student acquire knowledge and develop practices necessary to maintain physical and emotional well-being.

ENVIRONMENT - Quality education should help every student acquire the knowledge and the attitudes necessary to maintain the quality of life in a balanced environment.

#### PERSONNEL

High School Principal: Mr. Brian Keyser

Guidance Counselor: Kate Evans-Haines

#### VOCATIONAL - TECHNICAL EDUCATION

Students who are interested in Vo-Tech training should notify the Guidance Counselor as soon as possible for information and requirements. Typically, students will be informed of openings and program offerings in the ninth grade Career Awareness course and Vo-Tech visit offered by the high school in the fall of their sophomore year. All programs are considered one and two year programs (except Cosmetology) and are available to students in their junior year in high school. Students who are handicapped or have special needs may be enrolled in a program when it is determined to be in the best interest of that child by the multi-disciplinary team. Listed below are the guidelines for the Mercer County Career Center.

#### JAMESTOWN AREA SCHOOL DISTRICT GUIDELINES FOR ATTENDING MERCER COUNTY CAREER CENTER

All students are encouraged to investigate the training and opportunities available at the Mercer County Career Center. Students who are planning to pursue a career that does not require a college degree are encouraged to make application to the Career Center. Any student from Jamestown may attend the Career Center upon successfully meeting the standards necessary for application. Students who do not meet the standards initially may apply as soon as the standards are met. Special needs students will be considered based on his/her I. E. P. It is the goal of the district to assist every student to meet the standards necessary to graduate and pursue training that is best suited to the interests and abilities of the student. These standards have been set to responsibly assist all students in meeting this district goal. The standards are as follows:

### Attendance

- \*Fewer than **9 days absent** from the previous year of school
- \*Fewer than **4 days absent** the first semester of the current year
- \*A long-term illness or special circumstances, as determined by the high school principal, will be taken into consideration

### Citizenship

- \*Compliance with school rules
- \*No more than six detentions the previous year unless an exception for special circumstances is made by the high school principal in consultation with the counselor and staff.

### Academic Performance

- \*Enough credits to qualify to be a junior or senior in good standing (projected grades of sophomore or junior year included).
  - \*On track to meet the outcomes necessary to qualify for graduation
- All interested students should apply even if they are not certain about attending the following school year.**

*Students enrolled in the Mercer County Career Center are expected to maintain the standards set above during the year(s) of attending the Center. A student who falls short of meeting any one of the standards set for attendance, citizenship or academic performance may be removed from the Career Center until which time the student demonstrates improved performance in the area of deficiency. Proper notice will be given to parents and students as any one or more of these areas become a potential problem area for the student.*

Again, it is the intention of the district to set reasonable standards that will help the student meet the ultimate goal of graduation with the education and skills necessary to be a good employee and citizen.

## **Programs Offered at the Mercer County Career Center**

### **Auto Body**

Auto Body prepares students to obtain an entry-level position in auto body repair and/or to pursue postsecondary education. The program's curriculum enables students to develop technical knowledge through classroom theory lessons and acquire a core set of skills by applying learned knowledge in hands-on shop experiences. Classroom lessons include lectures, reading and writing assignments, and demonstrations. The program's instruction includes units on workplace skills, safety techniques, vehicle design and function, structural and non-structural welding, estimating repair costs, collision repair procedures, and automotive painting and refinishing. Students learn these fundamental skills of repairing and refinishing damaged vehicles using the tools, products, and materials found in auto body shops and repair facilities.

### **Auto Mechanics**

Auto Mechanics allows students to perform a wide range of diagnostics, repairs, and preventative maintenance on automobiles and light trucks. Students will gain the technical knowledge and skills to obtain an entry-level position and/or pursue postsecondary education. The program's curriculum enables students to develop basic knowledge through classroom theory lessons and acquire a core set of technical skills by applying learned knowledge in hands-on shop experiences. Classroom lessons include lectures, reading and writing assignments, and demonstrations. The program's instruction includes the diagnosis and testing of malfunctions in and repair of engines, fuel, electrical, cooling, steering, suspension and brake systems. Students also prepare to obtain certifications for PA Safety Inspection; Emissions Inspection; and Refrigerant, Recovery, and Recycling.

### **Building Trades Maintenance**

Building Trades Maintenance prepares students to obtain entry-level positions in the maintenance and repair of residential, office, apartment and other commercial/industrial buildings and/or to pursue apprenticeships, postsecondary training or postsecondary education. The program's curriculum enables students to develop a wide range of practical and mechanical knowledge through classroom theory lessons and acquire technical skills by applying learned knowledge in hands-on shop activities. Classroom lessons include lectures, reading and writing assignments, demonstrations, and individual and group activities. The program's instruction includes units on safety, carpentry, electricity, plumbing, and masonry. Students also study basic maintenance and repair of heating and air conditioning units, drywall installation, and applying finishing materials.

## **Carpentry**

Carpentry prepares students to obtain entry-level positions in the construction or wood industries, apprenticeships in trade unions and/or to pursue enrolling in postsecondary institutions for degrees in construction, sales, or management. The program's curriculum enables students to develop a knowledge base through classroom theory lessons and acquire technical skills by applying learned knowledge in hands-on shop experiences. Classroom lessons include lectures, reading and writing assignments, demonstrations, individual and group projects and activities. The program's instruction includes units on safety, hand and power tools, blueprint reading, framing, interior and exterior finish, construction materials, measuring, estimating, and building codes. Students also study technical mathematics, residential steel-framing, and cabinetmaking.

## **Computer Information Technology**

The program will provide students experience in the administration and support of computer networks, which includes: user and group management, server security, network sharing, operating systems, user and workstation security, help desk support, computer repair and remote access.

Students will focus their study on network technologies, network devices, network management, tools and security. Computer Information Technology students will be expected to read and interpret complex instructions, technical literature and solve a variety of technical problems.

## **Cosmetology**

Cosmetology trains students to become licensed cosmetologists in specialized or full-service salons. The program's curriculum provides concentrated studies in the professional competency areas unique to the cosmetology field. Students develop a knowledge base through classroom theory lessons and perfect their clinical skills by applying learned knowledge in the program's student-operated salon. Classroom lessons include lectures, reading and writing assignments, demonstrations, individual and group projects, as well as other activities. The program's instruction includes units on shampooing, conditioning, cutting and styling hair; chemical texture services and hair coloring techniques; and providing facials, manicures and pedicures. Personal safety, professionalism, and sanitation and disinfection of equipment and facilities are emphasized. Students also study business management with a focus on managing a salon.

## **Culinary Arts**

Culinary Arts prepares students to obtain entry-level employment related to institutional, commercial, or independently owned food establishments and other

food industry occupations and/or provides a foundation for students who pursue acceptance into a postsecondary culinary program. The program's curriculum enables students to develop knowledge through classroom theory lessons and acquire culinary skills by applying learned knowledge in the program's fully equipped commercial kitchen and dining room. Classroom lessons include lectures, reading and writing assignments, demonstrations, and individual and group projects and activities. The program's instruction includes units on use and care of utensils and food preparation equipment; safety; sanitation procedures, nutrition basics, and recipes preparation. Students develop and practice skills through hands-on activities and experiences related to planning, selecting, preparing, and serving of quality food and food products.

### **Diesel Mechanics**

Diesel Mechanics prepares students to obtain entry-level employment and/or to pursue postsecondary education. The program's curriculum enables the students to develop basic knowledge through classroom theory lessons and acquire a core set of technical skills by applying learned knowledge in hands-on shop experiences. Classroom lessons include lectures, reading and writing assignments, and demonstrations. The program's instruction includes units on safety, diesel engine mechanics, suspension and steering, brake systems, electrical and electronic systems, and preventive maintenance. Students develop skills for troubleshooting problems; disassembling, rebuilding, and reassembling engines; applying electrical principles to service electrical/electronic systems; inspecting, repairing or replacing various systems' components; and performing preventive maintenance on medium/heavy vehicle systems.

### **Early Childhood Education**

Early Childhood Education allows students to obtain a variety of entry-level child care occupations in day care centers and preschools and/or provides a foundation for students who pursue a postsecondary early childhood education program. The program's curriculum enables students to develop a knowledge base through classroom theory lessons and acquire care giving, teaching, and managing skills by applying learned knowledge in the program's fully equipped preschool. Classroom lessons include lectures, reading and writing assignments, demonstrations, and individual and group projects and activities. Instruction includes units on growth and development; nutrition; program play activities; child abuse and neglect; learning experiences for children; and laws, regulations, and policies relating to child care services.

### **Electronics Technology**

Electronics Technology prepares the students to obtain entry-level employment and/or provides the foundation for advanced studies. The program's curriculum

enables the students to develop a basic level of knowledge through classroom theory lessons and acquire a core set of technical skills by applying learned knowledge in hands-on lab experiences. Classroom lessons include lectures, reading and writing assignments, demonstrations, and individual and group activities. The program's instruction includes units on safety techniques for electronics work, digital circuits and electronics, electronic circuits and devices, AC electronics, and soldering, prototyping and fabrication. Students also learn to maintain, troubleshoot, and repair a variety of electronic systems; read and interpret complex instructions, technical literature and electrical schematic drawings; and solve a variety of technical problems.

### **Entrepreneurial Studies**

Entrepreneurial Studies enables students to learn first-hand about the risks and rewards of starting and operating a small business. The program's curriculum provides students with knowledge and skills of fundamental business concepts and entrepreneurship. PowerPoint presentations, reading and writing assignments and hands-on activities provide students with an overview of the steps and considerations involved in turning an idea into a business, identifying a passion or hobby that can provide a product or service, researching the market, and weighing the risks of starting a small business. The program's core instruction includes units on economic principles, business plans, business related math skills, technology skills, and sales and marketing techniques. Students engage in various business activities related to each planned unit.

### **Health Care Careers**

Health Care Careers prepares students to obtain entry-level positions in the health field and/or to pursue postsecondary education. The program provides students with health career exploration activities, instruction of basic skills, which are fundamental to all areas of health care, and clinical experiences. Students develop health care knowledge through classroom theory lessons and practice health care skills in a laboratory setting prior to their clinical assignments. Classroom lessons include lectures, reading and writing assignments, demonstrations, and individual and group projects. The program's core instruction includes units on medical terminology, anatomy and physiology, basic clinical skills, aseptic techniques, OSHA regulations, and infection control.

### **Precision Production Metals**

Precision Production Metals prepares students to obtain entry-level employment in the machine tool industry, apprenticeships sponsored by unions or manufacturers, and/or to pursue enrollment in postsecondary programs. The program's curriculum enables students to develop a knowledge base through classroom theory lessons and acquire technical skills by applying learned knowledge in hands-on shop experiences. Classroom lessons include lectures,

reading and writing assignments, and demonstrations. The program incorporates national skills standards developed by the National Institute of Metalworking Skills (NIMS). Instruction includes units on bench work and the operation of lathes, power saws, grinders, milling machines, drills and computer operated equipment. Students also study the use of precision measuring instruments such as layout tools, micrometers and gauges and blueprint reading. Emphasis is on machining parts for the NIMS performance exams.

### **Protective Services**

Protective Services prepares students to apply technical knowledge and skills required to perform entry-level duties in various protective services positions and provides a basic foundation for students who pursue postsecondary studies. The program provides students with career exploration activities, instruction of skills which are fundamental to all areas of safety services, and laboratory experiences. Students develop basic knowledge through classroom theory lessons and acquire technical skills by applying learned knowledge to various projects and lab activities. Classroom lessons include lectures, reading and writing assignments, demonstrations, and individual and group projects. The program's instruction stresses techniques, methods, and procedures which are unique to areas of criminal justice and fire protection. Physical development and self-confidence skills are emphasized due to the nature of the specific occupations. Units of study include patrol duties, criminal justice, firefighting, communication techniques, and emergency medical services.

### **Welding**

Welding prepares students to obtain entry-level employment as a welder or in related positions in all types of small and large companies and/or to pursue enrolling in postsecondary programs such as welding engineering or metallurgy. The program's curriculum enables students to gain a knowledge base through classroom theory lessons. Shop activities allow students to put their classroom learning into hands-on practice of technical skills. Classroom lessons include lectures, reading and writing assignments, and demonstrations. The program's instruction includes units on safety practices, gas cutting and welding, arc welding in various positions, and types and uses of electrodes and welding rods. Students also learn to fabricate and join metal parts according to diagrams, blueprints, and specifications.

For further information on Mercer County Career Center programs and services, please visit our web-site [www.mercerccc.org](http://www.mercerccc.org).

# CURRICULUMS

## COLLEGE PREP CURRICULUM

COLLEGE PREP CURRICULUM - This program prepares students to meet college requirements and to prepare them to be successful when they matriculate beyond high school for additional study and/or training. Course offerings in this curriculum require students to spend additional time and effort in preparation for the classroom beyond the general course offerings. Students should have the ability and interest to pursue independent study. It is advised, whenever possible, that students should maintain at least a 73% average in major subjects or the recommendation of the teacher to enroll in this curriculum. *Note required courses on page 9 of this guide.*

## GENERAL CURRICULUM

GENERAL CURRICULUM - This is a general course of study for students who are unsure of pursuing special training and who do not plan to attend college. Courses are geared to provide a general education in the basic subjects. Students in this curriculum are encouraged to take courses from each discipline to acquire a broad base of subjects. *Note required courses on pages 10-11 of this guide.*

## VOCATIONAL-TECHNICAL CURRICULUM

VOCATIONAL-TECHNICAL CURRICULUM - This is the course of study and sequencing of courses for students attending the Mercer County Career Center. Students have the opportunity to attend MCCC in grades 11 and 12 (except for Cosmetology which students can attend beginning in 10<sup>th</sup> grade).

## CREDIT REQUIREMENTS

Students are required to complete the following courses for credit to graduate from Jamestown Area High School. In grades nine (9) through twelve (12) every student shall obtain at least **twenty-three (23) units of credit** to include the following required units of credit:

UNITS OF CREDIT	COURSE TITLE
4	English 9, 10, 11, 12
3	Mathematics
3	Science
3	Social Studies
2	Arts and/or Humanities (Foreign Lang., Art, Drama, Band, Chorus, Computer Apps., others)
1.4	Health/Physical Education
<b>1.0 (.50 for MCCC Students)</b>	<b>Graduation Project (.25 Credits each year grades 9-12)</b>
6.5	Students select 6.5 additional courses among those approved for credit toward graduation by the school district including approved vocational-educational courses.

Graduation Project- this career-focused project will have “essential components” that will be completed each school year, beginning in 9<sup>th</sup> grade. Career exploration, awareness, and community service are all parts of the project. Students must complete all parts of the project and a judged presentation in order to be eligible to participate in the graduation ceremony.

## DISTRICT-REQUIRED COURSES

COLLEGE PREP/GENERAL	VOCATIONAL-TECHNICAL (MCCC)
Keyboard/Computer Lit .50	Keyboard/Computer Lit. .50
Career 9, 10, 11 .85	Career 9, 10 .45
Current Issues or AP US History 1.0	Government <u>or</u> C. Issues 1.0
Life 101/Career 12 1.0	General Science/Tech 1.0
Health 10 .50	Health 10 .50
PE 9, 10, 11 .90	PE 9, 10, 11 .90
Lit. Prep (Gr.9-11)(.20 each year) .60	Lit. Prep (Gr. 9-11) .60
Math Enrich (.20 each year) .40	Math Enrich .40
<b>Graduation Project(.25 grades 9-12) 1.0</b>	<b>Graduation Project(.25 grades Grades 9&amp;10) .50</b>

## COLLEGE PREP CURRICULUM

### Grade 9

English 9	1.0
U. S. History 9	1.0
Alg. I <b>or</b> Geometry	1.0 Each(Math Elective)
Biology or FOL	1.0
Spanish I	1.0
Keybrd/Comp Lit	.50
Career 9	.20
Phys. Ed	.25

Lit. Prep	.20
Math Enrichment	.20
<b>Grad. Project</b>	<b><u>.25</u></b>

6.60

### Grade 10

English 10	1.0
World History 10	1.0
Geometry <b>or</b> Alg. II	1.0 Each
Biology or AP Bio	1.0/1.50(Weighted)
Spanish II	1.0
Health	.25
Phys. Ed.	.25
Technology 10	.25
Career 10	.20
Math Enrichment	.20
Lit. Prep	.20

<b>Grad. Project</b>	<b><u>.25</u></b>
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6.60 (7.10)

### Grade 11

English 11 <b>or</b> AP Eng. Lit.	1.20/1.50(weighted)
Government	1.0
Chemistry/Lab	1.40
Career 11	.40
Geometry <b>or</b> Trigonometry	1.0
Phys. Ed.	.40
Electives.	1.0
Math Enrichment	.20
Lit. Prep	.20
<b>Grad. Project</b>	<b><u>.25</u></b>

7.05 (7.35)

### Grade 12

English 12 <b>or</b>	1.0
AP English Lang.	1.50 (Weighted)
Applied Calculus	1.0 (Weighted)
Physics/Lab	1.4
Life 101	.60
Career 12	.40
Current Issues <b>or</b>	1.0
AP US History	1.50 (Weighted)
Electives	1.0
<b>Grad. Project</b>	<b><u>.25</u></b>

Possibility of 9.65

## ELECTIVES

### 1.0 CREDIT

Art I-II-Advanced 9-12  
Band 9-12  
Spanish I-II-III-IV- 9-12  
Psychology 11-12

### 1.0 OR PARTIAL CREDIT

Art 9-12  
Chorus 9-12  
Lifetime Sports or Team Sports 10-12  
Intro to Ceramics 10-12  
Advanced Ceramics 11-12  
Intro to Ceramics 10-12  
Entrepreneurship 10-12  
Human Anatomy 10-12  
Journalism-Newspaper 10-12  
Business and Finance (Credit Union) 10-12

**\*Credit will be awarded depending on how many days the class meets.**

GENERAL CURRICULUM

GRADE 9

English 9	1.0
U. S. History 9	1.0
Alg. I or Math C&S	1.0
FOL	1.0
Keyboard/Comp Lit.	.50
Career 9	.20
Phys. Ed.	.25
Grad. Project	.25
Lit. Prep	.20
Math Enrichment	.20
Arts or Humanities	<u>1.0</u>
	6.60

GRADE 10

English 10	1.0
World History 10	1.0
Geometry or Geom. C&S	1.0
Biology	1.0
Health	.25
Phys. Ed.	.25
Career 10	.25
Technology 10	.25
Elective	1.0
Grad. Project	.25
Lit. Prep	.20
Math Enrichment	<u>.20</u>
	6.65

GRADE 11

English 11	1.2
Government	1.0
Career 11	.40***
Prin. of Technology	1.0
SB Math or Alg. II C&S	1.0
Phys. Ed.	.40
Lit. Prep	.20
Math Enrichment	.20
Elective	<u>1.5</u>
	6.9
Grad. Project	.25

GRADE 12

English 12	1.0
Current Issues	1.0
Life 101/Career 12	1.0***
Applied Math	1.0
Electives	<u>2.0</u>
	6.0
Grad. Project	.25

ELECTIVES

1.0 CREDIT

- Art I-II-Advanced 9-12
- Spanish I-IV 9-12
- Band 9-12
- Psychology 11-12

1.0 OR PARTIAL CREDIT

- Team Sports or Lifetime Sports 10-12
- Journalism-Newspaper
- Entrepreneurship 10-12
- Chorus 9-12
- Ceramics 10-12/Adv. Ceramics 11-12
- Human Anatomy 10-12
- Business and Finance (Credit Union) 10-12

**\*General Curriculum Students can also take Math Electives**

**\*\*Credit will be awarded depending on how many days the class meets.**

**\*\*\*Not required for Mercer County Career Center Students**

## VOCATIONAL-TECHNICAL COURSES

(For students attending Mercer County Career Center)

### GRADE 11

English 11	1.2
General Science	1.0
Phys. Ed.	.40
SB Math	1.0
Lit. Prep	.20
Math Enrichment	.20
Career Center	<u>3.0</u>

	7.0
Grad. Project	.25
	(7.25)

### GRADE 12

English 12	1.0
Current Issues <b>or</b> Government	1.0
App. Math	1.0
Career Center	<u>3.0</u>

	6.0
Grad. Project	.25
	(6.25)

### GRADE 10 (Cosmetology Only)

English 10	1.0
Biology	1.0
Math	1.0
Ind. Health	.25
Ind. PE	.25
Grad. Project	.25
Lit Prep	.20
Math Enrichment	.20
Career Center	<u>3.0</u>

7.15

## OPTIONS FOR ACQUIRING CREDIT AND/OR ACHIEVING LEARNING OUTCOMES

THE FOLLOWING GUIDELINES EXIST TO ALLOW STUDENTS SOME FLEXIBILITY IN ACHIEVING CREDIT AND/OR MEETING STUDENT OUTCOMES. THESE OPTIONS HAVE CERTAIN RESTRICTIONS AND REQUIREMENTS. A STUDENT SEEKING TO TAKE ADVANTAGE OF ANY OPTIONS LISTED MUST MEET THE QUALIFICATIONS LISTED, FOLLOW THE PRESCRIBED PROCEDURES AND HAVE THE PERMISSION OF THE HIGH SCHOOL PRINCIPAL.

### QUALIFICATIONS

**OPTION 1 - COURSE COMPLETION** - FOR CREDIT SATISFACTORY COMPLETION OF COURSE (PASSING GRADE), DEMONSTRATE THE OUTCOMES THROUGH THE TASK(S) DESIGNED FOR THE COURSE AT A STANDARD ESTABLISHED BY THE SCHOOL.

**OPTION 2 - ASSESSMENT** - CREDIT NOT AVAILABLE, DEMONSTRATE THE OUTCOMES THROUGH THE TASK(S) DESIGNED FOR THE DENSE COURSE AT A STANDARD ESTABLISHED BY THE SCHOOL. THE STUDENT MUST PRESENT SOME EVIDENCE THAT THEY HAVE BEEN ABLE TO ACQUIRE ENOUGH OF A BACKGROUND IN A DISCIPLINE THAT WOULD ALLOW THEM TO DESIGN A PROCESS TO DEMONSTRATE THE KNOWLEDGE OF THE COURSE CONTENT AND EVIDENCE THE OUTCOMES. THE DESIGN WOULD BE ESTABLISHED BY THE PRINCIPAL WITH ASSISTANCE FROM THE STAFF.

FOR OPTIONS LISTED BELOW ELIGIBILITY FOR RECEIVING CREDIT OR FOR BEING CERTIFIED AS HAVING MET AN OUTCOME WILL FALL IN ONE OF TWO CATEGORIES. IN EITHER CASE, THEY CANNOT BE USED SO THAT A STUDENT MAY CIRCUMVENT TAKING CORE COURSE REQUIREMENTS. IF A SCHEDULING CONFLICT PREVENTS A CORE COURSE FROM BEING SCHEDULED, THE PRINCIPAL MAY GRANT AN EXCEPTION:

**CATEGORY 1: REMEDIATION** A CORE COURSE OR SERIES OF CORE COURSES HAVE BEEN COMPLETED AND THE STUDENT HAS DEMONSTRATED WILLINGNESS TO WORK. THESE OPTIONS ARE SET UP TO PROVIDE THE STUDENT WITH AN ALTERNATIVE AVENUE TO MEET (EVIDENCE) AN OUTCOME.

**CATEGORY 2: ENRICHMENT** A CORE COURSE OR SERIES OF CORE COURSES HAVE BEEN COMPLETED AND THE OUTCOMES HAVE BEEN MET. THESE OPTIONS ARE SET UP TO ALLOW A STUDENT TO STUDY A DISCIPLINE IN MORE DEPTH OR TO STUDY AN AREA OF INTEREST THAT CANNOT BE PROVIDED IN THE SCHOOL CURRICULUM.

**OPTION 3 - INDEPENDENT STUDY** - FOR CREDIT THIS CAN ONLY BE IN A COURSE THAT QUALIFIES AS AN ELECTIVE. A CORE COURSE DOES NOT QUALIFY FOR INDEPENDENT STUDY. THE STUDENT MUST HAVE DEMONSTRATED AN ABILITY TO WORK INDEPENDENTLY AT A LEVEL ACCEPTABLE BY THE PRINCIPAL. YOU MUST DEMONSTRATE THE OUTCOMES THROUGH THE TASK(S) DESIGNED FOR THE COURSE AT A STANDARD ESTABLISHED BY THE SCHOOL. THE STUDENT MUST PRESENT A PROPOSAL FOR INDEPENDENT STUDY TO THE PRINCIPAL BY JULY 15 OF THE SCHOOL YEAR. THE PROPOSAL MUST INCLUDE THE FOLLOWING: 1.) COURSE TITLE, 2.)PURPOSE OF STUDY; 3.)OBJECTIVES/OUTCOMES TO BE MET; 4.)HOW THE OBJECTIVES AND OUTCOMES WILL BE MET (METHODS OF STUDY); 5.) DESCRIPTION/OUTLINE OF CONTENT; 6.) ACTIVITIES SCHEDULED; 7.)PORTFOLIO ASSESSMENT. - EXHIBITS TO BE INCLUDED, METHODS OF PRESENTING THE PORTFOLIO FOR ASSESSMENT. THE PRINCIPAL MAY ADJUST THE ORDER FOR IT TO BE ACCEPTED.

**OPTION 4 - CORRESPONDENCE STUDY** - FOR CREDIT THIS CAN ONLY BE IN A COURSE THAT QUALIFIES AS AN ELECTIVE. A CORE COURSE DOES NOT QUALIFY FOR CORRESPONDENCE STUDY. THE STUDENT MUST HAVE DEMONSTRATED AN ABILITY TO WORK INDEPENDENTLY TO A LEVEL ACCEPTABLE BY THE PRINCIPAL. THIS MUST BE A COURSE THAT IS APPROVED BY THE PRINCIPAL.

**OPTION 5 - COMMUNITY SERVICE** - THE AMOUNT OF CREDIT WILL BE DETERMINED BY THE PRINCIPAL BASED ON THE SCOPE OF THE PROJECT. THE SERVICE MUST PROVIDE AN OPPORTUNITY FOR THE STUDENT TO DEMONSTRATE AN OUTCOME. ASSESSMENT OF THE OUTCOME MUST BE POSSIBLE THROUGH A PORTFOLIO AS OUTLINED BY THE PRINCIPAL. THE STUDENT MUST PRESENT A PROPOSAL TO THE PRINCIPAL THAT INCLUDES THE FOLLOWING: 1.) DESCRIPTION OF THE SERVICE PROJECT, 2.) PERSON(S) WHO WILL MONITOR STUDENT INVOLVEMENT, 3.) OUTCOMES/OBJECTIVES TO BE MET, 4.) A TIME LINE OF ACTIVITIES, 5.) A METHOD OF EVIDENCING THE OUTCOME.

**OPTION 6 - WORK EXPERIENCE** - CREDIT IS NOT AVAILABLE. THE WORK EXPERIENCE MUST PROVIDE AN OPPORTUNITY FOR THE STUDENT TO DEMONSTRATE AN OUTCOME. ASSESSMENT OF THE OUTCOME MUST BE POSSIBLE THROUGH SOME METHOD ACCEPTABLE TO THE PRINCIPAL.

**OPTION 7 - EDUCATIONAL TRAVEL** - THE AMOUNT OF CREDIT WILL BE ESTABLISHED BY THE SCOPE OF THE PROPOSAL. YOU MUST DEMONSTRATE THE OUTCOME THROUGH THE TASK(S) DESIGNED FOR THE COURSE AS A STANDARD ESTABLISHED BY THE SCHOOL. THE STUDENT MUST PRESENT A PROPOSAL FOR EDUCATIONAL TRAVEL AT LEAST 15 DAYS PRIOR TO THE START OF THE TRIP. THE PROPOSAL MUST INCLUDE THE FOLLOWING: 1.) PLACE OF VISIT (DATES), 2.) PURPOSE FOR EACH PLACE, 3.) WHAT

WILL BE LEARNED AT EACH PLACE, 4.) A JOURNAL OF OBSERVATIONS, REACTIONS AND IMPRESSIONS FOR EACH PLACE VISITED, 5.) A PORTFOLIO TO INCLUDE: ARTIFACTS OF THE TRIP, ASSIGNMENTS COMPLETED AS DETERMINED BY THE PRINCIPAL.

**OPTION 8** - SUMMER SCHOOL AND OTHER ACTIVITIES - REMEDIATION CREDIT WOULD BE AWARDED FOR A COURSE TAKEN AS A RESULT OF FAILING A COURSE AT THE HOME SCHOOL. ENRICHMENT/AN APPROVED COURSE AS DETERMINED BY THE PRINCIPAL. THE AMOUNT OF CREDIT WILL BE DETERMINED BY THE PRINCIPAL BASED ON THE SCOPE OF THE COURSE. THE STUDENT MUST DEMONSTRATE THE OUTCOME THROUGH THE TASK(S) DESIGNED FOR A SIMILAR COURSE AT A STANDARD SET BY THE SCHOOL. THE STUDENT MUST HAVE APPROVAL OF THE PRINCIPAL PRIOR TO HAVING STARTED THE COURSE.

**OPTION 9** - EXTRA-CURRICULAR ACTIVITIES - THE AMOUNT OF CREDIT WILL BE DETERMINED BY THE NATURE OF THE ACTIVITY. THE STUDENT MUST BE ABLE TO DEMONSTRATE THE OUTCOME THROUGH THE EXTRA-CURRICULAR ACTIVITY AS ASSESSED BY/THROUGH A METHOD APPROVED BY THE PRINCIPAL. THE STUDENT MUST HAVE APPROVAL FROM THE PRINCIPAL PRIOR TO THE START OF THE EXTRA-CURRICULAR ACTIVITY.

**OPTION 10** - HIGHER EDUCATION COURSES - THE AMOUNT OF CREDIT WILL BE DETERMINED BY THE PRINCIPAL. COURSES MAY BE TAKEN IN LIEU OF CORE COURSES THE SENIOR YEAR ONLY, PROVIDED THE STUDENT HAS MAINTAINED A C@ AVERAGE OR ABOVE IN PREVIOUS COURSES IN THE DISCIPLINE AT THE HOME SCHOOL. COLLEGE CREDIT FOR OTHER COURSES WILL SERVE AS CREDIT FOR AN ELECTIVE SIMILAR TO A HOME SCHOOL ELECTIVE. STUDENTS CARRYING 12 OR MORE COLLEGE HOURS WILL BE CONSIDERED A FULL TIME COLLEGE STUDENT AND MAY NOT BE REQUIRED TO ATTEND JHS AT ALL. STUDENTS CARRYING LESS THAN A FULL COLLEGE LOAD WILL BE CONSIDERED A JAMESTOWN STUDENT AND MUST MEET ALL JAMESTOWN REQUIREMENTS FOR GRADUATION. THE STUDENT WILL HAVE TO PRODUCE EVIDENCE THAT THE OUTCOME HAS BEEN MET IN ACCORDANCE WITH THE GUIDELINES AND STANDARDS SET BY THE PRINCIPAL PRIOR TO THE START OF THE COLLEGE COURSE. THE STUDENT MUST HAVE APPROVAL OF THE PRINCIPAL 15 DAYS PRIOR TO THE START OF A COURSE. THE STUDENT MUST PROVIDE A FINAL TRANSCRIPT OF THE COURSE WITH A LETTER GRADE OF C@ OR BETTER TO RECEIVE CREDIT.

## PLANNED COURSES OF STUDY

### ENGLISH

COURSE TITLE: English 9

CREDITS: 1.00

DESCRIPTION: Students will concentrate on the following study areas throughout the year: grammar usage, sentence structure, paragraph writing, and mechanics. A student's competency in speaking and writing will become more effective with practice in these areas. The study of the formal writing process will emphasize thesis and paragraph development, organization, content, focus and mechanics. Students will write to persuade, to narrate, and to inform. Both teacher and peer conferencing will be utilized as a method of feedback during the writing process. Literature units include short stories and poetry grouped by theme. A variety of novels, biographies, literature textbook, and supplementary materials are used. A variety of assessment will be utilized (tests, round table discussions, essays, posters, cooperative learning activities, improvisations, etc.). Vocabulary development will be integrated throughout the year.

COURSE TITLE: English10

CREDIT: 1.00

DESCRIPTION: Students will embark upon an interdisciplinary study of literature that follows a continental approach including the areas of Africa, Europe, Asia, North America, and South America. The course's major focus is on Africa, Asia, and South America. During each of the five continental units, students will read at least one novel by a national author, write one 3-5 page paper, learn whole language, and vocabulary for SAT preparation, implement fundamentals of grammar, integrate culturally and historically relevant information into their understanding of the literature, and learn the geographic locations of all countries studied. Students will write to persuade, to narrate and to inform. Each unit is cumulative and will be evaluated through an exam. Other evaluations will include projects, speeches, quizzes, and Grammar Olympics. In addition, the process approach of peer editing, teacher/student conferencing and revisions of drafts will be used and applied to a final writing portfolio. Finally, students will learn the MLA style of writing and research strategies to prepare them for their senior research projects.

COURSE TITLE: English 11

CREDIT: 1.20

DESCRIPTION: Students will be introduced to the major American authors (Steinbeck, Hemingway, Lewis, Fitzgerald, etc.) as well as more modern American authors. Novels, short stories, poetry, plays, and other works of literature will be utilized. There will be an emphasis on writing and public speaking skills.

The graduation project paper and its entire process (proposal, note cards, thesis statement, outline, works cited), completed in MLA (Modern Language Association) format, are a requirement of this course. Shorter writing assignments using persuasive, informative and narrative writing styles will also be required. Students will develop into a community of learners through group projects and

presentations. Peer and self-editing and teacher conferencing will be used to provide feedback and monitor achievement.

COURSE TITLE: English 12

CREDIT: 1.00

DESCRIPTION: Development of the English language using British Literature and the history of England will be the major emphasis. English 12 includes a study of representative literary pieces from the time span covering Anglo-Saxon works to the Renaissance to the 20<sup>th</sup> Century. Shakespeare's works of Hamlet and Macbeth will be read. Recently added is a contemporary unit including one of the works of J. R. R. Tolkien. Extensive writing based on the ideas and mind sets reflected in these works is an integral part of the course as well. Major emphasis will be given to the formal writing of clear, multi-paragraph expository papers/essay varying in length. The use of quotation, details, examples, and argumentation of thesis will be stressed. Students will correct and revise their works using teacher and peer conferencing throughout the writing process. Students will write to persuade, to narrate, and to inform. The student's writing, speaking, dramatic presentations - - both formal and informal - - will provide the basis for evaluation of this course. Quizzes and tests will be given. Students are also responsible for keeping a portfolio and composing a formal paper at the end of the year.

COURSE TITLE: AP English Literature

PREREQUISITES: Minimum 90% in English 10 and/or Teacher & Principal recommendation and satisfactory completion of Summer Work.

CREDIT: 1.50 (Grades for this course will be weighted)

DESCRIPTION: The AP Literature and Composition course is a college/university level course that focuses on different genres of world literature in preparation for taking the AP Literature exam in May. The course will provide students with the application of critical lenses to evaluate readings and prepare writings. Students will focus on critically analyzing literature, understanding writers use of language to provide meaning, the use of all literary devices/techniques, and reflection on the writing process to become a more effective communicator and thinker about reading and writing. This class will comprise works from the sixteenth century through contemporary times and include poetry, prose, plays, short stories, young adult literature, film, TV, radio, and music.

COURSE TITLE: AP English Language

PREREQUISITES: Minimum 90% English 11 or AP Eng. Literature and/or Teacher & Principal recommendation and satisfactory completion of Summer Work.

CREDIT: 1.50 (Grades for this course will be weighted)

DESCRIPTION: The intent of an AP English course is to be on par with a college level class. The AP exam is offered in 2 different English areas: Language and Composition and Literature and Composition. This is to reflect the widely divergent offerings of colleges across the country.

Regardless of emphasis, the course will require students to read widely and reflect on their reading through extensive discussion, writing, and re-writing . Additionally, students should assume considerable responsibility for the amount of reading and writing they do. The role of the teacher in this course is to guide them in their choice of reading, by leading discussions, and by providing reading and writing assignments and giving feedback.

The goals of an AP English (language and Composition) course include writing several forms--narrative, exploratory, expository, argumentative on a variety of subjects, including historical text evaluation, personal experiences and public policies, as well as literature. The most important purpose of the course is to help students develop the ability to write effectively and confidently in their college courses. In preparing students to write at the college level, they must be taught that college writing is primarily based upon reading, not personal experience. In order to write in an expository, analytical, and argumentative manner, they need to read primary and secondary source material carefully, to synthesize material from these texts. Additionally, they must learn how to correctly cite those sources.

COURSE TITLE: Journalism-Newspaper  
PREREQUISITES: Approval from Teacher  
CREDIT: .60

DESCRIPTION: This course emphasizes the skills and knowledge required to produce a newspaper and contributes to the production of the school's newspaper. Students will conduct interviews, write in a variety of journalistic forms, discuss editorial positions, and help produce and edit the newspaper using publishing software. Students will learn the fundamentals of news, feature, editorial and sports writing. The course also explores the contemporary media and the ethical responsibility issues inherent in the press today.

### FOREIGN LANGUAGE

COURSE TITLE: Spanish I  
PREREQUISITES: 73% average or better in Language Arts/English 8 or Principal's approval  
CREDIT: 1.00

DESCRIPTION: All of the Spanish courses are taught using the national standards developed for the study of foreign languages. While using these standards, students will learn to understand and speak Spanish in many real-life situations. Students will learn to read and write up to several paragraphs in Spanish using common vocabulary and basic grammar concepts such as the present tense. The students will be expected to complete several small projects that show their ability to use the grammar and vocabulary on their own. Throughout this year, the students will also assimilate information about the culture, customs, and way of life of Spanish-speaking people. At the end of the year, the students will be asked to demonstrate effective communication in the target language by speaking and listening; writing; and reading.

**COURSE TITLE:** Spanish II  
**PREREQUISITES:** Spanish I, 73% or better  
**CREDIT:** 1.00

**DESCRIPTION:** While incorporating the national standards for foreign language, students will concentrate on the more advanced forms of verbs and grammatical constructions in reading, writing, and speaking. Students move from the present tense to one of the past tenses of the foreign language. Students will create dialogues using vocabulary and real-life situations to perform in front of the class receiving both a written and oral grade. Longer readings paired with comprehension questions will be introduced. In addition, there will also be several projects. Students will continue to assimilate information about culture, customs, and way of life of Spanish-speaking people around the world. At the end of the year, the students will be asked to demonstrate effective communication in the target language by speaking and listening; writing; and reading.

**COURSE TITLE:** Spanish III  
**PREREQUISITES:** Spanish I and II, 73% or better  
**CREDIT:** 1.00

**DESCRIPTION:** While incorporating the national standards for foreign language, students will concentrate on the more complex grammatical structures. Students begin to master the present tense and put more emphasis on the two past tenses found in the Spanish language. The knowledge gained in Spanish I and II will be reviewed and expanded on through numerous reading, writing, and speaking exercises. The students will give several presentations in Spanish in front of the class, which will receive an oral and written grade. They will also complete a variety of projects, including their final project which will be to create and videotape their own commercial in Spanish. Students will continue to assimilate information about culture, customs, and way of life of Hispanic people around the world. During class, students will be expected to speak in Spanish and understand lessons that will be primarily conducted in the target language. At the end of the year, the students will be asked to demonstrate effective communication in the target language by speaking and listening; writing; and reading.

**COURSE TITLE:** Spanish IV (College in High School Course- University of Pittsburgh)  
**PREREQUISITES:** Spanish I, II, and III 73% or better  
**CREDIT:** 1.00

**DESCRIPTION:** The ground gained in the audio-lingual approach to the learning of Spanish in the first three years will be reinforced the fourth year as well, while meeting the national standards of foreign language. There will be an emphasis on more complex grammatical structures as well as the reading of more advanced texts. Short stories by recognized Hispanic authors will be read for comprehension, including a comic book version of Don Quijote. Students begin to master the past tenses, which gives them the opportunity to learn the future, perfect, and subjunctive tenses. They will utilize and reinforce the information they learned

through daily conversation, writing, and reading exercises. Students will continue to assimilate information about culture, customs, and way of life of Hispanic people around the world. During class, students will be expected to speak in Spanish and understand lessons that will be primarily conducted in the target language. At the end of the year, the students will be asked to demonstrate effective communication in the target language by speaking and listening; writing; and reading. College credit can also be achieved by enrolling in the CIHS program and passing a final exam through Pitt.

### SOCIAL STUDIES

COURSE TITLE: U. S. History 9 (1900 to present)  
CREDIT: 1.00

DESCRIPTION: This course examines American history from the late 19<sup>th</sup> century through the 20<sup>th</sup> century. Students begin the course with a thematic review of early American history. Emphasis will then shift from the late 19<sup>th</sup> century to present. The course is arranged in chronological order and all aspects of phases of the social studies are incorporated into the curriculum (i.e. political science, study of elective processes, political systems, and the workings of the American government). Economics (study of economic systems, trade barriers, tariffs, inflation, recession, etc.). Sociology (interaction of incoming immigrants, treatment of minorities and women, etc.). Students will demonstrate their understanding of modern American history through persuasive, informative, and narrative writings, performance based assessments, and traditional testing methods.

COURSE TITLE: Government  
CREDIT: 1.00

DESCRIPTION: Students will study the basic components of our democratic system of government. Emphasis will be placed on the political process and the role that Americans must play to be an active participant. The framework of the federal government as well as the local and state government will be studied. An integral part of the course will include the study of our legal system and how it functions to preserve our way of life. Students will conclude the course with a comparison of democracy to other forms of government. Students will also study economic, political, and social issues posing problems today. Each of these three areas will be explored on an international, national, local, and personal level. Activities centering on writing, projects, discussion, and research will be utilized.

COURSE TITLE: World History 10  
CREDIT: 1.00

DESCRIPTION: This course examines world history using a thematic approach. Students will travel from past to present seven times as they learn world history thematically. The course will focus on eight major themes and the role of these themes in shaping and impacting world history. Eight significant and recurring themes are emphasized, interaction with environment, science and technology, religious and ethical systems, power and authority, revolution, empire building,

cultural interaction, and economics. Students will demonstrate an enduring understanding of world history through informative, persuasive, and narrative writings, research projects, performance-based assessments, and traditional testing methods. As a culminating activity, students will create a time capsule and participate in a roaming gallery, demonstrating their understanding of the forces that drive history.

COURSE TITLE: Current Issues

CREDIT: 1.00

DESCRIPTION: This is an exit level course for seniors designed to immerse students in current issues affecting our lives today. Topics will be selected to ensure that students gain an understanding of how current issues impact all of us at the local, state, national, and international level. Students will be required to show their thoughts on the issues through written assignments and through group speaking opportunities such as debates, panel and round table discussions. Students will use primary sources and apply research methods to complete assignments. Students will also learn to make connections between political, social, and economic decisions that affect us from the local to the global society. All units of study will be designed to meet specific social studies standards.

COURSE TITLE: AP U.S. History

PREREQUISITES: Minimum of 90% in Government and/or Teacher & Principal Recommendation

CREDIT: 1.50 (Grades for this course will be weighted)

DESCRIPTION: This course is designed to be a rigorous survey of American History that prepares students for the AP Exam in May of each school year. Students will investigate important political, social, and economic developments in American History from the pre-colonial time period to present day. Students will be engaged in activities that call upon their skills as historians (i.e. recognizing cause and effect relationships, various forms of research, expository and persuasive writings, reading primary and secondary sources, comparing and contrasting important ideas and events.)

COURSE TITLE: Psychology

CREDIT: 1.00

DESCRIPTION: Students will study an introductory section to psychology which defines what psychology is and what psychological methods are used to study behavior. Special emphasis will be given to units on heredity and environment, understanding, personality, interpersonal relationships, principles of learning, motivation, interests and attitudes and intelligence. An attempt to give personality tests, interest surveys and other psychological techniques will be provided.

## MATHEMATICS

The following alternative sequences in mathematics are recommended. Each student should discuss these sequences or others not shown with the guidance counselor.

### COLLEGE PREP SEQUENCE:

COURSE TITLE: Algebra I

PREREQUISITE: Teacher and Guidance Department Approval

CREDIT: 1.0

DESCRIPTION: PA Common Core Math Standards are taught in conjunction with the following topics: Operations on Signed Numbers, Solving Equations, Simplifying Expressions and Inequalities, Problem Solving, Solving Systems of Linear Equations and Inequalities, Graphing Linear Equations and Inequalities, Writing Linear Equations, Manipulating Exponent Expressions and Polynomial Expressions given certain information are all covered in Algebra I. All concepts will be related to practical word problems, and mathematical communication will be emphasized.

COURSE TITLE: Geometry

PREREQUISITES: Algebra I, with a minimum of 73%

CREDIT: 1.0

DESCRIPTION: A foundation of knowledge is established- beginning with the basic terms of Points, Lines, and Planes-that will extend throughout the study of geometry and trigonometry. PA Math Standards are taught in conjunction with the following topics: logical thought, deductive and inductive reasoning, introduction to Proof, Congruence, and Properties of Triangles and Quadrilaterals. Applications to practical life that reinforce these topics will be practiced. All concepts will be related to practical word problems, and mathematical communication will be emphasized.

COURSE TITLE: Algebra II

PREREQUISITES: Algebra I (successful completion)

CREDIT: 1.0

DESCRIPTION: PA Math Standards are taught in conjunction with the following topics: Foundation of Functions, Quadratic Functions, Polynomial Functions, Exponential and Logarithmic Functions, and Rational and Radical Functions. All concepts will be related to practical word problems and mathematical communication will be emphasized. The Algebra 2 course is rigorous, focusing on college readiness skills.

COURSE TITLE: Trigonometry  
PREREQUISITE: Algebra II, with a minimum of 73%  
CREDIT: 1.0

DESCRIPTION: PA Math Standards are taught in accordance with the following topics: Advanced Algebra Skills (Problem Solving, Solving Equations, and Graphing Functions), Solving Triangles, Degree/Radian Conversions, Graphs of Trig Functions, Solving Trig Equations, and Simplifying and Solving Trig Identities, and Sequences and Series.

COURSE TITLE: Applied Calculus (4 credits offered through the University of Pittsburgh for Business Calculus at student's expense)  
PREREQUISITES: Algebra III / Trigonometry, with a minimum of 73%  
CREDIT: 1.00 (Grades for this course will be weighted)

DESCRIPTION: This course is intended for the student with a solid background in algebraic manipulation. Students will get a foundation in the elements of calculus, preparing them for further study of calculus in the mathematical, business, and scientific fields at the college level. Topics of study include Functions, Limits, Graphing Techniques, Differentiation, and Integration, with significant emphasis on application of these techniques to solve real-world problems.

COURSE TITLE: Math Concepts and Skills  
Prerequisites: Guidance Department Approval  
Credit: 1.00

DESCRIPTION: PA Common Core Math Standards are taught in conjunction with the following topics: Operations on Signed Numbers, Solving Equations, Simplifying Expressions and Inequalities, Problem Solving, Solving Systems of Linear Equations and Inequalities, Graphing Linear Equations and Inequalities, Writing Linear Equations given certain information are all covered. All concepts will be related to practical word problems, and mathematical communication will be emphasized.

COURSE TITLE: Standard Based Mathematics  
Prerequisites: Guidance Department Approval  
Credit: 1.00

DESCRIPTION: PA Math Standards are reinforced with a review of the concepts from Algebra I & Geometry. An emphasis on test-taking skills and preparation will be utilized. Applications to practical life that reinforce these topics will be practiced. All concepts will be related to practical word problems, and mathematical communication will be emphasized.

COURSE TITLE: Applied Math  
PREREQUISITES: none  
CREDIT: 1.00

DESCRIPTION: PA Math Standards are taught through an application to practical life skills that require mathematics. Topics of discussion and performance include: Payroll, Credit, Loans, Transportation, Housing, Living Expenses, Insurance, and Taxes. Emphasis will be placed on mathematical communication and solving practical, life-related problems.

COURSE TITLE: Math Enrichment  
PREREQUISITE: For students who have taken but not shown proficiency on the Algebra Keystone Exam  
CREDIT: .20

DESCRIPTION: This course is designed for those students who need to work on their Algebra skills that are needed to be proficient on the Algebra Keystone Exam. This course will be geared towards 10<sup>th</sup> and 11<sup>th</sup> grade students who need remediation in order to have a better chance of success on the exam. 10<sup>th</sup> and 11<sup>th</sup> grade students who have already taken and passed the Algebra Keystone Exam will receive the credit value for the course but will be able to take another course during the scheduled period if they so choose.

## SCIENCE

COURSE TITLE: Foundations of Life  
CREDIT: 1.00

DESCRIPTION: PA. Science, Environmental and Ecology standards are taught in accordance with the following topics: Classification, Science of Biology, Chemistry of Life, Biosphere, Ecosystems and Communities, Populations, Humans in the Biosphere, Darwin's Theory, and History of Life. Basic Biology skills will also be practiced such as lab material and Instrument usage, dichotomous keys and microscopes.

COURSE TITLE: Biology  
CREDIT: 1.00

DESCRIPTION: PA. Science, Environmental and Ecology standards are taught in accordance with the following topics: Cell Structure and Function, Photosynthesis, Cellular Respiration and Fermentation, Cell Growth and Division, Genetics, DNA, RNA and Protein Synthesis, Human Heredity, and Genetic Engineering.

COURSE TITLE: AP Biology

PREREQUISITE: Minimum of 90% in Biology and/or Teacher and Principal Recommendation

CREDIT: 1.50 (Grades for this course will be weighted)

*Topic of Course*

*Percent of Content*

I. Molecules and Cells

A. Chemistry of Life

.....7%

Water

Organic molecules in organisms

Free energy changes

Enzymes

B. Cells

.....10%

Prokaryotic and eukaryotic cells

Membranes

Subcellular organization

Cell cycle and its regulation

C. Cellular

Energetics..... 8%

Coupled reactions

Fermentation and cellular respiration

Photosynthesis

II. Heredity and Evolution

A. Heredity

..... 8%

Meiosis and gametogenesis

Eukaryotic chromosomes

Inheritance patterns

B. Molecular

Genetics.....9%

RNA and DNA structure and function

Gene regulation

Mutation

Viral structure and replication

Nucleic acid technology and applications

C. Evolutionary Biology

..... 8%

Early evolution of life

Evidence for evolution

Mechanisms of evolution

III. Organisms and Populations

A. Diversity of Organisms

.....8%

Evolutionary patterns

Survey of the diversity of life	
Phylogenetic classification	
Evolutionary relationships	
B. Structure and Function of Plants and Animals	
.....	32%
Reproduction, growth, and development	
Structural, physiological, and behavioral adaptations	
Response to the environment	
C. Ecology.....	10%
Population dynamics	
Communities and ecosystems	
Global issues	

**COURSE TITLE:** Chemistry

**PREREQUISITES:** Algebra I, 73% or better or approval of Instructor and Principal

**CREDIT:** 1.40

**DESCRIPTION:** Students encounter for the first time a science course that includes Extensive mathematical analyses, often of data obtained through experiment. Therefore, the course begins with instruction in laboratory techniques and math skills. Students then investigate the chemist=s approach to understanding natural processes and applications to real-world problems. Topics include atomic theory, chemical bonding, formulas and equations, stoichiometry, electrochemistry, kinetics, equilibrium, acids and bases, gas laws, thermo chemistry and nuclear chemistry. In accordance with Common Core standards, students learn to analyze and evaluate technical texts and articles, and to prepare written and oral presentations on technical topics.

**COURSE TITLE:** Physics

**PREREQUISITES:** Chemistry 73% or better, or approval of Instructor and Principal

**CREDIT:** 1.40

**DESCRIPTION:** Students investigate relationships that exist in the universe around them and methods for applying these relationships to improve quality of life. Topics covered include linear and rotational motion, forces, thermodynamics, fluid mechanics, sound, optics, electricity and magnetism, modern electronics and nuclear/particle physics. These topics are explored through reading, lecture, discussion, computations, experiments and projects. The major goals of the course are to foster in students an appreciation for the physical sciences and to equip students with the tools necessary for articulate analysis of the world around them. In accordance with Common Core standards, students learn to analyze and evaluate technical texts and articles, and to prepare written and oral presentations on technical topics.

COURSE TITLE: General Physical Science and Technology  
CREDIT: 1.00

DESCRIPTION: In this course students will learn to apply science. The course blends an understanding of basic principles with experience in practical applications. The course is divided into three general areas of study, each totaling approximately twelve weeks: chemistry, physics, and engineering and design. Students will become proficient in the use of CAD software and 3D printing. These skills will be applied regularly throughout the year. In accordance with Common Core standards, students learn to analyze and evaluate technical texts and articles, and to prepare written and oral presentations on technical topics.

### TECHNOLOGY

COURSE TITLE: Computer Literacy  
CREDIT: .50

DESCRIPTION: Students will learn Microsoft Office applications including Excel, PowerPoint and Publisher. Students will learn from finishing exercises in the textbook as well as completing several in-depth projects using Office applications. Students must apply skills gained in the class to complete assignments in other courses.

Course Name: Technology 10  
Credit Hours: .25

Technology 10 will continue Jamestown students' knowledge of a variety of technology topics in 10th grade. This will include review of Microsoft Office skills as well as new ones in Word, PowerPoint, Excel and Publisher. Students will also be introduced to Adobe Photoshop and learn basic photo editing. STEM will be explored with projects and tutorials in 123d Design.

### MUSIC

COURSE TITLE: Senior High Chorus  
CREDIT: .60

DESCRIPTION: Students must learn to demonstrate proficiency in the following areas: tone production, volume, diction, rhythm, interpretation, tone quality in group and an individual capacity. Stage presence and attitude are important. Students are required to attend after-school scheduled events.

COURSE TITLE: Senior High Band  
CREDIT: 1.00

DESCRIPTION: Students are expected to maintain a skill level on each instrument in tone quality, music reading and technique. Extra time is a requirement both for practice and performance. The band will march at least two(2) times in public and will have at least three (3) public concerts, two (2) in uniform. All participants are required to be at these scheduled events. Students are also required to participate in a minimum of eight (8) pep band performances. A Band Manual has been developed to provide a more comprehensive explanation of our band program. All students considering band should review this manual with their parents prior to July 15.

### ART

COURSE TITLE: Art I  
CREDIT: 1.00

DESCRIPTION: Students will be required to successfully complete projects in seven specific areas of art. These areas are: drawing, art history, design, printmaking, sculpture, mixed mediums, and painting. In the area of drawing, students will study lines, patterns, and value as they draw from life as well as an intensive unit using perspective. Art history will be incorporated into various units as well as into a collage drawing. Design will be studied in the form of tessellations and also perspective. Printmaking and sculpture will involve the use of three dimensional materials and forms. Mixed mediums used in this course include markers, oil pastels, and colored pencil. Painting will be explored while using acrylic paint to mix various values to create shades and tints of both primary and secondary colors. In addition to classroom assignments, there will be one out of class assignment due each month.

COURSE TITLE: Art II  
PREREQUISITES: Art I, C or better  
CREDIT: 1.00

DESCRIPTION: Students will be required to work more extensively and demonstrate advanced proficiency in the mediums introduced in Art I. More emphasis will be placed upon the use of color. The units of study included within this course are as follows: mixed mediums, painting, drawing, sculpture, and art history. Using mixed mediums, students will combine master works of art into one unique piece using a variety of mediums. Watercolor painting will be introduced and explored. Various drawings will be produced using specific themes, drawing from life, and drawing from the imagination. Students will be required to participate in the Sportsmen=s Club Poster Contest as well as other contests which may be appropriate within the curriculum. Sculptural forms will be created using Paris craft material or marblex clay and then painted. During this course there will be an opportunity for students to create a project of their choice. Students electing Art II may need to purchase materials not provided by the district if necessary. In addition

to the classroom assignments, there will be one homework drawing assigned each month.

COURSE TITLE: Advanced Art

PREREQUISITES: Art I and Art II, this course is offered *only* with approval of the instructor and the Principal.

CREDIT: 1.0

DESCRIPTION: Students will be required to demonstrate advanced proficiency in drawing, design, and painting within the first semester. Students will be required to participate in the *The Herald* Design An Ad Competition, the Sportsmen=s Club Poster Contest, The Jr. Duck Stamp, and J. H. S. cover designs. The second semester of this course will allow more extensive study within the mediums chosen by the students and confirmed by the instructor. The majority of this course will be self-directed and students selecting this course MUST have the ability to work independently. Advanced students are also required to complete one homework assignment per month.

COURSE TITLE: Ceramics

CREDIT: .60

DESCRIPTION: Students will learn proper clay procedures such as how to store and fire clay. They will also learn clay stages and glazing techniques, along with a myriad of clay sculpting and wheel throwing procedures.

COURSE TITLE: Advanced Ceramics

PREREQUISITE: Ceramics, 73% or better

CREDIT: .60

DESCRIPTION: Students will take an in-depth look at form and clay structure. They will build on previous knowledge gained from pottery one. Students will create works that utilize hand building, slab construction, base-relief, and wheel methods.

COURSE TITLE: Independent Art

CREDIT: 1.0

PREREQUISITE: Recommendation of Instructor and approval of Principal

DESCRIPTION: A student who wants, but is unable, to schedule an art course may attend class five days a week during a class period when the Art Teacher is available. Students will be required to successfully complete projects in specific areas of art. These include the elements and principles of design, drawing skills, painting skills with watercolors, sculpture skills with clay, plaster, and wire, and monochromatic paintings with acrylics. In addition to classroom assignments, there will be one out of class assignment each month.

## CAREER EDUCATION

COURSE TITLE: Careers 9, 10, 11, 12, Entrepreneurship

CREDIT: 9-.2, 10-.25, 11-.40, 12-1.0

OVERALL PURPOSES: The overall purpose of the careers courses in grades 10, 11, and 12 is to put the student in control of his/her life. The courses are designed to help the student: A) Develop an awareness of the relationship between work choice and lifestyle, B) Get to know him/herself better (i.e. personality traits, interests and aptitudes, values and goals), C) Begin to decide on a direction in relation to paid work, D) Build in options and time lines to make the best use of his/her time, money, energy, and E) Develop the characteristics employers are looking for in the people they hire.

DESCRIPTION- CAREER 9: Students will identify their individual interests, abilities and aptitudes as they pertain to various careers. All students take a series of tests that provide an individual profile of career possibilities for each student. Students begin to match themselves with job clusters and identify potential career paths.

DESCRIPTION- CAREER 10: Following an overview of the content of the three senior high careers courses, the introductory unit includes information on career planning as a process, the steps in the process, why 10<sup>th</sup> grade is not too early to begin to think about career planning, and what about a person=s lifestyle is determined by or at least influenced by his/her work choice. Summer and part-time work possibilities are explored as ways to test out work interests. Area employers provide information on the qualities they are looking for in the people they hire. Tips to follow in completing employment applications are practiced. A third focus of the course is @Who am I?@ Through a series of activities, the student has the opportunity to become more familiar with his/her personality traits, interests and aptitudes, values and goals, all of which are related to paid work. After becoming familiar with print occupational resources, the student investigates a specific occupation, presenting what he/she learns both in writing and orally. Throughout the course, problem solving and decision-making are emphasized.

DESCRIPTION- CAREER 11: The emphasis in the course is on the possible educational directions one can take beyond high school. Following an overview of the alternatives, emphasis is on things to consider choosing in a school. The student will determine the criteria most important to him/her and will use Internet and print resources to comparison shop for a school. He/she will follow guidelines to request information from schools and to request campus visitations. The student will be aware of the time lines that need to be followed in investigating and applying to schools. He/she will practice completing applications for school, including writing responses to common essay questions. Information on the types of financial aid, who is eligible, how to apply, and the cost of borrowing will be included. Throughout the course, problem solving and decision-making are emphasized.

DESCRIPTION- LIFE 101/CAREER 12: With many students choosing to take the S. A. T.'s in October, the initial focus in this course is on completing the application and practicing math and verbal techniques to improve scores. Additional school related concepts that are studied include: Scheduling courses, financial aid, preparing to leave home, expectations of college professors vs. high school teachers, time management, study techniques, and how to write appropriate thank you notes. This course then assumes that education beyond high school is about to be complete. The student will become more aware of the current job outlook and will learn how people seek and obtain work. He/she will use a variety of resources to learn of openings in his/her field and will choose a job posting for work that is of interest and for which he/she meets the qualifications. The student will write an effective cover letter and resume for this position. After learning of appropriate dress for success at the work- place and having the opportunity to practice appropriate interview techniques, the student will participate in a mock interview for his/her chosen position with the personnel director of a local company. The student will write a follow-up letter to the interview and a letter of acceptance or decline. Throughout the course, problem solving, and decision-making are emphasized.

Through the Careers 12 segment of this course, it is assumed that the student will have successfully obtained work and is practicing job keeping skills. The student then applies his/her problem solving and decision-making skills to successfully manage income. Following an overview of financial planning throughout the life cycle, the student is involved in activities on understanding his/her paycheck, budgeting, financial institutions and their services, managing a checking account, use of credit, insurance needs, investing, paying taxes, and making purchases. In the third segment of the Life 101 course, the student studies the responsibilities of parenthood. Pregnancy is studied from conception through birth. The growth and development of the preschool child is studied with emphasis on care skills, realistic expectations, age appropriate play activities, guidance principles, and health and safety.

DESCRIPTION- ENTREPRENEURSHIP: Introduction to Entrepreneurship: Students will become a valued team member of "MUSKIES INK". They will be learning the process of becoming an entrepreneur while recognizing business opportunities. They will create a business plan, analyze market trends, create, market and promote products. Students will create a pricing strategy, organize inventory, and sell products. In addition, students will be responsible for accounting and maintaining accurate business records. Credits achieved depends on how many days a week/year a student is scheduled for the course. This is an elective course.

DESCRIPTION- INTRODUCTION TO BUSINESS AND FINANCE: This class provides financial literacy with real world experience of working in a credit union branch. The students will learn how to be more fiscally responsible along with learning the jobs of tellers, member service representatives, and marketing. Students must complete an application, have references, interview, and be accepted into this course. This is an elective course and students must apply and participate in an interview before being accepted into the course.

## HEALTH/PHYSICAL EDUCATION

COURSE TITLE: Physical Education 9  
CREDIT: .25

DESCRIPTION: This course will be developed around individual/lifetime sports. Students will be introduced to the basic skills and be given the opportunity to participate in golf, archery, track, racquet sports, and fitness training.

COURSE TITLE: Physical Education 10  
CREDIT: .25

DESCRIPTION: Students are introduced to the wellness concept. Classes will be mostly teacher led and will lead students to a point at which they can develop their own aerobic and weight training workouts. Students will complete physical fitness testing.

COURSE TITLE: Physical Education 11  
CREDIT: .40

DESCRIPTION: This course will emphasize cardiovascular exercise, weight training, and aerobic games. Each student will be actively involved in all phases of the workout. The classes will meet three days per week. Students will complete pre/post fitness testing.

COURSE TITLE: Team Sports/Lifetime Sports  
CREDIT: .50 (priority given to grades 11-12)

DESCRIPTION: This course will focus on student involvement in various team sports. The basic skills of each sport will be taught and the skills will be applied to a game situation. The team sports that each student will be involved with will be basketball, flag football, volleyball, indoor/outdoor soccer and softball.

COURSE TITLE: Lifetime Sports/Team Sports  
CREDIT: .50 (priority given to grades 11-12)

DESCRIPTION: This course will focus on the student involvement in various lifetime sports. The basic skills will be taught, and the skills will be applied to a game/routine situation. The lifetime sports that each student will be involved with will be gymnastics, track, golf, archery, racquet sports and aerobic games.

COURSE TITLE: Health 10  
CREDIT: .50

DESCRIPTION: The content of the senior high health course expands on the knowledge gained through the health curriculum in elementary school and in eighth grade. The emphasis is on holistic health (the inter-relationship of physical, mental, social, emotional, and spiritual health) and on wellness (the prevention of health-

related problems vs. their treatment). The student uses problem solving and decision-making skills through learning activities in units on responsibility for wellness, community agencies and their services, stress, suicide, coping techniques, nutrition, diet, weight control, fitness, C. P. R., substance use and abuse, and sexuality. Thinking skills are practiced in discussions on current issues that relate to the content of each unit. Throughout the year, to keep content up-to-date, to keep the focus on holistic health, and to practice communication skills, each student will report in writing and orally on two current health-related news items.

**COURSE TITLE:** Human Anatomy

**CREDIT:** .50 (priority given to grades 11-12)

**DESCRIPTION:** In this course students will examine anatomy and the body structures. The students will learn how the human body works as well as the various systems of the body. The students will learn about the consequences that could occur if the regulatory abilities fail. This course will require students to be involved in group and/or individual presentations involving research on the human anatomy topic. This course would be ideal for students looking to enter into the medical field.

