

# ELIZABETH FORWARD HIGH SCHOOL



## PROGRAM OF STUDIES 2023 - 2024

1000 Weigles Hill Road  
Elizabeth, PA 15037

[www.efsd.net](http://www.efsd.net)

Twitter @EFWarriors



# ELIZABETH FORWARD HIGH SCHOOL

1000 Weigles Hill Road, Elizabeth, PA 15037-2416 • 412-896-2349 • FAX: 412-384-2030 • [www.efsd.net](http://www.efsd.net)

Mr. Michael Routh, *Principal*

Dear Students and Parents:

Elizabeth Forward High School's administration and faculty have prepared the 2023-2024 Program of Studies to assist students and parents in planning an appropriate educational program.

In addition to providing an overview of the academic program offered at Elizabeth Forward High School, this guide is intended to provide students and parents with information about school practices and policies; to assist students in making choices consistent with their aptitudes and interest; and to encourage them to make the best decisions relative to their post-high school plans. Please review this Program of Studies carefully and select courses that are of both a personal interest and consistent with a student's abilities and educational goals.

The school counselors work closely with students to assist and monitor student course selections and to identify student strengths, interests, aptitudes, and limitations. Parents should feel free to call the Guidance Department at [\(412\) 896-2352](tel:4128962352) for any questions that may arise.

It is my hope that this guide assists you with the scheduling process while providing a significant amount of information about Elizabeth Forward High School's academic programs and graduation requirements.

Yours in education,

Mr. Michael Routh  
Principal

***Inspire ~ Innovate ~ Imagine***

## ***Elizabeth Forward School District***

### ***Mission Statement***

***The mission of the Elizabeth Forward School District is to establish a collaborative working relationship with its families and communities to create learning environments for all students that nurture the academic, social, and emotional skills of each student through high expectations of excellence that produce lifelong learners, world-ready leaders, and citizens who are prepared to meet the ever-changing challenges of a global society.***

The following are the values and beliefs that serve as a foundation for learning in the Elizabeth Forward School District. The Elizabeth Forward School District believes that:

- All students can learn.
- All students have the opportunity to maximize their potential.
- A caring, safe, and trusting environment is essential.
- All students have value and worth and are entitled to meaningful relationships with caring adults.
- The family provides the foundation for and instills the attitudes needed in assuring successful education and learning.
- All students have a right to high-quality curriculum and instruction that focuses on rigor and relevance.
- All teachers and administrators share an unrelenting commitment to excellence for all students.
- Literacy is the foundation for all student success.
- Excellence in education is worth the commitment of time, effort, and money.
- All students will be prepared for a diverse, ever-changing global society.
- Education is the responsibility of the entire community and all benefit when people work together through open and honest lines of communication.

The Elizabeth Forward High School is an equal opportunity education institution and will not discriminate on the basis of race, color, national origin, sex, and handicap in its activities, programs, or employment practices as required by Title VI, Title IX, and Section 504. For information regarding civil rights or grievance procedures, contact Dr. Randal Sydeski, Title IX Coordinator, at 401 Rock Run Road; Elizabeth, Pennsylvania 15037-2416 [\(412\) 896-2312](tel:4128962312).

## **Table of Contents**

<b>Information and Policies</b>	<b>7</b>
Course Load	7
Graduation Requirements	7
Keystone Exam Information	8
Student Evaluation	8
Grading System	8
Incomplete Grades	8
PE Medical Exemption	9
Reports to Parents	9
Passing Grades	9
Failure Due to Grading Policy	9
Mid-Term Progress Reports	9
Honor Roll	9
Graduation Honors	9
Early Graduation	10
Grade Point Average	10
Student Attendance	11
Attendance	11
College Visitation	11
Homework Assignment Requests	11
Educational Vacation	11
Guidance Department/Scheduling	12
Guidance Services	12
Course Limitations	12
Scheduling Classes - Course Placement Recommendation Waiver Policy	12
Waiver Policy Procedures	13
Course Schedule Changes	13
Withdrawals	13
Summer School	14
Transcript Requests	14
High School Diploma	14
Privacy Rights of Parents and Students	14
<b>Curricula</b>	<b>15</b>
Honors	15
Advanced Placement (AP)	15
The College-in-High-School Program (CHS) and Dual Enrollment (DE)	16
Grading/Extra Quality Point	16
Distance Learning	16
Co-Taught Classes	17
Direct Instruction	17

Gifted Education Program	17
Hearing Support Program	17
Life Skills Support Program	17
Speech and Language Support Program	17
Vision Support Program	17
<b>Activities</b>	<b>19</b>
<b>Athletics</b>	<b>20</b>
<b>Course Recommendation</b>	<b>22</b>
College Preparatory Curriculum	22
Career and Technical Education / Employment Curriculum	23
College and Career Pathways and Clusters	24
Course Offerings	32
Business, Computer & Information Technology	32
Computer Science	32
Business	32
English	32
Entertainment Technology	33
Family and Consumer Science	33
Foreign Languages	33
Health, Physical Education and Aquatics	33
Mathematics	34
Music	34
Remediation	34
Science	35
Social Studies	35
Special/Other Courses	35
Technology Education	36
Visual Arts	36
Steel Center Area Vocational-Technical School	37
<b>Course Descriptions</b>	<b>38</b>
Business, Computer, and Information Technology/Computer Science	38
English	42
English Electives	45
Entertainment Technology Academy	47
Family & Consumer Science	50
Foreign Languages	51
Health / Physical Education / Aquatics	54
Mathematics	57
Music	63
Remediation	66
Science	67
Social Studies	75

Special/Other Courses	79
Technology Education	83
Visual Arts	86
Steel Center for Career and Technical Education	89
PA Department of Education Programs of Study	89
Steel Center Career Majors Course Offerings	89
High School Administration	95

# Information and Policies

---

## Course Load

Students are required to schedule a minimum of (7.00) credits per year.

## Graduation Requirements

The Elizabeth Forward School District defines graduation on the basis of the following three criteria:

1. Completion of specific courses and credits with passing grades as defined below
2. Demonstration of proficiency in literature, mathematics, and biology as measured by state and/or local assessments  
\*\*See below under Keystone Exam Information
3. Successful completion of a senior project. This requirement will be incorporated into the English Curriculum.

Every student must completely fulfill all graduation requirements established by the Elizabeth Forward School District in order to commence and be awarded a diploma. Students, with an accumulation of a minimum of **24 of the 25 required credits**, may participate in commencement activities at the end of the school year but will not be awarded their diploma until 25 credits are attained.

The following course/credit requirements apply to all students. (Credits are totaled for grades 9-12.)

English	4	Credits
Social Studies	4	Credits
Mathematics	4	Credits
Science	4	Credits
Electives	3	Credits
Arts or Humanities or both	3	Credits
Physical Education	1	Credit
Health	.50	Credit
Technology	.50	Credit
The ElizaBYTE Academy Coding 1 GameMaker Programming I Python Programming* Honors Python Programming*	.50	Credit
Building Bridges to My Future	.50	Credit
<b>Total Credits</b>	<b>25</b>	<b>Credits</b>

\*Retired course

Definitions	
<b>Core Subjects</b>	English, Social Studies, Mathematics, and Science
<b>Electives</b>	Additional approved credit courses offered by the school district including vocational education courses
<b>Art</b>	Visual arts, music theater, practical arts
<b>Humanities</b>	Subjects that embrace literature/reading, foreign languages, or additional courses in English and Social Studies
<b>Technology</b>	Subjects in the area of information technology and technology education, including coursework in the Entertainment Technology Academy

### Keystone Exam Information

**\*\*Act 6 and Act 158 of Pennsylvania place new graduation requirements on students beginning with the Class of 2022. The new law expands options for students to demonstrate post-secondary readiness through four additional pathways that more fully illustrate college, career, and community outcomes. For students graduating in 2022 and beyond, the following options exist to meet statewide graduation requirements: Keystone Proficiency Pathway, Keystone Composite Pathway, Alternate Assessment Pathway, Evidence-Based Pathway, and CTE (Career & Technical Education) Pathway. Complete information is found on our high school website under the tab “Statewide High School Graduation Requirements.”**

**Students are still required to take the end-of-course Keystone exams in Algebra 1, Literature, and Biology, and will be offered multiple opportunities to retake the exams if not proficient. Remediation courses are being offered as a support for all students who wish to improve their score.**

**As the Pennsylvania Department of Education finalizes plans for future Keystone Exams or changes these graduation requirements, the High School Program of Studies will be revised to reflect the changes.**

### Student Evaluation

#### Grading System

The Board recognizes that a system of assessing student achievement can help students, teachers, and parents/guardians to understand and evaluate a student's progress toward educational goals and academic standards. Student progress and achievement will be reported by a marking system that represents five (5) levels of achievement. Each percentage is assigned a designated letter grade as follows:

Percentage	Letter	Meaning
90-100	A	Superior
80-89	B	Above Average
70-79	C	Average
60-69	D	Below Average
*50-59	F*	Failing and No Credit
	I	Incomplete
	M	Medical Excuse
	WF	Withdraw with Failing Grade
	FG	Failure due to Grading Policy

\*All grades lower than Fifty Percent (50%) are recorded and calculated as Fifty Percent (50%) except when that grade is the result of significant absences or non-attendance. The grade is then recorded as Zero Percent (0%).

#### Incomplete Grades

Students receiving an “I” (Incomplete) grade will have two (2) weeks from the end of the grading period to make up the assigned work. If work is not completed in that two-week period, the grade earned for all completed work will be the resulting grade. In the case of a lengthy absence, the “I” grade will be reviewed by the teacher and/or building principal.



# Information and Policies

---

## **PE Medical Exemption**

If a student is physically unable to participate in Physical Education, a medical excuse from a doctor must be submitted to the school counselor the first week of class. A student with a non-participation medical excuse for Physical Education will be placed in a study hall for the duration of the medical excuse and must complete an alternative assignment as specified by the Phys Ed Teacher.

## **Reports to Parents**

The school year is divided into four (4) report periods, each nine (9) weeks in length. Grades for the first three (3) marking periods will be reported online and students/parents will be mailed a report card following the quarter's conclusion. This final report card will be a summary of a student's achievements in each course for the entire school year.

## **Passing Grades**

To pass a course, a student must meet all of the following criteria:

### **(A): Yearlong Course**

- A student must earn a minimum of 240 percentage points to pass the course.
- A failing grade earned in M1, M2, and M3 will be recorded as a minimum of 50% or higher. If M4 is a failing grade, it will be recorded as the actual percentage (i.e. 27%). Any exceptions will require administrative approval.
- A student must pass at least one of the final two grading periods (M3 or M4).

### **(B): Semester Course**

- A student must earn a minimum of 120 percentage points to pass the course.
- A failing grade earned in M1 (or M3) will be recorded as a minimum of 50% or higher. If M2 (or M4) is a failing grade it will be recorded as the actual percentage (i.e. 27%). Any exceptions will require administrative approval.

## **Failure Due to Grading Policy**

If a student fails a course due to grading policy the percentage will remain the same but the letter grade will be designated as an "FG" on the student's final transcript.

## **Mid-Term Progress Reports**

If, by the middle of each term, a student has earned a failing grade or is in danger of failing the course area, an interim report, called "Mid-Term Progress Report," will be mailed to the parents or guardian during the fifth (5<sup>th</sup>) week of the reporting period. A Mid-Term Progress Report may be generated at any time during the grading period as circumstances warrant. This report is intended for both parents and students to be aware that a problem exists and that a communication or conference should be initiated by the parents or student with the instructor. School counselors are available throughout the day to assist students and parents. A conference with counselors or teachers may be arranged by calling 412-896-2352.

## **Honor Roll**

The Honor Roll is prepared and reported for each nine (9) week's report period as determined by the student's Grade Point Average. Students may not have a failing or incomplete grade at the time of the grade report. To determine one's G.P.A., a numerical value is assigned to a letter grade as listed on the next page under Grade Point Average. Any student with a G.P.A. of 3.50 to 4.00 and above will be designated as earning *High Honors* status. Any student with a G.P.A. of 3.00 to 3.49 will be designated as earning *Honors* status.

## **Graduation Honors**

A student will be recognized during the Commencement Program as an *Honors* graduate if he/she has a cumulative G.P.A. of 3.0 – 3.49 in grades 9, 10, 11, and 12. If the cumulative G.P.A. is 3.50 – 3.99, the student will be designated as having earned *High Honors*. If the student's G.P.A. is 4.00 or above, the student will be designated as having earned *Academic Distinction*.

## Information and Policies

---

### Early Graduation

In rare cases students may accumulate enough credits to satisfy requirements in advance of their regularly scheduled graduation date. Students and their parents are required to notify their school counselor in writing at least one semester in advance of their anticipated graduation. The school counselor will then conduct a thorough transcript review and will make a recommendation to the building principal. In all cases, the building principal will give final approval. After permission is granted, the requirements for early graduation will be included in a written plan to be signed by the student, parent, principal, and school counselor. Please contact the guidance department with questions about the early graduation application process.

### Grade Point Average

The Grade Point Average is a measure of a student's academic standing. To compute the quality points earned, each letter grade carries a given number of quality points as shown below:

Grade	Regular Scale Quality Points	Honors Scale Quality Points	Advanced Scale Advanced Placement /CHS Quality Points
A	4	4.5	5
B	3	3.5	4
C	2	2.5	3
D	1	1.5	2
F, WF, FG	0	0	0

To determine the <i>end-of-year grade point average</i> , the calculation is as follows:				
Course	Grade	Quality Points	Credits	Total
Course 1	A	4	1	4
Course 2	B	3	1	3
Course 3	C	2	1	2
Course 4	A	4	.5	2
Course 5 (Steel Center)	B	3	3	9
			6.5 Total	20 Total
Twenty (20) quality points divided by 6.5 course credits gives a year-end G.P.A. of 3.077.				

The *cumulative grade point average* is determined by dividing the total of all quality points earned by the total number of all credits awarded. For example, if a student attempted 18 credits and earned 45 quality points by the end of his/her junior year, the student's cumulative G.P.A. is 2.5.

### Class Rank

The Elizabeth Forward School District does not calculate class rank.

## Student Attendance

### Attendance

Attendance in school is required by law and should be encouraged by the parents. The Public School Code defines compulsory school age as “the period of a child’s life from the time the child’s parent elected to have the child enter school and which shall be no later than 6 years of age until the child reaches 18 years of age.” **Children are required by law to attend school until the child reaches their 18<sup>th</sup> birthday.**

Students have three (3) school days (upon return to school) to submit a written parent/guardian excuse. If a written excuse is not received within that time period, the absence will be marked permanently unlawful/unexcused. Students will have the opportunity to make up work when absent; however, upon the second and subsequent unlawful/unexcused absence, any work submitted or owed will be recorded as a zero (0). Absences beyond ten (10) written excuses by parent/guardian will require an excuse from a licensed physician. Upon the fourth (4th) unlawful/unexcused absence, a school-family conference will be held to develop an Attendance Improvement Plan to ensure regular attendance. A magistrate citation will be issued when a student accumulates six (6) unlawful/unexcused absences. **Please refer to EFSD Policy #204 Attendance for more information.**

### College Visitation

Students visiting a post-secondary institution will be granted up to a total of four (4) days of excused absences. The student must submit a written excuse on the college letterhead upon return to school.

### Homework Assignment Requests

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

### Educational Vacation

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

1. The parent/guardian obtains and completes the necessary paperwork from the school office. **(Must be submitted no less than 1 week prior.)**
2. Once approved by the principal, the student then contacts his/her teachers and arranges for missed assignments during the time period for which he/she will be absent.

**Family vacations, with educational value, will be granted for up to five (5) school days throughout the year.**

### **Guidance Department/Scheduling**

Jillian Monti School Counselor	Grades 10-12 A - Le	<a href="tel:(412)896-2346">(412) 896-2346</a>	<a href="mailto:jmonti@efsd.net">jmonti@efsd.net</a>
Joseph McManus School Counselor	Grades 10-12 Li - Z	<a href="tel:(412)896-2347">(412) 896-2347</a>	<a href="mailto:jmcmanus@efsd.net">jmcmanus@efsd.net</a>
Crista Scalfari School Counselor	Grades 8, 9 A-Z	<a href="tel:(412)896-2334">(412) 896-2334</a>	<a href="mailto:cscalfari@efsd.net">cscalfari@efsd.net</a>
Natalie Scheiber Guidance Secretary	Grades 9-12 A-Z	<a href="tel:(412)896-2352">(412) 896-2352</a>	<a href="mailto:nscheiber@efsd.net">nscheiber@efsd.net</a>

### **Guidance Services**

The guidance department consists of three (3) school counselors and one guidance secretary. Their primary responsibility is to help students be successful academically, emotionally, and socially. This is done by working closely with teachers, parents, administrators, and other professionals.

Students typically see their guidance counselor about

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

To schedule a meeting with the guidance counselor, students can stop by the Guidance Office or a parent can call the guidance secretary at [\(412\) 896-2352](tel:(412)896-2352).

### **Course Limitations**

Course offerings will depend on the availability of staff, space, resources, and potential scheduling limitations.

### **Scheduling Classes - Course Placement Recommendation Waiver Policy**

With the assistance of school guidance counselors, students, and their parents should select courses based on their academic interests, strengths, and goals. Several courses carry with them prerequisite courses and/or levels of achievement. Before enrolling in courses, the student should verify that he/she has met the necessary prerequisites. If, however, the student has not met the prerequisites but wishes to register for that course, he/she must complete a Course Placement Recommendation Waiver Form obtained from the Guidance Office, which will state that the student and parents understand that the student is taking the course against the recommendation of the faculty.

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

# Information and Policies

---

## Waiver Policy Procedures

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

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

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

1. A list of students with waivers is generated by the Counseling Office and is distributed to Administration. The list will be kept on file in the counseling office.
2. If a student does withdraw from a course (after the first 15 school days) for which a waiver contract has been signed, the student will receive a **WF**, and that grade will be **included in the GPA calculation**.

## Course Schedule Changes

All schedule changes must be made before the end of the present school year. **No schedule changes will be made during the summer or when school begins.**

The following exceptions will be made if

1. A student failed a subject and must repeat that course next year.
2. A parent believes that his/her child would benefit from a more challenging course in the same subject area and there is documentation to support this request.
3. A student's schedule is incorrect as a result of a clerical error.
4. A student has not completed or failed summer school.
5. A student is identified as having special needs and qualifies for certain adaptations/modifications under Federal Law.
6. A student has significantly changed his/her future plans and other coursework is necessary.  
**Note:** Written documentation by a college, trade school, or technical school is necessary.

## Withdrawals

Student schedules are designed to meet a student's interests and academic goals. No student will be permitted to withdraw from a course if he/she is carrying a **minimum course load (7.00 credits per year)**. A student may withdraw from a course under the following conditions:

1. It does not reduce his/her schedule below the minimum yearly course load of 7.00 credits.
2. The course is not required.
3. The student is identified as having special needs and the IEP Team determines that withdrawing from a course would benefit the student.

All withdrawals will adhere to the following:

1. A semester course will be designated as a "W" if withdrawal occurs within the first (1st) week of the class.
2. A semester course will be designated as a "WF" if withdrawal occurs beyond the first (1st) week of the class.
3. A yearlong course will be designated as a "W" if withdrawal occurs within the first (1st) week of the class.
4. A yearlong course will be designated as a "WF" if withdrawal occurs beyond the first (1st) week of the class.

# **Information and Policies**

---

## **Summer School**

Any student who fails a required course during the school year is encouraged to attend summer school for remediation. Students and parents should be advised that there is a fee for attending summer school that varies by summer school location. Students attending summer school in other school districts may apply for credit toward graduation if the following criteria are met:

1. Administrative/Guidance approval from the Elizabeth Forward High School is granted PRIOR to enrolling in any summer school course so that it can be determined if the course in which the student has enrolled will be accepted at and will satisfy Elizabeth Forward High School graduation requirements.
2. The summer school program meets all the requirements of the Pennsylvania Department of Education.
3. An official summer school transcript is submitted to the Elizabeth Forward School District immediately after completion of the course.
4. Students are permitted to earn a maximum of two (2) credits in summer school.

## **Transcript Requests**

Seniors who are in the process of applying to college, trade, or technical schools must adhere to the following set of guidelines for completing applications:

1. Secure an application and complete all personal information.
2. Notify your counselor if the student completes an online admissions application
3. Obtain a "Request for Transcript" release form in the Guidance Office. The form must be signed by the student's parent/guardian.
4. All official transcripts **must be mailed** to the receiving school by the Guidance Office according to school policy.
5. Please allow your school counselor at least two weeks to review your college applications and to process all transcript requests.

**Note:** Additional information is provided on the Elizabeth Forward School District website.

\*\*\* Once a student has graduated from high school, only the graduated student can sign the transcript release form.

## **High School Diploma**

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

## **Privacy Rights of Parents and Students**

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

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

# Curricula

---

## **Honors**

Honors courses are rigorous courses that demand a high level of analytical reading ability and often lead to Advanced Placement studies. Students are required to spend a significant amount of time outside of class on coursework and may have summer assignments. Pre-AP and Honors courses are weighted (4.5) compared to a regular course (4.0).

## **Advanced Placement (AP)**

Elizabeth Forward's Advanced Placement courses are approved by the College Board's Advanced Placement Program. These courses have the rigor of a college-level class and are taught by the Elizabeth Forward High School faculty. Students are expected to take the AP exam in May. The **approximate cost** of each AP exam is \$97.00 ( AP Capstone is \$145.00). The school district will reimburse the students if they receive a score of five (5) on the exam. Scores will be reported to the district in the summer and reimbursement will occur in September.

PLEASE NOTE: Each **Honors and AP course** requires students to complete a summer assignment prior to the first day of school. If a student chooses to drop an Honors or AP class, they must do so by the last day of school in writing submitted to the guidance office. Students will not be permitted to drop the course simply because they did not complete the summer assignment. Students that don't complete the summer assignment will be given a "zero" for the incomplete coursework to start the year.

## **Current AP Courses taught at Elizabeth Forward are:**

AP Biology	AP English 11 Language and Composition
AP Calculus AB	AP English 12 Literature and Composition
AP Calculus BC	AP European History
AP Capstone Research	AP Physics
AP Capstone Seminar	AP Pre-Calculus
AP Chemistry	AP Statistics
AP Computer Science A	AP U.S. History
AP Computer Science Principles	AP World History

## **The College-in-High-School Program (CHS) and Dual Enrollment (DE)**

### **College-In-High-School:**

The College-In-High School Program is designed to allow high school students to earn college credit(s), within a supportive high school environment, at a fraction of the cost of normal post-secondary tuition. College credit is earned at a reduced rate payable to the college/university at the beginning of the school year. Students can earn credit towards EFHS graduation requirements AND credit at participating local colleges/universities. College credits may be transferable to other institutions of higher learning. Please always check with potential institutions for their credit transfer policy. Upon successful completion of the course, students will receive college credit and their grade will appear on an official college transcript.

**Be advised that we are not notified of final course approval until after our school year begins. Please speak to your school counselor for more information.**

Elizabeth Forward High School has partnered with the following colleges/universities on CHS courses:

- La Roche University
- Seton Hill University
- University of Pittsburgh

### **Dual Enrollment:**

Dual Enrollment (DE) enables students to take college courses on campus or through distance learning opportunities. Permission to participate in DE must be obtained by the Building Principal and School Counselor in advance of enrollment in DE at a local college or university. All tuition and fees, including student transportation, are at the expense of the student and family. As such, there are limited opportunities to take DE courses.

**Courses available through CHS/DE at Elizabeth Forward High School are subject to change, without notice, by the sponsoring college/university or the school district. Please refer to the course catalog for information about specific CHS/DE offerings.**

### **Grading/Extra Quality Point**

Students enrolled in the Advanced Placement (AP) and Dual Enrollment (DE) classes are assigned an extra quality point to the grade earned each reporting period. Students enrolled in the Honors courses are assigned one-half (.5) quality points to the value of the grade earned each reporting period. The purpose of this is to recognize the additional requirements in these courses.

### **Distance Learning**

With the changing technologies, Elizabeth Forward will consider offering courses not part of the traditional curriculum. These courses may be offered by neighboring school districts, universities, colleges, and virtual learning.



# Support Services

---

## **Faculty:**

*Brett Anselmino  
Marc Bellora  
James Coll*

*TBD  
Katie Geis  
Hillary Habershtock*

*TBD  
Larissa Leuenberger  
Myah Winowitch*

The Special Education program at Elizabeth Forward High School provides a continuum of services. The goal of the program is to provide services in the Least Restrictive Environment, which includes the regular class, co-taught classrooms, and direct instruction (resource room) classrooms. The district incorporates a variety of supplemental aids and services to help students succeed.

## **Co-Taught Classes**

The co-taught class involves either two regular education teachers and/or a regular education and highly qualified special education teachers that work collaboratively to deliver and provide individual instruction when needed. The special education student that participates in a co-taught class benefits from being in the general curriculum both academically and socially.

## **Direct Instruction**

The direct instruction class involves a special education teacher who is highly qualified for the content being taught in a special education resource room. This class will provide more opportunities to concentrate on specific behavioral, academic, and social needs in a smaller setting. Placement in a direct instruction class is based on student needs and is an IEP team decision.

## **Gifted Education Program**

The Gifted Education program at Elizabeth Forward High School is designed to meet the needs of gifted students as defined by the PA Special Education law and regulations outlined in Chapter 16. The Gifted Education Program provides such students with a variety of enriching activities in an academically and socially supportive environment. Participants are encouraged to take challenging Honors, Pre-AP, CHS, and Advanced Placement courses. Students should consult with the Enrichment Facilitator and their Guidance Counselor to make the most of the valuable opportunities available to them.

## **Hearing Support Program**

The Allegheny Intermediate Unit Hearing Support Programs provide hearing-impaired children with an education parallel to that of their hearing peers. The program develops optimum communication skills through sequential language acquisition. Children are placed in regular classrooms where their instruction is supplemented by itinerant speech, language, and other ancillary services.

## **Life Skills Support Program**

The Life Skills Support class is a functional academic program emphasizing the development of the student's potential in personal/social skills, vocational, recreational, and community living skills. The curriculum is aimed at teaching the life skills needed to achieve self-sufficiency and to provide students with an opportunity to acquire these independent living skills at a pace appropriate to the student's abilities and needs. One example of this curriculum is the Practical Assessment Exploration System (PAES) program. PAES is a functional skills curriculum with an embedded assessment of vocational potential and employability skills. PAES identifies: 1) aptitude for community-based employment, 2) functional skills, 3) interests, 4) work behavior strengths and barriers to success. PAES is conducted in a simulated work environment within a classroom setting where students work on simulations of actual tasks performed on community-based jobs.

## **Speech and Language Support Program**

The Speech and Language Support Program is provided to those students who have been diagnosed and require support for disabilities in these areas.

## **Vision Support Program**

The Allegheny Intermediate Unit Vision Support Program provides support to diagnosed visually impaired students.

## **Support Services**

---

### **Student Assistance Program (SAP)**

Elizabeth Forward High School provides a comprehensive Student Assistance Program (SAP). The SAP program is comprised of a core team of professionally trained student assistance members which includes:

- Counselors
- Teachers
- Social Workers
- Nurses
- Administrators
- Community Agency Liaisons

This team does not diagnose, however, they may recommend an assessment for a specific treatment. The goal of the Student Assistance Program is to provide early intervention and support services to students identified as having difficulties achieving success. This team identifies barriers to learning and then mobilizes school resources to provide appropriate treatment options. Referral sources include teachers, parents, nurses, principals, and administrators. Please contact the SAP Coordinator, Mrs. Kaila Miele, at [\(412\) 896-2349](tel:4128962349) with specific questions or concerns related to this program.

## Activities

---

Activities	Sponsor	Email Address
Academic League	Mr. Coll	<a href="mailto:jcoll@efsd.net">jcoll@efsd.net</a>
Bots IQ	Mrs. Duschek	<a href="mailto:aduschek@efsd.net">aduschek@efsd.net</a>
Choir/Vocal Music	Dr. Milliren	<a href="mailto:amilliren@efsd.net">amilliren@efsd.net</a>
Class of 2021 / 2022 / 2023 / 2024 (student participation by grade level)	Individual Class Sponsors	Grades: 9,10,11,12
Drama Club (Musical)	Mr. Benedek	<a href="mailto:jbenedek@efsd.net">jbenedek@efsd.net</a>
Green Team	Mr. Day	<a href="mailto:mday@efsd.net">mday@efsd.net</a>
Instrumental Music (Band/Color Guard)	Mr. Spang	<a href="mailto:sspang@efsd.net">sspang@efsd.net</a>
Interact Club	Ms. Mazurek	<a href="mailto:mmazurek@efsd.net">mmazurek@efsd.net</a>
Intramurals	TBD	
Leo Club	Mrs. Wemyss	<a href="mailto:twemyss@efsd.net">twemyss@efsd.net</a>
MultiMedia Productions	Dr. Milliren	<a href="mailto:amilliren@efsd.net">amilliren@efsd.net</a>
Mock Trials	TBD	
National Honor Society	Mr. McManus	<a href="mailto:jmcmanus@efsd.net">jmcmanus@efsd.net</a>
Peer Tutoring	Various	
S.A.D.D. (Students Against Destructive Decisions)	Mrs. Kluegel	<a href="mailto:kkluegel@efsd.net">kkluegel@efsd.net</a>
Spanish Honor Society	Ms. Thurston	<a href="mailto:athurston@efsd.net">athurston@efsd.net</a>
S.G.A. (Student Government Association)	Dr. Spiegel	<a href="mailto:jspiegel@efsd.net">jspiegel@efsd.net</a>
TSA (Technology Student Association)	Miss Campbell	<a href="mailto:ecampbell@efsd.net">ecampbell@efsd.net</a>
The "Tribe" (Friendship Club)	Ms. Winowitch	<a href="mailto:mwinowitch@efsd.net">mwinowitch@efsd.net</a>

The Elizabeth Forward School District provides extracurricular activities for all students to complement its academic program. The purpose is to offer a wide variety of programs to get as many students involved so that they are well-rounded individuals and active participants, demonstrating pride in our school.

Athletics	
Fall	Cheerleading
	Cross Country
	Football
	Golf
	Soccer
	Volleyball
Winter	Basketball
	Bowling
	Hockey (Club-Sponsored)
	Bowling (Club-Sponsored)
	Indoor Track (Club-Sponsored)
	Swimming
	Wrestling
Spring	
	Baseball
	Softball
	Track and Field

The NCAA list of approved courses is also available on a website at [www.eligibilitycenter.org](http://www.eligibilitycenter.org). The NCAA can be reached by calling: [1-877-262-1492](tel:1-877-262-1492) Toll-Free. For more specific information regarding athletics, please contact our Athletic Director, Mr. Tim Guffey, at [tguffey@efsd.net](mailto:tguffey@efsd.net) or by calling [\(412\) 896-2351](tel:412-896-2351).

**According to the PIAA Article X Curriculum, “eligibility” is defined as:**

Section 1. To be eligible for interscholastic athletic competition, a student must pursue a curriculum defined and approved by the Principal as a full-time curriculum. Where required, this curriculum or its equivalent must be approved by, and conform to, the regulations of the State Board of Education and the Pennsylvania School Code, as well as any local policies established by the local School Board. The student must be passing at least four full-credit subjects or the equivalent. Eligibility is cumulative from the beginning of a grading period, must be reported on a weekly basis, and must be filed in the Principal’s office. Where a student’s cumulative work from the beginning of the grading period does not as of any Friday meet the standards provided for in this Section, the student is ineligible from the immediately following Sunday through the Saturday immediately following the next Friday as of which the student’s cumulative work from the beginning of the grading period meets the standards provided for in this Section. Where a school is closed on a Friday for any reason, the Principal may, at the Principal’s election, determine whether the student as of that day meets the standards provided for in this Section.

Section 2. To be eligible for interscholastic athletics, a student must have passed at least four full-credit subjects, or the equivalent, during the previous grading period, except as provided in Section 5. Back work may be made up, providing it is in accordance with the regular rules of the school.

Section 3. In cases where a student’s work in any preceding grading period does not meet the standards provided for in Section 2, said student is ineligible to participate in interscholastic athletics for at least fifteen (15) school days of the next grading period where the school has four (4) grading periods per school year, or for at least ten (10) school days of the next grading period where the school has six (6) grading periods per school year, beginning on the first-day report cards are issued.

\*Refer to the complete PIAA Bylaws by visiting <http://www.piaa.org/>

## **NCAA Approved Courses**

All students participating in athletics should be made aware that not all classes count towards the NCAA requirements. All student athletes that are planning to participate in an NCAA sport at the college level are required to meet the NCAA requirements. Please stop in to see your school counselor when planning your courses to avoid scheduling issues.

### **English**

English 9, 10, 11, 12  
Honors 11, 12  
Pre AP 9, 10  
AP English 11  
AP English 12  
Mythology  
Creative Writing  
Public Speaking  
AP Capstone Research  
AP Capstone Seminar

### **Social Studies**

AP World History  
AP European History  
AP US History  
Modern Western Civilization  
American History  
World Cultures  
American Government  
Economics  
Psychology  
Sociology

### **Mathematics**

Academic Algebra 1  
Algebra 1  
Algebra 2  
Algebraic Concepts with  
Trigonometry  
Probability & Statistics  
Academic Algebra 2  
Academic Geometry  
Academic Trigonometry &  
Pre-Calculus  
Calculus  
Honors Algebra 2  
Honors Geometry  
AP Calculus AB  
AP Calculus BC  
AP Pre-Calculus  
AP Statistics

### **Science**

Biology  
Honors Biology  
AP Biology  
Honors Anatomy & Physiology  
Academic Physics 1  
Academic Physics 2  
Honors Physics  
AP Physics C  
Applied Chemistry  
Chemistry  
Honors Chemistry  
AP Chemistry  
Environmental Science

### **Additional Courses**

French 1, 2, 3,  
Honors French 4  
AP French 5  
Spanish 1, 2, 3  
Honors Spanish 4  
AP Capstone Seminar  
AP Capstone Research

## Course Recommendations

<b>College Preparatory Curriculum (Sample)</b>			
<b>Grade 9</b>	<b>Credits</b>	<b>Grade 10</b>	<b>Credits</b>
English 9/Pre AP English 9	1.00	English 10/Pre AP English 10	1.00
Modern Western Civilization	1.00	American History/AP U.S. History	1.00
Academic Algebra 1 Honors Algebra 2	1.00	Academic Algebra 2 Honors Geometry	1.00
Biology/Honors Biology	1.00	Chemistry/Honors Chemistry	1.00
Foreign Language (1 <sup>st</sup> year)	1.00	Foreign Language (2 <sup>nd</sup> year)	1.00
Building Bridges to My Future	0.50	Physical Education	0.50
Physical Education	0.50	Electives	1.50
The ElizaBYTE Academy/ Coding 1/ GameMaker Programming I	0.50	Health	0.50
Electives	1.00		
<b>Total Credits</b>	<b>7.50</b>	<b>Total Credits</b>	<b>7.50</b>
<b>Grade 11</b>	<b>Credits</b>	<b>Grade 12</b>	<b>Credits</b>
English 11/Honors English 11/AP English 11	1.00	English 12/Honors English 12 or AP English 12	1.00
World Cultures/ AP U.S. History/ AP European History/AP World History	1.00	American Government/Psychology, Economics, or Sociology	0.50
		A.P. European History/ AP World History	1.00
Academic Geometry Academic Trig/Pre-Calculus AP Pre-Calculus & AP Statistics	1.00  2.00	Academic Trig/Pre-Calculus Calculus/AP Calculus Probability and Statistics/AP Statistics	1.00
Academic Physics 1/Honors Physics/Honors Anatomy & Physiology	1.00	AP Physics AP Biology AP Chemistry Anatomy & Physiology	1.00
Foreign Language (3 <sup>rd</sup> or 4 <sup>th</sup> year)	1.00	Foreign Language (4 <sup>th</sup> or 5 <sup>th</sup> year)	1.00
Electives	2.50	Electives	2.50
<b>Total Credits</b>	<b>7.50</b>	<b>Total Credits</b>	<b>7.50</b>

**Foreign Language Information:** Elizabeth Forward School District does not require a foreign language to graduate; however, most colleges require study of a foreign language. The foreign language recommendation is often fulfilled through satisfactory completion of at least two (2) courses in the same language. However, please note that most colleges and universities encourage satisfactory completion of three (3) or more courses in the same language, as it demonstrates higher-order thinking skills, dedication to a subject area, and a diverse/challenging transcript. Furthermore, global awareness and effective communication skills are highly sought after in most professional/academic fields. See your school counselor for specific requirements for different colleges or universities.

### **STEM Career Information:**

Students considering a STEM career should consider one or more computer science electives, including, but not limited to, Coding 1, Coding 2, Coding 3, AP Computer Science Principles, and AP Computer Science A.

## Course Recommendations

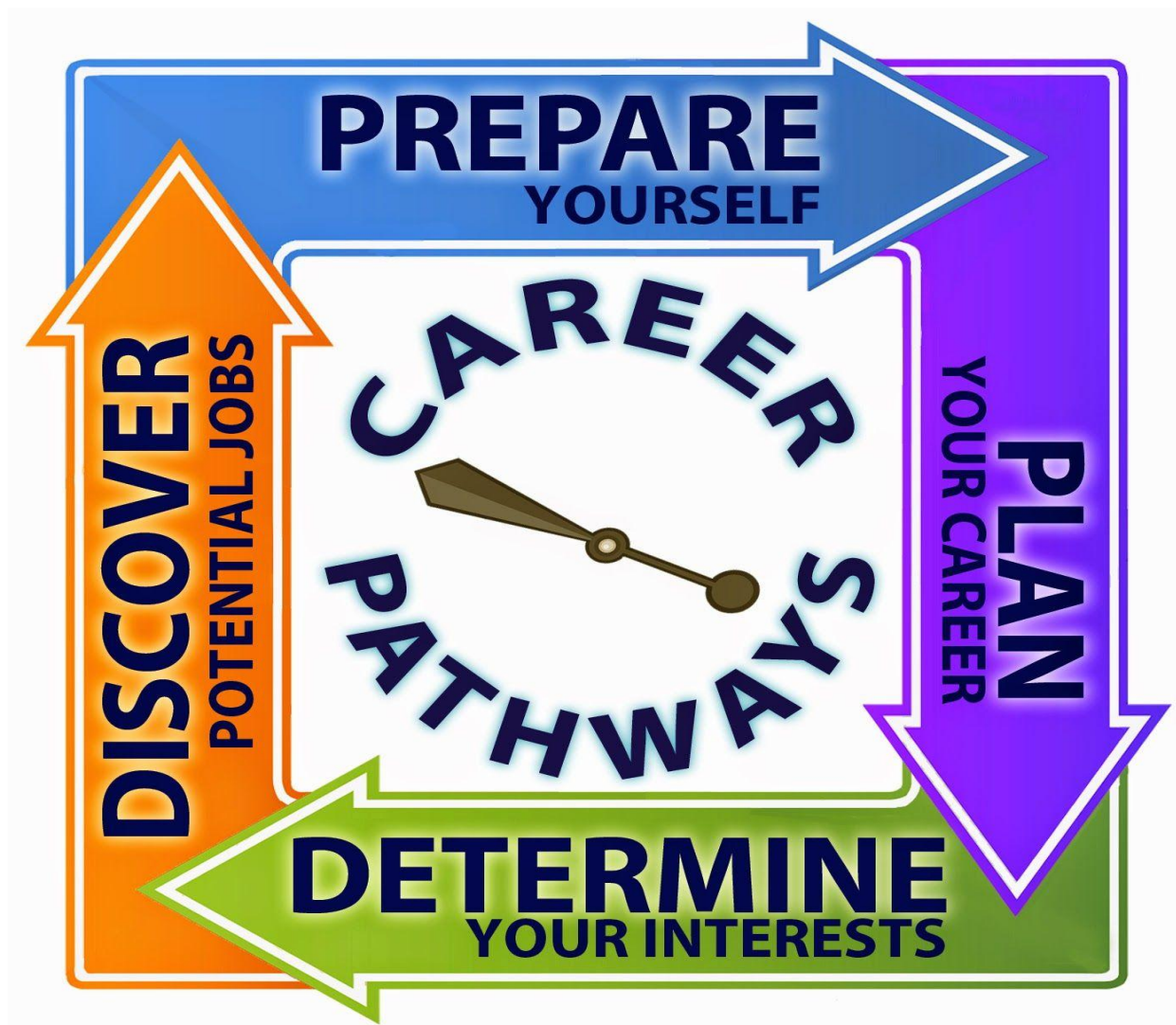
<b>Career and Technical Education / Employment Curriculum</b> (Sample)			
<b>Grade 9</b>	<b>Credits</b>	<b>Grade 10</b>	<b>Credits</b>
English 9	1.00	English 10	1.00
Modern Western Civilization	1.00	American History	1.00
Biology	1.00	Applied Chemistry/Academic Chemistry	1.00
Algebra 1	1.00	Algebra 2	1.00
Physical Education	0.50	Health	0.50
Building Bridges to My Future	0.50	Physical Education	0.50
The ElizaBYTE Academy/Coding 1/ Game Maker Programming I	0.50	Steel Center for Career and Technical Education	3.00
Electives	2.00		
<b>Total Credits</b>	<b>7.50</b>	<b>Total Credits</b>	<b>8.00</b>
<b>Grade 11</b>	<b>Credits</b>	<b>Grade 12</b>	<b>Credits</b>
English 11	1.00	English 12	1.00
World Cultures	1.00	American Government	0.50
Geometry	1.00	Sociology/Psychology/Economics	0.50
Applied Physics/ Academic Physics I	1.00	Environmental Science	1.00
Steel Center for Career and Technical Education	3.00	Integrated Math for the Workforce Algebraic Concepts/Trigonometry Probability and Statistics	1.00
		Electives	0.50
		Steel Center for Career and Technical Education	3.00
<b>Total Credits</b>	<b>7.00</b>	<b>Total Credits</b>	<b>7.50</b>

### **Notes:**

1. The Career & Technical curriculum is offered in cooperation with Steel Center for Career and Technical Education.
2. All programs are available to students beginning in their sophomore year. Decisions about participation for students with special needs will be made in accordance with their Individualized Education Plan.
3. Availability is based on Steel Center's program limits, and it is possible you may not be offered your first choice of program.

### College and Career Pathways and Clusters


According to the National Association of State Directors of Career Technical Education Consortium (2013), "The National Career Clusters™ Framework comprises 16 Career Clusters™ and related Career Pathways to help students explore different career options and better prepare for college and career. The Career Clusters™ and related Career Pathways serve as an organizing tool for schools, small learning communities, academies, and magnet schools to develop more effective programs of study and curriculum." Each of the pathways is aligned to the Elizabeth Forward Senior High School's Program of Studies to provide students an outline to follow when selecting courses and electives that are associated with a potential future career.







## Course Recommendations

---


Career Cluster	Elective Courses	Sample Pathways
	Accounting 1 & Accounting 2 AP Biology AP Statistics Environmental Science Foods and Nutrition International Foods Introduction to Foods	Agribusiness Systems Animal Systems Environmental Service Systems Food Products & Processing Systems Natural Resources Systems Plant Systems Power, Structural & Technical Systems Architecture & Construction


Career Cluster	Elective Courses	Sample Pathways
	Accounting 1 & Accounting 2 Adv. Engineering & Design Concepts (PLTW) CADD Creative Computer Drawing & Design Construction and the Building Process Digital Electronics and Robotics (PLTW) Drawing Building Design & Modeling (CADD) Engineering and Design Concepts (PLTW) Maker Lab Manufacturing Materials Processing 1 & 2 Principles of Engineering (PLTW) Technology Entrepreneurship (The ISH Co.) Transportation Systems Warrior Bots 10, 11, & 12	Construction Design/Pre-Construction Maintenance/Operations


## Course Recommendations


Career Cluster	Elective Courses	Sample Pathways
	3D Modeling Advanced Music Theory & Piano Advanced Painting and Mixed Media Advanced Studio Art 1 Advanced Studio Art 2 Basic Studio Art Beginning Painting Ceramics 1, 2, & 3 Chamber Music Coding 1, 2, & 3 Crafty Shack Creative Writing Digital Photography & Editing Elizabeth Forward Chorus Evolution of Games Exploring Visual Design Film Studies Foreign Language (French/Spanish) Game Design GameMaker Programming 1 & 2 Gaming Internship Honors Independent Ceramics eSports Intro. to Music Theory & Beginning Piano Jazz Ensemble Media Center Internship Multimedia Production Music History Ninth Grade Band Ninth Grade Chorus Partners in Art Partners in Music Percussion Ensemble Pop, Abstract, and Modern Art Print Media Productions Storytelling String Ensemble Symphonic Wind Ensemble T-Shirt TECH-niques Theater Arts Unity 3D Programming Warrior Choir	A/V Technology & Film Journalism & Broadcasting Performing Arts Printing Technology Telecommunications Visual Arts

## Course Recommendations


Career Cluster	Elective Courses	Sample Pathways
	Academic Trigonometry/Pre-Calculus Accounting 1 & Accounting 2 Algebraic Concepts/Trigonometry AP Statistics Computer Keyboarding Economics Foreign Language (French/Spanish) AP Pre-Calculus Investing & Personal Finance Probability and Statistics Technology Entrepreneurship (The ISH Co.)	Administrative Support Business Information Management General Management Human Resources Management Operations Management


Career Cluster	Elective Courses	Sample Pathways
	AP Capstone Research AP Capstone Seminar Child Development and Parenting Computer Keyboarding Foreign Language (French/Spanish) Partners in Art Partners in Music Partners Physical Education Psychology Public Speaking Sociology	Administration & Administrative Support Professional Support Services Teaching/Training


Career Cluster	Elective Courses	Sample Pathways
	Accounting 1 & Accounting 2 Economics Investing & Personal Finance Sports Marketing & Entrepreneurship Warrior School of Law	Accounting Banking Services Business Finance Insurance Securities & Investments

Career Cluster	Elective Courses	Sample Pathways
	Accounting 1 & Accounting 2 American Government AP U.S. History AP World History Computer Keyboarding Foreign Language (French/Spanish) Investing & Personal Finance Psychology Sociology Warrior School of Law	Foreign Service Governance National Security Planning Public Management & Administration Regulation Revenue & Taxation


## Course Recommendations


Career Cluster	Elective Courses	Sample Pathways
	Academic Trigonometry/Pre-Calculus Algebraic Concepts/Trigonometry AP Biology AP Capstone Research AP Capstone Seminar AP Chemistry AP Physics C AP Statistics Child Development and Parenting Computer Keyboarding Foreign Language (French/Spanish) Health Honors Anatomy & Physiology Honors Biology Honors Chemistry Honors Physics AP Pre-Calculus Lifeguard Training Psychology Sociology Sports Marketing & Entrepreneurship	Biotechnology Research & Development Diagnostic Services Health Informatics Support Services Therapeutic Services


Career Cluster	Elective Courses	Sample Pathways
	Computer Keyboarding Foods and Nutrition Foreign Language (French/Spanish) International Foods Intro to Foods Sports Marketing & Entrepreneurship	Lodging Recreation, Amusements & Attractions Restaurants & Food/Beverage Services Travel & Tourism

Career Cluster	Elective Courses	Sample Pathways
	Accounting 1 & Accounting 2 AP Capstone Research AP Capstone Seminar AP Statistics Child Development and Parenting Foreign Language (French/Spanish) Psychology Sociology	Consumer Services Counseling & Mental Health Services Early Childhood Development & Services Family & Community Services Personal Care Services


## Course Recommendations


Career Cluster	Elective Courses	Sample Pathways
	3D Modeling AP Computer Science A AP Computer Science Principles CHS CS-Web Site Design & Development CHS Web Design 2 Internship Coding 1, 2, & 3 Digital Electronics and Robotics (PLTW) Digital Photography & Editing Evolution of Games Game Design GameMaker Programming 1 & 2 Gaming Internship eSports T-Shirt TECH-niques The ElizaByte Academy Unity 3D Programming Warrior Bots 10, 11, & 12	Information Support & Services Network Systems Programming & Software Development Web & Digital Communications

Career Cluster	Elective Courses	Sample Pathways
	American Government Foreign Language (French/Spanish) Psychology Sociology Warrior School of Law	Correction Services Emergency & Fire Management Services Law Enforcement Services Legal Services Security & Protective Services

Career Cluster	Elective Courses	Sample Pathways
	CADD Creative Computer Drawing & Design Construction and the Building Process Digital Electronics and Robotics (PLTW) Drawing Building Design & Modeling (CADD) Maker Lab Manufacturing Materials Processing 1 & 2 Sports Marketing & Entrepreneurship Technology Entrepreneurship (The ISH Co.) T-Shirt TECH-niques Transportation Systems Warrior Bots 10, 11, & 12	Health, Safety & Environmental Assurance Logistics & Inventory Control Maintenance, Installation & Repair Manufacturing Production Process Dev. Production Quality Assurance


## Course Recommendations

Career Cluster	Elective Courses	Sample Pathways
	Academic Trigonometry/Pre-Calculus Accounting 1 & Accounting 2 Algebraic Concepts/Trigonometry AP Statistics CHS CS-Web Site Design & Development CHS Web Design 2 Internship Foreign Language (French/Spanish) AP Pre-Calculus eSports Maker Lab Probability and Statistics Sports Marketing & Entrepreneurship Technology Entrepreneurship (The ISH Co.) Warrior School of Law	Marketing Communications Marketing Management Marketing Research Merchandising Professional Sales

Career Cluster	Elective Courses	Sample Pathways
	3D Modeling Academic Trigonometry/Pre-Calculus Adv. Engineering Design Concepts (PLTW) Algebraic Concepts/Trigonometry AP Biology AP Calculus AB AP Calculus BC AP Capstone Research AP Capstone Seminar AP Chemistry AP Physics C AP Statistics CADD Creative Computer Drawing & Design Calculus Digital Electronics and Robotics (PLTW) Drawing Building Design & Modeling (CADD) Evolution of Games Game Design GameMaker Programming 1 & 2 Gaming Internship Graphic Technologies AP Pre-Calculus Introduction to eSports Probability and Statistics Storytelling Unity 3D Programming Warrior Bots 10, 11, & 12	Engineering & Technology Science & Mathematics

## Course Recommendations

---

Career Cluster	Elective Courses	Sample Pathways
 Transportation, Distribution & Logistics	Accounting 1 & Accounting 2 Maker Lab Technology Entrepreneurship (The ISH Co.) Warrior School of Law	Facility & Mobile Equipment Maintenance Health, Safety & Environmental Management Logistics Planning & Management Services Sales & Service Transportation Operations Transportation Systems/Infrastructure Planning, Management & Regulation Warehousing & Distribution Center Operations

## Course Offerings

---

## Course Offerings

---

<b><u>Business, Computer &amp; Information Technology</u></b>		
<b>COURSE</b>	<b>GRADE</b>	<b>CREDITS</b>
<b>Computer Science</b>		
Coding 1	9, 10, 11, 12	0.50
Coding 2	9, 10, 11, 12	0.50
Coding 3	10, 11, 12	0.50
CHS Computer Science-Web Site Design & Development	10, 11, 12	0.50
CHS Web Design 2 Internship	10, 11, 12	0.50
AP Computer Science Principles	10, 11, 12	1.00
AP Computer Science A	11,12	1.00
The ElizaBYTE Academy	9	0.50
<b>Business</b>		
Building Bridges to My Future	9	0.50
Computer Keyboarding	9, 10, 11, 12	0.50
Sports Marketing and Entrepreneurship	9, 10, 11, 12	0.50
Accounting 1	10, 11, 12	0.50
Accounting 2	10, 11, 12	0.50
Investing and Personal Finance	10, 11, 12	0.50
Warrior School of Law	10, 11, 12	0.50

<b><u>English</u></b>		
<b>COURSE</b>	<b>GRADE</b>	<b>CREDITS</b>
English 9	9	1.00
Pre-AP English 9 (Honors)	9	1.00
English 10	10	1.00
Pre-AP English 10 (Honors)	10	1.00
English 11	11	1.00
Honors English 11	11	1.00
AP English 11 Language and Composition	11	1.00
English 12	12	1.00
Honors English 12	12	1.00
AP English 12 Literature and Composition	12	1.00
Creative Writing	9, 10, 11, 12	0.50
Film Studies	9, 10, 11, 12	0.50
Irish Literature	10, 11, 12	0.50
Public Speaking	10, 11, 12	0.50
Mythology	10, 11, 12	0.50
Theatre Arts	10, 11, 12	0.50



## Course Offerings

<b>Entertainment Technology</b>		
<b>COURSE</b>	<b>GRADE</b>	<b>CREDITS</b>
Evolution of Games	9, 10, 11, 12	0.50
Game Design	9, 10, 11, 12	0.50
GameMaker Programming I	9, 10, 11, 12	0.50
GameMaker Programming II	9, 10, 11, 12	0.50
Gaming Internship	10, 11, 12	0.50
eSports	10,11,12	0.50
Storytelling	10, 11, 12	0.50
Unity 3D Programming	10, 11, 12	0.50
3D Modeling	9, 10, 11, 12	0.50/1.00

<b>Family and Consumer Science</b>		
<b>COURSE</b>	<b>GRADE</b>	<b>CREDITS</b>
Intro to Foods	9, 10, 11, 12	0.50
Foods and Nutrition	9, 10, 11, 12	0.50
International Foods	10, 11, 12	0.50
Child Development and Parenting	10, 11, 12	0.50

<b>Foreign Languages</b>		
<b>COURSE</b>	<b>GRADE</b>	<b>CREDITS</b>
FLEX (Foreign Language Exploratory)	9, 10, 11, 12	0.50
French 1	9, 10, 11, 12	1.00
French 2	10, 11, 12	1.00
French 3	10, 11, 12	1.00
Honors French 4	11, 12	1.00
Honors French 5 Independent Study	12	1.00
Spanish 1	9, 10, 11, 12	1.00
Spanish 2	10, 11, 12	1.00
Spanish 3	10, 11, 12	1.00
Honors Spanish 4	11, 12	1.00
Honors Spanish 5 Independent Study	12	1.00

<b>Health, Physical Education and Aquatics</b>		
<b>COURSE</b>	<b>GRADE</b>	<b>CREDITS</b>
9th Grade Fitness	9	0.50
Aquatics	9, 10, 11, 12	0.50
Advanced Swim/Lifeguarding	9, 10, 11, 12	0.50
Competitive Sports	10, 11, 12	0.50
Group Fitness	10, 11, 12	0.50
Health	10	0.50
Lifeguard Training	10, 11, 12	0.50
Mindfulness and Movement	10, 11, 12	0.50
Partners in Physical Education	10, 11, 12	0.50
Personal Fitness and Games	10, 11, 12	0.50
Weight Training and Conditioning	10, 11, 12	0.50

## Course Offerings

<b>Mathematics</b>		
<b>COURSE</b>	<b>GRADE</b>	<b>CREDITS</b>
<b>Traditional Math Classes</b>		
Algebra 1	9	1.00
Algebra 2	10, 11	1.00
Geometry	10, 11	1.00
Algebraic Concepts/Trigonometry	11, 12	1.00
Integrated Math for the Workforce	12	1.00
<b>Academic Math Classes</b>		
Academic Algebra 1	9	1.00
Academic Algebra 2	10, 11	1.00
Academic Geometry	10, 11	1.00
Academic Trigonometry/Pre-Calculus	11, 12	1.00
Probability & Statistics	12	1.00
Calculus	12	1.00
<b>Honors Math Classes</b>		
Honors Algebra 2	9, 10	1.00
Honors Geometry	10, 11	1.00
AP Pre-Calculus	11, 12	1.00
AP Calculus AB	12	1.00
AP Calculus BC	12	1.00
AP Statistics	11, 12	1.00

<b>Music</b>		
<b>COURSE</b>	<b>GRADE</b>	<b>CREDITS</b>
Ninth Grade Chorus	9	1.00
Elizabeth Forward Chorus	10, 11, 12	1.00
Warrior Choir	11, 12	1.00
Music History	10, 11, 12	0.50
Introduction to Music Theory and Beginning Piano	9, 10, 11, 12	0.50
Advanced Music Theory and Piano	9, 10, 11, 12	0.50
Beginning Band	9, 10, 11, 12	1.00
Ninth Grade Band	9	1.00
Symphonic Wind Ensemble	10, 11, 12	1.00
Jazz Ensemble	9, 10, 11, 12	1.00
String Ensemble	9, 10, 11, 12	1.00
Percussion Ensemble	9, 10, 11, 12	1.00
Chamber Music	10, 11, 12	1.00
Partners in Music	9, 10, 11, 12	1.00

<b>Remediation</b>		
<b>COURSE</b>	<b>GRADE</b>	<b>CREDITS</b>
Keystone Algebra I Tutorial	9, 10, 11	0.50
Keystone Biology Tutorial	9, 10, 11	0.50
Keystone Literature Tutorial	11, 12	0.50
Reading Strategies	9, 10, 11, 12	1.00

## Course Offerings

<b>Science</b>		
<b>COURSE</b>	<b>GRADE</b>	<b>CREDITS</b>
Biology	9	1.00
Honors Biology	9	1.00
Applied Chemistry	10	1.00
Academic Chemistry	10	1.00
Honors Chemistry	10	1.00
Digital Electronics and Robotics (PLTW)	9, 10, 11, 12	1.00
Applied Physics	11	1.00
Academic Physics I	11	1.00
Honors Physics	11	1.00
Academic Physics II	12	1.00
Environmental Science	11, 12	1.00
Honors Anatomy and Physiology	11, 12	1.00
AP Biology	11, 12	1.00
AP Chemistry	11, 12	1.00
AP Physics C	12	1.00

<b>Social Studies</b>		
<b>COURSE</b>	<b>GRADE</b>	<b>CREDITS</b>
Modern Western Civilization	9	1.00
U.S. History	10	1.00
World Cultures	11	1.00
American Government	12	0.50
Economics	12	0.50
Sociology	12	0.50
Psychology	11, 12	0.50
AP U.S. History	10	1.00
AP European History	11, 12	1.00
AP World History	11, 12	1.00

<b>Special/Other Courses</b>		
<b>COURSE</b>	<b>GRADE</b>	<b>CREDITS</b>
AP Capstone Seminar	10, 11, 12	1.00
AP Capstone Research	11, 12	1.00
Drivers' Education Theory	9, 10, 11, 12	0.25
Study Skills	9, 10, 11, 12	0.50 or 1.00
Media Center Internship	10, 11, 12	0.50
Multimedia Production	9, 10, 11, 12	1.00
Print Media Productions	9, 10, 11, 12	1.00
SAT Test Preparation	10, 11, 12	0.50
Senior Work Experience	12	1.00-3.00
Warrior Bots	10, 11, 12	0.50

## Course Offerings

<b>Technology Education</b>		
<b>COURSE</b>	<b>GRADE</b>	<b>CREDITS</b>
Material Processing I	9, 10, 11, 12	0.50
Material Processing II	9, 10, 11, 12	0.50
Transportation Systems	9, 10, 11, 12	0.50
Manufacturing	10, 11, 12	0.50
Homeowner University	9, 10, 11, 12	0.50
Construction and Building Processes	10, 11, 12	0.50
Maker Lab	9, 10, 11, 12	0.50
Engineering and Design Concepts (PLTW)	9, 10, 11, 12	0.50
Architectural Building Design and Modeling (with CADD)	9, 10, 11, 12	0.50
CADD 1 (Creative Computer Drawing and Design)	9, 10, 11, 12	0.50
CADD 2 (Advanced Computer Aided Drawing and Design)	9, 10, 11, 12	0.50
Advanced Engineering and Design Concepts (PLTW)	9, 10, 11, 12	0.50
T-Shirt TECH-niques	9, 10, 11, 12	0.50
Digital Photography & Editing	9, 10, 11, 12	0.50
(The ISH Company) Technology Entrepreneurship	10, 11, 12	1.00

<b>Visual Arts</b>		
<b>COURSE</b>	<b>GRADE</b>	<b>CREDITS</b>
Exploring Visual Design	9, 10, 11, 12	0.50
Basic Studio Art	10, 11, 12	1.00
Partners in Art	10, 11, 12	1.00
Advanced Studio Art 1	11, 12	1.00
Pop, Abstract, and Modern Art	9, 10, 11, 12	0.50
Advanced Studio Art 2	12	1.00
Beginning Painting	10, 11, 12	0.50
Ceramics 1	9, 10, 11, 12	0.50
Ceramics 2	10, 11, 12	0.50
Ceramics 3	11, 12	0.50 - 1.00
Crafty Shack	10, 11, 12	0.50
Advanced Painting & Mixed Media	10, 11, 12	0.50
Slip Casting Ceramics	10, 11, 12	0.50

## Course Offerings

---

<b>Steel Center Area Vocational-Technical School</b>		
<b>COURSE</b>	<b>GRADE</b>	<b>CREDITS</b>
Advertising & Design	10, 11, 12	3.00
Automotive Technology	10, 11, 12	3.00
Baking/Pastry Chef	10, 11, 12	3.00
Building Trades Maintenance	10, 11, 12	3.00
Carpentry	10, 11, 12	3.00
Collision Repair & Refinishing	10, 11, 12	3.00
Computer Technology	10, 11, 12	3.00
Cosmetology	10, 11, 12	3.00
Culinary Arts	10, 11, 12	3.00
Diesel Technology	10, 11, 12	3.00
Electrical Construction	10, 11, 12	3.00
Exercise Science & Rehabilitation Services	10, 11, 12	3.00
Health Assistants	10, 11, 12	3.00
Heating, Ventilation, Air Conditioning, & Refrigeration	10, 11, 12	3.00
Medical Professions	10, 11, 12	3.00
Public Safety	10, 11, 12	3.00
Veterinary Assistant	10, 11, 12	3.00
Welding	10, 11, 12	3.00

# Business, Computer, and Information Technology

---

## Faculty:

Ryan Brain

Jessica Gabrielson

Kelly Kearns

## Philosophy:

Because society and technology are forever changing, the BCIT Department offers a curriculum designed to prepare students for life skills that will be utilized in future academic endeavors as well as provide the foundation of those everyday living skills that will make students successful functioning members of society. Furthermore, we believe that the information technology strand in business programs requires substantial application of core content standards, specifically in English and Math as we prepare students for the many phases of their academic, career, and personal lives. Therefore, this department includes several rigorous computer science electives. Elizabeth Forward supports the K-12 Computer Science Framework which states that students should “develop a foundation of computer science knowledge and learn new approaches to problem-solving that harness the power of computation thinking to become both users and creators of computing technology.” The overall goals are to cover computing systems, the Internet, data, algorithms, programming, and the impact of computing and foster strong communication, collaboration, and computational thinking practices.

## Suggested Computer Science Course Selections:

9th Grade Options	Coding 1, Coding 2 GameMaker Programming 1, GameMaker Programming 2
10th Grade Options	Coding 1, Coding 2, Coding 3, GameMaker Programming 1, GameMaker Programming 2, Unity 3D AP Computer Science Principles, CHS Web Design, Gaming Internship
11th Grade Options	Coding 1, Coding 2, Coding 3 GameMaker Programming 1, GameMaker Programming 2 Unity 3D, Gaming Internship
12th Grade Options	AP Computer Science Principles, AP Computer Science A, CHS Web Design, GameMaker Programming 1, GameMaker Programming 2

COURSE TITLE	Coding 1	CREDIT VALUE	0.50
PREREQUISITE	<b>Successful completion of Algebra 1 with a final grade of 80% or better. Successful completion of Math 8 with teacher recommendation. One of the required 9th-grade computer science options.</b>	OPEN TO GRADE(S)	9,10,11,12
DESCRIPTION	Would you like to learn how to create apps, games, or computer graphics? That's what coding is for! Being able to code a computer is an essential skill. It is one of the most needed skills for the job market today and will help you develop important analytical and problem-solving skills. Not only that, but coding is fun! Using the Python language, you will learn how to create graphical images and interactive games. You will learn the most fundamental coding skills like sequencing, if-statements, and functions.		

## Business, Computer, and Information Technology

<b>COURSE TITLE</b>	<b><i>Coding 2</i></b>	<b>CREDIT VALUE</b>	<b><i>0.50</i></b>
<b>PREREQUISITE</b>	<b><i>Successful completion of Coding 1, Python Programming, or Honors Python Programming</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>9, 10, 11, 12</i></b>
<b>DESCRIPTION</b>	Want to be able to code games? In Coding 2, you will continue to learn the fundamental coding skills along with putting into practice your knowledge from Coding 1 to make more advanced and interesting games and apps. Topics that you will cover include motion, loops, lists, and 2D lists. This will allow you to make games like Tic-Tac-Toe, Battleship, and 2048 while also giving you time to create your own games.		

<b>COURSE TITLE</b>	<b><i>Coding 3</i></b>	<b>CREDIT VALUE</b>	<b><i>0.50</i></b>
<b>PREREQUISITE</b>	<b><i>Successful completion of Coding 2</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>10, 11, 12</i></b>
<b>DESCRIPTION</b>	After learning all the fundamental coding skills in Coding 1 and Coding 2, now you will have the option to use all that knowledge to make larger projects and work in new computing environments. You will be able to use your Python skills to create programs on computers called the Raspberry Pi and make electronic physical games. You will be able to learn how to use code to create something that interacts with our physical environment and also have time to create more in-depth games or projects. You may be given many weeks to create a large video game as your final project.		

<b>COURSE TITLE</b>	<b><i>CHS CS-Web Site Design &amp; Development</i></b>	<b>CREDIT VALUE</b>	<b><i>0.50</i></b>
<b>PREREQUISITE</b>	<b><i>Successful completion of ElizaByte, Python Programming, or Coding 1 with a final grade of 80% or better</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>10, 11, 12</i></b>
<b>DESCRIPTION</b>	This semester course provides motivated and academically prepared students to take college-level coursework and exams while in high school. Students may elect to earn college credit upon successful completion by enrolling in a College-In-High-School (CHS) course offered through the University of Pittsburgh at a reduced tuition rate. Topics include HTML, Website maintenance with Dreamweaver, JavaScript, Website layout and design techniques, and Internet search engine analysis.		

<b>COURSE TITLE</b>	<b><i>AP Computer Science Principles</i></b>	<b>CREDIT VALUE</b>	<b><i>1.00</i></b>
<b>PREREQUISITE</b>	<b><i>Successful completion of Algebra I with a final grade of 80% or better or successful completion of GameMaker Programming I or Python Programming with a final grade of 80% or better</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>10, 11, 12</i></b>
<b>DESCRIPTION</b>	AP Computer Science Principles introduces students to the breadth of the field of computer science. In this course, students will learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They will incorporate abstraction into programs and use data to discover new knowledge. Students will also explain how computing innovations and computing systems, including the Internet, work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.		

<b>COURSE TITLE</b>	<b><i>AP Computer Science A</i></b>	<b>CREDIT VALUE</b>	<b><i>1.00</i></b>
<b>PREREQUISITE</b>	<b><i>Successful Completion of Java Programming, Coding 2, or AP Computer Science Principles with a final grade of 75% or better</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>11, 12</i></b>
<b>DESCRIPTION</b>	This full-year Advanced Placement elective course emphasizes object-oriented programming methodology, problem-solving, data structures, and algorithm development using the Java programming language. Topics include effective programming practices, Java objects, writing classes, sort and search algorithms, and inheritance. This course is recommended for students who are considering majoring in a Computer Science related field upon entering college.		

## Business, Computer, and Information Technology

<b>COURSE TITLE</b>	<b><i>Building Bridges to My Future</i></b>	<b>CREDIT VALUE</b>	<b>0.50</b>
<b>PREREQUISITE</b>	<b>None</b>	<b>MANDATORY</b>	<b>9</b>
<b>DESCRIPTION</b>	What is your future career goal and how do you plan to get there? The purpose of this course will focus on exploring your academic and future career aspirations while guiding you towards making the proper decisions for goal attainment. Students will work on developing necessary soft skills such as communication, teamwork, enthusiasm, interviewing, and time management. Emphasis will be placed on career planning, self-assessments, current job trends, decision-making, and goal-setting. Students will study the five fastest-growing career clusters in the Pittsburgh region, including healthcare, construction & trades, banking & finance, information technology, and STEM. An online career tool will be used to personalize and document all career planning activities.		

<b>COURSE TITLE</b>	<b><i>The ElizaBYTE Academy</i></b>	<b>CREDIT VALUE</b>	<b>0.50</b>
<b>PREREQUISITE</b>	<b>None</b>	<b>One of the required 9th-grade computer science options</b>	<b>9</b>
<b>DESCRIPTION</b>	Did you know computers do not just run off of magic; that they run off of intelligent systems that you can learn to write programs for! In ElizaBYTE Academy, you will be introduced to new software tools, programming languages involving robots, interface and web design, learn how computers actually work, and societal and ethical issues. You will not only be consumers of technology, but creators using the most recent technological tools. Many of the topics covered will be done in collaborative teams where you can test and create new programs all while learning how to problem solve and delve into real-world technology as a team.		

<b>COURSE TITLE</b>	<b><i>Computer Keyboarding</i></b>	<b>CREDIT VALUE</b>	<b>0.50</b>
<b>PREREQUISITE</b>	<b>None</b>	<b>OPEN TO GRADE(S)</b>	<b>9, 10, 11, 12</b>
<b>DESCRIPTION</b>	Students will be given an in-depth reexamination of the computer keyboard with a strong emphasis on the alphabetic keys and proper keyboarding techniques along with a review of mouse skills. Students will be encouraged to develop accuracy and speed to the highest degree possible (40-45 wpm). Current software available to enhance keyboarding efficiency will also be introduced. This course is strongly recommended for students who have not yet attained proficiency in their touch keyboarding skills.		

<b>COURSE TITLE</b>	<b><i>Sports Marketing and Entrepreneurship</i></b>	<b>CREDIT VALUE</b>	<b>0.50</b>
<b>PREREQUISITE</b>	<b>None</b>	<b>OPEN TO GRADE(S)</b>	<b>9, 10, 11, 12</b>
<b>DESCRIPTION</b>	This is a semester course that combines two important business concepts; Entrepreneurship and Sports Marketing. Most of the course will be focused on the students owning and running their own small business using an abundance of Sports Marketing examples. They will learn the importance of small business for our economy, the value of the free market system, and the opportunities of entrepreneurship as a career. The students will choose a company that they would one day like to create and complete a detailed business plan for that company. The entrepreneurship aspect of the course will provide a strong foundation for all aspects of business administration. One of those aspects is marketing. Therefore, a strong emphasis will be placed on the importance of marketing. The students will learn the importance of marketing by presenting key marketing concepts using real examples from the sports and entertainment industry. We will cover the 4 P's of Marketing. Product, Price, Place, and Promotion. Included in all of that is market research, demographics, promotion, advertising, endorsements, pricing policy, and public relations.		



## Business, Computer, and Information Technology

<b>COURSE TITLE</b>	<b><i>Investing and Personal Finance</i></b>	<b>CREDIT VALUE</b>	<b><i>0.50</i></b>
<b>PREREQUISITE</b>	<b><i>None</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>10, 11, 12</i></b>
<b>DESCRIPTION</b>	Major economic decisions will be made continuously throughout your life. Prepare yourself to save, invest, and spend for the future. Everyone is affected by the stock market in some way. Learn about stocks, bonds, mutual funds, investing strategies, and "The Rule of 72." Everyone has the ability to meet his/her financial goals. This class will show you how to invest for your future. Students will participate in the "Internet Stock Market" game. They will be given \$100,000 to invest using real-time stock quotes. Students will compete with classmates and students around the country to see how much they can earn. This course will not just deal with stocks and investing. Other topics covered will be life insurance, credit cards, banking, mortgages, real estate, tax returns, financing a new automobile, student loans and paying for college and retirement planning.		

<b>COURSE TITLE</b>	<b><i>Accounting 1</i></b>	<b>CREDIT VALUE</b>	<b><i>0.50</i></b>
<b>PREREQUISITE</b>	<b><i>None</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>10, 11, 12</i></b>
<b>DESCRIPTION</b>	This course provides a basic understanding of the principles of accounting. Emphasis is placed on developing a better comprehension of business economic terms and conditions as they apply to a business. Students will be able to complete the accounting cycle for a service business formed as a proprietorship. They will also be able to complete a basic tax return as they understand terminology related to payroll and income taxes. The course provides a strong foundation and is highly recommended for students planning to major in Business Administration, Finance, Marketing, or Accounting.		

<b>COURSE TITLE</b>	<b><i>Accounting 2</i></b>	<b>CREDIT VALUE</b>	<b><i>0.50</i></b>
<b>PREREQUISITE</b>	<b><i>Successful completion of Accounting 1 with a grade of 70% or better</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>10, 11, 12</i></b>
<b>DESCRIPTION</b>	This course is a continuation of Accounting 1 where applications of basic principles are used to increase the student's knowledge of accounting forms, procedures, and financial statements. Accounting 2 expands into accounting procedures for a merchandise business, detailed payroll, valuing inventory, depreciation, and uncollectible accounts.		

<b>COURSE TITLE</b>	<b><i>Warrior School of Law</i></b>	<b>CREDIT VALUE</b>	<b><i>0.50</i></b>
<b>PREREQUISITE</b>	<b><i>None</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>10, 11, 12</i></b>
<b>DESCRIPTION</b>	This course is an introduction to law and its application to everyday life. Students who are interested in law school, law enforcement, criminology, and business administration are highly encouraged to take this course. Students will understand how ethics and morality play a role in the legal system, discuss the differences between criminal law and civil law, torts and tort reform, and describe the elements of a contract. In addition, we will cover current affairs in the legal community and how a trial works.		

<b>COURSE TITLE</b>	<b><i>CHS Web Design 2 Internship</i></b>	<b>CREDIT VALUE</b>	<b><i>0.50</i></b>
<b>PREREQUISITE</b>	<b><i>80% or better in CHS CS Website Design &amp; Development OR one of the following - 80% or better in Coding 1, The Elizabyte Academy or GameMaker Programming 1</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>10, 11, 12</i></b>
<b>DESCRIPTION</b>	In this course, students will build on web design concepts learned in CHS Web Design while having the unique opportunity to create a website for a local business. Students will be exposed to intermediate computer science topics such as HTML/CSS, Javascript, PHP, and SQL while learning the dynamics of consulting business. Students may elect to earn college credit upon successful completion by enrolling in a College In High School (CHS) course offered through the University of Pittsburgh at a reduced tuition rate.		

# English

---

## Faculty:

Katherine Bonatesta  
James Coll  
Kathy Kluegel

Justin Plansinis  
Jennifer Spiegel

Tara Wemyss  
Alana Wieclaw

## Philosophy:

The Philosophy of the English Department is to enhance the reading, writing, speaking, listening, viewing, and research skills of our students by exposing them to a variety of genres and cultures through the study of literature. Students will draw connections between the literature and their world while broadening their vocabulary and honing their analytical and critical thinking skills. Our goal is to foster the next generation of lifelong readers, writers, speakers, and thinkers.

COURSE TITLE	<b>English 9</b>	CREDIT VALUE	<b>1.00</b>
PREREQUISITE	<b>None</b>	OPEN TO GRADE(S)	<b>9</b>
DESCRIPTION	The primary focus of this course will be a literature study designed to foster critical reading and thinking, discussion, and written response. One novel and two dramas are required readings. Short stories and nonfiction texts will also be included. Students are encouraged to think for themselves, build independent study habits, budget their time wisely, and tolerate conflicting ideas and/or opinions. When responding in writing to various elements of the literature, students will be encouraged to establish a clear focus, exhibit clarity and logic in thought development, adhere to grammar rules, and maintain coherent organization while writing in various modes. Across all units of study, students will be active participants in research, reading, writing, speaking, and listening experiences.		

COURSE TITLE	<b>Pre-AP English 9 (Honors)</b>	CREDIT VALUE	<b>1.00</b>
PREREQUISITE	<b>Successful completion of Language Arts (grade 8) with a final grade of 90% or better</b>	OPEN TO GRADE(S)	<b>9</b>
DESCRIPTION	This course emphasizes critical reading, research analysis, and composition. Individual works and units of specific genre will be considered for structure, meaning, theme, characterization, and, where applicable, for contemporary value. Writing in various modes will be a major part of the course. Grammar, usage, and mechanics will be correlated with the study of literature and composition to incorporate a variety of writing types. This class is also designed to enhance discussion skills. Students will be expected to analyze, formulate, and support ideas in both oral and written form. Students are encouraged to think for themselves, build independent study habits, budget their time wisely, and tolerate conflicting ideas and/or opinions. Four novels, one drama, and various short stories in fiction and nonfiction will be included. <b>A summer reading assignment is required.</b>		

COURSE TITLE	<b>English 10</b>	CREDIT VALUE	<b>1.00</b>
PREREQUISITE	<b>None</b>	OPEN TO GRADE(S)	<b>10</b>
DESCRIPTION	In this course, students will study World Literature, taking a multicultural approach toward reading, writing, and language study. Students will gather and analyze ideas, organize their thinking, and express themselves fluently in both spoken and written forms. Students will develop critical and analytical thinking skills through oral and written expression related to the readings for the course. MLA style will be discussed, presented, and required for all writings within the various units of the course. (Practice in mastering writing styles and reading analysis skills for state-required exams will also be incorporated.)		

<b>COURSE TITLE</b>	<b><i>Pre-AP English 10 (Honors)</i></b>	<b>CREDIT VALUE</b>	<b><i>1.00</i></b>
<b>PREREQUISITE</b>	<b><i>Successful completion of Pre-AP English 9 (Honors) with a final grade of 80% or better, or a final grade of 90% or better in English 9</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>10</i></b>
<b>DESCRIPTION</b>	This course is designed for the talented and serious academic student who is willing to rise to the challenge of intense and in-depth work in literature. This course requires critical discriminatory reading and intensive work in literary interpretation, analysis, and composition reflecting a variety of writing styles. Communication skills are enhanced through group discussions and brief oral presentations. A documented literary research paper analyzing an independently read novel is required. Students in this course will study an array of literature, as the course is organized into multi-cultural units of study. (Practice in mastering writing styles and reading analysis skills for state-required exams will also be incorporated) <b>A summer reading assignment is required.</b>		

<b>COURSE TITLE</b>	<b><i>English 11</i></b>	<b>CREDIT VALUE</b>	<b><i>1.00</i></b>
<b>PREREQUISITE</b>	<b><i>None</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>11</i></b>
<b>DESCRIPTION</b>	In this course students will study American Literature with a sequential development of composition skills. The course covers poetry, the short story, the essay, and novels. The material ranges from the Puritan Period through the beginnings of Realism and Naturalism and the Modern Period. Students will be introduced to contemporary literature, which reflects the current attitudes, mores, and philosophies relevant to society today. A composition strand will generate fully documented themes, which require research for completion.		

<b>COURSE TITLE</b>	<b><i>Honors English 11</i></b>	<b>CREDIT VALUE</b>	<b><i>1.00</i></b>
<b>PREREQUISITE</b>	<b><i>Successful completion of Pre-AP English 10 with a final grade of 80% or better or a final grade of 90% or better in English 10</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>11</i></b>
<b>DESCRIPTION</b>	This college preparatory course is designed for students who have demonstrated advanced skills in reading and writing and requires them to work at an accelerated pace. It takes a thematic approach to the study of American Literature and includes the reading of novels, plays, historical documents, essays, short stories, and poetry. Students will discuss individual works, react to them in writing and in oral presentations, and incorporate and respond to other literary interpretations of works from their peers and literary critics. Writing will include literature-based exposition, analytical writing, research essays, synthesis essays, and writing for the SAT. <b>A summer reading assignment is also required.</b>		

<b>COURSE TITLE</b>	<b><i>AP English 11 Language and Composition</i></b>	<b>CREDIT VALUE</b>	<b><i>1.00</i></b>
<b>PREREQUISITE</b>	<b><i>Successful completion of Pre-AP English 10 with a final grade of 90% or better</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>11</i></b>
<b>DESCRIPTION</b>	This course requires students to work at the collegiate level and replicates a freshman college composition course. Organized in thematic units, the course will focus on fiction and non-fiction written by American writers. Students will hone their analytical writing and critical reading skills as they study language through a rhetorical lens. Students will utilize their advanced communication skills as they speak and write in multiple modes. <b>A summer reading assignment is also required.</b>  <b><u>This may also be offered as a College-in-High-School (CHS) course in affiliation with a local college/university for optional college credit.</u></b>  This course provides the proper background for taking the Advanced Placement Examination at year's end, which is highly recommended.		

## English

<b>COURSE TITLE</b>	<b><i>English 12</i></b>	<b>CREDIT VALUE</b>	<b><i>1.00</i></b>
<b>PREREQUISITE</b>	<b><i>None</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>12</i></b>
<b>DESCRIPTION</b>	Students will explore several periods of British Literature ranging from the Anglo-Saxon era to the Renaissance. By reflecting on the historical events of the period, students will discover history's influence on the development of the English language and its literature, including an extensive study of Shakespearean works. Additionally, two modern novels will be examined. Reading, writing, listening, and speaking skills will be enhanced with special emphasis on the transformation and interpretation of literature and through analytical and reflective writing. Class discussions, reading comprehension quizzes, unit tests, oral readings and interpretations, in-class and out-of-class themes, and creative writings will be utilized for evaluation purposes.		

<b>COURSE TITLE</b>	<b><i>Honors English 12</i></b>	<b>CREDIT VALUE:</b>	<b><i>1.00</i></b>
<b>PREREQUISITE</b>	<b><i>Successful completion of Honors English 11, or AP English 11 with a final grade of 80 % Successful completion of English 11 with a final grade of 90% or better</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>12</i></b>
<b>DESCRIPTION</b>	This college preparatory course is designed for students who have demonstrated advanced skills in reading and writing and requires them to work at an accelerated pace. Honors English 12 takes both a thematic and sequential approach to the exploration of British Literature and the development of the English Language. Students will explore the development of the English Language through critical reading, writing, and analysis of novels, epic poetry, poetry, and drama. Students are encouraged to compare their interpretations of literary works with those of their classmates and literary critics in writing, classroom discussion, and oral presentations. This course continues the rigor established in previous Honors/AP English classes.  <b>A summer reading assignment is required.</b>		

<b>COURSE TITLE</b>	<b><i>AP English 12 Literature and Composition</i></b>	<b>CREDIT VALUE</b>	<b><i>1.00</i></b>
<b>PREREQUISITE</b>	<b><i>Successful completion of Honors English 11 with a final grade of 90% or better or AP English 11 with a final grade of 80% or better</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>12</i></b>
<b>DESCRIPTION</b>	This course requires students to work at the collegiate level and replicates a college literature course. Critical reading and analysis of literature are stressed with emphasis placed on language, characterization, situation, and themes. Individual works are considered for their structure, meaning, value, and significance to contemporary experience as well as to the times in which they were written. Students are involved in correlating individual works discussed in class with supplementary readings. They are encouraged to compare their reactions to literary works with those of their classmates and of literary critics. This course also requires the study and practice of writing, which emphasizes concise and effective use of language, coherent organization of ideas, and objectivity. A.P. English attempts to teach students how to read works of literature and how to express themselves about those works. <b>A summer reading assignment is required.</b>  <b><u>This may also be offered as a College-in-High-School (CHS) course in affiliation with a local college/university for optional college credit.</u></b>  This course provides the proper background for taking the Advanced Placement Examination at year's end, which is highly recommended.		

# English

## English Electives

These English Elective Courses may not be substituted for English Requirements.

<b>COURSE TITLE</b>	<b><i>Creative Writing</i></b>	<b>CREDIT VALUE</b>	<b>0.50</b>
<b>PREREQUISITE</b>	<b><i>None</i></b>	<b>OPEN TO GRADE(S)</b>	<b>9, 10, 11, 12</b>
<b>DESCRIPTION</b>	This course will improve not only the student's ability to write creatively, but also their writing skills in general. Students will establish their own writer's toolbox that will encompass a deep exploration in the use of senses, emotions, life experiences, and a variety of literary devices. This writer's toolbox will become the foundation in which to draw when developing short stories and poems. The elements of a story, its shape and editing, and the overall potential for publishing of an original work will be the focus of the course throughout the semester.		

<b>COURSE TITLE</b>	<b><i>Public Speaking</i></b>	<b>CREDIT VALUE</b>	<b>0.50</b>
<b>PREREQUISITE</b>	<b><i>None</i></b>	<b>OPEN TO GRADE(S)</b>	<b>10, 11, 12</b>
<b>DESCRIPTION</b>	This course is designed to help students build confidence in preparing and delivering various types of speeches. Students in this class will be able to recognize and understand the basic principles of communication and will develop skills in selecting and researching speech topics, outlining, and delivering speeches to entertain, inform, and persuade. Basic propaganda techniques are discussed during the persuasive speech unit. To encourage and strengthen listening skills, students will provide brief critiques of speeches given by fellow classmates. A final unit of the course provides an opportunity to expand basic skills in the oral interpretation of literature.		

<b>COURSE TITLE</b>	<b><i>Mythology</i></b>	<b>CREDIT VALUE</b>	<b>0.50</b>
<b>PREREQUISITE</b>	<b><i>None</i></b>	<b>OPEN TO GRADE(S)</b>	<b>10, 11, 12</b>
<b>DESCRIPTION</b>	This course offers an exploration of the literature and art of ancient Greek and Roman mythologies, specifically in the common structures of gods, stories, motifs, and themes. Discussions may also cover Norse and Egyptian myths, among others. By studying the classic myths of various cultures, students can value the written drama by ancient and famous philosophical minds as well as appreciate man's attempt to explain the universe and his relationship to it. Studies will also investigate how classical aspects of world mythology still influence today's society in a variety of media such as literature, art, and film.		

<b>COURSE TITLE</b>	<b><i>Theatre Arts</i></b>	<b>CREDIT VALUE</b>	<b>0.50</b>
<b>PREREQUISITE</b>	<b><i>Involvement in the Cast, Crew, or Pit Musical Program Recommended</i></b>	<b>OPEN TO GRADE(S)</b>	<b>10, 11, 12</b>
<b>DESCRIPTION</b>	This course provides students with a look into the art of theatre. The course will center around the high school's spring musical. Classwork will include set design, painting, prop preparation, choreography, vocal and music preparation, and a look into special effects. Participants learn basic acting techniques and will perform monologues and scenes. Musical critiques will also be written in class as well as other analytical papers focusing on theatre.		

<b>COURSE TITLE</b>	<b><i>Film Studies</i></b>	<b>CREDIT VALUE</b>	<b><i>0.50</i></b>
<b>PREREQUISITE</b>	<b><i>None</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>9, 10, 11, 12</i></b>
<b>DESCRIPTION</b>	In this full-semester course, students will be exploring the history of cinema, from the beginning of the silent movie era, through the development of sound, the rise of the studio system, the evolution of famous auteurs, and the factors that led to the current blockbuster era. Because contemporary films serve as the most significant touchstones in the understanding of culture, character, and morality, the critical analysis of these ideas will serve students well in the real world. Students will come to understand the historical context that influenced each film, the economic factors that drive their production, and the film techniques that affect the viewer on a fundamental level. Additionally, through the viewing, studying, discussing, and writing about film, students will develop and demonstrate skills in cultural, technological, and media literacy.		

<b>COURSE TITLE</b>	<b><i>Irish Literature</i></b>	<b>CREDIT VALUE</b>	<b><i>0.50</i></b>
<b>PREREQUISITE</b>	<b><i>None</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>10, 11, 12</i></b>
<b>DESCRIPTION</b>	This course will primarily focus on the important literary figures that Ireland has produced in the twentieth century from James Joyce to Seamus Heaney. Students will examine the historical influence of the Irish Literary Revival and its effects on writers such as W.B. Yeats, John Millington Synge, and Sean O'Casey. The students will also explore the influences of Celtic mythology and many other aspects of Irish cultural identity. Assignments include analytical essays and oral reports on Irish authors, poets, and playwrights. <b>It is recommended that only the avid reader attempt this course. Much of the reading is college-level material.</b>		

# Entertainment Technology Academy

---

## Faculty:

Alexis Dombrowsky

Jessica Gabrielson

Megan Smith

The Elizabeth Forward School District has partnered with the Entertainment Technology Center at Carnegie Mellon University and Carnegie Learning to provide a program that teaches cutting-edge game-creation technology to high school students. The program combines Science, Technology, Engineering, and Math (STEM) with the Arts to give students the skills and creativity they will need to thrive in the new global digital workplace. All students start with the *Evolution of Games* prerequisite course and then students can pick one or more tracks to continue in the program. The tracks include the following: programming, storytelling, and digital art tracks.

## Philosophy:

The Entertainment Technology Academy's overall goal is to foster leadership in education and research that combines technology and fine arts to create new processes, tools, and vision for storytelling and entertainment.

COURSE TITLE	<i>Evolution of Games</i>	CREDIT VALUE	<i>0.50</i>
PREREQUISITE	<i>None</i>	OPEN TO GRADE(S)	<i>9, 10, 11, 12</i>
DESCRIPTION	Today's professional game designers apply dynamics used in games throughout the ages. This course is a study in the history of games and game design. Students analyze how games reflect the social, political, economic, and religious framework of ancient and modern cultures, and determine how game designers make use of available technology and resources. Students prototype and play games from ancient times to today's digital games, as well as modify and create games of their own.		

COURSE TITLE	<i>Game Design</i>	CREDIT VALUE	<i>0.50</i>
PREREQUISITE	<i>Successful completion of Evolution of Games with a final grade of 70% or better</i>	OPEN TO GRADE(S)	<i>9, 10, 11, 12</i>
DESCRIPTION	"Gaming" doesn't only mean "video games". Gamers also play board games, card games, simulations, and participate in interactive stories. This course breaks down the design process step by step. Students learn the fundamentals of game mechanics, game art, and game narratives. Projects include building, playtesting, and continually improving games that can be played with friends and added to their game portfolio.		

COURSE TITLE	<i>GameMaker Programming I</i>	CREDIT VALUE	<i>0.50</i>
PREREQUISITE	<i>Evolution of Games or teacher recommendation to take as a 9th-grade computer science elective</i>	One of the required 9th-grade computer science options	<i>9, 10, 11, 12</i>
DESCRIPTION	Learn to code by building and playing 2D games. GameMaker Studio, the 2D engine you'll be using, is based on a scripting language that builds techniques that can be transferred to other coding languages such as Python and Java. You will have the opportunity to express your creativity, art, design, problem-solving, and computational thinking skills to create games that can be played with friends and added to your digital portfolio.		

<b>COURSE TITLE</b>	<b><i>GameMaker Programming II</i></b>	<b>CREDIT VALUE</b>	<b><i>0.50</i></b>
<b>PREREQUISITE</b>	<b><i>Successful completion of GameMaker Programming I with a 70% or better</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>9, 10, 11, 12</i></b>
<b>DESCRIPTION</b>	This course is a continuation of GameMaker™ Programming I. You will explore complex 2D programming concepts such as animated sprites, user interfaces and feedback, and views. Learn how to build increased difficulty into games and explore advanced data structures including maps and dictionaries. You will finish complete stand-alone executable games that can be played with friends and added to your digital portfolio.		

<b>COURSE TITLE</b>	<b><i>Gaming Internship</i></b>	<b>CREDIT VALUE</b>	<b><i>0.50 or 1.00</i></b>
<b>PREREQUISITE</b>	<b><i>Teacher recommendation, successful completion of two full semesters of gaming courses beyond Evolution of Games and application to indicate experience with game design, programming, digital art, and storytelling.</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>10, 11, 12</i></b>
<b>DESCRIPTION</b>	Students will have the opportunity to create a product that contributes to their school or community. Students will work interdependently on teams grouped according to individuals' skills with digital and/or non-digital game design, digital and non-digital art, and storytelling. Students will have the opportunity to work with a real-world client when available to create products. Projects will be determined and agreed upon by the client and/or the teacher and the student team.		

<b>COURSE TITLE</b>	<b><i>Storytelling</i></b>	<b>CREDIT VALUE</b>	<b><i>0.50</i></b>
<b>PREREQUISITE</b>	<b><i>Successful completion of Evolution of Games with a final grade of 70% or better</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>10, 11, 12</i></b>
<b>DESCRIPTION</b>	Storytelling is the process by which diverse individuals share their stories and creative imaginings with others. Digital storytelling is the modern extension of the ancient art of storytelling using digital images and sound. This course will help you understand, critique, and create dramatic stories for modern media including movies, games, television, and more. You'll develop skills in creative writing, awareness, provisional acting, collaborative storytelling, and creative self-confidence as you craft your own original stories.		

<b>COURSE TITLE</b>	<b><i>Unity 3D Programming</i></b>	<b>CREDIT VALUE</b>	<b><i>0.50</i></b>
<b>PREREQUISITE</b>	<b><i>Successful completion of GameMaker Programming II with a 70% or better or successful completion of Gamemaker Programming I with a 90% or better</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>10, 11, 12</i></b>
<b>DESCRIPTION</b>	Are you ready to take your programming skills into the next dimension? Learn how to create dynamic Unity 3D games using the same industry standard development engine as professionals. You will learn the Unity interface and JavaScript and will create two fully executable games that can be played on many platforms and added to your digital portfolio.		



<b>COURSE TITLE</b>	<b><i>3D Modeling</i></b>	<b>CREDIT VALUE</b>	<b><i>0.50 or 1.00</i></b>
<b>PREREQUISITE</b>	<b><i>Successful completion of Evolution of Games with a final grade of 70% or better</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>9, 10, 11, 12</i></b>
<b>DESCRIPTION</b>	Learn the 3D modeling techniques used in movies, visual effects, video games, cartoons, commercials, and animation! Using 3Ds Max, you will work in this highly skill-based art form to manipulate and sculpt pure imagination into substantial forms. By the end of the course, you will have developed a portfolio of original projects that you can use when applying for an internship, higher education, or job. Students will also have access to a 3D printer to make their ideas come to life.		

<b>COURSE TITLE</b>	<b><i>Esports</i></b>	<b>CREDIT VALUE</b>	<b><i>0.50</i></b>
<b>PREREQUISITE</b>	<b><i>None</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>10,11,12</i></b>
<b>DESCRIPTION</b>	Esports, or organized and competitive gaming, is a fast-growing industry! This course will immerse students in the Esports industry by 1) playing, strategizing, and analyzing video games, 2) researching how competitions are organized and run at the professional level, 3) learning about the sport and the history of gaming, and 4) creating content to contribute to the video game community. Whatever type of “gamer” you are, our Esports class can help build a sense of belonging, promote collaboration and communication skills, and foster good sportsmanship, while also creating a pipeline for future STEM careers and furthering students’ strategic thinking and problem-solving abilities.		

# Family & Consumer Science

---

## Faculty:

Christopher Weibl

## Philosophy:

The Family and Consumer Science Department is dedicated to providing students with the necessary skills and competencies to become well-rounded and self-sufficient adults.

<b>COURSE TITLE</b>	<b><i>Intro to Foods</i></b>	<b>CREDIT VALUE</b>	<b><i>0.50</i></b>
<b>PREREQUISITE</b>	<b><i>None</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>9, 10, 11, 12</i></b>
<b>DESCRIPTION</b>	Intro to Foods is a basic introduction to preparing simple recipes such as pastries, desserts, breads, and eggs. The course focuses on cooking terminology and unit measurements commonly found within the kitchen. Students will participate in a lab approximately every 2 weeks to strengthen their understanding of the current topics covered in class.		

<b>COURSE TITLE</b>	<b><i>Foods and Nutrition</i></b>	<b>CREDIT VALUE</b>	<b><i>0.50</i></b>
<b>PREREQUISITE</b>	<b><i>Successful Completion of Intro to Foods</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>9, 10, 11, 12</i></b>
<b>DESCRIPTION</b>	This course emphasizes the nutritional aspect of food and leads students toward making healthy food choices in school, the grocery store and restaurants. Students will participate in a lab approximately every 2 weeks to strengthen their understanding of the current topics covered in class. The students of this course will also participate in a Thanksgiving Day Celebration if taken first semester or a Barbeque if taken second semester.		

<b>COURSE TITLE</b>	<b><i>International Foods</i></b>	<b>CREDIT VALUE</b>	<b><i>0.50</i></b>
<b>PREREQUISITE</b>	<b><i>Successful Completion of Foods and Nutrition</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>10, 11, 12</i></b>
<b>DESCRIPTION</b>	International foods will study foods and dining traditions of various countries around the world such as Italy, Asia, Mexico, and others. Students will participate in a lab approximately every 2 weeks to strengthen their understanding of the current topics covered in class.		

<b>COURSE TITLE</b>	<b><i>Child Development and Parenting</i></b>	<b>CREDIT VALUE</b>	<b><i>0.50</i></b>
<b>PREREQUISITE</b>	<b><i>None</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>10, 11, 12</i></b>
<b>DESCRIPTION</b>	This course focuses on the study of children from conception through their first year of life. It encompasses the physical, emotional, social, and mental growth during that important first year. Childcare emphasizes the need for teenagers to be responsible mature adults before parenting should even occur. Discussions include conception, the mother's health and well-being during pregnancy, nutritional needs of mother and child, childbirth, and children's issues such as health standards, safety concerns, and abuse and neglect. This course is important to students interested in careers that involve working with children and social services, as well as to all prospective parents.		

# Foreign Languages

---

## Faculty:

Shawna Boden  
Alexis Dombrowsky

Christina Mediate

Amy Thurston

## Philosophy:

The Foreign Language Department's overall goal is to provide students with a foundation of the target language and culture while developing a general insight into how languages work. This is done in a way as to allow and encourage further studies here or abroad. Our classes are carefully aimed to give students four (4) abilities:

1. To function in a target language-speaking country
2. To use the language for a lifetime of personal enjoyment
3. To recognize the role that French and Spanish-speaking countries play in the world
4. To further increase the knowledge and skills of the language for general world communication and the workplace

COURSE TITLE	<b><i>FLEX (Foreign Language Exploratory)</i></b>	CREDIT VALUE	<b><i>0.50</i></b>
RECOMMENDATION	<b><i>None</i></b>	OPEN TO GRADE(S)	<b><i>9, 10, 11, 12</i></b>
DESCRIPTION	Students will have the opportunity to explore the culture, geography, contributions, and language of the French and Spanish speaking worlds. Topics may include but are not limited to, the alphabet, greetings, numbers, months, days, colors, subjects, verbs, gender of nouns, adjective agreement, as well as culturally applicable material.		

COURSE TITLE	<b><i>French 1</i></b>	CREDIT VALUE	<b><i>1.00</i></b>
RECOMMENDATION	<b><i>Students shall have a strong foundation in the English Language</i></b>	OPEN TO GRADE(S)	<b><i>9, 10, 11, 12</i></b>
DESCRIPTION	Welcome to the exciting world of French 1. French 1 students will focus on aural and oral development, with an equal emphasis on writing skills. Students will begin speaking French on the first day of school, learning how to respond to basic questions. During the year, they will converse using appropriate vocabulary and grammar to express greetings, introductions, farewells, and activities involving family and friends, food, shopping, traveling, and sports.		

COURSE TITLE	<b><i>French 2</i></b>	CREDIT VALUE	<b><i>1.00</i></b>
PREREQUISITE	<b><i>Successful completion of French 1 with a final grade of 70% or better</i></b>	OPEN TO GRADE(S)	<b><i>10, 11, 12</i></b>
DESCRIPTION	Students will continue to improve upon the skills learned in French 1 with emphasis on listening, speaking, reading, and writing. They will continue to acquire new vocabulary in the areas of weather, clothing, health, sports, culture, banking, and travel. As they continue to learn new vocabulary and grammar skills, their fluency and comprehension will improve, with the expectation of speaking in full complete sentences.		

## Foreign Languages

<b>COURSE TITLE</b>	<b><i>French 3</i></b>	<b>CREDIT VALUE</b>	<b><i>1.00</i></b>
<b>PREREQUISITE</b>	<b><i>Successful completion of French 2 with a final grade of 70% or better</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>10, 11, 12</i></b>
<b>DESCRIPTION</b>	At this level, students will actually begin to “speak” and “understand” the language. Speaking skills will continue to advance, and students will understand the patterns of the language allowing them to communicate more readily. Reading and writing skills will also improve by incorporating French in skits, plays, songs, short stories, etc. Students will be expected to create and present short speeches and dialogues in the target language. There is a major focus on grammar and verb conjugation in French 3.		

<b>COURSE TITLE</b>	<b><i>Honors French 4</i></b>	<b>CREDIT VALUE</b>	<b><i>1.00</i></b>
<b>PREREQUISITE</b>	<b><i>Successful completion of French 3 with a final grade of 80% or better</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>11, 12</i></b>
<b>DESCRIPTION</b>	At this level, French is treated as a “core subject” in which the fields of English, art, music, literature, history, geography, and technology are correlated. Students will continue to improve their listening, speaking, reading, and writing skills, and classroom discussion is primarily in French. This level also stresses self-expression and creativity in French. The students will begin a comprehensive writing program.		

<b>COURSE TITLE</b>	<b><i>Honors French 5 Independent Study</i></b>	<b>CREDIT VALUE</b>	<b><i>1.00</i></b>
<b>PREREQUISITE</b>	<b><i>(1) Students must have completed Honors French 4 with an 80% or better. (2) G.P.A. of 3.5 in the discipline for levels 1-4 and G.P.A. of 3.0 overall</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>12</i></b>
<b>DESCRIPTION</b>	This course is recommended for individual students who are in unique situations, where they have met the requirements to be in a level 5 language course. Students must have a genuine interest in language learning and be self-driven, independent learners. Student(s) may be integrated into a lower-level course where they will work independently with guidance from the classroom teacher on advanced grammatical and/or cultural topics. This course will be centered around project-based learning with online components. The curriculum will be tailored to individual interests.		

<b>COURSE TITLE</b>	<b><i>Spanish 1</i></b>	<b>CREDIT VALUE</b>	<b><i>1.00</i></b>
<b>RECOMMENDATION</b>	<b><i>Students should have a strong foundation in English Grammar</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>9, 10, 11, 12</i></b>
<b>DESCRIPTION</b>	Spanish 1 is an introduction to the language and culture of the Spanish-speaking world. Students are expected to speak and write in Spanish from the first day of class. Spanish I students become familiar with greetings, introductions, exchanging personal information, discussing school and free time activities, describing family as well as other introductory vocabulary. Cultural connections are made throughout the course. Spanish 1 students begin to develop speaking, writing, reading, and listening skills in the Spanish language. Spanish 1 students should expect daily practice of the language, as well as weekly assignments that must be completed outside of the classroom. Class participation is an integral part of language learning and is required. Many students who take a foreign language plan to attend college.		

## Foreign Languages

<b>COURSE TITLE</b>	<b><i>Spanish 2</i></b>	<b>CREDIT VALUE</b>	<b><i>1.00</i></b>
<b>PREREQUISITE</b>	<b><i>Successful completion of Spanish 1 with a final grade of 70% or better</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>10, 11, 12</i></b>
<b>DESCRIPTION</b>	Spanish 2 continues to focus on speaking, writing, reading, and listening skills. Fluency and comprehension increase as students continue utilizing vocabulary and grammatical knowledge learned in Spanish 1. Spanish 2 students become familiar with the real-world connections to the language, such as talking about shopping, ordering in a restaurant, getting around town, completing household chores and describing a home, planning a party, and talking about sports and health. Cultural connections are made throughout the course. Spanish 2 students should expect daily practice of the language, as well as weekly assignments that must be completed outside of the classroom. Class participation is an integral part of language learning and is required. Many students who take a foreign language plan to attend college.		

<b>COURSE TITLE</b>	<b><i>Spanish 3</i></b>	<b>CREDIT VALUE</b>	<b><i>1.00</i></b>
<b>PREREQUISITE</b>	<b><i>Successful completion of Spanish 2 with a final grade of 70% or better</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>10, 11, 12</i></b>
<b>DESCRIPTION</b>	Spanish 3 refines speaking, writing, reading, and listening skills. Fluency and comprehension increase as students continue utilizing vocabulary and grammar learned in Spanish 1 and 2. Students ask and answer questions using multiple verb tenses and use them to communicate about travel, vacation, sports and health, daily routines, shopping, and to tell stories. Cultural connections are made throughout the course. Spanish 3 students should expect daily practice of the language, as well as weekly assignments that must be completed outside of the classroom. Class participation is an integral part of language learning and is required. Many students who take a foreign language plan to attend college.		

<b>COURSE TITLE</b>	<b><i>Honors Spanish 4</i></b>	<b>CREDIT VALUE</b>	<b><i>1.00</i></b>
<b>PREREQUISITE</b>	<b><i>Successful completion of Spanish 3 with a final grade of 80% or better</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>11, 12</i></b>
<b>DESCRIPTION</b>	Spanish 4 uses speaking, reading and writing, and listening to continue learning more advanced grammar structures and discussion topics. Students are able to use several tenses as they ask and respond to questions about themselves and others. Students will talk about food/recipes, order food in a restaurant, make movies, write invitations, write an article for a newspaper and talk about family and relationships. Cultural connections are made throughout the course. Class participation is an integral part of language learning and is required. Spanish 4 is of great value to students who will take a college-level foreign language course. <b><u>This may also be offered as a College-in-High-School (CHS) course in affiliation with a local college/university for optional college credit.</u></b>		

<b>COURSE TITLE:</b>	<b><i>Honors Spanish 5 Independent Study</i></b>	<b>CREDIT VALUE:</b>	<b><i>1.00</i></b>
<b>PREREQUISITE:</b>	<b><i>(1) Students must have completed Honors Spanish 4 with a final grade of 80% or better. (2) G.P.A. of 3.5 in the discipline for levels 1-4 and G.P.A. of 3.0 overall</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>12</i></b>
<b>DESCRIPTION:</b>	This course is recommended for individual students in unique situations, where they have met the requirements to be in a Level V language course. Student(s) must have a genuine interest in language learning and be self-driven, independent learners. Student(s) may be integrated into a lower-level course, where they will work independently with guidance from the classroom teacher on advanced grammatical and/or cultural topics. This course will be centered around project-based learning with online components. Curriculum will be tailored to individual interests.		

## Health / Physical Education / Aquatics

---

### Faculty:

David Byers

Matthew Flaus

Kaila Miele

### Philosophy:

The mission of the Elizabeth Forward Senior High School Health and Physical Education Department is to promote healthy living. When individuals are in good health, they have the energy to enjoy life and pursue their dreams. Students will be taught the benefits of making healthy choices and practicing healthful behaviors. Our focus will be to promote wellness, increase knowledge, and encourage the practice of a healthy lifestyle.

<b>COURSE TITLE</b>	<b>9th Grade Fitness</b>	<b>CREDIT VALUE</b>	<b>0.50</b>
<b>PREREQUISITE</b>	<b>None</b>	<b>OPEN TO GRADE(S)</b>	<b>9</b>
<b>DESCRIPTION</b>	<b>This course is required of all ninth-grade students.</b> Students will engage in various physical fitness activities to help them develop and maintain healthy lifelong fitness habits. Coursework emphasizes individual and group skill development, team play, leisure sports participation, and an understanding of the need for lifetime fitness. Students will also participate in a unit to learn basic swimming and safety techniques. *In addition to this course, students will be required to take Health in grade 10, and ANOTHER Physical Education Elective to fulfill graduation requirements.		

<b>COURSE TITLE</b>	<b>Health</b>	<b>CREDIT VALUE</b>	<b>0.50</b>
<b>PREREQUISITE</b>	<b>None</b>	<b>OPEN TO GRADE(S)</b>	<b>10</b>
<b>DESCRIPTION</b>	<b>This course is required of all tenth-grade students.</b> It emphasizes the three dimensions of human health and development: physical, emotional, and social. The interrelationships of these three areas are examined through the study of such topics as nutrition, physical fitness, AIDS, drug abuse, mental health, and related areas. The course also focuses on the study of the different systems of the body, first aid, and safety.		

<b>COURSE TITLE</b>	<b>Aquatics</b>	<b>CREDIT VALUE</b>	<b>0.50</b>
<b>PREREQUISITE</b>	<b>None</b>	<b>OPEN TO GRADE(S)</b>	<b>9, 10, 11, 12</b>
<b>DESCRIPTION</b>	This basic swim course exposes students <b>with limited or no aquatic ability</b> to water skills to make them reasonably safe in and around water. Students enrolled in this PE elective will move through a series of skills designated by the Red Cross. Skills include: freestyle, elementary backstroke, diving, and water safety. Lap swimming and pace are established in accordance with individual needs and with the instructor's guidance.		

<b>COURSE TITLE</b>	<b>Personal Fitness and Games</b>	<b>CREDIT VALUE</b>	<b>0.50</b>
<b>PREREQUISITE</b>	<b>None</b>	<b>OPEN TO GRADE(S)</b>	<b>10, 11, 12</b>
<b>DESCRIPTION</b>	The purpose of this course is to motivate students to achieve lifetime personal fitness with an emphasis on improving health-related and skill-related fitness components. This course is designed for less competitive students that still enjoy high-energy games and fitness activities. Personal fitness units will include: fitness program design, circuit training, core workouts, yoga, and (HITT) High-Intensity Interval Training. Students in this class will also need to be able to participate within a small or large team during a game or sport setting. Students in this class will participate in various lifetime sports such as: volleyball, basketball, badminton, pickleball, flag football, soccer, softball, team building, and many other ultimate-type fitness games. All students will also be exposed to fitness assessment technology such as heart rate monitors and pedometers. Pre and post-fitness testing will be administered in this class.		

## Health / Physical Education / Aquatics

---

<b>COURSE TITLE</b>	<b><i>Advanced Swim/Lifeguarding</i></b>	<b>CREDIT VALUE</b>	<b><i>0.50</i></b>
<b>PREREQUISITE</b>	<b><i>Students must meet one of the following AND THE AGE requirement: -must be 15 years old by completion of course -successful completion of Aquatics course -be a member of the swim team -complete a basic skills test with instructor approval</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>9, 10, 11, 12</i></b>
<b>DESCRIPTION</b>	<p>This course provides individuals with the knowledge and skills to save lives in the event of an emergency. Course components include: CPR, and basic First Aid and Rescue Techniques. Students who pass course requirements will have the opportunity to become an American Red Cross-certified lifeguard. Participants will pay a fee of \$50 for materials provided by the Red Cross and to process certification.</p> <p>Students will also be provided individual instruction on the four competitive swimming strokes and various advanced skills and techniques. Lap swimming will be included as part of the fitness component in the course to prepare students for the 300-yard swim endurance test for Lifeguard certification.</p>		

<b>COURSE TITLE</b>	<b><i>Group Fitness</i></b>	<b>CREDIT VALUE</b>	<b><i>0.50</i></b>
<b>PREREQUISITE</b>	<b><i>None</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>10, 11, 12</i></b>
<b>DESCRIPTION</b>	<p>This course encompasses many forms of fitness that are done in a group setting to help improve endurance, strength, and flexibility. It caters to a wide range of interests and is accepting of all fitness and ability levels while promoting life-long activity. Activities include but are not limited to Hip Hop Dance, Zumba, Pound, Line Dancing, Yoga, Mindfulness, Chisel, Kettlebell Training, Kickboxing, Step Aerobics, Walking and more.</p>		

<b>COURSE TITLE</b>	<b><i>Partners Physical Education</i></b>	<b>CREDIT VALUE</b>	<b><i>0.50</i></b>
<b>PREREQUISITE</b>	<b><i>None</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>10, 11, 12</i></b>
<b>DESCRIPTION</b>	<p>The aim of Partners Physical Education is to provide, through competent leadership, a diversified program of developmental activities, games, sports, and rhythms suited to the interests, capacities, and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the vigorous activities of the general physical education program.</p>		

<b>COURSE TITLE</b>	<b><i>Competitive Sports</i></b>	<b>CREDIT VALUE</b>	<b><i>0.50</i></b>
<b>PREREQUISITE</b>	<b><i>None, but any student who participates in an EFHS-sponsored sport or club would enhance each student's performance in the class, Designed for junior varsity and varsity athletes.</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>10, 11, 12</i></b>
<b>DESCRIPTION</b>	<p>This class is designed to prepare students for interscholastic sports and other highly competitive sporting events. The following areas will be covered: health-related fitness testing, skill-related fitness testing, dynamic and static stretching programs, individual and team sports, and games. Competitions and tournaments will be set up for each game or sport.</p>		

<b>COURSE TITLE</b>	<b><i>Mindfulness and Movement</i></b>	<b>CREDIT VALUE</b>	<b><i>0.50</i></b>
<b>PREREQUISITE</b>	<b><i>None</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>10, 11, 12</i></b>
<b>DESCRIPTION</b>	<p>This course will help guide students through various techniques that will allow them to manage daily stress and anxiety. The techniques that are learned through movement, breathing, and relaxation will help to cultivate a stronger mental focus, create more awareness of the mind/body connection that allows balance in life, and assist in building stronger communication and decision-making skills.</p>		

<b>COURSE TITLE</b>	<b><i>Weight Training and Conditioning</i></b>	<b>CREDIT VALUE</b>	<b><i>0.50</i></b>
<b>PREREQUISITE</b>	<b><i>None</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>10, 11,12</i></b>
<b>DESCRIPTION</b>	Beginner, Intermediate, and Advanced strength and fitness training programs will be offered to students, based on the student experience. This course is designed for any student-athlete or non-student athlete who wants to learn proper weight training exercises and techniques for moving their body more efficiently and explosively. Workouts will include, but are not limited to: a multitude of lifts, exercises, and instruction that focuses on improving: aerobic and anaerobic fitness, strength, speed, power, flexibility, and mobility. Students will also learn proper nutrition guidelines to maintain a healthy weight and how to eat and hydrate properly before, during, and after training. This class will encompass small to large-group training which will focus on the four Strength training protocols outlined by the National Strength and Conditioning Association: Specificity, Overload, Progression, and Variation. All students will be responsible for recording daily workout data using an online training system or workout chart provided by the teacher. All students will also be exposed to fitness assessment technology such as heart rate monitors and pedometers. Pre and post-fitness testing will be administered in class.		



## Faculty:

Sean Browne  
Sara Cope  
Janet Dykstra

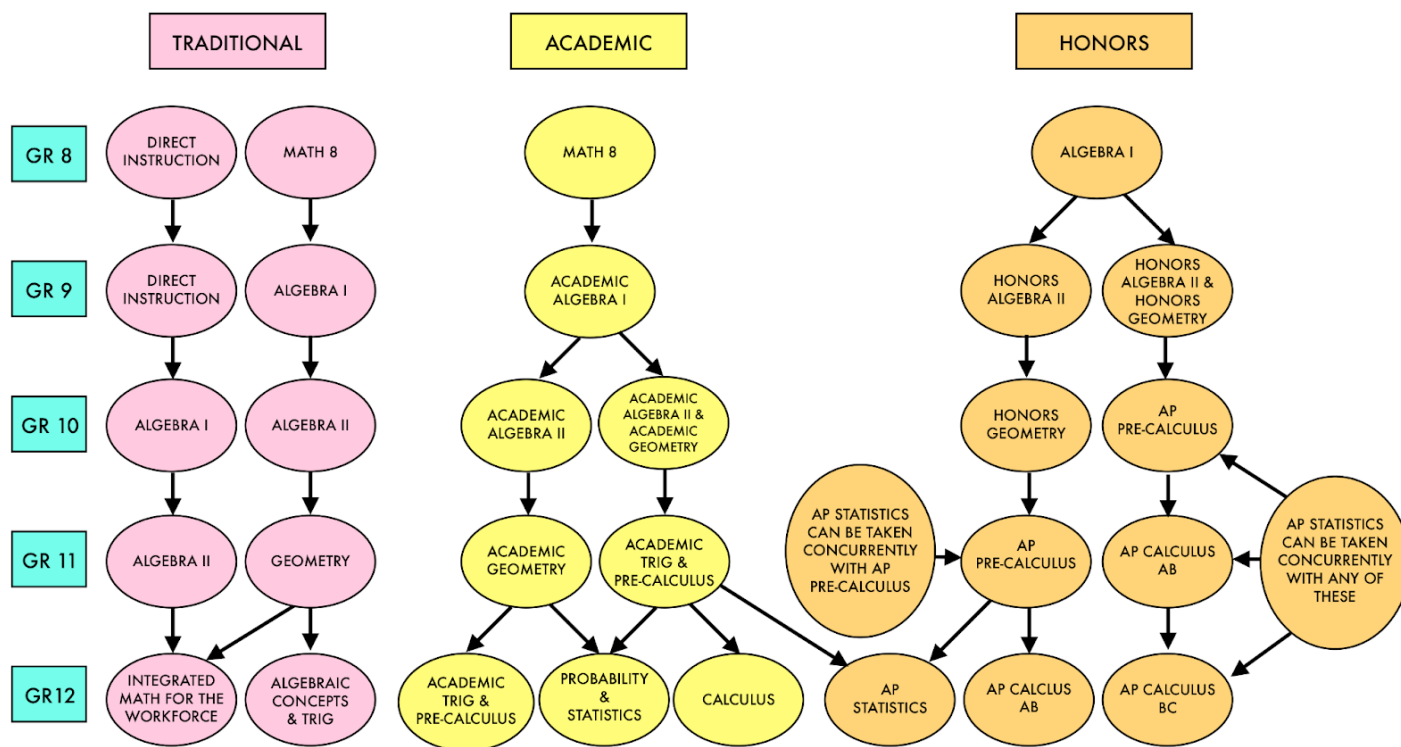
Lawrence Feick  
Christy Galilei  
Diane Hough

Justin Korona  
Kameron Smith

## Philosophy:

The Mathematics Department implements a rigorous college and career prep curriculum for all students. This will require **all students to complete four (4) years of math**. The instruction at the high school incorporates multiple representations in various forms including concrete/pictorial, verbal/written, numerical/tabular, graphical and symbolic/algebraic expressions. **\*Multiple measures of student achievement may be considered to assist the staff with placing students into the appropriate course.**

## MATH FLOW CHART



<b>COURSE TITLE</b>	<b><i>Algebra 1</i></b>	<b>CREDIT VALUE</b>	<b>1.00</b>
<b>PREREQUISITE</b>	<b><i>Completion of Math 8 with a final grade of 79% or lower</i></b>	<b>OPEN TO GRADE(S)</b>	<b>9</b>
<b>DESCRIPTION</b>	This traditional course in Algebra 1 will cover patterns, variables, expressions, equations, and graphing. The students will add, subtract, multiply, and divide real numbers, variables, and expressions. Equations will be solved, and proportions, percent, and probability will be studied. Students will graph equations and inequalities and study laws of exponents and scientific notation. Problem-solving applications and critical-thinking skills will be developed. Along with the content, students will focus on Keystone preparation tasks such as test-taking skills and answering open-ended questions		

<b>COURSE TITLE</b>	<b><i>Academic Algebra 1</i></b>	<b>CREDIT VALUE</b>	<b>1.00</b>
<b>PREREQUISITE</b>	<b><i>Completion of Math 8 with a final grade of 80% or higher</i></b>	<b>OPEN TO GRADE(S)</b>	<b>9</b>
<b>DESCRIPTION</b>	This course is designed for students who wish to continue the study of high school mathematics through Academic Trigonometry/Pre-Calculus. This traditional course in Algebra 1 will cover patterns, variables, expressions, equations, and graphing. The students will add, subtract, multiply, and divide real numbers, variables, and expressions. The students will learn to solve, graph, and analyze both equations and inequalities. Problem-solving applications and critical-thinking skills will be developed. This course will focus on the Keystone Algebra Standards and students will take the Algebra Keystone exam at the end of the school year.		

<b>COURSE TITLE</b>	<b><i>Algebra 2</i></b>	<b>CREDIT VALUE</b>	<b>1.00</b>
<b>PREREQUISITE</b>	<b><i>Successful completion of high school Algebra I</i></b>	<b>OPEN TO GRADE(S)</b>	<b>10, 11</b>
<b>DESCRIPTION</b>	This is a traditional course and will reinforce and remediate the skills of Algebra 1 by more extensive work in factoring, solving linear equations, fractions, and real numbers. The concepts of square roots, cube roots, and fourth roots; introduction and development of solutions of quadratic equations; graphs of lines and their equations; the fundamental concepts of functions; and systems of equations and inequalities will be covered.		

<b>COURSE TITLE</b>	<b><i>Academic Algebra 2</i></b>	<b>CREDIT VALUE</b>	<b>1.00</b>
<b>PREREQUISITE</b>	<b><i>Successful Completion of Academic Algebra 1 (high school) with a final grade of 70% or higher OR Algebra 1 (high school) with a final grade of 90% or higher AND teacher recommendation.</i></b>	<b>OPEN TO GRADE(S)</b>	<b>10</b>
<b>DESCRIPTION</b>	This course is designed for the student who wishes to continue the study of high school mathematics through Academic Trigonometry/Pre-Calculus. The topics include analyzing, solving and graphing linear equations, inequalities, functions, and systems of equations and inequalities. Other topics covered are polynomials functions and factoring, complex numbers, solving higher degree polynomials, rational functions, radical functions and exponential functions.		

<b>COURSE TITLE</b>	<b><i>Honors Algebra 2</i></b>	<b>CREDIT VALUE</b>	<b>1.00</b>
<b>PREREQUISITE</b>	<b><i>Successful completion of Algebra I (grade 8) with a final grade of 60% or better OR Academic Algebra I (HS) with a final grade of 90% or better.</i></b>	<b>OPEN TO GRADE(S)</b>	<b>9, 10</b>
<b>DESCRIPTION</b>	This course is offered to the student who wants to continue in the study of advanced mathematics. Topics covered are Polynomial Functions and Factoring, Complex Numbers, Solving Higher Degree Polynomials, Rational Functions, Radical Functions, and Exponential Functions and Data Analysis. Note: A TI-84+ graphing calculator is highly recommended.		

# Mathematics

<b>COURSE TITLE</b>	<b><i>Geometry</i></b>	<b>CREDIT VALUE</b>	<b>1.00</b>
<b>PREREQUISITE</b>	<b><i>Successful completion of Algebra 2</i></b>	<b>OPEN TO GRADE(S)</b>	<b>10, 11</b>
<b>DESCRIPTION</b>	This course has a balance of theory and application. Students will study postulates, theorems, and definitions of geometric concepts. Topics covered are essentials of geometry, angles, reasoning and proofs, perpendicular and parallel lines, congruent triangles, special properties of triangles, quadrilaterals, similarity, right triangles and trigonometry, circles, perimeter and area of plane figures, and surface area and volume.		

<b>COURSE TITLE</b>	<b><i>Academic Geometry</i></b>	<b>CREDIT VALUE</b>	<b>1.00</b>
<b>PREREQUISITE</b>	<b><i>Successful completion of Academic Algebra 2 with a final grade of 75% or better or Teacher recommendation</i></b>	<b>OPEN TO GRADE(S)</b>	<b>10, 11</b>
<b>DESCRIPTION</b>	This course is designed for the student who wishes to continue the study of high school mathematics through Academic Trigonometry/Pre-Calculus. Topics covered are essentials of geometry, angles, reasoning and proofs, perpendicular and parallel lines, congruent triangles, special properties of triangles, quadrilaterals, similarity, right triangles and trigonometry, circles, area of polygons and circles, perimeter and area of plane figures, and surface area and volume.		

<b>COURSE TITLE</b>	<b><i>Honors Geometry</i></b>	<b>CREDIT VALUE</b>	<b>1.00</b>
<b>PREREQUISITE</b>	<b><i>Successful completion of Honors Algebra 2 with a final grade of 80% or better, or successful completion of Academic Algebra 2 with a final grade of 90% or better.</i></b>	<b>OPEN TO GRADE(S)</b>	<b>10, 11</b>
<b>DESCRIPTION</b>	This course is offered to the student who wants to continue in the study of advanced mathematics. Postulates, theorems, definitions, and proofs are a vital part of this course which includes the language and logic of geometry, parallelism and quadrilaterals, congruent triangles and similar polygons, inequalities in triangles, right triangles, circles, area of polygons and circles, areas and volumes of solids and coordinate geometry. Note: A TI-84+ graphing calculator is highly recommended.		

<b>COURSE TITLE</b>	<b><i>Algebraic Concepts and Trigonometry</i></b>	<b>CREDIT VALUE</b>	<b>1.00</b>
<b>PREREQUISITE</b>	<b><i>Successful completion of Geometry</i></b>	<b>OPEN TO GRADE(S)</b>	<b>11, 12</b>
<b>DESCRIPTION</b>	This is a traditional course in algebra and trigonometry. A logical approach to the study of the circular functions and the mechanics of working with these functions in the various systems of mathematics.		

<b>COURSE TITLE</b>	<b><i>Academic Trigonometry/ Pre-Calculus</i></b>	<b>CREDIT VALUE:</b>	<b>1.00</b>
<b>PREREQUISITE</b>	<b><i>Successful completion of Academic Geometry with a final grade of 75% or better or Teacher recommendation</i></b>	<b>OPEN TO GRADE(S)</b>	<b>11, 12</b>
<b>DESCRIPTION</b>	This course covers advanced concepts of algebra such as composite functions, rational and radical functions, quadratic equations and inequalities. Trigonometry is then explained and triangles are solved using the Laws of Sines and Cosines. Trigonometric functions and their inverses are studied and graphed. Students will learn and apply trig identities to solve trig equations, and exponential and logarithmic equations will be solved.		

## Mathematics

<b>COURSE TITLE</b>	<b><i>AP Pre-Calculus</i></b>	<b>CREDIT VALUE:</b>	<b><i>1.00</i></b>
<b>PREREQUISITE</b>	<b><i>Successful completion of Honors Geometry with a final grade of 80% or better or successful completion of Academic Geometry with a final grade of 90% or better</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>11, 12</i></b>
<b>DESCRIPTION</b>	<p>This course is for college-bound students who plan on pursuing a math-related career. There will be 3 main units of study: Polynomials and Rational Functions, Exponential and Logarithmic Functions, and Trigonometric and Polar Functions. This course follows the strict guidelines in the College Board Publication of the Advanced Placement Course Description for preparation of the AP Precalculus Advanced Placement exam in May. Note: a TI-84+ graphing calculator is highly recommended.</p> <p><b><u>This may also be offered as a College-in-High-School (CHS) course in affiliation with a local college/university for optional college credit.</u></b></p> <p>This course provides the proper background for taking the Advanced Placement Examination at year's end, which is highly recommended.</p>		

<b>COURSE TITLE</b>	<b><i>Probability and Statistics</i></b>	<b>CREDIT VALUE</b>	<b><i>1.00</i></b>
<b>PREREQUISITE</b>	<b><i>Successful completion of Academic Geometry or Academic Trig/Pre-Calculus.</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>12</i></b>
<b>DESCRIPTION</b>	<p>In this course, students will draw conclusions from data, become more statistically literate, demonstrate statistical hypothesis testing, and work with raw data to summarize data. This course may not be taken after successful completion of or concurrently with AP Statistics.</p>		

<b>COURSE TITLE</b>	<b><i>Integrated Math for the Workforce</i></b>	<b>CREDIT VALUE</b>	<b><i>1.00</i></b>
<b>PREREQUISITE</b>	<b><i>Successful completion of Algebra I, Algebra II, Geometry AND Teacher Recommendation</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>12</i></b>
<b>DESCRIPTION</b>	<p>In this course, students will explore algebraic thinking patterns and functions. This course is an application-based learning approach incorporating Algebra I, Algebra II, and Geometry topics. Also, this course encourages students to be actively involved in applying mathematical ideas to their everyday lives.</p> <p><b>Teacher recommendation is required.</b></p>		

COURSE TITLE	<i>AP Statistics</i>	CREDIT VALUE	<i>1.00</i>
PREREQUISITE	<i>Successful completion of Honors Geometry with 90% or better with concurrent enrollment in Honors Trigonometry/Pre Calculus or Successful completion of Academic Trigonometry/Pre-Calculus with 85% or better or successful completion of Honors Trigonometry/Pre-Calculus with 80% or better</i>	OPEN TO GRADE(S)	<i>11, 12</i>
DESCRIPTION	<p>Students in AP Statistics are exposed to four broad conceptual themes: exploring data and observing patterns and departures from patterns, planning a study and deciding what and how to measure, anticipating patterns and producing models using probability theory and simulation, statistical inferences and confirming models. Students will be instructed in a variety of topics ranging amongst these four conceptual themes. This course follows the strict guidelines in the College Board Publication of the Advanced Placement Course Description for preparation of the AP Statistics Advanced Placement examination.</p> <p>Note: A TI-84+ graphing calculator is highly recommended.</p> <p><b><u>This may also be offered as a College-in-High-School (CHS) course in affiliation with a local college/university for optional college credit.</u></b></p> <p>This course provides the proper background for taking the Advanced Placement Examination at year's end, which is highly recommended.</p>		

COURSE TITLE	<i>Calculus</i>	CREDIT VALUE	<i>1.00</i>
PREREQUISITE	<i>Successful completion of Academic Trigonometry/Pre-Calculus with a final grade of 80% or better, or Honors Trigonometry/Pre-Calculus with a final grade of 70% or better</i>	OPEN TO GRADE(S)	<i>12</i>
DESCRIPTION	<p>Plane analytic geometry and solid analytic geometry are studied intensively and then integrated with differential and integral calculus. In addition to the mechanics of differential and integral calculus, the mean value theorem, the fundamental theorems of differential and integral calculus, and ordinary and uniform continuity are emphasized. Limit theory and application of differential calculus are also studied.</p>		

COURSE TITLE	AP Calculus AB	CREDIT VALUE	1.00
PREREQUISITE	Successful completion of Honors Trigonometry/Pre-Calculus with a final grade of 80% or better or Academic Trigonometry/Pre-Calculus with a final grade of 90% or better	OPEN TO GRADE(S)	12
DESCRIPTION	<p>An Analytical Geometry and Calculus course has been developed in conjunction with a local university and can qualify a student for college credit through the College-in-High-School Program. Plane analytic geometry and solid analytic geometry are studied intensively and then integrated with differential and integral calculus. In addition to the mechanics of differential and integral calculus, the mean value theorem, the fundamental theorems of differential and integral calculus, and ordinary and uniform continuity are emphasized. Limit theory and application of differential calculus are also studied. This course follows the strict guidelines in the College Board Publication of the Advanced Placement Course Description for preparation of the AP Calculus AB Advanced Placement examination. Note: A TI-84+ graphing calculator is highly recommended.</p> <p><b><u>This may also be offered as a College-in-High-School (CHS) course in affiliation with a local college/university for optional college credit.</u></b></p> <p>This course provides the proper background for taking the Advanced Placement Examination at year's end, which is highly recommended.</p>		

COURSE TITLE	AP Calculus BC	CREDIT VALUE	1.00
PREREQUISITE	Successful completion of AP Calculus AB and teacher recommendation.	OPEN TO GRADE(S)	12
DESCRIPTION	<p>AP Calculus BC is the second course in single-variable calculus that would be equivalent to a second-semester calculus course at most colleges and universities. This course will provide a deeper understanding of the concepts of limits, continuity, derivatives, and integrals, which were covered in AP Calculus AB. The major new topics covered in AP Calculus BC are Parametric, polar and vector functions; slope fields, Euler's method; L'Hopital's Rule; Improper Integrals; Logistic differential equations; Polynomial approximations and series; and Taylor Series. Each of these topics is approached via the "Rule of Four", with activities that emphasize expressing mathematics from graphical, numerical, analytical, and verbal representations. This course follows the strict guidelines in the College Board Publication of the Advanced Placement Course Description for preparation of the AP Calculus BC Advanced Placement examination. Note: A TI-84+ graphing calculator is highly recommended.</p> <p><b><u>This may also be offered as a College-in-High-School (CHS) course in affiliation with a local college/university for optional college credit.</u></b></p> <p>This course provides the proper background for taking the Advanced Placement Examination at year's end, which is highly recommended.</p>		

# Music

---

## Faculty:

Angela Milliren

Steven Spang

## Philosophy:

*"Bringing Academics to Life through Creative Performance"*

The goal of the Music Department is to foster creativity in the student body while maintaining focus on four (4) areas of music education set forth by the Department of Education.

1. Music literacy blends dynamic and tempo terminology in foreign languages with the mathematical ability to read a musical chart.
2. The second area understands the foundations of the composition and the history behind it.
3. The third aspect of music is the ability to critique one's own work as well as the work of other performers.
4. The last area is to ensure the students can identify the powerful psychological impact of music.

<b>COURSE TITLE</b>	<b><i>Ninth Grade Chorus</i></b>	<b>CREDIT VALUE</b>	<b>1.00</b>
<b>PREREQUISITE</b>	<b><i>None</i></b>	<b>OPEN TO GRADE(S)</b>	<b>9</b>
<b>DESCRIPTION</b>	Ninth Grade Chorus provides an opportunity for entering freshmen to learn proper pedagogy and music theory through singing. Concerts occur throughout the year and <b>attendance is mandatory</b> . Vocal evaluations will occur periodically throughout each nine-week period.		

<b>COURSE TITLE</b>	<b><i>Elizabeth Forward Chorus</i></b>	<b>CREDIT VALUE</b>	<b>1.00</b>
<b>PREREQUISITE</b>	<b><i>Successful completion of Ninth Grade Chorus with an 80% or better or teacher approval</i></b>	<b>OPEN TO GRADE(S)</b>	<b>10, 11, 12</b>
<b>DESCRIPTION</b>	E.F. Chorus allows students to continue the pedagogical and theoretical studies of Ninth Grade Chorus. Concerts occur throughout the year and <b>attendance is mandatory</b> . Vocal evaluations will occur periodically throughout each nine-week period.		

<b>COURSE TITLE</b>	<b><i>Warrior Choir</i></b>	<b>CREDIT VALUE</b>	<b>1.00</b>
<b>PREREQUISITE</b>	<b><i>Successful completion of Elizabeth Forward Chorus with a 90% or teacher approval</i></b>	<b>OPEN TO GRADE(S)</b>	<b>11, 12</b>
<b>DESCRIPTION</b>	Warrior Choir is designed for advanced choral students to sing challenging vocal literature. Vocal production and mastery of choral techniques will be emphasized through individual learning in the classroom and on the concert stage. Vocal evaluations will occur periodically throughout each nine-week period. Concerts occur throughout the year and <b>attendance is mandatory</b> .		

<b>COURSE TITLE</b>	<b><i>Music History</i></b>	<b>CREDIT VALUE</b>	<b>0.50</b>
<b>PREREQUISITE</b>	<b><i>None</i></b>	<b>OPEN TO GRADE(S)</b>	<b>10, 11, 12</b>
<b>DESCRIPTION</b>	This course will discuss music history from the beginning of written music through the 20 <sup>th</sup> century. Included in this course are topics such as The Middle Ages, The Jazz Era, the History of Rock n' Roll, Broadway, and composers such as Beethoven and Mozart.		

<b>COURSE TITLE</b>	<b><i>Introduction to Music Theory and Beginning Piano</i></b>	<b>CREDIT VALUE</b>	<b>0.50</b>
<b>PREREQUISITE</b>	<b><i>None</i></b>	<b>OPEN TO GRADE(S)</b>	<b>9, 10, 11, 12</b>
<b>DESCRIPTION</b>	Students will learn basic music theory and keyboarding basics beginning with the basic elements of pitch, rhythm, and written notation. Students with no prior experience in ensembles or private lessons should begin this course before enrolling in Advanced Music Theory and Piano.		

## Music

<b>COURSE TITLE</b>	<b><i>Advanced Music Theory and Piano</i></b>	<b>CREDIT VALUE</b>	<b><i>0.50</i></b>
<b>PREREQUISITE</b>	<b><i>Intro to Music Theory and Beginning Piano or Instructor Permission</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>9, 10, 11, 12</i></b>
<b>DESCRIPTION</b>	Students will learn music theory beginning with concepts of harmony, rhythm, transcription, and harmonic analysis. Students will also work on developing piano skills starting with basic duets and continuing to some ability-based solo repertoire. Students must either complete the introduction to Music Theory and Beginning Piano course before enrollment or obtain instructor permission to enroll in this course.		

<b>COURSE TITLE</b>	<b><i>9th Grade Band</i></b>	<b>CREDIT VALUE</b>	<b><i>1.00</i></b>
<b>PREREQUISITE</b>	<b><i>Previous Instrumental Experience</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>9</i></b>
	The 9th Grade Band is open to ninth-grade students interested in continuing with the band program in high school. The objective of this band class is to provide additional, more focused instruction to the freshmen of the Elizabeth Forward band program. The band will reinforce musical knowledge through a wide range of musical styles and composers by way of studying a variety of classical band works, marches, and popular music. The 9 <sup>th</sup> Grade Band will perform multiple concerts throughout the school year in addition to the Commencement Ceremony. Other festivals and community performances may be added from year to year at the discretion of the director.		

<b>COURSE TITLE</b>	<b><i>Symphonic Wind Ensemble</i></b>	<b>CREDIT VALUE</b>	<b><i>1.00</i></b>
<b>PREREQUISITE</b>	<b><i>Previous Instrumental Experience</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>10, 11, 12</i></b>
	The Symphonic Wind Ensemble is open to all students in grades ten through twelfth enrolled in the Elizabeth Forward Band Program. The objective of this band is to strive for the highest possible musical achievement through the performance of intermediate to advanced band literature. The band will reinforce and master its musical knowledge through a wide range of musical styles and composers by way of studying a variety of classical band works, marches, and popular music. The Symphonic Band typically performs multiple concerts a year and at Graduation and Commencement ceremonies. Other festivals and community performances may be added from year to year at the discretion of the director.		

<b>COURSE TITLE</b>	<b><i>Partners in Music</i></b>	<b>CREDIT VALUE</b>	<b><i>1.00</i></b>
<b>PREREQUISITE</b>	<b><i>Placement according to need</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>9, 10, 11, 12</i></b>
<b>DESCRIPTION</b>	Partners in Music is a class that brings together learners of various backgrounds and abilities in shared music performance. In this class, students will sing, dance, and play songs. Students are expected to take a leadership role as they direct the ensemble in rhythm and tonal studies.		

<b>COURSE TITLE</b>	<b><i>Jazz Ensemble</i></b>	<b>CREDIT VALUE</b>	<b><i>1.00</i></b>
<b>PREREQUISITE</b>	<b><i>Current enrollment in another EFHS performing Ensemble or Director permission</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>9, 10, 11, 12</i></b>
<b>DESCRIPTION</b>	Students will have the opportunity to play and perform music in the jazz, big band, funk, and Latin idiom. The ensemble will perform multiple concerts during the school year including festivals at colleges and universities. Improvisation is encouraged, as it is an essential part of these styles. Students must be enrolled in this ensemble to audition for the Latin Ensemble that rehearses after the school day. In extenuating circumstances, students not enrolled in another ensemble at EFHS may obtain director permission to participate in this group.		



## Music

<b>COURSE TITLE</b>	<b><i>String Ensemble</i></b>	<b>CREDIT VALUE</b>	<b>1.00</b>
<b>PREREQUISITE</b>	<b><i>Current enrollment in another EFHS performing Ensemble or Director permission</i></b>	<b>OPEN TO GRADE(S)</b>	<b>9, 10, 11, 12</b>
<b>DESCRIPTION</b>	This class is designed to provide students the opportunity to further their skills on the instruments of the string family: violin, cello, viola, and string class. Each student will be required to declare a "master" instrument for either the semester or for the entire year. The students will prepare both solo pieces and ensemble pieces throughout the year. This class will require students to participate in four evening performances and numerous after-school rehearsals.		

<b>COURSE TITLE</b>	<b><i>Percussion Ensemble</i></b>	<b>CREDIT VALUE</b>	<b>1.00</b>
<b>PREREQUISITE</b>	<b><i>Teacher recommendation and/or current enrollment in another EFHS performing ensemble</i></b>	<b>OPEN TO GRADE(S)</b>	<b>9, 10, 11, 12</b>
<b>DESCRIPTION</b>	Percussion Ensemble is open to all students who are currently enrolled in an EFHS performing ensemble and/ or receive teacher recommendation to join this course. The objective of this course is to strive for the highest possible musical achievement through the performance of music specifically written for a percussion ensemble. These students will also participate in concerts with the Symphonic Wind Ensemble.		

<b>COURSE TITLE</b>	<b><i>Chamber Music</i></b>	<b>CREDIT VALUE</b>	<b>1.00</b>
<b>PREREQUISITE</b>	<b><i>Current enrollment in EFHS performing ensemble</i></b>	<b>OPEN TO GRADE(S)</b>	<b>10, 11, 12</b>
<b>DESCRIPTION</b>	Students will be grouped in several different ensembles in this class ranging from duet pairings to larger instrument-oriented groups to experience chamber music repertoire written for their particular instrument. Students will also begin working on solo literature to prepare for semester and final-year juries. Any student looking to audition for honors ensembles through PMEA or similar organizations should seriously consider this course. Students desiring to continue into a collegiate music department at any level should also heavily consider this course.		

<b>COURSE TITLE</b>	<b><i>Beginning Band</i></b>	<b>CREDIT VALUE</b>	<b>1.00</b>
<b>PREREQUISITE</b>	<b><i>None but prior band experience preferred</i></b>	<b>OPEN TO GRADE(S)</b>	<b>9, 10, 11, 12</b>
<b>DESCRIPTION</b>	The Beginning Band is open to all students in grades 9-12. If you are enrolled in this class, then you will have the option of going to all Home and Away football games throughout the fall. You will also be invited to participate in the annual Veteran's Day Concert, Winter Concert, and Spring Concert. Students in this class will have the option of attending the annual band trip.		

## Remediation

<b>COURSE TITLE</b>	<b><i>Keystone Algebra 1 Tutorial</i></b>	<b>CREDIT VALUE</b>	<b><i>0.50</i></b>
<b>PREREQUISITE</b>	<b><i>Scoring Less than Proficient on Keystone Exams</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>9, 10, 11</i></b>
<b>DESCRIPTION</b>	This course is designed to support students in achieving success on the Keystone Algebra I Exam. During this semester course, the students will improve their skills in both modules. Module 1 will cover Operations and Linear Equations and Inequalities. Module 2 will cover Linear Functions and Data Organizations.		

<b>COURSE TITLE</b>	<b><i>Keystone Biology Tutorial</i></b>	<b>CREDIT VALUE</b>	<b><i>0.50</i></b>
<b>PREREQUISITE</b>	<b><i>Scoring Less than Proficient on the Keystone Exams</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>10, 11</i></b>
<b>DESCRIPTION</b>	This course is designed to support students in achieving success on the Keystone Biology Exam. It is a semester-long course where students will review the 8 major principles of Biology which are the Basic Biology Principles, the Chemical Basics for Life, Bioenergetics Homeostasis and Transport, Cell Growth and Reproduction, Genetics, Theory of Evolution and Ecology.		

<b>COURSE TITLE</b>	<b><i>Keystone Literature Tutorial</i></b>	<b>CREDIT VALUE</b>	<b><i>0.50</i></b>
<b>PREREQUISITE</b>	<b><i>Scoring Less than Proficient on Keystone Exams</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>11, 12</i></b>
<b>DESCRIPTION</b>	This course is designed to support students who scored less than proficient on the Keystone Literature exam in grade 10. This course will focus on improving reading comprehension, spelling, vocabulary, and other skills that will help students strive for proficiency before attempting to retake the Keystone Literature Exam in grade 11. Students will review supplementary pieces of text chosen by the instructor as part of state-required remediation efforts. Students will work to strengthen their literary analysis skills as they identify figurative language elements in literary fiction. They will also work on their analysis of literary nonfiction and the identification of rhetorical strategies used in persuasion. Students will be enrolled in this course if they score basic or below on the state exam in grade 10. This course may be offered asynchronously online.		

<b>COURSE TITLE</b>	<b><i>Reading Strategies</i></b>	<b>CREDIT VALUE</b>	<b><i>1.00</i></b>
<b>PREREQUISITE</b>	<b><i>Placement According to Need</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>9, 10, 11, 12</i></b>
<b>DESCRIPTION</b>	This course is designed to support students who are having difficulty reading at grade level. The goal of this course is to have students develop better reading strategies and improve comprehension. Instruction will be differentiated to address a student's individual needs using instructional software and high-interest fiction/nonfiction materials. Systematic direct instruction in reading skills, vocabulary, writing, and grammar will be included. Students will work in small groups, independently, and one-on-one with the teacher. Students may be in the course for more than one year.		

# Science

---

## **Faculty:**

Sean Browne  
Frank Champ  
Michael Day

Vicki Jackson  
Nolan Larry  
Mark Mares

Greg Martz  
Malena Mazurek  
Amanda Rose

## **Philosophy:**

*The Elizabeth Forward Science Department is committed to developing in our students the skills necessary to make the connections between classroom learning and real-world application to help comprehend and appreciate the natural world. Our goal is to expose students to the various fields of science and scientific study to foster scientific literacy. By focusing on the following criteria, we aim to equip students with the necessary skills to succeed in the twenty-first century:*

- *Development of critical thinking and problem-solving skills*
- *Development and utilization of written and oral communication*
- *Exposure to the use of modern technology and the latest laboratory techniques*
- *Importance and use of mathematics in science*
- *Use of the scientific method and the ability to analyze data*
- *Importance of teamwork*
- *Importance of personal responsibility*

*\*Students have the right to refuse to dissect, vivisect, incubate, capture, or otherwise harm or destroy animals or any parts thereof as part of their course instruction.*

<b>COURSE TITLE</b>	<b><i>Biology</i></b>	<b>CREDIT VALUE</b>	<b><i>1.00</i></b>
<b>PREREQUISITE</b>	<b><i>None</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>9</i></b>
<b>DESCRIPTION</b>	The course content is reflective of the state standards and anchors used to design the Biology Keystone exam. It is structured around 2 big ideas: Cells & Cell Processes and The Continuity & Unity of Life. Students will learn the basic characteristics of all living things, the structure and function of biomolecules, the structure of the cell, before then learning cellular processes including methods of transporting substances into and out of the cell, and methods of processing energy including photosynthesis and cellular respiration. The second half of the year will include genetics, growth and development through cell division, evolution and the study of populations and their ecological interactions. At the end of this course, students will participate in the state-mandated Biology Keystone Exam. This class meets 6 periods per week.		

<b>COURSE TITLE</b>	<b><i>Honors Biology</i></b>	<b>CREDIT VALUE</b>	<b>1.00</b>
<b>PREREQUISITE</b>	<b><i>Successful completion of Pre-Biology (grade 8) with a final grade of 80% or better</i></b>	<b>OPEN TO GRADE(S)</b>	<b>9</b>
<b>DESCRIPTION</b>	<p>Honors Biology is a weighted course designed to challenge students. The course content is reflective of the state standards and anchors used to create the Keystone Biology Exam. The state-mandated Keystone Biology exam is administered in May and students must earn a proficient or advanced score.</p> <p><u>Module A: Cells and Cell Processes</u></p> <ol style="list-style-type: none"> <li>1. Basic Biological Principles: characteristics of life, levels of organization, cellular organelles</li> <li>2. Chemistry of Life: basic bonding, properties of water, organic compounds, enzymes</li> <li>3. Cellular Energetics: photosynthesis and cellular respiration</li> <li>4. Homeostasis and Transportation: passive and active transport, cell membrane structure.</li> </ol> <p><u>Module B: Continuity and Unity of Life</u></p> <ol style="list-style-type: none"> <li>1. Cell Reproduction: mitosis and meiosis</li> <li>2. Genetics: inheritance of traits using genetics problems, protein synthesis</li> <li>3. Evolution: creation of Earth, change in organisms over time</li> <li>4. Ecology: food chains and webs, energy transfer, traits that help with survival</li> </ol> <p>This class meets 6 periods per week.</p>		

<b>COURSE TITLE</b>	<b><i>Applied Chemistry</i></b>	<b>CREDIT VALUE</b>	<b>1.00</b>
<b>PREREQUISITE</b>	<b><i>None</i></b>	<b>OPEN TO GRADE(S)</b>	<b>10</b>
<b>DESCRIPTION</b>	<p>This course is designed to give students experience in observation, basic laboratory skills, and knowledge of how to analyze experimental data and generalize from it. Students will be introduced to the physical and chemical classification of matter and the periodic table as a means of organizing the elements and relating chemical properties to atomic structure. The students will also be introduced to writing and balancing chemical reactions that can be represented by chemical equations. The course will be based on chemical concepts, and requires basic math skills. Students will be involved in inquiry-based learning throughout the course.</p> <p>This class meets 5 periods per week.</p>		

<b>COURSE TITLE</b>	<b><i>Academic Chemistry</i></b>	<b>CREDIT VALUE</b>	<b>1.00</b>
<b>PREREQUISITE</b>	<b><i>Successful completion of Academic Algebra I with a grade of 70% or higher, or successful completion of Algebra I with a grade of 90% or higher, or a teacher recommendation. Also, successful completion of Biology with a passing grade.</i></b>	<b>OPEN TO GRADE(S)</b>	<b>10</b>
<b>DESCRIPTION</b>	<p>Chemistry introduces the students to the composition, structure, properties, and behavior of matter, as well as the changes it undergoes during chemical reactions. These topics are covered through lectures, group work, laboratories, inquiry-based activities, and projects. Heavy emphasis is placed on logical thinking and problem-solving skills. Chemistry is a quantitative science, so students taking this course need to have a strong background in mathematics, specifically basic math and algebra, and have a scientific calculator.</p> <p>This class meets 6 periods per week.</p>		

COURSE TITLE	<i>Honors Chemistry</i>	CREDIT VALUE	<i>1.00</i>
PREREQUISITE	<p><b>To enroll in Honors Chemistry students MUST meet BOTH: one (1) of the following science prerequisites AND one (1) of the following math prerequisites.</b></p> <p><b>1. SCIENCE: Successful completion of Honors Biology with a final grade of 80% or higher, or successful completion of Biology with a final grade of 90% or better.</b></p> <p><b>2. MATH: Successful completion of Honors Algebra II with an 80% or higher, successful completion of Academic Algebra II with a 90% or higher, or successful completion of Academic Algebra I with a 90% or higher.</b></p>	OPEN TO GRADE(S)	<b>10</b>
DESCRIPTION	<p>Chemistry is defined as the branch of science, which is built upon the identification of the substances of which matter is composed, and the manner in which it interacts, combines and changes to form new materials. Through the course of study of chemistry, students explore the relationships between the properties and the structures of matter in terms of the atom and its subatomic particles, the periodic table of elements, chemical compounds and reactions, and ultimately, how to observe and measure these chemical phenomena through quantitative and qualitative analysis both in and out of the laboratory. High levels of mathematical skills are emphasized. Understanding of science content is enhanced when concepts are grounded in inquiry experiences. The use of scientific inquiry ensures that students develop a thorough understanding of these key concepts, processes, knowledge and understanding of scientific ideas, and the work of scientists. This course is intended for students who (a) have a good aptitude and interest in science and math, and (b) are willing to develop and practice independent study skills. This course is designed to prepare students for AP Chemistry and/or a college level chemistry course. A calculator and lab goggles are necessary for this course. This class meets 6 periods per week.</p>		

COURSE TITLE	<i>Digital Electronics and Robotics (PLTW)</i>	CREDIT VALUE	<i>1.00</i>
PREREQUISITE	<b>Students must have a final grade of 80% or better in either their last scheduled science or math class</b>	OPEN TO GRADE(S)	<b>9,10,11,12</b>
DESCRIPTION	<p>From smartphones to drones and automated factories, digital circuits are all around us. This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices. This class will also explore projects that can be made using an Arduino microcontroller and Raspberry Pi's, such as LED light strips, alarm systems with keyless entry and an autonomous fighting robot. During this course, students will also work collaboratively with the Warrior Bots class to design and wire the electrical system and assist with the embedded controls for the competition robots. This course is part of the Project Lead the Way curriculum. Please see <a href="http://www.pltw.org">www.pltw.org</a> for more information.</p>		

## Science

<b>COURSE TITLE</b>	<b><i>Applied Physics</i></b>	<b>CREDIT VALUE</b>	<b><i>1.00</i></b>
<b>PREREQUISITE</b>	<b><i>None</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>11</i></b>
<b>DESCRIPTION</b>	Applied physics provides an introduction to the basic underlying principles that govern the physical universe and explores these principles through group work, discussion, laboratory experiences, and projects. It is presented on a conceptual level with a limited amount of mathematics. However, the class is designed for students who have some familiarity with the basic rules of algebra.		

<b>COURSE TITLE</b>	<b><i>Academic Physics I</i></b>	<b>CREDIT VALUE</b>	<b><i>1.00</i></b>
<b>PREREQUISITE</b>	<b><i>Successful completion of Academic Algebra 2 with a 70% or higher and successful completion of Applied Chemistry with a final grade of 90%, or a passing grade in Academic Chemistry</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>11</i></b>
<b>DESCRIPTION</b>	Physics provides an introduction to the basic underlying principles that govern the physical universe and an opportunity to meet these principles through group work, discussion, laboratory experiences, and projects. It is presented in a logical manner and is designed for students who plan to continue their education after high school. Mathematics is the language of physics; therefore, a strong mathematical background is needed for the course. A scientific calculator is a necessary tool for this course.		

<b>COURSE TITLE</b>	<b><i>Honors Physics</i></b>	<b>CREDIT VALUE</b>	<b><i>1.00</i></b>
<b>PREREQUISITE</b>	<b><i>1. Successful completion of Honors Chemistry with a final grade of 70% or better. 2. Successful completion of Academic Chemistry with a final grade of 80% or better. 3. Currently enrolled in Trigonometry/Pre-Calculus OR Honors Geometry</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>11</i></b>
<b>DESCRIPTION</b>	Honors Physics provides an introduction to the underlying principles that govern the behavior of the physical universe. Emphasis is placed on theory, abstract reasoning, and mathematical analysis. A strong mathematical background is required for this course. Areas of study include the mathematics of motion, Newton's law of motion, the law of gravity, mechanical energy, linear momentum, and other selected topics that are relevant to the course. Learning will be facilitated through discussions, multimedia activities, work groups, and laboratories. A scientific calculator is required for the course. Honors Physics is designed for students who plan to pursue careers in science, technology, engineering and mathematics. (STEM)		

<b>COURSE TITLE</b>	<b><i>Academic Physics II</i></b>	<b>CREDIT VALUE</b>	<b><i>1.00</i></b>
<b>PREREQUISITE</b>	<b><i>Successful completion of Academic Physics I, Honors Physics or Applied Physics with a final grade of 80% or better.</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>12</i></b>
<b>DESCRIPTION</b>	Physics 2 is a course designed for those students who would like to investigate topics in physics beyond those covered in the eleventh-grade physics course. The course covers four main areas of study including engineering, astrophysics, vibrations and waves, light and sound, and electricity and magnetism. Students will gain a better understanding and appreciation for common physical phenomena that they experience in their everyday lives as well as the nature of the cosmos. Mathematics is the language of physics; therefore, a strong mathematical background is needed for the course.		

<b>COURSE TITLE</b>	<b><i>Environmental Science</i></b>	<b>CREDIT VALUE</b>	<b><i>1.00</i></b>
<b>PREREQUISITE</b>	<b><i>None</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>11, 12</i></b>
<b>DESCRIPTION</b>	<p>Environmental Science is a multidisciplinary field that draws from all the sciences, as well as other fields, to help us better understand the relationship between humans and the world in which we live. Human interactions with the ecosystem and the results of human decisions are the main components of this academic area. Students will be introduced to topics such as Ecosystems and their interactions; Watersheds and Wetlands; Renewable and Nonrenewable Sources; Agriculture; Integrated Pest Management; Environmental Health; Laws and Regulations; and Threatened, Endangered, and Extinct Species. This course will allow students to be active participants and problem solvers in real issues that affect them, their homes, schools, and communities.</p> <p><b><i>Students will be provided an introduction to the field of Hydroponics through hands-on learning experiences in the Freight Farm.</i></b></p>		

<b>COURSE TITLE</b>	<b><i>Honors Anatomy and Physiology</i></b>	<b>CREDIT VALUE</b>	<b><i>1.00</i></b>
<b>PREREQUISITE</b>	<b><i>Successful completion of Biology with a final grade of 85%, or Honors Chemistry with a final grade of 80% or better, or Successful completion of Academic Chemistry with a final grade of 85% or better, or successful completion of Applied Chemistry with a final grade of 90% or better</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>11, 12</i></b>
<b>DESCRIPTION</b>	<p>This course is designed to provide essential content to the student who is considering a career in an allied health field. This would include the following professions: doctor, pharmacist, nurse, radiology technician, nuclear medical technologist, laboratory technologist, physical therapist, emergency medical technologist, and mental health paraprofessional. Nonhuman (rats, pigs, cats) anatomy is thoroughly investigated through <u>extensive laboratory work*</u> involving dissection. (2 lab periods a week) Comparisons and contrasts are then made to human anatomy. Fundamental biochemistry, extensive nomenclature, and principles of embryology are also included.</p> <p>This course can fulfill the senior year science requirement for accelerated science students.</p>		

COURSE TITLE	AP Biology	CREDIT VALUE	1.00
PREREQUISITE	<b>1. Successful completion of Biology with a final grade of 90% or better, or successful completion of Honors Biology with a final grade of 85% or better</b> <b>2. An overall G.P.A. of 3.0 or better</b> <b>3. Successful completion of Honors Chemistry with an 80% or better, or successful completion of Academic Chemistry with an 85% or better</b>	OPEN TO GRADE(S)	<b>11, 12</b>
DESCRIPTION	<p>Advanced Placement Biology is a college-level course available to juniors and seniors who qualify as per the criteria stated above. The AP Biology course is designed to help students develop their advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing, data, applying mathematical routines, and connecting concepts in and across domains by emphasizing science practices. The science practices enable a student to establish lines of evidence and use them to develop and refine testable explanations and predictions of natural phenomena. Because content, inquiry and reasoning are equally important in AP Biology, each learning objective combines content with inquiry and reasoning skills described in the science practices.</p> <p>The key concepts and related content of AP Biology are organized around four underlying principles called the big ideas, which encompass the core of scientific principles, theories and processes governing living organisms and biological systems. There are required laboratory activities for each big idea. There is a summer assignment to be completed for the first day of class.</p> <p>Big Idea 1: Evolution The process of evolution drives the diversity and unity of life.</p> <p>Big Idea 2: Cellular Processes: Energy and Communication Biological systems utilize free energy and molecular building blocks to grow, reproduce, and to maintain dynamic homeostasis.</p> <p>Big Idea 3: Genetics and Information Transfer Living systems store, retrieve, transmit, and respond to information essential to life processes.</p> <p>Big Idea 4: Interactions Biological systems interact, and these systems and their interactions possess complex properties.</p> <p>This class meets 7 periods per week.</p> <p><b><u>This may also be offered as a College-in-High-School (CHS) course in affiliation with a local college/university for optional college credit.</u></b></p> <p>This course provides the proper background for taking the Advanced Placement Examination at year's end, which is highly recommended.</p>		



COURSE TITLE	AP Chemistry	CREDIT VALUE	1.00
PREREQUISITE	<p>1. <i>If taken as a junior, a final grade of 85% or better in Honors Chemistry or final grade of 90% or better in Academic Chemistry. If taking as a senior, a final grade of 85% or better in Honors Physics or a final grade of 90% or better in Academic Physics</i></p> <p>2. <i>An overall G.P.A. of 3.0 or better</i></p>	OPEN TO GRADE(S)	11, 12
DESCRIPTION	<p>The Advanced Placement Chemistry course is designed to be the equivalent of a first-year college-level course available to juniors and seniors who qualify as per the criteria listed above. The course is structured around the big ideas described in the AP Chemistry Curriculum Framework and it is expected that the students have a strong background in the foundational chemistry concepts covered in their first-year chemistry course. This class meets seven periods per week with three single-period sessions and two double-period sessions. A calculator, lab journal, and safety goggles/glasses are necessary for this course. AP Chemistry differs qualitatively from the first-year chemistry course with respect to the topics covered, the emphasis on chemical calculations, and the conceptual and mathematical formulations of principles. Quantitative differences appear in the number of topics covered, the time spent on the course by students, the fast-paced curriculum, and the nature and variety of laboratory experiments. There is a summer assignment to be completed for the first day of school.</p> <p>BIG IDEA 1: SCALE, PROPORTION, AND QUANTITY (SPQ)</p> <p>BIG IDEA 2: STRUCTURE AND PROPERTIES (SAP)</p> <p>BIG IDEA 3: TRANSFORMATIONS (TRA)</p> <p>BIG IDEA 4: ENERGY (ENE)</p> <p><b><u>This may also be offered as a College-in-High-School (CHS) course in affiliation with a local college/university for optional college credit.</u></b></p> <p>This course provides the proper background for taking the Advanced Placement Examination at year's end, which is highly recommended.</p>		

COURSE TITLE	AP Physics C	CREDIT VALUE	1.00
PREREQUISITE	<b>1. Successful completion of Academic Physics I with a final grade of 90% or better, or successful completion of Honors Physics with a final grade of 85% or better</b> <b>2. An overall G.P.A. of 3.0 or better</b> <b>3. Currently enrolled in Calculus or AP Calculus</b>	OPEN TO GRADE(S)	12
DESCRIPTION	<p>Advanced Placement Physics is a college-level course available to seniors who qualify as per the criteria listed above. It is assumed that prospective students will possess the necessary skills in Advanced Algebra and Trigonometry to manage the rigorous quantitative aspects of the course. These aspects include solving word problems, data and graphical analysis, vector analysis, and a general understanding of variable relationships. Problem-solving and critical-thinking skills are a must. Calculus will be introduced in the theoretical development of some concepts such as quantities of motion, work, the law of gravity, and the laws governing electricity and magnetism. The goals for percentage of coverage in two general areas are as follows: Newtonian Mechanics (60 percent), Electricity and Magnetism (40 percent).</p> <p><b><u>This may also be offered as a College-in-High-School (CHS) course in affiliation with a local college/university for optional college credit.</u></b></p> <p>This course provides the proper background for taking the Advanced Placement Examination at year's end, which is highly recommended.</p>		

# Social Studies

---

## Faculty:

Paul Callaghan  
Steve DeFelices

Brandon Gerba  
Brian Madar

Robert Raffaele

## Philosophy:

*Studying the social sciences will enable students to make appropriate decisions about social and civic affairs. Social studies education provides students the opportunity to gain and apply historical knowledge and to perform the skills as indicated below.*

- *Develop critical thinking skills, responsible decision-making, competency in problem-solving, interpreting data, and differentiating between fact and fiction*
- *Prepare to participate competently and productively as concerned citizens in today's society.*
- *Address the ever-changing global and cultural issues of our world*
- *Become aware of their roles as citizens in society and prepare to participate actively, competently, and productively*
- *Utilize literature, community resources, and technology*

<b>COURSE TITLE</b>	<b><i>Modern Western Civilization</i></b>	<b>CREDIT VALUE:</b>	<b><i>1.00</i></b>
<b>PREREQUISITE</b>	<b><i>None</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>9</i></b>
<b>DESCRIPTION</b>	The scope of the course covers the period of time from approximately 1350 AD to post-World War II. Emphasis is on the study of the political, social, cultural, religious, and economic development of the European countries. The study also includes the causes and effects of significant historical events to show the relationships these have with other countries. Students will also perceive the meaning of history in its relevance to the history of the modern-day world.		

<b>COURSE TITLE</b>	<b><i>U.S. History</i></b>	<b>CREDIT VALUE</b>	<b><i>1.00</i></b>
<b>PREREQUISITE</b>	<b><i>None</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>10</i></b>
<b>DESCRIPTION</b>	This course will cover United States History from the post-Civil War period to the present time. The following topics will be included: urbanization, politics and reform in the Gilded Age, Imperialism and becoming a world power, the progressive era, World War I, prosperity and depression of the 1920s and 1930s, World War II, Cold War era, Korean and Vietnam era, and the contemporary world up to the present time in history. Methods of instruction will include lectures, group activities, debates, class discussions, reports, and guest speakers. After completing this course, students will have a general understanding of the process of analyzing history from political, social, geographical, and economical viewpoints.		

<b>COURSE TITLE</b>	<b><i>World Cultures</i></b>	<b>CREDIT VALUE</b>	<b><i>1.00</i></b>
<b>PREREQUISITE</b>	<b><i>None</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>11</i></b>
<b>DESCRIPTION</b>	The study of World Cultures is to create within the student an understanding and appreciation of different people and their culture in order that he/she might more effectively understand today's world. A "weltanschauung" (world view) approach will be taken in this course, Units will include social institutions, the world's great religions, government and economics systems found today, artistic expression, and the major issues facing the modern world.		

## Social Studies

---

<b>COURSE TITLE</b>	<b><i>American Government</i></b>	<b>CREDIT VALUE</b>	<b><i>0.50</i></b>
<b>PREREQUISITE</b>	<b><i>None</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>12</i></b>
<b>DESCRIPTION</b>	American Government is a one-semester course offering advanced knowledge of the American system of government. As part of the course, students will study the Constitution, the three branches of government, and related current events. Units of instruction will include lectures, reports, and projects, in addition to other sources of information. <b>American Government is a required course for all seniors unless they are taking an AP social studies course.</b>		

<b>COURSE TITLE</b>	<b><i>Economics</i></b>	<b>CREDIT VALUE</b>	<b><i>0.50</i></b>
<b>PREREQUISITE</b>	<b><i>None</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>12</i></b>
<b>DESCRIPTION</b>	This course is to introduce seniors to basic economic theory. The course is divided into seven units. Units include Wants & Needs, Supply & Demand, Pricing, Business Structures, and Market Structures. Also included in the unit will be a comparison of the three economic systems found in the modern world: the Market, Traditional, and Command. Unit Two will concentrate on the market system with emphasis on how wants lead to production, the influences on prices in our economy, and the roles of the four factors of production: land, labor, capital, and entrepreneurs.		

<b>COURSE TITLE</b>	<b><i>Sociology</i></b>	<b>CREDIT VALUE</b>	<b><i>0.50</i></b>
<b>PREREQUISITE</b>	<b><i>None</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>12</i></b>
<b>DESCRIPTION</b>	Sociology is offered as a one-semester course to give the student a better understanding of the social system in which one exists. The course is designed so that he/she may understand the manner in which they impact and are impacted by society. Students will be able to observe and understand the phenomena taking place around them and analyze these in an objective way. Emphasis is placed on the development of the student's knowledge concerning topics such as socialization, conformity, family, adolescence, gender, age, and health.		

<b>COURSE TITLE</b>	<b><i>Psychology</i></b>	<b>CREDIT VALUE</b>	<b><i>0.50</i></b>
<b>PREREQUISITE</b>	<b><i>None</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>11, 12</i></b>
<b>DESCRIPTION</b>	Psychology is offered as a one-semester course to help students understand themselves and predict and control their behavior. Such topics as experimental methods, learning theories, personality, mental illness, and behavioral patterns are investigated. Individual and class experiments, self-testing, lectures, and role-playing are included in methods of instruction. This course is recommended for college-bound students.		

COURSE TITLE	<i>AP U.S. History</i>	CREDIT VALUE	<i>1.00</i>
PREREQUISITE	<b>1. GPA of 3.75 overall for previous years</b> <b>2. Social Studies G.P.A of 4.0</b>	OPEN TO GRADE(S)	<i>10</i>
DESCRIPTION	<p>Advanced Placement U.S. History correlates the past with the present, demonstrating the usefulness of history by showing that history is to man as memory is to the individual. In arriving at conclusions, AP U.S. History shows “why” or “how” rather than “what” happens in particular circumstances. Students look at all sides of a historical problem and then eliminate the alternatives in order to decide why events occurred as they did. The text, in this case, must be a point of departure from other sources. Interactive discussions, lectures, essays, debates, and videos are included in methods of instruction. The course makes demands on the students equivalent to those of an introductory college-level course. <b>A summer assignment is required.</b></p> <p>*This course may be substituted for American Government during the senior year only.</p> <p><b><u>This may also be offered as a College-in-High-School (CHS) course in affiliation with a local college/university for optional college credit.</u></b></p> <p>This course provides the proper background for taking the Advanced Placement Examination at year's end, which is highly recommended.</p>		

COURSE TITLE	<i>AP European History</i>	CREDIT VALUE	<i>1.00</i>
CRITERIA EVALUATED	<b>1. GPA of 3.75 overall for previous years</b> <b>2. Social Studies G.P.A. of 4.0</b>	OPEN TO GRADE(S)	<i>11, 12</i>
DESCRIPTION	<p>Advanced Placement European History covers the period of history in Europe from the Renaissance to contemporary Europe. According to the college board, the study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. <b>A summer assignment is required.</b></p> <p>*This course may be substituted for American Government during the senior year only.</p> <p><b><u>This may also be offered as a College-in-High-School (CHS) course in affiliation with a local college/university for optional college credit.</u></b></p> <p>This course provides the proper background for taking the Advanced Placement Examination at year's end, which is highly recommended.</p>		

COURSE TITLE	<i>AP World History</i>	CREDIT VALUE	<i>1.00</i>
CRITERIA EVALUATED	<b>1. GPA of 3.75 overall for previous years</b> <b>2. Social Studies G.P.A. of 4.0</b>	OPEN TO GRADE(S)	<i>11, 12</i>
DESCRIPTION	<p>Advanced Placement World History will encompass five varying themes to challenge pupils. The course will be reading and writing intensive. Unit themes include interactions between humans and the environment, state-building, the creation of economies, and the development of social structures. The interactions between various cultures will be examined in great detail. Course curriculum begins with man's early development and ends with accelerating global change. The course provides balanced global coverage, with Africa, the Americas, Asia, Oceania, Australia and Europe all represented. <b>A summer assignment is required.</b></p> <p>*This course may be substituted for American Government during the senior year only.</p> <p><b><u>This may also be offered as a College-in-High-School (CHS) course in affiliation with a local college/university for optional college credit.</u></b></p> <p>This course provides the proper background for taking the Advanced Placement Examination at year's end, which is highly recommended.</p>		

## Special/Other Courses

---

### **AP CAPSTONE:**

The AP Capstone Program was developed by the College Board in conjunction with higher education professionals in response to a demand for students who are critical, analytical thinkers. The program incorporates critical reading, argumentation, and research skills through rigorous reading, writing, and research-based projects. The program is interdisciplinary in nature, offering students with interests in all academic areas the opportunity to explore them.

The AP Capstone Program includes two courses, AP Seminar and AP Research. The foundational course, AP Seminar, is taken ideally in the 10<sup>th</sup> or 11th-grade year and followed immediately by the culminating course, AP Research, the following year. Students who earn only a 3 or better in both courses and having earned a 3 or better on the four additional AP exams in any other subjects will receive an AP Capstone Diploma. Students who earn only a 3 or better in AP Research and AP Seminar courses will receive an AP Seminar and Research Certificate.

<b>COURSE TITLE</b>	<b>AP Seminar</b>	<b>CREDIT VALUE</b>	<b>1.00</b>
<b>PREREQUISITE</b>	<b><i>Having taken or simultaneously taking at least ONE AP course in any subject</i></b>	<b>OPEN TO GRADE(S)</b>	<b>10, 11, 12</b>
<b>DESCRIPTION</b>	In this course, students explore topics in multiple disciplines through the use of foundational texts that are nonfiction in nature. They will explore and solve real-world problems while engaging the topics from multiple perspectives at a collegiate level of inquiry. Students will hone their analytical reading skills, research skills, speaking skills, and writing skills in a multidisciplinary manner. Students will synthesize information in order to produce written and oral evidence-based arguments both individually and as part of a team. APA Style will be used so as to prepare students for work at the collegiate and professional levels. No fiction will be studied in this course. As per the requirements of the College Board, a team presentation, an individual presentation, and an exam are required for the course and to earn AP credit. This course does not substitute for an English credit. <b>A summer reading is required.</b>		

<b>COURSE TITLE</b>	<b>AP Capstone Research</b>	<b>CREDIT VALUE</b>	<b>1.00</b>
<b>PREREQUISITE</b>	<b><i>Completion of AP Seminar with a 70% or better</i></b>	<b>OPEN TO GRADE(S)</b>	<b>11, 12</b>
<b>DESCRIPTION</b>	In this course, students will use the skill set developed in the AP Seminar course in order to produce research projects in multiple subject areas. When researching, students will develop a research question that will serve as a guide for writing collegiate-level academic papers. Students will use the QUEST framework established by the College Board in order to develop their research interests. Students will learn how to do ethical research and synthesize multiple secondary and primary sources when writing scholarly papers. APA Style will be utilized. Students will produce research-based compositions and projects that incorporate multiple sources, both primary and secondary, and will present their findings in an oral defense. As per the requirements of the College Board, the course will culminate in one large research project on a topic of the student's choice with written components, an oral defense, and either visuals, performances, or exhibits as appropriate for their topics. This does not substitute for an English Credit. <b>A summer reading is required.</b>		

## Special/Other Courses

<b>COURSE TITLE</b>	<b><i>Drivers' Education Theory</i></b>	<b>CREDIT VALUE</b>	<b>0.25</b>
<b>PREREQUISITE</b>	<b><i>None</i></b>	<b>OPEN TO GRADE(S)</b>	<b>9, 10, 11, 12</b>
<b>DESCRIPTION</b>	This nine-week course will provide students with an introduction to Drivers Theory. A minimum of 30 hours of classwork is required for the successful completion of this course. Topics include: man-made and natural laws, physical and psychological traits, legal rights and responsibilities, proper care and maintenance of a vehicle, and proper attitudes necessary for the development of a skillful, knowledgeable, courteous, and safety-conscious driver. Activities will include speakers from local and the Pennsylvania State Police to inform students about new law changes. In addition, various video presentations will be reviewed to reinforce topics discussed in class. There will also be car maintenance demonstrations and safe driving simulations. This course will be graded based on attendance, participation during class activities, completion of in-class assignments, and evaluations. Students who successfully complete this course will receive a certificate of completion stating that they completed 30 hours of Drivers Theory mandated by the State of Pennsylvania.		

<b>COURSE TITLE</b>	<b><i>Study Skills</i></b>	<b>CREDIT VALUE</b>	<b>0.50 or 1.00</b>
<b>PREREQUISITE</b>	<b><i>Placement According to Needs</i></b>	<b>OPEN TO GRADE(S)</b>	<b>9, 10, 11, 12</b>
<b>DESCRIPTION</b>	Study Skills is a course designed to enhance student study skills and IEP goals needed for academic success in high school. The course will use a systematic approach to the strengthening of skills which includes studying techniques, note taking, time management, listening, test taking, and research.		

<b>COURSE TITLE</b>	<b><i>Media Center Internship</i></b>	<b>CREDIT VALUE</b>	<b>0.50</b>
<b>PREREQUISITE</b>	<b><i>Interest survey to indicate background experience using digital technology. Maintaining a "C" average or 2.0 in overall GPA</i></b>	<b>OPEN TO GRADE(S)</b>	<b>10, 11, 12</b>
<b>DESCRIPTION</b>	This specialized course requires students to exhibit efficient application and practice with the following technologies: 1) Using the Protocols software to create and import tracks, convert formats, use voice modulations, clip, duplicate, delete and export finalized tracks. 2) Using the Tricaster software to create video clips for personal use or to help a classroom teacher with a project. 3) Students will be able to export digital media onto the server and import it into the Tricaster software. 4) Using Novation Launchpad to create original live mixes. 5) Using iMovie and Media Composer and Adobe Premiere Pro to edit video. 6) Photoshop to edit photos. 7) Setting up hardware such as smart boards, projectors, cameras, speakers, etc. for assemblies and special events. 8) Creating and maintaining spreadsheets, using copy machines, and using Destiny Quest to locate eBooks, books, and databases. 9) Ability to use professional video cameras to film special events and assemblies.		

<b>COURSE TITLE</b>	<b><i>Print Media Productions</i></b>	<b>CREDIT VALUE</b>	<b>1.00</b>
<b>PREREQUISITE</b>	<b><i>None for the 1<sup>st</sup> year students. Application for returning students</i></b>	<b>OPEN TO GRADE(S)</b>	<b>9, 10, 11, 12</b>
<b>DESCRIPTION</b>	Print Media Production is designed to provide the students an opportunity to explore the various print news venues encompassed at Elizabeth Forward High School. Students will learn the skills needed to create a High School Yearbook and a High School Newsletter. Second year students will form the editorial staff of each publication. Students will learn how to write articles, the basics of photography, layout and design skills, how to use the software affiliated with each media, managerial skills, and problem-solving skills. Attendance at after-school activities is required for this course.		



## Special/Other Courses

<b>COURSE TITLE</b>	<b><i>Multimedia Productions</i></b>	<b>CREDIT VALUE</b>	<b><i>1.00</i></b>
<b>PREREQUISITE</b>	<b><i>None but a strong interest in multimedia production</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>9, 10, 11, 12</i></b>
<b>DESCRIPTION</b>	Multimedia Productions is designed to provide the students an opportunity to explore the various multimedia venues of production. The outcomes for this class, including working on the production team for the morning announcements, website media, video production, and audio production. Second-year students will serve as the producer for the announcements and video production while first-year students experience the various media outlets and produce on a rotational basis. Students will create a digital portfolio of all projects and maintain it throughout the year. Attendance at after school activities is required for this course.		

<b>COURSE TITLE</b>	<b><i>SAT Test Preparation</i></b>	<b>CREDIT VALUE</b>	<b><i>0.50</i></b>
<b>PREREQUISITE</b>	<b><i>None</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>11, 12</i></b>
<b>DESCRIPTION</b>	This semester course provides students with nine weeks of mathematics-based test preparation and nine weeks of reading/writing-based test preparation. Students will complete a baseline exam early in the course to assess their skills. Additional exams and section practice tests will be given throughout the marking period allowing the teacher(s) and students to analyze their data and progress. Test-taking/ time strategies, grid-in/ multiple choice practice, and essay writing practice will complete the coursework for the semester.		

<b>COURSE TITLE</b>	<b><i>Senior Work Experience</i></b>	<b>CREDIT VALUE</b>	<b><i>1.00 Credit per class period limit 3 class periods</i></b>
<b>PREREQUISITE</b>	<b><i>Open to Seniors Only. All seniors must have received a score of Proficient in Keystone Biology, Keystone Math, and Keystone Literature. Seniors cannot use Work Experience credits to count toward graduation requirement total.</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>12</i></b>
<b>DESCRIPTION</b>	All students must register for this course through their high school guidance counselor in addition to having approval from the building principal. Also, all students must have verification from the employer for work hours - which must be scheduled during school hours (in which the student is not in attendance at the high school). Students and parents will sign a Work Experience contract, which will detail the specifics of this program. Students may be removed from the experience for non-attendance or other discipline issues and placed back into other high school courses.		

## Special/Other Courses

---

<b>Course Title</b>	<b>Warrior Bots</b>	<b>Credit Value</b>	<b>0.50</b>
<b>Prerequisites</b>	<b>None</b>	<b>Open to Grade(s)</b>	<b>10,11,12</b>
<b>Description</b>	<p>SWPA BotsIQ is an educational robotics competition that provides students with a hands-on experience that allows them to discover the possibilities of a career in manufacturing, and other science, technology, engineering, or math (STEM) fields. Lessons include: a history of robotics, safety regulations, competition rules and regulations, design, researching, material properties, CAD, metalworking, 3D printing, wiring and electronics, programming and battle techniques. EFHS is paired with a local manufacturing company to serve as their industry mentor and learn about the potential for a career in manufacturing.</p> <p>*Students participating on the Bots IQ Team ARE REQUIRED to take two consecutive (0.50 credit) semester classes. Fundraising is also a mandatory component of the team.</p> <p>**Students enrolled in only ONE semester course will be exposed to the basics of robotics utilizing the Vex Robotics kits.</p> <p><b>The course will be offered to students as a science or technology elective.</b></p>		

# Technology Education

---

## Faculty:

Amy Duschek

Tom Glass

Megan Smith

## Philosophy:

The true purpose of technology education is to make students as technologically literate as possible. This is done by incorporating technology, math, and the sciences. By synthesizing these three (3) subjects, students are able to understand and apply many aspects of the technology that we have today; this is crucial to the development and stability of our society. Technology Education is a comprehensive, action-based educational program concerned with technical means, their evolution, utilization, and significance.

<b>COURSE TITLE</b>	<b><i>Material Processing I</i></b>	<b>CREDIT VALUE</b>	<b><i>0.50</i></b>
<b>PREREQUISITE</b>	<b><i>None</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>9, 10, 11, 12</i></b>
<b>DESCRIPTION</b>	This is a half-year elective course that focuses on processing various materials and utilizing various tools and machines. A focus on wood processing but includes an introduction into vinyl processing, 3D printing, laser engraving, and metal fabrication. Participants will have a basic understanding of the tools and machines present in order to advance further in the Technology Education field.		

<b>COURSE TITLE</b>	<b><i>Material Processing II</i></b>	<b>CREDIT VALUE</b>	<b><i>0.50</i></b>
<b>PREREQUISITE</b>	<b><i>Successful completion of Material Processing I with a final grade of 70% or better</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>9, 10, 11, 12</i></b>
<b>DESCRIPTION</b>	This half-year course serves to advance the participant's understanding of various material processing to complete more in-depth projects. Due to the project complexity, participants may need to purchase materials for their specific project. Greater use of the CNC, Laser Engrave, 3D Printer, wood processing machines, and metal fabrication equipment will be the focus of this course.		

<b>COURSE TITLE</b>	<b><i>Transportation Systems</i></b>	<b>CREDIT VALUE</b>	<b><i>0.50</i></b>
<b>PREREQUISITE</b>	<b><i>None</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>9, 10, 11, 12</i></b>
<b>DESCRIPTION</b>	This course will focus on land, air, and water transportation. Students will learn from testing models of cars, boats, planes, rockets, etc.		

<b>COURSE TITLE</b>	<b><i>Manufacturing</i></b>	<b>CREDIT VALUE</b>	<b><i>0.50</i></b>
<b>PREREQUISITE</b>	<b><i>None</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>10, 11, 12</i></b>
<b>DESCRIPTION</b>	This course offers the opportunity to further develop individual skills and manufacturing systems to produce a more advanced product. Production techniques will include manufacturing systems and individual project development. Manufacturing systems will be developed and carried out as a group or class. The purpose of this experience will be to comprehend the problems that must be considered by a typical company when manufacturing products for profit. Individual projects will be constructed to allow the student to express individual talents, skills, and interests.		

<b>COURSE TITLE</b>	<b><i>Construction and Building Processes</i></b>	<b>CREDIT VALUE</b>	<b><i>0.50</i></b>
<b>PREREQUISITE</b>	<b><i>None</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>9, 10, 11, 12</i></b>
<b>DESCRIPTION</b>	This class will emphasize building processes and procedures that are used daily in the construction industry. Students will be exposed to framing, roofing, and finish carpentry. They will build full-size projects such as sheds, gazebos, or staircases. Students will also experiment with strengths and weaknesses of beams and trusses that must be overcome when building bridges, towers, skyscrapers, etc.		

## Technology Education

<b>COURSE TITLE</b>	<b><i>Maker Lab</i></b>	<b>CREDIT VALUE</b>	<b><i>0.50</i></b>
<b>PREREQUISITE</b>	<b><i>None</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>9, 10, 11, 12</i></b>
<b>DESCRIPTION</b>	This course will be an exploration into the design and building process. Students will be encouraged to express their creativity and utilize problem-solving to research, design and produce a product. They will be given a tool and safety review at the beginning of the semester. After the review session, students will submit each of their projects for approval and begin the design and production process. Students will be expected to incorporate CNC router, CNC laser engraver, vinyl, and 3D printing applications.		

<b>COURSE TITLE</b>	<b><i>Engineering and Design Concepts (PLTW)</i></b>	<b>CREDIT VALUE</b>	<b><i>0.50</i></b>
<b>PREREQUISITE</b>	<b><i>None</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>9, 10, 11, 12</i></b>
<b>DESCRIPTION</b>	This is a great course for future engineers or any student who likes to solve real-world problems with a hands-on approach. Draw, make, and create! This course is designed from the engineering Project Lead the Way Curriculum. Please see <a href="http://www.pltw.org">www.pltw.org</a> for more information. Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They will work both individually and in teams to design solutions to a variety of problems using CADD, 3D modeling software, and use an engineering notebook to document their work.		

<b>COURSE TITLE</b>	<b><i>Advanced Engineering Design Concepts (PLTW)</i></b>	<b>CREDIT VALUE</b>	<b><i>0.50</i></b>
<b>PREREQUISITE</b>	<b><i>None</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>10, 11, 12</i></b>
<b>DESCRIPTION</b>	This course is designed from the engineering Project Lead the Way Curriculum. It is recommended that you take CADD, Intro to Engineering, or Engineering and Design Concepts. This is a recommendation but not required. Please see <a href="http://www.pltw.org">www.pltw.org</a> for more information. Students will explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem-solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.		

<b>COURSE TITLE</b>	<b><i>Homeowner University</i></b>	<b>CREDIT VALUE</b>	<b><i>0.50</i></b>
<b>PREREQUISITE</b>	<b><i>None</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>9, 10, 11, 12</i></b>
<b>DESCRIPTION</b>	This course focuses on skills needed to save you tons of money when owning your own home. Everything from basic framing, drywall installation, and repair to basic automotive repair principles will be covered to help give you the confidence to own your own place and buy your first car. Skills taught include: framing, drywall installation and repair, basic wiring principles, plumbing, and automotive skills to help keep your car on the road as long as possible. This is a hands-on course so be prepared to work in the woodshop and operate multiple power tools!		

<b>COURSE TITLE</b>	<b><i>Architectural Building Design and Modeling (with CADD)</i></b>	<b>CREDIT VALUE</b>	<b><i>0.50</i></b>
<b>PREREQUISITE</b>	<b><i>None</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>9, 10, 11, 12</i></b>
<b>DESCRIPTION</b>	Students will investigate all areas of home design. They will produce 3D models and develop plans for a dream house. The concepts explored will be roofing, siding, finish materials, heating systems, insulation, and laundry and bathroom equipment. These concepts will be explored through model building, AutoCAD, and Architectural Desktop. Students will build physical models and also develop plans using CADD. This course is recommended for students with a "hobby" or consumer interest in house planning, students who may enter the labor construction field upon graduation, or students intending to further their education in computer-aided drafting or in the architectural design field.		

## Technology Education

<b>COURSE TITLE</b>	<b><i>CADD 1 (Creative Computer Drawing and Design)</i></b>	<b>CREDIT VALUE</b>	<b>0.50</b>
<b>PREREQUISITE</b>	<b><i>None</i></b>	<b>OPEN TO GRADE(S)</b>	<b>9, 10, 11, 12</b>
<b>DESCRIPTION</b>	Have you ever wanted to design your own house, car, furniture, gaming center, or anything that is built or produced? Students will learn skills with computer-aided drafting by using AutoCAD to produce orthographic projections, isometric pictorials, oblique drawings, sections, and assembly drawing. Also, an introduction to 3D modeling and a brief introduction to architecture will be explored. This course is recommended for pre-engineering students, design or technically-oriented students, and students who simply enjoy drawing, working with their hands, and exploring the further application of the computer in graphics and engineering solutions.		

<b>COURSE TITLE</b>	<b><i>CADD 2 (Advanced Computer Aided Drawing and Design)</i></b>	<b>CREDIT VALUE</b>	<b>0.50</b>
<b>PREREQUISITE</b>	<b><i>Successful completion of CADD 1, or other building, design, or engineering course OR departmental teacher recommendation</i></b>	<b>OPEN TO GRADE(S)</b>	<b>9, 10, 11, 12</b>
<b>DESCRIPTION</b>	Computer Aided Drafting (CAD) is the process of doing designs with the aid of computers. Students will explore and practice advanced multi-view orthographic drawing using Autocad. Also, the application of 3D CAD to drawing and engineering problems is the focus of this course. Autodesk's Inventor will be used as the 3D modeling software. The 3D modeling techniques and concepts discussed in this course will also be applicable to the other 3D-based CAD packages. This course is intended to help one establish a good basis for exploring and growing in the exciting field of computer-aided engineering (CAE).		

<b>COURSE TITLE</b>	<b><i>T-Shirt TECH-niques</i></b>	<b>CREDIT VALUE</b>	<b>0.50</b>
<b>PREREQUISITE</b>	<b><i>None</i></b>	<b>OPEN TO GRADE(S)</b>	<b>9, 10, 11, 12</b>
<b>DESCRIPTION</b>	This hands-on semester course will allow students to explore their creativity through a variety of graphic printing techniques. Students will learn and apply basic skills in the processes of screen-printing, vinyl cutting, and sublimation. In addition to printing, students will have the chance to tie-dye and bleach fabrics to achieve truly custom apparel! Digital artwork preparation and elements of design are important components that will be covered.		

<b>COURSE TITLE</b>	<b><i>Digital Photography &amp; Editing</i></b>	<b>CREDIT VALUE</b>	<b>0.50</b>
<b>PREREQUISITE</b>	<b><i>None</i></b>	<b>OPEN TO GRADE(S)</b>	<b>9, 10, 11, 12</b>
<b>DESCRIPTION</b>	Removing something from the background of a photo and face swapping are just some of the things that will be covered in this semester course! Learn how to use advanced camera settings on your phone or iPad and then how to edit those images using the industry-standard, Adobe Photoshop. This course includes instruction in photography composition as well as digital editing.		

<b>COURSE TITLE</b>	<b><i>(The iSH Company) Technology Entrepreneurship</i></b>	<b>CREDIT VALUE</b>	<b>1.00</b>
<b>PREREQUISITE</b>	<b><i>None</i></b>	<b>OPEN TO GRADE(S)</b>	<b>10, 11, 12</b>
<b>DESCRIPTION</b>	iSH = "in student hands". This is a yearlong internship course where students will partake in the operation of a real business. All profits will be donated to the causes the students choose. The primary products of the real-work business will be created using graphic applications such as screen-printing and printed vinyl. Students will advertise, produce and sell products, interact with real clients, create and manage an e-commerce website along with other aspects of the entrepreneurship process. Whatever your interests are (marketing, production, or business), there is room here for everybody!		

# Visual Arts

---

## Faculty:

Kristy Dubinsky

Malvene Harris

## Philosophy:

The Visual Arts Department of Elizabeth Forward High School offers an art experience for every student. The curriculum is designed to engage all levels of learning in a traditional art studio setting with a variety of art courses. Art students are encouraged to build a portfolio that represents various mediums and styles of his/her work while enhancing each student's creativity.

<b>COURSE TITLE</b>	<b><i>Exploring Visual Design</i></b>	<b>CREDIT VALUE</b>	<b><i>0.50</i></b>
<b>PREREQUISITE</b>	<b><i>None</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>9, 10, 11, 12</i></b>
<b>DESCRIPTION</b>	This is the INTRODUCTORY art course (a prerequisite for most other art classes). This course is designed to acquaint students with a variety of mediums in art. In our creative exploration students will utilize their drawing skills while incorporating other "Elements of Art" such as color, value, space, and texture within each project.		

<b>COURSE TITLE</b>	<b><i>Pop, Abstract, and Modern Art</i></b>	<b>CREDIT VALUE</b>	<b><i>0.50</i></b>
<b>PREREQUISITE</b>	<b><i>None</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>9, 10, 11, 12</i></b>
<b>DESCRIPTION</b>	This class will look at the major modern art movements from the 1860s to the present "contemporary" times. From the impressionist paintings of Claude Monet and Vincent Van Gogh, the abstract work of Pablo Picasso & Jackson Pollock, and the pop art of Andy Warhol, this course will examine what it means for a work to be modern. Examples will be drawn from a variety of artistic styles and media including painting, sculpture, printmaking, assemblage, digital, photography, to name just a few. Modernism will lead us into the contemporary art styles which may defy traditional categorization such as earth art, installation, performance, art made from recycled items, and much more. Projects will be collaborative theme based as well as individual.		

<b>COURSE TITLE</b>	<b><i>Basic Studio Art</i></b>	<b>CREDIT VALUE</b>	<b><i>1.00</i></b>
<b>PREREQUISITE</b>	<b><i>Successful completion of Exploring Visual Design or Fundamentals of Drawing with a grade of 70% or better</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>10, 11, 12</i></b>
<b>DESCRIPTION</b>	This course will allow the student to build on the learned skills from Exploring Visual Design. Students will begin to study the principles of design (balance, unity, proportion, and emphasis). Students will be introduced to many techniques in a variety of art mediums with the support of technology. Mediums covered include clay, printmaking, sculpture, painting, drawing, metal, weaving, and much more. Art skills will be enhanced with more in-depth projects in the fine arts. Written art history and criticism will be covered as they relate to the techniques being studied.		

<b>COURSE TITLE</b>	<b><i>Advanced Studio Art 1</i></b>	<b>CREDIT VALUE</b>	<b><i>1.00</i></b>
<b>PREREQUISITE</b>	<b><i>Successful completion of Basic Studio Art with a grade of 80% or better</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>11, 12</i></b>
<b>DESCRIPTION</b>	Students will begin to focus on advanced-level concepts of design while developing skills with a variety of art media. Students will explore creative problem-solving using visual materials. Students will begin to develop independent work in areas of interest. Art history and positive art criticism will be covered as they relate to the course. This course will work in tandem with Advanced Studio Art 2.		

## Visual Arts

<b>COURSE TITLE</b>	<b><i>Advanced Studio Art 2</i></b>	<b>CREDIT VALUE</b>	<b><i>1.00</i></b>
<b>PREREQUISITE</b>	<b><i>Successful completion of Advanced Studio Art 1 with a grade of 80% or better</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>12</i></b>
<b>DESCRIPTION</b>	This demanding advanced art course will allow those students with a serious interest in the visual arts the opportunity to move to an advanced level. This course will provide art students with advanced college preparation in the visual arts. The students will be enriched with art history, criticism, and aesthetics while building a portfolio. This course requires the students to create not only artwork but also to reflect on and research artwork. Students are responsible for purchasing some of their own supplies.		

<b>COURSE TITLE</b>	<b><i>Beginning Painting</i></b>	<b>CREDIT VALUE</b>	<b><i>0.50</i></b>
<b>PREREQUISITE</b>	<b><i>Exploring Visual Design</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>10, 11, 12</i></b>
<b>DESCRIPTION</b>	This course is for the development of skills, techniques, and aesthetic sensibilities related to artistic expression using a variety of painting mediums. This course will challenge students to creatively express themselves through art by creating and composing work in new ways. Students will explore watercolors, acrylics, collage, stretching canvas, and much more.		

<b>COURSE TITLE</b>	<b><i>Advanced Painting and Mixed Media</i></b>	<b>CREDIT VALUE</b>	<b><i>0.50</i></b>
<b>PREREQUISITE</b>	<b><i>Beginning Painting</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>10, 11, 12</i></b>
<b>DESCRIPTION</b>	This course will offer in-depth exploration of painting techniques and new ways to see, use and interpret creative ideas while developing personal style. Students will create multi-directional compositions with a variety of materials, paint, collage, printing, drawing, mixing, assemblage, cutting, pasting, etc. Emphasis will be placed on the elements of art and design with an emphasis on color, mood, texture, and composition.		

<b>COURSE TITLE</b>	<b><i>Partners in Art</i></b>	<b>CREDIT VALUE</b>	<b><i>1.00</i></b>
<b>PREREQUISITE</b>	<b><i>Any coursework in the Visual Arts and/or teacher recommendation</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>10, 11, 12</i></b>
<b>DESCRIPTION</b>	This course is designed to improve student achievement in art through areas of communication, collaboration, leadership, and self-expression. Students will assist students with disabilities by providing them with the opportunity to work in groups and one-on-one. The goal is for each student to gain a sense of accomplishment through understanding and utilizing techniques presented in class with a successful end result.		

<b>COURSE TITLE</b>	<b><i>Ceramics 1</i></b>	<b>CREDIT VALUE</b>	<b><i>0.50</i></b>
<b>PREREQUISITE</b>	<b><i>None</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>9,10,11,12</i></b>
<b>DESCRIPTION</b>	This course displays the medium of clay. Students will develop technical skills in hand building, modeling, molds, wheel throwing, and design. Students will explore all stages of a clay project (making clay – to glazes – to firing). Students will create functional and non-functional projects.		

<b>COURSE TITLE</b>	<b><i>Ceramics 2</i></b>	<b>CREDIT VALUE</b>	<b><i>0.50</i></b>
<b>PREREQUISITE</b>	<b><i>Successful completion of Ceramics 1 with a final grade of 90% or better</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>10,11,12</i></b>
<b>DESCRIPTION</b>	This course is for students who want to continue to explore and develop their clay skills. The student <b>must</b> have the potters' wheel <b>mastered</b> . The students will independently create artwork from start to finish, including the firing process. Emphasis will be on advanced performance in studio production, including quality ceramics and mixed media pieces. An articulation agreement exists between Elizabeth Forward School District and the Art Institute regarding course credit for the successful completion of this course.		

## Visual Arts

---

<b>COURSE TITLE</b>	<b><i>Ceramics 3</i></b>	<b>CREDIT VALUE</b>	<b><i>0.50</i></b>
<b>PREREQUISITE</b>	<b><i>Successful completion of Ceramics 2 with a final grade of 90% or better. Recommendation of an Art teacher must be pre-approved.</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>11,12</i></b>
<b>DESCRIPTION</b>	This course is designed for the student who has a sincere desire to explore the medium of clay and the process of a potter. The student may work independently while being guided by the instructor. The student and instructor will develop individual targets and goals to be completed by the end of the semester. The students will build upon the skills and techniques learned in the prerequisite classes. The teacher must approve admission to class.		

<b>COURSE TITLE</b>	<b><i>Crafty Shack</i></b>	<b>CREDIT VALUE</b>	<b><i>0.50</i></b>
<b>PREREQUISITE</b>	<b><i>Successful completion of Exploring Visual Design with a final grade of 80% or better</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>10,11,12</i></b>
<b>DESCRIPTION</b>	This course will focus on crafts and DIY projects with the support of technology. Students will explore a variety of mediums including glass, fiber arts, weaving, leather, jewelry, wire, etc. Students are responsible for purchasing some of their own supplies.		

<b>COURSE TITLE</b>	<b><i>Slip Casting Ceramics</i></b>	<b>CREDIT VALUE</b>	<b><i>0.50</i></b>
<b>PREREQUISITE</b>	<b><i>None</i></b>	<b>OPEN TO GRADE(S)</b>	<b><i>10, 11, 12</i></b>
<b>DESCRIPTION</b>	Slip casting is a ceramic forming technique for pottery. In this method, a liquid clay body is poured into a plaster mold and allowed to form a layer, the cast, on the inside walls of the mold. The piece is then removed from the mold, trimmed, fired, and ready to glaze or paint. The student will have the ability to customize their individual pieces or use the molds for mass production. A variety of seasonal and basic functional molds are available.		



# Career & Technical Education

## Steel Center for Career and Technical Education

Students who attend Steel Center can gain a labor market advantage through active learning that meets the expectations of 21st-century employers and colleges. Each program will guide students through rigorous career-oriented practical activities reinforced through core academic instruction. Students' employability will be further promoted by their opportunity to gain Industry Standard Certifications required by local employers. Students also have the opportunity to join a Career and Technical Student Organization where they will learn leadership and citizenship principles. For more information about the opportunities offered at Steel Center, please visit [www.steelcentertech.com](http://www.steelcentertech.com).

## PA Department of Education Programs of Study

In accordance with the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Act), all Postsecondary Institutions receiving funds under the Act are required to award **college-level credit or equivalent clock hours** to a matriculated student and apply that credit toward the completion of the approved Pennsylvania Department of Education (PDE) Program of Study, leading to an industry-recognized credential or certificate **at the postsecondary level, or an associate or baccalaureate degree**. The purpose of this Agreement is to ensure that students make the transition from a school entity (**Steel Center**) to another school entity, college or university, or a business/industry without experiencing delays in or duplication of learning. This Agreement sets forth the terms and conditions for the awarding of college-level credit or equivalent clock hours to students who complete the approved PDE Program of Study at a Secondary School so that those students can seamlessly continue their education in a related Program of Study at a Postsecondary Institution. This agreement outlines the general conditions between secondary and postsecondary institutions.

## Steel Center Career Majors Course Offerings

At Elizabeth Forward High School students are permitted to enroll in Steel Center programs beginning in their sophomore year. Students may be denied entry into Steel Center for persistent academic failure and/or being credit deficient for graduation. Decisions about attendance for students with special needs will be made in accordance with their Individualized Education Plan.

Steel Center offers 18 career majors. Each major is based on state and/or locally approved curricula, inclusive of written (theoretical) activities, performance tasks, demonstration of work ethic, and professionalism. For each major, students may earn three (3) or more Carnegie Units (credits) per year, depending on local sending school district policies for credit acquisition. Students may also earn industry certifications and college credits in their respective programs. Steel Center's career majors are as follows, listed alphabetically by local title and accompanied by Pennsylvania Classification of Instructional Program (CIP) codes:

<b>Advertising &amp; Design</b> ( <i>Program of Study</i> ) CIP Code: 50.0402, 3 or more credits/year.	Grades 10-12
<b>Industry Certifications Available:</b> Adobe Certified Associate CS6 Photoshop, InDesign, Illustrator, & Pennsylvania Skills Certification  An instructional program in the applied visual arts that prepares individuals to use artistic techniques to effectively communicate ideas and information to business and consumer audiences via illustrations and other forms of printed media. This program includes instruction in concept design, layout, paste-up and techniques such as engraving, etching, silkscreen, lithography, offset, drawing and cartooning, painting, collage and computer graphics.	

## Career & Technical Education

---

<b>Automotive Technology</b> <i>(Program of Study)</i> CIP Code: 47.0604, 3 or more credits/year.	Grades 10-12
<b>Industry Certifications Available:</b> Pennsylvania State Automotive Safety Inspection, Pennsylvania State Emissions Inspection and EPA, & Pennsylvania Skills Certification  An instructional program that prepares individuals to apply technical knowledge and skills to engage in the servicing and maintenance of all types of automobiles and light trucks. This program includes instruction in the diagnosis and testing, including computer analysis, of malfunctions in and repair of engines, fuel, electrical, cooling and brake systems and drivetrain and suspension systems. Instruction is also given in the adjustment and repair of individual components and systems such as cooling systems, drive trains, fuel system components and air conditioning and includes the use of technical repair information and the state inspection procedures.	

<b>Baking/Pastry Chef</b> <i>(Program of Study)</i> CIP Code: 12.0501, 3 or more credits/year.	Grades 10-12
<b>Industry Certifications Available:</b> ServSafe Manager Food Safety, ServSafe Food Handler, S/P2 Culinary Safety and Pollution Prevention, & Pennsylvania Skills Certification  Specialized classroom and practical work experiences associated with the preparation of breads, crackers, cakes, pies, pastries and other bakery products for retail distribution, for consumption in a commercial food service establishment or for special functions. Instruction includes making, freezing and handling of bake products; decorating; counter display; and packaging of merchandise. This is a comprehensive program to prepare individuals for employment in a variety of occupations in the baking industry.	

<b>Building Trades Maintenance</b> <i>(Program of Study)</i> CIP Code: 46.0401, 3 or more credits/year.	Grades 10-12
<b>Industry Certifications Available:</b> Pennsylvania Builders Association Certification (PBA), OSHA-10 Hour Training CareerSafe, & Pennsylvania Skills Certification  An instructional program that prepares individuals to apply technical knowledge and skills to keep a building functioning, and to serve a variety of structures including commercial and industrial buildings and mobile homes. Instruction includes the basics of carpentry, millwork, plumbing, painting, glazing, electricity, plastering, welding, minor sheet metal, concreting, bricklaying, tile setting, hardware usage, heating, ventilation, waterproofing, roofing and record keeping.	

<b>Carpentry</b> <i>(Program of Study)</i> CIP Code: 46.0201, 3 or more credits/year.	Grades 10-12
<b>Industry Certifications Available:</b> Pennsylvania Builders Association Certification (PBA), OSHA 10 Hour Training CareerSafe, & Pennsylvania Skills Certification  An instructional program that prepares individuals to apply technical knowledge and skills to lay out, fabricate, erect, install and repair structures and fixtures using hand and power tools. This program includes instruction in common systems of framing, construction materials, estimating, blueprint reading and finish carpentry techniques.	

## Career & Technical Education

---

<b><u>Collision Repair and Refinishing</u></b> <i>(Program of Study)</i> CIP Code: 47.0603, 3 or more credits/year.	Grades 10-12
<b>Industry Certifications Available:</b> S/P2 Collision Safety and Pollution Prevention, & Pennsylvania Skills Certification	
<p>An instructional program that prepares individuals to apply technical knowledge and skills to repair damaged automotive vehicles such as automobiles and light trucks. Students learn to examine damaged vehicles and estimate cost of repairs; remove, repair and replace upholstery, accessories, electrical and hydraulic window and seat operating equipment and trim to gain access to vehicle body and fenders; remove and replace glass; repair dented areas; replace excessively damaged fenders, panels and grills; straighten bent frames or unibody structures using hydraulic jacks and pulling devices; and file, grind and sand repaired surfaces using power tools and hand tools. Students refinish repaired surfaces by painting with primer and finish coat.</p>	

<b><u>Computer Technology</u></b> <i>(Program of Study)</i> CIP Code: 15.1202, 3 or more credits/year.	Grades 10-12
<b>Industry Certifications Available:</b> A+ Certification, Network+ Certification, & Pennsylvania Skills Certification	
<p>An instructional program that prepares individuals to apply basic engineering principles and technical skills in support of professionals who use computer systems. This program includes instruction in basic computer design and architecture, programming, problems of specific computer application, component and system maintenance and inspection procedures, hardware and software problem diagnosis and repair and report preparation.</p>	

<b><u>Cosmetology</u></b> <i>(Tech Prep Articulation Agreement with Douglas Education Center)</i> CIP Code: 12.0401, 3 or more credits/year.	Grades 10-12
<b>Industry Certifications Available:</b> Cosmetology License, Manicurist, Esthetician, & Pennsylvania Skills Certification	
<p>An instructional program that prepares individuals to apply technical knowledge and skills related to experiences in a variety of beauty treatments including the care and beautification of the hair, complexion and hands. Instruction includes training in giving shampoos, rinses and scalp treatments; hair styling, setting, cutting, dyeing, tinting and bleaching; permanent waving; facials; manicuring; and hand and arm massaging. Bacteriology, anatomy, hygiene, sanitation, salon management including record keeping and customer relations are also emphasized. Instruction is designed to qualify pupils for the licensing examination.</p>	

<b><u>Culinary Arts</u></b> <i>(Program of Study)</i> CIP Code: 12.0508, 3 or more credits/year.	Grades 10-12
<b>Industry Certifications Available:</b> ServSafe Manager Food Safety, ServSafe Food Handler, S/P2 Culinary Safety and Pollution Prevention, & Pennsylvania Skills Certification	
<p>An instructional program that prepares students for employment related to institutional, commercial or self-owned food establishments or other food industry occupations. Instruction and specialized learning experiences include theory, laboratory and work experience related to planning, selecting, preparing and serving of quantity food and food products; nutritive values; use and care of commercial equipment; safety; and sanitation precautions. Instruction skills are provided to individuals desiring to become employed in all areas of the food service industry at entry level.</p>	

## Career & Technical Education

---

<b>Diesel Technology</b> ( <i>Program of Study</i> ) CIP Code: 47.0613, 3 or more credits/year.	Grades 10-12
<b>Industry Certifications Available:</b> Pennsylvania State Automotive Safety Inspection, Pennsylvania State Emissions Inspection and EPA, SP/2 Heavy Duty Safety and Pollution Prevention, & Pennsylvania Skills Certification  A program that prepares individuals to apply technical knowledge and skills to the specialized maintenance and repair of trucks, buses, and other commercial and industrial vehicles. Includes instruction in diesel engine mechanics, suspension and steering, brake systems, electrical and electronic systems, preventive maintenance inspections, drive trains, HVAC systems, and auxiliary equipment installation and repair.	

<b>Electrical Construction</b> ( <i>Program of Study</i> ) CIP Code: 46.0399, 3 or more credits/year.	Grades 10-12
<b>Industry Certifications Available:</b> Pennsylvania Builders Association Certification (PBA) & Pennsylvania Skills Certification  An instructional program that prepares individuals to apply technical knowledge and skills necessary to install, operate, maintain and repair electrically-energized residential, commercial and industrial systems, and DC and AC motors, controls and electrical distribution panels. Instruction emphasizes practical application of mathematics, science, circuit diagrams and use of electrical codes and includes blueprint reading, sketching and other subjects essential for employment in the electrical occupations. Reading and interpretation of commercial and residential construction wiring codes and specifications, installation and maintenance of wiring, service and distribution networks within large construction complexes are also critical components of the program.	

<b>Exercise Science and Rehabilitation Services</b> ( <i>Tech Prep</i> ) CIP Code: 51.2604, 3 or more credits/year.	Grades 10-12
<b>Industry Certifications Available:</b> To be determined, but may include the following: American Heart Association (AHA) Heartsaver First Aid, AHA CPR, HIPAA Certification, American Medication Certification Association (AMCA) Physical Therapy Aide, & Pennsylvania Skills Certification  A program that prepares individuals to assist in rehabilitation services under the supervision of physical therapists, occupational therapists, speech-language pathologists, and other therapeutic professionals, and to perform routine functions in support of rehabilitation. Includes instruction in roles and responsibilities of rehabilitation providers, basic function of the human body, disabling conditions, therapeutic skills, client management, and communication skills.	

## Career & Technical Education

<b>Health Assistants</b> <i>(Program of Study)</i> CIP Code: 51.0899, 3 or more credits/year.	Grades 10-12
<b>Industry Certifications Available:</b> Patient Care Technician/PCT, Basic Life Support Health Care Providers, & Pennsylvania Skills Certification  A cluster program with a combination of subject matter and experiences designed to prepare individuals for entry-level employment in a minimum of three related health occupations under the supervision of a licensed healthcare professional. Instruction consists of core course content with clinical experiences in one or two health related occupations. The core curriculum consists of planned courses for introduction of health careers, basic anatomy and physiology, medical terminology, legal and ethical aspects of health care and communications and at least three planned courses for the knowledge and skills for the occupational area such as medical assisting, ward clerk, nursing assisting, etc.	
<b>Heating, Ventilation, Air Conditioning &amp; Refrigeration</b> <i>(Program of Study)</i> CIP Code: 47.0201, 3 or more credits/year.	Grades 10-12
<b>Industry Certifications Available:</b> EPA 608 Technician Certification, Pennsylvania Builders Association Certification (PBA), & Pennsylvania Skills Certification  An instructional program that prepares individuals to apply technical knowledge and skills to install, repair and maintain commercial and domestic heating, air conditioning and refrigeration systems. Instruction includes theory and application of basic principles involved in conditioning of air (cooling and heating); filtering and controlling humidity; operating characteristics of various units and parts; blueprint reading; use of technical reference manuals; the diagnosis of malfunctions; overhaul, repair and adjustment of units and parts such as pumps, compressors, valves, springs and connections; and repair of electric/electronic and pneumatic control systems.	
<b>Medical Professions</b> <i>(Program of Study)</i> CIP Code: 51.9999, 3 or more credits/year.	Grades 10-12
<b>Industry Certifications Available:</b> To be determined, but may include the following: Basic Life Support (BLS), Pharmacy Technician (CPhT), EKG Technician (CET), Phlebotomy Technician (CPT), Nurse Technician (CNT), & Pennsylvania Skills Certification  An instructional program that prepares individuals to apply knowledge and skills in the health occupations. Instruction is provided in the basic skills in a variety of areas associated with health occupations such as health and medical services, pharmaceutical and medical instruments and supplies. Instruction includes but is not limited to foundations of health (medical terminology); anatomy and physiology; legal, ethical and economic aspects of health care; clinical laboratory procedures; basic health occupational skills; aseptic techniques; OSHA regulations; and infection control. Clinical education is an integral part of the program. Science and math taught by certificated science and math teachers will be coordinated and deemed essential for students to successfully reach their career objectives.	

## Career & Technical Education

<b>Public Safety</b> ( <i>Tech Prep</i> ) CIP Code: 51.0904, 3 or more credits/year.	Grades 10-12
<b>Industry Certifications Available:</b> Emergency Medication Technician, National Incident Management System, Basic Life Support Health Care Providers & Hazardous Materials Response Awareness  A program that prepares individuals, under the remote supervision of physicians, to recognize, assess, and manage medical emergencies in prehospital settings and to supervise ambulance personnel. Students will learn about basic, intermediate, and advanced EMT procedures; emergency surgical procedures; medical triage; rescue operations; crisis scene management and personnel supervision; equipment operation and maintenance; patient stabilization, monitoring, and care; drug administration; identification and preliminary diagnosis of diseases and injuries; communication and computer operations; basic anatomy, physiology, pathology, and toxicology; and professional standards and regulations. Students will also learn fundamentals of police operations and fire protection, as well as technical and vehicle rescue. Physical development and self-confidence are emphasized due to the nature of the specific occupation(s) associated with public safety.	
<b>Veterinary Assistant</b> ( <i>Program of Study</i> ) CIP Code: 51.0808, 3 or more credits/year.	Grades 10-12
<b>Industry Certifications Available:</b> To be determined, but may include the following: OSHA-10 Health Careers, CPR, Pet Tech First Aid, Purina Weight Coach, & Pennsylvania Skills Certification  An instructional program that prepares individuals to support veterinarians by providing assistance during animal examinations, treatment administration and monitoring; by keeping animal and related health record information; and by performing a range of selected practice-related duties. This program is designed to provide instruction in preparing the animal for examination and treatment, sterilizing equipment and performing selected routine laboratory procedures under direct supervision of the veterinarian. Instruction also includes maintaining medical and business records, charting and scheduling activities and a wide range of practice-related duties as applied to animal health care, the biomedical field and the pet industry. The health occupational planned courses include the study of life sciences with emphasis on animal anatomy, physiology, diseases, reproduction, genetics, nutrition, animal laboratory procedures, aseptic technique, OSHA regulations, infection control and procedures. Clinical education is an integral part of the program. Science and math taught by certificated science and math teachers will be coordinated and deemed essential for students to successfully reach their career objectives.	
<b>Welding</b> ( <i>Program of Study</i> ) CIP Code: 48.0508, 3 or more credits/year.	Grades 10-12
<b>Industry Certifications Available:</b> AWS Certification, SP/2 Welding Safety Pollution and Prevention, & Pennsylvania Skills Certification  An instructional program that prepares individuals to apply technical knowledge and skills in gas, arc, shielded and non-shielded metal arc, brazing, flame cutting and plastic welding. Hand, semi-automatic and automatic welding processes are also included in the instruction. Students learn safety practices and types and uses of electrodes and welding rods; properties of metals; blueprint reading; electrical principles; welding symbols and mechanical drawing; use of equipment for testing welds by ultrasonic methods and destruction and hardness testing; use of manuals and specification charts; use of portable grinders and chemical baths for surface cleaning; positioning and clamping; and welding standards established by the American Welding Society, American Society of Mechanical Engineers and American Bureau of Ships.	

## **High School Administration**

Mr. Michael Routh, Principal  
Dr. Anthony Popowitz, Assistant Principal 9-10  
Mrs. Kelli Garlow, Assistant Principal 11-12

## **High School Guidance Office**

Ms. Jillian Monti, School Counselor Grades 10-12 (A-Le) [\(412\) 896-2346](tel:(412)896-2346)  
Mr. Joseph McManus, School Counselor Grades 10-12 (Li-Z) [\(412\) 896-2347](tel:(412)896-2347)  
Ms. Crista Scalfari, School Counselor Grades 8-9 [\(412\) 896-2334](tel:(412)896-2334)  
Mrs. Natalie Scheiber, Guidance Secretary [\(412\) 896-2352](tel:(412)896-2352)

*1000 Weigles Hill Road  
Elizabeth, Pennsylvania 15037  
Phone: [\(412\) 896-2349](tel:(412)896-2349) Fax: (412) 384-2030*

## **District Office Administration**

Mr. Keith Konyk, Superintendent  
Dr. Mary Carole Perry, Assistant to the Superintendent  
Dr. Randal Sydeski, Director of Pupil Assessments/Personnel Services  
Mr. Al Ragan, Director of Finance and Operations  
Mr. Matt Toth, Director of Information Technology  
Mrs. Victoria Lojak, Director of Digital Teaching & Learning  
Mr. Keith Gephart, Director of Special Education

*401 Rock Run Road  
Elizabeth, Pennsylvania 15037  
Phone: [\(412\) 896-2300](tel:(412)896-2300) Fax: (412) 751-9483*

## **Board of School Directors**

Mr. Richard Borkowski  
Mr. Richard Cummings Jr.  
Mr. Jamie Evans  
Mrs. Megan Ferraro  
Mr. Ryan Hemminger  
Mr. Scott Henry  
Mr. Thomas Sharkey, Jr.  
Mr. Travis Stoffer  
Mrs. Dorothy Wycoff