

WASHINGTON HIGH SCHOOL

**2023-2024
Curriculum Planning Guide**



Washington School District

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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 Responsibilities

- 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 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 Assume that a rule, until waived, altered or repealed, is in full effect.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 technological 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 (2023)

Students attending Washington High School Class of 2023 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
Graduation Pathways

Progress Toward Graduation

Washington High School Class of 2023 requires 23 credits to graduate. Students are classified by grade and year of graduation based on their total number of credits. Students who fail any core courses are highly encouraged to enroll in Grade/Credit Recovery in order to avoid retention.

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

See page 7 for information on Graduation Pathways

GRADUATION REQUIREMENTS (2024-2027)

Students attending Washington High School Class of 2024, 2025, 2026, and 2027 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
3.0	Social Studies Credits
3.0	Math Credits
3.0	Science Credits
(Students are required to pass at least one life and one physical science. Their third science can be their choice.)	
0.5	Computer Science Credit
1.0	Career Education
1.0	Health Credit
1.0	Physical Education Credits
4.0	Career Pathway Electives
23	Total Credits

Graduation Requirements

Completion of 23 credit requirements
AND
Graduation Pathways

Progress Toward Graduation

Washington High School Classes of 2024, 2025, 2026, and 2027 require 23 credits to graduate. Students are classified by grade and year of graduation based on their total number of credits. Students who fail any core courses 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

See next page for information on Graduation Pathways

PENNSYLVANIA GRADUATION REQUIREMENTS – Act 158

For students graduating in 2023 and beyond, the following five options exist to meet the statewide graduation requirement: In accordance with Pennsylvania’s Act 136 of 2020, beginning with the graduating class of 2023, students must meet statewide graduation requirements in one of five ways.

Options 1 and 2 - Keystone Pathways:

Successful completion of the three Pennsylvania Keystone Exams are an acceptable pathway for graduation:

- **Option 1 - Keystone Proficiency Pathway:** Scoring proficient or advanced on each Keystone Exam - Algebra I, Literature, and Biology
- **Option 2 - Keystone Composite Pathway:** Earning a composite score of 4452 on the Algebra I, Literature, and Biology Keystone Exams (while achieving at least a proficient score on at least one of the three exams and no less than a basic score on the remaining two)

Option 3 - Alternate Assessment Pathway:

Successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency **and** one of the following:

- Attainment of an established score on an approved alternate assessment (SAT, PSAT, ACT, ASVAB)
- Scholastic Aptitude Test (SAT): score 1010
- PSAT: score of 970
- ACT: score of 21
- Armed Services Vocational Aptitude Battery exam: the minimum score to gain admittance to a branch of the armed services in the year the student graduates
- Attainment of an established score on an Advanced Placement Program in an academic content area associated with each Keystone Exam on which the student did not achieve at least a proficient score
- Successful completion of a college-in-high school (CHS) course in an academic content area associated with each Keystone Exam in which the student did not achieve at least a proficient score
- Successful completion of a pre-apprenticeship program (ex. German American Chamber of Commerce)
- Acceptance in an accredited 4-year nonprofit institution of higher education and evidence of the ability to enroll in college-level coursework

Option 4 - Evidence Based Pathway: Successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and demonstration of three pieces of evidence consistent with the student's goals and career plans, including one of the following:

- Attainment of an established score on a SAT subject test, an Advanced Placement Program Exam:
- SAT Subject Test: score of 630
- AP program exam: score of 3
- Acceptance to an accredited nonprofit institution of higher education other than a 4-year institution and evidence of the ability to enroll in college-level coursework
- Attainment of an industry-recognized credential
- Successful completion of a concurrent enrollment or postsecondary course

Two additional pieces of evidence, including one or more of the options listed above, or: satisfactory completion of a service-learning project; attainment of a score of proficient or advanced on a Keystone Exam; a letter guaranteeing full-time employment; a certificate of successful completion of an internship or cooperative education program; or satisfactory compliance with the NCAA's core courses for college-bound student athletes with a minimum grade point average (GPA) of 2.0.

Option 5 - CTE Pathway: For Career and Technical Education (CTE) Concentrators, successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and attainment of an industry-based competency certification related to the CTE Concentrator's program of study or demonstration of a high likelihood of success on an approved industry-based competency assessment or readiness for continued meaningful engagement in the CTE Concentrator's program of study. For further explanation of the CTE Pathway, please see PDE's Act 6 guidance.

More information can be found on the Pennsylvania Department of Education's website.

GRADING POLICY/UNDERSTANDING GPA

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 are 2.

$$5.37 \div 2.0 = 2.68$$

$$\text{QPA for quarter} = 2.68$$

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

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.

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

Honor Roll (Quarterly)

Students are eligible for the honor roll based on their grades and GPA. Students will not be considered for the honor roll if they have any Ds or Fs on their report card for that quarter.

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 Grade Point Averages (GPA) 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 eligibility criteria.

To be certified by the Clearinghouse, you must:

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

Core Units Required for NCAA Eligibility	Division I	Division II
English	4 years	3 years
Math	3 years (Algebra I or above)	2 years (Algebra I or higher)
Science	2 years (1 year lab)	2 years (1 year lab)
Social Studies	2 years	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

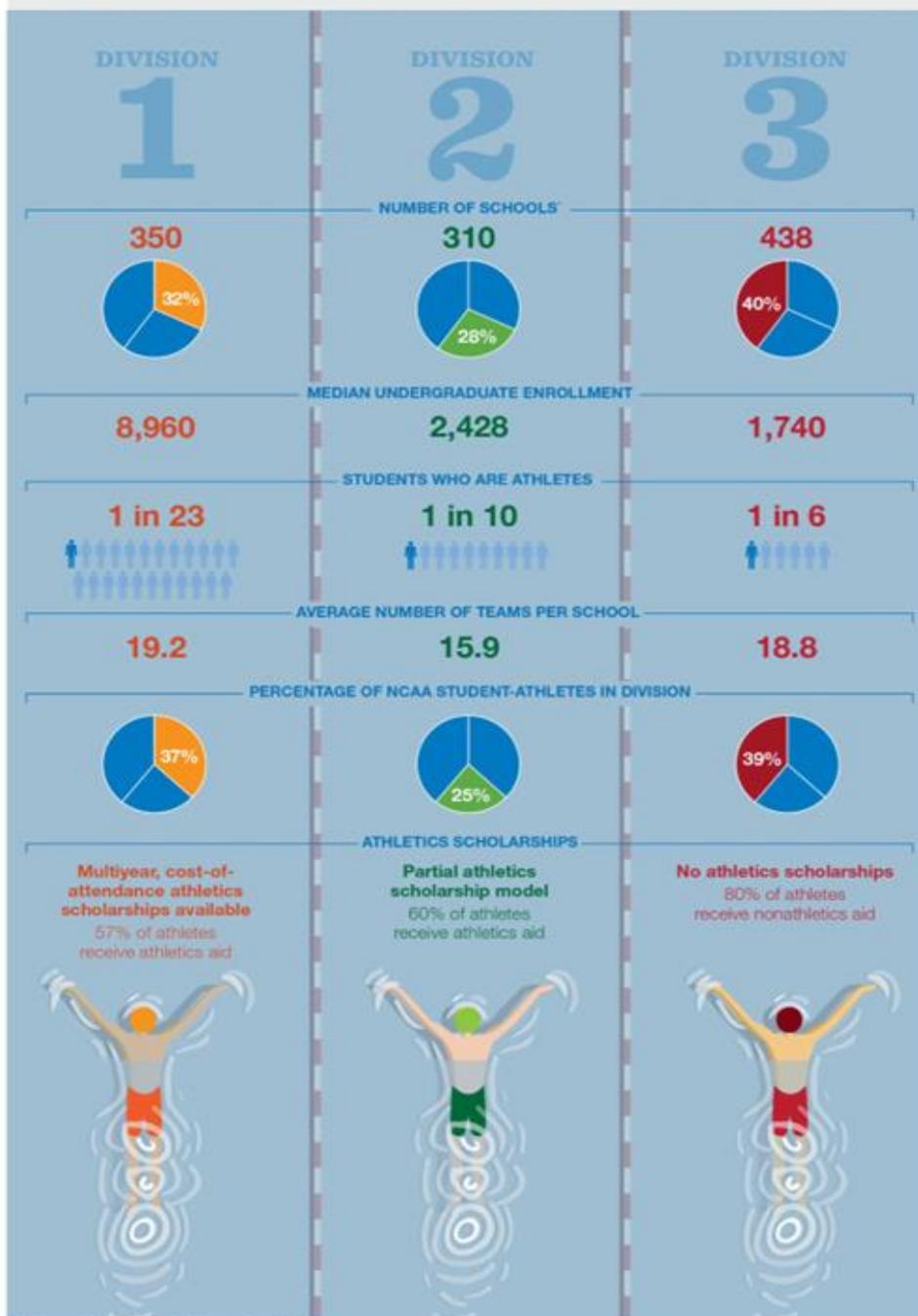
For the Class of 2020 and beyond: students must complete 10 core courses **prior** to the start of their senior year, and seven (7) of the 10 core courses must be in English, math, or science.

Washington High School List of Approved Courses

<p>English</p> <ul style="list-style-type: none"> • English 9 • English 10 • English 11 • AP English Language and Composition • English 12 • AP English Literature and Composition <p>Mathematics</p> <ul style="list-style-type: none"> • Algebra A • Algebra B • Algebra II • Geometry • Pre-Calculus • CHS Calculus • Statistics and Probability • AP Statistics and Probability 	<p>Social Studies</p> <ul style="list-style-type: none"> • US III • American System • World History • CHS Psychology • CHS Sociology • AP/CHS European History • AP/CHS U.S. History • AP Microeconomics • Intro to Psychology • Intro to Sociology • CHS American Political Process 	<p>Science</p> <ul style="list-style-type: none"> • Anatomy/Physiology • Biology • AP Biology • Chemistry • AP/CHS Chemistry • AP Physics • Earth and Space Science • Environmental Science <p>Additional Courses</p> <ul style="list-style-type: none"> • French I, II, III, IV • Spanish I, II, III, IV • CHS Spanish
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Our Three Divisions

The NCAA's three divisions were created in 1973 to align like-minded campuses in the areas of philosophy, competition and opportunity.



What are the eligibility requirements in each division?

College-bound students who want to compete at a Division I or Division II school must meet standards set by NCAA members. For Division III, athletes must meet the admissions standards set by the school. Eligibility standards can be found at eligibilitycenter.org.

How is each division governed?

NCAA schools develop and approve legislation for their own divisions. Groups of presidents and chancellors lead each division in the form of committees with regularly scheduled meetings.

Did you know?



DI student-athletes graduate at a higher rate than the general student body.

DI is the only division with schools in Alaska, Puerto Rico and Canada.



DI's largest school has 25,725 undergraduates. The smallest? 285.

Learn more at ncaa.org/about.

*Numbers are from 2019-20. All other figures are from 2018-19.

NCAA SPORTS

The NCAA conducts 90 national championships in 24 sports across Divisions I, II and III, with 45 championships administered for women and 42 for men. That means almost 54,000 student-athletes participate in NCAA championships each year.

From signature events like the NCAA March Madness® men's and women's basketball tournaments to rowing, rifle, softball and skiing, the NCAA administers championships to ensure student-athletes have a first-class experience. But the NCAA also is committed to quality events for everyone involved, from the coaches to the fans and broadcast audiences.

It is important to the NCAA that our championships have a positive impact on the communities that host them. The NCAA hosts youth clinics and various fan events to complement the competition — creating what is hoped to be a championship experience for everyone involved.

FALL SPORTS

MEN:

Cross Country
Football
Soccer
Water Polo

WOMEN:

Cross Country
Field Hockey
Soccer
Volleyball

WINTER SPORTS

MEN:

Basketball
Fencing
Gymnastics
Ice Hockey
Indoor Track and Field
Rifle
Skiing
Swimming and Diving
Wrestling

WOMEN:

Basketball
Bowling
Fencing
Gymnastics
Ice Hockey
Indoor Track and Field
Rifle
Skiing
Swimming and Diving

SPRING SPORTS

MEN:

Baseball
Golf
Lacrosse
Outdoor Track and Field
Tennis
Volleyball

WOMEN:

Beach Volleyball
Golf
Lacrosse
Outdoor Track and Field
Rowing
Softball
Tennis
Water Polo

EMERGING SPORTS

WOMEN:

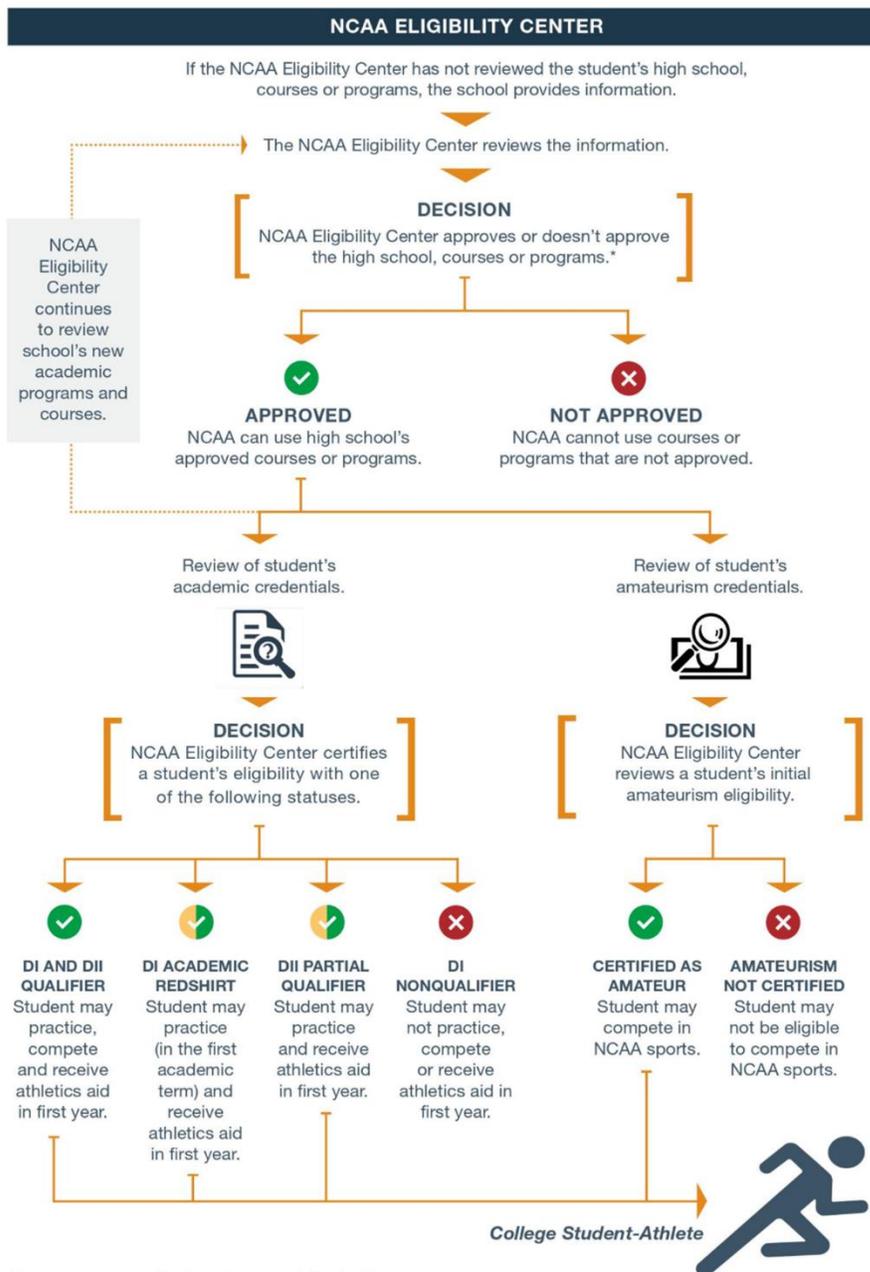
Acrobatics and Tumbling
Equestrian
(Divisions I and II only)
Rugby
Triathlon
Women's Wrestling



NCAA INITIAL-ELIGIBILITY PROCESS

This chart presents a general overview to help you, students and parents to better understand the components of the initial-eligibility process. Please see detailed information throughout the rest of the guide to supplement this overview.

NCAA institution recruits students by placing them on their institutional request list, which begins a request for certification from the NCAA Eligibility Center.



*Some programs may be placed on extended evaluation.

**More information regarding the impact of COVID-19 and test scores can be found at on.ncaa.com/COVID19_Fall_B.

GRADE 9

- Student finds their high school's list of NCAA-approved core courses at eligibilitycenter.org/courselist.
- Student signs up for a free Profile Page account at eligibilitycenter.org.

GRADE 10

- Student registers for a Certification account at eligibilitycenter.org.
- At the end of the year, counselor uploads student's official transcript to their Eligibility Center account.

GRADE 11

- Student checks with counselor to make sure they will graduate on time with all required NCAA core courses.
- Student takes the SAT or ACT, submitting their scores to the NCAA using code **9999****.
- At the end of the year, counselor uploads student's official transcript to their Eligibility Center account.

GRADE 12

- Student finishes last NCAA core courses.
- Student takes the SAT or ACT again, if necessary, submitting their scores to the NCAA using code **9999****.
- After April 1, student requests final amateurism certification decision in their Eligibility Center account.
- After graduation, counselor uploads student's final official transcript with proof of graduation to their Eligibility Center account.

NCAA STUDENT REGISTRATION

College-bound student-athletes who want to play NCAA sports at a Division I or II school need to register with the NCAA Eligibility Center at eligibilitycenter.org. Students should plan to register during their freshman year of high school.

Students can choose from two account types to get started:

- 1. Profile Page Account:** If students plan to compete at a Division III school or are not sure in which division they want to compete, they can create a free Profile Page account. If at any time they wish to pursue a Division I or II path, they will be able to transition to a Certification account. Students may not move from a Certification account to a Profile Page account.
- 2. Certification Account:** Students need to be certified by the NCAA Eligibility Center to compete at an NCAA Division I or II school. Students also need to be fully registered with a Certification account before they can make official visits or sign a National Letter of Intent in Division I or II.

For Certification accounts, please allow 30 to 45 minutes to register completely and 15 to 30 minutes to register for a Profile Page account. If students need to exit and come back at a later time, they can save and exit once their account or profile is created.

Students can reference the “Help” section (located in the top task bar) at any time to answer their questions as they work through registration. Below is a list of items we recommend students have before beginning their registration with the NCAA Eligibility Center:

Valid Student Email

To register, students need a valid email address that they check regularly and will have access to *after* high school. This is important for updating college-bound student-athletes about their account. If students have a sibling that has previously registered, they will need to use a different email address than the one on their sibling’s account.

Basic Student Personal Information

This includes information such as a student’s name, gender, date of birth, primary and secondary contact information and address.

Basic Student Education History

Students will need to provide details about all high schools or secondary schools they have attended in the United States or internationally, and additional programs they have attended. Students should include ALL schools, regardless of whether they received grades or credits. If a student attended ninth grade at a junior high school located in the same school system in which the student later attended high school, they should not list the ninth-grade school.

If students need to edit or add schools after they have completed their registration, they can log back in to eligibilitycenter.org and visit the Schools section. They can select their schools listed and edit the information or add another school.

Student Sports Participation History

Students can select the sport(s) in which they plan to participate at an NCAA school. For Certification accounts, we will ask students to provide details for any expenses or awards they received, any teams they have practiced or played with or certain events in which they participated. It also includes information about any individuals who have advised or marketed their skills in a particular sport. This information helps the NCAA Eligibility Center certify a student’s amateur status once an NCAA school adds the student to its institutional request list.

Payment

A student's Certification account will be complete when their registration fee is paid (or a fee waiver has been submitted). Payment can be made online by debit, credit card or e-check. The registration fee for students in the United States, U.S. territories (including American Samoa, Guam, Northern Mariana Islands, Puerto Rico and U.S. Virgin Islands) and Canada is \$90. The fee for all other international students is \$150. Profile Page accounts do not have a fee. Students who create a Profile Page account and wish to transition to a Certification account will need to complete the payment process to transition their account successfully.

All fees are nonrefundable once students have successfully registered. If they completed a duplicate registration and paid the registration fee twice, they may be eligible for a refund of the duplicate registration fee. To receive a refund, students will need to complete and submit an [NCAA refund form](#).



INITIAL-ELIGIBILITY BASICS – KNOW THE REQUIREMENTS

College-bound student-athletes who want to compete at a NCAA Division I or II school need to meet certain division-wide academic and amateurism standards. Students who plan to attend a Division III school need to meet the admission standards of the school they plan to attend.

Division I Initial Eligibility

Division I schools require students to meet academic standards for NCAA-approved core courses, core-course GPA and test scores. More information regarding the impact of COVID-19 and test scores can be found at on.ncaa.com/COVID19_Fall_B. To be eligible to practice, compete and receive athletics scholarships in their first full-time year at a Division I school, students must graduate from high school and meet *all* of the following requirements:

1. Complete a total of 16 core courses in the following areas:



2. Complete 10 out of their 16 core courses, including seven in English, math or natural/physical science, **before the start of the seventh semester**. Once a student begins their seventh semester, they must have more than 10 core courses completed to be able to repeat or replace any of the 10 courses used to meet the 10/7 requirement. Students whose academic credentials are solely international (including Canada) are not required to meet the 10/7 requirement.
3. Complete the 16 NCAA-approved core courses in eight academic semesters or four consecutive academic years from the start of ninth grade. If students graduate from high school early, they still must meet core-course requirements.
4. Earn an SAT combined score or ACT sum score that matches their core-course GPA (minimum 2.300) on the Division I qualifier sliding scale.

How to plan your high school courses to meet the 16 core-course requirement: **4 X 4 = 16**

9TH GRADE (1) English (1) Math (1) Science (1) Social Science and/or additional 4 CORE COURSES	10TH GRADE (1) English (1) Math (1) Science (1) Social Science and/or additional 4 CORE COURSES	11TH GRADE (1) English (1) Math (1) Science (1) Social Science and/or additional 4 CORE COURSES	12TH GRADE (1) English (1) Math (1) Science (1) Social Science and/or additional 4 CORE COURSES
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Academic Certification Decisions

To receive an academic certification, students must have on file with the Eligibility Center:

- A final official transcript with proof of graduation.
- Official transcripts from all high schools attended.
- Test scores.
- No open academic tasks.
- Be on a Division I school's institutional request list.

Being placed on a school's institutional request list notifies the NCAA Eligibility Center to complete an academic evaluation for students once all their appropriate documents have been submitted.

Once an academic certification has been completed, students will receive one of the following decisions if they are being recruited by a Division I school:

Early Academic Qualifier

If students meet specific criteria after six semesters of high school, they may be deemed an early academic qualifier for Division I and may practice, compete and receive an athletics scholarship during their first year of enrollment. Students will need:

Minimum SAT combined score (math and critical reading) of 900 OR minimum ACT sum score of 75; and a core-course GPA of 3.000 or higher in a minimum of 14 core courses:

- Three years of English.
- Two years of math.
- Two years of science.
- Two additional years of English, math or natural/physical science.
- Five additional core courses in any area.

A final high school transcript is required to be submitted to the NCAA Eligibility Center after high school graduation for all early academic qualifiers.

Qualifier

Students may practice, compete and receive an athletics scholarship during their first year of enrollment at an NCAA Division I school.

Academic Redshirt

Students may receive an athletics scholarship 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. Students must pass either eight quarter or nine semester hours to practice in the next term.

Nonqualifier

Students will not be able to practice, receive an athletics scholarship or compete during their first year of enrollment at a Division I school.

What if a Student Doesn't Graduate on Time?

In Division I, if students don't graduate on time (in four years/eight semesters), the NCAA Eligibility Center will still use the grades and coursework for the first four years/eight semesters for certification. Students still need to provide proof of graduation (once they graduate) but may not use any coursework taken after their expected date of high school graduation toward their certification.

Sliding Scale for Division I

Division I uses a sliding scale to match test scores and GPAs to determine eligibility. The sliding scale balances the student's test score with their core-course GPA. To find more information about test scores, visit [ncaa.org/test-scores](https://www.ncaa.org/test-scores). More information regarding the impact of COVID-19 and test scores can be found at [on.ncaa.com/COVID19_Fall_B](https://www.on.ncaa.com/COVID19_Fall_B).

DIVISION I FULL QUALIFIER SLIDING SCALE					
Core GPA	SAT*	ACT Sum*	Core GPA	SAT*	ACT Sum*
3.550	400	37	2.750	810	59
3.525	410	38	2.725	820	60
3.500	430	39	2.700	830	61
3.475	440	40	2.675	840	61
3.450	460	41	2.650	850	62
3.425	470	41	2.625	860	63
3.400	490	42	2.600	860	64
3.375	500	42	2.575	870	65
3.350	520	43	2.550	880	66
3.325	530	44	2.525	890	67
3.300	550	44	2.500	900	68
3.275	560	45	2.475	910	69
3.250	580	46	2.450	920	70
3.225	590	46	2.425	930	70
3.200	600	47	2.400	940	71
3.175	620	47	2.375	950	72
3.150	630	48	2.350	960	73
3.125	650	49	2.325	970	74
3.100	660	49	2.300	980	75
3.075	680	50	2.299	990	76
3.050	690	50	2.275	990	76
3.025	710	51	2.250	1000	77
3.000	720	52	2.225	1010	78
2.975	730	52	2.200	1020	79
2.950	740	53	2.175	1030	80
2.925	750	53	2.150	1040	81
2.900	750	54	2.125	1050	82
2.875	760	55	2.100	1060	83
2.850	770	56	2.075	1070	84
2.825	780	56	2.050	1080	85
2.800	790	57	2.025	1090	86
2.775	800	58	2.000	1100	86

ACADEMIC REDSHIRT

*Full sliding scale research between the new SAT and ACT is ongoing.

DIVISION II INITIAL ELIGIBILITY

Division II schools require college-bound student-athletes to meet academic standards for NCAA core courses, core-course GPA and test scores. More information regarding the impact of COVID-19 and test scores can be found at on.ncaa.com/COVID19_Fall_B.

To be eligible to practice, compete and receive an athletics scholarship in their first full-time year at a Division II school, students must graduate from high school and meet all the following requirements:

1. Complete 16 core courses in the following areas:



2. Earn an SAT combined score or ACT sum score that matches the student's core-course GPA (minimum 2.200) on the Division II final qualifier sliding scale.
3. Submit proof of graduation to the Eligibility Center.

Academic Certification Decisions

To receive an academic certification decision, students must have on file with the Eligibility Center:

- A final official transcript with proof of graduation.
- Official transcripts from *all* other high schools attended.
- Test scores.
- No open academic tasks.
- Be on a Division II school's institutional request list.

Being placed on a school's institutional request list notifies the NCAA Eligibility Center to complete an academic evaluation for students once all their appropriate documents have been submitted.

Once an academic certification has been completed, students will receive one of the following decisions if they are being recruited by a Division II school:

Early Academic Qualifier

If students meet specific criteria listed below after six semesters, they may be deemed an early academic qualifier for Division II and may practice, compete and receive an athletics scholarship. Students will need:

Minimum SAT combined score (math and critical reading) of 820 on the old SAT or 900 on the redesigned SAT OR minimum sum score of 68 on the ACT; and a core-course GPA of 2.5 or higher in a minimum of 14 core courses in the following areas:

- Three years of English.
- Three years of math.
- Two years of natural or physical science.
- Six additional core courses in any area.

A final high school transcript is required to be submitted to the NCAA Eligibility Center after high school graduation for all early academic qualifiers.

Qualifier

Students may practice, compete and receive an athletics scholarship during their first year of full-time enrollment at an NCAA Division II school.

Partial Qualifier

Students enrolling at an NCAA member school Aug. 1, 2021, or later, that do not meet Division II qualifier standards will be deemed a partial qualifier. All Division II partial qualifiers may receive an athletics scholarship and practice during their first year of full-time enrollment at a Division II school, but may NOT compete.

Core-Course Timeline

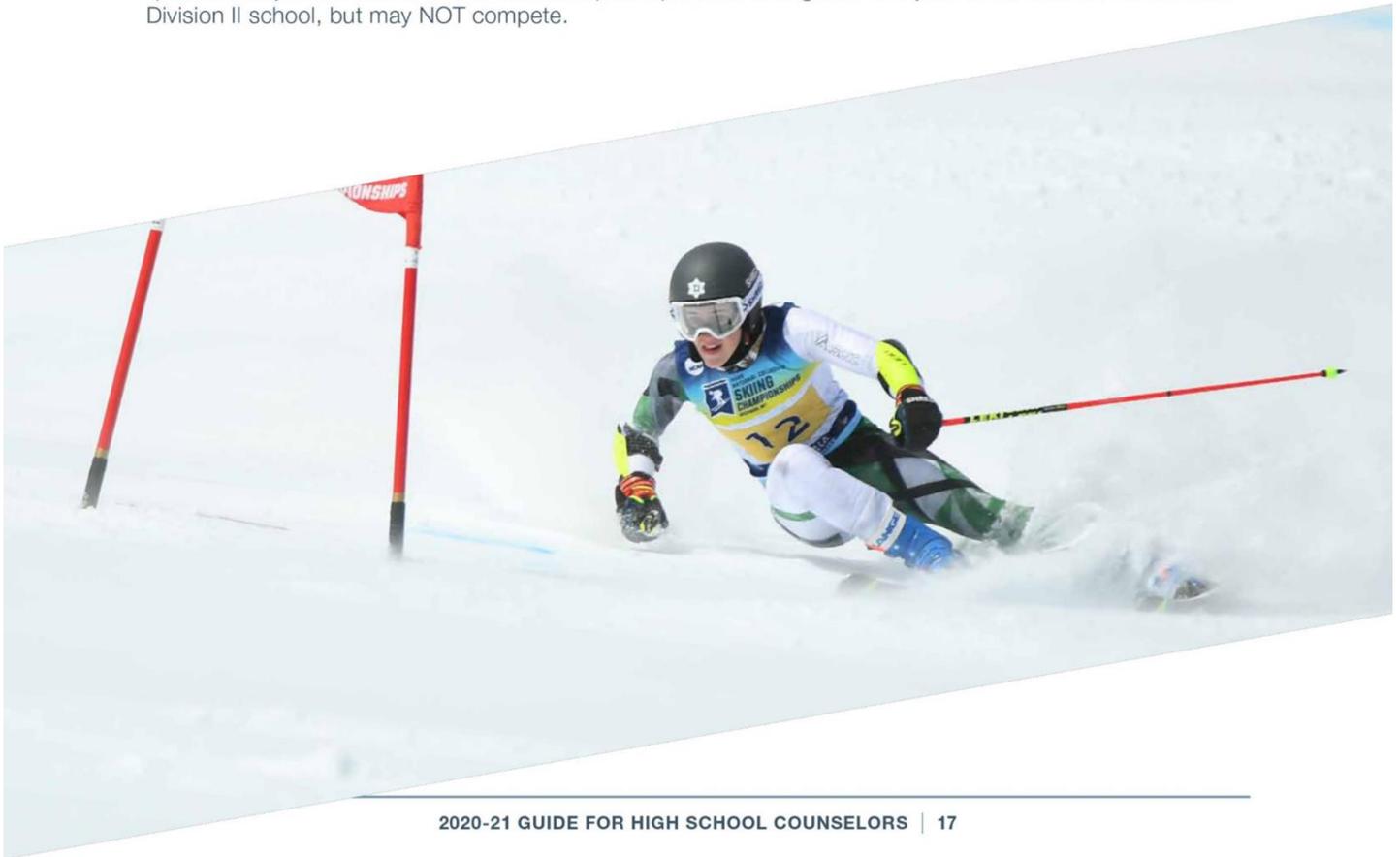
Students who plan to compete at a Division II school must complete 16 NCAA core courses after starting grade nine and before their first full-time college enrollment.

Courses Taken After High School

For Division II, students may use an unlimited number of core courses completed after graduation (summer or academic year) before full-time collegiate enrollment. They may complete the core course(s) at a location other than the high school from which they graduated. A college course taken after high school graduation can be used toward their initial eligibility, will be awarded 0.5 units (unless awarded one full unit by their home high school), and must appear on their home high school transcript with grade and credit.

What if a Student Doesn't Meet the Division II Standards?

If a student enrolls full time at a Division II school and has not met all Division II academic qualifier standards, they may not compete in their first year. However, they will be deemed a partial qualifier. All Division II partial qualifiers may receive an athletics scholarship and practice during their first year of full-time enrollment at a Division II school, but may NOT compete.



Sliding Scale for Division II

Division II uses a sliding scale to match test scores and GPAs to determine eligibility. The sliding scale balances the student's test score with their core-course GPA. To find more information about test scores, visit ncaa.org/test-scores. More information regarding the impact of COVID-19 and test scores can be found at on.ncaa.com/COVID19_Fall_B.

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

*Full sliding scale research between the new SAT and ACT is ongoing.

GRADE-POINT AVERAGE

The NCAA Eligibility Center calculates core-course GPAs based on the grades students earn in NCAA-approved core courses. Only the best grades from the required number of NCAA core courses will be used.

GPAs are calculated on a 4.000 scale. Numeric grades such as 92 or 87 are changed to letter grades such as A or B. As part of this calculation, each grade received is assigned “quality points,” as shown in the scale below. The NCAA Eligibility Center does not use plus or minus grades when calculating a GPA. For example, grades of B+, B and B- each will be worth three quality points. Weighted honors or Advanced Placement courses may improve a student’s core-course GPA but the high school must notify the NCAA Eligibility Center that it weights grades in these classes.

In Pass/Fail grading situations, the NCAA Eligibility Center will assign the high school’s lowest passing grade for a course in which the student received a Pass grade. For most high schools, the lowest passing grade is a D, so the NCAA Eligibility Center generally assigns a D as a passing grade. For Spring/Summer 2020 “Pass/Fail” grades, please see the [COVID-19 FAQ](#).

Calculating a Student’s Quality Points

In order to determine the quality points earned for each course, multiply the quality points for the grade by the amount of credit earned.

Examples:

- An A grade (4 points) for a trimester course (0.34 units):
 $4 \text{ points} \times 0.34 \text{ units} = 1.36 \text{ total quality points}$
- An A grade (4 points) for a semester course (0.50 units):
 $4 \text{ points} \times 0.50 \text{ units} = 2.00 \text{ total quality points}$
- An A grade (4 points) for a full-year course (1.00 units):
 $4 \text{ points} \times 1.00 \text{ units} = 4.00 \text{ quality points}$

Use the worksheets on [pages 28 and 29](#) to help determine a student’s core-course GPA.

QUALITY POINTS

A = 4 points
B = 3 points
C = 2 points
D = 1 point

UNITS OF CREDIT

1 quarter unit = 0.25 units
1 trimester unit = 0.34 units
1 semester unit = 0.50 units
1 year = 1 unit

TEST SCORES

Divisions I and II both require students to have an SAT or ACT score for their certification. When students register for the SAT or ACT, they can use the NCAA Eligibility Center code **9999** to send their scores directly to the NCAA Eligibility Center from the testing agency. Test scores on transcripts will **NOT** be used in their 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. Students may take the SAT or ACT an unlimited number of times before they enroll full time in college. If students take either test more than once, the best subscores from different tests are used to meet initial-eligibility requirements. More information regarding the impact of COVID-19 and test scores can be found at on.ncaa.com/COVID19_Fall_B.

THE SCHEDULING PROCESS

1. Throughout the school year, students can 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 of 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, including pre-requisite course performance. 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
Grade Point Average (GPA)
Attendance

3. Final adjustments will be made after final grades are in and/or summer school grades are reported.
4. Actual schedule for 2023-2024 will be mailed 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 many 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.**

YOUR ATTENTION TO THE FOLLOWING IS CRITICAL– CAREFUL 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 **fifteen (15)** 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. Students must take courses that are offered. No cyber classes will be scheduled except during the summer term or if the class won't work with the student's schedule, by administration approval only. 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 or academic support**. 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 fifteen (15) days of the 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, Counselor, guardian, and student conferences with form started.
- Student completes all homework.
- Student attends at least 4 tutoring sessions.
- Counselor, Teacher, Administrator discussion and approval.

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

Students who are not successful in a course after the first fifteen (15) 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 nine weeks or a year-long course after a semester.**

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 Work Release Coordinator 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) & COLLEGE 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 Computer Science Principles A (Java Programming)	Advanced Placement Chemistry	CHS Web Design	
Advanced Placement Statistics & Probability		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, Duquesne University, 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 GPA 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 GPA of 2.5 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 Grade Point Value of 1.25 on the grading scale. Please be aware of the demands of these courses and the consequence of enrolling in and then dropping such courses. See page 30 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 High School Advanced Placement & College in High School Programs AP/CHS Agreements - Fall 2023 - Spring 2024

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 2023/2024 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 2023/2024 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 dropped after the first nine weeks.

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 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 the 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 2023- Spring 2024

Please check off each of the CHS and/or AP course(s) that you are enrolling in for the 2021-2022 school year.

<u>College In High School Courses (CHS)</u>	<u>Tuition Paid by WSD</u>	<u>Please Check if taking</u>
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)		
<u>College Board Advanced Placement Courses (AP)</u>	<u>Exam Cost Paid By WSD</u>	<u>Please Check if taking</u>
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	
<u>CHS/AP Courses</u>	<u>Tuition/Exam Cost Paid By WSD</u>	<u>Please Check if taking</u>
CHS/AP Calculus (University of Pittsburgh)	\$225.00 / \$94.00	
CHS /AP United States History-Semester 1 / Semester 2(Seton Hill University) N/A 2021-2022	\$165.00/ \$94.00	
CHS/AP Euro/Western Civilization– Semester 1 / Semester 2 (Seton Hill 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 INDICATED DEADLINE! NO EXCEPTIONS!

Return to Guidance Office by:

STUDENT PRINT _____ STUDENT SIGN _____ DATE _____

PARENT PRINT _____ PARENT _____ 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 AND ACADEMIC PREPARATION

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. **GRADE POINT AVERAGE:** Most colleges prefer that students maintain at least a 2.5 Grade 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 affect 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 elect 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)
- (f) SAT school day in the spring for juniors and in the fall for seniors
 - WSD pays the fee for the SAT on school day tests

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 preparing 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 5-6 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 pages 5-6.

YOUR FUTURE YOUR CHOICE

- The resource on the following two pages show job growth and positions in **Pennsylvania through 2022**.
- 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 of 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.prexie.org

Washington School District Web site
Select “Schools and High School” on top toolbar
Then select “Guidance Services”

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 (22-25)
Password: student1

www.powerschool.com

Current Grade Report by course:

www.ccac.emsicc.com

For username and password: contact the Main Office Secretary 724-223-5080
Discover majors and in-demand careers and education based on your interests!

TYPES OF POST-SECONDARY TRAINING

Which Option Suits You?

TYPE	DESCRIPTION
OJT (On-the-Job Training)	Employer-designed training was 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.
Associate 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.
Bachelor's 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 bachelor's degree

COURSE DESCRIPTIONS BY
DEPARTMENT

proxies

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 analyze 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 assignments 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, and/or strong 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: Grade of “B” or better in previous Advanced course or “A” for the previous English 10 course**

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 and/or strong teacher recommendation**

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 the cultural and aesthetic values of society. Students will be reading a selection of classic 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 updated curriculum aligns with the Pennsylvania Core Standards, thereby preparing students for college and/or the work force.

AP English Language and Composition (10133) 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, and/or strong teacher recommendation

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 or 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: Grade of "B" or better in previous Advanced course or "A" for the previous English 11 course and/or strong teacher recommendation

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.

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

Prerequisite: Completion of Advanced English 11 or AP English Language and Composition. Overall cumulative GPA of 3.2 or a cumulative GPA of a 3.5 in the subject of application by the 3rd quarter as reflected on the transcript, and/or strong teacher recommendation

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

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.

Media and Communication (10156) Grades: 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.

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

MATH COURSE OFFERINGS

Recommended Sequence for Required Courses				
	Grade 9	Grade 10	Grade 11	Grade 12
Sequence 1	Geometry	Algebra 2	Pre-Calculus AP Statistics	Pre-Calculus CHS Calculus AP Statistics
Sequence 2	Algebra 1	Geometry	Algebra 2 AP Statistics Applied Math	Pre-Calculus AP Statistics Algebra 2 Applied Math
Sequence 3	Algebra 1A	Algebra 1B	Geometry Applied Math	Algebra 2 AP Statistics Geometry Applied Math

Algebra A **Grade: 9** **1.0 credit** **1 year**

Prerequisite: Math 8 (<C average and teacher recommendations)

Algebra A is intended to provide students with fundamental algebra skills and competencies necessary to be successful in future math courses. 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 topics from Module 1 of the Algebra Keystone Exam. Module 1 includes concentration on Operations and Linear Equations & Inequalities.

Algebra A and Algebra B together represent a full year Algebra 1 course.

Algebra B **Grade: 10** **1.0 credit** **1 year**

Prerequisite: Algebra A

Algebra B is intended to continue to build the algebra skill set that was started in the Algebra A course. Students will be expected to take the Keystone Algebra 1 Assessment at the end of the school year. Curriculum will align with topics from Module 2 of the Algebra Keystone Exam. Module 2 includes Linear Functions and Data Organizations.

Algebra A and Algebra B together represent a full year Algebra 1 course.

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

Prerequisite: Completion of Pre-Algebra

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.

Algebra 2 (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.

Algebra 2 (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.

Geometry (10324) **Grades: 9, 10, 11, 12** **1.0 credit** **1 year**

Prerequisite: Completion of Algebra 1

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.

Applied Math (10823) **Grade:11, 12** **1.0 credit** **1 year**

Prerequisite: None

Applied 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.

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 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, and/or strong teacher recommendation

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 functions. 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 credits for their efforts of earning a C- average or higher. (4 College credits)

AP Statistics (10342) **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 to 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.

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; and/or strong 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 can earn three (3) college credits through the University of Pittsburgh upon successful completion of the class.**

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.

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 and/or strong teacher recommendation; 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 (not offered in 2023-2024)*

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 and/or strong teacher recommendation; 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 the 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.

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.**

Survey of American Popular Culture (10240) Grades:10,11,12 0.5 credit 1 semester

Prerequisite: Minimum Cumulative QPA of 2.5

The goal of *Survey of American Popular Culture* is to provide an opportunity for students to apply their knowledge of historical, economic and social events from other courses in the Social Studies curriculum and explore through varying media the cultural values and norms that are promoted and reflected in their day-to-day culture. Students will trace the evolution of popular culture and its replacement of classical “high” culture as the dominant culture. Students will draw connections to the unifying and divisive aspects of popular culture and the messages conveyed in it.

SCIENCE COURSE OFFERINGS

Students must complete three (3) credits of Science to graduate including at least one life science and one physical science.

All students are required to take a biology course. Students are encouraged to check with prospective colleges to ensure that appropriate courses are selected for potential college majors.

Required Course Offerings			
Grade 9	Grade 10	Grade 11	Grade 12
Biology	Chemistry Physics Forensic Science Environmental Science Botany	Chemistry AP/CHS Chemistry Physics Forensic Science Environmental Science Botany AP/CHS Biology Anatomy & Physiology	Chemistry AP/CHS Chemistry Physics Forensic Science Environmental Science Botany AP/CHS Biology Anatomy & Physiology

Biology (Life Science) with Lab (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.

CHS/AP Biology with Lab (10435) Grades: 9,11,12 1.0 credit 1 year

Prerequisite: Completion of Biology and/or strong teacher recommendation

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.**

9th Grade AP Biology with Lab (104351) Grades: 9 2.0 credit 1 year

Prerequisite: Recommended into course based on 8th Grade Science PSSA scores and other relevant student achievement data; and/or strong teacher recommendation

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.**

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

Prerequisite: Completion of Geometry or higher and passing Keystone Algebra

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 analysis, analyzing data, chemical and physical properties, atomic structure, electrons in atoms, periodic law, ionic compounds, covalent bonding, chemical reactions, the mole, and gases.

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

Prerequisite: Completion of Biology and Algebra II, and/or strong teacher recommendation. This course counts as a math or a science credit.

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.

* when completed on cyber only .5 credit is given due to reduced course load

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

Prerequisite: 80% average in 0421 Chemistry and/or strong teacher recommendation

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 advanced college courses in chemistry

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

Prerequisite: Completion of Health I and II, 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 individual's 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.

Personal Training II (1080X) **Grades: 11, 12** **1 credit** **1 year**

Prerequisite: Personal Training I

Personal training II is designed to build upon skills obtained through the completion of Personal Training I. Students will create strength training or cardio-respiratory programs based on an individual's age, gender, weight, and overall health. Students will implement exercise programs for fellow students based individual fitness goals and desired results.

Weight Training (1080X) **Grades: 10, 11, 12** **0.5 credit** **1 semester**

Weight training is a one-semester course designed to teach the fundamentals of weight training and well as weight training programming for specific results.

* course may be counted as a Physical Education credit for graduation purposes

BUSINESS COURSE OFFERINGS

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 effective 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 be given the opportunity to participate in job shadowing with local employers.

Transition Planning I (0846) **Grade Level: 10** **.5 credit** **1 semester**

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

FOREIGN LANGUAGE 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 COURSE OFFERINGS

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 student's family and environment. Cultural differences and similarities are explored, as well as history and the arts. More complex grammar and vocabulary are studied, with a 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.

SPANISH COURSE OFFERINGS

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.

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

Prerequisite: Grade of 70% or better in Spanish II, 2.0 QPA and/or strong 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.

ART COURSE 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 beginner 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, sculptures, 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 installation piece in the high school and middle school buildings.

MUSIC COURSE OFFERINGS

Chorales (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 techniques, learning about appropriate interpretations for various music styles, blending with other voices in an ensemble sound, as well as learning about basic music notation.

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*

Band 9/10 (10650) **Grades: 9,10,** **1.0 credit** **1 year**
Prerequisite: Completion of Middle School Band; Audition

This class is designed for band members advancing from the 8th grade band. Students will work on developing techniques on their primary wind or percussion instrument(s) through playing music literature and assessments. Students enrolled in this course are required to participate in the marching and concert bands, which perform at events both in and out of school. Students will be seated by playing exams and may be challenged by other students for their position.

Band 11/12 (10653) **Grades: 11,12** **1.0 credit** **1 year**
Prerequisite: Audition

This class is designed for band members advancing from the 10th grade band. Students will work on developing techniques on their primary instrument(s) through playing higher-level music literature and assessments. Students enrolled in this course are required to participate in the marching and concert bands, which perform at events both in and out of school. Students will be seated by playing exams and may be challenged by other students for their position.

TECHNOLOGY COURSE OFFERINGS

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” applications.

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. This curriculum leverages the “coolness” of robotics and the excitement of head-to-head competition to inspire and engage students.

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** **0.5 credit** **1 semester**
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.

CHS Computer Programming (10353) **Grades: 10,11,12** **4.0 credits** **1 year**
(University of Pittsburgh) Prerequisite: 3.2 GPA or Teacher Approval

This course is designed to teach students fundamental programming skills and concepts in the Python programming language. Python is a 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 four (4) college credits through the University of Pittsburgh.

CHS Web Design (10355) **Grades: 10, 11,12** **3.0 credits** **1 year**
(Duquesne University) Prerequisite: Successful completion of Algebra I; GPA of 3.0 or teacher recommendation

In this course, students will learn fundamental web design skills and create a wide variety of projects.

- * Google Sites will be used to create a five-page website for a Washington High School team, band or club, or for an outside organization.
- * After an introduction to HTML, students will learn several CSS techniques to modify and enhance their HTML code.
- * Three interactive web pages will be created using JavaScript: a volume-surface area calculator, an online quiz and an ecommerce store.
- * The Bootstrap framework will be used to create a highly visual and interactive webpage.
- * WordPress.com will be used to create and host a six-page website. WordPress is used by over 40% of the websites on the Internet.
- * Students will create three mobile applications using code org’s App Lab interface and JavaScript.
- * Adobe Photoshop will be used to create a final project website that will compile all the projects listed above. This website will be uploaded to a web server and displayed on the Internet.

Game Programming (10357) **Grades: 9,10,11,12** **0.5 credit** **1 semester**
Prerequisite: Successful 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 simple animations. Students will then use Scratch, which was developed by MIT to create a variety of graphical games. Finally, the Pygame module of Python will be used to create a more sophisticated game. 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.

AP Computer Science Principles (10358) **Grades: 9,10,11,12** **1.0 credit** **1 year**
Prerequisite: Successful completion of Algebra I; GPA of 3.2 and/or strong teacher recommendation

The goal of *AP Computer Science Principles* is to introduce high school students to the foundations of modern computing. A central focus of the course is to make computer science accessible to all students as computer science is being used in almost every field—science, mathematics, medicine, engineering, music, fashion, business, sports, etc. 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 students will complete in class and submit to the College Board via their AP Digital Portfolio.

Java Programming (10359) **Grades, 9,10,11,12** **0.5 credit** **1 semester**
Prerequisite: Successful 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:

This course will benefit students going into computer, mathematics, engineering, and science professions as well as students who wish to improve their overall computer, analytical thinking and problem-solving skills.

FAMILY AND CONSUMER SCIENCE COURSE OFFERINGS

Family and Consumer Science I **Grades: 9,10,11,12** **.5 credit** **1 semester**

Prerequisite: None

Description: Family and Consumer Science 1 (FCS 1) is a one semester course focusing on nutrition, food preparation, consumerism, and food presentation. Students are introduced to the concepts of safety and sanitation; kitchen tool selection, care, storage and proper usage; measurements, nutrition, baking basics, and simple food preparation.

Major Topics or Themes: (additional topics may be covered)

- Kitchen safety and sanitation
- Nutrition
- Reading recipes
- Using standard cooking measurements
- Baking

Family and Consumer Science 2 **Grades: 9,10,11,12** **.5 credit** **1 semester**

Prerequisite: Completion of Family and Consumer Science 1

Description: Family & Consumer Science 2 (FCS 2) is a one semester course that has been developed to extend students culinary knowledge and abilities. This course will allow students to complete advanced recipes and plan meals with time, nutrition and budgets in mind.

Major Topics or Themes: (additional topics may be covered)

- Eggs and dairy
- Red meat and poultry cooking
- Cupcake decorating
- Cooking with fruits and vegetables
- Soups and salad preparation

WESTERN AREA TECHNOLOGY CENTER OFFERINGS

Career Preparation

A preparatory course to help develop problem-solving and critical thinking skills prior to beginning actual work experience. 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.

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

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.

Automation & Robotics Engineering Technology

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.

Carpentry

This three-year program is 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 acquire skills needed to attain employment as a carpenter. Students are also prepared to pursue further training in this field if they so desire.

Collision Repair

Both theory and hands-on training are emphasized in our three-year Collision Repair program that provides education and skills in the collision repair field that will prepare them to enter the workforce or go on to post-secondary education. Course topics include Mechanical and Electrical Components, Non-Structural Analysis and Damage Repair, Painting and Refinishing, and Structural Analysis and Damage Repair.

Computer Networking

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 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

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

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.

Electrical Occupations

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 (fiber optics) Certification. Students are also prepared to pursue further training in this field if they so desire.

Emergency and Protective Services

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

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

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

This three-year course provides tenth, eleventh and twelfth graders with 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

This three-year instructional program prepares students for 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.

Networking

This program provides students the opportunity to gain skills and knowledge for employment or attendance at a post-secondary school following completion of our three-year program. Students will learn all aspects of Networking and Cyber Security as well as PC computer technology skills. Course topics include Advanced Troubleshooting, Computer Assembly, Mobile Devices, Security, and Operating Systems.

Rehabilitation Aide

This course provides students with the entry-level knowledge and clinical skills necessary to enter the Rehabilitation Aide field in privately owned or governmental hospitals, clinics and/or rehabilitation centers. Students will assist in performing patient positioning and range-of-motion exercises while developing an understanding of both applications. Students will learn theoretical concepts and practice skills. Core curriculum includes an Overview of Health Careers, Basic Anatomy and Physiology, Medical Terminology, How to Measure Vital Signs, Range of Motion Exercises, Use of Canes, Crutches and Walkers, Massage Therapy, Hot Packs/Ice Applications and Sports Medicine, Stretches/Strengthening Exercises, Fitness, Nutrition and Weight Control, Patient Care and Communication Skills. The program combines lectures, discussions and hands-on training in a state-of-the-industry lab and in clinical settings to develop the knowledge and skills necessary for a career as a Rehabilitation Aide.

Welding

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.