WASHINGTON HIGH SCHOOL

2019-2020
Curriculum Planning Guide

Washington School District

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Dr. James Konrad, Superintendent

Robert (BJ) Mihelcic, Director of Curriculum & Instruction

Washington Jr.\ Sr. High School

Administration

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Lou Magnotta, Junior High Principal
(724) 223-5080

School Counselors

Mary Insana (Grades 10-12)
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Washington School District provides a caring and supportive learning community in which members challenge and motivate each other to become proficient, honorable citizens and productive life-long learners.

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RIGHTS TO EDUCATION

If you are between the ages of six and twenty-one years, you have the right to a free and full education in our public schools. You may not be denied access to any class because of race, religion, sex or national origin. The right extends to migratory children and pregnant or married students.

Student Responsibilites

A. Students responsibilities include regular school attendance, conscientious effort in classroom, and conformance to school rules and regulations. Most of all, students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living.

B. No student has the right to interfere with the education of his fellow students. It is the responsibility of each student to respect the rights of teachers, students, administrators and all others who are involved in the educational process.

C. Students should express their ideas and opinions in a respectful manner so as not to offend or slander others.

D. It is the responsibility of the students to:

1. Be aware of all rules and regulations for student behavior and to conduct themselves in accordance with them.
2. Be willing to volunteer information in matters relating to the health, safety and welfare of the school community and to the protection of school property.
3. Dress and groom themselves so as to meet fair standards of safety and health, and so as not to cause substantial disruption to the educational process.
4. Assume that a rule, until waived, altered or repealed, is in full effect.
5. Assist the school staff in operating a safe school for all students enrolled therein.
6. Be aware of, and comply with, state and local laws.
7. Exercise proper care when using public facilities and equipment.
8. Attend school daily, except when excused, and be on time at all classes and other school functions.
9. Make all necessary arrangements for making up work when absent from school.
10. Pursue and attempt to satisfactorily complete the courses of study prescribed by state and local school authorities.
11. Avoid inaccuracies in student newspapers or publications and indecency or obscenity in spoken or written language.
12. Comply with the acceptable use procedure for any technology use.

Although these are general guidelines for student behavior, they are not all inclusive. A more detailed explanation of your responsibilities may be obtained by contacting the Principal.

GRADUATION REQUIREMENTS
Classes of 2020, 2021, and 2022

Students attending Washington High School-Class of 2020, 2021, and 2022 are required to take a combination of core academic subjects, mandates, and electives to complete the minimum 23 credit requirement. Students work with their counselors, teachers and parents to develop their program of study and schedule all classes needed for graduation.

4.0	English Credits
4.0	Social Studies Credits
4.0	Math Credits
4.0	Science Credits
1.0	Career Education
1.0	Health Credit
1.0	Physical Education Credits
4.0	Electives
23	Total Credits

Graduation Requirements

Completion of 23 credit requirements
AND
Completion of Senior Project
AND
Keystone Exam Proficiency in **Algebra 1, Biology**, and **Literature** or meets the Local Alternative Assessment requirements.

Progress Toward Graduation

Washington High School-Classes of 2020, 2021, and 2022 require 23 credits to graduate. Students are classified by grade and year of graduation based on their total number of credits. Students who fail a core course (s) are highly encouraged to enroll in Grade/Credit Recovery in order to avoid retention.

In order for a student to graduate with his/her class in four years, he/she must have earned the following credits at the end of each school year in order to progress to the next grade level:

9th grade to 10th grade
1 English + 1 Social Studies + 1 Math ***AND*** 1 Science + 2 additional credits = 6 Credits Total

10th grade to 11th grade
2 English + 2 Social Studies + 2 Math ***AND*** 2 Science +4 additional credits = 12 Credits Total

11th grade to 12th grade
3 English + 3 Social Studies + 3 Math ***AND*** 3 Science + 6 additional credits = 18 Credits total

GRADUATION = 23 Credits Total

Graduation Project Requirement

Students must complete a Graduation Project which is a portfolio accumulated during their high school education and is based on Pennsylvania Career and Work Standards. The purpose is to aid students in making the connection between their learning experiences and the demands of life after high school. A portion of the Graduation Project will be carried out in the senior English course, in conjunction with Career Planning I and II.

GRADING POLICY/UNDERSTANDING QPA

Understanding the grading system is important. This handout is designed to explain the process so that both students and parents can understand how their QPA is generated.

QPA by Quarter

Letter Grade	Equivalent % Score	Quality Point Value	Weighted Grade Point Value (x 1.25)
A+	**97-100**	**1.075**	**1.343**
A	**93-96**	**1.000**	**1.250**
A -	**90-92**	**0.925**	**1.115**
B+	**87-89**	**0.825**	**1.025**
B	**83-86**	**0.75**	**0.9375**
B-	**80-82**	**0.675**	**0.85**
C+	**77-79**	**0.575**	**0.725**
C	**73-76**	**0.5**	**0.625**
C-	**70-72**	**0.425**	**0.525**
D+	**67-69**	**0.325**	**0.4**
D	**63-66**	**0.25**	**0.3125**
D-	**60-62**	**0.175**	**0.225**
F	**<60**	**0**	**0**

How quarterly QPA is calculated:

Add the Quality Point Value based on the grade for the quarter and divide that number by the credits attempted for the quarter. (1 credit classes will have a quarterly credit value of .25). Using the example below- the total QPV is 5.37 and the credits attempted is 2.

5.37 ÷ 2.0 = 2.68

QPA for quarter = 2.68

Example

Course	Grade	QPV	Credit Value	Quality Point Ave
English 10	C/74	0.500	.25	
Power	B-/81	0.675	.25	
World History	B-/80	0.675	.25	
Algebra 2	B-/80	0.675	.25	
Chemistry	C-/71	0.425	.25	
French	B-/80	0.675	.25	
Safety Ed.	A/95	1.000	.25	
Career Planning I	B/85	0.750	.25	
Total		5.37	2.0	2.68

EDUCATIONAL INFORMATION

Failures

1. A student failing any of the required courses must schedule to repeat that course the following year or take the course in a summer school program approved by the guidance office and principal's office. A Grade/Credit Recovery opportunity will be available to students who have failed a core subject for each grading period.

2. If a student fails a subject, he/she should repeat that course before he/she can continue to the next higher-level course.

Quarterly Honor Roll

Students are eligible for the honor roll based on their grades and QPA. The following criteria are applied:

Honors	3.2 to 3.79
High Honors	3.8 and above

Valedictorian & Salutatorian Selection

The students who have earned the highest Quality Point Averages (QPA) will be named as valedictorian (s) and salutatorian (s) for all graduating classes. This determination will occur at the close of the **fourth nine-week** grading period.

Senior students eligible for Honors and High Honors determination will also be based on the cumulative GPA at the close of the **fourth nine-week** grading period.

To be eligible for valedictorian and salutatorian selection, a student must have completed full year (entire) grades 11 and 12 at Washington High School.

NCAA -COLLEGE BOUND ATHLETES

Students intending to pursue Division I or II athletics in college must meet certain eligibility requirements. Below is a summary of the criteria for eligibility . For more information please see your guidance counselor or visit https://web1.ncaa.org/eligibilitycenter/common for specific eligiblity criteria.

To be certified by the Clearinghouse, you must:

- ❑ Graduate from High School
- ❑ Complete total core units required for Division I or Division II (see chart below) during grades 9-12.
- ❑ Meet minimum GPA requirements based on **NCAA approved core courses only**.
- ❑ Meet minimum SAT/ ACT requirements established by the NCAA.

Core Units Required for NCAA Eligilbility	Division I	Division II
English Math Science Social Studies	4 years 3 years (Algebra I or above) 2 years (1 year lab) 2 years	3 years 2 years (Algebra I or higher) 2 years (1 year lab) 2 years
Additional course in English, Math, or Science	1 year	3 years
Additional Academic Course (in any of the above areas or foreign language, or philosophy)	4 years	4 years
Total Core Units Required	16 units	16 units

*For the Class of 2020 and beyond: students must complete 10 core courses **prior** to the start of their senior year, and seven (7) of the 10 core courses must be in English, math, or science.

Washington High School List of NCAA Approved Courses

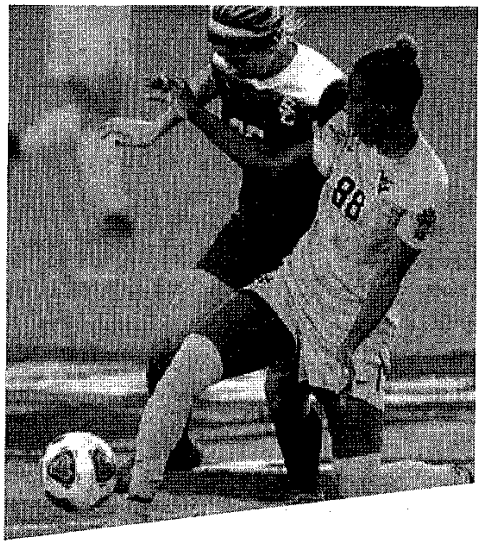
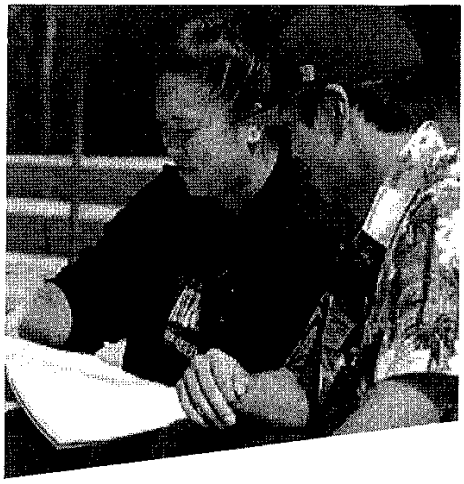
ENGLISH
English 9>
English 9
Advanced English 9
English 10>
English 10
Advanced English 10
English 11>
English 11
AP English Literature
English 12>
English 12
AP English Language

SOCIAL STUDIES
20th Century
Advanced 20th Century
American System
American Cultures
World History
CHS American Political Process
CHS Psychology
CHS Sociology
AP.CHS Euroopen History
AP/CHS US History
AP Microeconomics

MATHEMATICS
Algebra 1
Algebra 2
Advanced Algebra 2
Geometry
Pre-Calculus
AP Calculus
Statistics & Probability
AP Statistics & Probability

SCIENCE
Anatomy/ Physiology
Biology
AP Biology
Chemistry
AP/CHS Chemistry
AP Physics
Earth & Space
Environmental
ADV Biology

ADDITIONAL CORES
French I,II, III, IV
Spanish I,II, III,IV
CHS Spanish

HIGH SCHOOL TIMELINE

GRADE 9

Plan

- Start planning now! Take the right courses and earn the best grades you can.
- Ask your counselor for a list of your high school's NCAA core courses to make sure you take the right classes. Or, find your high school's list of NCAA core courses at **eligibilitycenter.org/courselist.**

GRADE 10

Register

- Register for a Certification Account or Profile Page with the NCAA Eligibility Center at **eligibilitycenter.org.**
- If you fall behind on courses, don't take shortcuts to catch up. Ask your counselor for help with finding approved courses or programs you can take.

GRADE 11

Study

- Check with your counselor to make sure you are on track to graduate on time.
- Take the ACT or SAT, and make sure we get your scores by using code **9999.**
- At the end of the year, ask your counselor to upload your official transcript.

GRADE 12

Graduate

- Take the ACT or SAT again, if necessary, and make sure we get your scores by using code **9999.**
- Request your final amateurism certification after April 1.
- After you graduate, ask your counselor to upload your final official transcript with proof of graduation.

Core Courses

This simple formula will help you meet Division I and II core-course requirements.

4x4=16

+ 4 English courses (one per year)

+ 4 math courses (one per year)

+ 4 science courses (one per year)

+ 4 social science courses (one per year)

= 16 NCAA CORE COURSES

For more information:

ncaa.org/playcollegesports
eligibilitycenter.org

Search Frequently Asked Questions

ncaa.org/studentfaq

Follow us on Twitter:

@NCAAEC

NCAA Eligibility Center

ONE OPPORTUNITY. LIMITLESS POSSIBILITIES.

If you want to play sports at an NCAA Division I or II school, start by registering for a Certification Account with the NCAA Eligibility Center at **eligibilitycenter.org**. If you want to play Division III sports or you aren't sure where you want to compete, start by creating a Profile Page at **eligibilitycenter.org**.

ACADEMIC REQUIREMENTS

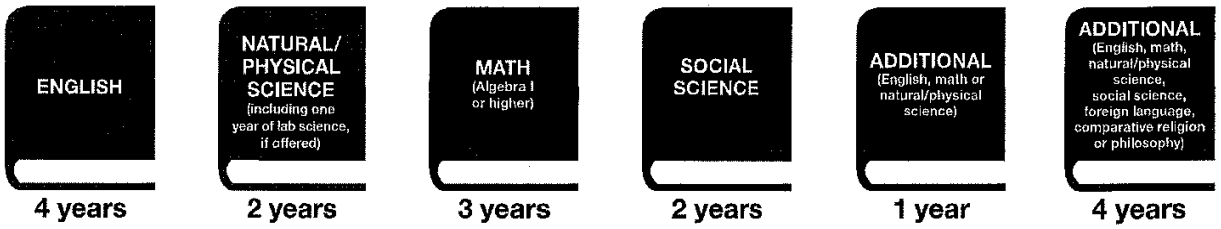
To play sports at a Division I or II school, you must graduate from high school, complete 16 NCAA-approved core courses, earn a minimum GPA, and earn an ACT or SAT score that matches your core-course GPA.

CORE COURSES

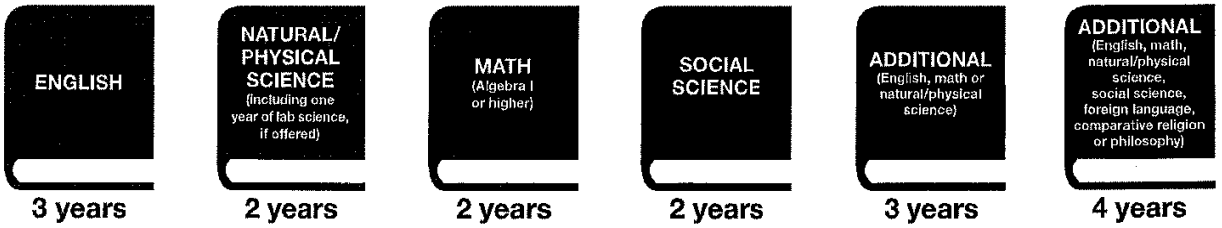
Visit **eligibilitycenter.org/courselist** for a full list of your high school's approved core courses.
Complete 16 core courses in the following areas:

DIVISION I

Complete 10 NCAA core courses, including seven in English, math or natural/physical science, before your seventh semester.



DIVISION II



GRADE-POINT AVERAGE

The NCAA Eligibility Center calculates your grade-point average (GPA) based on the grades you earn in NCAA-approved core courses.

- DI requires a minimum 2.3 GPA
- DII requires a minimum 2.2 GPA

SLIDING SCALE

Divisions I and II use sliding scales to match test scores and GPAs to determine eligibility. The sliding scale balances your test score with your GPA. If you have a low test score, you need a higher GPA to be eligible. Find more information about sliding scales at **ncaa.org/playcollegesports.**

TEST SCORES

Take the ACT or SAT as many times as you want before you enroll full time in college, but remember to list the NCAA Eligibility Center (code **9999**) as a score recipient whenever you register to take a test. If you take a test more than once, send us all your scores and we will choose the best scores from each test section to create your sum score. We accept official scores only from the ACT or SAT, and won't use scores shown on your high school transcript. Remember to apply the College Board concordance table for SAT tests taken in March 2016 and after.

NCAA Eligibility Center

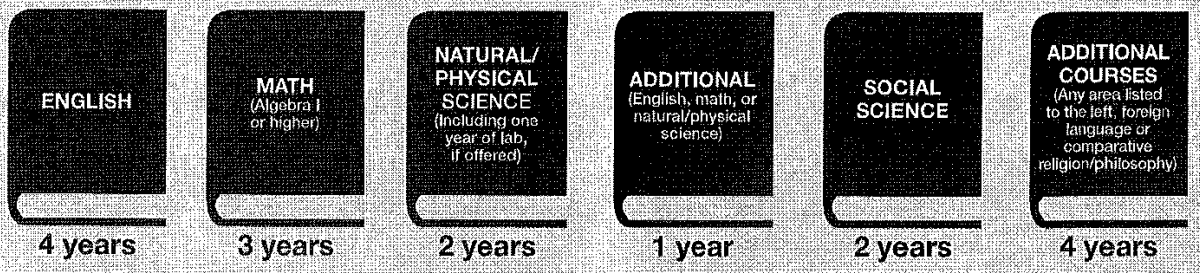
Click here for DII Academic Requirements

DIVISION I ACADEMIC REQUIREMENTS

College-bound student-athletes will need to meet the following academic requirements to practice, receive athletics scholarships, and/or compete during their first year.

Core-Course Requirement

Complete 16 core courses in the following areas:



Full Qualifier

- Complete 16 core courses.
  - Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
  - Seven of the 10 core courses must be in English, math or natural/physical science.
- Earn a core-course GPA of at least 2.300.
- Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see back page).
- Graduate high school.

Academic Redshirt

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see back page).
- Graduate high school.

Full Qualifier:

College-bound student-athletes may practice, compete and receive athletics scholarships during their first year of enrollment at an NCAA Division I school.

Academic Redshirt:

College-bound student-athletes may receive athletics scholarships during their first year of enrollment and may practice during their first regular academic term, but may NOT compete during their first year of enrollment.

Nonqualifier:

College-bound student-athletes cannot practice, receive athletics scholarships or compete during their first year of enrollment at an NCAA Division I school.

International Students: Please visit ncaa.org/international for information and academic requirements specific to international student-athletes.

Test Scores

When a student registers for the SAT or ACT, he or she can use the NCAA Eligibility Center code of **9999** so his or her scores are sent directly to the NCAA Eligibility Center from the testing agency. Test scores on transcripts will **NOT** be used in his or her academic certification.

A combined SAT score is calculated by adding reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. A student may take the SAT or ACT an unlimited number of times before he or she enrolls full time in college. If a student takes either test more than once, the best subscores from each test are used for the academic certification process.

If you took the SAT in March 2016 or after, and plan to attend an NCAA Division I college or university in the 2018-19 or 2019-20 academic years, use the following charts to understand the core-course GPA you need to meet NCAA Division I requirements.

For more information on the SAT, click here to visit the College Board's website.

DIVISION I FULL QUALIFIER SLIDING SCALE

Core GPA	New SAT*	Old SAT (Prior to 3/2016)	ACT Sum
3.550	400	400	37
3.525	410	410	38
3.500	430	420	39
3.475	440	430	40
3.450	460	440	41
3.425	470	450	41
3.400	490	460	42
3.375	500	470	42
3.350	520	480	43
3.325	530	490	44
3.300	550	500	44
3.275	560	510	45
3.250	580	520	46
3.225	590	530	46
3.200	600	540	47
3.175	620	550	47
3.150	630	560	48
3.125	650	570	49
3.100	660	580	49
3.075	680	590	50
3.050	690	600	50
3.025	710	610	51
3.000	720	620	52
2.975	730	630	52
2.950	740	640	53
2.925	750	650	53
2.900	750	660	54
2.875	760	670	55
2.850	770	680	56
2.825	780	690	56
2.800	790	700	57
2.775	800	710	58

DIVISION I FULL QUALIFIER SLIDING SCALE

Core GPA	New SAT*	Old SAT (Prior to 3/2016)	ACT Sum
2.750	810	720	59
2.725	820	730	60
2.700	830	740	61
2.675	840	750	61
2.650	850	760	62
2.625	860	770	63
2.600	860	780	64
2.575	870	790	65
2.550	880	800	66
2.525	890	810	67
2.500	900	820	68
2.475	910	830	69
2.450	920	840	70
2.425	930	850	70
2.400	940	860	71
2.375	950	870	72
2.350	960	880	73
2.325	970	890	74
2.300	980	900	75
2.299	990	910	76
2.275	990	910	76
2.250	1000	920	77
2.225	1010	930	78
2.200	1020	940	79
2.175	1030	950	80
2.150	1040	960	81
2.125	1050	970	82
2.100	1060	980	83
2.075	1070	990	84
2.050	1080	1000	85
2.025	1090	1010	86
2.000	1100	1020	86

ACADEMIC REDSHIRT

*Final concordance research between the new SAT and ACT is ongoing.

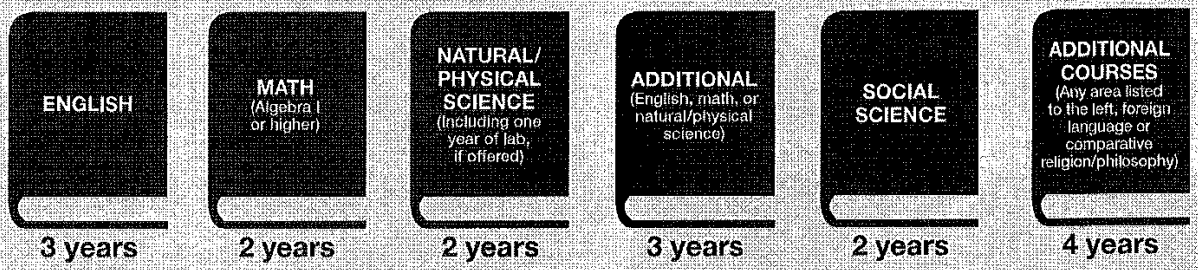
NCAA Eligibility Center

2018 DIVISION II NEW ACADEMIC REQUIREMENTS

College-bound student-athletes first enrolling at an NCAA Division II school on or after Aug. 1, 2018, need to meet new academic rules to practice, compete and receive athletics scholarships during their first year.

Core-Course Requirement

Complete 16 core courses in the following areas:



Full Qualifier

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.200.
- Earn the ACT/SAT score matching your core-course GPA on the Division II full qualifier sliding scale (see back page).
- Graduate high school.

Partial Qualifier

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn the ACT/SAT score matching your core-course GPA on the Division II partial qualifier sliding scale (see back page).
- Graduate high school.

Full Qualifier:

College-bound student-athletes may practice, compete and receive athletics scholarships during their first year of enrollment at an NCAA Division II school.

Partial Qualifier:

College-bound student-athletes may receive athletics scholarships during their first year of enrollment and may practice during their first regular academic term, but may NOT compete during their first year of enrollment.

Nonqualifier:

College-bound student-athletes may not practice, compete or receive athletics scholarships during their first year of enrollment at an NCAA Division II school.

International Students: Please visit ncaa.org/international for information and academic requirements specific to international student-athletes.

Test Scores

If you took the SAT in March 2016 or after, and plan to attend an NCAA Division II college or university in the 2018-19 or 2019-20 academic years, use the following charts to understand the core-course GPA you need to meet NCAA Division II requirements.

A combined SAT score is calculated by adding reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. You may take the SAT or ACT an unlimited number of times before you enroll full time in college. If you take either test more than once, the best subscores from each test are used for the academic certification process.

For more information on the SAT, click here to visit the College Board's website.

DIVISION II FULL QUALIFIER SLIDING SCALE

USE FOR DIVISION II BEGINNING AUGUST 2018

Core GPA	New SAT*	Old SAT (Prior to 3/2016)	ACT Sum
3.300 & above	400	400	37
3.275	410	410	38
3.250	430	420	39
3.225	440	430	40
3.200	460	440	41
3.175	470	450	41
3.150	490	460	42
3.125	500	470	42
3.100	520	480	43
3.075	530	490	44
3.050	550	500	44
3.025	560	510	45
3.000	580	520	46
2.975	590	530	46
2.950	600	540	47
2.925	620	550	47
2.900	630	560	48
2.875	650	570	49
2.850	660	580	49
2.825	680	590	50
2.800	690	600	50
2.775	710	610	51
2.750	720	620	52
2.725	730	630	52
2.700	740	640	53
2.675	750	650	53
2.650	750	660	54
2.625	760	670	55
2.600	770	680	56
2.575	780	690	56
2.550	790	700	57
2.525	800	710	58
2.500	810	720	59
2.475	820	730	60
2.450	830	740	61
2.425	840	750	61
2.400	850	760	62
2.375	860	770	63
2.350	860	780	64
2.325	870	790	65
2.300	880	800	66
2.275	890	810	67
2.250	900	820	68
2.225	910	830	69
2.200	920	840 & above	70 & above

DIVISION II PARTIAL QUALIFIER SLIDING SCALE

USE FOR DIVISION II BEGINNING AUGUST 2018

Core GPA	New SAT*	Old SAT (Prior to 3/2016)	ACT Sum
3.050 & above	400	400	37
3.025	410	410	38
3.000	430	420	39
2.975	440	430	40
2.950	460	440	41
2.925	470	450	41
2.900	490	460	42
2.875	500	470	42
2.850	520	480	43
2.825	530	490	44
2.800	550	500	44
2.775	560	510	45
2.750	580	520	46
2.725	590	530	46
2.700	600	540	47
2.675	620	550	47
2.650	630	560	48
2.625	650	570	49
2.600	660	580	49
2.575	680	590	50
2.550	690	600	50
2.525	710	610	51
2.500	720	620	52
2.475	730	630	52
2.450	740	640	53
2.425	750	650	53
2.400	750	660	54
2.375	760	670	55
2.350	770	680	56
2.325	780	690	56
2.300	790	700	57
2.275	800	710	58
2.250	810	720	59
2.225	820	730	60
2.200	830	740	61
2.175	840	750	61
2.150	850	760	62
2.125	860	770	63
2.100	860	780	64
2.075	870	790	65
2.050	880	800	66
2.025	890	810	67
2.000	900	820 & above	68 & above

*Final concordance research between the new SAT and ACT is ongoing.

THE SCHEUDLING PROCESS

1. Throughout the school year, students have the opportunity to meet with their guidance counselor to monitor progress and discuss course selection preferences for the next year. During these meetings, the students gain an understanding into the courses they prefer and their mandatory graduation requirements.

2. The course curriculum guide will be made available to students. Departments will assess/recommend courses utilizing multiple criteria/pre-requisites. Next, counselors will conduct scheduling meetings (grades 8-11) to assist students in selecting preferred elective courses and to review core class recommendations. During these meetings, students will reference the course curriculum guide along with a student course selection worksheet. All information from the student course selection worksheet will be entered into our student information system.

Education course recommendations are based upon the following multiple criteria:
Current Pennsylvania System of School Assessment (PSSA) and Keystone Exam Scores
Study Island Benchmark Assessment
Preliminary Scholastic Assessment Test (PSAT) – Grade 9, 10, 11
Curriculum Based Assessments/ Current Achievement Level
Quality Point Average (QPA)
Attendance

3. Final adjustments will be made after final grades are in and/or summer school grades are reported.

4. Actual schedule for 2019-2020 will be mailed to students in August.

Master Schedule Construction

Students are presented with course information, recommendations for core courses and selection of elective course requests after the third-nine week period of each year. Based upon the above information, the administration builds the master schedule. This schedule reflects the needs of the students. Course sections are determined by the initial requests and teacher availability. Adjustments are made to reduce scheduling conflicts and to help students to take as may of their required and requested courses as possible.

It is not the purpose of this master schedule process to accommodate course change requests after the initial sign-up period. Therefore, **it is strongly suggested that careful consideration to course selection be given during the initial sign-up phase of the process.**

SCHEDULING

YOUR ATTENTION TO THE FOLLOWING IS CRITICAL– CAREFULL ATTENTION TO COURSE SELECTION IS ASOLUTELY ESSENTIAL

Schedule Changes

The following are circumstances under which schedule changes may be made after this date:

A. Add/Drop Period During the first ten (10) days of the school year, or semester for semester courses, students will be permitted to submit the Schedule Change Application form to either add or drop a course for the following reasons. Approved changes will only be made if space is available for the following reasons.

- **Academic** - This includes situations such as incorrect course level, necessity to enroll in a Keystone remedial course, work release approval, and/or graduation deficiency.
- **Summer School** - When a student completes a summer school course and the circumstance affects the schedule.
- **Academic Support/Electives -** Students may also add an elective course in order to eliminate a study hall or drop a course if they are without a study hall. Students are only permitted to be scheduled for one year-long study hall. Students are not permitted to change electives, request a specific teacher or specific lunch period. Students with a lab science may only be scheduled for one additional semester long study hall.
- **A student's schedule is incorrect due to:** Computer Error, unbalanced schedule, class enrollment disproportionate.

B. Placement/Level Changes: Academic, Honors, and Advanced Placement Courses

Students are recommended for courses based upon established criteria in the previous level course and teacher review of course selections. Before course placement change or withdrawal is considered, the student must demonstrate attempts to improve his/her grade (completing all homework, conferencing with teacher, scheduling/after school tutoring). After the first ten (10) days of school year or semester for semester courses, the student and teacher may conference and begin to complete a form in request of a placement change or withdrawal. If the course placement change is approved, the grade from the previous course will follow them to the newly approved course. Placement and level changes will only be considered if the following has occurred:

- Teacher and student conference and begin completing the form.
- Teacher contacts the parent.
- Student completes all homework.
- Student attends at least 4 tutoring sessions.
- Counselor, Teacher, Administrator discussion and approval.

SCHEDULING

C. Course Removal/Withdrawal: Withdrawal Passing (WP) or Withdrawal Failing (WF)

Students, who are not successful in a course after the first ten (10) days of school, may request to withdraw from the course. Before a withdrawal will be considered, the student must demonstrate attempts to improve his/her grade (completing all homework, conferencing with teacher, completing tutoring, etc.). Withdrawal will only be considered if the following has occurred:

- Teacher meets with student.
- Teacher contacts parent.
- Student completes all homework.
- Student attends at least 4 tutoring sessions.
- Counselor, Teacher and Administrator discussion and approval.

The process begins with a meeting with the student's counselor. Next, the Withdrawal Form must be completed that requires signatures by the parent (s), teacher, and grade-level principal. A panel will review the withdrawal request and supplemental information to reach a decision. If the withdrawal is approved, a WP (Withdrawal Passing) or WF (Withdrawal Failing) will be posted on the student's transcript. The WP or WF will be based upon the grade assigned by the teacher on the date of the withdrawal. No credit will be assigned to the student's transcript for a WP. If the student chooses to retake the course the following school year or during summer school, both grades shall be posted on the official transcript. **However, students may not withdraw from a semester course after a nine weeks or a year-long course after a semester.**

SCHEDULING

Work Release

Work Release enables seniors who are on-track for meeting credit requirements and other graduation criteria, and who have not previously had a truancy problem, to be released from part of their school day to attend work. Students who qualify will be released for work no earlier than 11:54 A.M. It is the student's responsibility to maintain regular attendance and passing grades in all required courses for graduation. Students who are enrolled in the Work Release opportunity must maintain employment. Students are monitored and will receive elective credit and a grade while participating in this program.

D. Work Release

Seniors who are in good academic standing may be permitted to participate in a credit work release program. Prior to acceptance in the program, the student must submit the following verification to the appropriate Work Release Coordinator& School Counselor:

- Verifiable job at the time of application
- Letter from the employer on company letterhead stating that the student will begin work at the agreed upon time during the school day.
- Completed Work Release Application , signed by a parent/guardian assuming responsibility for the student once s/he has left the high school during the school day.
- School Counselor signature verifying student has sufficient credits to graduate.

Work release students are required to:

- Work a minimum of 15 hours during the time they are released from school, Monday through Friday.
- Sign out at the attendance desk and leave through the front door.
- Provide School Counseling Office with a copy of their monthly hours and paystub.
- Immediately notify the School Counseling Office if their employment is terminated or they change place of employment.

Students are NOT permitted to:

- Be self-employed, work for parents/relatives, and 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 when they are absent or suspended from school.

Students applying for work release receive their approval from the School Counseling Office and the Principal's office. **Transportation to and from the place of employment is the sole responsibility of the student.** A student's work release may be revoked if the student begins to experience difficulties in attendance, academic performance, behavior or failure to comply with monthly requirements and paperwork. Please note: seniors who want to remain in contention for end of the year honors and awards are required to carry 6 credits during the school year.

ADVANCED PLACEMENT (AP) & COLLGE IN HIGH SCHOOL (CHS)

ADVANCED PLACEMENT ONLY	ADVANCED PLACEMENT *AND* DUAL ENROLLMENT	DUAL ENROLLMENT COLLEGE IN HIGH SCHOOL (CHS)	CERTIFICATION
Advanced Placement English Literature	Advanced Placement European History	CHS Sociology	Personal Training
Advanced Placement English Language	Advanced Placement U.S. History	CHS Psychology	
Advanced Placement Computer Science Principles	Advanced Placement Biology	CHS Computer Programming	
Advanced Placement Physics	Advanced Placement Chemistry	CHS Web Design	
Advanced Placement Statistics & Probability	Advanced Placement Calculus	CHS American Political Process	
Advanced Placement Microeconomics		CHS Spanish	
		Advanced Algebra 2 (CCAC)	

Dual Enrollment and/or Advanced Placement Offerings

Washington High School has developed articulation agreements with the University of Pittsburgh, Saint Francis University, Duquesne University, and Seton Hill, and CCAC. While still in high school, students are provided the opportunity to earn college credits. Enrolled freshmen, sophomores, juniors, and seniors who meet the qualifying cumulative QPA and who have submitted an application, can be considered "dually enrolled" in an approved dual enrollment course. Dual enrollment contracts are specific to the course and the affiliated university and will be managed through the classroom teacher in conjunction with the counselors. Be aware of stipulations detailed in the contract for each course.

The Advanced Placement and Dual Enrollment programs will be made available to qualifying freshmen, sophomores, juniors, and seniors. **An overall QPA of a 3.0 is necessary for enrollment in all AP/Dual Enrollment courses**. Advanced Placement and Dual Enrollment courses within the academic curriculum are more difficult in terms of educational content and, therefore, have been awarded a Weighted Quality Point Value of 1.25 on the grading scale. Please be aware of the demands of these courses and the consequence of enrolling and then dropping such courses. See page 18 of the Curriculum Planning Guide for the AP Agreement.

Educational Release

Educational Release enables seniors who have met credit requirements and other graduation criteria to be released from part of their school day to participate in external course offerings not offered through the High School curriculum. Students who qualify can take courses at a post-secondary school. The release time from Washington High School cannot exceed four periods and should take place after period four. The responsibility of all costs related to the post-secondary courses (including tuition, fees and transportation) rests with the student and their family, not the Washington School District.

* ***The institution in which the student is enrolled will provide a transcript for further post-secondary use.***

ADVANCED PLACEMENT AGREEMENT

- Advanced Placement Classes are offered in order to meet the needs of our students. AP classes are not required, but are offered when student requests merit the scheduling of those classes, through pre-established criteria.
- Advanced Placement courses may be dropped within the first quarter, whereby the student receives a "withdraw F" (55%) for the first nine-week grading period only.
- Dropping an AP course after the first quarter ends will result in a "withdraw F" for the year. This grade will be part of the student's permanent record and will impact his/her Grade Point Average over the entire school year.
- Advanced Placement students are **required** to take the A.P. College Board Exam. The Washington School District will assume the fee for tests taken within the regular exam schedule.
- Any costs associated with failure to take the regularly scheduled exam will rest with the student.
- If a student fails to take the AP exam, then student will receive an un-weighted grade for the course.
- Students must attend a meeting for the AP/CHS future students which will be prior to the close of the school year. **Parents are invited and strongly encouraged to attend**
- An agreement that includes the stipulations above, must be assigned by the student and parent, and return by the designated date on the agreement in order to be enrolled in the course.

WASHINGTON SCHOOL DISTRICT
Together We Make a Difference

Washington High School

Advanced Placement & College in High School Programs

AP/CHS Agreements - Fall 2019 - Spring 2020

Washington High School, an approved College Board Advanced Placement institution, has also teamed with major colleges and universities to offer students a chance to earn college credit, while dually enrolled in the high school. Students must meet pre-established criteria to participate in AP and College in High School programs or receive a strong teacher recommendation.

COLLEGE IN HIGH SCHOOL (CHS): **The Washington School District has generously accepted the obligation to pay for college credits through CHS (College in High School).** As a member of CHS programs, students must be held responsible to all the academic obligations required by our CHS college and university partners, including finals if applicable. Students will be required to participate in all University of Pittsburgh tests, labs, and finals. **All CHS Courses are listed on the back of this agreement. Please check off all CHS courses you are enrolled in for the 2019/2020 school year.**

COLLEGE BOARD ADVANCED PLACEMENT (AP): Washington High School has developed an AP curriculum to offer students a chance to earn college credit by passing national AP subject exams in May. **The Washington School District has generously accepted the obligation to pay for Advanced Placement testing and all students who participate are required to take the national College Board AP Exams in their subject area. Failure to sit for the exam will result in removal of the weighted grade for the year, and all costs associated with failure to take the regularly scheduled exam, rests with the *student.* All AP Courses are listed on the back of this agreement. Please check off all AP courses you are enrolled in for the 2019/2020 school year.**

You are advised that once you request any AP or CHS course, and it is scheduled, the following procedures will apply.
If you insist on dropping any AP or CHS class you must understand and agree to the following:

- You can only *withdraw* during the first 9-weeks of the school year.
- You will receive a "*Withdrawal –F*" (55%) on your WHS report card/transcript for the first 9-weeks.
- If the course you are dropping is a CHS course, you will be responsible for repaying the Washington School District half of the enrollment fee (tuition) for the course.
- If the course you are dropping is a CHS course, you will receive a "*Withdrawal*" grade on your college/university transcript. If you enroll as a student at that particular CHS partner school in the future, this notation will be part of your permanent record.
- Unexcused Absences Policy: Unexcused and excused absences are defined by WSD policy. Each CHS/AP student is afforded three (3) unexcused absences per semester before consequences take effect. Each unexcused absence after the first three (3) per semester disqualifies the student from the following coursework associated with the date of the unexcused absence:

A. Coursework due on the day of the unexcused absence
B. In-class activities completed on the day of the unexcused absences
C. Quizzes taken on the day of the unexcused absence
D. Exams taken on the day of the unexcused absence

Students/guardians have five (5) days to convert unexcused absences into excused absences to qualify for make-up work or assignment credit (coursework completed during the 5-day waiting period).
All CHS/AP students who participate in field trips, sports, or any other activities that require an early dismissal are responsible for submitting assignments due on the date of their early departure before leaving school.
They are also responsible for securing coursework assigned on the date of their early departure before leaving school.

An informational meeting for AP/CHS students will be held prior to the end of the school year to review the guidelines.

Washington High School
AP/CHS Agreements - Fall 2019- Spring 2020

Please check off each of the CHS and/or AP course(s) that you are enrolling in for the 2019-2020 school year.

College In High School Courses (CHS)	Tuition Paid by WSD	Please Check if taking
CHS American Political Process (University of Pittsburgh)	$225.00	
CHS Psychology (Seton Hill University)	$220.00	
CHS Sociology (Seton Hill University)	$220.00	
CHS Spanish (St. Francis University)	$165.00	
CHS Web Design (Duquesne University)	$247.00	
CHS Intro to Computer Programming (University of Pittsburgh)		
College Board Advanced Placement Courses (AP)	**Exam Cost Paid By WSD**	**Please Check if taking**
Advanced Placement English Literature	$ 94.00	
Advanced Placement English Language	$94.00	
Advanced Placement Physics	$ 94.00	
Advanced Placement Statistics	$94.00	
Advanced Placement Computer Science Principles	$94.00	
Advanced Placement Microeconomics	$94.00	
CHS/AP Courses	**Tuition/Exam Cost Paid By WSD**	**Please Check if taking**
CHS/AP Calculus (University of Pittsburgh)	$225.00 / $94.00	
CHS /AP United States History-Semester 1 / Semester 2(St. Francis University) N/A 2019-2020	$165.00/ $94.00	
CHS/AP Euro/Western Civilization– Semester 1 / Semester 2 (St. Francis University)	$165.00/ $94.00	
CHS/AP Chemistry (Seton Hill)	$300.00/ $94.00	
CHS/AP Biology (Seton Hill University)	$220.00/ $94.00	

*Costs associated with the AP exams and Dual Enrollment credits are approximate and subject to change.

Please be advised that you are strongly encouraged to consult the indicated instructor of the course PRIOR to signing this enrollment agreement.

YOUR SIGNATURES INDICATE THAT YOU UNDERSTAND AND ARE IN AGREEMENT WITH THE TERMS OF PARTICIPATION: PLEASE SIGN BELOW TO ACCEPT THESE CONDITIONS. **STUDENTS WILL NOT BE ENROLLED WITHOUT THE COMPLETION OF THIS FORM BY THE INDICATIED DEADLINE! NO EXCEPTIONS!**
Return to Guidance Office by:

STUDENT PRINT _____ STUDENT SIGN _____ DATE _____

PARENT PRINT _____ PARENT SIGN _____ DATE _____

PRINCIPAL _____ PRINCIPAL SIGN _____ DATE _____

Washington School District provides a caring and supportive learning community in which members challenge and motivate each other to become proficient, honorable citizens and productive life-long learners.

COLLEGE PLANNING
ADMISSION INFOMRATION

When colleges select students, they try to determine whether students have an academic background that will enable them to be successful in college. Also, the college selects students who have the potential to contribute something to the student body. Thus, when the college analyzes the student's record for admission, they evaluate the following criteria:

1. **CLASS RANK:** Class rank is a quick way for colleges to tell if a student is above average, average, or below average in academic performance. At Washington High School, class rank is calculated at the end of each nine-week grading period and reflects the student's cumulative class rank, which begins in ninth grade.

2. **QUALITY POINT AVERAGE:** Most colleges prefer that students maintain at least a 2.5 quality point average.

3. **SUBJECTS TAKEN:** A student who plans to attend college should plan wisely his subject choices so that he/she can meet college admissions requirements. It is important for students to understand that their college major will have an effect upon courses required at the high school level. For example, students intending to major in engineering would emphasize math and science courses and a liberal arts major would elected world languages and the social sciences.

4. **TEST SCORES:** Almost all colleges require tests for college admission. The testing programs used are the College Entrance Examination Board, Scholastic Aptitude Test and Achievement Tests (SAT) or the American College Testing Program (ACT). English and mathematics are the main components of the SAT tests. The ACT program also, in addition to English and mathematics, includes social studies and natural sciences as part of the test.

Because of the importance of the SAT and ACT scores concerning post-secondary opportunities, all students are offered the following tests:

(a) PSAT in October of their freshman, sophomore & junior year

We recommend that students who intend to pursue a four-year college degree do the following in terms of entrance testing:

(a) SAT in the fall of their junior year (if appropriate)
(b) SAT in the spring of their junior year
(c) SAT in the fall of their senior year (if needed)
(d) ACT in the spring of their junior year
(e) ACT in the fall of their senior year (if needed)

Students should review college admission requirements to determine if the college of their choice requires separate achievement test scores in specific content areas. These tests should be scheduled in the fall of their senior year.

5. **TEACHER, COUNSELOR, PRINCIPAL RECOMMENDATIONS:** Most college applications include a section in which someone from the high school must recommend the student based upon academic achievement and extracurricular activities. In addition to the counselor's recommendation, the student will also need to select several teachers who will be able to provide positive college recommendations.

6. **ACTIVITIES AND COMMUNITY INVOLVEMENT:** Colleges are interested in well-rounded students and therefore are interested in a student's involvement in extracurricular activities, both in school and in the community.

CONNECTING EDUCATION TO CAREERS

Washington High School is committed to prepare our students to become productive, honorable citizens. Various learning opportunities will promote student learning, thus enabling students to become lifelong learners and active productive members of the community.

Over the next few years, students will be exploring various career fields. As you select a career field and then narrow it to occupations, you will need a solid academic foundation. You may want to select courses which lead to specific career goals.

What are Career Pathways?

Each pathway is a broad grouping of careers that share similar characteristics and whose employment requirements call for many common interests, strengths and competencies. A chosen pathway focuses a student toward preparing for a special goal area.

Why should I choose a Career Pathway?

- To help focus on a career area that matches interests in high school
- To help set goals and discover classes necessary to achieve those goals
- To create career awareness and encourage planning for post-secondary education and opportunities
- To provide knowledge that relates your high school education to the world after graduation

How do I choose a Career Pathway?

- Your parents, teachers and counselors can assist you with this choice.
- You may also complete the following steps to assist in your choice:

1. Complete the self-assessment tool beginning on page 20 to narrow down a primary and secondary pathway for possible exploration.

2. Review the information given in this planner on all pathways, especially focusing on the areas that fit your interests.

3. Review the graduation requirements on pages 5 to keep yourself on pace to graduate with your class.

4. Keep in mind that most careers will require some advanced training; be prepared to continue your education in a variety of ways.
    a. Entry level positions are jobs most likely to begin immediately after high school.
    b. Skilled or technical occupations usually require advanced skills or technical training in a two-year program.
    c. Professional level occupations usually require four or more years of college/ university experience.

Will there be any change in my major academic studies?

No, you will still take all required courses. You will still follow the graduation requirements listed on page 5.

YOUR FUTURE IS YOUR CHOICE

- The resource on the following two pages show job growth and positions in **Pennsylvania through 2020**.
- The percentage of **professional occupational** positions requiring a four year degree has remained rather constant.
- Strong growth in the **skilled area** includes those positions requiring one to two years of post-secondary education.
- Future educational **requirements for skilled workers will only increase** with technological advances.
- Individuals **without skills** or plans to acquire them, opportunities for positions are **fewer** than for those who are skilled or educated.

Choosing your future is one of the most exciting and challenging decisions you will make. You have the opportunity to choose your future, not leave it to chance or luck. Planning for your future will give you a better chance for reaching that goal.

Everyone enters the workforce at some point. To plan your career, you need to plan your high school academic program. The courses you take and your experiences and accomplishments in high school can lead you to your chosen career path.

Career implies more than just a job—it includes education, work and lifestyle.
Achieving success and a satisfying career takes planning, studying, training and vision.

For a better future, begin now to:

- Explore different opportunities
- Determine your pathway
- Chose courses which follow your pathway
- Learn what the work force needs and expects of employees

This Career Planning Guide:

- Helps you to focus on your interests and abilities
- Identify occupations and levels of education related to your pathway
- Recommends courses which lead to specific career pathways

Use this booklet, along with the help of your parents, teachers and counselors, as a tool in planning your career pathway. You may change your focus during high school, but no matter which pathway a solid academic background is important.

On-line Resources

www.washington.k12.pa.us	**Washington School District Web site** **Select "Schools and Programs" on top toolbar** **"Guidance Services " on left-hand toolbar**

Find multiple links to resources for post-secondary searches, testing, financial aid/scholarships, enrichment opportunities

www.smartfutures.org	**Smart Futures** **Internet based career program/used in WSD Career Education Programs** **Individual Student Account Information: Retrieve from Career Teacher**
www.virtualjobshadow.com	**Virtual Job Shadow:** **Internet based job interview database used in WSD Career Education Programs** **Username: student's last name, first initial/first name, year of graduation (17-20)** **Password: student1**
www.edline.net	**Current Grade Report by course:** **For username and password: contact the Main Office Secretary 724-223-5085**

Types of post-secondary training

Which Option Suits You?

TYPE	DESCRIPTION
OJT (On-the-Job Training)	Employer-designed training established for the worker to gain the necessary work skills while he is getting paid on the job. Usually these will last weeks to months.
Diploma or Certificate Program	Short-term programs of 6 months to 1 year to gain specific skills to gain employment at the entry level. These can be found at technical schools, community colleges, junior colleges and even some universities.
Military Training	All branches of the military have skilled training for 3 years or more. Students can use their GI Bill to pay for college after their discharge or serve for 20 years until retirement with full benefits.
Apprenticeship Program	Industry-based program training workers on the job and in a classroom setting as well. Upon completion the worker will gain journeyman status in the specific industry (3-4 years in length). Apprentices are paid as they go to school.
Associates Degree Programs	These are terminal two-year degrees allowing the person to gain entry level employment in a specific career. Many times these workers will begin employment after 2 years of school and then go on for future degrees at the employer's expense. Typical locations are community and junior colleges. Most universities have some associate degree programs.
Bachelors Degree Programs	These are four –year degrees with a combination of general education course work and a specific major. They can be liberal arts colleges, private colleges, public colleges or universities.
Graduate and Professional Degree Programs	These are post-graduate fields such as law, medicine and Ph.D. or other professional fields, typically 1 to 5 years beyond the bachelors degree.

HOLLAND INTEREST INVENTORY

STEP ONE:

In each group, √ check the items that describe you. Then, count the number of check marks and fill in the total for each category. Remember, there are no wrong answers, so be as honest as you can.

R

Are You?	Can You?	Like To?
Practical	Fix mechanical things	Tinker with mechanics
Athletic	Solve Mechanical Problems	Work outdoors
Straightforward	Pitch a tent	Be physically active
Mechanically inclined	Play a Sport	Use your hands
A nature lover	Read a blueprint	Build things
	Work on cars	Operate tools & machinery
		R Total =

I

Are You?	Can You?	Like To?
Inquisitive	Think abstractly	Explore ideas
Analytical	Solve math problems	Use computers
Scientific	Understand physical theories	Work independently
Observant	Do complex calculations	Perform lab experiments
Precise	Use a microscope	Read scientific and technical magazines
	Analyze data	
		I Total =

A

Are You?	Can You?	Like To?
Creative	Sketch, draw, paint	Attend concerts, theater, art exhibits
Intuitive	Play a musical instrument	Read fiction, plays, poetry
Imaginative	Write stories, poetry, music	Work on crafts
Innovative	Design fashions or interiors	Take photographs
An individualist	Sing, act, dance	Express yourself creatively
		A Total =

S

Are You?	Can You?	Like To?
Friendly	Teach/train others	Work in groups
Helpful	Express yourself clearly	Help people with problems
Idealistic	Lead a group discussion	Participate in meetings
Insightful	Moderate disputes	Do volunteer service
Outgoing	Plan and supervise an activity	Work with young people
Understanding	Cooperate well with others	Play team sports
		S Total =

E

Are You?		Can You?		Like To?	
	Self-confident		Initiate projects		Make decisions affecting others
	Assertive		Convince people to do things your way		Be elected to office
	Sociable		Sell things or promote ideas		Win a leadership sales award
	Persuasive		Give talks or speeches		Start your own political campaign
	Enthusiastic		Arrange activities and events		Meet important people
	Energetic		Lead a group		
					E Total =

C

Are You?		Can You?		Like To?	
	Well groomed		Work well within a system		Follow clearly defined procedures
	Accurate		Do a lot of paperwork in a short time		Use data processing equipment
	Numerically inclined		Keep accurate records		Work with numbers
	Methodical		Use a computer terminal		Type or take shorthand
	Conscientious		Write an effective business letter		Be responsible for details
	Efficient				
					C Total =

STEP TWO:

Using your totals, identify the three letters that have the highest scores. Record them below under "My Interests Code."

R = _____

I = _____

A = _____

S = _____

E = _____

C = _____

My Interests Code:

1. ____ 2. ____ 3. ____

STEP THREE:

On page 22 are the descriptions for each of the six interest codes. Take a minute to read the descriptions that match your Interests Code from Step 2. Below each is a listing of the Pathways that match your Interests Code. This provides a good starting point for a primary and secondary pathway selection.

Note: This tool, as well as a series of other types, will be used to assist students and parents in the selection process. As always, this is an ongoing process.

HOLLAND TYPES AND PATHWAYS MATCHES

R = Realistic

Realistic people like to take a concrete approach to problem solving rather than rely on abstract theory. They generally show an interest in activities that require motor coordination, skill and physical strength.

Pathways related to this type:

- Engineering and Industrial Technology
- Science and Health
- Business, Finance and Information Technology

I = Investigative

Investigative people prefer to think, rather than act, to organize and understand rather than persuade. They tend to be good at math and science.

Pathways related to this type:

- Science and Health
- Engineering and Industrial Technology
- Business, Finance and Information Technology

A = Artistic

Artistic people like to work on unstructured situations where they can use their creativity. They enjoy performing (theater and music) and the visual arts.

Pathways related to this type:

- Arts and Communication
- Human Services

S = Social

Social people like to work with other people and seem to satisfy their need in teaching, counseling or caring for other people. They are often good public speakers with helpful, empathetic personalities.

Pathways related to this type:

- Human Services
- Science and Health
- Business, Finance and Information Technology

E = Enterprising

Enterprising people are verbally skilled and enjoy influencing and persuading others. They like to lead and tend to be assertive and enthusiastic.

Pathways related to this type:

Business, Finance and Information Technology
Human Services

C = Conventional

Conventional people don't mind rules and regulations and demonstrate self-control. They prefer structure and order in their work, are highly organized and generally place value on prestige and status.

Pathways related to this type:

Business, Finance and Information Technology
Human Services
Arts and Communication

STEP FOUR:

Using the letter codes for our five Career Pathways, make a choice for your primary and secondary pathway on the lines provided.

Code:

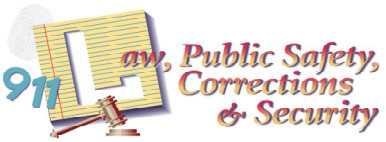
AC	=	**Arts and Communications**
BFIT	=	**Business, Finance and Information Technology**
EIT	=	**Engineering and Industrial Technology**
HS	=	**Human Services**
SH	=	**Science and Health**

Primary _____

Secondary _____

Note: This is a basic starting point for selecting a pathway. Students will use assessments throughout High School to develop a greater sense of self awareness to make an effective decision. Discussion with parents. Teachers, counselors and people in various career fields will become vital in the decision-making process.

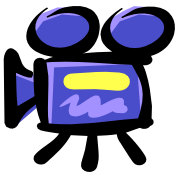
PENNSYLVANIA/AMERICA'S CAREER CLUSTERS



THE FIVE PATHWAY OPTIONS

ARTS AND COMMUNICATIONS (AC)

(Career Cluster: Arts; A/V Technology; and Communications)



Intended to develop students' knowledge and understanding of visual, verbal and written work.

Focus Areas:

- Audio and Video Technologies
- Performing Arts
- Telecommunications Technologies
- Journalism and Broadcasting
- Printing Technologies

BUSINESS, FINANCE AND INFORMATION TECHNOLOGY (BFIT)

(Career Clusters include: Business, Management & Administration; Finance; Information Technology; and Marketing, Sales & Service)

Intended to prepare students for business, finance, and information services careers.

Focus Areas:

- Administration and Information Support
- Business Analysis
- Financial Management & Accounting
- Human Resources
- Marketing, Communications and Promotion
- Distribution and Logistics Management
- Information Support and Services
- Programming/Software Engineering
- Banking
- Financial and Investment Planning
- Insurance Services
- Buying and Marketing
- Professional Sales and Marketing
- Management
- Interactive Media
- Network Systems

ENGINEERING AND INDUSTRIAL TECHNOLOGY (EIT)

(Career Clusters include: Architecture & Construction; Manufacturing; Technology & Engineering; and Transportation, Distribution & Logistics)

Intended to develop students' knowledge and understanding of the technology area needed to design, develop, install or maintain physical systems.

Focus Areas:

- Health, Safety and Environmental Assurance
- Manufacturing Production Process Development
- Logistics and Inventory Control
- Maintenance, Installation and Repair
- Production
- Facility and Mobile Equipment Maintenance
- Warehousing and Distribution Operations
- Construction
- Architecture
- Maintenance/Operations
- Engineering and Technology
- Sales and Service
- Transportation Operations
- Transportation Infrastructure

HUMAN SERVICES (HS)

(Career Clusters include: Education & Training; Government & Public Administration; Hospitality & Tourism; Human Services; and Law, Public Safety & Security)

Intended to develop students' interests, skills and experience for employment related to human needs.

Focus Areas:

- Administration and Administrative Support
- Professional Support Services
- Public Management and Administration
- Revenue and Taxation
- Recreation, Amusement and Attractions
- Restaurant/Food Services
- Counseling and Mental Health Services
- Early Childhood Dev. and Services
- Family and Community Services
- Emergency and Fire Management Services
- Legal Services Security and Protective Services
- Teaching and Training
- Governance
- National Security
- Planning
- Lodging
- Travel and Tourism
- Consumer Services
- Personal Care Services
- Correction Services
- Law Enforcement Services

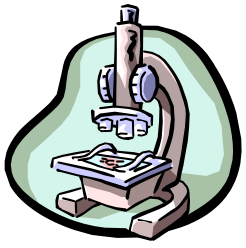
SCIENCE AND HEALTH (SH)

(Career Clusters include: Agriculture, Food & Natural Resources; Health Science; and Science & Mathematics)

Intended to develop students' interests in life, physical and behavioral sciences.

Focus Areas:

- Science and Math
- Environmental or Natural Resources Systems
- Power, Structural and Technical Systems
- Biotechnology Research and Development
- Health Informatics
- Therapeutic Services
- Agro business
- Animal and Plant Systems
- Food Products and Processing
- Diagnostics Services
- Support Services



COURSE DESCRIPTIONS by DEPARTMENT

English Course Offerings

Each student must be enrolled in one of the required English courses each year. In order for a student to be eligible for graduation, the student must satisfactorily complete 4 credits of English, No student may be enrolled in more than one required English course within any given school year without approval of the High School Principal.

Required Course Offerings			
Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
English 9 ADV English 9	English 10 ADV English 10	English 11 ADV English 11 AP English Language & Composition	English 12 ADV English 12 AP English Literature & Composition
Semester Electives		**Full year Electives**	
Media and Communications (9,10,11,12) Power of Words (10,11,12) Performing Arts-Stage (11,12) Performing Arts-Film (11,12)		Intensive Reading & Writing (11) Print Publications (9,10,11,12) Year Book Design (10,11,12)	

ENGLISH 9 (10111) Grade : 9 1.0 credit 1 year

Prerequisite: None

English 9 is preparing the students for the world of communication. The updated curriculum aligns with the Pennsylvania Core Standards, there by preparing our students for college and/or the workforce. Students will be working to become proficient in honing their reading, writing, speaking and listening skills. In English 9 each student will come to learn the many facets of the human experience through a thorough investigation of the various literature genres. Students will read, reflect and write often; they will participate in independent, cooperative and research based projects. Serious study of literary forms and terminology accompanies reading novels, plays, nonfiction essays, poetry, and short stories. Students will use the writing process to develop essays that focus on the four aims of writing (informative, persuasive, narrative, and creative) and that respond to the literature read. They will also analyze the structure of sentences, paragraphs, and essays. Students will create meaningful experiences and gain lifelong insights through the selections we will explore.

ADVANCED ENGLISH 9 (10112) Grade : 9 1.0 credit 1 year

Prerequisite: Grade of " in 8th grade English or Teacher Recommendation MS Language Arts/Literature Dept.

Advanced English 9 is intended for the capable student who is highly motivated to work for academic achievement in English. The updated curriculum aligns with the Pennsylvania Core Standards thereby preparing our students for college and/or the workforce. In Advanced English 9 each student will come to learn the many facets of the human experience through a thorough investigation of the various literature genres. Students will read, reflect and write often; they will participate in independent, cooperative and research based projects. They will reflect and respond to daily activities as members of a classroom community. Serious study of literary forms and terminology accompanies reading novels, plays, nonfiction essays, poetry, and short stories. Students will use the writing process to develop essays that focus on the four aims of writing (informative, persuasive, narrative, and creative) and that respond to the literature read. They will also analyze the structure of sentences, paragraphs, and essays. Students will create meaningful experiences and gain lifelong insights through the selections we will explore.

English Course Offerings

English 10 (10121) Grade: 10 1.0 credit 1 year

Prerequisite: Completion of English 9

English 10 builds upon the concepts and skills learned in English 9. The updated curriculum aligns with the Pennsylvania Core Standards, thereby preparing our students for college and/or the work force. In English 10, students develop skills that reflect the demands of the 21st century. These skills include: Reading Informational Text, Reading Literature, Writing, and Speaking and Listening. Students read and respond to selected fiction, nonfiction, plays and poetry from around the world and anaylze the vocabulary, sentence structure, and language within them. They practice their writing skills in a variety of formats and apply their knowledge of the rules of standard grammar, usage, and mechanics by analyzing and editing selected samples as well as their own writing and that of their peers. Students will write a research paper which includes learning how to investigate, analyze and use credible sources as well as cite sources in a proper standardized format. Students learn about plagiarism and how to avoid it through various writing techniques. Oral communication assessments include reading aloud in class, sharing written responses, participating in class discussion and team activities, and presenting information in formal speeches. Research assingments utilize both traditional and technology-based research methods.

Advanced English 10 (10122) Grade: 10 1.0 credit 1 year

Prerequisite: Grade of "B" or better in previous Advanced course, or "A" for the previous English 9 course, or Teacher Recommendation

Advanced English 10 is designed for the highly motivated student who strives for academic excellence in English. The updated curriculum aligns with the Pennsylvania Core Standards, thereby preparing our students for college and/or the work force. In Advanced English 10, students develop skills that reflect the demands of the 21st century. These skills include Reading Informational Text, Reading Literature, Writing, and Speaking and Listening. Students read and respond to selected fiction, nonfiction, plays and poetry from around the world and analyze the vocabulary, sentence structure, and language within them. In addition to the literature assigned for class, students are expected to choose other works by noted world authors to read on their own. They hone their writing skills in a variety of formats and apply their knowledge of the rules of standard grammar, usage, and mechanics by analyzing and editing selected samples as well as their own writing and that of their peers. Oral communication assessments include reading aloud in class, sharing written responses, participating in class discussion and team activities, and presenting information in formal speeches. Research assignments utilize both traditional and technology– based research methods.

English 11 (10131) Grade: 11 1.0 credit 1 year

Prerequisite: Completion of English 10

English 11 is designed to enable students to experience selected works of American Literature and to develop a variety of ways to respond to the poems, plays, short stories, and non-fiction of that literature. In addition, attention will be given to the vocabulary, structure, mechanics, and usage in the selected works as well as to how those elements are present in the students' own writing. The students will work individually, as well as with partners, and in groups. The updated curriculum aligns with the Pennsylvania Core Standards, thereby preparing students for college and/or the work force.

Advanced English 11 (10132) Grade:11 1.0 credit 1 year

Prerequisite: Completion of Advanced English 10

This course is designed for the capable student who is highly motivated to work for academic achievement in English. Students will hone and master their writing skills. This course surveys American literature from a historical perspective. The study of literature offers a wonderful opportunity for the class to discover or to challenge cultural and aesthetic values of society. Students will be reading a selection of classics and contemporary literature. This course is designed as an intellectual challenge that fosters a deep appreciation of literature. Students will write about literature using both reader-response and critical analysis approaches. The up-dated curriculum aligns with the Pennsylvania Core Standards, thereby preparing students for college and/or the work force.

English Course Offerings

AP English Language and Composition ( ) Grade: 11 1.0 credit 1 year

Prerequisite: Completion of Advanced English 10. Overall cumulative QPA of 3.0 or a cumulative QPA of a 3.5 in the subject of application by the 3rd quarter as reflected on the transcript

An AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts [as well as] flexible [and] reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations. The course cultivates the rhetorical understanding and use of written language by directing students' attention to writer/reader interactions in their reading and writing of various formal and informal genres (e.g. memos, letters, advertisements, political satires, personal narratives, scientific arguments, cultural critiques, research reports).

Reading and writing activities in the course also deepen students' knowledge and control of formal conventions of written language (e.g. vocabulary, diction, syntax, spelling, punctuation, paragraphing, genre). The course helps students understand that formal conventions of the English language, in its many written and spoken dialects, are historically, culturally, and socially produced; that the use of these conventions may intentionally or unintentionally contribute to the effectiveness of ineffectiveness of a piece of writing in a particular rhetorical context; and that a particular set of language conventions defines Standard Written English, the preferred dialect for academic discourse.

English 12 (10141) Grade: 12 1.0 credit 1 year

Prerequisite: Completion of English 11

English 12 is designed to sharpen the student's skills in writing by re-examining correct sentence construction and using these skills to write a variety of compositions. These writings will include the essay, prose comments on literature readings and some business letter forms needed in life. Additionally, the student will trace the development of the English language through a study of the literature and language of England. The student will also be exposed to some British modern literature via short stories, novels and dramas. The updated curriculum aligns with the Pennsylvania Core Standards, thereby preparing our students for college and/or the work force. Also, students will develop and refine career-related skills. The Graduation Project is a vital part of earning a High School Diploma in the state of Pennsylvania. Students will complete this project through this course by developing a portfolio of work that includes career exploration activities, community service, and a demonstration of the connection between learning experiences and the expectations of future careers and life after high school.

Advanced English 12 (10142) Grade: 12 1.0 credit 1 year

Prerequisite: Completion of Advanced English 11

In this course the student will learn a variety of writing forms that will prepare him or her for success in college writing. This course gives the student a detailed view of the development of the English language and literature through the reading and discussion of England's classical literature such as *Beowulf*, *The Canterbury Tales*, and *Hamlet,* as well as modern British short stories, novels, and drama. The Graduation Project is a vital part of earning a High School Diploma in the state of Pennsylvania. Students will complete this project through this course by developing a portfolio of work that includes career exploration activities, community service, and demonstration of the connection between learning experiences and the expectations of future careers and life after high school. The updated curriculum aligns with the Pennsylvania Core Standards.

English Course Offerings

AP English Literature and Composition (10143) Grade: 12 1.0 credit 1 year

Prerequisite: Completion of Advanced English 11. Overall cumulative QPA of 3.2 or a cumulative QPA of a 3.5 in the subject of application by the 3rd quarter as reflected on the transcript

An AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone.

The AP English Literature and Composition course is intended to give you the experience of a typical introductory college literature course. It includes intensive study of representative works from various genres, periods, and cultures, concentrating on works of recognized literary merit. Reading in the course builds on the reading done in your previous English courses. You'll learn to read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. You'll also learn to consider the social and historical values a work reflects and embodies. Careful attention to both textual detail and historical context provides a foundation for interpreting a text.

Writing is also an integral part of the AP English Literature and Composition course and of the AP Exam. Writing assignments in the course will address the critical analysis of literature and will include expository, analytical, and argumentative essays. In addition, creative-writing assignments such as response and reaction papers, freewriting, or keeping a journal will help you see from the inside how literature is written. The goal of both types of writing assignments is to increase your ability to explain clearly and cogently what you understand about literary works and how you interpret them.

ENGLISH ELECTIVE COURSE OFFERINGS

Intensive Reading and Writing (10123) Grade: 11 1.0 credit 1 year

Prerequisite: Non-Proficient (*Basic* or *Below Basic)* on one or both modules of the *Literature Keystone Exam*

Intensive Reading and Writing is a course **required for 10th and/or 11th grade students who have not successfully passed either one or both modules of the Keystone Literature Exam.** This course will emphasize activities necessary to prepare for retaking the exam and will offer curriculum that that is based on the Pennsylvania Core Standards. Instruction will be based on the individual needs of each student and focus on the mastery of the Literature Assessment Anchors as defined by the Eligible Content for both modules of the Literature Keystone Exam.

Power of Words (10151) Grades: 10,11,12 0.5 credit 1 semester

Prerequisite: A final grade of 70% or higher in the previous year's English class.

Power of Words is designed to expand students' vocabulary and assist them in determining the meanings of unfamiliar words through context clues and through knowledge of Greek and Latin roots, prefixes and suffixes. In addition to completing vocabulary lessons, students read and analyze a variety of prose and poetry selections to practice their skills. Power of Words also introduces test-taking strategies for use on the Critical Reading and Writing sections of the SAT. Assessments include homework, tests, writing samples, projects, team activities, and individual presentations. Research assignments employ both traditional and technology–based methods.

Performing Arts– Stage (10152) Grades: 11,12 0.5 credit 1 semester

Prerequisite: None

This course is designed for academic students who are interested in performing on stage. The students will study all aspects of the theatre: acting, directing, producing, interpreting, writing, & designing. Classical theatre is studied from a historical perspective. The students will be responsible for performing monologues, participating in improve activities, writing and performing spoken word poetry, and reading, writing and analyzing plays. Students will write an original on-act play through the Young Playwrights Program. Performing Arts-Stage prepares students for real-life situations through: giving them insight into man's psychological development, building self esteem and poise, discovering their imaginations, respecting differences, and realizing that through cooperation great accomplishments can be achieved.

English Course Offerings

Performing Arts-Film (10153) Grades: 11,12 0.5 credit 1 semester

Prerequisite: None

Performing Arts Film is designed for academic students interested in broadcast journalism, movie making, speech writing, script writing, television, and film. Students will study film from a historical, cultural and analytic perspective. This class enables students to obtain skills that cannot be found in any other classroom. Film is a powerful art form that shapes and influences viewers' attitudes, values and perceptions. It also helps individuals discover who they are in relation to their world. Film class gives students hand on experience expanding their vision and giving them a sense of possibility in this ever-changing technological world. Film students will be responsible for keeping a film blog for creating and producing various film projects assigned.

Yearbook Design (10154) Grades: 10, 11, 12 1.0 credit 1 year

Prerequisite: 2.5 G.P.A., regular attendance, demonstrate strength in English, the Arts or Technology, Strength of Application/Screening Tool

Students in this class are in charge of the production of the Wash High Yearbook. There are many aspects beyond simply the creation of the yearbook. Staff members will be expected to secure a fixed dollar amount in advertisements from parents of seniors and/or local businesses, as well as fundraising. Staff members will be in charge of taking pictures, contributing ideas to the design of the yearbook, taking photographs, writing articles, peer-editing, creating headlines, and completing tasks related to the day-to-day operation of the yearbook. The entire yearbook is created online, so proficiency with basic computer functions is strongly suggested. Everything in the yearbook class has a deadline and meeting these deadlines is an integral part of the grade.

Evaluation is also based in part on the amount and quality of work done in preparation for the publication. In addition, consistent participation and cooperation are important factors in determining one's grade. Regular classroom attendance is a vital component of passing this course. Students will be required to work on yearbook activities both inside of class and outside of class, after the school day is over, and even in the summer.

Print Publications (10155) Grades: 9, 10,11,12 1.0 credit 1 year

Prerequisite: Minimum 2.0 QPA; Multiple Criteria

Students in this course are responsible for writing and publishing newspapers, flyers and other school related information. Quarterly publications are required. Students will have input as to the design, content and layout of the paper with the teacher having the final approval. Students must demonstrate talents and interests in all areas of writing, advising, photography, artwork, and graphic design. Student evaluation will be based upon several areas including daily participation and completion of newspaper articles/assignments. Students may be required to cover extra-curricular events.

Media and Communication (10156) Grades: 9,10,11,12 0.5 credit 1 semester

Prerequisite: None

This course is designed for students interested in advertising, journalism, radio, television, movies, and the internet's role in media. The curriculum will include a study of the history of the various types of media, the power of mass communication in today's society, and hands on experiences with a variety of mass media (both in print and electronically). This semester course will afford students the opportunity to get first-hand experience working with 21st Century mass media.

English as a Second Language (10090) Grades:9, 10, 11, 12 1.0 credit 1 year

Prerequisite: Identification as an English Language Learner

The primary objective of the ESL instructional program is for students to become proficient in the English language skills of listening, speaking, reading and writing, and the cultural concepts necessary to succeed in all aspects of the school program. As necessary of Limited English Proficient students, some instruction may occur in a one-to-one or small group setting. The instructional method used will be contingent upon the proficiency level of the student entering the program.

Math Course Offerings

Each student must be enrolled in one of the required Math courses each year. In order for a student to be eligible for graduation, the student must satisfactorily complete 4 credits in Math.

Recommended Sequence for Required Courses				
	Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
Sequence 1	Advanced Algebra 2	Geometry	Precalculus AP Statistics Geometry	Precalculus CHS/AP Calculus AP Statistics
Sequence 2	Algebra 2	Geometry Integrated Math 2	Precalculus AP Statistics Geometry	Precalculus CHS/AP Calculus AP Statistics
Sequence 3	Algebra I	Algebra 2	Geometry Integrated Math 2	Precalculus Geometry Consumer Math
Sequence 4	Integrated Math 1 Pre-Algebra or Fundamentals	Algebra 1	Algebra 2 Integrated Math 2	Geometry Consumer Math

Integrated Math 1 (10320) Grade:9 1.0 credit 1 year

Prerequisite: Completion of Pre-Algebra or Fundamentals

Integrated Math 1 will provide students with fundamental algebra skills and competencies necessary to be successful in Algebra 1. The course will begin laying the foundation for students to eventually score proficient or advanced on the Algebra Keystone Exam in the future. Curriculum will align with Pennsylvania Core Standards, and instruction will focus on the mastery of the Algebra Assessment Anchors as defined by the Eligible Content for both modules of the Algebra Keystone Exam.

Algebra I (10321) Grades:9,10 1.0 credit 1 year

Prerequisite: Completion of Pre-Algebra or Integrated Math 1

Algebra I is a critical element in secondary mathematics education. Topics introduced in Algebra I provide the foundation students require for future success in high school mathematics, critical thinking, and problem solving. Algebra I topics include exploring the operations of algebraic expressions and applying mathematical properties. Students will be able to solve problems using equations, graphing, and tables to investigate linear relationships. Curriculum will align with Pennsylvania Core Standards, and instruction will focus on the mastery of the Algebra Assessment Anchors as defined by the Eligible Content or both modules of the Algebra Keystone Exam. This course, along with Algebra II, will prepare students to be proficient or advanced on the Keystone Algebra Exam.

Math Course Offerings

Integrated Math 2 (10300) Grades: 10,11 1.0 credit 1 year

Prerequisite: Previous enrollment in Algebra II, Non-proficient on one or both modules of the Algebra Keystone Exam

Integrated Math is a course for 10th or 11th grade students who have completed Algebra II and who have not been successful in passing either one or both modules of the Algebra Keystone Exam. The course will emphasize preparation for the retaking of the Algebra Keystone Exam. Covered topics include: Operations with Real Numbers and Expressions, Linear Equations, Linear Inequalities, Functions, Coordinate Geometry and Data Analysis. This course may be taken by itself or in conjunction with Geometry.

Algebra II (10322) Grades: 9,10,11 1.0 credit 1 year

Prerequisite: Completion of Algebra I

Algebra II will extend the concepts from Algebra I and provide further development of the concept of a function. Topics of study include: Quadratic Functions, Polynomials, and Complex Numbers. In this course, a consistent focus will be placed on Keystone Algebra test preparation. Students will be required to take the Keystone Algebra assessment at the end of this course.

Advanced Algebra II (10323) Grades: 9,10 1.0 credit 1 year

Prerequisite: Qualifying score on Placement Test, 85% average in Algebra I by the end of the 3rd Quarter, Strong Teacher Recommendation

Advanced Algebra II will cover all the basic concepts from the regular Algebra II course, but will also go above and beyond. More abstract thinking and higher order questioning will be expected. Advanced Algebra II will extend the concepts from Algebra I and provide further development of the concept of a function. Topics of study include: Quadratic Functions, Polynomials, Complex Numbers, Exponential and Logarithmic Functions. This class will focus on the skills needed to be more successful in advanced science and math courses. In addition, students will be prepared to take the Keystone Algebra assessment at the end of the course. After completion of this course, students will be eligible to receive 4 Credits through CCAC for their MAT 108 Intermediate Algebra course.

Geometry (10324) Grades: 10, 11, 12 1.0 credit 1 year

Prerequisite: Completion of Algebra 1 and Algebra 2

Geometry is the study of two dimensional and three dimensional space. Informal, intuitive discussions about the real world precede the theoretical discussion of space. Properties and characteristics of lines, planes, angles, polygons, and circles will be explored. Student discovery of geometric relationships is encouraged. Logical reasoning is emphasized throughout the course.

Math Course Offerings

Consumer Math (10331) **Grade:12** **1.0 credit** **1 year**

Prerequisite:None

Consumer Math is a course in computational skills that students will need both as consumers and in the work force (i.e., personal finances, housing, career exploration, buying and selling of goods and services, income taxes and buying a car). The student is also introduced to statistics, simple probability and how to gather and interpret data.

Statistics & Probability (10333) **Grades: 11,12** **1.0 credit** **1 year**

Prerequisite:

Beginning Statistics and Probability introduces statistical thinking, methods, and formulas for summarizing and analyzing data, probability, counting strategies, binomial and normal distributions, sampling techniques, analysis of measurements, and correlation and regression. Students will collect data, analyze data and make meaningful decisions based on the data.

Pre-Calculus (10340) **Grades: 11,12** **1.0 credit** **1 year**

Prerequisite: Completion of Algebra II

Pre-Calculus includes the following topics: functions and their graphs, polynomial and rational functions, exponential and logarithmic functions, trigonometry, analytic trigonometry, law of sines and cosines, conics and probability. Application problems and the use of graphing calculators will be emphasized throughout the course. Students will also review for the SAT and ACT exams. Finally, the course will provide skills necessary for success in calculus, physics, and future college courses in math and science.

CHS/AP Calculus (10341) **Grades: 11,12** **1.0 credit** **1 year**

Prerequisite: 80% average in Pre-Calculus; Dual Enrollment qualifications, 76% on ALEKS Placement Test, through the University of Pittsburgh

Calculus is a college-level course that follows all the criteria and syllabus offered at the University of Pittsburgh. This course is the first standard course in a basic calculus sequence required for all mathematics, science, engineering, and statistics students. Topics covered in this course include functions and graphs, limits, derivatives, trigonometric functions, application of the derivative, integrals, applications of integrals, and exponential and logarithmic funcitons. Students will be required to enroll in the College in High School/Dual Enrollment Program through the Univerity of Pittsburgh where they will receive four (4) college credits for their efforts of earning a C– average or higher. (4 College credits)

AP Statistics () **Grades: 11,12** **1.0 credit** **1 year**

Prerequisite: Algebra 2, Geometry, Strong Teacher Recommendation, QPA of 3.0 or higher

The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as a build conceptual understanding. Students will also be required to take the National College Board AP Statistics exam given in May to qualify for college credit via the AP/College Board Program.

Social Studies Course Offerings

Required Course Offerings			
Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
20th Century/Geo Adv 20th Century/Geo AP Microeconomics	The American Systems CHS American Political Process AP Microeconomics	American Cultures CHS/AP US History CHS/AP European History AP Microeconomics	World History CHS/AP US History CHS/AP European History AP Microeconomics
Semester Electives			
Intro to Psychology (10,11,12) Intro to Sociology (10,11,12) CHS Psychology (11,12) CHS Sociology (11,12)			

20TH Century America and Geography (10211) Grade: 9 1.0 credit 1 year

Prerequisite: None

Students will distinguish and assess the social, cultural and geographic history of the United States. Students will examine the following: the Civil War and Reconstruction, Westward Expansion, Industrial Revolution, Progressivism, and the Great Depression. Students will be able to draw conclusions based on the social, cultural and economic issues that the United States has faced.

ADV 20TH Century and Geography (10210) Grade: 9 1.0 credit 1 year

Prerequisite: Grade of "A" in 8th grade Social Studies or Teacher Recommendation

Students will distinguish and assess the social, cultural and geographic history of the United States using multiple educational platforms. Students in Advanced 20th Century will be required to complete several supplementary reading materials and complete independent learning assignments. Students will examine the following: the Civil War and Reconstruction, Westward Expansion, Industrial Revolution, Progressivism, and the Great Depression. Advanced students will be reading works by Booker T. Washington, W.E.B. DuBois, Jacob Riis, Upton Sinclair, Ida B. Wells, F. Scott Fitzgerald, as well as "All Quiet on the Western Front". The advanced course will challenge students to be thinkers and be able to draw conclusions from classroom material as well as supplemental material.

Social Studies Course Offerings

The American System (10241) Grade: 10 1.0 credit 1 year

Prerequisite: None

This course covers two specific systems at work in the United States. The Economic system and the system of American Government. Economics introduces students to the principles essential to an understanding of fundamental economic problems and the policy alternatives society may utilize to contend with these problems. Students will gain an understanding of economics that will be used throughout their lifetime. Some of these skills include taxes and tax preparation, credit, mortgages, loans, banking, investing and interviewing. The purposes of the American Government portion of the course is to: develop an understanding of our United States government today, to cultivate an appreciation of basic principles underlying our American heritage, and to develop positive attitudes of personal responsibility as citizens. Four major concepts will be stressed in the program: 1) the role of the American people in government; 2) the process of how the United States government works; 3) the basic principles of our government; and 4) the description, analysis and explanation of the American system of government.

CHS American Political Process (10238) Grade: 10 1.0 credit 1 year

Prerequisite: Overall cumulative QPA of 3.2 Or a cumulative QPA of a 3.5 in the subject by the 3rd quarter of the current school year; recommendation from Advanced English 9 teacher; successful completion of Algebra I.

The American Political Process is a survey course equivalent to the demands of an introductory college course and follows the requirements of the University of Pittsburgh's PS0200 course. This course is intended to teach students about the American political system and broad concepts political scientists use to study politics. The course will begin with Pre-constitutional philosophical influences and continue through modern interpretations of constitutional principles. It also will focus on the structure of our form of government and its implications. Students will be required to read and write extensively and to construct both oral and written arguments on political issues of the day. **Students have the opportunity to earn three (3) college credits through the University of Pittsburgh upon successful completion of the class.**

American Cultures (10231) Grade:11 1.0 credit 1 year

Prerequisite: None

American Cultures is a survey course covering the social, political and economic aspects of American history. Special attention is given to those ethnic and minority groups and events that have helped shape our American lifestyle. Students, through continuous use of maps, charts and graphs, will demonstrate their interpretive abilities in these areas. Through discussion and testing, students will show an understanding of political, social and economic themes in American history. Through discussion, students will be able to demonstrate an understanding of the importance of minority groups in American culture.

World History (10221) Grade :12 1.0 credit 1 year

Prerequisite: None

World History is a year-long required survey course that explores the key events and global historical developments, Prehistory/3200B.C. to the present, that have shaped the world we live in today. The scope of Modern World History provides the latitude to range widely across all aspects of human experience: economics, science, religion, philosophy, politics & law, military conflict, literature & the arts. The course will illuminate connections between our lives and those of our ancestors around the world. Students will uncover patterns of behavior, identify historical trends and themes, explore historical movements and concepts, and test theories. Students will refine their ability to read for comprehension and critical analysis; summarize, categorize, compare, and evaluate information; write clearly and convincingly; express facts and opinions orally; and use technology appropriately to present information.

Social Studies Course Offerings

CHS/AP US History (10236) Grades : 11,12 1.0 credit 1 year

Prerequisite: Overall cumulative QPA of 3.2 or a cumulative QPA of a 3.5 in the subject of application by the 3rd quarter as reflected on the transcript; Multiple Criteria

Advanced Placement US History is a survey course equivalent to the demands of an introductory college course. Students will use a college-level textbook. Students will study the historical, cultural, economic and social trends by reading the text and other primary resources, analyzing political cartoons, interpreting charts and graphs from pre-Colonial periods to the present time. In addition to providing a basic narrative of events and movements, the program develops (a) an understanding of the principal themes in history, (b) an ability to analyze historical evidence, and (c) an ability to analyze and to express historical understanding in writing. Development and enhancement of critical thinking and writing skills prepare the student for college-level performance. **Students will also be required to take the national College Board AP History exam given in May to qualify for college credit via the AP/College Board program** (nearly all colleges and universities in the United States—as well as many institutions in more than 60 other countries—grant credit and placement for passing AP scores or acknowledge AP scores in the admission process)**. Taking AP courses and passing AP Exams is highly valued by colleges during the admissions process. ALSO: This is a dual-enrollment College in High School course and six (6) college credits can be earned through our college partner by qualifying juniors and seniors . Washington School District has graciously decided to pick up the cost for the AP Exam and College in High School tuition for this course.**

course offered every other year: 18/19, 20/21, 22/23

CHS/AP Euro History (Western Civilization) (10237) Grades: 11,12 1.0 credit 1 year

Prerequisite: Overall cumulative QPA of 3.2 or a cumulative QPA of a 3.5 in the subject of application by the 3rd quarter as reflected on the transcript; Multiple Criteria

Advanced Placement/College in High School European History (Western Civilization) is a survey course equivalent to the demands of an introductory college course. Students will use a college-level textbook. The course begins with the Renaissance and provides an in-depth study of the major developments in Europe to present day. In addition to providing a basic narrative of events and movements, the program develops (a) an understanding of some of the principal themes in history, (b) an ability to analyze historical evidence, and (c) an ability to analyze and to express historical understanding in writing. **Students will also be required to take the national College Board AP History exam given in May to qualify for college credit via the AP/College Board program** (nearly all colleges and universities in the United States—as well as many institutions in more than 60 other countries—grant credit and placement for passing AP scores or acknowledge AP scores in the admission process)**. Taking AP courses and passing AP Exams is highly valued by colleges during the admissions process. ALSO: This is a dual-enrollment College in High School course and six (6) college credits can be earned through our college partner by qualifying juniors and seniors. Washington School District has graciously decided to pick up the cost for the AP Exam and College in High School tuition for this course.**

course offered every other year: 19/20, 21/22, 23/24

AP Microeconomics ( ) Grades: 9, 10,11,12 1.0 credit 1 year

Prerequisite: Completion of Algebra I

Course Description: The purpose of an AP course in Microeconomics is to provide a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

Social Studies Elective Course Offerings

Introductory Psychology (10234) Grades:10,11,12 0.5 credit 1 semester

Prerequisite: Minimum Cumulative QPA of 2.8

Introductory Psychology is a very interesting, beginning study of the subject of psychology. Psychology is the study of human behavior and mental processes including how humans observe, describe, explain and predict human behavior. Some of the topics studied are principles of learning, motivation, types of personality, understanding human behavior, patterns of behavior, emotional and behavioral adjustments, group influences, memory, health psychology, psychological disorders and therapy, and psychology and society. **This semester elective course will stress in-class activities and assignments versus homework.**

Introductory Sociology (10235) Grades:10,11,12 0.5 credit 1 semester

Prerequisite: Minimum Cumulative QPA of 2.8

The world is becoming more complex. How do your beliefs, values and behavior affect the people around you and the world we live in? Do you have a sociological imagination? In this increasingly connected world, students will examine problems in our society and learn how human relationships can influence the life of the student. Sociology is a study of human relationships, activities, habits, beliefs, and group behavior with emphasis on how it affects you, the individual. Introductory Sociology is a very interesting, beginning study of the subject of Sociology. This course explores the methods for understanding individuals and their relationship to society, cultures, institutions and groups. Topics include the family, social groups, culture, community, job groups, minorities, propaganda, education, and rural and urban problems. **This semester elective course will stress in-class activities and assignments versus homework.**

CHS Psychology (10232) Grades: 11,12 0.5 credit 1 semester

Prerequisite: QPA of 3.0

In this intensive college-level course (Psychology 101) students will study the scope and nature of psychology. Students will use a college level textbook. Psychology is the study of behavior, including mental processes. Psychology is a social science course, which enables the student to observe, to study, and to analyze human behavior with the ultimate goal of better self-understanding. Students will examine the following: biopsychology, sensation and perception, consciousness, learning, memory, cognition and intelligence, development from birth through old age, communication, personality and testing, social psychology, stress and coping health psychology, motivation and emotion, music psychology, psychological disorders and therapy. As well as stimulating the student academically, the course seeks to enhance a student's self-image and increase his/her interpersonal communication skills. **This course is highly recommended for college bound students** and remains an important study for all individuals who want to understand human behavior. **Taking College in High School courses is highly valued by colleges during the admissions process. This is a dual-enrollment College in High School course and three (3) college credits can be earned through our college partner by qualifying juniors and seniors. In most cases these credits will transfer to the college of your choice. Washington School District has graciously decided to pick up the cost for the College in High School tuition for this course**

CHS Sociology (10233) Grades: 11,12 0.5 credit 1 semester

Prerequisite: QPA of 3.0

College in High School Sociology is the science of society. In this intensive college-level course (Sociology 101) students will study the origin, development, and structure of human societies and the behavior of individual people and groups in society. Students will use a college level textbook. This course surveys the individual, the group, the society, social stratification, as well as social institutions such as family, religion, government, education, economics, healthcare, and leisure time activities. Society, Culture, Socialization, Groups & Organizations, Sexuality, and Deviance are topics within the Foundations of Society unit. The Social Inequality unit includes such topics as Social Stratification, Social Class, Gender stratification, Race and Ethnicity, and Aging and the Elderly. Students will also examine current social problems in the school, in the community, in the state and in the nation. **This course is highly recommended for college bound students** and all individuals who want to understand and improve human behavior in society, develop a sociological imagination, and become agents of positive social change. **Taking College in High School courses is highly valued by colleges during the admissions process. This is a dual enrollment College in High School course and three (3) college credits can be earned through our college partner by qualifying juniors and seniors. In most cases these credits will transfer to the college of your choice. Washington School District has graciously decided to pick up the cost for the College in High School tuition for this course.**

Science Course Offerings

Students must complete 4 credits of Science to graduate. All students are required to take a biology course. Students are encouraged to check with prospective colleges to ensure that appropriate course are selected for potential college majors.

Required Course Offerings			
Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
Biology Adv Biology (w./lab)	Integrated Science Environmental Science Chemistry Adv Chemistry AP Physics	Physical Science Environmental Science Chemistry Adv Chemistry CHS/AP Chemistry AP Physics CHS/AP Biology	Physical Science Environmental Science Chemistry Adv Chemistry CHS/AP Chemistry AP Physics CHS/AP Biology Anatomy & Physiology

Biology (10412) Grade: 9 1.0 credit 1 year

Prerequisite: None

This Biology course will continue building on the content and skills students acquired in Integrated Science. The course stresses the requirement of life of the cell and the organism, both plant and animal. Anatomy, physiology, genetics, and ecology are presented as they apply to the key organism, which are discussed in detail. Students enrolled in this course will participate in meaningful, hands-on lab activities to deepen their understanding of the content. Instruction will continue focusing on the mastery of the Biology assessment anchors as defined by the eligible content for both modules of the Biology Keystone Exam, which students will be required to take near the end of the course.

Advanced Biology w.lab (10411) Grade: 9 2.0 credit 1 year

Prerequisite: Recommended into course based on 8th Grade Science PSSA scores and other relevant student achievement data; Teacher Recommendation

Advanced Biology is a rigorous fast-paced Biology course that stresses the requirement of life of the cell and the organism, both plant and animal. Anatomy, physiology, genetics, and ecology are presented as they apply to the key organism, which are discussed in detail. Students enrolled in this course are also required to enroll in the Advanced Biology Lab class that will provide the time necessary for students to participate in meaningful, hands-on lab activities to deepen their understanding of the content. Instruction will focus on the mastery of the Biology assessment anchors as defined by the eligible content for both modules of the Biology Keystone Exam, which students will be required to take near the end of the course (Spring 2016). Additionally, students enrolled in Advanced Biology will be better prepared for other advanced science courses such as Advanced Chemistry, College in High School Chemistry and/or AP Biology.

Students who are enrolled in Advanced Biology are required to take this lab course which will provide students with the additional time needed to participate in meaningful hands-on lab experiences to deepen their understanding of the content. These lab activities will provide reinforcement of the instruction which focuses on the mastery of the Biology assessment anchors as defined by the eligible content for both modules of the Biology Keystone Exam.

Science Course Offerings

Integrated Science (10410) Grades: 10 1.0 credit 1 year

Prerequisite: None

Integrated Science is part one of a two year sequence of Biology. Students enrolled in this course will be provided with the extra instructional time needed to participate in meaningful, hands-on lab activities to deepen their understanding of the content. Instruction will focus on the mastery of the Biology assessment anchors as defined by the eligible content for both modules of the Biology Keystone Exam.

Advanced Chemistry (10420) Grades: 10,11,12 1.0 credit 1 year

Prerequisite: Minimum 80% in Biology and Minimum 80% in Algebra I or Advanced Geometry

Advanced Chemistry is the study of matter and its structure and interaction. Students enrolled in this course will learn that matter can be described by simple identifiable particles that undergo combination and change with recognizable and predictable properties. Advanced Chemistry is a challenging course, which will move at a rapid rate. Topics of study include: lab safety, the scientific method, matter and measurement, atomic structure, nomenclature, the mole, calculations using chemical formulas, chemical reactions, titrations, gases, thermochemistry, periodicity, chemical bonding, Lewis structures, VSEPR theory, states of matter, acids and bases, chemical equilibrium, and entropy and free energy. The curriculum for this course will prepare students for future enrollment in college level science course offerings (ie.—College in High School Chemistry, AP/CHS Biology).

Chemistry (10421) Grades: 10, 11,12 1.0 credit 1 year

Prerequisite: Completion of Biology and Algebra I

Chemistry is the study of matter and its structure and interaction. Students in this course will learn that matter can be described by simple identifiable particles that undergo combination and change with recognizable and predictable properties. This is an introductory course that utilizes a semi-mathematical approach to inorganic chemistry consisting of the behavior and activities of elements and their chemical compositions. The course is designed to develop and promote a foundation for deductive reasoning. Relationships are drawn to "everyday" chemical phenomenon in the discussion of chemical compounds and their behavior. Chemistry is a challenging course, which will move at a rapid rate. Topics of study include: lab safety, the scientific method, dimensional anaylysis, analyzing data, chemical and physical properties, atomic structure, electrons in atoms, periodic law, ionic compounds, covalent bonding, chemical reactions, the mole, and gases.

Physical Science (10431) Grades: 11,12 1.0 credit 1 year

Prerequisite: Completion of Biology

This course is designed to provide today's students with sufficient knowledge of the fundamental concepts of physical science to understand the nature of their physical world and meet the challenge of advancing technology. It presents basic concepts in two major areas of physical science--chemistry and physics. The student will be provided an opportunity to acquire some feeling for both the inductive and deductive approaches of the scientist as a result. The course utilizes a descriptive approach, but the quantitative aspects of science are also introduced and developed in a number of the lessons. Where this occurs, concepts are always verbalized to provide understanding in cases where mathematical background is lacking. The quantitative portion will include basic mathematics, elementary algebra, measurements, and graphing. The course will explain many of the phenomena that students have wondered about and will tend to expand the "universe" of each student. It will convey some of the thought processes that brought humans to their present understanding of the universe and will create an interest for deeper study in one or more of the natural sciences.

Science Course Offerings

AP Physics (10432) **Grades: 10,11,12** **1.0 credit** **1 year**

Prerequisite: Completion of Biology and Algebra II

AP Physics is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore the following topics: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound.

Environmental Science (10434) **Grades:10, 11,12** **1.0 credit** **1 year**

Prerequisite: Completion of Biology

This course is designed to provide today's students with sufficient knowledge of the fundamental concepts of environmental science to understand the nature of their surroundings and meet the challenge of advancing technology. Man's geological basis, soils, land use, water pollution, air pollution, noise pollution and agencies and laws associated with these topics will be covered.

CHS/AP Biology (10435) **Grades: 11,12** **1.0 credit** **1 year**

Prerequisite:

This course is designed for the student who is planning to study the biological sciences (i.e., medicine, dentistry, nursing, forestry, etc.). The course is designed to be the equivalent of the general college biology course. Students should attain a depth of understanding of fundamentals and a responsible competence in dealing with biological problems. This course will develop the student's ability to think and express ideas orally, and in writing, with clarity and logic. Students taking this course may have some summer assignments. **Students will also be required to take the national AP Science exam given in May to qualify for college credit.**

0436 CHS/AP Chemistry (10436) **Grades: 11,12** **1.0 credit** **1 year**

Prerequisite: 80% average in 0421 Chemistry

College in High School Chemistry is an advanced study at a level equivalent to a general college chemistry course.This course emphasizes chemistry as an intellectual activity and provides the rigorous training needed for advancedcollege courses in chemistry (or related fields). In this course, the student should attain a depth of understanding of the fundamentals of chemistry and competence in performing chemical problems and equations.This course should contribute to the development of the student's ability to problem solve and to express concepts and rationales of chemistry, orally and in writing, with clarity and logic. Also, this course includes one lab period each week. Students taking this course may be required to complete a summer assignment.
Students will be required to enroll in the College in High School/Dual Enrollment Program through the University of Pittsburgh where they will receive four (4) college credtis for their efforts of earning a C– average or higher. Also, students will be required to attend three (3) laboratory days at the University of Pittsburgh.

Science Course Offerings

Earth & Space Science (10409) Grades: 10,11,12 1.0 credit 1 year

Prerequisite: Student must complete a Biology class and take Keystone Biology Test before enrolling

This course covers many aspects of Earth Science, including an overview of the Earth's structure, rocks, minerals, and resources. A major unit on the forces that change the Earth includes lessons on plate tectonics, earthquakes, volcanoes, and erosion, concluding in a section that discusses Earth's history of change through the fossil record. A general study of oceanography explores such concepts as the sources of water, currents and climate, and the structure of the ocean environment. Atmospheric science with lessons in weather and climate are also included. The second half focuses on space science, exposing students to the interactions of the earth, moon, and sun and an overview of our solar system and the universe beyond.

* Course not offered 2019/2020 school year

Anatomy & Physiology (10807) Grade:12 1.0 credit 1 year

Prerequisite: 0412 Biology (80% or higher proficiency) or 0421 Chemistry (70% or higher proficiency)

Anatomy and Physiology is the detailed study of the structure and function of the human body. The five levels of organization of the body, from the chemical basis to organ systems will be studied. Pathology and the effects of aging on each organ system are included in the content.

Physical Education, Health & Career Course Offerings

Physical Education (10800) **Grades: 9,10,11,12** **0.5 credit** **1 semester**

Prerequisite: None

The physical education course identifies the benefits and costs associated with participation in physical activity. Instruction includes movement concepts and principles in the development of motor skills.and team work in both individual and team sports. The students will be taught how to monitor and maintain a health-enhancing level of physical fitness. Students will recognize their own level of physical fitness through a pre-test at the beginning of the semester and a test at the end of each nine week period. The test includes a one mile run, sit-ups, push-ups, shuttle run, and flexibility. Students will learn how strength training and aerobic exercise can increase metabolic rate, bone density and improve cardiovascular efficiency. Units in team sports will teach the students about teamwork and personal responsibility involved in a team sport. An exposure to a variety of lifetime activities gives the students a choice to identify and enjoy their favorite activity for years to come.

Partners in Physical Education (10801) **Grades: 11,12** **0.5 credit** **1 semester**

Prerequisite: None

This specially designed course is for students who are not able to participate fully in the unrestricted physical education program and would benefit greatly from more individualized instruction in a restricted class. These students are joined by students without restrictions and together all students help each other achieve the goals of all Physical Education classes.

This course will follow the Physical Education curriculum established for other 9th -12th grade classes. The many and varied activities included in the physical education program are modified to meet the needs of all the students in this class. The use of partners in the class enables many modifications to each activity within a class. These activities and class structure contribute to their physical, mental, and social well being of all the students. These activities are not only concerned with the present development of the students but also are designed to promote leisure-time activities and an awareness of the importance of good personal fitness and personal hygiene for their adult lives. Students have the opportunity to develop their individual abilities in many activities. Activities include but are not limited to: aerobics, dancing, badminton, flag football, pickleball, many personal fitness activities, soccer, softball, scooterball, volleyball, basketball, hockey, lacrosse, and broomball. Many students in this class also participate and attend other school activities outside of this class. For example, class members attend school athletic events and dances together as well as other club activities that are sponsored by the STARS program. Students will also help to fundraise for our outings, and plan and work our yearly event.

Health I (10805) **Grade: 9,10,11** **0.5 credit** **1 semester**

Prerequisite: None

This course provides timely and relevant information in the areas of drugs and substance abuse, sexuality and sexually transmitted diseases, and nutrition. Students will be introduced to strategies for dealing with peer pressure, skills for better decision-making and coping mechanisms for lessening anxieties and feelings of negative self-esteem that often lead to risk-taking behaviors. Throughout the course students will engage in self-inventories and activities designed to facilitate positive choices for healthy lifestyles.

Physical Education, Health & Career Course Offerings

Health II (10806) Grade: 10,11,12 0.5 credit 1 semester

Prerequisite: Completion of Health I

The Health II course is designed to evaluate and reflect on students' overall wellness, decision making skills and goal setting steps. This course also helps students to identify the many types of mental illnesses and stress. Students will learn how to cope witht the illness/stress and what types of treatments are available. Health II addresses the integumentary, skeletal, and muscular systems. Students will be able to identify the structures, functions and will become familiar with problems related to the said systems. Students will engage in discussion related to alcohol and drug use. Students will participate in the "fatal vision goggles", and the driving simulator activity. They will evaluate the purchasing, promotion and packaging of tobacco products. Student will design "tobacco truth" packaging to promote anti-tobacco campaigns.

Personal Training (10808) Grades: 11, 12 0.5 credit 1 semester

Prerequisite: Competion of Health I and II and , 1.0 credit Phys. Ed. and Biology, Chemistry, or Anatomy/Physiology completion or concurrent enrollment.

The personal trainer course is designed to create the opportunity for students to become a personal trainer. Instruction includes a very detailed look at how muscles and the cardiovascular system react to various stimuli. Students will be taught many components of exercise such as: physiology, anatomy, biomechanics, kinesiology, and cardio-respiratory fitness. Students will also study nutrition and how it relates to muscular strength, endurance, and flexibility. They will also learn how to perform health screenings in order to create strength training or cardio-respiratory programs based on an individuals age, gender, weight, and overall health. Students will study health psychology and several principles of motivation. Students will practice emergency procedures and how to treat various injuries.

Career Planning I (10711) Grades:10, 11,12 0.5 credit 1 semester

Prerequisite: None

Purposes of communication, interrelated components of technology and systems models will be examined. The application of computers in communication, computer systems (individual and networking) and specific application utilizing computers will be demonstrated. The course begins with instruction on fundamental job skill training (i.e., organizational skills and time management producing quality vs. meeting minimum standards) and culminates with students having a portfolio solving applications, personal interest areas, identification of strengths related to job skills and evidence of computer generated assignments. Students participate in the Keys2Work program for career exploration and job-skill enhancement.

Career Planning II (10712) Grades: 10,11,12 0.5 credit 1 semester

Prerequisite: Completion of Career Planning I

The purpose of this course is to encourage students to use technology skills to manage their career goals, decipher Internet information about various careers, and develop personal skills that translate to the workforce, and to build personal economic skills. Students will examine the importance of interpersonal skills, teamwork and effectively communicating in employment situations. Students will develop an individualized career plan through various self-assessments designed to give them a clearer picture of what educational/ employment path they should elect to pursue. They will develop "real world" skills through role playing scenarios such as job interviewing, case scenarios involving work-related situations and also be given the opportunity to participate in job shadowing with local employers.

World Language Course Offerings

All students need to be aware that the rigor and expectations increase with each level of language. Furthermore, the target language is used more frequently as the primary language as the level increases and should be used exclusively in the CHS level.

French Electives

French I (10611) Grades:9,10,11,12 1.0 credit 1 year

Prerequisite: Multiple Criteria regarding English language results

French I is an introduction to basic conversational French used in daily activities. It is the study of simple vocabulary and grammar, asking questions and beginning composition. Cultural differences and similarities are also explored, as well as basic geography and history. Instruction is delivered in English.

French II (10621) Grades: 9,10,11,12 1.0 credit 1 year

Prerequisite: Grade of 70% or better in French I, 2.0 QPA with Teacher Recommendation

French II is a continuation of the study of basic conversational French used in daily activities. It is the study of vocabulary used in travel and discussion and description of the students family and environment. Cultural differences and similarities are explored, as well as history and the arts. More complex grammar and vocabulary are studied, with focus on idiomatic and useful expressions. Much of the instruction is delivered in English. Students practice and attempt to speak as much as possible in French.

French III (10631) Grades:10,11,12 1.0 credit 1 year

Prerequisite: Grade of 70% or better in French II, 2.0 QPA with Teacher Recommendation

French III is an intermediate level study of French. At this level, students will be expressing feelings and emotions and be able to have a conversation describing their likes and dislikes. The past tense will be introduced at this level. Cultural differences and similarities are explored, as well as history and literature. Grammar and vocabulary are reviewed with focus on sentence composition and reading for fluency. Instruction is delivered in French. Grammar, structures and directions are given in English for clarity.

French IV (10641) Grades: 11,12 1.0 credit 1 year

Prerequisite: Grade of 80% or better in French III, 2.5 QPA with Teacher Recommendation

French IV is an intermediate to advanced level study of French. At this level, students will be expressing more advanced feelings and emotions. The past tense will be studied extensively at this level, with concentration on the simple past and imperfect past. Common verb tenses will be studied, such as the future and conditional tenses. Grammar will be studied in depth with emphasis on object pronouns. Classic literature will be explored. Grammar and vocabulary are reviewed with focus on sentence composition and reading for fluency. Instruction is delivered in French. Grammar, structures and directions are given in English for clarity.

French V– Independent Study (10643) Grades: 12 1.0 credit 1 year

Prerequisite: French IV final grade of 80% or better with Teacher Recommendation

This course is designed for students who have successfully completed the French IV course. By engaging in the course, students will continue to expand their knowledge and usage of the French Language, permitting a more in-depth study of the culture, historical foundations of the language, its literary base, while further developing grammatical and phonetic principles. The entire course will be in French. Students will be evaluated through written and oral examination. Students who qualify and participate in this course will receive a weighted grade.

World Language Course Offerings

Spanish Electives

Spanish I (10612) Grades: 9,10,11,12 1.0 credit 1 year

Prerequisite: Multiple Criteria regarding English language results

Spanish I introduces students to four basic skills of listening, speaking, reading and writing in Spanish. At the same time it aims to increase the students knowledge and appreciation of the diverse cultures of the countries where Spanish is spoken. The emphasis is on basic communication skills.

Spanish II (10622) Grades: 9,10,11,12 1.0 credit 1 year

Prerequisite: Grade of 70% or better in Spanish I, 2.0 QPA with Teacher Recommendation

Spanish II is a course designed to increase students' survival skills by further establishing a basic foundation in the language. The five core areas of language learning are addressed: speaking, reading, writing, listening and culture. Students practice with and attempt to use the language as much as possible.

Spanish III (10632) Grades: 10,11,12 1.0 credit 1 year

Prerequisite: Grade of 70% or better in Spanish II, 2.0 QPA with Teacher Recommendation

Spanish III is a course designed to further develop the basic skills learned in the previous levels of Spanish. The themes addressed in Spanish III are communicating past event ideas, describing events and people in detail, health issues, food and clothing, travel situations, Spanish and Latin American short stories, and other themes considered appropriate for students at this level. Instruction is delivered in Spanish. Grammar, structures and directions are given in English for clarity.

Spanish IV (10642) Grades: 11,12 1.0 credit 1 year

Prerequisite: Grade of 80% or better in Spanish III, 2.5 QPA with Teacher Recommendation

Spanish IV is a course designed specifically for the student who plans to continue foreign language study at the college level. Students will utilize an intermediate college-level text, a grammar review workbook, videotaped segments in Spanish, the Internet and other resources to improve all of the communication skill areas. Instruction is delivered in Spanish. Grammar, structures and directions are given in English for clarity.

CHS Spanish (10662) Grades: 11, 12 1.0 credit 1 year

Prerequisite: Grade of 80% or better in Spanish III or IV; Overall minimum cumulative QPA of 3.2 or minimum cumulative QPA of 3.5 in subject of application by the 3rd quarter as reflected on the transcript, with Teacher Recommendation

Foundations for this course are realized through authentic readings, movies and recordings for development of skills involved in communicating in the language. All instruction occurs in Spanish and students are expected to learn in the language. Advanced grammatical structures and cultural appreciation is emphasized. **This is a dual enrollment college course and three (3) college credits can be earned by qualifying juniors and seniors.**

Spanish V– Independent Study (10672) Grade: 12 1.0 credit 1 year

Prerequisite: AP Spanish final grade of 80% or better with Teacher Recommendation

This course is designed for students who have successfully completed the AP Spanish/Spanish IV course. By engaging this course students will continue to expand their knowledge and usage of the Spanish Language, develop a more in depth understanding of the culture, the historical foundations of the language as well as its literary base. Significant emphasis will be placed on maintaining the skills of speaking, writing and reading submerged within the aforementioned content. Students will be evaluated periodically through written and oral examination. **Students who qualify and participate in this course will receive a weighted grade.**

Fine Arts Course Offerings

Art Offerings

Drawing and Painting (10762) **Grades: 9,10,11,12** **0.5 credit** **1 semester**

Prerequisite: None

This course provides a beginners look at art. In this course you will demonstrate basic drawing and painting techniques using line, color, shape and texture. You will be able to use these techniques to create drawings with pastel, pencil, charcoal and pen and ink. This class will also introduce beginning calligraphy and art history, including many masters of the art world.

Advanced Art (10765) **Grades: 11,12** **1.0 credit** **1 year**

Prerequisite: Completion of Drawing & Painting

This course is for the art student who wants to explore their inner artistic talents and focus on possible job choices such as an architect, fashion designer, graphic designer, teacher, interior design, sculptor, comic book/ book illustrator, etc. The skills that will be explored are: figure drawing, painting, mixed media, plaster, foam, sculpey, clay, shading and many more! Juniors and seniors could possibly be looking to advance their abilities and build a portfolio for their journey after high school. During the fulfilling time in this course, the student will be guided by the teacher—to work on skill building and the development of a possible career choice. Juniors and seniors will be able to create a visual journal. Seniors will be able to participate in a group instillation piece in the high school and middle school.

Music Offerings

Choralaires (10651) **Grades: 9,10,11,12** **1.0 credit** **1 year**

Prerequisite: Audition (If student did not participate in 7/8 grade chorus)

This course provides opportunities for students to develop their musical potential and aesthetic understanding through participating in a vocal music ensemble. Emphasis will be placed on the development of individual singing technique, learning about appropriate interpretations for various music styles, blending with other voices in an ensemble sound, as well as learning about basic music notation.

Percussion (10652) **Grades: 9,10,11,12** **1.0 credit** **1 year**

Prerequisite: Completion of Middle School Band; Audition

This class is designed for band members who play percussion instruments. Students will work on developing techniques for all percussion instruments as well as marching band, concert band and percussion ensemble music. Students will work on these techniques in class and be tested on their mastery.

Wind (10653) **Grades: 9,10,11,12** **1.0 credit** **1 year**

Prerequisite: Audition

This class is designed primarily for band members who play wind instruments. Students will work on developing their playing techniques on their primary instruments. The class will work on all facets of instrumental music during class. Students will be seated by playing exams and may be challenged by other students for their position.

Percussion/Ensembles (10654) Grades: 10,11,12 1.0 credit 1 year

Prerequisite: Audition

This class is designed for band members who play percussion instruments as well as participate in Steel Band and/or Stage Band. All criteria described for Percussion Class will apply as well as the criteria for Steel and Stage Bands.

Steel Band is the most advanced of the performing ensembles. Students selected for this group must be willing to put in a large amount of extra time and work to achieve the high level of performance standards of the ensemble. Members are expected to attend all rehearsals and performances. Students participating in this course will receive a weighted grade, as long as they follow the guidelines established by the instructor.

Stage Band plays a variety of music (jazz, rock, fusion, latin, swing). There are at least two concerts a year as well as additional peformances. The student must be enrolled in Percussion class or Wind Ensemble and acept all the responsibilities of the ensemble. Students participating in the course will receive a weighted grade, as long as they follow the guidelines established by the instructor.

Wind/Ensembles (10655) Grades: 10,11,12 1.0 credit 1 year

Prerequisite: Audition

This class is designed for band members who play wind instruments as well as participate in Steel Band and/or Stage Band. All criteria for Wind Ensemble Class will apply as well as the criteria for Steel and Stage Bands.

Steel Band is the most advanced of the performing ensembles. Students selected for this group must be willing to put in a large amount of extra time and work to achieve the high level of performance standards of the ensemble. Members are expected to attend all rehearsals and performances. Students participating in this course will receive a weighted grade, as long as they follow the guidelines established by the instructor.

Stage Band plays a variety of music(jazz, rock, fusion, latin, swing). There are at least two concerts a year as well as additional performances. The student must be enrolled in Percussion class or Wind Ensemble and accept all the responsibilities of the ensemble. Students participating in this course will receive a weighted grade, as long as they follow the guidelines established by the instructor.

World Music Drumming (10656) Grades: 9,10,11,12 0.5 credit 1 semester

Prerequisite: None

This class is designed to teach drumming techniques, connect African and Latin American cultural traditions to the music performed, and help students discover how ensemble drumming, playing xylophones, and recorders can be the perfect vehicle for teaching team building, respect, focusing, listening, problem-solving, and other important life skills. Students will work on these techniques in class and be tested on their mastery.

**Class size limited to 15 students*

Business/Technology Course Offerings

Business Courses

Accounting 1 (10522) Grades: 9, 10, 11, 12 0.5 credit 1 semester

Prerequisite: Grade of 70% or higher in previous math course.

Accounting deals with the fundamental accounting principles of planning, recording, analyzing and interpreting financial statements in order to make accurate business decisions. Students will learn record-keeping techniques for sole proprietorships, partnerships and their own personal finances. This course is recommended for any student who plans on entering business management/ administration or finance.

Accounting II (10526) Grades: 10,11,12 0.5 credit 1 semester

Prerequisite: Completion of Accounting I

Students will make accurate business decisions for merchandizing businesses organized as corporations. Students will plan, record, and analyze transactions related to merchandize, such as: plant assets, depreciation, inventory, and accrued revenues and expenses. All accounting principles will be applied to real world applications. This course is recommended for students who wish to enter or pursue a degree in business.

Business Presentations (10524) Grades: 10,11,12 0.5 credit 1 semester

Prerequisite: None

This course is designed to give students the opportunity to learn and develop the skills necessary for effective oral communication. Through the activities of speaking and listening the students discover how to research, organize and deliver effective business presentations. Several types of presentations will be given: impromptu, salesmanship, demonstrations, informative and persuasive. All presentations will integrate the study of Microsoft PowerPoint and Internet research.

Introduction to Marketing (10525) Grades: 9,10,11,12 0.5 credit 1 semester

Prerequisite: None

Students will be introduced to the basic concepts and practices of marketing. Students will be able to think about and analyze the role that marketing plays in their lives and how it affects their buying decisions. Students are exposed to marketing at home, at school, at work, and where they participate in activities. The goal of this course is for students to disover that there is more to marketing than meets the eye of the consumer. Students will need to develop effective strategies and have a sense of creativity in order to complete assignments in this course. Students will be required to generate original ideas and be able to present their findings on their own, or as part of a group presentation.

Technology Courses

Technology Education (10700) Grade: 9,10,11,12 0.5 credit 1 semester

Prerequisite: None

Technology Education 9 will provide students with Technology education experiences through interactive multimedia and meaningful hands-on activities. In addition to utilizing computer modules, the instructor will provide supplemental lessons on various topics that provide practical, “real world” application.

Robotics 1 (10701) **Grades: 9,10,11,12** **0.5 credit** **1 semester**

Prerequisite: None

This course introduces key STEM principles through a process that captures the excitement and engagement of robotics. Students learn about engineering and engineering problem solving in a flexible hands-on format. While learning, students will be given introductions to the VEX Robotics Design System and Autodesk® Inventor®. They will design and build a mobile robot to play a sport-like game. No prior robotics experience is required; beginners are able to advance sequentially through the units to gradually increase their knowledge and skill level. Curriculum is heavily focused on mechatronic principles; however, programming is NOT required. This curriculum leverages the "coolness" of robotics and the excitement of head to head competition to inspire and engage students.

*Class size limited to 18 students

Family Consumer Science Course Offerings

Family and Consumer Science I (10755) **Grades: 9,10, 11,12** **0.5 credit** **1 semester**
Family and Consumer Science II (10756)

Prerequisite: None

This course is designed as an introductory course to prepare young teens for life after high school through exposure to such daily living activities as preparing food, clothing, decision making and management. Topics will include, but not limited to: family relationships, parenting, and consumerism, guidelines for healthy eating and cooking, clothing selection and care, basic sewing skills and living in a green environment. Specific topics will be covered during Semester I AND separate specific topics will be covered during Semester II.

Computer Science Course Offerings

Intro to Computer Science (10335) Grades: 9,10,11,12 0.5 credit 1 semester

Prerequisite: Current enrollment in or successful completion of Algebra I

Introduction to Computer Science is an engaging course that explores a variety of basic computational thinking and programming concepts through a project-based learning environment. Every unit culminates in a comprehensive project including Pong, a Mario-like platform game, Hangman and Space Invaders. Students will also create a student designed final project. The course uses *Snap!*, a visual block-based programming language with a robust tool set, perfect for introducing students to coding for the first time.

Computer Applications (10351) Grades: 9,10,11,12 1.0 credit 1 year

Prerequisite: None

This course provides students with fundamental skills in a variety of computer areas. Covered topics include Microsoft Office as well as Google Docs, Sheets, Slides and basic computer management skills. This course will benefit students going to college, other post-secondary institutions or directly into employment.

Web Design (10352) Grades: 9,10,11,12 0.5 credit 1 semester

Prerequisite: Enrollment in or completion of Algebra 1

Web Design is a one-semester, elective course for students in grades 9-12. In this course, students will learn fundamental web design, image editing and multimedia concepts and skills. Students will learn to use Adobe Dreamweaver CS3 to create a five-page website for a Washington High School team, band or club, or for an outside organization. Macromedia Fireworks will be used to create web graphics, optimize images, perform image editing tasks and design an entire web page. Finally, a 2-3 minute video production using video clips, a soundtrack and photographs will be made using Windows Movie Maker.

CHS Computer Programming (10353) Grades:10,11,12 1.0 credit 1 year

Prerequisite: 3.0 GPA or Teacher Approval

This course is designed to teach students fundamental programming skills and concepts in the Python programming language. Python is a very widely used, all-purpose programming language. Its simpler syntax allows programmers to write programs in fewer lines of code than in other high-level programming languages. Students will write programs utilizing user input, selection statements, looping, lists, text files, dictionaries and object-oriented programming. The course will benefit students going into computer, mathematical, engineering, science and medical professions as well as students who wish to improve their computer and problem-solving skills. Successful completion of this course will enable students to earn three college credits through the University of Pittsburgh.

Computer Science Course Offerings

Cybersecurity Essentials (10354) Grades:9,10,11,12 0.5 credit 1 semester

Prerequisite: Completion of Algebra I

"Cybersecurity risks and threats are ever-present. The Internet and network infrastructures are increasingly vulnerable to a wide variety of physical and cyber attacks. Sophisticated cyber criminals and nations exploit these vulnerabilities stealing information, money, and more. These threats and vulnerabilities are fueling the growing need for skilled cybersecurity professionals." – Cisco Networking Academy

CHS Web Design (10355) Grades: 9,10, 11,12 1.0 credit 1 year

Prerequisite: Completion of Algebra I; QPA of 3.0 or teacher recommendation;

In this course, students will learn fundamental web design skills and concepts. Students will use Adobe Dreamweaver CS3 to create a five-page website for a Washington High School team, band or club, or for an outside organization. The website will then be uploaded to a web server and displayed on the Internet. Students will also learn to use Macromedia Flash to create animated flash files. Macromedia Fireworks and Adobe Photoshop will be used to create web graphics, optimize images, and design an entire web page. After an introduction to HTML, students will learn to use JavaScript to create interactive web pages and CSS3 to modify the presentation of their web pages. Successful completion of this course will enable students to earn three (3) college credits through Duquesne University.

Networking Essentials (10356) Grades: 9,10,11,12 0.5 credit 1 semester

Prerequisite: Completion of Algebra 1

"No matter if you want to be a Network Engineer or not, everybody needs to have a foundational understanding of networking and its important role in our daily lives and the success of businesses of all sizes" – Cisco Networking Academy

Networking Essentials, an online curriculum developed by the Cisco Networking Academy, covers basic networking concepts within the context of the home office and small office networks students encounter every day. In this course, students will develop hands-on networking skills and understand the role networks play in their lives. This course introduces students to networking careers and prepares them for further study

Game Programming (10357) Grades: 9,10,11,12 0.5 credit 1 semester

Prerequisite: Completion of Algebra I

Game Programming is a one-semester elective course designed to teach students fundamental programming skills and concepts in the context of creating text-based and graphical based games. Using the Python programming language, a very popular, all-purpose programming language, students will create a variety of text-based games. Afterwards, students will be introduced to Alice, a 3D programming environment developed by Carnegie Mellon University. Alice enables students to easily create animations, build interactive narratives or program simple games. Alice is designed to teach logical and computational thinking skills, fundamental principles of programming and to be a first exposure to object-oriented programming. The course will benefit students going into computer, mathematical or engineering professions as well as students who want to learn about computer programming or who wish to improve their overall computer and problem-solving skills. *** This will count as 0.5 math credit upon completion of Algebra 2.**

Computer Science Course Offerings

AP Computer Science Principles (10358) Grades: 9,10,11,12 1.0 credit 1 year

Prerequisite: Completion of Algebra 1; QPA of 3.0 or teacher recommendation; Multiple Criteria

The goal of *AP Computer Science Principles* is to introduce high school students to the foundations of modern computing. The course will cover a broad range of foundational topics including programming, the Internet, "Big Data" and cyber security. Both a "hands-on" and collaborative approach to learning computer science will be emphasized. A significant part of the course will consist of learning to design, create and share mobile applications. The course will culminate in the AP Exam and two Performance Tasks that will be completed in class and submitted to the College Board via their AP Digital Portfolio. **(* This course can be taken for math credit senior year only)**

Java Programming (10359) Grades, 9,10,11,12 0.5 credit 1 semester

Prerequisite: Completion of Algebra I

Java Programming is a one-semester, elective course designed to teach students fundamental programming skills and concepts in the Java programming language. Java is one of the most widely used programming languages and is the language of choice for many university computer science programs. Students will write a variety of computer programs covering the following topics:

· User input, data types, selection statements and looping

· Text files and arrays

· Objects, classes and methods

· Creating graphical user interfaces using textboxes, command buttons, radio buttons and checkboxes.

This course will benefit students going into computer, mathematical, engineering and science professions as well as students who wish to improve their overall computer, analytical thinking and problem-solving skills. *** This course will count as 0.5 math credit upon completion of Algebra 2.**

School to Career

0095 Work Release

Work Release enables seniors who are on-track for meeting credit requirements and other graduation criteria, and who have not previously had a truancy problem, to be released from part of their school day to attend work. Students who qualify will be released for work after the 1st lunch, at the earliest. It is the student's responsibility to maintain regular attendance and passing grades in all required courses for graduation. This course is graded and credit is awarded based on the number of periods the student is released.

0096 Educational Release

An option under the School to Career Program, Educational Release enables seniors that have met credit requirements and other graduation criteria to be released from part of their school day to participate in external course offerings not offered through the High School curriculum. The release time form Washington High School cannot exceed four periods and should take place after period four. Credit earning for Washington School District, will be evaluated on a case by case basis. The responsibility of all costs related to the post-secondary courses (including tuition, fees and transportation) rests with the student and their family, not the Washington School District.

0097 Community Service

Students may earn a maximum of two credits by taking part in these programs. *Sixty (60) hours* equate to *one elective credit* with a maximum of two credits per year. School attendance, completion of class assignments and evidence of following rules/regulations are criteria for participation.

0846 Transition Planning I Grade Level: 10

1 Year, 1 Credit

Prerequisite: None

The purpose of this course is to provide the students with the appropriate skills to use in appreciating their own uniqueness as well as strategies for identifying and pursuing a career goal of their choice. Students will learn the steps to take in furthering their education and skills to use in advocating for themselves. Students will explore career options and learn and apply methods of effective communication and steps to take to enter the career they have chosen. In addition, students will learn the necessary actions to take to become valued and successful employees and ways to become responsible members of their community as well as students identifying and practicing the decisions they will make as responsible adults. Students will explore options and opportunities for independent living.

0847 Transition Planning II Grade Level: 11

1 Year, 1 Credit

Prerequisite: Transition I

This course is a continuation of Transition I. Students will continue to develop an understanding of their own strengths, interests and goals in order to form a strong personal foundation upon which they will build life skills. This course will help the students narrow down their post secondary goals and develop a plan to reach their goals. This course will challenge the students to recognize and understand their communication styles, learn about the personal benefits of effective communication, and gain new skills for communicating with others. Through this course, the students will become empowered with skills needed for success in school, home and community.

0848 Learning Strategies Grade Level: 9,10,11,12

1 Semester, 1/2 Credit

Prerequisite: None

This course is designed to teach students how to learn rather than teaching specific content. Included are time management and organizational skills. Emphasis will be placed on social skills, self-advocacy, and recognition of motivators and goals.

0849 Strategies for School Success Grade Level: 9

1 Semester, 1/2 Credit Prerequisite: None

This course encourages high school students to take control of their learning by exploring various strategies for success. Curriculum will provide engaging lessons that will help students identify what works best for them individually. Instruction covers study skills, time management, note-taking, memorization techniques, test taking strategies, benefits of visual aids and graphic organizers, as well and reading and writing techniques.

Specialized Instruction Offerings

Academic Support

The resource class was designed to support the academic needs of students with disabilities. The special education staff assist in helping students complete homework, projects, and any other assignments given in the regular education classes the students are participants. The special education and regular education staff collaborate regularly to ensure success in the general education curriculum. Grades in the resource class are based on participation and completion of work, the student will receive a Pass or Fail accordingly.

Reading

The reading development activities contained in this course are designed to assist the student reading below grade level. The reading curriculum utilizes vocational and pre-vocational content to aid students with comprehension, vocabulary, word recognition and socialization. The activities are also designed to help enrich the daily routine and motivate students to succeed.

English 9, 10, 11, 12

These courses align with the general curriculum, but offer a small group setting, individualized and specialized instruction addressing the student's area of learning deficits. Instruction focuses on improving writing skills, reviewing and applying the correct use of standard English to all work, and reading for comprehension, application and enjoyment.

English/Language Arts I, II

These English classes are designed to offer students specific skills in expressive and receptive written and oral language. The main objectives address individual's degree of need in language for successful transition. Overall the students are instructed in the correct usage of grammar, punctuation, capitalization and sentence structure. Specifically, the pupils learn fundamental uses of the dictionary, paragraph composition, letter writing and oral expression. Reading instruction is delivered and is an integral part of each course.

Functional Math

Functional Math provides a balanced approach in developing proficiency in basic math skills for the moderately impaired learner. A careful sequencing of skills allows each student to achieve a sense of accomplishment and success.

Consumer Math

This math course is designed to be a diagnostic, prescriptive approach to math entailing: basic skills, lifetime skills and basic computer skills. The course is designed to develop the ability to perform the fundamental operations in mathematics. The intent is an individualized program with students working at their own rate. The work ranges from remediation and maintenance of the four basic math operations to the inclusion of fractions, decimals, the metric system, calculator usage, time and measurement, solving equations, computing income, money and banking.

Pre-Algebra

Topics covered in this class include: arithmetic operations involving fractions, decimals, mixed numbers and signed numbers, translating from words to algebraic expressions, order of operations, proportions, ratios, divisibility, rounding, place value, unit conversions, scientific notation, percents, data representation, evaluation and simplification of algebraic expressions, the solution of linear equations in one unknown, word classification of geometric figures and solids. This course will follow a pace specified and according to individual plans, and will take place in small group settings with attention given to the specific deficits of the learner.

Specialized Instruction Offerings

Introduction to Algebra

The goal of this class is to prepare students for the rigors of Algebra I. Skills that will be developed include: signed numbers, solving equations, exponents, evaluating and simplifying expressions, perimeter, area, and factoring. Review of fundamental computational skills will also be provided. This course aligns with the curriculum, offering small group setting, individualized and specialized instruction addressing the student's area of learning deficits.

Algebra I

This course builds on previously learned algebra skills while exploring topics in other areas of mathematics such as geometry, statistics, probability, and discrete mathematics. In addition to solving both linear and higher order equations, students will graph a variety of mathematical functions. Students will apply these skills to solving a variety of problem types including finding perimeter and area of 2-dimensional regions, finding surface area and volume of a wide variety of solids, and applying the Pythagorean Theorem. This course aligns with the curriculum, offering small group setting, individualized and specialized instruction addressing the student's area of learning deficits.

20th Century

Twentieth Century is a history course, which emphasizes the social, cultural and geographic history of the United States. Students will examine the following: the Civil War and reconstruction, westward expansion and early industrial revolution, the progressive spirit, changes in American business, jazz age, the growth of cities and middle class, minority groups and cultural conflicts and the Great Depression. This course aligns with the general curriculum, but offers a small group setting, individualized and specialized instruction addressing the students area of learning deficits.

World History

World History presents a chronological narrative of world history from the earliest societies to the present. Within this framework the student will trace the development of modern societies with emphasis on political change, economic development, the influence of geography on cultures and the growth of science and technology. This course aligns with the general curriculum, but offers a small group setting, individualized and specialized instruction addressing the students area of learning deficits.

American Cultures, The American System

American Cultures is a survey course covering the social, political and economic aspects of American history. Special attention is given to those ethnic and minority groups and events that have helped shape our American lifestyle. Students, through continuous use of maps, charts and graphs, will demonstrate their interpretive abilities in these areas. Through discussion and testing, students will show an understanding of political, social and economic themes in American history. Through discussion, students will be able to demonstrate an understanding of the importance of minority groups in American culture. This course aligns with the general curriculum, but offers a small group setting, individualized and specialized instruction addressing the students area of learning deficits.

Science I, II

This is a complete general science program that provides every student with the fundamental science content they need. Both courses introduce the basic concepts and principles of life science, physical science and earth science in a predictable format. Logically organized lessons are filled with high-interest, real-world topics so that students can make science relevant to their own lives.

Specialized Instruction Offerings

Coordinated Science

This course emphasizes scientific studies and discoveries. Students will explore and discover facts by experimenting, observing and recording. Emphasis is placed upon the study of the human body and its systems. In addition, living things are studied in relation to their environment.

Health I, II

These health courses are designed for the mildly impaired learner. Selected cognitive concepts covered are human development, nutrition, adult health, first aid and emergency safety, current health issues, physical fitness, medical care, dental health, leisure activities, team, dual and individual sports. Students are also expected to achieve competence in the following selected skills: emotional control, cooperation, following rules, honesty, tolerance, property, self-worth and dependability.

Life Skills I

The purpose of this course is to improve self images while developing skills in grooming, personal safety and socialization skills. Through the discovery process that marks each activity, students will be renewed as they establish more positive views of themselves.

Life Skills II

Cooking activities, laundry, various home-making tasks, grooming, personal safety and basic socialization skills are the focus of this course.

Learning Strategies I, II, III

This is an approach designed to teach students how to learn rather than teaching specific content. Included are time management, organizational skills, social skills, self-advocacy and recognition of motivators and goals.

Career Exploration

Students learn that having a successful career often means doing something we like and doing it well. This course introduces students to a career planning process by providing job descriptions and guidance for finding and keeping a job that is right for them.

Operation Employee

This course emphasizes the world of work. Work vocabulary and realistic job experiences are the focus. Work study placements within the school are explored. The course also provides job application experiences, interviewing techniques and other realistic expectations of the skills needed to compete in the working world. A speakers bureau of employers and employees from the community has been developed. Placement in a community work study program is initiated.

Senior Transition

In keeping with Washington's mission statement and Pennsylvania's state goals this program was developed to guide and assist students in a successful transition from school to community employment or other post high school opportunities.

Career Preparation

A preparatory course to help develop problem-solving and critical thinking skills prior to beginning actual work experiences. This course provides a variety of work experiences which teaches students behaviors and skills necessary for maintaining future employment. The emphasis is on good values and attitudes for job success.

Western Area Career & Technology Center Course Offerings

Students who wish to obtain training in selected occupational fields may apply for enrollment in the following courses of study at the Western Area Career & Technology Center. A limited number of openings are available each year in these courses. Students who want to enroll in a particular course at Western Area Career & Technology Center must apply through the counselors in the Guidance Office. **To be eligible, students must pass all required courses.** Students may enter WACTC courses beginning in 10th grade. Students enrolled in WACTC will earn a total of 10 elective credits for course work, one (1) Math credit for their "tech class," and one (1) tech credit in place of Science, for completing the WACTC program of enrollment.

Other required academic courses will be delivered at Wash High in the afternoon once the students return from WACTC. WACTC contact information: (724) 746-2890; website http:wactc.net.

Automotive Mechanics (10911)

The three-year Automotive Mechanics program is for tenth, eleventh and twelfth grade students. This program will prepare students for employment in the auto repair industry working with parts, tune-ups, brakes, transmissions, electrical and fuel systems. Students are also prepared to pursue further training in this field if they so desire.

Carpentry (10912)

This three-year program for tenth, eleventh and twelfth grade students for all phases of residential carpentry. The course is taught in sequence with the construction of a house. Site layout, footer layout and forming, rough framing, exterior finish and roofing, insulation, drywall, and interior finish are covered. Each unit is taught in conjunction with related safety, estimating, and blueprint reading. Completers achieve skills needed to attain employment as a carpenter. Students are also prepared to pursue further training in this field if they so desire.

Computer Networking (10915)

This three-year program provides tenth, eleventh and twelfth graders with meaningful training toward a career and/or further study in this rapidly expanding occupational area through gainful, positive experiences whether or not they are coming from districts that have their own networking programs. The program provides information and hands-on activity leading to certifications such as Cisco, Microsoft Certified Engineer, A+, and others. Networking topics include software, hardware, operating systems, installation, and solutions. Students are also prepared to pursue further training in this field if they so desire.

Cosmetology (10916)

Cosmetology is a three-year course for tenth, eleventh and twelfth grade students. The course will be operated by the Western ACTC under the regulations of the State Board of Cosmetology. Students with regular attendance will receive the required 1250 hours of training needed to take the State Board exams for licensing. Students are also prepared to pursue further training in this field if they so desire.

Culinary Arts (10917)

Instruction includes theory and applications related to food preparation, menu and banquet planning, food and beverage purchasing, quality control, cost analysis, safety, and sanitation. Program components include Commercial Baking, Catering, Institutional Foods, Meat Cutting, Cooking Methods, Nutrition, Safety, and Sanitation. Program completion qualifies students for positions in the food service industry or advanced study at a culinary institute or college. A Hospitality component will complement this three-year program which will include instruction and practical experiences in lodging management, office operation, leadership and management, marketing, food and beverage service and operation of the physical plant. Students are also prepared to pursue further training in this field if they so desire.

Western Area Career & Technology Center Course Offerings

Electrical Occupations (10919)

Tenth, eleventh and twelfth grade students are prepared for employment in the fields of residential, commercial, and industrial wiring; installation, and maintenance of equipment including electrical motors, transformers, control systems, communications systems, wired fiber optics, and related equipment. Completers of the three-year course receive West Penn Wire CDT

Emergency and Protective Services (10920)

Provides three years of classroom and practical experience for entrance into the field of public safety via in-depth training to perform duties as police officer, firefighter, emergency medical technician, and other public safety-related careers. The application of math, English, communications, science, and physics is demonstrated throughout this course. Students receive specific training in social and psychological skills, vehicle and equipment operations, the judicial system, pre-hospital emergency medical crew, fire prevention and control, hazardous materials, and emergency management. Students are also prepared to pursue further training in this field if they so desire.

Health Assistant (10921)

Prepare students for careers in the health field. Students are provided clinical and shadowing experiences in long-term care facilities and doctors' offices to enhance the learning experience and assist in the transition to employment. Core curriculum includes an Overview of Health Careers, Basic Anatomy and Physiology, Medical Terminology, Clinical Laboratory, Procedures, Universal Precautions, Legal and Ethical Aspects of Health Care, and Communication Skills. Students are also provided instruction to qualify them for certification in First Aid, CPR, and CNA. Students are also prepared to pursue further training in this field if they so desire.

Heating and Air Conditioning (10922)

Heating & Air Conditioning is a 3-year program that prepares tenth, eleventh and twelfth grade students for employment to assist the mechanic in the servicing and installation of residential and commercial heating and cooling system. Students are prepared for the EPA Certification exam for safe refrigerant handling. Students are also prepared to pursue further training in this field if they so desire.

Machine Shop (10924)

This three-year course provides tenth, eleventh and twelfth graders the skills needed for entry into the machining field through basic hands-on machining practice on lathes, milling machines and grinders. Topics include set-up, tool selection, and methods used on various materials such as steel, aluminum, and brass. Computer-part programming and machine operation are also included in the training. Students are also prepared to pursue further training in this field if they so desire.

Masonry (10923)

This three year instructional program prepares students in brick, block, stone, concrete, tuck pointing, and artificial stone construction. Students learn the types and sizes of masonry materials, various applications for materials, blueprint reading, masonry symbols, use of measuring instruments, leveling instruments, layout and design , bonds, hand tools, masonry equipment, mortar mixing, concrete mixing, estimation, practical problems in mathematics, preparation of material lists, masonry saw, tile saw, 14" dry cut saw, hammer drill, demolition, fireplaces, chimneys, barbecue fireplace, steps, walls, scaffold construction, etc. Students are also prepared to pursue further training in this field if they so desire.

Western Area Career & Technology Center Course Offerings

Mechantronics (10925)

This three-year course focuses on all aspects of industrial and commercial machines and robotics. It is designed to prepare students for work in industry or continued education in engineering-related fields. The program includes design activities and instruction in operation, set-up, maintenance, troubleshooting, and repair of machines and systems found in commercial, packaging, medical and food production facilities where high tech equipment is used. Curriculum and instruction include the areas of Electricity, Electronics, Sensor Technology, Machine Operations and Maintenance, Industrial Electronics, Computer Machine Controls, Machine Repair, Motors and Control Applied Physics, Fluid Power, Mechanical Components, Schematic Interpretation and Quality Control. Students are trained on a wide variety of tools for preventative maintenance and construction of equipment. Individuals entering this career should possess good mechanical aptitude, eye-hand coordination, math skills, manual dexterity, critical thinking skills and the ability to work as a team member.

Welding (10926)

Prepares students in oxy-fuel, shielded metal arc, gas metal arc, gas tungsten arc, flux core welding, carbon arc, plasma cutting, manual and radiograph cutting, and oxy-fuel brazing processes. Tenth, eleventh and twelfth grade students learn the use of measuring instruments, hand tools, portable grinders, metallurgy, blueprint reading, electrical principles, layout and design, fabrication, practical problems in math, preparation of material lists, cost estimating, and quality assurance methods. Successful students will be given the opportunity to earn AWS certifications. Students are also prepared to pursue further training in this field if they so desire.

WASHINGTON HIGH SCHOOL
9th Grade Student Course Selection Worksheet 2019-2020

9th grade

_____, _____ _____, _____
Last Name *First Name* *M.I.* *Phone*

Place mark next to the courses you want to take during the 2019-2020 school year. (Number selections by ranking, 1,2,3 etc.)All courses are 1 credit except where listed otherwise. All courses are 1 credit except where listed otherwise. You need to select a total of 8 credits worth of courses (plus 2 periods worth of electives that will serve as alternate courses).

REQUIRED SUBJECTS

ENGLISH
_____ 10111 English 9
_____ 10112 Advanced English 9
_____ Specialized Instruction

MATHEMATICS
_____10320 Integrated Math 1
_____10321 Algebra I
_____10322 Algebra II
_____10323 Adv Algebra II
_____ Specialized Instruction

SCIENCE
_____ 10412 Biology
_____ 10411 Advanced Biology w/Lab
_____ Specialized Instruction

SOCIAL STUDIES
_____10211 20th Century America & Geography
_____10210 Advanced 20th Century America & Geography
_____ AP Microeconomics
_____Specialized Instruction

PHYSICAL EDUCATION/HEALTH (REQUIRED)
_____10800 Physical Education (.5 credit)
_____ 10805 Health 1 (.5 credit)

Alternate Electives:
#3_____
#4_____

Students: This worksheet is for use in planning the courses you will take next year. Your teachers and guidance counselor to ensure ap-propriate placements will review your selections. All scheduling documents are kept on file in the guidance office. Your finals schedule will be sent to you in August. If there are questions about scheduling process consult your Curriculum Planning Guide or call the high school guidance office at (724) 223-5079.

_____
Student signature Date

ELECTIVE COURSES

ENGLISH
_____ 10156 Media & Communication (.5 credit)
_____ 10155 Print Publications

TECHNOLOGY
_____ 10700 Technology Education (.5 credit)
_____ 10701 Robotics 1 (.5credit)

COMPUTER SCIENCE
_____ 10335 Intro to Computer Science(.5 credit)
_____ 10351 Computer Applications
_____ 10352 Web Design (.5 credit)
_____ 10354 Cyber Security Essentials (.5 credit)
_____ 10356 Networking Essentials (.5 credit)
_____ 10357 Game Programming (.5 credit)
_____ 10359 Java Programming (.5 credit)
_____ 10355 CHS Web Design
_____ 10358 AP Computer Science Principles

WORLD LANGUAGES
_____ 10611 French I
_____ 10621 French II
_____ 10612 Spanish I
_____ 10622 Spanish II

ART
_____ 10762 Drawing and Painting (.5 credit)

MUSIC
_____ 10651 Choralaires
_____ 10652 Percussion
_____ 10653 Wind
_____10656 World Music Drumming (.5 credit)

BUSINESS
_____ 10522 Accounting I (.5 credit)
_____ 10525 Intro. To Marketing (.5 credit)

FAMILY & CONSUMER SCIENCE
_____ 10755 Family and Consumer Science I (.5 credit)
_____ 10756 Family and Consumer Science II (.5 credit)

WASHINGTON HIGH SCHOOL

10th Grade Student Course Selection Worksheet 2019-2020

10th grade

_____, _____, _____ _____
Last Name *First Name* *M.I.* *Phone*

Place mark next to the courses you want to take during the 2019-2020 school year. (Number selections by ranking, 1,2,3 etc.)All courses are 1 credit except where listed otherwise. You need to select a total of 8 credits worth of courses (plus 2 periods worth of electives that will serve as alternate courses).

REQUIRED SUBJECTS

ENGLISH

_____ 10121 English 10
_____ 10122 Adv English 10
_____ Other_____

SOCIAL STUDIES

_____10241 The American System
_____10238 CHS American Political Process
_____ AP Microeconomics
_____Other_____

MATHEMATICS

_____10300 Integrated Math 2
_____10321 Algebra I
_____10322 Algebra II
_____10323 Adv Algebra II
_____10324 Geometry
_____Other_____

SCIENCE

_____ 10410 Integrated Science
_____ 10420 Adv Chemistry
_____ 10421 Chemistry
_____ 10432 AP Physics
_____ 10434 Environmental Science
_____ Other_____

CHS/AP **(COLLEGE ACADEMY)**

_____ 10100 College Academy

Alternative Electives:

#3_____

#4_____

ELECTIVE COURSES

ENGLISH

_____10151 Power of Words (.5 credit)
_____10154 Yearbook Design
_____10155 Print Publications
_____10156 Media/Communication (.5credit)

SOCIAL STUDIES

_____ 10234 Introductory Psychology (.5 credit)
_____ 10235 Introductory Sociology (.5 credit)

COMPUTER SCIENCE

_____ 10335 Intro to Computer Science (.5 credit)
_____ 10351 Computer Applications
_____ 10352 Web Design (.5 credit)
_____ 10353 CHS Computer Programming
_____ 10354 Cyber Security Essentials (.5 credit)
_____ 10355 CHS Web Design
_____ 10356 Networking Essentials (.5 credit)
_____ 10357 Game Programming (.5credit)
_____ 10358 AP Computer Science Principles
_____ 10359 Java Programming (.5 credit)

MUSIC

_____ 10651 Choralaires
_____ 10652 Percussion
_____ 10653 Wind
_____ 10654 Percussion/Ensembles
_____ 10655 Wind/Ensembles
_____ 10656 World Drumming (.5credit)

BUSINESS/ CAREER ED

_____ 10522 Accounting I (.5 credit)
_____ 10524 Business Presentations (.5 credit)
_____ 10525 Intro. To Marketing (.5 credit)
_____ 10526 Accounting II (.5 credit)
_____ 10711 Career Planning I (.5 credit)

PHYSICAL EDUCATION/ HEALTH

_____ 10800 Physical Education (.5 credit)
_____ 10805 Health I (.5 credit)
_____ 10806 Health II (.5 credit)

WORLD LANGUAGES

_____10611 French I
_____10621 French II
_____10631 French III
_____10612 Spanish I
_____10622 Spanish II
_____10632 Spanish III

ART

_____10762 Drawing & Painting(.5 credit)

TECHNOLOGY

_____10700 Tech Education (.5 credit)
_____ 10701 Robotics 1 (.5credit)

FAMILY & CONSUMER SCIENCE

_____ 10755 Family Consumer Science I
_____ 10756 Family Consumer Science II

WACTC

_____ 10911 Automotive Mechanics
_____ 10912 Carpentry
_____ 10915 Computer Networking
_____ 10916 Cosmetology
_____ 10917 Culinary Arts
_____ 10919 Electrical Occupations
_____ 10920 Emergency & Protective Ser.
_____ 10921 Health Assistant
_____ 10922 Heating & A/C
_____ 10923 Masonry
_____ 10924 Machine Shop
_____ 10925 Mechatronics
_____ 10926 Welding

Students: This worksheet is for use in planning the courses you will take next year. Your teachers and guidance counselor to ensure appropriate placements will review your selections. All scheduling documents are kept on file in the guidance office. Final schedule will be sent to you in August. If there are questions about the scheduling process, consult your curriculum planning guide or call the high school guidance office at (724) 223-5079.

_____
Student signature Date

WASHINGTON HIGH SCHOOL
11th Grade Student Course Selection Worksheet 2019-2020

11th grade

_____, _____, _____ _____
Last Name *First Name* *M.I.* *Phone*

Place mark next to the courses you want to take during the 2019-2020 school year. (Number selections by ranking, 1,2,3 etc.)All courses are 1 credit except where listed otherwise. You need to select a total of 8 credits worth of courses (plus 2 periods worth of electives that will serve as alternate courses).

REQUIRED SUBJECTS

ENGLISH
_____ 10131 English 11
_____ 10132 Adv English 11
_____ AP English Language & Comp
_____ Other_____

MATHEMATICS
_____ 10300 Integrated Math 2
_____ 10322 Algebra II
_____ 10324 Geometry
_____ 10333 Statistics & Probability
_____ 10340 Pre-Calculus
_____ 10341 CHS/AP Calculus
_____ AP Statistics
_____ Other_____

SCIENCE
_____ 10420 Adv Chemistry
_____ 10421 Chemistry
_____ 10431 Physical Science
_____ 10432 AP Physics
_____ 10434 Environmental Science
_____ 10435 CHS/AP Biology
_____ 10436 CHS/AP Chemistry
_____ Other

SOCIAL STUDIES
_____ 10231 American Cultures
_____ 10237 CHS/AP European History
_____ AP Microeconomics
_____ Other_____

AP/CHS (COLLEGE ACADEMY)
_____ 10100 College Academy

Alternative Electives

#3_____

#4_____

ELECTIVE COURSES

ENGLISH
_____ 10123 Intensive Reading & Writing
_____ 10151 Power of Words (.5 credit)
_____ 10152 Performing Arts- Stage (.5 credit)
_____ 10153 Performing Arts- Film (.5 credit)
_____ 10154 Yearbook Design
_____ 10155 Print Publications
_____ 10156 Media/Communication (.5 credit)

SOCIAL STUDIES
_____ 10234 Intro Psychology (.5 credit)
_____ 10235 Intro Sociology (.5 credit)
_____ 10232 (CHS) Psychology (.5 credit)
_____ 10233 (CHS) Sociology (.5 credit)

COMPUTER SCIENCE
_____ 10335 Intro to Computer Science (.5 credit)
_____ 10351 Computer Applications
_____ 10352 Web Design (.5 credit)
_____ 10353 CHS Computer Programming
_____ 10354 Cyber Security Essentials (.5 credit)
_____ 10355 CHS Web Design
_____ 10356 Networking Essentials (.5 credit)
_____ 10357 Game Programming (.5credit)
_____ 10358 AP Computer Science Principles
_____ 10359 Java Programming (.5 credit)

MUSIC
_____10651 Choralaires
_____10652 Percussion
_____10653 Wind
_____10654 Percussion/Ensembles
_____10655 Wind/Ensembles
_____ 10656 World Music Drumming (.5credit)

BUSINESS
_____ 10522 Accounting I (.5 credit)
_____ 10524 Business Presentations (.5 credit)
_____ 10525 Intro. to Marketing (.5 credit)
_____ 10526 Accounting II (.5 credit)

HEALTH/CAREER EDUCATION
_____10805 Health I (.5 credit)
_____10806 Health II (.5 credit)
_____10711 Career Planning I (.5 credit)
_____ 10712 Career Planning II (.5 credit)

WORLD LANGUAGES

_____10611 French I
_____10621 French II
_____10631 French III
_____10641 French IV
_____10612 Spanish I
_____10622 Spanish II
_____10632 Spanish III
_____10642 Spanish IV
_____10662 CHS Spanish

ART
_____10762 Drawing & Painting(.5 credit)
_____ 10765 Advanced Art

TECHNOLOGY
_____ 10700 Tech Education (.5 credit)
_____ 10701 Robotics 1 (.5credit)

FAMILY & CONSUMER SCIENCE

_____ 10755 Family Consumer Science I
_____ 10756 Family Consumer Science II

WACTC
Returning Students Only-2 year

_____ 10911 Automotive Mechanics
_____ 10912 Carpentry
_____ 10915 Computer Networking
_____ 10916 Cosmetology
_____ 10917 Culinary Arts
_____ 10919 Electrical Occupations
_____ 10920 Emergency & Protective Ser.
_____ 10921 Health Assistant
_____ 10922 Heating & A/C
_____ 10923 Masonry
_____ 10924 Machine Shop
_____ 10925 Mechatronics
_____ 10926 Welding

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_____
Student signature Date

WASHINGTON HIGH SCHOOL
12th Grade Student Course Selection Worksheet 2019-2020

12th grade

_____, _____, _____ _____
Last Name *First Name* *M.I.* *Phone*

Place mark next to the courses you want to take during the 2019-2020 school year. (Number selections by ranking, 1,2,3 etc.)All courses are 1 credit except where listed otherwise. You need to select a total of 8 credits worth of courses (plus 2 periods worth of electives that will serve as alternate courses).

REQUIRED SUBJECTS

ENGLISH

_____ 10141 English 12
_____ 10142 Adv English 12
_____ 10143 AP English Literature & Comp
_____ Other_____

SOCIAL STUDIES

_____10221 World History
_____10237 CHS/AP European History
_____ AP Microeconomics
_____Other_____

MATHEMATICS

_____10331 Consumer Math
_____10333 Statistics & Probability
_____10340 Pre-Calculus
_____10341 CHS/AP Calculus
_____10324 Geometry
_____ AP Statistics
_____Other_____

SCIENCE
_____ 10420 Adv Chemistry
_____ 10421 Chemistry
_____ 10431 Physical Science
_____ 10432 AP Physics
_____ 10434 Environmental Science
_____ 10435 CHS/AP Biology
_____ 10436 CHS/AP Chemistry
_____ 10807 Anatomy & Physiology
_____ Other_____

CHS/AP **(COLLEGE ACADEMY)**

_____ 10100 College Academy

Alternative Electives:

#3_____

#4_____

ELECTIVE COURSES

ENGLISH
_____10151 Power of Words (.5 credit)
_____10152 Performing Arts- Stage (.5credit)
_____10153 Performing Arts- Film (.5 credit)
_____10154 Yearbook Design
_____10155 Print Publications
_____10156 Media/Communication (.5credit)

SOCIAL STUDIES
_____ 10234 Introductory Psychology (.5 credit)
_____ 10235 Introductory Sociology (.5 credit)
_____ 10232 (CHS) Psychology (.5 credit)
_____ 10233 (CHS) Sociology (.5 credit)

COMPUTER SCIENCE
_____ 10335 Intro to Computer Science (.5 credit)
_____ 10351 Computer Applications
_____ 10352 Web Design (.5 credit)
_____ 10353 CHS Computer Programming
_____ 10354 Cyber Security Essentials (.5 credit)
_____ 10355 CHS Web Design
_____ 10356 Networking Essentials (.5 credit)
_____ 10357 Game Programming (.5credit)
_____ 10358 AP Computer Science Principles
_____ 10359 Java Programming (.5 credit)

MUSIC
_____ 10651 Choralaires
_____ 10652 Percussion
_____ 10653 Wind
_____ 10654 Percussion/Ensembles
_____ 10655 Wind/Ensembles
_____ 10656 World Drumming (.5credit)

BUSINESS/ CAREER ED
_____ 10522 Accounting I (.5 credit)
_____ 10524 Business Presentations (.5 credit)
_____ 10525 Intro. To Marketing (.5 credit)
_____ 10526 Accounting II (.5 credit)
_____ 10711 Career Planning I (.5 credit)
_____10712 Career Planning II (.5 credit)

PHYSICAL EDUCATION/ HEALTH
_____ 10800 Physical Education (.5 credit)
_____ 10801Partners in PE (.5 credit)
_____ 10808 Personal Training
_____ 10805 Health I (.5 credit)
_____ 10806 Health II (.5 credit)

WORLD LANGUAGES

_____10611 French I
_____10621 French II
_____10631 French III
_____10641 French IV
_____10643 French V– Independent Study
_____10612 Spanish I
_____10622 Spanish II
_____10632 Spanish III
_____10642 Spanish IV
_____10662 CHS Spanish
_____10672 Spanish V– Independent Study

ART
_____10762 Drawing & Painting(.5 credit)
_____ 10765 Advanced Art

TECHNOLOGY
_____10700 Tech Education (.5 credit)
_____ 10701 Robotics 1 (.5credit)

FAMILY & CONSUMER SCIENCE

_____ 10755 Family Consumer Science I
_____ 10756 Family Consumer Science II

SENIOR ONLY ELECTIVES

_____ 0095 Work Release
_____ 0094 Senior Study Hall

WACTC
Returning Students Only-3rd year
(2 elective credits, 1 Math & 1 SCI credit)

_____ 10911 Automotive Mechanics
_____ 10912 Carpentry
_____ 10915 Computer Networking
_____ 10916 Cosmetology
_____ 10917 Culinary Arts
_____ 10919 Electrical Occupations
_____ 10920 Emergency & Protective Ser.
_____ 10921 Health Assistant
_____ 10922 Heating & A/C
_____ 10923 Masonry
_____ 10924 Machine Shop
_____ 10925 Mechatronics
_____ 10926 Welding

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Student signature Date