

# **Course Description Handbook**

## **Forest Area School District 2021-2022**



**Board Approved  
1/13/2021**



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## **Letter to Parents**

Dear Parents and Students:

As we approach the end of the current school year, the staff, administration and guidance department have been meeting regularly to finalize plans for the upcoming school year. Part of this preparation is a revised course description booklet. Please review the contents of the booklet with your son or daughter. Careful planning will assure proper course selection for the upcoming year.

Please note that in order to provide our students with maximum opportunities and a variety of course selections over their high school careers, not all courses will be offered every year. Please consult the course selection guide for availability of courses.

Do not hesitate to contact the high school guidance office or administrative office for assistance. We are looking forward to working with you and your child during the upcoming school year.

Sincerely,

The Staff of Forest Area School District

## **Elementary Course Descriptions**

### **Pre-Kindergarten**

Pre-Kindergarten serves as a Kindergarten-readiness program, preparing students with a regular routine and necessary socialization for a smooth transition. Children are taught basic concepts such as counting, identifying and writing numbers, identifying colors, identifying and making shapes, and identifying and making patterns. They also begin to develop their classification skills and reasoning ability. They are educated in pre-reading skills such as identifying alphabet letters and their sounds, writing words and identifying them in print, and dictating sentences to be written. Children also participate in dramatic play, allowing for them to develop socially with developmentally appropriate activities. Students in Pre-Kindergarten are in an environment where independence and choices are encouraged, creating responsibility and self-control.

### **Kindergarten Core**

Kindergarten includes programs in Reading, Writing, Science, and Mathematics. Of most significance is the Reading program, which includes activities that promote language growth in listening, speaking, and writing. The students listen to age appropriate fiction and nonfiction material with understanding and fluency. New words will be recognized using word analysis skills (e.g., phonics and word patterns.) Students will use context clues and prior knowledge to comprehend unfamiliar words. Using information to form questions and verify predictions will show comprehension. Students will summarize and sequence story details. Students will explore the literary elements of setting and character. Students will be encouraged to connect their own experiences and real-life situations to the literary materials. High frequency and decodable words will be used to form simple sentences. Use of appropriate capitalization and punctuation will be introduced. Listening is demonstrated by eye contact, responding to questions, following oral instructions accurately, and paraphrasing what is said. Students will participate in class discussions to build effective speaking skills. The purpose of instruction is to develop fluent, thoughtful, motivated, lifelong readers. Goals will be assessed through observation, oral responses, completion of workbook pages, skill checks, and unit tests. This course will prepare students for first grade reading.



### **First Grade Core**

In First Grade, the students will continue to build upon their knowledge of letters, sounds, sight words, and concepts of print. The students will build upon their letter knowledge to learn new spelling patterns using short and long vowel letter combinations. The students will participate in word building and sentence building activities using their spelling words and vocabulary words. Each week, the student will read a story that incorporates their spelling words and vocabulary words for the week. Students will learn comprehension skills and word attack strategies to increase their abilities to read fluently. In English, the students will learn the parts of a sentence, including proper punctuation, nouns, proper nouns, plural nouns, verbs, verb tenses, and adjectives. Students will learn how to incorporate all of those pieces together to write a “super” sentence. Students will also continue to learn how to correctly write their letters in order to be able to write and illustrate their own stories. In Math, the students will learn addition and subtraction strategies, counting by twos, fives, and tens, odd and even numbers, patterns, time, money, measurement, counting and number recognition to 120, and graphing. Science teaches the students all about living and nonliving things, animal classification and habitats, the Earth and all of its parts, plants, weather, seasons, and the five senses. Social Studies teaches the students about community workers, citizenship, map skills, government, historical and seasonal activities. Health is a time for the students to learn about germs, proper hand washing techniques, dental health, heart health, exercising, the food pyramid, fire safety, summer safety, anti-bullying, and drug awareness. All of this knowledge will allow the students to become successful as they prepare to move forward to second grade.

### **Second Grade Core**

Second grade will build upon the language arts for a student to become a more fluent reader, understand letter patterns and sounds, prefixes and suffixes, and comprehension of complete stories. The student will be reading short chapter books by the end of the year. A second grader will learn grammar and parts of the writing process. In math the student will learn to tell time to the minute, elapsed time, addition and subtraction with regrouping, geometric shapes, measurement and fractions. The student will be introduced to the community around him/her and learn about historic figures that helped shape the United States. Students will be introduced to topics about life, physical, and earth sciences. Also, students will learn about environmental changes caused by nature. Fine motor skills are needed for learning penmanship/ cursive writing. The student needs to work independently.

### **Third Grade Core**

Students will learn to think logically about numbers. Students will master the skills of adding and subtracting with regrouping, multiplying, and dividing. Students will also learn concepts of geometry, fractions, and algebraic thinking. Third grade students will use number sense to check the validity of their work while gaining problem solving skills in the area of math. Students will use the conventions of English to spell words correctly. Students will learn and utilize the basic parts of speech such as nouns, verbs, adjectives, and adverbs. They will also become proficient in writing. Focus will be on paragraph and essay construction as well as

restating information while answering comprehension questions. In 3<sup>rd</sup> grade, students will read a variety of fiction and non-fiction texts. Reading skills that will be developed will include word attack skills, use of headings, using context clues, reading for understanding, prefixes and suffixes, and reading analytically. Third grades will spend time identifying the main idea and details, cause and effect, and using many other comprehension strategies.

### **Fourth Grade Core**

In fourth grade students will be expected to learn at the level appropriate for them in the areas of Science, Math, Social Studies, Health, and Language Arts. Science will reinforce the scientific investigative methods and concepts taught at lower levels and to introduce new methods and concepts within the topics of life, physical, and earth sciences. Math focuses on the development of children's critical thinking, creative thinking and decision-making skills. Students will learn to think logically and critically about numbers and number patterns. Students will learn to problem solve, and check their own work for legitimacy. Students will develop skills that will allow them to be successful using any of the four major math operations. Additional concepts that the students will learn are functions, input/output tables, geometry, decimals, measurement, fractions, and basic algebraic skills. Social Studies will explore the different regions of the United States through civics, government, economics, history, and geography. Students will also be expected to learn the location of the fifty states as well as their capitals and state abbreviations. Health will provide students with the knowledge and skills that will enable them to become and remain physically, mentally, socially, and emotionally healthy. Language Arts improves on the reading skills in order to develop independent readers. Students will strengthen reading skills through instruction, spelling, writing, grammar, listening, and speaking. They will be using many genre types such as fiction, nonfiction, biographies, plays, folktales, and fantasy.

### **Fifth Grade Core**

In fifth grade, there is added responsibility to take ownership of one's learning. We strive to enable the students to become more independent learners, as well as critical thinkers. There is a greater emphasis placed on reading and writing across all subject areas due in part to emphasis on state and common core standards. Multiple steps and multiple skills are emphasized in math to increase reasoning and problem solving. We lean toward having students explain how math works, as well as memorization of facts. Comprehension of nonfiction material and making connections between texts are focuses in reading class. Essay writing is a greater part of the fifth grade curriculum than in past grades. Composing informational and persuasive essays with a thesis sentence is introduced. Preparing our fifth graders not only for sixth grade and a smooth transition into high school but also a successful future is our primary goal.

## Sixth Grade Core

Sixth grade is a huge stepping-stone in Forest Area School District as the students prepare to make a smooth transition into high school. At the sixth grade level there is a large emphasis on responsibility and taking ownership for one's self and one's learning. In science, we strive for an understanding of the scientific process. We relate these skills to all living things and how they grow and respond in their environment. In mathematics we strive to promote critical thinking, problem solving, and mathematical reasoning. Students will work to master multiple-step problems, learn a variety of new mathematical concepts, and learn to make mathematical connections to their everyday lives. In language arts, we work to improve reading, writing, thinking, speaking, and listening skills. Students strengthen these skills through spelling and grammar instruction, phonics, and a writing process that helps students focus on clear, effective essays, designed for a specific purpose and audience. In health, students acquire knowledge and skills that enable them to achieve and maintain a physically active and healthy life. Students accomplish their goals by learning how to maintain and improve physical, mental, and social health. In social studies, students will focus on world study that encompasses geography, history, economics, civics, and government. Also, in sixth grade the students will participate in fundraisers to raise money for our trip to Harrisburg/Gettysburg, which will occur at the end of the year, after studying slavery and the Civil War.

## Elementary Library

### Pre-K, Kindergarten, First, and Second Grade Library

The Primary library program, grades pre-k to 2<sup>nd</sup>, focuses on early literacy skills and library etiquette. These courses provide weekly book exchange opportunities, as well as, lessons on how to properly hold materials, turn pages, shelve, and transport materials. Once students begin to read independently, we then work on dictionary skills and alphabetical and numerical order.

### Third and Fourth Grade Library

The library program, grades 3 and 4, concentrates on researching skills needed to support the regular curricular areas. These students are provided with bi-weekly book-exchange opportunities to support literacy. Every other week we concentrate on skills needed to use encyclopedias, dictionaries, atlases, and Internet resources in order to support the regular curricular subject areas. We also learn how to independently locate resources in the library using the Dewey Decimal System for the non-fiction section, and Alphabetical organization for the fiction sections.

### Fifth and Sixth Grade Library

The library program, grades 5 and 6, concentrates on supporting the regular curricular areas. For this course, students are provided with bi-weekly book exchange opportunities to support literacy. We also practice research skills using library and Internet resources. Students learn the Big 6 research strategies and practice writing and presenting information with a variety of different projects in cooperative learning units.

## **Elementary Music**

### Elementary General Music

Every elementary student in the Forest Area School district is enrolled in the elementary general music program. The students attend music class once during each six-day rotation. In music class we listen, play, dance, sing, describe, explain, compare, express, and experience a variety of genres that span world cultures and history. During their elementary years, all students are given the opportunity to participate in several large group performances.

Prerequisite: None

### Elementary Chorus

Elementary Chorus is designed to introduce the beginning singer to the joy and concepts of ensemble singing. Elementary Chorus is designed to get the young singer acquainted with proper singing habits and focus on pitch, musical concepts and music reading. Students in El. Chorus are required to attend two concerts per year. This class is open to all students in grades 5 and 6.

Prerequisite: None

### Elementary Beginning Band

Beginning Band is a course designed to introduce the joy of instrumental music to young students. This course is available to any fourth grader or and fifth or sixth grader if arrangements can be made. The course offers a ten-week trial period in which the student can try an instrument and see how they like it. They can at the end of the trial period choose to either stay for the remainder of the year or discontinue at that time.

Prerequisite: None. However, Parents of students are responsible for supplying instruments and books for their child.

### Elementary Advanced Band

Elementary Advanced Band is a course designed for those students who have completed the Beginning Band course. This class is a continuation of the concepts introduced in beginning band. The aspect of public performance is also introduced with students being required to attend one concert per year.

Prerequisite: Beginning Band or permission from the instructor.

## **Elementary Physical Education**

### Pre K and Kindergarten Physical Education

This course is designed to give students the opportunity to learn through a comprehensive sequentially planned Physical Education program in accordance with the Pennsylvania State Standards. The emphasis is on moving through space and time. Students will learn to demonstrate the qualities of movement (space, time, force, flow, levels, directions, and pathways) as they perform a variety of fundamental locomotor (running, hopping, skipping, jumping, leading, sliding, galloping) and non-locomotor (bending, twisting, turning, rocking,

swaying, balancing, stretching, pushing, and pulling) skills. Students will learn to manipulate objects with purposeful movement (throwing, catching, striking, kicking, bouncing, and rolling). Students will participate in a variety of fitness development exercises. Units of instruction include social skills, fitness, jump rope, rhythms, dance, new games, gymnastics, movement qualities, and manipulatives. There is constant skill development through drills, relays, games and activities. Each student's grade is based on participation and performance. Students are expected to follow directions and rules, respect others, show good sportsmanship, use appropriate language and perform to the best of their abilities.

#### First and Second Grade Physical Education

This course is designed to give students the opportunity to learn through a comprehensive sequentially planned Physical Education program in accordance with the Pennsylvania State Standards. The emphasis is on moving through space and time. Students will learn to demonstrate the qualities of movement (space, time, force, flow, levels, directions, and pathways) as they perform a variety of fundamental locomotor (running, hopping, skipping, jumping, leading, sliding, galloping) and non-locomotor (bending, twisting, turning, rocking, swaying, balancing, stretching, pushing, and pulling) skills. Students will learn to manipulate objects with purposeful movement (throwing, catching, striking, kicking, bouncing, and rolling). Students will participate in a variety of fitness development exercises. Units of instruction fitness pre- and post-testing; social skills; jump rope; rhythms; dance; new games; gymnastics; movement qualities; and manipulatives. There is constant skill development through drills, relays, games and activities. Each student's grade is based on participation and performance. Students are expected to follow directions and rules, respect others, show good sportsmanship, use appropriate language and perform to the best of their abilities.

#### Third, Fourth, and Fifth Grade Physical Education

This course is designed to give students the opportunity to learn through a comprehensive sequentially planned Physical Education program in accordance with the Pennsylvania State Standards. The emphasis is on how students react and respond to others and perform well-defined combinations of movements. Students will learn to develop patterns and combinations of movements using locomotor and non-locomotor skills. Students will continue to learn to manipulate objects with a partner (throwing, catching, striking, and kicking). Students will continue to learn fitness concepts and participate in a variety of fitness development exercises. Units of instruction include fitness pre- and post-testing; jump rope; new games; rhythms; dance; gymnastics; social skills; team sports; lifetime sports; throwing, rolling, catching; striking with hands, feet, and implements. There is constant skill development through drills, relays, games and activities. Each student's grade is based on participation and performance. Students are expected to follow directions and rules, respect others, show good sportsmanship, use appropriate language and perform to the best of their abilities.

#### Sixth Grade Physical Education

This course is designed to give students the opportunity to learn through a comprehensive sequentially planned Physical Education program in accordance with the Pennsylvania State

Standards. The emphasis is on manipulating objects with accuracy and speed. Students will continue to learn the correct techniques for using manipulatives including throwing, catching, striking, kicking, trapping, and dribbling. Students will continue to learn to analyze their performances in order to learn or improve a movement skill. Students will continue to learn fitness concepts, participate in a variety of fitness development exercises, assess their personal fitness, and set goals for improvement or maintenance. Units of instruction include fitness pre- and post-testing; jump rope; throwing, rolling, and catching; striking with hands; striking with implements; striking with feet; new games; team sports; lifetime sports; rhythms; dance; and gymnastics. There is constant skill development through drills, relays, games and activities. Each student's grade is based on participation and performance. Students are expected to follow directions and rules, respect others, show good sportsmanship, use appropriate language and perform to the best of their abilities.

## **Elementary Visual Arts**

### Pre-K and Kindergarten Art

The pre-k and kindergarten art curriculum is designed to introduce basic art concepts, provide guided practice and introduce famous artists to help students understand how visual arts play a role in how artists express their thoughts and ideas.

### Art 1 and 2

The visual arts course for grades 1 and 2 is designed to continue to build upon the basic art skills and concepts introduced in kindergarten. Students will discover how the visual arts play a part in the world around us by discussing art in a language of artistic criticism and understanding. Works by famous artists will be discussed to inspire student work.

### Art 3 and 4

The visual arts course for grades 3 and 4 is designed to continue to build upon the basic art skills and concepts introduced in grade 2. Students will expand their knowledge on how the visual arts play a part in the world around us by discussing art in a language of artistic criticism and understanding. Works by famous artists will be discussed to inspire student work.

### Art 5 and 6

The visual arts course for grades 5 and 6 is designed to continue to build upon the basic art skills and concepts introduced in grade 4. Students will expand their knowledge on how the visual arts play a part in the world around us by discussing art in a language of artistic criticism and understanding. Works by famous artists will be discussed to inspire student work.

## **Elementary Service Learning**

### Service Learning

Prerequisite: Approval from the building principal.

Service Learning can be taken as a nine weeks, semester, or year long course. It is a course in which students may volunteer on short-term and/or long-term projects within the school building or nearby community. Students are placed in areas that match their interests and or to help their development of life long skills. Responsibility, self-management, and teamwork are areas to be developed and practiced.

### **Testing Requirements Grades 3 - 8**

Students in Grades 3-8 are required to participate in the Pennsylvania State Standardized Assessment (PSSA). Tested grades are:

3 <sup>rd</sup> Grade	English Language Arts & Math
4 <sup>th</sup> Grade	English Language Arts, Math, and Science
5 <sup>th</sup> Grade	English Language Arts, Math
6 <sup>th</sup> Grade	English Language Arts and Math
7 <sup>th</sup> Grade	English Language Arts and Math
8 <sup>th</sup> Grade	English Language Arts, Math, and Science

*What is the PSSA?*

The PSSA is a state assessment in Mathematics, English Language Arts, and Science given each year to Pennsylvania's public school students to measure students' achievement of the Pennsylvania Assessment Anchor Content Standards in grades 3-8.

*How were items chosen for the PSSA?*

All items were written by experienced content experts, field-tested by Pennsylvania students, and scored by teams of experienced trained readers with at least a four-year degree and a strong content-specific background. All items have been reviewed by committees of Pennsylvania teachers to determine their appropriateness for each grade level. Items were chosen based on professional experience and knowledge of the most commonly made mistakes by students at each level.

*Where can I obtain more information on the PSSA?*

From the PDE website:

[http://www.portal.state.pa.us/portal/server.pt/community/Pennsylvania\\_System\\_of\\_School\\_Assessment\\_\(PSSA\)/8757](http://www.portal.state.pa.us/portal/server.pt/community/Pennsylvania_System_of_School_Assessment_(PSSA)/8757).

### **High School Graduation Requirements**

Under Chapter 4 regulations, students must successfully complete state assessments in Algebra I, Literature, and Biology. Students graduating in 2021 or 2022 that are unable to score proficient or advanced on the Keystone Exams must follow the local policy to qualify for graduation.

For students graduating in 2023 and beyond, the following options exist to meet the statewide graduation requirement:

Keystone Proficiency Pathway, Keystone Composite Pathway, Alternate Assessment Pathway, Evidence Based Pathway, CTE Pathway. More information about these options can be found on the PDE website or by contacting the school counselor.

The following sections pertain to the graduation requirements of the Forest Area School District and the state of Pennsylvania.

- Credit requirements
- Keystone Exams

### Credit Requirements

Students will complete a minimum of 7 credits per grade level and may take no more than 9 study halls or Tutor periods per 6-day cycle without approval from the building principal. Transfer students will be permitted to substitute any additional elective credit for the .5 Business and .5 FCS credits at the discretion of the building principal. 28 credits are required for graduation (see table below).

*Minimum number of credits earned by academic discipline in order to graduate.*

	Non Vocational Students	Venango Vo-Tech Students
English Language Arts	4	4
Mathematics*	3 or 4	3
Science*	3 or 4	3
Social Studies	3	3
Health, Physical Education, and Safety	4	3
Art and Humanities	2	2
Business	.5	.5
Family and Consumer Science	.5	.5
Electives	7	9
<b>TOTAL</b>	<b>28</b>	<b>28</b>

\*Students must complete a total of 7 credits in Math and Science.

### Keystone Exams

Under Chapter 4 regulations, students must successfully complete state assessments in Algebra I, Literature, and Biology. Students graduating in 2021 that are unable to score proficient or advanced on the Keystone Exams must follow the local policy to qualify for graduation.

For students graduating in 2022 and beyond, the following options exist to meet the statewide graduation requirement:



Keystone Proficiency Pathway, Keystone Composite Pathway, Alternate Assessment Pathway, Evidence Based Pathway, CTE Pathway. More information about these options can be found on the PDE website or by contacting the school counselor.

*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 2020, students must demonstrate proficiency on the Algebra 1, Literature, and Biology Keystone Exams to graduate. Students will be offered multiple opportunities to take the Keystones throughout their high school careers.

*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. These groups also reviewed, edited, and approved exam questions.

*What is assessed on the Keystone Exams?*

Pennsylvania adopted the Common Core Standards, standards aligned with expectations for success in college and the workplace. The Keystones are designed to measure these standards.

*What are the PA Core Standards?*

The State Board adopted Core Standards in July 2010. Since that time, the decision was made to craft a set of PA Common Core Standards in English Language Arts and Mathematics. A group of Pennsylvania educators created a draft set of PA Common Core Standards. These new standards mirror the content and rigor of Common Core, but reflect the organization and design of the PA Academic Standards.

Additionally, the PA Core Standards for English Language Arts and Literacy in History/Social Studies and Science/Technical Subjects will be appended to their respective PA Academic Standards.

For more information visit [www.pdesas.org/standard/commoncore](http://www.pdesas.org/standard/commoncore)

### **Dual Enrollment**

Dual Enrollment provides an opportunity for students to obtain college credits while taking a course in the Forest Area School District. The student will have to meet and complete all requirements as outlined by the university and district.

### **The University of Pittsburgh at Bradford**

The University of Pittsburgh at Bradford partners with the Forest Area High School faculty to offer college courses in the high school during the normal school day. The purpose of college

in the high school is to strengthen ties with local and surrounding schools by offering high school students an opportunity to earn college credit. The courses offered are subject to the availability of district instructors and University approval. More information can be found at: [http://www.upb.pitt.edu/interior2Default.aspx?menu\\_id=1219&id=9087](http://www.upb.pitt.edu/interior2Default.aspx?menu_id=1219&id=9087).

### **Clarion University of Pennsylvania**

Clarion University of Pennsylvania will provide online dual enrollment courses to Forest Area School District students. Students will do coursework on their own time, and may have time during the school day to work as well (schedule permitting). More information can be found at [www.clarion.edu/dual](http://www.clarion.edu/dual).

### **The University of Pittsburgh at Titusville**

The University of Pittsburgh at Titusville has entered into an agreement with the Forest Area School District to offer certain classes to high school juniors and seniors. This dual enrollment program meets the guidelines under the Public School Code allowing students to meet certain criteria to obtain college credits while fulfilling high school graduation requirements. More information can be found at [www.upt.pitt.edu/site/academics/aa\\_pitt\\_in\\_hs.html](http://www.upt.pitt.edu/site/academics/aa_pitt_in_hs.html).

### **Rural Regional College of Northern Pennsylvania**

The RRC offers courses at various satellite sites, including East Forest and West Forest, throughout Northwestern PA. Courses are generally offered in the evening. More information about this program can be found at <http://regionalcollegepa.com>. In order to qualify for enrollment, high school seniors must carry at least a 3.25 cumulative G.P.A. on a 4.0 scale and high school juniors must carry at least a 3.5 cumulative G.P.A. on a 4.0 scale.

## **Scheduling Help**

### **Dropping/Adding a Course**

A student may elect to drop a course under the following conditions: He/she must present a note from his/her parents or guardians signed by the subject matter teacher, guidance counselor, and high school principal within the first 6 school days of the course so that he/she may be rescheduled in another class and be early enough to benefit from the years instruction.

If a student wishes to drop a course after the first 6 school days, he/she must secure the permission of the building administrator in addition to parent permission. If permission is granted a failure for the course will be recorded on the student's permanent transcript.

It is the right of the Forest Area School District administrators to waive this procedure to benefit a student's best interests as determined by the administrators and/or the IEP team.

## **NCAA Requirements**

Students who are athletically talented or have an interest in athletics should take note that to be eligible to participate in athletics during their first year at a Division I or Division II College there are very specific prerequisites which must be met. Those requirements begin with the courses the students take in grades nine through twelve. Students will fall behind NCAA requirements from that point if the students neglect to register for appropriate courses. Briefly, students must enroll in and successfully complete as many as 16 NCAA Approved Core Courses. The NCAA will only recognize academic or college prep type classes. Applied, business or career classes are not recognized as Core Courses by the NCAA. Courses recognized by the NCAA as Approved Core Courses are designated in the Forest Area School District Course Selection Booklet by an asterisk (\*). The NCAA also displays the specific List of Approved Core Courses (Form 48H) for your school on-line at the site below.

[https://web1.ncaa.org/eligibilitycenter/student/index\\_student.html](https://web1.ncaa.org/eligibilitycenter/student/index_student.html)

## **Junior/Senior High School Course Descriptions**

Please note that some courses require a prerequisite. A prerequisite is a course that must be passed before the next course in a sequence can be taken. For example, in order to take Spanish II one must pass the prerequisite of Spanish I.

### **English and Language Arts**

#### English 7

Prerequisite: None

English 7 is a year-long foundation course. The course includes study of the fundamentals of grammar, correct usage, and the process of writing (narration, description, and exposition). Students focus on writing unified, coherent paragraphs and short essays, which logically support a main idea by using specific details. Students also have opportunities to write creatively. Students will use the writing process to communicate effectively and efficiently.

#### Language Arts 7

Prerequisite: None

This foundation course is designed to build and reinforce the students' knowledge and comprehension of key vocabulary and concepts of literature and writing. The course provides a systematic and focused approach to reading and comprehending age-appropriate material. Language Arts 7 is designed to introduce students to the reading, writing, listening, and speaking skills needed in upper-level English courses. At the conclusion of this course, students will have the appropriate vocabulary and knowledge to succeed in upper-level classes.

### Reading 7

Prerequisite: None

This foundation course is designed to build and reinforce the students' knowledge and comprehension of key vocabulary and concepts of reading and comprehension and includes exploration of literature and writing. The course provides a systematic and focused approach to reading and comprehending age appropriate material. Reading 7 is designed to introduce students to the reading, writing, listening, and speaking skills needed in upper-level English courses. At the conclusion of this course, students will have the appropriate vocabulary and knowledge to succeed in upper-level classes.

### English 8

Prerequisite: English 7

This is the last grammar and writing-specific course students take before beginning their high school experience. The course takes students from a basic knowledge and understanding of English standards and concepts to a deeper understanding of and the ability to apply those concepts to all genres of writing. English 8 is designed to sharpen and refine the writing skills students will need in upper-level English courses. At the conclusion of this course, students will have the appropriate grammar and mechanics skills to succeed in upper-level classes.

### Language Arts 8

Prerequisite: Language Arts 7

This is a year-long course that builds upon the material covered in Language Arts 7. This course aims to promote a positive attitude towards reading and writing. It introduces the students to the different genres of literature and gives them a taste of history, culture, and the world through stories, poems, dramas, true accounts and formal narratives.

The students will recognize basic literary elements and discuss how they relate to a literary piece, promoting critical thinking skills.

### Reading 8

Prerequisite: Reading 7 or Language Arts 7

This course is literature-based using paperback books and other selected materials to stress theme, details, characters, etc., to enhance reading comprehension. Each novel is accompanied by reading comprehension questions, vocabulary and other activities to promote understanding. In some cases, other media accompany the literature for added reinforcement. The course is also to provide students with the tools necessary to read, analyze and interpret literature. The students will complete progressive reading assignments and activities to enhance reading skills in accordance with the Pennsylvania State Standards and the Keystone Common Core Standards.

### English 9\*

Prerequisite: English 8          Credits: 1

This is a literature-based course designed to challenge students in reading and analyzing various genres (short story, novel, poetry, drama and non-fiction). The course curriculum contains a variety of texts and material that challenge and inspire the students. Writing assignments and presentations are frequent. At the conclusion of this course, students will

have the reading, writing, and research skills to succeed in upper-level classes.

### English 10\*

Prerequisite: English 9      Credits: 1

English 10 integrates the study of selected literature with comprehensive grammar, usage, and composition skills. The course engages students in the careful reading and analysis of all genres of literature (short story, poetry, novel, etc.). Students analyze a variety of aspects of literature to derive meaning from their experience of reading. Students consider literary works in relation to their own lives and experience as well. Writing will emphasize sound and varied sentence structure and patterns, the logical progression and completeness of the paragraph, and the composition of multiple-paragraph essays.

### American Literature\*

Prerequisite: English 10      Credits: 1

This is a literature-based course, which focuses on the study of American literature. The course begins with the study of the development of American literature from the Colonial period to the twentieth century. Literary works will be selected based on content, style, form, diction, and the relevancy to the studied time period. The class will be instructed on major thematic ideas such as Regionalism, Puritanism, Age of Reason, as well as to major American authors and significant historical periods. Composition, research, public speaking, test preparation, and the use of current technology are integrated into the course. Students are to improve grammar usage skills through various analytical and persuasive essay assignments. Emphasis is placed on the development of critical and analytical thinking skills through classroom discussion and compositions.

### British Literature\*

Prerequisite: English 10      Credits: 1

In this course students will read an overview of British Literature from the medieval period to the Modern, integrating a study of history to better supply a context for an appreciation and understanding of the literature, with emphasis on a variety of prose and poetic genres. Students will write critical argumentative essays, complete a research paper, engage in creative writing projects, and make technology-assisted oral presentations. This course is available to students in Grades 11 and 12.

### Technical Writing

Prerequisite: none      Credits: .5

This course is designed to introduce students to the principles of technical writing through the creation of written documents and oral presentations. This course addresses the creation of a variety of print and electronic documents, including brochures, reports, newsletters, emails, thank you notes, and resumes. Students will examine the importance of knowing your audience and using appropriate language for the intended audience. This course is available to students in grades 10 -12.

### English Literature and Interpretation \*

Prerequisite: Proficient or Advanced on the Keystone Literature Exam

Credits: 1                      Weighted Course

This course may be offered for dual enrollment credit through Pitt Bradford.

This course will challenge students' ability to read, analyze, interpret, and evaluate information. Students will have higher expectations placed upon them in regard to composition, creativity, and an ability to work effectively, not only independently, but also collaboratively with other members of the class in the completion of group tasks.

In order to advance the curriculum, a limited amount of time will be devoted to reviewing grammatical concepts of parts of speech, sentence parts, punctuation, and capitalization. Students will write a number of creative and analytical responses to a variety of texts, emphasizing the skills needed for effective communication. Literary genres of study will include poetry, drama, essays, short stories, and novels.

### English Composition \*

Prerequisite: Proficient or Advanced on the Keystone Literature Exam.

Credits: 1                      Weighted Course

This course is designed to increase student knowledge of and ability to research, develop, and communicate effectively through written composition, oral presentation, electronic delivery, and debate. Students will explore how communication has developed and evolved from early communication through the electronic age. Emphasis will be on basic principles and techniques of effective and logical communication based on thorough research and composition. Students will develop their ability to think critically at the highest level about the research topics and communicate those thoughts in a variety of avenues.

### Film Studies and Drama

Prerequisite:                      Credits: 0.5 or 1

Through these viewings, students will learn about and be able to analyze such concepts as: mise-en-scene, chiaroscuro, montage, color, sound, editing, cinematic structure, and more. Viewings will be supplemented with scholarly articles that focus on the filmmakers and the films they have produced.

## **Mathematics**

### Pre-Algebra

Pre-Algebra builds upon computational, problem solving, graphing, and algebraic concepts previously learned in mathematics. Pre-Algebra provides learning experiences required for Algebra I such as functioning, graphing, absolute value, permutations and combinations, and equations and inequalities. It will provide students with problem solving, reasoning skills and mathematical concepts necessary to be successful learners in advanced mathematics courses.

### Fundamentals of Math

Prerequisite: Pre-Algebra

This Math course included fundamentals such as numbers and operations, algebraic concepts, geometry, and data analysis and probability. This course continues to build on concepts introduced in Pre-Algebra and prepare students for Algebra I.

### Algebra IA

Prerequisite: Pre-Algebra

Algebra I provides an in-depth look at the foundation of algebraic theory that will be expanded in Algebra II and Geometry. It uses practical problems to apply the theory and connect algebra to the real world. Topics will include computation, measurement and estimation, solving and graphing one variable equations, solving systems of linear equations with two variables, exponents, factoring rational expressions, and problem solving strategies.

### Algebra IB

Prerequisite: Algebra IA Credits: 1

This is a second year Algebra course that is taken in 9<sup>th</sup> grade after the students have completed Algebra IA in 8<sup>th</sup> grade. This class will allow the students to study the algebraic skills that are covered on the Keystone Algebra I exam. The Keystone Algebra I exam will be given in the May session.

### Academic Algebra I \*

Prerequisite: Pre-Algebra

Academic Algebra I builds upon computational, problem solving, graphing, and algebraic concepts previously learned in mathematics. Academic Algebra I provides learning experiences required for Algebra II such as functioning, graphing, absolute value, permutations and combinations, and systems of equations and inequalities. It will provide students with problem solving, reasoning skills and mathematical concepts necessary to be successful learners in advanced mathematics courses.

### Academic Algebra II \*

Prerequisite: Algebra IA, Algebra IB, or Academic Algebra I Credits: 1

This class is an in-depth study of the algebraic skills previously learned in Algebra I. This class will expand on topics such as: Functions and Graphs, Linear Systems, Quadratic Equations, Polynomials, and Radicals. Keystone Algebra I retest exam given in the December and May sessions.

### Academic Geometry\*

Prerequisite: Academic Algebra I Credits: 1

Academic Geometry is one of the courses offered in the Academic sequence. This course is designed for the student planning on pursuing higher education. It is designed to help students recognize how algebra and geometry complement each other. The contents of this course range from the basic elements of geometry to the areas and volumes of solids. It is recommended for students planning on taking Calculus before graduating from high school.

### Academic Algebra II\*

Prerequisite: Academic Algebra I Credits: 1

Academic Algebra II expands on the foundation of algebraic theory that was begun in Advanced Algebra I. It uses practical problems to connect algebra to the real world and apply the theory introduced in Algebra I, going from linear equations and inequalities to complex numbers. It includes the study and applications of quadratics including parabolas. This course is intended for students planning on pursuing higher education, particularly those whose primary interests are in fields that require a strong background in math or science. Grade of 80% or higher in Algebra I is recommended, or with a recommendation by the principal or guidance counselor.

### Algebra III/ Trigonometry\*

Prerequisite: Advanced Algebra II or Algebra II Credits: 1 Weighted Course

Algebra III/Trigonometry is designed to be taken after a three-year sequence of Algebra I, Algebra II and Geometry has been completed and passed earning a grade of at least 80% in each course. The content of this course includes functions and graphs, the Pythagorean Theorem, all six trig functions and their graphs, the study of trig identities, the Law of Sines and the Law of Cosines applied to triangles, inverse functions and equations, polar coordinates with graphs, logarithmic and exponential functions, and sequences and series. This course is recommended for college bound students.

### Consumer Mathematics

Prerequisite: None Credits: 1

Consumer Mathematics begins with an intensive review of the state and common core standards. Following the skills review, this course deals with gross income and taxes, checking and saving accounts, budgeting and insurances, practical applications of statistics, discounts and markdowns, new and used car purchasing as well as leasing, credit cards and cash purchases, insurance and investments, housing costs and all types of loans. It is meant to give students everyday math skills needed to survive in the real world.

### Calculus\*

Prerequisite: Algebra III/Trigonometry Credits: 1 Weighted Course

This course may be offered for dual enrollment credit through Pitt Bradford.

Calculus is intended for students who have completed Algebra III/Trigonometry and need more preparation for college level calculus. It consists of roots and graphs of polynomial functions, a brief review of trigonometry, limits, differentiation and the application of derivatives, and integration and the applications of integrals.

## Social Studies

### World Geography

Prerequisite: None

Students in World Geography will explore patterns and relationships throughout the world using the five themes of geography and economic reasoning within the context of world regional study. Geographic and economic research tools will be used in order to make



decisions and problem solve. Major course strands include: government, economics, geography, and culture. This course will also study ancient world history and civilizations that shaped the time period, beginning with early humans and the Neolithic Revolution through the development of the first civilizations. The seven continents will also be covered throughout the year. This course will be offered to students in 7<sup>th</sup> and 8<sup>th</sup> grades during years that end in an even number (2016, 2018 etc).

### Civics

Prerequisite: None

The purpose of this course is to enable students to develop the knowledge and skills necessary for active participation in a democratic society. Students will become informed citizens in regard to their local, state, and federal government. The three Branches of Government will be covered extensively as well as the Constitution of the United States. The course will also focus on the foundations of Pennsylvania government. This course will be offered to students in 7<sup>th</sup> and 8<sup>th</sup> grades during years that end in an odd number (2015, 2017 etc).

### U.S. History I\*

Prerequisite: None Credits: 1

This course covers American History from the era of the early explorers through Reconstruction. The course emphasizes the political, social, and cultural development of the nation. Political themes include the rise of our Federal System, the Constitution, and the impact of Sectionalism. Social Themes include the changing role of women, the rise of social consciousness, and the ethnic heritage of the country. Major events covered include: Colonial Period, Revolutionary War, Industry vs. Agriculture and the Civil War.

### U.S. History II\*

Prerequisite: None Credits: 1

The main focus of this course is on American Growth from 1870 to the present. Topics include industrialization, immigration, the Great Depression, the major American wars, the Cold War, and social conflict. Upon completion, students will be able to analyze significant political, socioeconomic, and cultural developments in American history since the Civil War. Native Americans, minorities, women, and representative biographies are also examined. The impact that the United States on the rest of the world will also be examined.

### American Government\*

Prerequisite: None Credits: .5 Weighted Course

This course may be offered for dual enrollment credit through Pitt Bradford.

American Government is a survey of America's governmental system with a focus being placed on problems facing the American Democracy. The three Branches of Government will be covered as well as concepts of the United States Constitution. The course will also focus on an introductory level of the American economic model, as well as other economic systems of the world. Current events will also be researched and discussed in this course. Students will study the voting process of the United States as well as duties and responsibilities of a United States Citizen.

### World Cultures through Mythology \*

Prerequisite: None Credits: .5

This course is a general survey of Greek and Roman Mythology, as well as myths from other cultures around the world. We will use stories from Greek and Roman times to discuss gods/goddesses and what they meant to the mortals. The oral traditions that have survived time will be discussed as well as myths and legends of the time. Our greatest mythological heroes will also be a focal point during the course.

### Psychology \*

Prerequisite: None Credits: .5

This course will be a general survey of the important concepts in psychology with traditional theories and modern developments. It includes, but is not limited to, such topics as the history of psychology, the biological foundations of behavior, learning, memory, problem solving, sensation and perception, states of consciousness, motivation, emotions, personality, intelligence, gender and sexuality and abnormal behavior.

### Vietnam War: US Involvement \*

Prerequisite: None Credits: .5

This course will examine the history of the Vietnam War. It will provide the student with the historical background that set the stage for the conflict, the events that led directly to the war, the major issues involved at home and abroad, and an overview of major battles. This course will also cover the non-military aspects of the war, such as the changing political climate in the United States.

### Pennsylvania History \*

Prerequisite: None Credits: .5

This course covers Pennsylvania History from the Pre-Colonial era, through the early explorers to the present day. The course emphasizes the political, social, and cultural development of the state and how the development of Pennsylvania fits into the development of the national history and government of the United States. Topics include: Pennsylvania Today, earning a Living in PA, Indians of PA, The Early Years, Colonial Life, Conflict on the Frontiers, The New Nation is Born, Keystone of the Nation, Saving the Union, The Age of Big Business, Entering the 21<sup>st</sup> Century, The Later Decades, Living in our Communities, The Citizen and the Voter, Local Government in PA, and Government of the Commonwealth.

Major events covered include: Colonial Period, Revolutionary War, Industry vs. Agriculture and the Civil War.

### Economics \*

Prerequisite: None Credits: .5 Weighted Course

The main focus of this course is on the allocation of resources and their uses for satisfying human needs and wants. This course will give the students a greater understanding of economics ranging from the viewpoint of the individual consumer or small business owner to

the global economy. The course analyzes economic reasoning and behaviors of consumers, producers, savers, investors, workers, voters, institutions, governments, and societies in making decisions. Students will explain that because resources are limited, people must make choices and understand the role that supply, demand, prices, and profits play in a market economy. Key elements of the course include the study of scarcity and economic reasoning, supply and demand, market structures, the role of government, national economic performance, and the role of financial institutions, economic stabilization, and trade. Students will use economic concepts in a reasoned, careful manner in dealing with personal, community, national and global economic issues. They will use measurement concepts and methods such as tables, charts, graphs, ratios, percentages and index numbers to understand and interpret relevant data.

### Holocaust \*

Prerequisite: None Credit: .5

This course will provide a detailed review of the Holocaust which took place in Europe during the end of the 1930s and the beginning of the 1940s. Specifically, they will examine why Adolf Hitler and the Nazi party systematically killed eleven million people comprised of Jewish people, gypsies, African Americans, Polish people, socialists, communists, homosexuals, Jehovah's Witnesses, and others. Students will examine the methods used to carry out this mass genocide and the world's response to such atrocity. How this event directly tied into the ongoing Second World War will be pursued in great detail.

### World War II \*

Prerequisite: None Credit: .5

This course will examine the origins/causes, nature, and impact of the Second World War to include political, economic, military, diplomatic and social implications. It will begin with a survey of the Great War and its aftermath and trace the onset of WWII through the final chapters with the beginning of the nuclear age and the use of nuclear weapons on Japan. The emphasis of the course will be the period of 1939-1945. The course will cover the major geographic areas involved and key figures. The purpose of the course is to acquaint the students to the political, economic, social, cultural and diplomatic history of the Second World War and its continuing impact upon our own era.

### Sociology \*

Prerequisite: None Credit: .5

This course will examine human behavior in respect to the society in which they live. Students will study American society and how our customs and practices came to be over a period of time. Specific aspects of American society that will be examined include the demographic breakdown, family, marriage, religious practice, political affiliation, popular culture, and regional differences within the United States of America.

## Science

### Fundamentals of Science

Prerequisite: None

Fundamentals of Science is an introductory junior high school science course for 7th and 8th graders focusing on Earth and Environmental Sciences. Major areas of study include the Scientific Method and Metric System, Maps and Models, Rocks and Minerals, Plate Tectonics and Landforms, Weathering and Erosion, Weather and Climate, Astronomy, Cycles of Nature, and Interactions of Organisms and their Environment. Through this course students will study the qualitative aspects of science. This course will prepare students for required PA State testing. This course will be offered in years ending in an even number (2016-2018 etc).

### Principles of Science

Prerequisite: None

Principles of Science is an introductory junior high school science course for 7th and 8th graders focusing on both qualitative and quantitative perspectives in Physical and Life Sciences. Major areas of study include the Scientific Method and Metric System, The Atom, Molecules, Compounds, Mixtures, Chemical Reactions, Motion, Forces, Work and Machines, The Cell, Introductory Genetics, Classification, and Interactions of Organisms. This course will prepare students for required PA State testing. This course will be offered in years ending in an odd number (2015, 2017 etc).

### Environmental Science \*

Prerequisite: Fundamentals of Science and Principles of Science Credits: 1

Environmental Science is a required high school science course for all students having completed Science 7 and Science 8. This course focuses on macro-biology topics such as Evolution, Cycles of Nature, Ecology and Interactions, Classification and Kingdoms of Life, Plants, Animals, and Environmental Studies. The course is both qualitative and quantitative in approach with lab work and includes comprehensive knowledge of the state and common core standards. This course will cover the eligible content tested on the Keystone Biology Exam, Module B.

### Cell Biology \*

Prerequisite: Environmental Science Credits: 1

Cell Biology is a required high school science course for all students having completed Environmental Science. This course focuses on micro-biology topics such as the Cell, Macromolecules, Photosynthesis, Cellular Respiration, DNA, RNA, Genetics and Heredity. The course is both qualitative and quantitative in approach with an emphasis on lab work (including small scale dissections) and includes comprehensive knowledge of the state and common core standards. The course will cover the eligible content tested on the Keystone Biology Exam, Module A. Students will take the Keystone Exam for Biology following completion of this course.

### Chemistry\*

Prerequisite: Teacher recommendation and/or administrator approval Credits: 1

This course may be offered for dual enrollment credit through Pitt Bradford.

Chemistry focuses on the Atom, the Periodic Table and Trends, Chemical Bonds, Reactions, and Equations, Stoichiometry, Thermodynamics, and Fluids and Gases. This course is

designed for those intending on attending post-secondary institutions and provides a rigorous qualitative and quantitative approach. Students taking Chemistry should be strong in mathematics. Labs are included as part of the course.

### General Science I

Prerequisite: Environmental Science and Cell Biology Credits: 1

This course focuses on the Atom, the Periodic Table, Chemical Bonds and Reactions, Mixtures and Compounds, and Scientific Research. General Science I may also include preparation for the Biology Keystone Exam. Lab work is an included and integral portion of the class.

### Foundations of Robotics\* OR Pre-engineering with Robotics\*

Prerequisite: Basic Microsoft Applications Credits: 1

This is a course that focuses either pre-engineering aspects or functional aspects of robotics and drones. Students that choose to do the pre-engineering aspect will experience an introduction to design processes to solve problems, modifications, record-keeping and programming. The more functional route will include working with a team to achieve goals, modifying programs, and operation of robots and drones for a specific task. Robotics and Drone Competitions will be part of both pathways with the expectation to compete with a team and work together in at least one robot and drone competition. This course is an introduction to robotics, engineering design and programming.

Students would be able to decide to do both pathways. The second year for those students will be focused on pre-engineering, managing resources, and assisting others as they work through the challenges. Grades will be based on expectations for the pathway.

This course is an introduction to robotics, engineering design and programming.

### Physics\*

Prerequisite: Teacher recommendation and/or administrator approval

Credits: 1 Weighted Course

This course may be offered for dual enrollment credit through Pitt Bradford. Physics is math intensive and focuses on Kinematics in One and Two-Dimensions, Energy and Work, Centripetal and Circular Motion, Optics and Sound, Electricity, Magnetism, and Rocketry.

This course is designed for those planning on pursuing post-secondary education. Labs are included as part of the course.

### Advanced Biology\*

Prerequisite: Cell Biology, Chemistry, Teacher recommendation and/or administrator approval Credits: 0.5 Weighted Course

Advanced Biology is an academic science course designed for those pursuing science careers or post-secondary science education. Advanced Biology's major areas of study include an

in-depth study of Anatomy, Macromolecules, Biological Processes, Genetics, Organic Chemistry, Bioethics, and Laboratory Practices. Labs are included as part of the course.

### Advanced Chemistry \*

Prerequisite: 84% in Chemistry or approval from the instructor.

Credits: 0.5                      Weighted Course

Advanced Chemistry is an academic science course focusing on Thermodynamics, Fluids, Solution Chemistry, Chemical Equilibrium, Acids and Bases, Redox Reactions, Reaction Rates, and an Intro to Organic Chemistry. Students taking Advanced Chemistry should be strong in Mathematics. This course is designed for those intending on attending post-secondary institutions and provides a rigorous qualitative and quantitative approach to Chemistry.

## World Language

### Introduction to Languages

Prerequisite: None

Introduction to Languages is a preliminary class designed to give students a basic view of the languages and culture of Spanish and French speaking people. It is designed to show the possibilities and usefulness of foreign language study.

### Spanish I\*

Prerequisite: None              Credits: 1

Spanish I is a beginning course in the basics of pronunciation, language grammar and culture. It is designed to introduce the student to both the beauty and the usefulness of the Spanish language in today's changing society.

### Spanish II\*

Prerequisite: Spanish I              Credits: 1

Spanish II is a continuing study of the Hispanic language, culture and people with an emphasis on oral ability and listening comprehension, as well as translation and writing skills.

### Spanish III\*

Prerequisite: Spanish II              Credits: 1                      Weighted Course

Spanish III is an intermediate to advanced intensive course of study designed to improve a student's ability to converse, read and write in the Spanish language. This course will enhance previously learned skills in conversation, comprehension, grammar and translation. It is intended for serious, academically inclined students.

### Spanish IV\*

Prerequisite: Spanish III              Credits: 1                      Weighted Course

Spanish IV is an intensive course designed for academic students of the highest level to explore the complete realm of Hispanic language and communication as well as the

accompanying culture, history, art and literature topics. It is a comprehensive study of vocabulary and verbs with the specific goal of maximum understanding of the language and culture.

### French I\*

Prerequisite: None Credits: 1

French I is a beginning course in the basics of pronunciation, language, grammar and culture of France and other French speaking countries. It is designed to introduce the student to both the beauty and the usefulness of the French language in today's global community.

### French II\*

Prerequisite: French I Credits: 1

French II is a continuing study of the French language, culture and people with an emphasis on oral ability and listening comprehension, as well as beginning translation and writing skills.

### French III\*

Prerequisite: French II Credits: 1

French III is an intermediate to advanced intensive course of study designed to improve a student's ability to converse, read and write in the French language. This course will enhance previously learned skills in conversation, comprehension, grammar and translation. It is intended for serious, academically inclined students.

### French IV\*

Prerequisite: French III Credits: 1 Weighted Course

French IV is an intensive course designed for academic students of the highest level to explore the complete realm of French language and communication as well as the accompanying culture, history, art and literature topics. It is a comprehensive study of vocabulary and verbs with the specific goal of maximum understanding of the language and culture. This course will not be offered after the 2015-2016 school year.

## **Technology Education**

### Intro to Technology Education

Prerequisite: None

At the Junior High level, Technology Education is an activity based course that focuses on the safe application of tools, materials, and processes to study the ways materials, energy, and information are processed to safely construct, manufacture, and distribute products and/or transport people. This is an activity-based course that focuses on the designing and engineering of real world solutions to technological problems and challenges. The students will identify a problem that can be solved by creating a product. Students will propose possible solutions, choose a product design, and engineer a horizontal production system to manufacture the designed product. Teaching methods include design and engineering

activities, construction of production tooling, and the manufacturing of a horizontal mass-produced product with 35% lecture and 65% hands-on instruction.

### Technology Education

Prerequisite: None

Credits: 0.5

Technology Education is a basic woodworking course with the emphasis on safety, planning and calculating costs of a required project, following a plan of procedure, learning the safe use of portable and stationary woodworking power tools needed to complete the project. The student learns the basics of woodworking joinery, fasteners, sanding and finishing and collaborating with others in a working environment. The student is required to pay for project materials if they decide they want to keep the project.

### Advanced Technology Education

Prerequisite: Technology Education

Credits: 0.5

Advanced Technology Education is an advanced woodworking course that provides the student an opportunity to develop confidence and increase knowledge and skills learned in Technology Education. Emphasis is on safety, creativity, self-directed individual problem solving and planning, advanced uses of materials and equipment including the wood lathe, and materials identification. The student has an opportunity to participate in public service projects both within the school and in the community. The student is required to pay for project materials if they decide they want to keep the project.

## **Health, Physical Education, and Safety**

### Health, Physical Education, and Safety 7 & 8

Prerequisites: None

This course addresses fitness, healthy living, and safety through two primary modules. It was developed as a 2-year cycle and is intended to be taken in both grades.

**Health:** This course provides students with the knowledge and skill that will enable them to achieve and maintain a physically active and healthful lifestyle. Attaining these standards will favorably impact their life and the lives of those around them. By becoming and remaining physically, mentally, socially, and emotionally healthy, students will increase their chances of achieving optimal health.

**Physical Education:** The physical education curriculum provides students with the knowledge and skill that will enable them to achieve and maintain a physically active and healthful lifestyle. Attaining these standards will favorably impact their lives and the lives of those around them. By becoming and remaining physically, mentally, socially, and emotionally healthy students will increase their chances of achieving optimal health and fitness.

### Health, Physical Education, and Safety 9 & 10

Prerequisites: None Credits: 0.75



This course is a continuation of HPES 7 & 8 and is offered in conjunction with Driver Education. It was developed as a 2-year cycle and is intended to be taken in both grades.

**Health:** This course goes more in depth than HPES 7 & 8 in providing students with the knowledge and skill that will enable them to achieve and maintain a physically active and healthful lifestyle. Attaining these standards will favorably impact their life and the lives of those around them. By becoming and remaining physically, mentally, socially, and emotionally healthy, students will increase their chances of achieving optimal health.

**Physical Education:** The physical education curriculum provides students with the knowledge and skill that will enable them to achieve and maintain a physically active and healthful lifestyle. Attaining these standards will favorably impact their lives and the lives of those around them. By becoming and remaining physically, mentally, socially, and emotionally healthy students will increase their chances of achieving optimal health and fitness.

#### Driver Education

Prerequisites: None Credits: 0.25

Driver Education is designed to provide students with the knowledge and skill that will enable them to be low risk drivers. Students will learn about safely operating a motor vehicle, basic traffic laws and regulations, and how to purchase and maintain a vehicle. The main goal of this course is to help produce responsible drivers.

#### Health, Physical Education, and Safety 11 & 12

Prerequisites: None Credits: 1

This course is a continuation of HPES 9 & 10. This course will be heavily project based as students focus on application of concepts and theories. It was developed as a 2-year cycle and is intended to be taken in both grades.

**Health:** This course goes more in depth than HPES 9 & 10 in providing students with the knowledge and skill that will enable them to achieve and maintain a physically active and healthful lifestyle. Attaining these standards will favorably impact their life and the lives of those around them. By becoming and remaining physically, mentally, socially, and emotionally healthy, students will increase their chances of achieving optimal health.

**Physical Education:** The physical education curriculum provides students with the knowledge and skill that will enable them to achieve and maintain a physically active and healthful lifestyle. Attaining these standards will favorably impact their lives and the lives of those around them. By becoming and remaining physically, mentally, socially, and emotionally healthy students will increase their chances of achieving optimal health and fitness.

#### Human Biomechanics

Prerequisite: Cell Biology Credits: 1 Weighted Course

This course provides students with the knowledge and understanding of each of the systems of the body. Students will be able to define, identify, and explain the function of many parts of the body. Students will also be able to explain and understand how the body systems work

together.

## Music

### General Music 7

Prerequisite: None

This course is designed to introduce and elaborate on the various elements and aspects of music. There is a concentration on basic music theory and music history. While there are some music performance aspects to this class, it is at a minimum.

### General Music 9

Prerequisite: None Credits:.5

General Music 9 is a generalized course designed to give students an overall introduction to the basic elements and concepts of music in theory, appreciation, history, performance and business.

### Junior/Senior High Band

Prerequisite: One year of instrumental lessons or permission from the instructor.

Credits: up to .5

Junior/Senior High Band 7-12 is a performance based ensemble that students can take as an elective. The class rehearses throughout the year and performs concerts in the winter and spring. The ensemble may be a West/East combined group and performs concerts at both schools. Junior/Senior High Band 7-12 is perfect for students who want a music performance experience that promotes instrumental performance and advancement in the student's instrumental technical and expressiveness.

### Jr/Sr High Chorus

Prerequisite: None Credits: up to .5

Jr/Sr High Chorus is a performance based ensemble that students can take as an elective. The class rehearses throughout the year and performs concerts in the winter and spring. The ensemble may be a West/East combined group and performs concerts at both schools. Jr/Sr High Chorus is perfect for students who want a music performance experience but do not play a musical instrument.

## Family and Consumer Science

### Into to Family and Consumer Science

Prerequisite: None

This course is designed to prepare students for effective participation in the changing family, community and work environment. This class will provide students an opportunity to manage human and material resources. It will target mastery of PA FCS Standards 11.2 Balancing

Family, work, and community responsibilities, 11.3 Food Science and Nutrition and 11.1 Financial and Resource Management. Instruction will be provided in the interrelated areas of Nutrition and wellness, Food Production and Handling, Meal preparation and Food Service. It will provide an introduction to the interrelated content areas of: community and family connections, resource management, organizing space, technology use, interpersonal communications, nutrition and wellness and food production. It begins with a look at Family Career and Community Leaders of America (FCCLA). FCCLA is a student organization that students will have the opportunity to join. It is an extension of the Family and Consumer Science Class.

### Careers and Consumerism

Prerequisite: None Credits: 0.5

This required course will help students master the PA FCS Standards of Financial Resource Management and explore possible future careers. Instruction will be provided in goal setting, employment opportunities, financial management, factors affecting income, checking accounts, savings accounts, budgeting, credit, the Federal Reserve, insurances and investments.

### Family and Consumer Science 9

Prerequisite: None Credits: 0.5

This course is designed to empower individuals and families across the lifespan. It will help students develop skills to manage with reason and creativity the challenges across the lifespan of living and working in a global society. This specific course will have students master the PAFCS Standards of Child Development (11.4) and Food Science (11.3).

### Advanced Family and Consumer Sciences (Adult Roles and Functions)

Prerequisite: Family and Consumer Science 9 Credits: 0.5

In this course students will master the FCS standards of Balancing Family and Community Responsibilities (11.11.2) and Food Science and Nutrition (11.3) Financial and Resource Management (11.1.), Child Development (11.4). The integration of Family, Career and Community Leaders of America provide students with the opportunity for leadership development, personal growth and school/community involvement. I customize my high school classes based on who had it last year and what specific units they studied. All classes have 18 weeks of Nutrition and Cooking. Throughout another 18 weeks we will explore one of the following areas: Child Development, Personal Economics, Career and Technical Preparation, Farm to Table, Interpersonal Relationships.

## Visual Arts

### Intro to Art

Intro to art is designed to further refine the skills learned in elementary art. Students will continue to expand their knowledge on how the visual arts play a part in the world around us by discussing art in a language of artistic criticism and understanding. Works by famous artists will be discussed to inspire student work.

### Art 9

Prerequisite: None Credits: 0.5

Art is designed to further refine the skills learned in intro to art. Students will continue to expand their knowledge on how the visual arts play a part in the world around us by discussing art in a language of artistic criticism and understanding. Works by famous artists will be discussed to inspire student work.

### Advanced Art

Prerequisite: None Credits: 0.5

The high school art class is an elective class divided into sections of art exploration. Students will work as a class while developing skills before branching off to explore personal goals. Research of artists, styles, techniques, and various genres that inspire will be used to assist in the creation of original art works.

## **Business**

### Google Applications and Computer Science Discoveries

Prerequisite: None Credits: 0.5

Following the completion of this one semester course, students will learn basic keyboarding skills, be proficient in the basic Google Applications and the Google Drive environment, and will engage in an introduction to computer science. They will explore the Google interface and learn how to access help for the office-related Google Apps, which includes Docs, Sheets, and Slides. They will utilize problem solving, programming, physical computing, user centered design, and data, as they build their own websites, apps, animations, games, and physical computing systems. An extension of each example will serve as a form of assessment.

### Basic Microsoft Applications and Programming

Course Prerequisites: Google Applications and CS Discoveries

Following the completion of this one semester course, students will be proficient in the basic functions of MS Office applications including Word, Excel, and PowerPoint, and will be introduced to the Python programming language, utilizing the CMU Computer Science Academy application. An extension of each example will serve as a form of assessment.

### Advanced Microsoft Applications and HTML

Prerequisite: Basic Microsoft Applications and Programming Credits: .5

Following the completion of this one semester course, students will be proficient in the basic functions of MS Office applications including Word, Excel, and PowerPoint, and will be introduced to the Python programming language, utilizing the CMU Computer Science Academy application. An extension of each example will serve as a form of assessment.

### Multi-Media Design and Production

Prerequisite: Advanced Microsoft Office Credits: .5 or 1

This yearlong class deals with the aspect of Journalism, the History of Media, Interviewing, Ethical and Legal Responsibilities, Computer and Desktop Publishing, Photoshop and Writing and Delivering the News. This class may be responsible for writing articles for the school's website, producing morning announcements, or other publications as needed.

### Intro to Business Management

Prerequisite: None Credits: 0.5 or 1

This yearlong class is an introduction to the aspects of the business world. Topics of discussion will focus on, but not limited to, Small-Business Management, Consumer Buying Decisions Right and Responsibilities, The Banking System, Fundamentals of Credit and Insurance, Choosing the Right Investments, Money Management and how Technology is used in Business. Enrichment activities will include Focus on Real Life, Cooperative Learning and Career Highlights.

### Accounting

Prerequisite: None Credits: 0.5 or 1

This yearlong class deals with the Introduction of accounting with the emphasis on accounting terminology and concepts. Learn the steps in the accounting cycle for service and merchandise businesses. Be able to keep the records for a small business by completing transactions, posting, financial statements, and bank records.

### Introduction to Python Coding

Prerequisite: Microsoft Office Applications and Intro to CS (min of 80%) Credits: .5 or 1

Following the completion of this year-long course, students will further their understanding of the Python programming language, utilizing the Edhesive application. Programming projects and exams will serve assessments.

### Entrepreneurship

Prerequisite: None Credits: 0.5 or 1

In this course you will study the characteristics of successful entrepreneurs. You will also learn about self-employment and basic marketing, economic, and investment concepts related to small businesses, such as competition and production. This course will also walk you through the legal requirements of a business; including government regulation, contract elements, taxes, and consumer rights.

### Yearbook

Prerequisite: None Credits: 0.5 or 1

This yearlong class deals with the aspect of Journalism, the History of Media, Interviewing, Ethical and Legal Responsibilities, Computer and Desktop Publishing, Photoshop and Writing and Delivering the News. This class is responsible for writing articles for the school's website.

### Video Production and Design

Prerequisite: None Credits: 0.5

Video Production is a half year course designed to introduce students to the use and development of video production technology. This course will focus on the use of cameras and related equipment to produce live and scripted video productions and to solve technical problems associated with the production process. Students will develop skills involved in the various roles associated with creating, producing and editing various forms of media.

### Diversified Occupations

Prerequisites: Seniors must be on track to meet all graduation requirements Credits: 1

This course will provide students with a structured method of combining classroom based education with practical work experience. Course content will include career development, employment acquisition, human relations, health and safety in the workplace, employment retention, communication development, legal awareness, youth organizations and leadership, consumer skills, economics, future planning, and technical skills. Students participating in Diversified Occupations will have the opportunity to gain work experience with local employers. Students must meet a minimum of 15 work hours per week.

## **Service Learning**

### Service Learning

Prerequisite: Completion of Service Learning Application and approval from the building principal. Credits: 0.25 – 1

Service Learning can be taken as a nine weeks, semester, or year-long course. It is a course in which students may volunteer on short-term and/or long-term projects within the high school building or nearby community. Students are encouraged to choose a volunteer assignment that matches their interests and fulfills a legitimate need. Students must report to their assignment as scheduled, attend quarterly meetings, and complete periodic reflection assignments. Responsibility, self-management, and a good work ethic are required for this course.

## **Venango eAcademy (Entrepreneurship Academy) Program Description**

### Summary

Students enrolled in the eAcademy will be immersed in project-based entrepreneurial experience where they will develop 21<sup>st</sup> century skills and learn what it takes to start and run a business successfully! Participants will network with guest speakers, attend field trips, and

engage in community service experiences. By the end of the program students will have their own start-up company. They will compete against classmates in a “Demo Day” to see who has the best business plan and idea.

- 12:20 – 2:05 PM Monday – Thursday at Clarion University Venango Campus
- Dual enrollment entrepreneurship program for High School Seniors
- Students will receive 3 high school credits
- A letter grade from the eAcademy will be issued by the instructor for high school transcripts
- Option to earn 6 college credits through Clarion University

### About

The eAcademy, started in 2019, is a program for high school seniors created through a collaborative partnership involving the Venango County Economic Development Authority, the County of Venango, Clarion University Venango Campus, the eCenter @ LindenPointe and 7 local school districts. The eAcademy at Venango is an expansion of the existing, highly successful, eAcademy @ LindenPointe (started in 2011).

The course consists of 75% facilitation and 25% lecture. This program is designed to immerse students in learning about economic development, the local region, and the essential aspects of the unlimited opportunities a different way of thinking can provide. As students learn the academic knowledge, startup methodology, and individual skill sets, they will apply it all to the creation of a startup business with a working prototype.

Students are selected from high schools in the Venango region based on an application process. Selected students spend part of their day at their regular high schools and part of their day Monday – Thursday during the school year at the eAcademy (Clarion Venango Campus). The eAcademy also offers optional college courses, on Fridays, with Clarion University for students enrolled.

For more questions please talk to the high school guidance department or call the eAcademy at (814)432-9677.

### Eligibility Requirements

Students interested should apply to the eAcademy in Spring of their junior year. An application can be found in the guidance office or at <https://www.vceda.com/672/Learn> . A GPA of 3.0 or higher is not needed, but preferable. Good attendance, proper attitude, and appropriate behavior are a must. Students will also need recommendation from their schools’ principal, guidance counselor, and one teacher.

## **Venango Technology Center Program Descriptions**

**1 Vo-Tech Drive**

Oil City, PA 16301  
814-677-3097  
[www.vtcl.org](http://www.vtcl.org)

## WHAT AREAS OF SKILL TRAINING ARE AVAILABLE?

**Allied Health Occupations** This program is designed to prepare the students for a career in the health care field caring for patients in hospitals, nursing homes, and home care. Students learn CPR, First Aid, medical terminology, and how the body works. Students work towards earning a special license to become a Certified Nurse's Assistant (CNA).

**Auto Body Repair Technology** The student learns the following skills: MIG welding, use of hand tools, collision and plastic repair, refinishing & painting techniques, and damage estimating. The auto body student will analyze damage to uni-body structures, look up manufacturer's paint codes, and mix the correct colors of paint. A state of the art down draft spray booth is available for the development of refinishing skills.

**Automotive Technology** New students learn automotive maintenance including the following: brake work, tire changing & repair, wheel balancing, oil changes, lubrications, exhaust systems, and electrical systems, analysis of engine problems, adjustment, repair, and replacement of faulty parts. The students also learn engine tune-up, engine overhaul, steering systems, wheel alignments, fuel injection theory, drive-ability, and repair.

**Building Construction Technology** This course begins with an emphasis on the safe use and care of hand tools and power tools. Rough framing, roof framing, exterior finish, interior finish, and stair building are taught and the learning is culminated with the construction of an actual full-scale house. Electrical wiring, plumbing, dry wall application and masonry are also taught. Trade mathematics, estimating, and blueprint reading are major units of the course.

**Computer Aided Drafting & Design (CADD)** The CADD curriculum prepares the student for entry-level skills as a mechanical or architectural draftsman. Basic drafting fundamentals on the drafting board, applied mathematics and basic geometry, and computerized drafting (CAD) comprise the Computer Aided Drafting & Design curriculum. The CAD equipment is computer-based with the latest version of AutoCAD, Architectural & Mechanical Desktop, Inventor Series Professional, and Revit Building programs.

**Computer Information Systems** The first year is devoted to introducing students to computer concepts and terminology, general business applications with Microsoft Office, computer programming, web site development, and 2D animation. The second year students learn how to analyze common hardware/software/networking processing, problems, and performance issues, integrate common preventive maintenance techniques, and identify cyber law and digital forensics by using computer forensics techniques. Third year students will concentrate on multimedia development, 2D video game development, and 3D animation commonly seen in video games and motion pictures.



**Culinary Arts** The culinary arts department is divided into two phases: chef training (including baking) and waiter/waitress training. The chef training emphasizes food service and bakery operation; including banquet service, buffets, fast food preparation, and institutional food service. The waiter/waitress program stresses proper customer service, table setting, reading and describing a menu, and cash register operation.

**Dental Assisting** Dental Assistants carry out a wide variety of jobs within a private dental office, clinic or hospital setting. Dental Assistants work alongside the dentist to provide a second pair of hands while giving comfort to the patient. Some of these jobs include greeting patients, preparing procedure trays, mixing required dental materials, evacuation of fluids, and the transfer of instruments & instrument sterilization. They also give oral hygiene instructions along with pre- and postoperative instructions and nutrition counseling.

**Electronics Technology** Students study electrical and electronic circuits, audio and digital electronics, microprocessors, robotics systems, copper cabling, fiber optics, and computer servicing and troubleshooting. Students operate voltmeters, oscilloscopes, and other specialized equipment. Students will also receive instruction in programmable logic controllers and industrial motor controls. Students will build their own lab trainer, multi-meters, and other electronic projects. A prior course in algebra is helpful, but not required.

**Gas & Oil Technician** The Gas and Oil shop will be transitioning to Heavy Equipment Repair Technology for the 2020-2021 school year. See description below.

**Heating, Ventilation & Air Conditioning Technology** This is an instructional program that prepares individuals to apply technical knowledge and skills to install, repair and maintain commercial and domestic heating, air conditioning and refrigeration systems. Instruction includes theory and application of basic principles involved in conditioning of air (cooling and heating); filtering and controlling humidity; operating characteristics of various units and parts; blueprint reading; use of technical reference manuals; the diagnosis of malfunctions; overhaul, repair and adjustment of units and parts such as pumps, compressors, valves, springs and connections; and repair of electric, electronic and pneumatic control systems.

**Heavy Equipment Repair Technology**

Heavy Equipment Repair Technology prepares individuals to apply technical knowledge and skills to the specialized maintenance and repair of trucks, buses, and other commercial and industrial vehicles. 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.

**Machine Tool Technology** Blueprint reading, understanding instructions, and mental alertness, with good eye-hand coordination are necessary ingredients for the machine tool technology area. Machine work includes: lathe, milling machine, heat-treating, bench work, drill press, grinder, and band saw. In addition, the student is exposed to a computerized

numerically controlled (CNC) milling machine and a computerized turning center. This enables the student to learn current technology as it relates to computer-controlled machinery.

**Natural Resources** A combination of subject matter and planned learning experiences dealing with conservation and natural resources such as air, forests, soil, water, fish, plants, and wildlife is a part of this course. Students are able to explore careers in forestry, horticulture, landscaping, recreational land use, environmental protection, and a variety of related careers. The four main areas of the program are: forestry, landscaping, horticulture, and greenhouse operation. Students are also instructed in the use of chain saws, survey equipment, and operation of a landscape tractor and a log loader.

**Protective Services** This program provides a great start for students who choose to pursue higher education in their chosen field. Students will also learn skills that enable them to walk-on to several entry-level jobs that are in high demand in our area and across the United States. Students will develop the mental, physical, and moral attributes to be successful in the Protective Services fields, including Law Enforcement, Fire, and Emergency Medical Services. Students will engage in a daily regimen of physical fitness and will be required to keep their uniforms along with appearance up to standard.

**Welding Technology** The course deals with blueprint reading, hand tools, brazing, using oxygen/acetylene torches, shielded metal arc (stick) welding, gas metal arc (M.I.G.), gas tungsten arc (T.I.G.) welding, and flux core arc welding (FCAW) in various test positions. The student will cut metals using a variety of cutting processes. Students will practice and have the opportunity to obtain certifications under American Welding Society codes. Safety is stressed throughout the course.