

Brownsville Area High School

Program of Studies

2021-2022



Brownsville Area High School

Mrs. Kellie Stout, Principal

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WELCOME TO BROWNSVILLE AREA HIGH SCHOOL

The Program of Studies has been prepared as a ready reference guide to school courses and graduation requirements. All students and parents should take the time to read this information and become familiar with the materials so that the high school years will be productive and enjoyable. Brownsville Area High School is your school. Be proud of it and always conduct yourself in a manner that will reflect pride in yourself, your school, and your community.

OUR MISSION

Fostering All Learners Collaboratively in Outstanding Nurturing Schools

VISION STATEMENT

Becoming Accountable, Successful, and Driven

SHARED VALUES

Represent the District's beliefs and actions that are the cornerstone of the daily educational process within our schools. They continually guide the District at every level to promote and sustain our Mission and Vision.

WE BELIEVE

- Respect, honesty, and integrity set the foundation for high expectations.
- All students are valued and can learn via curricular and extra-curricular activities.
- Learning occurs in a safe, nurturing, and respectful environment.
- A commitment to educational excellence requires effective leadership, rigorous curricula, teamwork, and responsible utilization of resources.
- It takes a village to raise a child, thus, collaboration amongst the community, parents, and staff enhances the educational process.

ALMA MATER

*Alma Mater now we sing to thee
Hear our voices blend in our pledge.
Let us honor thee in future days
And reward you with our deeds.
Loyal we will be.*

*Faith we pledge to thee
Now we bid farewell to thee.
Refrain: Brownsville Area, Brownsville Area,
Alma Mater, to thee we sing...
(Repeat Refrain)*

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Principal's Message

Dear Student and Families,

The Program of Studies outlines the academic and elective course content offered to students in grades 9-12. It also outlines the sequence of courses and graduation requirements for the 2021-2022 school year. This has been developed to assist students in planning an appropriate course of study in high school to enable you to make the most effective use of the opportunities available in our schools.

It is extremely important for you to use this as a guide to the many resources available to you in our high schools. Teachers, guidance counselors, and the principal are available to assist students and parents in making the most informed decisions about class schedules, course selections, college, and career choices.

Some of the questions you should consider when selecting courses include:

1. What are your strengths?
2. What are your goals after graduation?
3. What courses do you think you should take to achieve these goals?
4. What are your career interests?
5. What are your long-term plans for your future?

As you develop your educational plan with the assistance of your parents and school staff, make sure you take advantage of the comprehensive academic, career, technology, physical education, and fine arts course offerings.

Best wishes to you as you prepare for a successful 2021-2022 school year. I look forward to seeing you in the classroom!

Sincerely,

Mrs. Kellie Stout
BAHS Principal

Dear Students and Parents,

Starting the student's 9th grade year, he/she must start accumulating credits toward graduation. During the 2021-2022 school year a senior must have accumulated 26 credits in order to graduate. All students must truly take into consideration that now is the time to start thinking about their future and planning their academic track carefully. I realize that at this age for most students this may seem like a pretty daunting task. However, this is where parents play a key role. Please talk with your child on a regular basis and help foster any interest they may have in a particular area. They may be very confused and overwhelmed at this stage, but the most we can do is offer support, listen and help guide their process.

The information on the following pages is for you to review wisely. It is to act as a guide for you over the next 4 years to help you schedule your classes, plan for graduation and gain additional information on other programs. You are now building the foundation for your future, which is not to be taken lightly. Each and every student has a chance to become successful and achieve their goals. As counselors, we're here to help guide students in making academic, personal, career, and social goals obtainable.

As a student, you may have not been aware of the responsibility you have had before. You play a great role in making our school a success. Your attendance, your behavior, your integrity, overall, your choices will determine what the next 4 years will hold for you and your future. You have the ability and the potential to make your high school experience one of the most memorable, fun, positive and educational times of your life. Our wish for you is that you take full advantage of that opportunity.

As your counselors, we will meet with you on an as needed basis. You are always welcome to come to the guidance office to see us to discuss your needs with your assigned counselor or whoever may be available to see you at the time. We will also hold class meetings twice a year to keep you informed of any information you may need. You will also be assigned a counselor who will keep track of your credits each year. Interim Reports will be sent out to the students who are failing mid 9 weeks. We will meet with you, your parents and teachers to do everything we can to get you on track for graduation. Remember, you're the one person in control of your life and your choices, and only you can decide what your future holds.

With all of that said, we wish you a great year and much success in the future, whether you decide on a 4 year college/university, technical school, joining the armed forces, or beginning working right out of high school. Again, you are in control of the future you want to have. As your counselors, our wish for you is that your dreams are fulfilled and that you're happy with the choices you make.

Sincerely,

Mrs. Erin Pierotti and Mrs. Karrie Eadie
High School Counselors

REQUIREMENTS

CREDIT REQUIREMENTS:

Graduating Class of 2022 and beyond

English 4.0	Physical Education 1.0
Math 4.0	School to Careers 0.5
Science 4.0	Health 0.5
Social Studies 3.5 (Economics)	Electives 9.5
TOTAL 26.0 Credits (Maximum 32.0)	

Students will schedule 8.0 credits per year.

GRADUATION REQUIREMENTS:

- 1) Course completion and grades.
- 2) Completion of College and Career Readiness Project requirements.
- 3) Demonstration of proficiency in each academic area not measured by a state assessment, as determined by the school district.
- 4) Demonstration of proficient or better performance in Algebra I, Biology, and English Literature as measured by the school district until the 2022-2023 school year, when performance in these academic areas will be measured by Keystone exams or state-approved equivalent exams.

All graduation requirements must be met to be considered for graduation. Final determinations will be conducted upon review of students' completed transcripts.

Students will not be permitted to enroll in the next sequential English, Foreign Language, or Math course until they pass the appropriate grade level course.

In order to graduate, students must meet all requirements for graduation. It is important to make up failed courses in a timely manner. Seniors who have not met graduation requirements by the date of graduation will be required to return during the summer to obtain the necessary credits.

GRADUATION RESPONSIBILITIES:

In order to receive a diploma, seniors must:

- 1) Fulfill the graduation requirements described above.
- 2) Completion of Community Services hours.
- 3) Clear all financial obligations (textbook, library, athletic, etc.).
- 4) Complete disciplinary responsibilities (detention, etc.).
- 5) Only students who have earned the required number of credits will be permitted to participate in the graduation ceremony.

DISTRICT ASSESSMENTS:

All Seniors that did not score proficient or advanced or that did not have the opportunity to take the Algebra, Biology, and/or Literature Keystone Exams prior to their Senior year are required to pass the district assessment in order to graduate in 2022 and beyond based on PDE regulations.

REQUIREMENTS

COLLEGE AND CAREER READINESS PROJECT REQUIREMENTS:

Students are required to complete the College and Career Readiness Project requirements for their grade level (*SEE COLLEGE and CAREER READINESS CHECKLIST—APPENDIX*). Project requirements for graduation will be considered fulfilled for students who have completed grade level requirements every year, from the inception of the required college and career exploration experiences until the year of graduation.

STATEWIDE GRADUATION REQUIREMENT:

Act 158, Beginning in the 2022-23 school year, the statewide graduation requirement will apply, as will any other locally established policies and requirements.

Students can meet the statewide graduation requirement by completing one of the following pathways:

- **Keystone Proficiency Pathway:** Scoring proficient or advanced on each Keystone Exam - Algebra I, Biology, and Literature.
- **Keystone Composite Pathway:** Earning a satisfactory composite score on the Algebra I, Literature, and Biology Keystone Exams (while achieving at least a proficient score on at least one of the three exams and no less than a basic score on the remaining two).
- **Alternate Assessment Pathway:** Successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency (district assessment) **and** satisfactorily complete one of the following: an alternative assessment (SAT, PSAT, ACT, ASVAB); attainment of an established score on an Advanced Placement Program in an academic content area associated with each Keystone Exam on which the student did not achieve at least a proficient score; successful completion of a concurrent enrollment course in an academic content area associated with each Keystone Exam in which the student did not achieve at least a proficient score; successful completion of a pre-apprenticeship program; or acceptance in an accredited 4-year nonprofit institution of higher education and evidence of the ability to enroll in college-level coursework.
- **CTE Pathway:** Earning a passing grade on the courses associated with each Keystone Exam and pass the National Occupational Competency Testing Institute (NOCTI) or the National Institute of Metalworking Skills (NIMS) assessment in an approved Career and Technical Education concentration.
- **Evidence Based Pathway:** Successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and demonstration of three pieces of evidence consistent with the student's goals and career plans, including one of the following: attainment of an established score on the ACT WorkKeys assessment, a SAT subject test, an Advanced Placement Program Exam, or an International Baccalaureate Diploma Program Exam; acceptance to an accredited nonprofit institution of higher education other than a 4-year institution and evidence of the ability to enroll in college-level coursework; attainment of an industry-recognized credential; or successful completion of a concurrent enrollment or postsecondary course; and two additional pieces of evidence, including one or more of the options listed above, or: satisfactory completion of a service learning project; attainment of a score of proficient or advanced on a Keystone Exam; a letter guaranteeing full-time employment; a certificate of successful completion of an internship or cooperative education program; or satisfactory compliance with the NCAA's core courses for college-bound student athletes with a minimum grade point average (GPA) of 2.0.

GRADING SYSTEM AND CLASS RANK

GRADING SCALE

Students are graded on a four-point grading scale.

%	GRADE
90-100	A
80- 89	B
70- 79	C
60- 69	D
59 and Below	F

Course	Weighted Factor
<i>Academic</i>	<i>1.0</i>
<i>Honors</i>	<i>1.125</i>
<i>CIHS</i>	<i>1.25</i>
<i>Advanced Placement</i>	<i>1.25</i>

*At the end of the nine weeks, all grades lower than Fifty Percent (50%) are recorded and calculated as Fifty Percent (50%) except when that grade is the result of significant unexcused absences (70% or lower attendance rate) or non-attendance in a class (class cut, tardy). The grade is then recorded as Zero Percent (0%). Full year courses, the 50% rule applies for the 1st, 2nd, and 3rd nine weeks. Half year courses, the 50% rule will be applied to the 1st nine weeks of the course.

REPORTING SYSTEM:

All grading is performed on a nine (9) weeks basis with attempted parent contact at each 4-1/2 week period. Parents can view their child's progress in all classes by logging onto Brownsville Area School District's home web page at www.basd.org. If parents wish an interim report sent home, they are to contact the Guidance Office of the high school. It is the responsibility of the parent or guardian to monitor the student's grades. Conferences with teachers may be scheduled by contacting the Guidance Office at 724-785-8200.

PROMOTION REQUIREMENTS:

2021-2022 School Year:

Promotion will be governed by the following credit requirements:

- 9th grade students must earn **7.0** credits (1.0 English, 1.0 Math) to proceed to Grade 10.
- 10th grade students must accumulate **13.0** credits (2.0 English, 2.0 Math, 2.0 Science, 2.0 Social Studies) to proceed to Grade 11.
- 11th grade students must accumulate **20.0** credits (3.0 English, 3.0 Math, 2.0 Science, 2.0 Social Studies) to proceed to Grade 12.
- 12th grade students in the 2021 graduating class must accumulate a minimum of **26.0** credits (4.0 English, 4.0 Math, 4.0 Science, 3.5 Social Studies, 1.0 Physical Education, 0.5 Health, 0.5 School to Careers, 8.5 other credits) to graduate.

Students will be promoted based on meeting the minimum number of credits and successfully completing required courses set forth by administration.

HONOR ROLL:

Scholarship is recognized and encouraged through an academic honor roll. The honor roll is established at the close of each nine week marking periods. The honor roll will be computed using the total quality points earned each quarter. To receive recognition as highest honors a student must have earned a 4.000 GPA or higher. To receive recognition as a high honor student the student must have earned a 3.600-3.99 GPA. To receive recognition as an honor student the student must have earned a 3.100-3.599 GPA. Students who earn a "D", "F", or "I", will be disqualified from honors, high honors or highest honors.

Graduation Honor Cords:

Highest Honors- two gold cords, High Honors- one white and one gold cord, Honors- two white cords

National Honor Society- one sash

French National Honor Society- one royal blue, white, and red cord

Spanish National Honor Society- one red and gold cord

GRADING SYSTEM AND CLASS RANK

CLASS RANK:

Weighted class ranking will be based on the cumulative Total Weighted Quality Points (TWQP).

Grades for all acceptable courses are determined by a percentage grade--not to exceed 100%.

The maximum number of credits that may be used in computing the Total Weighted Quality Points for class ranking during a student's freshman through senior year is 32.0 (**Class of 2022 and beyond**) and may not exceed four years of high school. The Non-Weighted QPA will determine Honor Roll and National Honor Society membership.

The following types of courses will not be incorporated into the Weighted Class Ranking System. These types of courses will receive credit for graduation purposes and will be included on student transcripts:

- Independent Study, Upward Bound, Dual Enrollment.
- Community Service, GEAR, Work Experience, and Support courses will be incorporated into the Non-Weighted Class Rank.
- Transfer courses will be incorporated into the Weighted Class Rank only if the exact course is offered at the Brownsville Area High School and is available to all students.

School to Careers and Physical Education courses will be not calculated into the weighted quality point ranking.

The two students with the highest Total Weighted Quality points earned will speak at commencement on behalf of the graduating seniors.

Eligibility for the valedictorian honors are as follows:

- To be included in the weighted quality point ranking, students must be enrolled at Brownsville Area High School full-time for all four years.
- Should there be two or more students with identical Total Weighted Quality Points earned students will be listed by last names in alphabetical order.
- Any student who is placed on homebound instruction through the Brownsville Area School District for any length of time and meets all course requirements will remain in the weighted quality point ranking (Based on PDE approval).
- The grades for the valedictorian/salutatorian will be measured to the thousandth. In the event of a tie for valedictorian, the student with the next highest-grade points will be awarded salutatorian title. Grades will be calculated for class rank for graduation as of the end of the fourth quarter.
- The valedictorian and salutatorian will be notified three days before the graduation.

GRADING SYSTEM AND CLASS RANK

WEIGHTED-GRADE GUIDELINES:

Honors courses will carry a weighted multiplier of 1.125.

College in High School courses will carry a weighted multiplier of 1.25 upon receiving a transcript credit from Westmoreland County Community College. Students who elect not to enroll in the Westmoreland County Community College credit program will receive a 1.0 multiplier.

AP (Advanced Placement) courses will carry a weighted multiplier of 1.25 for students. Students are required to participate in the AP Course Exam. Students who elect not to take the Exam will receive a 1.0 multiplier.

Percent Grade	Honors Courses	Advanced Placement and CIHS Courses
	$TWQP = 4 \times (\%/100) \times 1.125$	$TWQP = 4 \times (\%/100) \times 1.25$
100	4.5000	5.0000
99	4.4550	4.9500
98	4.4100	4.9000
97	4.3650	4.8500
96	4.3200	4.8000
95	4.2750	4.7500
94	4.2300	4.7000
93	4.1850	4.6500
92	4.1400	4.6000
91	4.0950	4.5500
90	4.0500	4.5000
89	4.0050	4.4500
88	3.9600	4.4000
87	3.9150	4.3500
86	3.8700	4.3000
85	3.8250	4.2500
84	3.7800	4.2000
83	3.7350	4.1500
82	3.6900	4.1000
81	3.6450	4.0500
80	3.6000	4.0000
79	3.5550	3.9500
78	3.5100	3.9000
77	3.4650	3.8500
76	3.4200	3.8000
75	3.3750	3.7500
74	3.3300	3.7000
73	3.2850	3.6500
72	3.2400	3.6000
71	3.1950	3.5500
70	3.1500	3.5000
69	2.7600	2.7600

Courses carrying a weighted grade will have a multiplier times the numerical value of the percent (%) grade earned by the student—not to exceed 100%. Students earning a 69% or lower will not receive the multiplier associated with the Honors, College in High School, or Advanced Placement courses.

Non-weighted courses will not be multiplied by the percentage class grade.

Weighted Quality Points = $(4.5 \times (\text{Percentage earned} / 100) \times \text{Weighted Factor}) / \text{Potential Credit}$.

Weighted GPA = $\text{Quality Points Weighted} / \text{Total Potential Credits}$

SPECIFIC CIRCUMSTANCE

ADVANCED PLACEMENT COURSES:

Students are accepted for these programs on the basis of criteria developed by each department, which could include academic achievement, academic aptitude, test scores and teacher judgment. Parental and teacher consent is also necessary for a pupil to be enrolled in these programs. Students committing to these courses must enroll and provide payment for the required AP exam. Once you have submitted your AP application to the Guidance Office, you will not be permitted to drop the AP course.

The AP Exams are designed for students who have completed college-level courses in high school or who are currently enrolled in AP courses. The exams are based on the individual course and content area. The AP Exams are scheduled by the College Board and are given at Brownsville Area High School during two weeks in May.

Upon successful completion of the Advanced Placement Exam, students may be eligible to receive college credits. Although colleges & universities are responsible for setting their own credit and placement policies, AP scores offer a recommendation on how qualified students are to receive credit and placement. The scoring guide for the AP Exams is as follows: 5= extremely well qualified (equivalent to grades A+ and A in the corresponding college course), 4= well qualified (equivalent to grades A-, B+, and B in the corresponding college course), 3=qualified (equivalent to grades B-, C+, and C in the corresponding college course), 2= possibly qualified (equivalent to a C- or lower in the corresponding college course), 1= no recommendation

Grade Reports are sent in early July to each student's home address, high school, and to his/her college. The fee associated with this exam is required and established by The College Board. Students who choose to take an AP exam must register to do so and assume the related costs. Additional information on AP Exams can be found on <https://apstudent.collegeboard.org/home>. Scores are organized into Individual Student Profile Reports, which are sent to the students and to colleges.

The district will work with individual students if a scheduling conflict should occur when registering for Honors and/or AP courses. The course will be included in the weighted GPA calculations if the credits do not exceed the maximum number permitted by the district for his/her graduating year. This does not exclude a student from taking BASD required courses.

COLLEGE IN THE HIGH SCHOOL:

Westmoreland County Community College in the High School is a program that permits our students to take college-level courses as part of their regular high school schedule. Most colleges accept transfer of these credits into their own programs. The courses are taught by your high school teachers here at BAHS during the regular school day. Both the courses and the teachers that are part of these programs have been approved by Westmoreland County Community College.

The course descriptions will indicate the prerequisites necessary to schedule these courses. After successful completion the student will receive three (3) college credits; however, only one high school credit will be granted and calculated into the GPA.

Students will have several weeks at the beginning of the school year to decide if they want to enroll in the course. If they decide to enroll, they will be considered a part-time, non-degree seeking student at Westmoreland County Community College. The cost per credit is \$120. Students may take the high school course and not enroll in the college programs.

SPECIFIC CIRCUMSTANCE

To register, you must submit a Westmoreland County Community College Free Application for Admission, <https://westmoreland.edu/>. Your teacher will receive verification of your completed registration from the college. Payment will be made directly to Westmoreland County Community College.

Grades for College in the High School are determined by the high school teacher. High school teachers will submit the grade to the college. An official grade transcript will be sent to each student.

○ The students do not automatically receive college credit for the course.

More Information can be found at <https://westmoreland.edu/>- Academics- College Now!- College in High School- Brownsville

DUAL ENROLMENT:

Dual enrollment, referred to as “concurrent enrollment” in the School Code, is intended to encourage a broader range of students to experience the increased rigor of postsecondary coursework while still in the supportive environment of their high school. The Dual Enrollment program allows eligible juniors and seniors to concurrently enroll in post-secondary courses at approved institutions and receive postsecondary credit for that coursework.

Students may not use post-secondary courses to substitute Brownsville Area High School courses to meet graduation requirements.

It is incumbent upon the student and his/her parents to:

1. Bear all expenses related to enrolling in a post-secondary course, including but not limited to tuition, enrollment fees, administrative fees, textbooks/video fees, supplemental materials, computers, printers, scanners, internet fees, rentals, mileage, etc.
2. Request that a sealed, official copy of the post-secondary transcript be sent to the school counselor upon conclusion of the academic semester to provide enough time for inclusion on the high school transcript.

Guidelines

Eligibility for student participation in the Dual Enrollment program shall be based on the following criteria:

1. Successful completion of 9th, 10th, and 1st Semester 11th grade course requirements.
2. Proficient/Advanced performance on the Algebra, Biology, and Literature Keystone Exams.
3. Grade point average of 3.0 or higher.
4. Good attendance standing (90% or higher).
5. Fulfillment of the postsecondary institution’s admission criteria.
6. Minimum SAT and/or placement test scores as required by the college/university (if applicable).

SPECIFIC CIRCUMSTANCE

EARLY RELEASE TO ATTEND COLLEGE:

To qualify for early release to attend college, a student must have completed his/her first semester, junior year of high school and have met the following criteria:

The applicant must have:

- 1) A cumulative quality point average of 3.60.
- 2) College Board scores of 1,000 or more.
- 3) A letter of acceptance from an accredited four-year college or university that acknowledges the colleges understanding that the student has not yet received a high school diploma.
- 4) The support and written endorsement of their parents.

The intent of this “early release” is to allow students that are participating in dual enrollment to leave during periods 10 and 11.

*Students who qualify for gifted support services, but do not meet the above criteria will be assessed individually in accordance with federal and state guidelines.

FLEXIBLE SCHEDULE and WORK RELEASE:

- This opportunity is designed for Seniors and 2nd semester Juniors who have met all their graduation requirements and have a minimum GPA of 2.5.
- The intent of this “work release” is to allow students who have a job the ability to work during school hours.
- Students must meet with the School Counselor to discuss graduation requirements and grades.
- There will be no credit awarded for flexible schedule.
- If a student is in academic danger, they will be taken off flexible schedule/work release immediately.
- Students must make themselves available for all required school activities or mandatory presentations.
- Students must provide their own transportation.

Prior to acceptance in the program, the student must submit the following verifications to the Guidance Office:

- **A flexible schedule/work release contract must be completed by the student and parent/guardian.**
- Written verification from employer stating hours/days scheduled for work, address of employer, phone number and a completed work permit.
- It is the student’s responsibility to provide a pay stub every two (2) weeks to the guidance office.

Work Release students are NOT permitted to:

- Be self-employed, work for parents/ relatives, work, "under the table", or in other situations where they are not covered by the employer's liability and workman's compensation insurance.
- Work on days that they are absent or suspended from school.

SPECIFIC CIRCUMSTANCE

HOMEBOUND INSTRUCTION:

The Board shall provide, pursuant to law and regulations, homebound instruction to students confined to home or hospital for physical disability, illness, injury, urgent reasons, or when such confinement is recommended for psychological or psychiatric reasons. The period of homebound instruction for an individual shall not exceed three (3) months.

If a student is expected to miss ten (10) or more consecutive days of school due to an illness, he or she may request homebound instruction. Prescriptions must be submitted to the office and shall certify the nature of the illness or disability and state the probable duration of the confinement. Homebound instruction must be approved by the Superintendent according to the guidelines set forth by the Brownsville Area School Board policy #117.

The program of homebound instruction provided to each student shall be in accordance with the standards established by the state.

The Superintendent has established guidelines as set forth in accordance with the state:

1. Student must have a prescription from a doctor.
2. Upon approval of homebound service at which time a set schedule is determined by the parent or guardian and homebound instructor, all attempts are to be made to adhere to set schedule.
3. All district attendance policies and regulations apply to homebound students.
4. Five (5) hours of weekly instruction are equivalent to five (5) days of school attendance. One (1) hour equal to one (1) school day. Therefore, for every hour less than the total hours of homebound instruction provided the student shall be marked as absent.
5. Upon request, homebound instruction may be structured for a student such that the student attends school part-time as his/her condition allows but must be specifically requested by licensed physician.
6. To ensure adequate communication with teacher/homebound instructor and parent or guardian, use of electronic communication shall be utilized.

The Board reserves the right to withhold homebound instruction when:

1. The instructor's presence in the place of a student's confinement presents a hazard to the health of the teacher.
2. A parent/guardian or other adult in authority is not present with the student during the hours of instruction.
3. The condition of the student precludes any benefit from such instruction.

INCOMPLETE WORK:

I = Incomplete work must be made up within 10 days. The teacher will change the "I" to a letter grade in the subsequent nine weeks grading period. It is the responsibility of the teacher to notify the administrative office of any grade changes.

Any work not made up in the allotted time will result in a failing grade.

- WF = Student has a failing grade at the time of withdraw or withdraws after midpoint of the course (no matter what grade the student had earned up to that time)
- Grades will be awarded on a 9 weeks basis with progress reports available at each 4-1/2 week period.

SPECIFIC CIRCUMSTANCE

INDEPENDENT STUDY COURSES:

Independent study courses must have prior approval from administration and school counselors. Independent Study courses are utilized for the highly academic and honors students ONLY. No Core Subjects (English, Social Studies, Math, Science) may be offered as an independent study. Only one Independent Study course may be taken each semester. The student must complete all course requirements. If the student is failing any subject, they may be withdrawn from the Independent Study Course and required to take In-Class Instruction.

Independent Study is one possible way for students to satisfy their academic needs if they have encountered a scheduling conflict. When a requested course does not fit in a student's schedule due to a conflict, Independent Study may be available, provided a teacher agrees to teach the course and principal has approved this method. A student cannot earn more than 8 credits per academic year. Students may contract for no more than 1/2 credit of Independent Study per semester. AP courses are not eligible for independent study.

CREDIT RECOVERY:

Keystone Credit Recovery is a company that BAHS utilizes in order to help students obtain credits once they have failed a class. An application to obtain a Credit Recovery packet can be found in the Guidance Office. The application will only be given once a student fails a class and must be completed over summer break to advance in sequential courses. All packets must be returned to the company by the due date issued and the grade must be received by BAHS prior to the following school year in order to receive credit for that class.

- Seniors who wish to complete a Credit Recovery packet in order to meet graduation requirements, must do so before January 15th. All packets must be returned to the company by the due date issued, and the grade must be received by BAHS prior to May 1st in order to receive credit for that class.
- Credit Recovery packets will only be issued for students who fail a course prior to the current school year.
- A maximum of 4.0 Credit Recovery Packet credits will be accepted by BAHS.
- A student may use Credit Recovery packets for core subjects, not to exceed 2.0 credits of the same subject.
- A student may use Credit Recovery packets for elective courses.

UPWARD BOUND:

Upward Bound provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits. Upward Bound serves high school students from low-income families and high school students from families in which neither parent holds a bachelor's degree. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education. Students will not receive BAHS credit/weight for Upward Bound.

TRIO Upward Bound, hosted by Cal U, is a federally funded program that helps to prepare eligible high school students for success in postsecondary education. The program is active year-round and offers Saturday, after-school and summer activities. If you are interested in Upward Bound, stop by the guidance office and request an application packet. Upward Bound students may enroll into the College Access Program (CAP) course. Enrollment Information- <https://www.calu.edu/community/outreach/trio.aspx>.

NATIONAL HONOR SOCIETY

NATIONAL HONOR SOCIETY QUALIFICATIONS:

The following criteria are used by the Faculty Council of the Brownsville Area Chapter of the National Honor Society in selecting new members. These guidelines are based on the qualifications set by the National Association of Secondary School Principals Board of Directors.

1. Only juniors and seniors are eligible for membership in the Brownsville Area Chapter.
2. Membership is open to all students who qualify in these four areas:
Scholarship, Leadership, Service, and Character.

SCHOLARSHIP: A student must have a cumulative scholastic average of 3.60. The cumulative average is based on the final grades for each year and the first two nine-week periods of the current year.

LEADERSHIP: A student must be an **active** member in at least two or more school and/or community/church organizations. (Except in unusual circumstances at least one activity must be school related.) Membership in at least one of the organizations must be for at least one year prior to the current year. In addition, a student should show evidence of leadership by serving as an officer, team captain, committee chairman, etc. in at least one of the organizations.

SERVICE: A student must have participated in at least two service projects within the past two years (includes the current year). Service projects are any activities that benefit others. Service projects may be a part of school clubs and organizations and also the student's community or church.

CHARACTER: The following aspects of character will be considered by the Faculty Council in selecting members:

Takes criticism willingly and accepts recommendations graciously.

Constantly exemplifies desirable qualities of personality: cheerfulness, poise, friendliness, stability.

Cooperates by complying with school regulations.

Demonstrates the highest standards of honesty and reliability.

Observes rules both inside and outside the classroom.

Manifests truthfulness in acknowledging obedience to rules, avoiding cheating in written work, and showing unwillingness to profit by the mistakes of others.

Actively helps to rid the school of bad influences or environment.

Although teenage behavior will be considered, those selected must possess the high standards of the Society.

Any student applying for NHS induction that has been disciplined for Academic Integrity must go in front of the NHS review board to plead their case.

Questions concerning scholastic average should be referred to the Guidance Office. Questions concerning the other qualifications should be referred to the National Honor Society Adviser.

FRENCH HONOR SOCIETY

Preamble

The purpose of the Society is to recognize high achievement in French by students of secondary schools and to promote interest in French studies.

Membership

Induction takes place in late February during their third year of the language. The membership criteria is as follows;

- a. Have completed two years of Spanish and currently enrolled in French III or above.
- b. Be a junior or senior.
- c. Have A- or above average in French (1,2, & 3)
- d. Have a B average in all other subjects.
- e. Single one-time induction fee is required.

Awards

Students benefit from membership with:

- Recognition for outstanding scholarship in the study of French language through selection for membership, the award of an induction certificate with a special seal, and the right to wear the official emblem/pin of the honor society.
- The opportunity to experience leadership in serving as officers, directing the initiation ceremony, and/or leading other chapter events.
- Members who have complete level 4 and have maintained an “A-“average or above each academic year enrolled will receive their honor cords at the awards ceremony during their senior year.

SPANISH HONOR SOCIETY

Preamble

The purpose of the Society is to recognize high achievement in Spanish by students of secondary schools and to promote interest in Spanish studies.

Membership

Induction takes place in late February during their third year of the language. The membership criteria is as follows;

- a. Have completed two years of Spanish and currently enrolled in Spanish III or above.
- b. Be a junior or senior.
- c. Have A- or above average in Spanish (1,2, & 3)
- d. Have a B average in all other subjects.
- e. Single one-time induction fee is required.

Awards

Students benefit from membership with:

- Recognition for outstanding scholarship in the study of Spanish language through selection for membership, the award of an induction certificate with a special seal, and the right to wear the official emblem/pin of the honor society.
- The opportunity to experience leadership in serving as officers, directing the initiation ceremony, and/or leading other chapter events.
- Members who have complete level 4 and have maintained an “A-“average or above each academic year enrolled will receive their honor cords at the awards ceremony during their senior year.

GENERAL INFORMATION

COLLEGE VISITATION:

Students visiting a post-secondary institution will be granted up to a total of two (2) days of excused absences.

The student must submit a written excuse on the college letterhead upon return to school.

FAMILY EDUCATIONAL VACATION:

Students are permitted to take a family vacation with educational value during the school year. The following procedures must be followed:

1. The parent/guardian obtains and completes the necessary paperwork from the school office.
(Must be submitted no less than 1-week prior.)
2. Once approved by the principal, the student then contacts his/her teachers and arranges for missed assignments during the time period for which he/she will be absent.
3. Maximum of 5 days will be excused per year for a family educational vacation.

GUIDANCE SERVICES:

Their primary responsibility is to help students be successful academically, emotionally, and socially. This is done by working closely with teachers, parents, administrators, and other professionals. Students typically see their guidance counselor about:

- * Academic progress
- * Post-secondary planning
- * College applications
- * Scholarships
- * Financial aid
- * Standardized testing
- * Social/emotional issues
- * Scheduling classes

To schedule a meeting with the guidance counselor, students can stop by the Guidance Office or a parent can call the guidance clerk at (724) 785-8200.

GENERAL INFORMATION

GUIDELINES FOR COURSE CHANGES (SCHEDULE CHANGES):

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

1. *CURRICULUM PROGRAM CHANGE* – Change from an academic to honors programs. Also, teacher’s request due to inappropriate placement.
2. *EMPLOYMENT* – When a student has gained employment requiring early dismissal, early release forms must be approved before a change can be processed.
3. *SCHEDULING ERROR* – When a student registers for a course that is no longer being offered or the master schedule creates an overlap in course selections (i.e. two courses are offered once a day in the same modules).
4. *PREVIOUS FAILURE* – When a class is scheduled with a teacher with whom the student has achieved failing work and when another instructor is available to teach the same course. Also, when the student has not passed a prerequisite course.
5. *SUMMER SCHOOL RECORD* – When a student completed or failed a course during summer school and when this circumstance affected the student’s course selections. This included completion/failure of Keystone Credit Recovery Packets.
6. *URGENT PERSONAL AND APPOINTMENT CONFLICTS* – When a student has a medical issue verified in writing by a doctor and requiring a change of schedule.
7. *GRADUATION REQUIREMENT* – When a class needs to be taken in order to meet a graduation requirement.

NO SCHEDULES WILL BE CHANGED FOR ANY OTHER REASONS DURING ANY OTHER TIME IN THE SCHOOL YEAR.

All schedule changes will be handled the initial two weeks of school in order of seniority. Seniors will be handled first, Juniors/2nd, Sophomores/3rd and Freshmen/Last.

SCHEDULE CHANGE PROCEDURE:

- Student must get a “Schedule Change Request Form” form from the Guidance Office.
- Student must complete the form.
- The form must be signed by the teachers involved.
- Once all teachers sign the form, the student will turn the “Schedule Change Request Form” form into the Guidance Office.
- The Guidance Counselor will review the request and make applicable changes.
- Administrative changes to balance classes or to correct student misplacement will be made as soon as possible.
- The decision of the high school administration **WILL BE FINAL.**

PLEASE NOTE:

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

GENERAL INFORMATION

- No schedules will be changed for the purpose of requesting a different teacher.
- For class size equity, schedules are subject to change by school officials over the summer months. Classes may be added or dropped during the first two weeks of the semester with no impact on the student's transcript, if the student's schedule consists of at least the minimum permissible number of courses.
- Schedule change procedures also applies to students requesting to drop from a higher-level academic course to a lower-level academic course.
- All grades will be transferred from the old class to the new class at the time of the schedule change.

HIGH SCHOOL DIPLOMA:

Students are advised that the diploma granted upon graduation is the only one. Graduates should keep the diploma issued in a safe place, as there is no copy or second diploma issued by the school district.

HOMEWORK ASSIGNMENT REQUESTS:

Students are to make every effort to keep up with homework and other assignments, when they are absent from school or class. It is the responsibility of the student to contact the teacher to determine what was covered during the absence. Parents should call the Guidance Office if their child is absent for more than one (1) day so that homework/assignments can be collected.

MENTORS (ADVISORS):

An advisor program will be implemented at the 9 through 12 grade level. This program will focus on a group of students assigned to a teacher for four years. The advisor will be available for advice, guidance, and general information as the student has need for it. Students and advisor teachers will meet frequently during the school term.

SCHEDULING CLASSES:

With the assistance of school guidance counselors and teachers, students and their parents should select courses based on their academic interests, strengths, and goals. Several courses carry with them prerequisite courses and/or levels of achievement. Prior to enrolling in courses, the student should verify that he/she has met the necessary prerequisites.

SUMMER WORK:

Certain courses will require summer work. Summer work information will be provided to students prior to summer break.

GENERAL INFORMATION

WAIVER POLICY:

A waiver is a contract between the student and parent(s) and the School District. It provides a course placement which supersedes the prerequisites of that course. The student may pursue such a contract. This action carries with it responsibility and accountability. Thus, the use of the waiver system may have consequences. Neither curricular content nor performance expectations of a course will be deleted or diminished to accommodate waived students.

Procedures:

The current teacher shares the course recommendation with the student. If the parent/student indicates intent to opt for a course other than the recommended course:

- 1) Communication is initiated by the parent and student to the appropriate School Counselor.
- 2) A meeting will be set up by the academic review team (counselor, administrator, and department head, if applicable).
- 3) Information will be shared with the parent and student regarding the recommendation procedure, student achievement, and past performance of waived students in the course being considered.

If a waiver contract is still desired, the waiver form is given to the student by the School Counselor. The signed waiver implies the acknowledgment of the conditions identified in the form.

NCAA

NCAA ELIGIBILITY REQUIREMENTS:

NCAA Course of Study for Athletes

The following are updates for any college-bound student-athlete first entering an NCAA Division I college or university on or *after August 1, 2019*. Students will need to meet new academic rules in order to receive athletics aid (scholarships), practice, or compete during their first year. Students may be considered either a Full Qualifier, Academic Redshirt, or a Nonqualifier.

Please visit www.eligabilitycenter.org for more details.

Division I

If you want to participate in athletics or receive an athletics scholarship during your first year and be considered a Full Qualifier, you must:

- Graduate from high school;
- Complete these 16 core courses;
- Four years of English;
- Three years of Mathematics (Algebra 1 or higher level);
- Two years of natural or physical Science (including one year of lab science if offered by your high school);
- One extra year of English, Mathematics, or natural/physical Science;
- Two years of Social Studies; and
- Four years of extra courses (from any category above, or world language, non-doctrinal religion, or philosophy).

Scheduling Terms (continued)

- Ten of the 16 core courses must be complete before the seventh semester (senior year) of high school.
- Seven of the 10 core courses must be in English, Math, or Science.
- Earn a minimum Core-Course GPA of 2.300; and
- Earn a combined SAT or ACT sum score that matches your core-course grade-point average and test score sliding scale (for example, a 2.400 core-course grade-point average needs an 860 SAT score or 71 ACT sum score).

If you want to participate in athletics or receive an athletics scholarship during your first year and be considered an Academic Redshirt, you must:

- Graduate from high school;
- Complete 16 core courses;
- Earn a minimum Core-Course GPA of 2.000;
- Earn a combined SAT or ACT sum score that matches your core-course grade-point average and test score sliding scale (for example, a 2.400 core-course grade-point average needs an 860 SAT score or 71 ACT sum score).

NCAA

Division II

Any core courses used toward your initial eligibility must be completed prior to full-time collegiate enrollment. If you enroll full-time in a Division II college and want to participate in athletics or receive an athletics scholarship during your first year, you must:

- Graduate from high school;
- Complete these 16 core courses:
 - Three years of English;
 - Two years of Mathematics (Algebra 1 or higher level);
 - Two years of natural or Physical Science (including one year of lab Science if offered by your high school);
 - Three years of English, mathematics, or natural/physical Science;
 - Two years of Social Science; and
 - Four years of additional core courses (from any category above, or world language, non-doctrinal religion, or philosophy).
- Earn a 2.0 grade-point average or better in your core courses;

and

- Earn a combined SAT score of 820 or an ACT sum score of 68.

The following are updates for any college-bound student-athlete first entering an NCAA Division II college or university on or after August 1, 2019. Students may be considered a Qualifier, Partial Qualifier, or a Nonqualifier. Please visit www.eligabilitycenter.org for more details.

- Complete 16 core courses (same distribution as the current requirements);
- Meet the sliding scale of core-course grade-point average (minimum of 2.2) and SAT/ACT sum score; and graduate from high school.

Scheduling Terms (continued)/Academics

Division III

Division III colleges and universities develop student-athlete potential through a holistic educational approach that includes rigorous academics, competitive athletics and opportunity to pursue many interests and passions. Student-athletes are responsible for their own paths and are provided with many opportunities to develop within a comprehensive educational experience. Division III minimizes the conflicts between athletics and academics through shorter playing and practicing seasons, a lower number of contests, no redshirting or out-of-season organized activities, and a focus on regional in-season and conference play.

Division III college-bound student-athletes are not certified by the NCAA Eligibility Center, because Division III colleges and universities each set their own admissions standards, and there are no initial eligibility requirements in the division. College-bound student-athletes should contact their Division III college or university regarding policies on admission, financial aid, and athletics eligibility.

WEIGHTED COURSES

WEIGHTED CREDIT:

Advanced level courses quality point averages shall be weighted by awarding extra credit commensurate to each designated honors course, each designated advanced placement (AP) course, and each college in the high school course.

WEIGHTED COURSES OFFERED:

• French 4	Multiplier 1.125
• Spanish 4	Multiplier 1.125
• Honors English 9, 10, 11, 12	Multiplier 1.125
• Honors Biology	Multiplier 1.125
• Honors Chemistry	Multiplier 1.125
• Honors Geometry	Multiplier 1.125
• Honors Algebra	Multiplier 1.125
• Honors Algebra II	Multiplier 1.125
• Honors Statistics	Multiplier 1.125
• Honors Trigonometry/Pre-Calculus	Multiplier 1.125
• Honors Civics	Multiplier 1.125
• Honors Economics	Multiplier 1.125
• Honors World History 1	Multiplier 1.125
• Honors World History 2	Multiplier 1.125
• Honors US History	Multiplier 1.125
• Honors Contemporary US History	Multiplier 1.125
• AP Chemistry	Multiplier 1.25
• AP Psychology	Multiplier 1.25
• AP Physics	Multiplier 1.25
• AP Calculus	Multiplier 1.25
• AP English Literature and Composition	Multiplier 1.25
• AP Biology	Multiplier 1.25
• AP U.S. History	Multiplier 1.25
College in The High School Courses	
• Architecture and Civil Engineering	Multiplier 1.25
• Digital Photography	Multiplier 1.25
• Engineering Design	Multiplier 1.25

ENGLISH DEPARTMENT COURSE LISTINGS

Students must earn four English credits to meet graduation requirements. Students must successfully complete each grade level course before being promoted to the next grade level course. Students may not schedule English courses concurrently.

Grade 9

- English 9
- Academic English 9
- Honors English 9

Grade 10

- English 10
- Academic English 10
- Honors English 10
- Keystone Literature Prep 10

Grade 11

- English 11
- Academic English 11
- Honors English 11

Grade 12

- English 12
- Academic English 12
- AP English

Electives

- Speech/Communications
- Writing Workshop

KEYSTONE EXAMS:

Students scheduled for English 10, Academic English 10, and Honors English 10 will take the Literature Keystone Exam in the Spring. Students that score basic or below basic will re-test until he or she scores proficient or advanced.

ENGLISH DEPARTMENT

Grade 9 Course Descriptions

100	English 9	1.0 Credit
Open to Grade(s) 9		
<p>The underlying features of this course are the development of self-discipline and special instruction in following directions. This course will emphasize the recognition of correct usage, subject/verb agreement, the four kinds of sentences, and the formation of sound study habits. Throughout the entire course vocabulary study will be stressed. Basic paragraph writing and an outlining unit will be covered with specific attention directed to the different types of writing and a short research paper. The parts of the short story and fundamental literary terms will be presented; reading and understanding short stories will continue throughout the course. The students will be required to read one (1) novel each grading period.</p>		

101	Academic English 9	1.0 Credit
Open to Grade(s) 9		
<p>The underlying features of this course are the development of self-discipline, following directions, and the formation of sound study habits. The course will review basic sentence parts and patterns, phrases, clauses, and four kinds of sentences according to structure. Vocabulary will be studied simultaneously with grammar and literature. A unit on the writing process will precede the different types of compositions and a short research paper. Certain aspects of literature will be introduced at this level: the parts of the short story, biographical approach, literary criticism, and literary terms. Course readings will include short stories, poetry, an epic poem, a novel, and a Shakespearean play.</p>		

102	Honors English 9	1.0 Credit (Weighted)
Open to Grade(s) 9		
<p><i>Prerequisites include the following: no less than a 90% average in eighth grade English and the recommendation of the student's eighth grade English teacher.</i></p>		
<p>Honors English 9 is a more intensive study of writing, literature, grammar, usage, and mechanics. Preferred by students preparing for the senior-level Advanced Placement English course, it is designed for those who are either college-bound or preparing for language-dependent careers. Primary attention is focused on writing as a process with objectives of mastering the composition of the paragraph and the five-paragraph essay. Students will experience a sampling of the world's great literature through the study of the short story, novel, essay, epic poems, autobiography/biography, and drama. As this course will cover 50% - 60% more literature than Academic English 9, it is recommended only for students with strong reading abilities and desires. Work in vocabulary, speaking, and listening will be included. Introductory research techniques will be combined with library studies. Each student will select at least eight books to read and review independently as an introduction to critical analysis.</p>		
<p>SUMMER WORK: This course will require summer preparation prior to the first day of school. Failure to complete required summer preparation will significantly affect the student's first nine-week grade during the following academic year. Students will demonstrate mastery of their summer readings on a graded assignment.</p>		

ENGLISH DEPARTMENT

Grade 10 Course Descriptions

110	English 10	1.0 Credit
Open to Grade(s) 10		
<p>The purpose of this course is to teach English literature and composition / writing in the high school environment. This includes the reading of many different genres including short stories, poems, plays, non-fiction and novels. In this course, you will be expected to respond to the literature in many different ways: questioning, vocabulary, reasoning, analysis and discussion. This literature is not content oriented. It is chosen from both classical and modern texts. The class also includes learning about many different writing styles and instruction of grammar. Much revision and editing will be done throughout the semester of the student's writing through practice and process. The compositions are creative, expository, informational, and persuasive, and emphasis on writing is that of respectable objectivity, laced with the student's own creative voice.</p>		

111	Academic English 10	1.0 Credit
Open to Grade(s) 10		
<p>The purpose of this course is to teach English literature and writing / composition at an academic level in the high school environment. This includes the reading of many different genres including short stories, poetry, non-fiction, plays and novels. It also includes many different writing styles and instruction of grammar. The course is largely based on the cooperative learning style environment with much group work and a variety of activities. These include, but are not limited to, literature circles, Socratic seminars, discussion groups, and reading workshops. Students will be responsible for discussing and analyzing the literature assigned and will also be working within a writing workshop and peer / teacher conference and evaluation process. Much revision and editing will be done throughout the year. The compositions are creative, expository, analytical, and persuasive. The approach to literature is not content oriented. They are chosen from an array of classics and modern literature. Students will be required to read a novel over the summer and write an analysis in preparation for class on day one.</p>		

113	Honors English 10	1.0 Credit (Weighted)
Open to Grade(s) 10		
<i>Prerequisite: Honors 9 and 90% in Honors 9 and/or teacher recommendation.</i>		
<p>Honors English 10 is a prerequisite for and precursor to Honors English 11 and eventually Advanced Placement English Literature and Composition at the senior level. It is designed for students who are preparing for graduate level work, so the expectations and requirements reflect this aim. This course will cover 50% more literature and so it is recommended only for students with strong reading abilities and for students who prize and exhibit an intellectual curiosity. Content includes the study of world literature through fiction, non-fiction, and non-print materials that students must study, interrogate, and analyze. This course will also include many different writing styles with writing workshop and peer/teacher conferences happening throughout the year on numerous writing assignments. Work in speaking and listening will also be included.</p>		
<p>SUMMER WORK: This course will require summer preparation prior to the first day of school. Failure to complete required summer preparation will significantly affect the student's first nine-week grade during the following academic year. Students will demonstrate mastery of their summer readings on a graded assignment.</p>		

ENGLISH DEPARTMENT

Grade 10 Course Descriptions

112	Keystone Literature Prep	0.5 Credit
Open to Grade(s) 10		
Required for students that scored basic and below basic on 9 th grade Spring benchmark test.		
This course is designed to enhance and strengthen students' approach to Keystone and SAT testing, as well as career development. Student essays will be evaluated and scored according to the criteria and structure of the Keystone and SAT scoring guide. Additionally, students will develop skills to write job applications, cover letters and resumes, as well as persuasive, narrative, and informational essays.		

ENGLISH DEPARTMENT

Grade 11 Course Descriptions

120	English 11	1.0 Credit
Open to Grade(s) 11		
American Literature - This course will engage students in literature by providing them with the necessary skills to examine, analyze, and discuss texts from a variety of periods, disciplines, and rhetorical contexts. This course will also present an emphasis on writing for a variety of purposes. This course will focus on American literature, making students aware of the vast, controversial, and exciting ideas enclosed in America's literary history. It will also examine the interactions between the authors' purpose, subjects, and influence. Assignments will consist of informational, narrative, and argumentative writing; public speaking; vocabulary development; and research and analysis.		

121	Academic English 11	1.0 Credit
Open to Grade(s) 11		
American Literature - This course prepares students for college level English by providing them with the necessary skills to examine, analyze, and discuss texts from a variety of periods, disciplines, and rhetorical contexts. This course will also present an emphasis on writing for a variety of purposes. This course will focus on American literature, making students aware of the vast, controversial, and exciting ideas enclosed in America's literary history. It will also examine the interactions between the authors' purpose, subjects, and influence. Assignments will consist of informational, narrative, and argumentative writing; public speaking; vocabulary development; and research and analysis.		

122	Honors English 11	1.0 Credit (Weighted)
Open to Grade(s) 11		
<i>Prerequisite: Honors 10 and 90% in Honors 10 and or teacher recommendation.</i>		
<p>Honors English 11 is a prerequisite for and precursor to Advanced Placement English Literature and Composition. It is designed for students who are preparing for graduate level work, so the expectations and requirements reflect this aim. This course should be chosen by students who prize and exhibit an intellectual curiosity. Content includes canonical and noncanonical primarily American fiction, non-fiction and non-print material that students must study, interrogate and analyze. Students will study literature in and outside of its socio-historical context and apply various approaches to literary analysis and criticism. Students will study rhetorical techniques and apply them in a variety of contexts and genres, including but not limited to research papers. Students will learn to use primary, secondary and tertiary sources and become critical readers, writers, viewers and consumers of information.</p>		
<p>SUMMER WORK: This course will require summer preparation prior to the first day of school. Failure to complete required summer preparation will significantly affect the student's first nine-week grade during the following academic year. Students will demonstrate mastery of their summer readings on a graded assignment.</p>		

ENGLISH DEPARTMENT

Grade 12 Course Descriptions

130	English 12	1.0 Credit
Open to Grade(s) 12		
<p>The focus of the course will be, in part, to achieve competence in writing through the practical application of the techniques and strategies used in the writing process. The students will write a research paper, a variety of essays, and examples of formal communication encountered in real life situations. The development of effective oral communications and critical thinking skills, in addition to problem solving will be emphasized in connection with both writing and literature units. Literature units will include the study of a Shakespearean play, a novel and short stories, plays, essays, poetry and personal narratives which deal with contemporary themes and problems. The aim will be to educate students about literary analysis, the human condition, and to prepare them for the work force or post-secondary education. In addition to the regular course requirements, students will read independently one (1) novel each grading period.</p>		

132	Academic English 12	1.0 Credit
Open to Grade(s) 12		
<p>This course will provide the writing and literature background essential for the college bound student. Students will be instructed in the Art of Rhetoric and apply what they learn to writing their own rhetorical pieces. They will analyze well written editorials and compose annotated bibliographies and MLA formatted essays of their own. They will develop their public speaking, note taking and listening skills, which will be applied to the literature we study as well. Summer reading requirements must be met, and students must be prepared on the first day of school to submit a paper related to their summer readings, as well as take a test on them. Additionally, students will become the experts on the British literary periods, as defined by scholars, and demonstrate an understanding of how the literature reflects and/or critiques the socio-political climate of the period during which it was written. Outside academic reading will also be required each nine weeks.</p>		

140	Advanced Placement English Literature and Composition	1.0 Credit (Weighted)
Open to Grade(s) 12		
<i>Prerequisite: Honors English 11 and 90% average in Honors English 11 only.</i>		
<p>AP English Literature is a college-level course conducted at a college-level pace. In this course, students are expected to engage daily in a higher level of critical thinking than is expected in a regular or Honors-level English class. This course is designed to prepare the student for the year-end AP Literature and Composition exam as well as the rigors of post-secondary literary study. The AP Literature course emphasizes the techniques of poetry and its rhetorical effect and intent, as well as those of fiction and drama. Students will be expected to analyze the elements of style (tone, diction, syntactical and rhetorical devices), figurative language, sound devices, prosody, form, and structure present in our various readings. Students are required to both exhibit and develop their critical thinking and writing skills through intense close reading, textual analysis, interpretive discussion, and analytical writing. A variety of course readings are recommended by the College Board and are frequently included on the AP Literature exam. Novels, drama, and poetry selections from various time periods will be discussed throughout the year. Students choosing AP English 12 should be aware of required summer readings and preparation for each course.</p>		
<p>SUMMER WORK: This course will require summer preparation prior to the first day of school. Failure to complete required summer preparation will significantly affect the student's first nine-week grade during the following academic year. Students will demonstrate mastery of their summer readings on a graded assignment.</p>		
<p>NOTE: Advanced Placement classes require students to participate in exams for which they may earn college credit. The student is responsible for the fee associated with the AP English Literature and Composition Exam.</p>		

ENGLISH DEPARTMENT

English Electives

150	Speech/ Communications	0.5 Credit
Open to Grade(s) 9, 10, 11, 12		
<p>The emphasis of the Basic Speech course is to familiarize the student with the oral communication skills that are needed for coping with and succeeding in today's complex society. The student will actively participate in a wide range of activities to give him/her the opportunity to develop and improve his skills to become a successful communicator. The focus of this course is on understanding the communication process and group communication as well as one to group-public speaking. The first part of this course consists of reading and learning about the foundations of speech, sending verbal and nonverbal messages, the methods of speech presentation, gathering information, and preparing a speech. The second part of the course consists of presenting various types of speeches. Students will present the following speeches: Introductory, Personal Experience, Demonstration, Informative, Persuasive, Special Occasion and Impromptu.</p>		

151	Writing Workshop	0.5 Credit
Open to Grade(s) 9, 10, 11, 12		
<p>This course is designed for students who want to continue developing their writing skills beyond the level of competency they have accomplished in their regularly scheduled English classes. The course concentrates on exposition, description, persuasion, narrative, process, business writing, and argumentation. Grammar instruction is included to support all writing purposes. Both group and individual instruction are employed as appropriate. By the end of this course, the goal is that students will be able to write unified, coherent, fully developed, and lucidly phrased papers. Instruction is highly individualized and any student willing to work will profit from this course.</p>		

MATH DEPARTMENT COURSE LISTINGS

Students must earn four credits in math to meet graduation requirements. Math classes may not be scheduled concurrently.

Grade 9

- Algebra 1A
- Algebra 1B
- **Academic Algebra 1**
- Honors Geometry
- Keystone Algebra Prep 2, Semester 1

Grade 10

- Algebra 1B
- Foundations of Geometry
- Academic Geometry
- Algebra 2
- Academic Algebra 2
- Honors Algebra 2
- Keystone Algebra Prep 2, Semester 1

Grade 11

- Foundations of Geometry
- Academic Geometry
- Algebra 2
- Academic Algebra 2
- Honors Trigonometry/Pre-Calculus
- Keystone Algebra Prep 2, Semester 1

Grade 12

- Algebra 2
- Math Essentials
- Academic Trigonometry/Pre-Calculus
- Honors Statistics
- AP Calculus

KEYSTONE EXAMS:

Students scheduled for Academic Algebra 1 and Algebra 1B will take the Algebra Keystone Exam in the Spring. Students that score basic or below basic will re-test until he or she scores proficient or advanced.

MATH DEPARTMENT

Grade 9 Course Descriptions

201	Algebra 1A	1.0 Credits
Open to Grade(s) 9, 10		
<i>Prerequisite: Had Math 8th</i>		
This course is the first half of the Algebra curriculum and will cover the following topics to prepare for the Algebra Keystone Exam. Students that did not take Algebra in 8 th grade will be required to take this course. You will learn the following: Equations and formulas, solving equations, absolute value equations, rates, ratios and proportion, inequalities, compound inequalities, relations and functions, graphing functions.		
210	Algebra 1B	1.0 Credits
Open to Grade(s) 9, 10		
<i>Prerequisite: For 20-21, Algebra A/B students averaged 65% or below for 1st 3-nine weeks</i>		
This course is a continuation of the Algebra A curriculum and will cover the following topics to prepare for the ALGEBRA 1 Keystone Exam: Linear functions, Systems of Linear Functions, Linear Inequalities, Exponents (Rational and Irrational), Polynomials, Factoring Polynomials, Quadratic functions, Quadratic Equations, Exponential Functions, Geometric sequences, Exponential Growth and Decay, Patterns and Recursion, Data Analysis and Probability. Scatterplots, Arithmetic Sequences, Using Intercepts, Rate of Change and Slope, Linear functions, Line of Best Fit.		
213	Academic Algebra 1	1.0 Credit
Open to Grade(s) 9		
This course is rigorous and designed to prepare 9 th grade students for the Keystone Algebra 1 Exam and Academic Algebra 2. You will learn the following: Equations, Formulas, Solving Equations, Absolute Value Equations, Rates, Ratios, Proportion, Linear Inequalities, Compound inequalities, Using Intercepts, Rate of Change, Slope, Relations, Functions, Graphing Functions, Linear Functions, Systems of Linear Functions, Exponents (Rational and Irrational), Polynomials, Factoring Polynomials, Quadratic functions, Quadratic Equations, Data Analysis and Probability.		
216	Honors Geometry	1.0 Credit (Weighted)
Open to Grade(s) 9		
<i>Prerequisite: Successfully completed Algebra 1 (8th grade) to take this course.</i>		
This course is an advanced level course and will cover the following topics to prepare for the Keystone Exam: Foundations for Geometry, Geometric Reasoning, Parallel and Perpendicular Lines, Triangle Congruence, Properties and Attributes of Triangles, Polygons and Quadrilaterals, Similarity, Probability and Circles.		
246	Keystone Algebra Prep 2 S1	0.5 Credit
Open to Grade(s) 9, 10, 11 (1st Semester)		
Requirement –Students that did not score proficient/advanced on Keystone Exams.		
This course will review all of the Keystone Algebra topics and focus on test testing skills and practice exams. Designed for students that must retake the Algebra Keystone Exam.		

MATH DEPARTMENT

Grade 10 Course Descriptions

210	Algebra 1B	1.0 Credit
Open to Grade(s) 10, 11		
<i>Prerequisite: The student must have successfully passed academic Geometry (10).</i>		
This course is a continuation of the Algebra A curriculum and will cover the following topics to prepare for the ALGEBRA 1 Keystone Exam: Solving Equations, Graphing, Linear functions, Systems of Linear Functions, Linear Inequalities, Exponents (Rational and Irrational), Polynomials, Factoring Polynomials, Data Analysis, Probability, Using Intercepts, Rate of Change and Slope.		
219	Algebra 2	1.0 Credit
Open to Grade(s) 10		
<i>Prerequisite: Must have successfully completed Algebra 1B.</i>		
This course is designed to strengthen Algebra 1 basic concepts and continues into Algebra 2 concepts: Properties and Graphs of Quadratic Functions, Solving Quadratic Equations, Factoring, Completing the Square, Complex Numbers and Roots, The Quadratic Formula, Quadratic Inequalities, Complex Numbers, Polynomial Operations, Polynomial Functions, Exponential Functions, Operations with Rational Expressions, Rational Functions, Rational Exponents and Rational Equations and Inequalities, Combinations, Theoretical Independent and Dependent Events.		
220	Academic Algebra 2	1.0 Credit
Open to Grade(s) 10, 11		
<i>Prerequisite: The student must have successfully passed academic Geometry (10).</i>		
This course is an advanced level course and will cover the following topics: Properties and Graphs of Quadratic Functions, Solving Quadratic Equations, Factoring, Completing the Square, Complex Numbers and Roots, The Quadratic Formula, Quadratic Inequalities, Complex Numbers, Polynomial Operations, Polynomial Functions, Exponential Functions, Logarithmic Functions, Natural Logarithms, Operations with Rational Expressions, Rational Functions, Rational		
221	Honors Algebra 2	1.0 Credit (Weighted)
Open to Grade(s) 10		
<i>Prerequisite: Must have completed Honors Algebra 1/ Honors Geometry</i>		
This course is an advanced level course that further extends the learner's understanding of major algebra concepts, and prepares them with the building blocks needed to dive deeper into trigonometry, pre-calculus and advanced probability and statistics. Topics include radicals, quadratic functions and equations, polynomials, rationals, systems of equations and inequalities, exponents and logarithms, sequences and series, probability and statistics and trigonometry.		
245	Keystone Algebra Prep 1 S2	0.5 Credit
Open to Grade(s) 10,11 (2nd Semester)		
Required for Algebra 1B students that did not score proficient or advanced on benchmark testing in Algebra 1A.		
This course will review all of the Keystone Algebra topics and focus on test testing skills and practice exams.		

MATH DEPARTMENT

Grade 11 Course Descriptions

215	Foundations of Geometry	1.0 Credit
Open to Grade(s) 11		
<i>Prerequisite: The student must have successfully passed Algebra 2 or Algebra 1B.</i>		
This is an introductory Geometry course designed to meet the needs of the students. The course will focus on the foundations of geometry. The skills introduced will be based on geometry topics such as Geometric reasoning, Parallel and Perpendicular Lines, Triangle Congruence, Properties and Attributes of Triangles, Polygons and Quadrilaterals, Similarity, Probability, and Circles.		
220	Academic Algebra 2	1.0 Credit
Open to Grade(s) 11		
<i>Prerequisite: The student must have successfully passed academic Geometry (10).</i>		
This course is an advanced level course and will cover the following topics: Properties and Graphs of Quadratic Functions, Solving Quadratic Equations, Factoring, Completing the Square, Complex Numbers and Roots, The Quadratic Formula, Quadratic Inequalities, Complex Numbers, Polynomial Operations, Polynomial Functions, Exponential Functions, Logarithmic Functions, Natural Logarithms, Operations with Rational Expressions, Rational Functions, Rational		
265	Honors Trigonometry/Pre-Calculus	1.0 Credit (Weighted)
Open to Grade(s) 11		
<i>Prerequisites for this class: 80% average in Honors Algebra 2.</i>		
This course will cover trigonometry topics and additional topics necessary to prepare the student for Calculus. Trigonometry topics will include: Degree and Radian Measures of Angles, Arc Length, Sector Area, Unit Circle, Basic Trig Ratios, Applications of Trig Ratios, Inverse Trig Functions, Law of Sines, Law of Cosines, Graphs of Trig Functions, Graph Translations, and Logarithmic Equations. In addition, Functions, Composition of Functions, Data Analysis and Graphing of Linear, Quadratic, and Exponential Functions will be reviewed. Basic Limits and other advanced topics will be introduced.		
246	Keystone Algebra Prep 2 S1	0.5 Credit
Open to Grade(s) 9, 10, 11 (1st Semester)		
Required for students that did not score proficient/advanced on Keystone Exams.		
This course will review all of the Keystone Algebra topics and focus on test testing skills and practice exams.		

MATH DEPARTMENT

Grade 12 Course Descriptions

249	Math Essentials	1.0 Credit
Open to Grade(s) 12		
These topics include but are not limited to: Integers, Fractions, Decimals, Ratios, Proportions, Measurement, Percent, Equations, Inequalities, Graphics, Functions, Sequences, Exponents, Polynomials, Radicals, Angles, Lines, Polygons, Transformations, Perimeters, Areas, Volumes, Data, Analysis, and Probability.		
251	Honors Statistics	1.0 Credit (Weighted)
Open to Grade(s) 12		
This course is designed to provide a basic understanding of descriptive and inferential statistics. Topics include the measures of central tendency, standard deviation, combinations and permutations, probability, sampling, and various distributions. Emphasis is on applications of statistical concepts.		
255	Advanced Placement Calculus	1.0 Credit (Weighted)
Open to Grade(s) 12		
<i>Prerequisites for this class: 85% in Honors Trigonometry, Teacher Recommendation</i>		
This course is the standard first course in a basic calculus sequence required for all mathematics, science, engineering and statistics students at most colleges and universities. Topics covered include: functions and graphs, limits, derivatives, trigonometric functions, applications of the derivatives, integrals, applications of the integrals and exponential and logarithmic functions. The students will also prepare to take the Advanced Placement Calculus AB.		
NOTE: Advanced Placement classes require students to participate in exams for which they may earn college credit. The student is responsible for the fee associated with the AP Calculus AB Exam.		

SCIENCE DEPARTMENT COURSE LISTINGS

Students must earn **four** credits in science to meet graduation requirements.

Grade 9

- Life Science
- Honors Biology

Grade 10

- Biology
- Honors Chemistry

Grade 11

- Academic Chemistry
- AP Chemistry
- AP Biology
- AP Physics
- Science Elective

Grade 12

- AP Biology
- AP Chemistry
- AP Physics
- Science Elective

Electives

- Astronomy
- **Earth Science**
- Intro to Anatomy
- Anatomy I
- Anatomy II
- Organic Chemistry
- General Science 1
- General Science 2

KEYSTONE EXAMS:

Students scheduled for Honors Biology and Biology will take the Biology Keystone Exam in the Spring. Students that score basic or below basic will re-test until he or she scores proficient or advanced.

SCIENCE DEPARTMENT COURSE DESCRIPTIONS

Grade 9 Course Descriptions

300	Life Science	1.0 Credit
Open to Grade(s) 9		
<p>An introductory course comprised of content and processes from biology. The course includes laboratory type experiences, but without the depth of content contained in Academic Biology or Honors Biology. Students focus on concepts that are shared by all living things along with basic biological principles. This life science course includes topics such as the scientific method, chemical basis for life, classification of life forms, evolution and ecology.</p>		

310	Honors Biology	2.0 Credits (Weighted)
Open to Grade(s) 9		
<p><i>Prerequisites for this class: Students must have received a grade of 85% or above in 8th grade Science.</i></p>		
<p>Honors Biology is a course designed for students to engage in an in-depth study of the basic biological topics, principles, and techniques through lecture, group work, class discussion and laboratory work. The laboratory component will be used to correlate the objectives with the content. In the laboratory, students will experience a hands-on approach with experiments that use microscopes and other biological tools. Students will also be required to complete several projects including oral presentations. This course is designed for accelerated students who may be interested in pursuing AP sciences and will require the student to do an extensive amount of work outside the classroom. In fact, students will be expected to complete summer work that will be due during the first week of school. Honors Biology is a fast-paced, rigorous course in which the student is expected to be highly motivated to achieve at an honors level. This course will explore biochemistry, cell structure and function, homeostasis and transport, nucleic acids and protein synthesis, cell reproduction, genetics, ecology and evolution. The material presented is to prepare the student for the Pennsylvania Keystone Biology Test which all students must pass to be eligible to graduate.</p>		

SCIENCE DEPARTMENT COURSE DESCRIPTIONS

Grade 10 Course Descriptions

302	Biology	1.0 Credit
Open to Grade(s) 10		
This course provides student with an in-depth view of the world of living things. This course will explore biochemistry, cell structure and function, homeostasis and transport, nucleic acids and protein synthesis, cell reproduction and genetics. The material presented is to prepare the student for the Pennsylvania Keystone Biology Test which all students must pass to be eligible to graduate.		

325	Honors Chemistry	2.0 Credits (Weighted)
Open to Grade(s) 10		
<i>Prerequisites for this class: At least "B" final average in both Algebra and Honors Biology. Also, a teacher recommendation is required.</i>		
Honors Chemistry students will be expected to work independently on tasks such as projects, research, lab reports, problem solving, and other high-level learning situations. Topics addressed in this course may include, but are not limited to, energy and matter, atomic structure, chemical bonding and reactions, periodic table, nomenclature, gases, solutions and current developments in chemistry. Many algebraic concepts, particularly in one-variable equation manipulation, are utilized throughout the chemistry concepts. Effective reading and writing strategies are required for success in this course. A variety of opportunities will exist to practice these strategies, and students will be required to demonstrate mastery of these skills as they apply them to the chemistry concepts.		

SCIENCE DEPARTMENT COURSE DESCRIPTIONS

Grade 11 Course Descriptions

322	Academic Chemistry	1.0 Credit
Open to Grade(s) 11		
<i>Prerequisites for this class: No lower than an 80% in Biology and Algebra.</i>		
<p>The major goal of this course is to clearly develop basic chemical principles and concepts. Topics addressed in this course may include, but are not limited to, energy and matter, atomic structure, chemical bonding and reactions, periodic table, nomenclature, and current developments in chemistry. Primary emphasis is placed upon the proper observation, recording and understanding of chemical systems. By analyzing the essential processes involved in chemical systems the students will be taught to interpret their own work and be able to apply their analyzing abilities in new situations. The importance of individual effort and focused observations are continuing themes of the course.</p>		

335	Advanced Placement Physics	2.0 Credits (Weighted)
Open to Grade(s) 11 or 12		
<i>Prerequisites for this class: Have passed Trig/Pre-Calculus with at least 85% or higher and concurrently taking AP Calculus.</i>		
<p>AP Physics 1 is designed to provide students with an experience equivalent to a college level introductory Physics 1 course. A college level introductory physics 1 course is algebra based and usually intended for non-physics majors. This class will meet for two 43 minutes periods the entire school year. AP Physics 1 requires a serious commitment from the student in terms of reading, homework problems, and laboratory. The class will be conducted primarily through inquiry-based laboratory experiments whenever possible. Problem solving activities will reinforce the class discussions and lab activities. Students should be prepared to devote a significant amount of time to working on problem sets and writing lab reports, as this is an integral part of any AP physics course. Students taking this course will be expected to take the AP Physics 1 exam.</p>		
NOTE: Advanced Placement classes require students to participate in exams for which they may earn college credit. The student is responsible for the fee associated with the AP Physics Exam.		

350	Advanced Placement Chemistry	2.0 Credits (Weighted)
Open to Grade(s) 11 or 12		
<i>Prerequisites for this class: "A" in Honors Chemistry and Geometry or Recommendation by teacher.</i>		
<p>AP® Chemistry is designed to be the equivalent of a first-year college chemistry course. The course is structured around the six big ideas according to the AP Chemistry curriculum framework provided by the College Board. Special emphasis will be placed on the seven science practices that are important in scientific work. The learning objectives for AP Chemistry will combine relevant content with inquiry based learning and reasoning skills. Students taking this course will have to balance lecture, discussions, problem-solving and lab activities. This course is open to all students who have completed a full year of Honors Chemistry and wish to be academically challenged.</p>		
<p>NOTE: Advanced Placement classes require students to participate in exams for which they may earn college credit. The student is responsible for the fee associated with the AP Chemistry Exam.</p>		

351	Advanced Placement Biology	2.0 Credits (Weighted)
Open to Grade(s) 11 or 12		
<p>AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes—energy and communication, genetics, information transfer, ecology, and interactions. Students who plan on taking this course should have completed Honors Biology and chemistry with at least a B average. This course is intended for the college prep student who plans to attend college. This course would be best suited for juniors and seniors who have completed a chemistry course.</p>		
<p>NOTE: Advanced Placement classes require students to participate in exams for which they may earn college credit. The student is responsible for the fee associated with the AP Biology Exam.</p>		

SCIENCE DEPARTMENT COURSE DESCRIPTIONS

Grade 12 Course Descriptions

335	Advanced Placement Physics	2.0 Credits (Weighted)
Open to Grade(s) 11 or 12		
<i>Prerequisites for this class: Have passed Trig/Pre-Calculus with at least 85% or higher and concurrently taking AP Calculus.</i>		
<p>AP Physics 1 is designed to provide students with an experience equivalent to a college level introductory Physics 1 course. A college level introductory physics 1 course is algebra based and usually intended for non-physics majors. This class will meet for two 43 minutes periods the entire school year. AP Physics 1 requires a serious commitment from the student in terms of reading, homework problems, and laboratory. The class will be conducted primarily through inquiry-based laboratory experiments whenever possible. Problem solving activities will reinforce the class discussions and lab activities. Students should be prepared to devote a significant amount of time to working on problem sets and writing lab reports, as this is an integral part of any AP physics course. Students taking this course will be expected to take the AP Physics 1 exam.</p>		
NOTE: Advanced Placement classes require students to participate in exams for which they may earn college credit. The student is responsible for the fee associated with the AP Physics Exam.		

351	Advanced Placement Biology	2.0 Credits (Weighted)
Open to Grade(s) 11 or 12		
<p>AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes—energy and communication, genetics, information transfer, ecology, and interactions. Students who plan on taking this course should have completed Honors Biology and chemistry with at least a B average. This course is intended for the college prep student who plans to attend college. This course would be best suited for juniors and seniors who have completed a chemistry course.</p>		
NOTE: Advanced Placement classes require students to participate in exams for which they may earn college credit. The student is responsible for the fee associated with the AP Biology Exam.		

SCIENCE DEPARTMENT COURSE DESCRIPTIONS

Science Electives

316	Astronomy	0.5 Credit
Open to Grade(s) 11 or 12		
<i>Prerequisites for this class: No lower than an 80% in Biology and Algebra.</i>		
This course is designed to give the student some background in astronomy, space and the study of the universe. Topics to be studied will be the solar system, minor bodies of the solar system, the Sun, stars, galaxies, the Universe, and near-earth objects.		
318	Earth Science	0.5 Credit
Open to Grade(s) 11,12		
Earth and Space Science focuses on the structure and development of the Earth and its environment over time including the formation of the universe and Earth's place in space. The course is composed of segments from Geology and Astronomy. It is taught in an investigative manner using hands-on laboratory experiences to support instruction.		
330	General Science 1	0.5 Credit
Open to Grade(s) 12		
<i>Prerequisite – Must have attempted Life Science, Biology, and Academic Chemistry</i>		
This general science course uses a hands-on approach allowing students to explore the foundational principles of science. Using the text and lab activities, students study forces and motion, energy, density and buoyancy. Throughout this course, students discover the relationship between science and daily life and will gain a solid understanding of the scientific method.		
331	General Science 2	0.5 Credit
Open to Grade(s) 12		
<i>Prerequisite – Must have attempted General Science 1</i>		
This general science course will continue studying the foundational principles of science. Like general science 1 students will use the text and lab activities, to study electricity, magnetism, sound and light. Throughout this course, students discover the relationship between science and daily life and will gain a solid understanding of the scientific method.		
339	Intro to Anatomy	0.5 Credit
Open to Grade(s) 11 or 12		
This course will survey the organization of the human body as well as the structures of the major body systems. The body systems that will be studied include the skeletal, muscular, circulatory, respiratory, digestive, nervous, excretory, endocrine, lymphatic, and integumentary systems. The goal of this course is to provide students with an understanding of how the human body works. Some laboratory-type activities may be included. This course is geared towards all students, including those who are not interested in pursuing a career in the medical field.		

340	Anatomy I	0.5 Credit
Open to Grade(s) 11 or 12		
<i>Prerequisite: 80% final average in Honors Biology</i>		
<p>This course will include the study of the human body by examine structures and functions of human organ systems. It will include an introduction of the human body plan and describe the major tissues of the body. The systems that will be studied are: Skeletal, Muscular, Integumentary and Circulatory Systems. Investigations and dissections will also be included in the course work. This is a course that is geared to students who will further their education in the medical field.</p>		

341	Anatomy II	0.5 Credit
Open to Grade(s) 11 or 12		
<i>Prerequisite: Completion of Anatomy I</i>		
<p>This course will include a continuation of the study of the human body systems. The systems that will be studied will be the Respiratory, Digestive, Urinary, Nervous, Endocrine, Reproductive and the Sense Organs. It will include a detailed dissection and investigation of a representative of the Vertebrate group. Lab practicum will be included as part of the evaluations. This is a course that is geared for students who will further their education in the medical field.</p>		

345	Organic Chemistry	0.5 Credit
Open to Grade(s) 11 or 12		
<i>Prerequisite for this class: C or higher in Honors Chemistry</i>		
<p>This course is an introduction to Organic Chemistry, focusing primarily on the basic principles of understanding the structure and reactivity of organic molecules. The course also provides an introduction to aromatic compounds. Strong emphasis will be placed on organic chemistry nomenclature and basic organic chemical reactions. Students planning on furthering their education in the medical or a science field are strongly recommended to take Organic Chemistry.</p>		

SOCIAL STUDIES DEPARTMENT COURSE LISTINGS

Students must earn three and a half credits in Social Studies to meet graduation requirements.

Grade 9

- Academic Civics
- Honors Civics

Grade 10

- Academic World History I
- Academic World History II
- Honors World History I
- Honors World History II

Grade 11

- Academic U.S. History
- Academic U.S. Contemporary History
- Honors U.S. History
- Honors U.S. Contemporary History
- AP United States History

Grade 12

- Academic Economics
- Honors Economics

Electives

- AP Psychology

SOCIAL STUDIES COURSE DESCRIPTIONS

Grade 9 Course Descriptions

400	Academic Civics	1.0 Credit
Open to Grade(s) 9		
Academic Civics is an introductory course in American government that incorporates Pennsylvania History. A basic understanding of the levels and branches of American government will be stressed. The application of this knowledge will develop good attitudes in relation to contemporary trends in American government. The major emphasis of this course is to expose the students to the rights and responsibilities of American citizens. The course will also give students a greater understanding of Pennsylvania History. The students will examine how Pennsylvania's geography and natural resources led to its industrial growth.		

401	Honors Civics	1.0 Credit (Weighted)
Open to Grade(s) 9		
Honors Civics is an introductory course in American government that incorporates Pennsylvania History. A basic understanding of the levels and branches of American government will be stressed. The application of this knowledge will develop good attitudes in relation to contemporary trends in American government. The major emphasis of this course is to expose the students to the rights and responsibilities of American citizens. The course will also give students a greater understanding of Pennsylvania History. The students will examine how Pennsylvania's geography and natural resources led to its industrial growth. This course will go beyond the Academic Civics course to a more in-depth analysis of American government. This will be achieved by holding the students to higher standards, which includes research, essay testing, completion tests, and a course that moves at a faster pace than Academic Civics.		

SOCIAL STUDIES COURSE DESCRIPTIONS

Grade 10 Course Descriptions

410	Academic World History 1	0.5 Credit
Open to Grade(s) 10		
This course is designed to expose the students to the development of man from the Medieval Period through the Age of Revolutions. Emphasis will be placed on subjects such as: The Rise of Medieval Europe, the Renaissance and Reformation, the Age of Discovery, the Rise of Absolutism in Europe and the Scientific Revolution.		

411	Academic World History 2	0.5 Credit
Open to Grade(s) 10		
This course is a study of the major events affecting world history during the 20th century. Emphasis will be placed upon the Causes and Effects of World War I, the Rise of Fascism in the World and finally the Causes and Effects of World War II.		

415	Honors World History 1	0.5 Credit (Weighted)
Open to Grade(s) 10		
<p>This course is designed to expose the students to the development of man from the Medieval Period through the Age of Revolutions. Emphasis will be placed on subjects such as: The Rise of Medieval Europe, the Renaissance and Reformation, the Age of Discovery, the Rise of Absolutism in Europe and the Scientific Revolution. The Honors World History I course will go beyond the Academic World History I course to a more in-depth analysis of World History. This will be achieved by holding students to higher standards which include research projects, essay testing, completion tests and quizzes and a course that moves at a faster pace than Academic World History I.</p>		

416	Honors World History 2	0.5 Credit (Weighted)
Open to Grade(s) 10		
<p>This course is a study of the major events affecting world history during the 20th century. Emphasis will be placed upon the Causes and Effects of World War I, the Rise of Fascism in the World and finally the Causes and Effects of World War II. The Honors World History II course will go beyond the Academic World History II course to a more in-depth analysis of World History. This will be achieved by holding students to higher standards which include research projects, essay testing, completion tests and quizzes and a course that moves at a faster pace than Academic World History II.</p>		

SOCIAL STUDIES COURSE DESCRIPTIONS

Grade 11 Course Descriptions

420	Academic U.S. History	0.5 Credit
Open to Grade(s) 11		
<p>This course is designed to expose the student to the major events and people that shaped the United States from the Reconstruction Era (1880s) to the Beginning of the Cold War (1950s). Emphasis will be placed on such subjects as: The Reconstruction period after the Civil War, Progressivism, the Roaring Twenties, the Great Depression, the New Deal and the Home Front during W.W.II.</p>		

421	Academic Contemporary U.S. History: 1945 to Present	0.5 Credit
Open to Grade(s) 11		
<p>This course covers the evolution of American political, economic and social institutions since World War II. Emphasis is placed on such subjects as: the Cold War, the Korean War, Social Reform and Protest, the Vietnam War and the Nixon to Bush era.</p>		

425	Honors U.S. History	0.5 Credit (Weighted)
Open to Grade(s) 11		
<p>This course is designed to expose the student to the major events and people that shaped the United States from the Reconstruction Era (1880s) to the Beginning of the Cold War (1950s). Emphasis will be placed on such subjects as: The Reconstruction period after the Civil War, Progressivism, the Roaring Twenties, the Great Depression, the New Deal and the Home Front during W.W.II. This course will go beyond the general U.S. History course to a more in-depth analysis of American history. This will be achieved by holding the students to higher standards, which includes research projects, essay testing, completion tests, and a course that moves at a faster pace than general U.S. History.</p>		

426	Honors Contemporary U.S. History: 1945 to Present	0.5 Credit (Weighted)
Open to Grade(s) 11		
<p>This course covers the evolution of American political, economic and social institutions since World War II. Emphasis is placed on such subjects as: the Cold War, the Korean War, Social Reform and Protest, the Vietnam War and the Nixon to Bush era. This course will go beyond the general Contemporary U.S. History course to a more in-depth analysis of American history. This will be achieved by holding the students to higher standards, which includes research projects, essay testing, completion tests, and a course that moves at a faster pace than general Contemporary U.S. History.</p>		

450	Advanced Placement United States History	1.0 Credit (Weighted)
Open to Grade(s) 11		
<p><i>Prerequisites: 90% or above in Social Studies / History (9&10) Recommendation from current Social Studies Teacher.</i></p>		
<p>This is an introductory level college course of United States History. The time period involved will be from the first European explorations of the America's to the present. Course content, requirements and student performance are exceptionally high. Students will be expected to perform the level of work required in an introductory college course in United States History. Heavy emphasis on individual research and independent study is also required of all students. Students taking this course will be expected to take the AP Exam. Students are reminded that extensive out of class preparation for the exam is necessary and that successful completion of the course does not guarantee a passing score on the AP Exam.</p>		
<p>NOTE: NOTE: Advanced Placement classes require students to participate in exams for which they may earn college credit. The student is responsible for the fee associated with the AP US History Exam.</p>		

SOCIAL STUDIES COURSE DESCRIPTIONS

Grade 12 Course Descriptions

430	Academic Economics	0.5 Credit
Open to Grade(s) 12		Required Course for Graduation
<p>This course is designed to introduce students to concepts such as problems of scarcity, basic types of economic systems, market economy, and supply and demand. Students will learn how consumers and government influence the marketplace. They will also learn about free trade and how trade affects our daily lives.</p>		

431	Honors Economics	0.5 Credit (Weighted)
Open to Grade(s) 12		Required Course for Graduation
<p>This course is a one semester honors-level version of the Economics course required for all twelfth-grade students. As a honors course, content is studied at a faster pace at a higher difficulty level with the incorporation of additional projects. This course examines the key concepts of economics, with an emphasis on the role of the citizen within the market structure of the United States. The following topics will be studied: Fundamentals of Economics, Economic Systems and Free Enterprise System, Supply and Demand, Market Competition, Labor, Economic Performance, Fiscal and Monetary Policies, and International Economics.</p>		

SOCIAL STUDIES COURSE DESCRIPTIONS

Grade 12 Course Electives

455	Advanced Placement Psychology	1.0 Credit (Weighted)
Open to Grade(s) 11 and 12		
<i>Prerequisite: 80% or above in Social Studies/History (9, 10) – Recommendation from current Social Studies Teacher.</i>		
<p>AP Psychology introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students will employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas. Heavy emphasis on individual research and independent study is also required of all students. Students taking this course will be expected to take the AP Exam. Students are reminded that extensive out of class preparation for the exam is necessary and that successful completion of the course does not guarantee a passing score on the AP Exam.</p>		
NOTE: NOTE: Advanced Placement classes require students to participate in exams for which they may earn college credit. The student is responsible for the fee associated with the AP Psychology Exam.		

WORLD LANGUAGES

It is highly recommended for the college-bound student or anyone wishing to pursue further education to have at least two years of a foreign language. However, taking a foreign language class is not a graduation requirement for Brownsville Area High School.

You may also begin taking a World Language class at any grade level. However, you will be expected to start with Spanish I or French I regardless of your grade level.

Foreign language courses may not be scheduled concurrently.

Grade 9

- Spanish I
- French I

Grade 10

- Spanish II
- French II

Grade 11

- Spanish III
- French III

Grade 12

- Spanish IV
- French IV

WORLD LANGUAGES COURSE DESCRIPTIONS

170	French I	1.0 Credit
Open to Grade(s) 9, 10, 11, 12		
<i>Prerequisite: 8th grade reading level.</i>		
<p>The main emphasis is on the French language. Lessons will include interesting readings in French which introduce new words and new grammar structures, to give students practice in using the new vocabulary and grammatical concepts. There are discussion questions on reading comprehension of stories of French life, history, and mythology. The spoken language is a main part of this class.</p>		
171	French II	1.0 Credit
Open to Grade(s) 10, 11, 12		
<i>Prerequisite: Recommend 70% average in French I</i>		
<p>This course presents a review of first-year French grammar and syntax before presenting the essentials of second-year grammar. In depth use of everyday French is employed in the class at a more experienced level.</p>		
172	French III	1.0 Credit
Open to Grade(s) 11 and 12		
<i>Prerequisite: 80% average in French II and teacher recommendation.</i>		
<p>French III uses the skills developed in the previous levels to enable the student to read and discuss classical literature written in French. Continued emphasis is placed on word development and sentence structure. Course requirements are similar to the first and second level.</p>		
173	French IV	1.0 Credit (Weighted)
Open to Grade(s) 12		
<i>Prerequisite: 90% average in French III and teacher recommendation.</i>		
<p>French IV will emphasize reading, oral communication, and spoken words. You will learn more complex ways to converse in French. New topics will be introduced each semester and will relate to the place of France in the world, French-American relations, and specifics of French culture. This course will focus on real world situations and will be a total immersion course focusing on conversation.</p>		
180	Spanish I	1.0 Credit
Open to Grade(s) 9, 10, 11, 12		
<i>Prerequisite: 8th grade reading level.</i>		
<p>Spanish I introduces the student to common vocabulary, verbs and basic grammatical structures enabling them to converse and comprehend the language at an elementary level. The skills of reading and writing will also aid the student to meet their needs and interests. The above skills will also provide an introduction to the concepts of the cultural background, daily life, customs and traditions of Spanish speaking people particularly those of the Hispano-American countries. Each student will be expected to keep a notebook and pocket folder of class notes and daily written assignments. Class participation is required.</p>		

181	Spanish II	1.0 Credit
Open to Grade(s) 10, 11, 12		
<i>Prerequisite: 70% average in Spanish I and teacher recommendation.</i>		
Spanish II is a continuation of the development of the four skills of listening, speaking, reading and writing with further emphasis on conversation, grammar and translation on a more advanced level of comprehension. The cultural aspects of the course are broadened to give the student a thorough appreciation of the customs and traditions of Hispano-America primarily Mexico. Requirements are the same to those of the first level of the foreign language.		

182	Spanish III	1.0 Credit
Open to Grade(s) 11 and 12		
<i>Prerequisite: 80% average in Spanish II and teacher recommendation.</i>		
Spanish III introduces the student to the study of Hispano-American culture, which includes the geography, history, life and customs, literature, art and music and also to the geography of Spain and important facts on cities of Spain. Spanish III also includes more advanced grammatical skills with emphasis on oral expressions, composition and translations on an intermediate level. Recommend for college bound students. Students maintaining a 90% average in the first two Spanish courses will be inducted into the Spanish Honor Society initiated in 1991. The Chapter title is "La Celestina." In order for students to receive Spanish Honor Chords at graduation, students must take Spanish IV and receive a final average of 90% in the course and be a member of the Spanish Honor Society.		

183	Spanish IV	1.0 Credit (Weighted)
Open to Grade(s) 12		
<i>Prerequisite: 90% average in Spanish III and teacher recommendation.</i>		
Spanish IV introduces the student to study of the future tense and subjective tense as well as other advanced grammatical concepts. Hispano-American Culture will be incorporated daily while practicing speaking skills necessary for intermediate conversations with classmates or native speakers.		

GRADE 9 ELECTIVES

Fine and Practical Arts

- Introduction to Art
- Painting (prerequisite)
- Drawing (prerequisite)
- Calligraphy/Paint (prerequisite)
- Printmaking (prerequisite)
- Innovation and Design
- Engineering Design
- Manufacturing Technology
- School to Careers
- Adult and Family Roles
- Fashion Design and Merchandising
- Food Science and Nutrition 1
- Music Appreciation
- Current Trends in Music
- **Music Theory and Piano**
- Band
- Chorus

Business Courses

- Computer Applications
- Banking and Personal Finances
- Introduction to Business
- Marketing and Product Development
- Business Math
- Business Law
- Accounting
- Evolution of Games
- **Digital Arts and Design- 3D Modeling (prerequisite)**

Grade 10 Electives

Fine and Practical Arts

- Introduction to Art
- Painting (prerequisite)
- Drawing (prerequisite)
- Calligraphy/Paint (prerequisite)
- Printmaking (prerequisite)
- Innovation and Design
- Engineering Design (CIHS/WCCC)
- Architecture and Civil Engineering (CIHS/WCCC)
- Digital Photography (CIHS/WCCC)
- Manufacturing Technology
- **Manufacturing Engineering/Enterprise**
- Adult and Family Roles
- Fashion Design and Merchandising
- Food Science and Nutrition 1
- Food Science and Nutrition 2 (prerequisite)
- Music Appreciation
- Current Trends in Music
- **Music Theory and Piano**
- Band
- Chorus

Business

- Computer Applications
- Banking and Personal Finance
- Marketing and Product Development
- Introduction to Business
- Business Math
- Business Law
- Entrepreneurship
- Accounting
- Evolution of Games
- Game Design (prerequisite)
- Mobile Game Design (prerequisite)
- **Digital Arts and Design- 3D Modeling (prerequisite)**
- GameMaker Programming 1 (prerequisite)
- Broadcasting and Video Production

Grade 11 Electives

Fine and Practical Arts

- Introduction to Art
- Painting (prerequisite)
- Drawing (prerequisite)
- Calligraphy/Paint (prerequisite)
- Printmaking (prerequisite)
- Art Gallery (prerequisite x 2)
- Innovation and Design
- Engineering Design (CIHS/WCCC)
- Multimedia Technology
- Architecture and Civil Engineering (CIHS/WCCC)
- Digital Photography (CIHS/WCCC)
- Manufacturing Technology
- **Manufacturing Engineering/Enterprise**
- Engineering Research and Development
- Adult and Family Roles
- Fashion Design and Merchandising
- Food Science and Nutrition 1
- Food Science and Nutrition 2 (prerequisite)
- Music Appreciation
- Current Trends in Music
- **Music Theory and Piano**
- Band
- Chorus

Business

- Computer Applications
- Banking and Personal Finance
- Marketing and Product Development
- Introduction to Business
- Business Math
- Business Law
- Entrepreneurship
- Accounting
- Evolution of Games
- Game Design (prerequisite)
- Mobile Game Design (prerequisite)
- **Digital Arts and Design**- 3D Modeling (prerequisite)
- GameMaker Programming 1 (prerequisite)
- Broadcasting and Video Production

Grade 12 Electives

Fine and Practical Arts

- Introduction to Art
- Painting (prerequisite)
- Drawing (prerequisite)
- Calligraphy/Paint (prerequisite)
- Printmaking (prerequisite)
- Art Gallery (prerequisite x 2)
- Innovation and Design
- Engineering Design (CIHS/WCCC)
- Multimedia Technology
- Architecture and Civil Engineering (CIHS/WCCC)
- Digital Photography (CIHS/WCCC)
- Manufacturing Technology
- **Manufacturing Engineering/Enterprise**
- Engineering Research and Development
- Adult and Family Roles
- Fashion Design and Merchandising
- Food Science and Nutrition 1
- Food Science and Nutrition 2 (prerequisite)
- Music Appreciation
- Current Trends in Music
- **Music Theory and Piano**
- Band
- Chorus

Business

- Computer Applications
- Banking and Personal Finance
- Marketing Essentials
- Marketing and Product Development
- Introduction to Business
- Business Math
- Business Law
- Entrepreneurship
- Accounting
- Evolution of Games
- Game Design (prerequisite)
- Mobile Game Design (prerequisite)
- **Digital Arts and Design**- 3D Modeling (prerequisite)
- GameMaker Programming 1 (prerequisite)
- Broadcasting and Video Production

FINE AND PRACTICAL ARTS COURSE DESCRIPTIONS

Art

500	Introduction to Art	0.5 Credit
Open to Grade(s) 9, 10, 11, 12		
Students will learn about materials and tools in the arts and they will explore elements of Art. Projects: Drawing and painting basics. Linoleum printmaking. Careers: Set Designer, Art Director, Graphic Designer, Architect, Illustrator, Creative Director.		
501	Painting	0.5 Credit
Open to Grade(s) 9, 10, 11, 12		
<i>Prerequisite: Successful completion of Introduction to Art.</i>		
Students will develop blending and brushstroke techniques and explore color and value theory. Projects: Canvas painting, water color paintings, paint pastel. Careers: Set Designer, Art Director, Graphic Designer, Architect, Illustrator, Creative Director.		
502	Drawing	0.5 Credit
Open to Grade(s) 9, 10, 11, 12		
<i>Prerequisite: Successful completion of Introduction to Art.</i>		
Students will design perspectives, explore drafting and plotting, produce face and human drawings, and create a still life with pastels. Projects: 1 point and 2 point perspectives, plans, pastel drawings. Careers: Set Designer, Art Director, Graphic Designer, Architect, Illustrator, Creative Director.		
503	Calligraphy/ Paint	0.5 Credit
Open to Grade(s) 9, 10, 11, 12		
<i>Prerequisite: Successful completion of Introduction to Art.</i>		
Students will explore ancient writing techniques and learn calligraphy and monochromatic paintings schemes and blending procedures. Projects: Calligraphy projects and self-portrait in paint, recreate scrolls. Careers: Set Designer, Art Director, Graphic Designer, Architect, Illustrator, Creative Director.		
504	Printmaking	0.5 Credit
Open to Grade(s) 9, 10, 11, 12		
<i>Prerequisite: Successful completion of Introduction to Art.</i>		
Students will be able to experiment with different types of print making techniques. Intaglio, block printing, relief gytaku. They will be able to produce art pieces which are reproducible in the printing process.		
505	Art Gallery	0.5 Credit
Open to Grade(s) 11 and 12		
<i>Prerequisite: Successful completion of Introduction to Art and had a minimum of 2 other art classes.</i>		
Students will utilize Art to expand and explore on previous Art courses to create projects for display and sale. Projects: Large canvas painting. Careers: Art Director, Graphic Designer, Architect, Illustrator, Creative Director, Educator.		

FINE AND PRACTICAL ARTS COURSE DESCRIPTIONS

Engineering and Technology

510	Innovation and Design	0.5 Credit
Open to Grade(s) 9, 10, 11, 12		
Students will apply a variety of mechanical and electronic drafting methods to communicate a solution to a specific problem and apply communication techniques and information technologies to produce an image that effectively conveys a message. Projects: Build model of house, Design a laser engraved board game and 3d game pieces. Careers: Graphic Designer, Construction Worker, Architect, Engineer, Laborer, Drafter.		
511	Engineering Design	1.0 Credit (CIHS Weighted)
Open to Grade(s) 9, 10, 11, 12		
<i>Prerequisite: 80% or higher in math.</i>		
Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work.		
514	Multimedia Technology	0.5 Credit
Open to Grade(s) 11 and 12		
Students will examine the use of cross-platform software to create images, logos, backgrounds, and control buttons for digital display in multimedia and Internet applications; covers image-editing using the extensive capabilities of industry-standard image processing software and file compression. You will print shirts, mouse pads, bags and you will laser engrave pens, license plates.		
515	Digital Photography	1.0 Credit (CIHS Weighted)
Open to Grade(s) 10, 11, 12		
This course will help the students become well rounded in the fundamentals of digital photography. Four areas of instruction will be emphasized: how cameras work, how composition works, how lighting works, and how to use photo editing software. Students will receive basic instruction, demonstration, and see samples of the desired outcomes, at the beginning of each assignment. Students will be allowed to go outside of the classroom and shoot assignments, based on what they are learning. Students will manipulate digital photographs in preparation for publication layout and design, Web output, use in other software packages, or immediate output.		
516	Architecture and Civil Engineering	1.0 Credit (CIHS Weighted)
Open to Grade(s) 10, 11, 12		
Students learn the fundamentals of building design, site design, and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architectural design software. This course is an activity-project based course.		

520	Manufacturing Technology	0.5 Credit
Open to Grade(s) 9, 10, 11, 12		
This class is an advanced technology course where the students design and construct projects with their individual abilities, and also learning the basic fundamentals of programming the Techno CNC Router 2D.		

522	Manufacturing Engineering/Enterprise	0.5 Credit
Open to Grade(s) 10, 11, 12		
This course exposes students to integration of engineering, management, and manufacturing disciplines for determining manufacturing rate, cost, quality, and flexibility. Students will utilize the CNC router and software in a real-world production setting. This culminates in the design process and creation of products in a manufacturing enterprise environment. This closely parallels the applications and functions of a manufacturing situation. Instruction includes, but is not limited to safety, ethics, problem solving, teamwork, engineering graphics, automated systems, materials used in manufacturing, manufacturing systems as well as adhering to the STEM initiative.		

523	Engineering Research and Development	1.0 Credit
Open to Grade(s) 11, 12		
<i>Prerequisite: Students MUST SUCCESSFULLY Complete 2 or more of the following courses; Engineering Design, Architecture and Civil Engineering, Manufacturing Technology 1, 2, 3</i>		
The knowledge and skills students acquire throughout Engineering come together in Engineering Design and Development as they identify an issue and then research, design and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing Engineering Design and Development ready to take on any post-secondary program or career.		

FINE AND PRACTICAL ARTS COURSE DESCRIPTIONS

Family Consumer Science

530	School to Careers	0.5 Credit
Open to Grade(s) 9, 10, 11. Students must complete this course before 12th grade.		
Required Course for Graduation		
<p>This class is designed to allow students to evaluate themselves as to their interests, skills and abilities. Students will research many different career areas and develop their personalized Career Portfolio for the world of work. They will also develop and enhance their employable impact skills which will help them obtain a job in the future. Guest speakers of various professional occupations and the introduction of the cover letter, resume, job application, and the interviewing process are an integral part of the class.</p> <p>This course is excluded from GPA calculations.</p>		
531	Adult and Family Roles	0.5 Credit
Open to Grade(s) 9, 10, 11, 12		
<p>Preferential placement will be given to 11th and 12th grade students. This course is designed to recognize roles, skills, and processes essential to functioning as an adult. In this class, students will gain knowledge and acquire skills for living on their own. The responsibilities of families, parenting, child development, and financial management will be covered.</p> <p>Projects: "Baby Think it Over", Literacy Projects, Family Traditions, Community Service.</p>		
532	Fashion Design and Merchandising	0.5 Credit
Open to Grade(s) 9, 10, 11, 12		
<p>This course is designed to make students familiar with fashion design and business aspects of fashion merchandising. Students will create their own product line and work toward the development and marketing of a project for retail.</p> <p>Projects: Styles Research, Digital Designing, Color Wheel, Weaving.</p>		
533	Food Science & Nutrition 1	0.5 Credit
Open to Grade(s) 9, 10, 11, 12		
<p>This course is designed to encourage students to develop an understanding of the Choose My Plate, the importance of food safety and sanitation, and proper measuring techniques. Students will gain hands on experience of food preparation, cutting skills, baking and cooking methods, and the use of small and large equipment.</p> <p>Projects: Chef Challenge, Scavenger Hunt, Foreign Foods, Holiday Cookies.</p>		
534	Food Science & Nutrition 2	0.5 Credit
Open to Grade(s) 10, 11, 12		
<i>Pre-requisite: Food Science & Nutrition 1, 80% or higher.</i>		
<p>This course is an advanced program designed to build on information learned in Food Science and Nutrition 1. Through guided laboratory experiences, students will gain skills in proper storage and food preparation techniques, healthy meal planning and safety and sanitation.</p> <p>Projects: Iron Chef Challenge, Combination Foods, Meal Planning</p>		

FINE AND PRACTICAL ARTS COURSE DESCRIPTIONS

Music

540	Music Appreciation	0.5 Credit
Open to Grade(s) 9, 10, 11, 12		
Students will study many styles of music. They will learn to hear and identify the elements of music through listening examples and learn the basic skills of reading music notation. They will study music history, the major composers of formal music, and learn how cultural events shaped music in Western Cultures.		

541	Current Trends in Music	0.5 Credit
Open to Grade(s) 9, 10, 11, 12		
Students will study the history and development of Jazz & the Blues through time Rock'n Roll and Popular Music. They will study the major performers and musicians in various styles. Students will listen to and identify features of a variety of styles of music.		

542	Music Theory and Piano	0.5 Credit
Open to Grade(s) 9, 10, 11, 12		
Students of all musicianship levels may take this class. This class is open to beginners who have the passion to study piano or students who have prior playing experience. Students will study keyboard techniques, music theory, improvisation, and sight-reading.		

544	Chorus	0.5 Credit
Open to Grade(s) 9, 10, 11, 12		
Chorus is a performance-based class emphasizing the importance of good breath support, posture, and musicality while singing. Students are expected to rehearse a variety of music and learn technical skills about the art of singing and performing. Students learn movement, reading, and performance skills during the class. Students are expected to perform in community events and a winter concert.		

546	Concert/ Marching Band- Fall (S1)	0.5 Credit
Open to Grade(s) 9, 10, 11, 12		
<i>Prerequisite: Student must own their instrument. They must be actively playing a band instrument and proficient at reading music.</i>		

547	Concert/ Marching Band- Spring (S2)	0.5 Credit
Open to Grade(s) 9, 10, 11, 12		
<i>Prerequisite: Student must own their instrument. They must be actively playing a band instrument and proficient at reading music.</i>		

BUSINESS COURSE DESCRIPTIONS

600	Computer Applications	0.5 Credit
Open to Grade(s) 9, 10, 11, 12		
Computer Applications is a course designed to teach students how to use the computer as a business and personal tool through the use of applications software. Appropriate software for database management, word processing, graphics, and spreadsheets will be used. Students will also perform activities using integrated software programs. Students will learn to use the Internet, and they will be given assignments in which searching the Internet will be required.		

605	Banking and Personal Finance	0.5 Credit
Open to Grade(s) 9, 10, 11, 12		
Students will explore the principles and practices of banking and credit in the United States. This course will help students manage their personal finances now and in the future. This program gives insights into how businesses manage their finances and why wise financial management is critical to personal and business success. They will complete real world applications including on-line banking exercises, and completing practical financial applications learning fundamental mathematical concepts.		

607	Marketing and Product Development	0.5 Credit
Open to Grade(s) 9, 10, 11, 12		
This course is designed to familiarize students with the production development of new products. Students will learn the steps necessary to take a product from idea to reality with a focus on the marketing process. With the knowledge that many products fail before arriving to market, students will focus on researching opportunities, designing and testing new products, and introducing them to the marketplace with the best chance for success. Topics to be covered include Service, Sales, Marketing, Tourism Research and Performance Reporting, Communications, Product Development, Technology, Human Resources, and Financial Management.		

610	Introduction to Business	0.5 Credit
Open to Grade(s) 9, 10, 11, 12		
<p>This course will help students prepare for and become a part of the business community. This is done by introducing the student to the world of work and to help prepare them for more meaningful interaction with business. Students will learn methods and strategies to market scoreboard advertising to local businesses. Topics of discussion will include: computer technology, economics, banking, athletic scoreboard advertising, credit and other related matters.</p>		

611	Business Math	1.0 Credit
Open to Grade(s) 9, 10, 11, 12		
<p>This course offers 3 different parts; Basic Math Skills, Personal Finance and Business Math. Part 1, Basic Math Skills: Workshops, offers a remedial mathematics review for students as they progress throughout the course. If students need to brush up on the basics, there are workshops from basic adding and subtracting to converting international currency to using problem-solving strategies. In Part 2, Personal Finance, students will explore life's most important math skills from how to understand a paycheck stub to keeping a checkbook in balance to buying that first car or home. These are skills, which just happens to involve mathematical applications that everyone needs to know to get by in life. In Part 3, Business Math, students will explore mathematical applications in typical business situations, from figuring out traveler's expenses to purchasing discounts to depreciating items. This part gets students in the "inside" of how a business functions.</p>		

612	Business Law	0.5 Credit
Open to Grade(s) 9, 10, 11, 12		
<p>Steps of Trial, Street/Criminal Law, Search and Seizure, Student Rights and Responsibilities, How to Handle Insurance Claims, Contracts. Expand your legal vocabulary and develop awareness of your legal rights and obligations. Students will learn about the various steps of trial by jury and may have the opportunity to compete in mock trial competition. A field trip to a prison and courtroom trial will be experienced.</p>		

615	Entrepreneurship	1.0 Credit
Open to Grade(s) 10, 11, 12		
<p>Advanced Concepts of Business: Theory & Practice Entrepreneurship II extends the foundation of business principles and the connection of implementation with a "business venture." Students will learn and practice concepts such as: finance, management, marketing, investments. Supervision, philanthropy, and the overall creation of a functional business portfolio. Entrepreneurship II is preceded by Entrepreneurship I</p>		

620	Accounting	1.0 Credit
Open to Grade(s) 9, 10, 11, 12		
<p>Accounting is a comprehensive introduction to accounting. It will give the students a basic understanding of accounting principles and procedures used for recording, classifying, and summarizing financial data. Students will also learn accounting terminology and are introduced to the financial forms, records, and statements used in the business world. Accounting I will prepare students with an adequate foundation for those who wish to continue their education.</p>		

630	Evolution of Games	0.5 Credit
Open to Grade(s) 9, 10, 11, 12		
<p>Today's professional game designers understand and implement dynamics from many different types of games in their blockbuster hits. In this course, you'll explore ancient cultures, their games, and how they designed games using available technology and resources. Find out more about the benefits game playing has within a society. You will prototype and play games as well as get hands-on experience creating your own original game.</p>		

631	Game Design	0.5 Credit
Open to Grade(s) 10, 11, 12		
<i>Prerequisite: Must have had Evolution of Games</i>		
<p>"Gaming" doesn't only mean "video games". Gamers also play board games, card games, simulations, and participate in interactive stories. This course breaks down the design process step by step. You will learn the fundamentals through hands-on modeling, prototyping, and iteration of a variety of games. Your final project will include building, play testing, and revising your own original game that can be played with friends and added to your game portfolio.</p>		

632	Mobile Game Design	0.5 Credit
Open to Grade(s) 10, 11, 12		
<i>Prerequisite: Must have had Evolution of Games.</i>		
<p>It seems as if everyone has an idea for an "app" these days! In this course, you will use professional game design techniques to create playable mobile games that you can add to your game design portfolio. Using GameSalad, you will learn the fundamentals of game design, apply competition and playfulness, implement game design elements by modifying game templates from various video game genres, and debug using iterative game design. Students involved with the portal project will use Unreal Engine.</p>		

633	Digital Arts and Design (3D Modeling)	0.5 Credit
Open to Grade(s) 10, 11, 12		
<i>Prerequisite: Must have had Evolution of Games or a member of the Portals Project.</i>		
<p>Learn the 3D modeling techniques used in movies, visual effects, video games, cartoons, commercials, and animation! Using 3DS Max, you will work in this highly skill-based art form to manipulate and sculpt pure imagination into substantial forms. By the end of the course, you will have developed a portfolio of original projects that you can use when applying for an internship, higher education, or a job.</p>		

634	Game Maker Programming I	0.5 Credit
Open to Grade(s) 10, 11, 12		
<i>Prerequisite: Must have had Evolution of Games</i>		
<p>Learn the concepts taught in a college-level "Programming 101" course, but all of the projects are games! You will receive an introduction to basic programming by building two dimensional (2D) games. GameMaker™, the 2D game engine you'll be using, is based on a scripting language that builds techniques that can be transferred to any other programming language such as Python, Java and C++. You will finish complete stand-alone executable games that can be played with friends and added to your digital portfolio.</p>		

650	Broadcasting and Video Production	1.0 Credit
Open to Grade(s) 10, 11, 12		
<p>Broadcasting and Video Production serves as an introduction to basic video/film/audio production. The goal of the course is for the student to develop the ability to capture great video images and audio, and to be able to edit those two elements together to tell a story. Fundamentals of video production, including the techniques and the aesthetics of shooting, lighting, and editing will be covered. This course emphasizes hands-on production experience using digital video. This class will introduce students to video camera operation, camera stabilization techniques, lighting, scripts and story-boarding, digital imaging, motion graphics software, and, importing/exporting graphics, movies, animations and sound effects into, or out of video editing software.</p>		

PHYSICAL EDUCATION COURSE DESCRIPTION

700	Physical Education	0.5 Credit
Open to Grade(s) 9, 10, 11, 12		Required Course for Graduation
<p>Students are required to participate five days per week for nine weeks in a co-educational setting. The program is structured to include general fitness, team and individual sports. Emphasis is placed on lifetime activities. This course is excluded from GPA calculations.</p>		

710	Health Education	0.5 Credit
Open to Grade(s) 10, 11, 12		Required Course for Graduation
<p>In order for students to make intelligent health decisions, important concepts must be understood. The students will gain a sound concept of mental and physical health and well-being. Current health problems such as drug, tobacco, and alcohol abuse are investigated. The reproductive cycle and human sexuality are explored, including AIDS education. In addition, understanding chronic illness and environmental topics are included in this course. Students will be trained and certified in CPR.</p>		

701	Advanced Physical Education	0.5 Credit
Open to Grade(s) 9, 10, 11, 12		
<i>Prerequisite: Must be a BAHS athlete.</i>		
<p>This course is designed for students who are interested in challenges and competition that go beyond those experienced in a regular physical education. This class will focus on the skills taught in Physical Education and expand to a more competitive level.</p>		

FCCTI

991	Fayette County Career and Technical Institute	
Open to Grade(s) 10, 11, 12		
This is a yearlong class. Students will report to the Fayette County CTI in the morning then travel to the high school for the remainder of their classes. If students sign up for Fayette County CTI, they must remain at the Fayette County CTI for 1 year.		

FAYETTE COUNTY CAREER AND TECHNICAL INSTITUTE (Courses for Grades 10, 11, & 12)

School entry requirements must be met for acceptance in to all courses. An application must be completed and signed by a parent prior to entering the Fayette County Career and Technical Institute (FCCTI) courses open for 10-11-12. An overview and course descriptions are available at FCCTI (724-437-2721 ext. 36) or Brownsville Area High School (724-785-8200).

Fayette Area Career and Technical students will receive 4.0 credits from the vo-tech each year.

Vocational Technical Programs:

- Agriculture
- Auto Body
- Automotive Mechanics
- Barber Shop
- Building Construction
- Cosmetology
- Culinary Arts
- Diesel Mechanics
- Electrical Construction
- Graphic Arts
- Health Occupations
- HVAC
- Information Technology
- Machine Production Technology
- Masonry
- Welding

All Vo-Tech Students MUST have the following courses in order to graduate:

- 4.0 English Credits
- 4.0 Math Credits
- 3.5 Science Credits
- 3.5 Social Studies Credits (Economics)
- 0.5 Health Credit
- 1.0 Physical Education Credit
- 0.5 School to Careers

Suggested Track:

- 9th Grade: 1.0 credit English, 1.0 credit Math, 1.0 credit Social Studies, 1.0 credit Science, 0.5 credit School to Careers, 0.5 credit Physical Education, and electives
- 10th Grade: 1.0 credit English, 1.0 credit Math, 1.0 credit Science, 1.0 credit Social Studies, 4.0 credits CTI
- 11th Grade: 1.0 credit English, 1.0 credit Math, 1.0 credit Social Studies, 0.5 credit Science, 0.5 credit Health, 4.0 credits CTI
- 12th Grade: 1.0 credit English, 1.0 credit Math, 1.0 credit Science, 0.5 credit Social Studies, 0.5 credit Physical Education, 4.0 credits CTI

Only students meeting the minimum number of credits and successfully completing required courses set forth by administration will be permitted to attend FCCTI.

FAYETTE COUNTY AREA CAREER & TECHNICAL INSTITUTE PROGRAMS

(3.5 CREDITS/YEAR)

CONSTRUCTION PROGRAMS

BUILDING CONSTRUCTION TRADES

Skilled building construction professionals must have a general knowledge of many disciplines. Students are given the fundamentals of related carpentry, math, and blueprint reading, which is the basis for all construction trades. Students are also given adequate training on a variety of construction tools and machinery. A thorough knowledge of hand and power tools is necessary. Personal safety and overall job safety are stressed continually throughout the program. Prospective students should like to work with their hands and have a desire to work in many of the construction areas.

Certification: OSHA 10, PA Builders Assoc. Skills

ELECTRICAL CONSTRUCTION

From layout and assembly to installation, testing and maintenance of power systems, this program takes a broad-based training approach to preparing students for employment in the electrical industry. Through hands-on training and classroom instruction, students learn the electrical trade practices used in residential, commercial and industrial fields in accordance with the National Electrical Code. Specialty areas including the installation of high voltage lines and electrical distribution systems are also covered. Prospective students should possess the ability to read and interpret technical data, manual dexterity, and the ability to work with a great deal of accuracy and precision.

Certification: OSHA 10, PA Builders Assoc. Skills, Fork Lift Operator, PA Electrical Installers

HEATING, VENTILATION & AIR-CONDITIONING / CLEAN ENERGY

Skilled HVAC Technicians are in great demand in today's busy building world. Students receiving training at the Fayette County Career & Technical Institute will have a solid entry level base for beginning a career in the HVAC industry. Emphasis on installation, service of residential, commercial, and industrial HVAC equipment will be attained. Also in today's energy efficient buildings it is necessary to maintain a high level of indoor air quality. These techniques will also be learned and practiced.

Certification: EPA 609 – Mobile Refrigerant, Flashshield, OSHA 10

MASONRY

Students in the Masonry Program receive instruction in four different areas of the trade. Brick/block laying, stonework, cement finishing, and tile setting make up the curriculum. Students learn from the ground up, both commercial and residential construction techniques and methods. Many aspects of masonry are covered including: Layout work, pouring footings, and various types of concrete finishes. Students learn the methodology of many types of masonry walls including, but not limited to brick, concrete block, stone and architectural tile in residential and commercial applications. Tile setting includes layout, materials, and mortars for walls and floors.

Certification: OSHA 10, PA Builders Assoc. Skills, NCCER Mason 1, NCCER Core, Fork Lift Operator

FAYETTE COUNTY AREA CAREER & TECHNICAL INSTITUTE PROGRAMS

(3.5 CREDITS/YEAR)

SERVICE PROGRAMS

AGRICULTURE

Students learn the anatomy, physiology and well-being of farm animals and companion animals-breeds. This course will incorporate plants, greenhouse, soil science and Ag mechanization as well as plant cultivation and soil conservation. Instruction may also include Aquaculture and Hydroponics. Additionally, Students will learn the basic mechanics and maintenance of agricultural equipment. Prospective students should possess a strong desire to work outdoors, physical strength, stamina, and the ability to work with limited supervision.

Certification: OSHA 10, Fork Lift Operator

COSMETOLOGY

Our comprehensive program provides you with the tools to become a licensed professional. This specialized curriculum consists of 1,250 hours of instructions required by the Pennsylvania State Board of Cosmetology. Students learn the latest techniques in the care and treatment of hair, skin, and nails. They practice and perfect their skills on mannequins, then advance to performing hair and skin care services on actual customers. The program also offers instruction in salon operation. Prospective students should possess creativity, artistic ability, manual dexterity, physical stamina and good communication skills.

Certification: Cosmetology License, Barbicide

CULINARY ARTS

There are many career opportunities waiting for you in the ever-growing food service industry. Through classroom theory and hands-on experiences in our fully equipped commercial kitchen and dining room, you'll gain the skills and knowledge needed to be successful in this fast-paced, highly demanding field. Students learn the basics of food preparation used in most restaurants, banquet facilities, caterers and institutions. Advanced instruction covers specialty and gourmet cooking, menu planning, purchasing, and management. Potential students should possess the ability to work under pressure, physical stamina, and strong organizational and math skills.

Certification: Servsafe

HEALTH OCCUPATIONS

The world of healthcare is booming and proves to be one of the fastest growing industries today. Because the field of healthcare is so expansive, there are many careers to choose from. This program will give you the opportunity to explore careers during your sophomore year along with medical terminology, anatomy and physiology and nursing skills. Your junior year you will start to form a foundation for any healthcare career you decide to pursue. Certified Nursing Assistant will be available your junior year if that is the pathway you have chosen. The career pathways being offered your Senior year are medical assistant, pharmacy technician, EMT, nursing (advanced standing for LPN), and health unit coordinator. These pathways will be structured as apprenticeships with a specified number of hours on the job training at the healthcare facility. These apprenticeships may lead to full-time employment after graduation or advanced standing in a Licensed Practical Nurse Program.

Certification: Certified Nurse Assistant, OSHA Healthcare, CPR

FAYETTE COUNTY AREA CAREER & TECHNICAL INSTITUTE PROGRAMS

(3.5 CREDITS/YEAR)

TECHNOLOGY AND MAUFACTURING PROGRAMS

COMMERCIAL ART AND DESIGN

This course is designed to prepare students for a career in this high demand field by pairing their creative and artistic talents with different types of media. From creation to production, students learn all aspects of the graphic design world. Students will be introduced to graphic design fundamentals, layout and design, typography, airbrushing, screen printing, cad-cut and heat press transfers, vinyl design graphics, and bindery. Desktop publishing and computer graphics have become an essential part of graphic communications. Students will use software applications such as (Adobe Creative Suite CS5) Adobe Photoshop, Indesign, Illustrator, Freehand, and Flexi-sign Pro. Prospective students should possess creativity, good English and spelling skills, good organizational skills, and the ability to pay attention to detail.

Certification: Adobe Photoshop CC

ENGINEERING & MANUFACTURING / INTEGRATED PRODUCTION



Engineers and manufacturers are the people who make and use technology that advances the world we live in. Students will gain access to robotics, 3d Printing, and supported training from companies such as Advanced Acoustic Concepts, Boeing, Gerome Manufacturing, and Chevron. This program will appeal to students who want to work with cutting-edge materials and use their knowledge of mathematics and multidisciplinary sciences to create products emerging from new technologies. This program is a springboard into many careers or engineering and technical college majors all the while fostering a critical thinking environment.

Certification: OSHA 10, Certified Production Technician, J-Std 001 – Soldering

INFORMATION TECHNOLOGY

This program is designed for students wishing to pursue a career in this ever-changing and challenging field. Information Technology is designed to introduce students to the computer systems and software most commonly used by business. Instruction and hands-on training is provided in all aspects of computers including building, repair and maintenance. Students are also trained in most current Microsoft Office version available, a highly popular software package that includes Word, Access, Excel, and PowerPoint. Students experience programming by maintaining the School's website using HTML and other popular web page editing software. Students are exposed to basic networking and interactive, simulation software is used to prepare students for the A+ Certification test. Students also sit for their IC certification test.

Certification: PC Pro, Microsoft Technology Associate, Windows Operating System Fundamentals

MACHINE TOOL TECHNOLOGY

Skilled machinists are in great demand. The training you will receive in the Machine Tool Technology program can put you on the road to a successful career in this high growth industry. In a state-of-the-art facility, students use manual and computerized machining equipment to cut, mill, grind, or shape metal and non-metal materials. Whether utilizing traditional methods or more advanced techniques such as CNC, students are trained to produce machine parts with a high degree of accuracy. Prospective students should possess strong math skills, manual dexterity, mechanical aptitude, and the ability to solve problems.

Certification: NIMS

WELDING / AUTOMATED MATERIALS JOINING TECHNOLOGY



Skilled welders are in great demand. The Welding Program is designed to educate students to their highest level of competency in the welding field. Any student who works well with their hands, enjoys creating objects and taking pride in accomplishing tasks using their own talents should enjoy welding and working with metals. Upon completion of the three year program, the student will be able to enter the job market with a completers welding certificate, listing all phases of welding they have accomplished. They have an opportunity to enter welding contests sponsored by the American Welding Society and SkillsUSA, and earn a welder's certification. Students who are motivated, have good eye-hand coordination and good vision, with basic math skills should succeed in this program. *Certification: NCCER, AWS, ASME, OSHA 10*

FAYETTE COUNTY AREA CAREER & TECHNICAL INSTITUTE PROGRAMS

(3.5 CREDITS/YEAR)

TRANSPORTATION PROGRAMS

AUTOMOTIVE COLISION AND REPAIR / AUTOMATED MATERIALS JOINING

The Fayette County CTI you can prepare for a rewarding and profitable career in automotive collision repair. Our program instructs students in the latest techniques and practices in the industry. You will study all phases of auto collision repair and restoration. Your skills will be put to the test as you complete work on demonstration and actual customer vehicles. Students also learn to estimate costs, prepare work orders, and how to manage an auto body shop. Prospective students should possess manual dexterity, mechanical aptitude, physical strength and stamina, the ability to pay attention to detail and complete projects with accuracy.

Certification: ASE, EPA 609 – Mobile Refrigerant

AUTOMOTIVE MECHANICS

With the continual advancements in automotive technology, the demand for skilled automotive technicians remains high. In the Automotive Mechanics Program, you will receive both classroom and hands-on instruction in the repair and maintenance of today's cars and light trucks. Students utilize repair manuals, textbooks, and computerized equipment to diagnose, troubleshoot and repair malfunctions within a car's many operating systems. Upon completion of the course, students may also become licensed as state safety and emissions inspection mechanics. Prospective students should possess mechanical aptitude, manual dexterity, physical stamina, and the ability to solve problems.

Certification: ASE , EPA 609 – Mobile Refrigerant, OSHA 10

DIESEL MECHANICS

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

Certification: ASE, EPA 609 – Mobile Refrigerant, State Category 1 & 2 Inspection License

COOPERATIVE EDUCATION

Cooperative Education combines classroom study with planned and supervised paid vocational experience and selected employment assignments. It involves students pursuing their career objective while attending school through half-day sessions. Cooperative Education is a program established by the Pennsylvania Department of Education. The Cooperative Education program is designed to help the students understand and cope with the world of work while providing an educational experience through on-the-job training so the student learns while he/she earns. Cooperative Education also provides the employers in the community with responsible citizens who can be trained and skilled to meet the companies' desires and interests. This program promotes a close relationship with the community and the school in developing skills for a better place to live and work. This provides a pool of potential full-time employees who are trained to meet the companies' requirements and that are proven through part-time work. Their productivity results in better selection of entry-level personnel.

Cooperative Education is available in ALL Fayette CTI programs of study.

FAYETTE COUNTY AREA CAREER & TECHNICAL INSTITUTE PROGRAMS

(3.5 CREDITS/YEAR)



Program Requirements:

- Earn your H.S. Diploma
- Maintain a 2.5 GPA
- Pass NOCTI Exam
- Complete program Competencies

STATEWIDE ARTICULATION

SOAR programs of study prepare today's student for tomorrow's high demand and high wage careers. The Pennsylvania Department of Education (PDE) supports career and technical education students aligning their high school courses to a college program in order to complete a degree, diploma or certificate. SOAR is built on programs of study (POS) that incorporate secondary and postsecondary education elements and include coherent and rigorous academic and technical content aligned with Pennsylvania's challenging academic standards.



APPRENTICESHIPS

Apprenticeships offer pathways to career-ready skills, a paycheck and debt-free college credit. As an apprentice you will spend a determined amount of time in related training in the classroom, but more time will be on the job training at the sponsoring business earning a paycheck. This will enable you to complete your registered apprenticeship at a faster rate. Apprenticeships range from two years to four years and are the gold standard of work-based learning. These programs will bring you a future you have never imagined. Employers see apprenticeships as a powerful tool for finding and developing talent. Explore the apprenticeship opportunities offered at the FCCTI.



ADVANCED CAREER PROGRAMS

Advanced Career (AC) Programs are an innovative initiative of the Southern Regional Education Board. AC programs include an advanced curriculum that is designed to address a specific career area, and provide a programs of study that prepare students for careers and meaningful credentials or postsecondary certificates or degrees. The AC demanding curricula blends learning experiences that advance students' literacy, math, science and technical knowledge and skills, and strengthen the habits and mind for success. The courses are organized around authentic, hands-on projects requiring application of rigorous standards and 21st-century skills.



DUAL ENROLLMENT PROGRAMS

Dual enrollment is a unique opportunity for high school students to take college classes while earning their high school diplomas. Students are enrolled in both their high schools and partnering community colleges or other postsecondary institutions where they earn college credits. Students who participate in these programs can save tuition costs after graduation, complete their post-secondary degrees earlier, and reduce the stress of their first semesters at the collegiate level.

DISCLAIMER

The Brownsville Area High School, an equal opportunity employer, will not discriminate in employment, educational programs or activities, based upon race, color, religion, national origin, sex, age, ancestry, physical handicap or union membership. This policy of non-discrimination extends to all other legally protected classifications. Publication of this policy in this document in accordance with state and federal laws including, Title IX of the Educational Amendments of 1972 and Sections 503 and 594 of the Rehabilitation Act of 1973. Inquiries should be directed to Susan Mitchell, Affirmative Action Officer, 503/504 Coordinator, Education Building, 333 Market Street, Harrisburg, Pa. 17126-0333 (717-787-1953) Any portion of this document may be changed upon directive of the High School administration, Brownsville Area School Board and/or the Pennsylvania Department of Education. Written notice of substantive changes will be provided.

PRIVACY RIGHTS OF PARENTS AND STUDENTS:

Brownville Area School District and its employees are required by Federal Law and State and Federal Rules and Regulations to protect the rights of students. The foundation of these rights comes from Federal legislation entitled, Family Educational Rights and Privacy Act of 1974 (also known as the Buckley Amendments). There are State Rules and Regulations dealing with regular and special education students' rights and privacy. All students are covered by the State Regulations contained in Chapter 12, known as Students' Rights and Responsibilities.

Written parental consent is necessary for disclosure of personally identifiable information and education records. The consent must (1) specify the records that may be disclosed; (2) state the purpose of the disclosure; (3) identify the party or class of parties to whom the disclosure may be made. Furthermore, Brownsville Area must maintain a written record of disclosure for the parents to inspect in case information has been released. For additional information, please consult <http://www.ed.gov/Policy/gen/reg/Ferpa/index.html>.

**BAHS College and Career Readiness Requirements
(2025 Graduates and Beyond)
Artifacts and Career Portfolio**

GRADE	TITLE OF ARTIFACT/ACTIVITY	COURSE	PRODUCT(s) TO BE COLLECTED	APPLICABLE CEW STANDARDS	Artifact	DATE Collected	Verified By
9	CTI Tour	English 9	Reflection Composition	13.1.11.A; 13.1.11.B; 13.3.11.C; 13.1.11.D; 13.1.11.F; 13.2.11.E; 13.1.11.H	Yes		
	Community Service-5 Hours	Counselor	Community Service Log	13.1.11.D; 13.3.11. B; 13.3.11.C;13.2.11.E; 13.3.11.E	Yes		
9 – 11	Career Portfolio	School to Careers	Cover Letter	13.2.11.C	Yes		
	Career Portfolio	School to Careers	Resume	13.2.11.C	Yes		
	Mock Interview	School to Careers	Interview Notes	13.2.11.A; 13.2.11.E; 13.3.11.A; 13.3.11.B; 13.3.11.C; 13.3.11.F; 13.3.11.G	Yes		
	Exploring Career Options	School to Careers	Summary Worksheet	13.2.11.B	Yes		
	Time Management Worksheet	School to Careers	Worksheet	13.4.11.B	Yes		
	CEW "I-Statements" for Grades 9 – 12	School to Careers	CEW "I-Statement" Checklist & Reflection	13.1.11.A, 13.1.11.B	Yes		
10	My Future Career Poster Presentation	English 10	Scored Rubric	13.1.11.F	Yes		
	Career Fair	English 10	Reflective Composition	13.1.11.A; 13.1.11.B; 13.1.11.D; 13.1.11.F; 13.1.11.G; 13.2.11.H; 13.3.11.G	Yes		
	Community Service-5 Hours	Counselor	Community Service Log	13.1.11.D; 13.3.11. B; 13.3.11.C;13.2.11.E; 13.3.11.E	Yes		
11	Job Shadowing/Interview of a Professional	English 11 and FRC Coordinator	Job Shadow Experience Form	13.1.11.A; 13.1.11.B; 13.1.11.C; 13.1.11.D; 13.1.11.E; 13.1.11.G; 13.2.11.D; 13.2.11.E; 13.2.11.H; 13.3.11.A; 13.3.11.E; 13.3.11.F; 13.3.11.G;	Yes		
	Career Success (Junior Achievement)	English 11	Certificate	13.3.11A, 13.3.11C, 13.3.11E, 13.3.11F	Yes		
	Community Service-5 Hours	Counselor	Community Service Log	13.1.11.D; 13.3.11. B; 13.3.11.C;13.2.11.E; 13.3.11.E	Yes		
*A minimum of 8 career artifacts are required to be submitted to PDE to meet Career Readiness initiative for the 9-11 grade span.							
12	Community Service-10 Hours (Total 25 Hours)	Counselor	Community Service Log	13.1.11.D; 13.3.11. B; 13.3.11.C;13.3.11. E			
	Exit Interview/ Career Portfolio Presentation	Counselors and FRC Coordinator	Presentation and Exit Interview Rubric and Questionnaire	13.1.11.D; 13.1.11.G; 13.2.11.A; 13.2.11.C; 13.2.11.D; 13.2.11.E; 13.2.11.H; 13.3.11.B; 13.3.11.C; 13.3.11.F; 13.3.11.G			

BAHS College and Career Readiness Requirements (2024 Graduates)

Artifacts and Career Portfolio

GRADE	TITLE OF ARTIFACT/ACTIVITY	COURSE	PRODUCT(s) TO BE COLLECTED	APPLICABLE CEW STANDARDS	Artifact	DATE Collected	Verified By
9	CTI Tour	English 9	Reflection Composition	13.1.11.A; 13.1.11.B; 13.3.11.C; 13.1.11.D; 13.1.11.F; 13.2.11.E; 13.1.11.H	Yes		
	Community Service-5 Hours	Counselor	Community Service Log	13.1.11.D; 13.3.11.B; 13.3.11.C; 13.2.11.E; 13.3.11.E	Yes		
9 – 11	Career Portfolio	School to Careers	Cover Letter	13.2.11.C	Yes		
	Career Portfolio	School to Careers	Resume	13.2.11.C	Yes		
	Mock Interview	School to Careers	Interview Notes	13.2.11.A; 13.2.11.E; 13.3.11.A; 13.3.11.B; 13.3.11.C; 13.3.11.F; 13.3.11.G	Yes		
	Exploring Career Options	School to Careers	Summary Worksheet	13.2.11.B	Yes		
	Time Management Worksheet	School to Careers	Worksheet	13.4.11.B	Yes		
	CEW "I-Statements" for Grades 9 – 12	School to Careers	CEW "I-Statement" Checklist & Reflection	13.1.11.A, 13.1.11.B	Yes		
10	My Future Career Poster Presentation	English 10	Scored Rubric	13.1.11.F	Yes		
	Career Fair	English 10	Reflective Composition	13.1.11.A; 13.1.11.B; 13.1.11.D; 13.1.11.F; 13.1.11.G; 13.2.11.H; 13.3.11.G	Yes		
	Community Service-5 Hours	Counselor	Community Service Log	13.1.11.D; 13.3.11. B; 13.3.11.C;13.2.11.E; 13.3.11.E	Yes		
11	Job Shadowing/Interview of a Professional	English 11 and FRC Coordinator	Job Shadow Experience Form	13.1.11.A; 13.1.11.B; 13.1.11.C; 13.1.11.D; 13.1.11.E; 13.1.11.G; 13.2.11.D; 13.2.11.E; 13.2.11.H; 13.3.11.A; 13.3.11.E; 13.3.11.F; 13.3.11.G;	Yes		
	Career Success (Junior Achievement)	English 11	Certificate	13.3.11A, 13.3.11C, 13.3.11E, 13.3.11F	Yes		
	Community Service-5 Hours	Counselor	Community Service Log	13.1.11.D; 13.3.11. B; 13.3.11.C;13.2.11.E; 13.3.11.E	Yes		
*A minimum of 8 career artifacts are required to be submitted to PDE to meet Career Readiness initiative for the 9-11 grade span.							
12	Community Service-10 Hours (Total 20 Hours)	Counselor	Community Service Log	13.1.11.D; 13.3.11. B; 13.3.11.C;13.3.11. E			
	Exit Interview/ Career Portfolio Presentation	Counselors and FRC Coordinator	Presentation and Exit Interview Rubric and Questionnaire	13.1.11.D; 13.1.11.G; 13.2.11.A; 13.2.11.C; 13.2.11.D; 13.2.11.E; 13.2.11.H; 13.3.11.B; 13.3.11.C; 13.3.11.F; 13.3.11.G			

BAHS College and Career Readiness Requirements
2023 Graduates
Artifacts and Career Portfolio

GRADE	TITLE OF ARTIFACT/ACTIVITY	COURSE	PRODUCT(s) TO BE COLLECTED	APPLICABLE CEW STANDARDS	Artifact	DATE Collected	Verified By
9	CTI Tour	English 9	Reflection Composition	13.1.11.A; 13.1.11.B; 13.3.11.C; 13.1.11.D; 13.1.11.F; 13.2.11.E; 13.1.11.H	Yes		
	Community Service-5 Hours	Counselor	Community Service Log	13.1.11.D; 13.3.11.B; 13.3.11.C; 13.2.11.E; 13.3.11.E	Yes		
9 – 11	Career Portfolio	School to Careers	Cover Letter	13.2.11.C	Yes		
	Career Portfolio	School to Careers	Resume	13.2.11.C	Yes		
	Mock Interview	School to Careers	Interview Notes	13.2.11.A; 13.2.11.E; 13.3.11.A; 13.3.11.B; 13.3.11.C; 13.3.11.F; 13.3.11.G	Yes		
	Exploring Career Options	School to Careers	Summary Worksheet	13.2.11.B	Yes		
	Time Management Worksheet	School to Careers	Worksheet	13.4.11.B	Yes		
	CEW "I-Statements" for Grades 9 – 12	School to Careers	CEW "I-Statement" Checklist & Reflection	13.1.11.A, 13.1.11.B	Yes		
10	My Future Career Poster Presentation	English 10	Scored Rubric	13.1.11.F	Yes		
	Career Fair	English 10	Reflective Composition	13.1.11.A; 13.1.11.B; 13.1.11.D; 13.1.11.F; 13.1.11.G; 13.2.11.H; 13.3.11.G	Yes		
	Community Service-5 Hours	Counselor	Community Service Log	13.1.11.D; 13.3.11.B; 13.3.11.C; 13.2.11.E; 13.3.11.E	Yes		
11	Job Shadowing/Interview of a Professional	English 11 and FRC Coordinator	Job Shadow Experience Form	13.1.11.A; 13.1.11.B; 13.1.11.C; 13.1.11.D; 13.1.11.E; 13.1.11.G; 13.2.11.D; 13.2.11.E; 13.2.11.H; 13.3.11.A; 13.3.11.E; 13.3.11.F; 13.3.11.G;	Yes		
	Career Success (Junior Achievement)	English 11	Certificate	13.3.11A, 13.3.11C, 13.3.11E, 13.3.11F	Yes		
	Community Service-10 Hours	Counselor	Community Service Log	13.1.11.D; 13.3.11. B; 13.3.11.C; 13.2.11.E; 13.3.11.E	Yes		
*A minimum of 8 career artifacts are required to be submitted to PDE to meet Career Readiness initiative for the 9-11 grade span.							
12	Community Service-10 Hours (Total 20 Hours)	Counselor	Community Service Log	13.1.11.D; 13.3.11. B; 13.3.11.C; 13.3.11. E			
	Exit Interview/ Career Portfolio Presentation	Counselors and FRC Coordinator	Presentation and Exit Interview Rubric and Questionnaire	13.1.11.D; 13.1.11.G; 13.2.11.A; 13.2.11.C; 13.2.11.D; 13.2.11.E; 13.2.11.H; 13.3.11.B; 13.3.11.C; 13.3.11.F; 13.3.11.G			

BAHS College and Career Readiness Requirements
2022 Graduates
Artifacts and Career Portfolio

GRADE	TITLE OF ARTIFACT/ACTIVITY	COURSE	PRODUCT(s) TO BE COLLECTED	APPLICABLE CEW STANDARDS	Artifact	DATE Collected	Verified By
9	CTI Tour	English 9	Reflection Composition	13.1.11.A; 13.1.11.B; 13.3.11.C; 13.1.11.D; 13.1.11.F; 13.2.11.E; 13.1.11.H	Yes		
	Community Service-10 Hours	Counselor	Community Service Log	13.1.11.D; 13.3.11. B; 13.3.11.C;13.2.11.E; 13.3.11.E	Yes		
9 – 11	Career Portfolio	School to Careers	Cover Letter	13.2.11.C	Yes		
	Career Portfolio	School to Careers	Resume	13.2.11.C	Yes		
	Mock Interview	School to Careers	Interview Notes	13.2.11.A; 13.2.11.E; 13.3.11.A; 13.3.11.B; 13.3.11.C; 13.3.11.F; 13.3.11.G	Yes		
	Exploring Career Options	School to Careers	Summary Worksheet	13.2.11.B	Yes		
	Time Management Worksheet	School to Careers	Worksheet	13.4.11.B	Yes		
	CEW "I-Statements" for Grades 9 – 12	School to Careers	CEW "I-Statement" Checklist & Reflection	13.1.11.A, 13.1.11.B	Yes		
10	My Future Career Poster Presentation	English 10	Scored Rubric	13.1.11.F	Yes		
	Career Fair	English 10	Reflective Composition	13.1.11.A; 13.1.11.B; 13.1.11.D; 13.1.11.F; 13.1.11.G; 13.2.11.H; 13.3.11.G	Yes		
	Community Service-5 Hours	Counselor	Community Service Log	13.1.11.D; 13.3.11. B; 13.3.11.C;13.2.11.E; 13.3.11.E	Yes		
11	Job Shadowing/Interview of a Professional	English 11 and FRC Coordinator	Job Shadow Experience Form	13.1.11.A; 13.1.11.B; 13.1.11.C; 13.1.11.D; 13.1.11.E; 13.1.11.G; 13.2.11.D; 13.2.11.E; 13.2.11.H; 13.3.11.A; 13.3.11.E; 13.3.11.F; 13.3.11.G;	Yes		
	Career Success (Junior Achievement)	English 11	Certificate	13.3.11A, 13.3.11C, 13.3.11E, 13.3.11F	Yes		
	Community Service-5 Hours	Counselor	Community Service Log	13.1.11.D; 13.3.11. B; 13.3.11.C;13.2.11.E; 13.3.11.E	Yes		
*A minimum of 8 career artifacts are required to be submitted to PDE to meet Career Readiness initiative for the 9-11 grade span.							
12	Community Service-10 Hours (Total 20 Hours)	Counselor	Community Service Log	13.1.11.D; 13.3.11. B; 13.3.11.C;13.3.11. E			
	Exit Interview/ Career Portfolio Presentation	Counselors and FRC Coordinator	Presentation and Exit Interview Rubric and Questionnaire	13.1.11.D; 13.1.11.G; 13.2.11.A; 13.2.11.C; 13.2.11.D; 13.2.11.E; 13.2.11.H; 13.3.11.B; 13.3.11.C; 13.3.11.F; 13.3.11.G			