Course Catalog 2026-2027

Montoursville Area High School
700 Mulberry Street
Montoursville, PA 17754
Phone – 570.368.2611
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COMPLIANCE STATEMENT

It is the policy of the Montoursville Area School District not to discriminate on the basis of race, sex, religion, color, national origin, age, handicap or limited English proficiency in its educational programs, services, facilities, activities or employment policies as required by Title IX of the 1972 Educational Amendments, Title VI and VII of the Civil Rights Act of 1964, as amended, Section 504 Regulations of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Section 204 Regulations of the 1984 Carl D. Perkins Act or any applicable federal statute.

For information regarding programs, services, activities, and facilities that are accessible to and usable by handicapped persons or for inquiries regarding civil rights compliance, contact: Montoursville Area School District, 50 North Arch Street, Montoursville, PA 17754, 570-368-2491; or the Director of the Office of Civil Rights, Department of Health, Education and Welfare, Washington, D.C.

Montoursville Area High School

The mission of Montoursville Area School District is to provide comprehensive programs that emphasize the Pennsylvania and National Academic Standards. This will empower all students to use their individual abilities and capabilities to be life-long learners and successful contributors to a global society.

Dear Students:

The Montoursville Area High School faculty, staff, and administration have prepared the Course Catalog to assist you and your parents in the process of course selection. You will find a wide array of required and elective courses as well as many Advanced Placement options. Your teachers, guidance counselors, and principals are available to assist you with goal setting and appropriate course selection as you move toward graduation. You are strongly encouraged to discuss your goals and course options with these individuals and your parents prior to scheduling. And with our 9-period day, it is even more important to have these discussions as study halls will be limited.

High school is what you make of it. Careful consideration and selection of advanced courses will allow you to take full advantage of the many academic opportunities at Montoursville Area High School. I encourage you to challenge yourself and make the most of these opportunities. If you are considering college, these choices should include our most advanced level of courses, Advanced Placement. These courses will truly prepare you for the next level of education.

On behalf of the faculty and staff of Montoursville Area High School, we wish you the very best success as you plan your future. We look forward to working with you throughout your high school career.

Sincerely,

Matthew S. Johnson, Ed. D.
Principal

Montoursville Area School District

District Office
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Superintendent of Schools

Mr. Timothy Hanner
Supervisor of Special Education

Mrs. Jessica Reich
Business Manager

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Mr. Matthew Johnson
Principal

Mrs. Susan Wise
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Ms. Melissa Balliet
Athletic Director

Mr. Erick Edler
School Counselor 9-10

Miss Mallee Hornberger
School Counselor 11-12

Mission of Montoursville Area High School

The mission of Montoursville Area School District is to provide comprehensive programs that emphasize the Pennsylvania and National Academic Standards. This will empower all students to use their individual abilities and capabilities to be life-long learners and successful contributors to a global society.

Philosophy of Education

Our service of providing educational growth with all its ramifications takes into consideration the socio-economic nature of the community we are serving now and the future needs of this citizenry as they remain in this locale or migrate to other areas of the world. Our goals are based on the premise that we are serving the community, about 60 percent are rural and 40 percent suburban, with a diversity of occupations and industry with a curve distribution slightly above normal in regard to wealth, intelligence, social habits, and aspirations.

It is our desire to provide the necessary vehicle so that our pupils will react now and, in the future, as rational, sensible, and humane citizens destined to live a purposeful life with a profound respect for the dignity of mankind.

We recognize the right of all students to a type of education that will permit them to perform in and contribute to our changing democratic society and that will allow them to respect the personal and property rights of its citizens.

The formal curriculum, as well as the activities and other facets of the school program, is important and is designed to accommodate a wide range of differences and the many ramifications regarding the pupil's present needs as well as his/her future potential.

We recognize and must prepare the student with a background in fundamental skills that will serve as foundations for future and specialized learning. In addition to these fundamentals, certain immediate post high school employment-oriented needs should also be accommodated.

We feel that a wholesome, day-to-day, present state of mental outlook, attitudes, and physical well-being are important to the pupils now and will affect their future. We shall, through our resources, try to maintain and cultivate this wholesomeness.

The student-teacher-parent relationship is to be viewed as one of mutual respect, trust, and consideration for the efforts, rights, and positions of each.

It is our intent to have the educational process occur in an orderly but friendly and unrepressed atmosphere. Paramount is each student's right to an education without interference from others.

The final decisions, although made by the administration and/or the school board, shall take into serious consideration opinions, ideas, and facts presented by the faculty, students, or the public. It is important that avenues of communication be kept open and uninhibited so that free exchange among these parties may occur.

It is our primary commission to teach, to foster learning, and to encourage each pupil to achieve his/her potential.

Introduction

Graduation Requirements *(Board Policy #217)*

Graduation requirements of the Montoursville Area High School, which is accredited by the Pennsylvania Department of Education, must meet the graduation requirements of the Pennsylvania Department of Education and the Montoursville Area School District graduation standards. Courses for credit may be taken at institutions of higher education or area summer schools. **All such courses must have prior approval of the principal.**

The graduation requirements of the Montoursville Area High School require each student to complete at least 26 units of credit in certain specified areas in grades 9 through 12 in order to be awarded a high school diploma. In addition to completing the 26 credits, students shall meet all requirements of the Pennsylvania Department of Education for high school graduation.

Units of Credit	*Course/Subject*
4.0	**English:** Must satisfactorily complete four (4) English credits.
3.0	**Math:** Must satisfactorily complete three (3) math credits taken while the student is in grades 9-12. All students must pass a Keystone tested Algebra course to graduate (Algebra I, Algebra IA/B, Integrated Algebra/Geometry)
3.0	**Science:** Must satisfactorily complete three (3) science credits. All students must pass a Keystone biology course to graduate.
4.0	**Social Studies:** Must satisfactorily complete four (4) Social Studies credits. All students must take and pass Civics & Government, US History, World History, and CSS or AP Equivalent course as a senior (Dual Enrollment may be considered on a case-by-case basis.)
2.0	**Health and Physical Education:** Must satisfactorily complete 2.0 credits Physical Education. Freshmen will have Intro to Physical Education/Health to fulfill 0.5 credits of this requirement.
2.0	**Arts** or Humanities***:** Must satisfactorily complete two (2) credits in any of the following electives: Visual Arts, Film Studies, Technology Education, Literature, Foreign Languages, or additional courses in English and Social Studies
8.0	**Additional Credits:** The student elects enough other credits such that at least the eight (8) credits are accumulated to total the 26.0 required by the Montoursville Area School District. Financial Literacy/Agribusiness must be 0.5 credits of the 8.0.
--	**Embedded Credits (0.5 Each)** **Career Pathways** – Credits received upon completion of Modules prior to second semester of Junior Year **SAE Completion** – Credits received upon completion of SAE requirements
26.0	**Total credits** required for graduation.

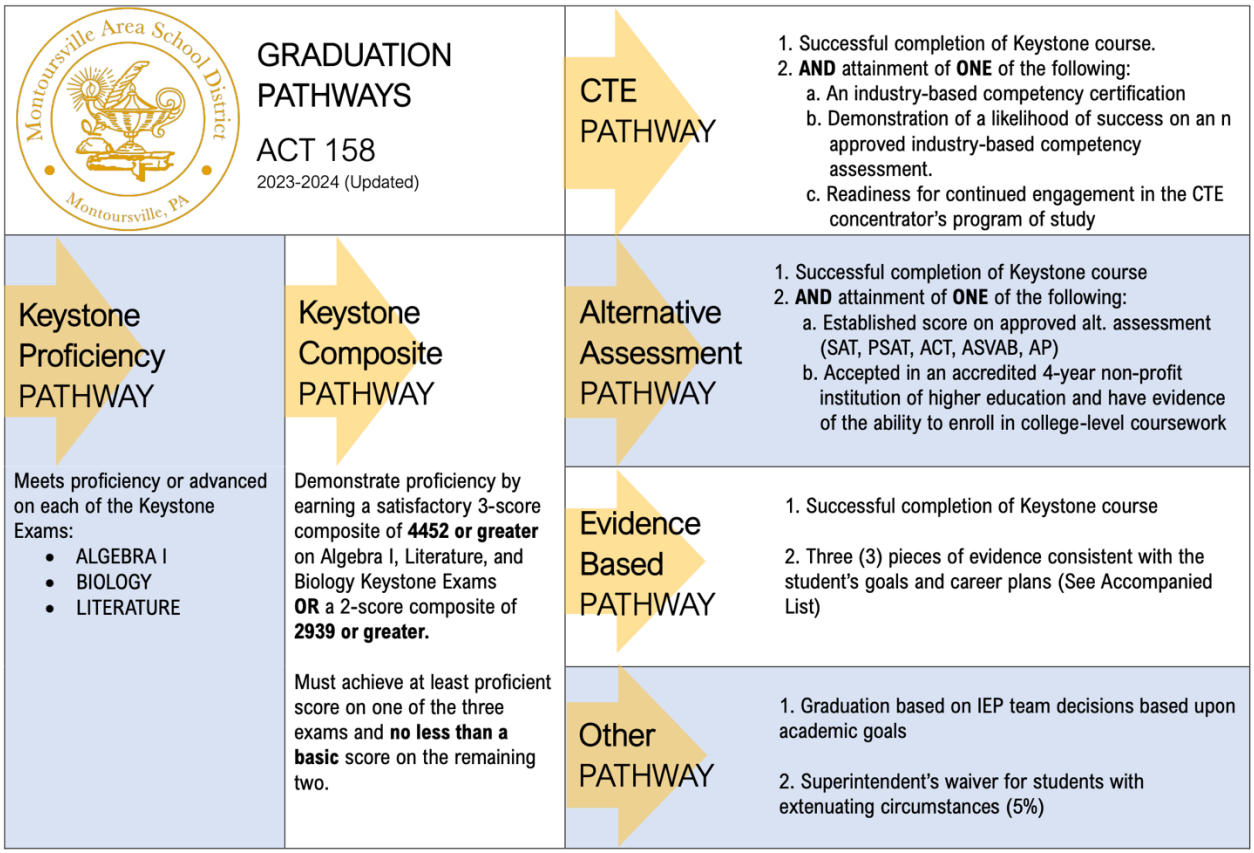
** **Arts:** Visual Arts, Music, Film Studies, Technology Education
*** **Humanities:** Literature, Foreign Languages, History, or additional courses in English and Social Studies

ACT 158 State Graduation Requirements

Act 158 of 2018 (Act 158) provides alternatives to Pennsylvania's statewide requirement of attaining proficiency on the three end-of-course Keystone Exams (Algebra I, Literature, and Biology) for a student to achieve statewide graduation requirements.

Effective with the graduating class of 2023, students have the option to demonstrate postsecondary preparedness through one of four additional pathways that more fully illustrate college, career, and community readiness. Keystone Exams will continue as the statewide assessment Pennsylvania uses to comply with accountability requirements set forth in the federal Every Student Succeeds Act (ESSA). Although students will no longer be required to achieve proficiency on the Keystone Exams to meet the statewide graduation requirement, **students must take the Keystone Exams for purposes of federal accountability**. Failure to do so will affect a Local Education Agency (LEA) and school's participation rate.

For students graduating in 2023 and beyond, five pathways exist for meeting state high school graduation requirements. Please see the graphic below for reference:



CURRENT ESTABLISHED ALTERNATIVE ASSESSMENT CRITERIA

ACT (21)
ASVAB AFQT (31)
PSAT/NMSQT (970)
SAT (1010)

Attain a **3 or better** on AP Exam(s) related to each Keystone Content area in which less than Proficient

EVIDENCE-BASED CRITERIA – 3 ARTIFACTS CONSISTENT WITH STUDENT CAREER GOALS

SECTION 1 (ONE ITEM ONLY)	SECTION 2 (NO MORE THAN TWO ITEMS)
Attain 630 or better on *any* SAT Subject Test	Proficient or Advanced on any Keystone Exam
Attain 3 or better on any AP Exam	Successful completion of a service-learning project
Industry-recognized credentialization	Letter guaranteeing full-time employment or military enlistment
Acceptance into an accredited non-profit Institution of Higher Education (IHE) for college-level coursework in an **other-than-4-year** program	Completion of an internship, externship, or cooperative educational program
	Compliance with NCAA Division II academic requirements

Course/Subject Requirements

LycoCTC Credits: Each year 36 weeks of LycoCTC work shall be equated to four (4) credits as part of the seven and a half (7.5) additional credits requirement.

Awarding of Credit: Course credits may not be used to meet more than one (1) graduation requirement. A grade of 70% or higher or P (Pass) must be attained in order to pass the course and receive credit.

Unit of credit: For graduation purposes, a unit of credit shall represent satisfactory completion of a planned course of 120 hours of instruction in grades 9-12. A school district may offer a planned course of less than 120 hours and course credit shall be awarded based on a fraction thereof.

Courses approved for graduation credit: All courses offered and taken in grades 9-12 are approved for graduation credit. The courses which fulfill required areas, shall be interpreted using information stated in the Montoursville Area District Graduation Requirements.

Student Transfer: In cases of pupils transferring to the Montoursville Area High School, the administration may make certain exceptions to the previous requirements if they feel in essence the pupil has met the requirements or transferring presents a very impractical situation. The intent of this is to prevent a hardship on a student as a result of technicalities.

Keystone Exams

By this point, we are all familiar with the PSSA Exams and their meaning for schools and students. You will find a link on our website that gives some detailed information on the Keystone Exams and how they impact our school community. Any course that requires a Keystone exam will be marked in our Course Catalog as such.

- Students take Keystone Exams at the end of the following courses:
  - Algebra I (Algebra I or Algebra IB)
  - Biology (Biology or Honors Biology or Technical Biology)
  - Literature (English 10 and Honors English 10)

Promotion and Retention *(Board Policy #215)*

High School(Grades 9-12) students are classified and assigned to grade levels according to the minimum standards listed below:
Grade 9 – Satisfactory completion of the program of study in Grade 8
Grade 10 – Satisfactory completion of 6 credits by the end of 9th grade
Grade 11 – Satisfactory completion of 12 credits by the end of 10th grade
Grade 12 – Satisfactory completion of 18 credits by the end of grade 11 and the ability to plan a schedule that will meet requirements for graduation, which includes an additional 8 credits for a cumulative total of 26 credits for graduation.

Advanced Placement (AP)

AP can change your life. Through college-level AP courses, you enter a universe of knowledge that might otherwise remain unexplored in high school; through AP Exams, you have the opportunity to earn credit or advanced standing at most of the nation's colleges and universities. These college level courses require students to meet high standards for success. They require reading and writing skills at a superior level as well as abilities to analyze, synthesize, evaluate, and create. Students selecting these courses must be highly motivated, self-directed learners. All students enrolling in AP courses **are highly encouraged** to take the Advanced Placement exam for that course. Students considering college in their plans should enroll and successfully complete a number AP classes before graduation. The experience and preparation required gives you a good idea of what a college class will be like. Check the CollegeBoard® website for AP Credit Policy at https://apstudent.collegeboard.org/creditandplacement/search-credit-policies.

Special Education

Parents of students who suspect that their child has a disability and is in need of specialized instruction may request a multidisciplinary team evaluation of their child through a written request to the building principal or the Supervisor of Special Education. For additional information pertaining to special education services, please refer to the Montoursville Area School District website at www.montoursville.k12.pa or contact the office of Special Education at 570-368-3502.

Dual Enrollment – Grades 11 & 12

The dual enrollment coursework opportunities at MAHS exist for the purpose of academic advancement, and early access to cost-effective college credits. These courses are typically not courses that are brick-and-mortar at the high school and are typically in an online format offered through universities and colleges with whom we have an agreement.

Currently, MAHS has agreement with the following colleges/universities:

Penn College (See *Penn College Dual Enrollment* - considered concurrent enrollment*)*
Commonwealth University (Online – Asynchronous/Partial Synchronous)
BYU (Online – Asynchronous)
Harris Learning – Multiple College/University Affiliations (Online – Asynchronous)
Lycoming College (In-Person)

Note There is no guarantee of transferability of online courses to your selected universities. Transfer decisions/discussions occur between college applicants/students and admissions at the respective university or college.

Dual enrollment coursework will be selected, if applicable, in collaboration between student, parent(s), high school principal, and 11-12 grade counselor. All course selections for each semester will require final approval from school counselor and administration ***before students are scheduled into them*.**

All of our dual enrollment partners function differently, so the earlier a student can begin the process, the quicker enrollment timelines/deadlines can be established to ensure access to coursework.

Recommended Dual Enrollment Requirements:

- GPA of 90%
- Proficiency on Keystone Exams
- Students should not have any attendance concerns.
- Students must be self-motivated, with excellent time management skills, and history of meeting course deadlines and an ability to self-advocate.

Grading Guidelines: Students entering dual enrollment/early college coursework should understand grading relative to their courses.

- The grade earned will appear on the report card and final MAHS transcript.
- The course and grade earned will be included in the GPA and weighted between Honors and AP coursework at 1.075.

Course Materials:
As of this time, MAHS will cover costs for Dual Enrollment courses, but will not cover costs for associated texts.
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Agriculture

Agriculture education is a course encompassing Agriscience, general Ag practices, Agribusiness options, and Agriculture careers. It is designed to give a general overall view and practices for modern day Agriculture.

6800 AGRICULTURE, FOOD, & NATURAL RESOURCES (AFNR)
Grade(s): 9 – 12 **Credit(s): 1.0** **Weight: 1.0** **Day(s): 6**
Embedded Credit Opportunity: (SAE 0.5)
Prerequisite: None

Objectives: AFNR introduces students to the range of agricultural opportunities and the pathways of study they may pursue. CASE incorporates science, mathematics, reading, and writing components into the context of agriculture. Students use this course's introductory skills and knowledge throughout the CASE curriculum. Woven throughout the course, there are activities to develop and improve students' employability skills through practical applications. Students explore career and post-secondary opportunities in each area of the course. While surveying the opportunities available in agriculture and natural resources, students learn to solve problems, research, analyze data, work in teams, and take responsibility for their work, actions, and learning. Students investigate, experiment, and learn about documenting a project, solving problems, and communicating their solutions to their peers and members of the professional
community.

Description: The AFNR course is designed as a fundamental and basic pre-requisite course to precede future Agriculture Courses and tracks thus, if a student can or only chooses one Agriculture Course, then that course must be AFNR.

6820 ANIMAL HUSBANDRY
Grade(s): 10 – 12 **Credit(s): 1.0** **Weight: 1.0** **Day(s): 6**
Embedded Credit Opportunity: (SAE 0.5)
Prerequisite: Agriculture, Food, and Natural Resources

Objectives: Animal Science is a year-long course designed to introduce students to the principles of animal biology, care, production, and the role of animals in agriculture and society. Students explore topics such as domestication, genetics, reproduction, nutrition, health, welfare, and product processing across small, large, and exotic species. Through hands-on labs, interactive projects, and real-world applications, students learn how to safely handle and manage animals, identify breeds, understand body systems, and evaluate animal products. The course emphasizes scientific thinking, ethical animal care, and agricultural literacy, preparing students for careers in veterinary medicine,
animal production, agribusiness, and related fields while fostering appreciation for the connection between animals and human life.

Description: Students in animal science learn about many different types of animals, such as production animals like cows and chickens, wildlife in their natural habitats, small animals like dogs and cats, and zoo animals. Additionally, the field includes practical aspects like the science and business of producing food from animals, such as meat, milk, and eggs, while emphasizing humane treatment and proper management practices to ensure the well-being of all animals involved.

Note: This course may satisfy a science requirement.

6850 AGRIBUSINESS FINANCIAL LITERACY
Grade(s): 11 - 12 **Credit(s): 1.0** **Weight: 1.0** **Day(s): 6**
Prerequisite: (None)

Description: This course is a year-long, hands-on experience where students operate a virtual farm or ranch through five simulated years of business decision-making. Working in teams, students start with a million-dollar loan and manage crops, livestock, and agribusiness finances, making choices about budgeting, labor, marketing, and expansion. Each season introduces new challenges such as random events, taxes, and market fluctuations, requiring teams to apply personal finance, production, and management principles. The course integrates Pennsylvania Core Standards and Ag Production CIP competencies, teaching students how to plan, calculate, and adapt in realistic agricultural scenarios while connecting classroom learning to real-world agribusiness operations and FFA career readiness and preparing personal financial literacy skills.

Note: This course satisfies the financial literacy requirement.

6830 AGRICULTURAL MECHANICS
Grade(s): 10 – 12 **Credit(s): 1.0** **Weight: 1.0** **Day(s): 6**
Embedded Credit Opportunity: (SAE 0.5)

Prerequisite: Introduction to Agriculture, Food, and Natural Resources (AFNR)

Objectives: This course provides an in-depth exploration of the technologies and systems used in agricultural mechanization, energy management, and transportation within the agricultural sector.

Description: The Agricultural Mechanics course provides students with a comprehensive, hands-on introduction to the technical skills and safety practices used in modern agricultural construction, power systems, and equipment maintenance. Throughout the year, students learn measurement, layout, and blueprint reading; explore framing, electrical, and plumbing systems; and study power, energy, and internal combustion engines.

Emphasis is placed on safe tool operation, precision workmanship, and understanding agricultural building codes. By combining classroom instruction with practical shop projects, this course prepares students for real-world applications in agricultural trades, equipment operation, and future careers in agricultural engineering and construction.

6840 BOTANICAL SCIENCES
Grade(s): 10 – 12 **Credit(s): 1.0** **Weight: 1.0** **Day(s): 6**
Embedded Credit Opportunity: (SAE 0.5)

Prerequisite: Introduction to Agriculture, Food, and Natural Resources (AFNR)

Description: This year-long course is designed to give students a deep, hands-on understanding of how plants grow, reproduce, and respond to their environment. Throughout the year, students explore topics such as plant anatomy, physiology, genetics, soils, and greenhouse management while investigating how weather, climate, and natural disasters affect plant systems. Emphasis is placed on inquiry-based learning, with students engaging in laboratory experiments, propagation projects, and real-world crop management. By the end of the course, students will be able to apply plant science concepts to sustainable agriculture, horticulture, and agronomic production practices while developing skills that connect directly to FFA and SAE experiences.

Note: This course may satisfy a science requirement.

6860 AGRI-CULINARY SCIENCE
Grade(s): 10 – 12 Credit(s): 1.0 Weight: 1.0 Day(s): 6
Embedded Credit Opportunity: (SAE 0.5)

Prerequisite: Introduction to Agriculture, Food, and Natural Resources (AFNR)

Description: Agri-Culinary Sciences is a year-long, hands-on exploration of the complete food system—from farm to fork. Designed for grades 10–12, this course blends agricultural science with culinary arts as students learn food safety, meat science, and carcass fabrication while mastering essential cooking, baking, and preservation techniques. Students develop knife and kitchen skills, fabricate beef, pork, poultry, and lamb cuts, practice safe canning and smoking, and create value-added meat and bakery products. Emphasizing sustainability, food ethics, and business applications, Agri-Culinary Sciences prepares students for careers in food production, processing, butchery, and culinary entrepreneurship through real-world projects and a final capstone showcasing their technical and creative expertise.

Note: This course may satisfy a science requirement.

6888 SAE Embedded Credit
Grade(s): 9 - 12 Credit(s): 0.5 Weight: 1.0 Day(s): NA

Prerequisite: None

Objective: Complete an SAE experience through Agricultural Education and FFA.

Description: Supervised agricultural experiences (SAEs) allow students to apply what they have learned in the classroom in a real-world setting.

Completion: Students who complete the SAE standardized requirements will earn a 0.5 credit (PASS) upon evidence of completed SAE documentation.

ART

The Art Department offers a diverse selection of courses designed to help students explore, create, and grow. Our facility includes two well-equipped art rooms. The 2D Art Room is dedicated to drawing and painting and features spacious drawing tables along with individual storage bins to keep student work safe. The 3D Art Room houses our ceramic studio, kilns and ample storage for the various stages of project progression.
Students have the opportunity to work with a wide variety of media and participate in our annual Art Show. With each year of study, students take on more advanced projects, building on the skills and techniques developed in previous courses. Throughout every lesson, students are encouraged to demonstrate strong craftsmanship, originality, and creative problem-solving.

6370 DRAWING I
Grade(s): 9 – 12 **Credit(s): 1.0** **Weight: 1.0** **Day(s): 6**
Prerequisite: None

Objectives: Students will: (1) gain an understanding of various media and terminology and learn to use them; (2) be encouraged to be self-reliant and self-thinking; (3) develop a basic art background in preparation for artistic leisure time activities or career possibilities; (4) learn to use the elements and principals of design in their artwork; (5) create original and creative works of art.

Description: Students will explore a wide range of drawing projects using pencil, colored pencil, watercolor pencil, marker, and pastels. They will develop foundational drawing skills, learn human proportions, practice visual literacy, and experiment with patterns, repetition, and abstract and non-objective art.
Expectations: Students are expected to complete project proposals and artist statements for each project they create, work to the best of their ability, and digitally submit their work to be graded at multiple points throughout the marking period. Students are expected to have an interest in art. Talent is not as important as a willingness to learn and create.

Textbook: This is a project-based course with no assigned textbook.

6371 ADVANCED DRAWING
Grade(s): 10 - 12 **Credit(s): 1.0** **Weight: 1.0** **Day(s): 6**
Prerequisite: Completion of all required projects in the previous course level with evidence of developing the skills needed for advanced coursework and instructor's approval.

Objectives: Students will: (1) gain an understanding of various media and terminology and learn to use them; (2) be encouraged to be self-reliant and self-thinking; (3) develop a basic art background in preparation for artistic leisure time activities or career possibilities; (4) learn to use the elements and principals of design in their artwork; (5) create original and creative works of art.

Description: This course builds upon foundational skills learned in the previous level while exposing students to a broad range of media including pencil, charcoal, colored pencil, watercolor pencil, markers, and pastels. Students will continue to develop creative expression and advance their use of drawing techniques.

Expectations: Students are expected to complete project proposals and artist statements for each project they create, work to the best of their ability, and digitally submit their work to be graded at multiple points throughout the marking period. Students are expected to have an interest in art. Talent is not as important as a willingness to learn and create.

Textbook: This is a project-based course with no assigned textbook.

6390 PAINTING I
Grade(s): 9-12 **Credit(s): 1.0** **Weight: 1.0** **Day(s): 6**
Prerequisite: None

Objectives: Students will: (1) gain an understanding of various media and terminology and learn to use them; (2) be encouraged to be self-reliant and self-thinking; (3) develop a basic art background in preparation for artistic leisure time activities or career possibilities; (4) learn to use the elements and principals of design in their artwork; (5) create original and creative works of art.

Description: Students will explore fundamental techniques for both watercolor and acrylic paints. Through a wide variety of projects, students will develop brush control, strengthen skills in color matching, blending, and a variety of paint applications, along with knowledge of the foundations of portrait painting.

Expectations: Students are expected to complete project proposals and artist statements for each project they create, work to the best of their ability, and digitally submit their work to be graded at multiple points throughout the marking period. Students are expected to have an interest in art. Talent is not as important as a willingness to learn and create.

Textbook: This is a project-based course with no assigned textbook.

6391 ADVANCED PAINTING
Grade(s): 10-12 **Credit(s): 1.0** **Weight: 1.0** **Day(s): 6**
Prerequisite: Completion of all required projects in the previous course level with evidence of developing the skills needed for advanced coursework and instructor's approval.

Objectives: Students will: (1) gain an understanding of various media and terminology and learn to use them; (2) be encouraged to be self-reliant and self-thinking; (3) develop a basic art background in preparation for artistic leisure time activities or career possibilities; (4) learn to use the elements and principals of design in their artwork; (5) create original and creative works of art.

Description: This course builds upon foundational skills learned in the previous level while being exposed to a wide variety of painting projects consisting of, but not limited to: watercolor and acrylic paints as well as various techniques of how these can be applied to a variety of surfaces. Students will continue to develop creative expression and advance their skills of painting techniques.
Expectations: Students are expected to complete project proposals and artist statements for each project they create, work to the best of their ability, and digitally submit their work to be graded at multiple points throughout the marking period. Students are expected to have an interest in art. Talent is not as important as a willingness to learn and create.

Textbook: This is a project-based course with no assigned textbook.

6410 CERAMICS I
Grade(s): 9 - 12 **Credit(s): 1.0** **Weight: 1.0** **Day(s): 6**
Prerequisite: None

Objectives: Students will: (1) gain an understanding of various media and terminology and learn to use them; (2) be encouraged to be self-reliant and self-thinking; (3) develop a basic art background in preparation for artistic leisure time activities or career possibilities; (4) learn to use the principals of design in their artwork; (5) create original and creative works of art.

Description: Students will be exposed to a wide variety of ceramic projects consisting of, but not limited to: hand building (pinch, slab and coil construction), mosaics, and wheel-thrown. Both sculptural and functional items will be created.

Expectations: Students will be expected to complete all projects to the best of their ability and to complete an artist statement for each project. Students are expected to have an interest in art. Talent is not as important as a willingness to learn and create. Proper cleaning is a safety standard in Ceramics and students are expected to maintain a clean studio through personal and shared cleaning tasks. All artwork will be documented in a digital Art Portfolio.

Textbook: This is a project-based course with no assigned textbook.

6411 ADVANCED CERAMICS
Grade(s): 10 - 12 Credit(s): 1.0 Weight: 1.0 Day(s): 6
Prerequisite: Completion of all required projects in the previous course level with evidence of developing the skills needed for advanced coursework and instructor's approval.

Objectives: Students will: (1) gain an understanding of various media and terminology and learn to use them; (2) be encouraged to be self-reliant and self-thinking; (3) develop a more advanced art background in preparation for artistic leisure time activities or career possibilities; (4) learn to use the principals of design in their artwork; (5) create original and creative works of art.

Description: Students will be exposed to a wide variety of ceramic projects consisting of, but not limited to: hand building (pinch, slab and coil construction), mosaics, and wheel-thrown. Both sculptural and functional items will be created. Students will build upon and refine skills learned in Ceramics 1.

Expectations: Students will be expected to complete all projects to the best of their ability and to complete an artist statement for each project. Students are expected to have an interest in art. Talent is not as important as a willingness to learn and create. Proper cleaning is a safety standard in Ceramics and students are expected to maintain a clean studio through personal and shared cleaning tasks. All artwork will be documented in a digital Art Portfolio.

Textbook: This is a project-based course with no assigned textbook.

Business

The Business curriculum is designed to prepare students to become knowledgeable and ethical decision makers as consumers, workers, and citizens. Business Education introduces students to the basics of personal finance, the economic principles of an increasingly global marketplace, the decision-making techniques needed to be wise consumers, and the processes by which businesses operate. In addition, Business Education provides a concrete educational foundation for students who want to successfully continue their education in the area of business. Furthermore, the Business curriculum offers students opportunities to earn college credits in the area of business while still in high school through PC NOW courses.

670 FINANCIAL LITERACY
Grade(s): 11 *REQUIRED* Credit(s): 0.5 Weight: 1.0 Day(s): 3

Objectives: The goal of the Financial Literacy course is to provide with the information and tools to be financially literate and successful for personal finances.

Description: Students will learn personal financial planning, money management, credit, banking, and consumer protection. The financial planning unit includes financial decisions and goals, opportunity costs and strategies, and a financial portfolio. The unit on money management strategies includes organizing financial records, personal financial statements, and budgeting for financial goals. There is also an extensive unit on Banking and credit that covers savings plans, payment methods, consumer credit, managing debt, types of credit, and how to protect your credit.

Expectations: Students are expected to complete all assignments and to contribute to class discussions. Assignments are listed on the course web page. Assessment is based on class assignments, projects, and class participation. Being on time to class and being prepared is also part of the class participation grade.

Note: This requirement may be satisfied through the Agribusiness elective.

5020 AP COMPUTER SCIENCE PRINCIPLES
Grade(s): 11-12 Credit(s): 1.0 Weight: 1.10 Day(s): 6

Objective: The goal for the AP Computer Science Principles course is to provide students an introductory, college-level course in computer science

Description: An introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students 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.

Expectations: Students are expected to complete class work assignments, homework assignments, projects, quizzes, and tests. Students are expected to work in groups cooperatively and collaboratively. They will be expected to contribute to class discussions and to give class presentations.

5000 BUSINESS & MARKETING
Grade(s): 9 - 12 **Credit(s):** 0.5 **Weight:** 1.0 Day(s): 3 **Prerequisite:** None

Objectives: This course is designed as an introduction to the business courses offered in high school and in college. After taking this course, students will have a basic understanding of our economy, basic business principles, and pitching a business idea. They will be able to write a business plan and will understand what is involved in running a small business.

Description: This course is designed to introduce students to events in today's business world, how to understand them, and how to deal with them on a personal level. The information that will be covered will focus on both a macro and micro level with more emphasis spent on you and how you fit into today's changing business world. Some of the topics which will be covered include: (1) Satisfying Needs and Wants; (2) Our Economic System; (3) Measuring Economic Progress; (4) Ethics and Social Responsibility (5) Developing a Business Plan and Pitch; (6) Types of Businesses; (7) Being an Informed Consumer; (8) Managing a Business

Expectations: Students are expected to complete class work assignments, homework assignments, projects, quizzes, and tests. Students are expected to work in groups cooperatively and collaboratively. They will be expected to contribute to class discussions and to give class presentations.

5025 HONORS ACCOUNTING
Grade(s): 10 - 12 Credit(s): 1.0 Weight: 1.05 Day(s): 6
Prerequisite: None

Objectives: After successful completion of this course, students should be able to:

- Define accounting and identify its effects on the business world.
- Identify the four basic financial statements for an organization and prepare the income statement, statement of retained earnings, the balance sheet, and the statement of cash flow.
- Explain how the statements interrelate and interpret the statements using basic profitability, liquidity, and solvency ratios and horizontal and vertical analyses.
- List and complete the steps of the accounting cycle including closing and reversing entries for a corporation
- List the similarities and differences of service and merchandising businesses.
- List the objectives of internal control and apply the elements of an internal control system especially as it relates to cash.
- Identify and apply inventory methods and locate the effects of the choice of inventory methods on the financial statements.
- Identify the classifications of receivables, apply the methods used to address the risk involved with the collection of accounts receivables, and calculate simple interest on notes receivables.
- Identify plant assets, apply methods of depreciation, and locate how depreciation effects financial statements.
- Identify current liabilities and tax amounts for employee and employer payroll tax entries.
- Identify long-term liabilities, complete bonds payable transactions, and calculate present value.
- List the components of the stockholders' equity section on the balance sheet and identify types of dividend distributions.
- Identify Generally Accepted Accounting Principles (GAAP).

COURSE DESCRIPTION: Basic principles and applications of financial accounting for business students. Preparation and interpretation of financial information are emphasized. Course work provides the accounting knowledge necessary for success in more advanced accounting courses and in the business field.

COURSE RATIONALE: The need to understand the use of financial information is critical for a business student. Accounting is the language of business. Understanding the origin of the numbers on the financial statements will help the student interpret that information when confronted with a business project or decision.

English/Language Arts

Sequence	Grade 9 Course	Grade 10 Course	Grade 11 Course	Grade 12 Course
Honors/AP	Honors English 9	Honors English 10	AP English Language and Composition	AP English Literature and Composition
College Prep	Honors English 9	Honors English 10	Honors English 11	Honors Communications
Academic	English 9	English 10	English 11 *or* Keystone English 11	Technical Communications
Elective	Journalism I *or* Intro to Drama *or* Film & Literature (even years) *or* Creative Writing (odd years)	Journalism I *or* Advanced Journalism *or* Drama *or* Film & Literature (even years) *or* Creative Writing (odd years)	Journalism I *or* Advanced Journalism *or* Drama *or* Yearbook *or* Film & Literature (even years) *or* Creative Writing (odd years)	Journalism I *or* Advanced Journalism *or* Drama *or* Yearbook *or* Film & Literature (even years) *or* Creative Writing (odd years)

1000 HONORS ENGLISH 9

Grade(s): 9 **Credit(s): 1.0** **Weight: 1.05** **Day(s): 6**

Prerequisite: Must have 88% or above in 8th grade Advanced Language Arts; or 92%; above in 8th grade Language Arts; or with teacher recommendation

Objectives: To refine students' basic skills in reading comprehension and writing; to develop students' critical thinking skills; to expand students' appreciation of literature and its relevance to history and students' lives.

Description: This course focuses on reinforcing and further developing competency in writing, reading, literary analysis, speaking and listening, vocabulary, and grammar. A variety of literature will be chosen to develop higher order critical reading skills and knowledge of literary concepts, such as plot, conflict, setting, characterization, theme, irony, and figurative language. Students will summarize, make assertions and inferences, and support claims about the literature. Students will be assessed through a variety of methods, such as objective tests, writing assignments, and projects requiring critical thinking.

Expectations: Students will be responsible for completion of all assigned readings. Students will produce satisfactory writing assignments from one-paragraph responses to a properly cited research paper.

1010 ENGLISH 9

Grade(s): 9 **Credit(s): 1.0** **Weight: 1.0** **Day(s): 6**

Prerequisite: Successful completion of middle school language arts and reading curriculum.

Objectives: This course will refine students' basic skills in reading comprehension and writing, develop students' critical thinking skills, and expand students' appreciation of literature and its relevance to history and students' lives.

Description: Students in English 9 will work to improve reading and writing skills through the study of grammar, vocabulary, literary devices, nonfiction and fiction reading, research inquiry and writing. Students will develop their thinking, listening and speaking skills through exercises and activities related to a selection of texts.

Expectations:

- Students are expected to maintain a general preparedness for class which includes completion of in-class assignments, homework, and participation in small writing responses through the Google Classroom.
- Students are expected to read (and study) texts provided which range between short stories, novels, plays, and nonfiction articles.
- Students are expected to write essays and response/analysis papers in regard to concepts studied in class along with researching and writing a formal research paper.
- Students are expected to practice grammar, vocabulary, and other highlighted literary terms through different activities and assignments throughout the year.
- Students are expected to participate in group discussions and may be expected to deliver individual or group presentations.
- Students must complete a midterm and final examination.

1020 HONORS ENGLISH 10

Grade(s) 10 **Credit(s): 1.0** **Weight: 1.05** **Day(s): 6**

Prerequisite: Must have 88% or above from Honors English 9; or 92% or above for English 9, or with teacher recommendation

Objectives: Honors English 10 aims to prepare the high school student for upper level Honors English and/or AP classes and ultimately, entry into a college or university.

Description: Honors English 10 is a rigorous college preparatory class that offers a survey of various fiction and non-fiction selections, vocabulary development, exploration of literary devices in addition to opportunities to express oneself through writing and speaking.

Expectations:

- Students will be responsible for the completion of all reading, writing, and homework assignments, which includes a summer assignment.
- All of the literature, including novels will be read outside of class.
- Class participation in class discussion, note-taking and general preparedness is required.
- Students are expected to develop reading, writing, speaking, and listening skills according to Pennsylvania State Standards.
- Students must complete a final examination.

1030 ENGLISH 10

Grade(s) 10 **Credit(s): 1.0** **Weight: 1.0** **Day(s): 6**

Prerequisite: English 9

Objectives: English 10 aims to meet the needs of the non-college bound student. Students will continue to develop critical reading and thinking skills as well as effective compositional techniques.

Description: English 10 is a language arts course that offers a survey of various American, British, and World literature, vocabulary from various reading selections, and opportunities to express oneself verbally through writing and speaking. In addition, this course will prepare and focus students for the Keystone Literature Exam.

Expectations: Students will be responsible for the completion of all reading, writing, and homework assignments. Class participation in class discussion, note-taking and general preparedness is required. Students are expected to develop reading, writing, speaking, and listening skills according to Pennsylvania
State Standards.

1040 HONORS ENGLISH 11

Grade(s): 11 **Credit(s): 1.0** **Weight: 1.05** **Day(s): 6**

Prerequisite: Must have 88% or above from Honors English 10; or 92% or above for English 10, or with teacher recommendation

Objectives: The purpose of Honors English 11 is to enable potentially college-bound students to actively and critically read challenging nonfiction texts and to create effective compositions as will be expected in collegiate study. Students will further develop career/college readiness.

Description: Honors English 11 focuses primarily on nonfiction reading. Students will learn rhetorical (argument) skills throughout the year. Students will analyze essays and longer nonfiction works, in addition to visual texts. Students will also complete independent reading projects throughout the year and will occasionally read works of fiction. Students will complete a series of college/career explorations assignments.

Expectations: Upon completion of the Honors English 11 course, students should be able to:

- Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques
- Apply effective strategies and techniques in their own writing
- Create and sustain arguments based on readings, research, and/or personal experience
- Write effectively for a variety of purposes and in a variety of ways
- Write thoughtfully about their own process of composition
- Evaluate, incorporate, and cite primary and secondary source documents in researched papers

In addition, Honors English 11 students should be college-bound students who are committed to academic excellence.

1050 ENGLISH 11

Grade(s) 11 **Credit(s): 1.0** **Weight: 1.0** **Day(s): 6**

Prerequisite: English 10

Objectives: To refine students' skills in reading comprehension and writing, to refine students' critical thinking skills and approaches to learning life-long skills, to refine students' appreciation of literature/reading and the relevance to their lives. Students will complete a series of career/college explorations assignments.

Description: This course examines a survey of both fiction and non-fiction while developing vocabulary and exploring literary devices. Students will continue to develop their written and oral expression as they read, analyze, and interpret reading selections, as well as further students' career readiness.

Expectations:

- All students will work consistently at their highest level of achievement, achieving credit for the quality of their work/efforts.
- Students must maintain notebooks/folders containing teacher-provided and personal notes.
- Students are responsible for completion of all assignments, readings, and presentations.
- Students must complete both a midterm and a final examination.

1070 HONORS COMMUNICATIONS

Grade(s) 12 **Credit(s): 1.0** **Weight: 1.05** **Day(s): 6**

Prerequisite: Must have 85% or higher average in Honors English 11 or AP Language and Composition; or 92% or higher average in English 11; or teacher recommendation

Objectives: This course's focus is to preparing college-bound students. Students will increase skills in reading comprehension, writing, diction, listening, public speaking and critical thinking. State and national standards will be reinforced in this final year of high school. Emphasis will be on integrating information across the curriculum and applying acquired knowledge to the students' lives and their world in general. Students will develop skills in preparation for college placement exams.

Description: The writing component will prepare students for college-level writing. Emphasis will be on the expository skills of process and causal analysis, comparison and contrast, division and classification, definition, and example. Students will also narrate, argue, and describe. All genre of literature will be offered, and strategies for understanding, interpreting, and applying the content will be presented. Grammar, diction, and vocabulary lessons will concentrate on usage in effective writing. Speaking skills will be encouraged in class discussions and in individual presentations.

Expectations: Students will complete all assignments promptly, including essays, presentations and other homework. Students will read all assigned literature. Students will maintain a classroom journal consisting of a variety of writing assignments. Students will actively participate in all class activities.

1080 COMMUNICATIONS

Grade(s): 12 **Credit(s): 1.0** **Weight: 1.0** **Day(s): 6**

Prerequisite: English 11

Objectives: This course's focus is to prepare students who plan to enter the work force directly after high school. Students will continue acquiring skills primarily in technical writing, public speaking, and critical thinking. State and national standards will be reinforced in this final year of high school. Emphasis will be on integrating information across the curriculum and applying acquired knowledge to the students" lives and their world, in general.

Description: This course will concentrate on preparing students for life post high school, particularly the job market. This course will emphasize the technical writing process, with practice in preparing reports, instructions, memos, and other communications for business and industry, as well as effective uses of social media. Writing goals also include vocabulary development and improved grammar and mechanical conventions. Public speaking skills will also be emphasized through class discussion and individual presentations.

Expectations: Students will complete all assigned writing tasks, presentations, assignments and other projects. Participation in class discussion, note-taking and general preparedness is expected.

1090 ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION

Grade(s): 12 Credit(s): 1.0 Weight: 1.10 Day(s): 6

Prerequisite: Must have an overall 85% over higher average in AP English Language and Composition; or 92% average or higher in Honors English 11; or teacher recommendation

Objectives: The course's focus is to provide college-level work for seniors who are college-ready in the English field. Students will prepare (1) to take the national Advanced Placement (AP) test in Literature and Composition; (2) to examine the many genre of literature; (3) to engage in insightful discussion of literary ideas, form, and technique; (4) to study and employ advanced rhetoric, syntax, grammar, and structure; (5) to prepare students for active participation in class discussion as well as more formal public speaking presentations.

Description: The course will emphasize the major genre identified for Advanced Placement. Those genres include poetry, short story, drama, the novel, and film. Those who elect this course will be expected to think in the higher order of analysis and synthesis. Students will also write with quality and in quantity. Students will be active in class discussion and develop public speaking skills.

Reading Expectations:

- It is assumed that students can read and comprehend texts independently. The advanced reader must be able to analyze without coaching from the teacher.
- The reading selections are challenging. Advanced Placement deals with college level materials and, therefore, advanced vocabulary and length.

Writing Expectations:

- Students are expected to write extempore and at length.
- The teacher will expect to read student essays for intelligent commentary and reasoned argument.
- Mastery of English language usage, grammar, mechanics, spelling, and syntax is expected.
- Students will write at least once every two weeks. The minimum response for critical essays is 500 words.
- Rhetorical stance, recognition of audience, reasoning skills, diction, syntax, figurative language, mechanical, structural, and grammatical standards – all will be examined.

Other Expectations:

- Compositions will be due on the day they are required.
- Reading assignments must be done for assigned dates.
- Students are expected to participate fully in class discussion, as well as formal presentations.

1060 ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION

Grade(s): 11 **Credit(s): 1.0** **Weight: 1.10** **Day(s): 6**
Prerequisite: a grade of 90% or above in Honors English 9 and 10, or with teacher recommendation

Objectives: The purpose of Advanced Placement Language and Composition is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. The students prepare to take the national Advanced Placement exam in Language and Composition.

Description: Advanced Placement Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Students also engage in activities that help prepare them for future career/college planning throughout the year.

Expectations: Upon completion of the AP English Language and Literature course, students should be able to:

- Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques
- Apply effective strategies and techniques in their own writing
- Create and sustain arguments based on readings, research, and/or personal experience
- Write effectively for a variety of purposes and in a variety of ways
- Write thoughtfully about their own process of composition
- Evaluate, incorporate, and cite primary and secondary source documents in researched papers

In addition, AP English 11 students should be committed to academic excellence and rigor.

1100 CREATIVE WRITING I

**(This course is offered every other year.)*
Grade(s): 9 – 12 **Credit(s): 0.5** **Weight: 1.0** **Day(s): 3**
Prerequisite: None
Objectives: Students will experiment with writing in various genres of fiction and nonfiction.
Description: *Creative Writing* provides an exploratory venue for student composition. The course allows for creativity in topics/subjects of writing, but the format and genre of writing will be set for each individual assignment. The goal of the course is to study different types of writing and attempt them so students can explore their own writing talent in unique ways.

Expectations:

- Students are expected to read examples of expert writers in the various genres.
- Students are expected to be open to sharing portions of writing for discussion purposes (not at all times; there will be flexibility for when students feel comfortable sharing).
- Students are expected to maintain a journal in which they write on a daily basis which will be part of their portfolio which is submitted for a grade each marking period.
- Students are expected to submit writing samples for the different assignments in an effort to explore diverse genres of writing.
- Students are expected to submit drafts for teacher and/or peer revision on a regular basis as specified by the course syllabus.

1105 FILM AND LITERATURE
**(This course is offered every other year.)*
Grade(s): 9 – 12 Credit(s): 0.5 Weight: 1.0 Day(s): 3
Prerequisite: None
Objectives: Students enrolling in *Film and Literature* will view and analyze a variety of films while exploring the comparisons to fiction and nonfiction texts with the goal of encouraging students to be active and critical viewers and readers of film, texts, and the media.
Description: Film is often influenced by a text but should be critiqued individually while also making comparisons and connections to the original work. Students will read and analyze stories from different genres in order to compare and contrast the film interpretation. For some films, the class will analyze it as its own text based on literary and film analysis terms.
Expectations:

- Students are expected to read selected (sometimes excerpts of) novels, short stories, plays, etc. in order to analyze the process of interpreting a text and creating a film.
- At times, students are expected to read and respond to critical essays and articles in regard to the films studied. Students are expected to take a small quiz on the basic content of the film after the class finishes.
- For each story to film unit, students are required to fill out film guides, a guide that investigates the film in terms of literature.
- Students are expected to utilize film analysis (and literary) terminology in their responses.
- Students are expected to practice writing and analysis of films through response papers.
- Students are expected to participate in group discussions and/or presentations.

Expectations:
Reading Expectations:

- Students are expected to read selected novels, short stories, plays, etc. in order to analyze the process of interpreting a text and creating a film.
- At times, students will be expected to read and respond to critical essays and articles in regards to the films studied.

Writing Expectations:

- For each story to film unit, students will be required to fill out film guides, a guide that investigates the film in terms of literature.
- Students are expected to utilize film analysis (and literary) terminology in their responses.
- Students will be expected to practice writing and analysis of films through response papers.

Speaking Expectations:

- Students are expected to participate in group discussions and/or presentations.

1110 JOURNALISM I
Grade(s) 9-12 Credit(s): 0.5 Weight: 1.0 Day(s): 3
Prerequisite: None

Objectives: To introduce students to basic journalistic concepts and skills.

Description: This course focuses on developing the skills needed for students to advance to Advanced Journalism and consequently contribute to the school newspaper, *The Arrowhead*, on a monthly basis. Students will be introduced to, and develop competency in, the journalistic style and structure of writing, photojournalism, and the technology required to produce the school newspaper. Media law, ethics, effective newspaper layout, and the different types of news stories will also be examined. Students will be able to apply concepts they have learned by contributing to the publication of the newspaper on an as-needed basis. Students will be assessed through completion of assignments.

Expectations: Students will be responsible for completing all assignments.

1140/1150 ADVANCED JOURNALISM
Grade(s) 10-12 **Credit(s): 0.5/1.0** **Weight: 1.0** **Day(s): 3 or 6**
Prerequisite: An average of 85% in Journalism I, as well as a signature of approval from the Journalism teacher

Objectives: Students will use the journalistic concepts they learned in Journalism I. to create content for the school newspaper, The Arrowhead.

Description: This course focuses on applying the skills learned and applied in the student's previous year in Journalism. Students will create stories and articles in the journalistic style every month of the school year for the school newspaper, *The Arrowhead*. When needed, students will incorporate photography in their stories or articles. Skills using the technology associated with production of the newspaper and layout design will also be applied. Students will be assessed on their completion of assignments, as well as their ability to meet several deadlines a month.

Expectations: Students will be responsible for contributing to the school newspaper monthly, completing all assignments, and meeting newspaper deadlines.

1160/1170 PHOTOJOURNALISM
Grade(s) 9-12 **Credit(s): 0.5/1.0** **Weight: 1.0** **Day(s): 3 or 6**
Prerequisite: None

Objectives: Students will learn how to take photos using the photojournalistic style of photography.

Description: Students will learn to capture images for news and feature stories, as well as the necessary camera skills to accomplish the photojournalistic style of photography, such as effective angles, composition and lighting. They will also learn how to edit photos using Photoshop and write captions, so their photos are publishable.

Expectations: Students will be responsible for completing all assignments, some of which may require students to take photos outside of the classroom and beyond the school day

1130/1131 YEARBOOK
Grade(s): 11-12 **Credit(s): 0.5/1.0** **Weight: 1.0** **Day(s): 3 or 6**
Prerequisite: Students must be accepted to the yearbook staff following a selection process. Students must fill out an application in January prior to scheduling according to a preset deadline. Students will need two teachers willing to act as references to their working abilities. After the deadline, the yearbook adviser will use that information to decide which students will be on the staff. This course is offered only on a Pass/Fail basis with credit awarded.

Objectives: To create a comprehensive record of the student life and events at Montoursville Area High School.

Description: This course focuses on developing skills in journalistic writing, interviewing and listening skills, graphic design, photography, business with sales and advertising, and computer programs, such as InDesign and Photoshop.

Expectations: Students will complete satisfactory work and meet deadlines for assigned work.

1260 LITERARY DRAMA
Grade(s): 9-12 **Credit(s): 0.5** **Weight: 1.0** **Day(s): 3**
Prerequisite: None

Objectives: Students will read, discuss, and experience literary drama from various time periods, playwrights, cultures, and styles.

Description: Literary drama provides a survey of dramas for student reading, acting, viewing, and analysis to deepen understanding of the genre. The units of study will be thematic, cultural, or by time period or playwright. Some units will allow for student choice of the play they interact with, and some will be whole-class studies. Students will read, view, analyze, and write about how an audience interacts with drama, and how different interpretations of the same scrip may occur. The goals of the course are to explore how the dramatic genre is unique to prose and poetry, and to interact with all the components of a play to analyze how they work together to support dramatic interpretation.

Expectations:
- Students are expected to complete assigned readings outside of class *and* participate in in-class readings.
- Students are expected to actively participate in the viewings of plays.
- Students are expected to complete independent and group analysis and creative assignments.
- Students are expected to attend a live drama to complete a written analysis.

1261 INTRODUCTION TO DRAMA
Grade(s): 9
Credit(s): 0.5 **Weight: 1.0** **Day(s): 3**
Prerequisite: None

Objectives: To introduce students to basic theatre concepts, methods of acting, and performance techniques.

Description: Introduction to Drama is an exploratory course in which students will explore the nature of the actor's contribution to the theatre. Students will cultivate the art of acting, creating a character, emphasizing body movement, pantomime, voice projection, articulation, and overall stage presence.

Expectations: Students will:
- Experiment with improvisation
- Develop believable characters
- Assess and evaluate peer performances in a constructive way
- Be introduced to modes of performance acting
- Develop an appreciation for the theatre and dramatic arts

1265 DRAMA
Grade(s): 10 - 12 **Credit(s): 0.5** **Weight: 1.0** **Day(s): 3**
Prerequisite: None

Objectives: Students will explore basic theatre concepts, methods of acting, and performance techniques.

Description: Drama offers an opportunity for students in grades 10-12 to practice and cultivate acting skills. Students will cultivate the art of acting, creating a character, emphasizing body movement, pantomime, voice projection, articulation, and overall stage presence. Students will rehearse and perform various scenes in various styles, and students will gain knowledge of the aspects of theatre through research, reading, writing, performing, observing, and evaluating.

Expectations: Students will:

- Rehearse and perform monologues
- Experiment with improvisation
- Create character for assigned roles in one-acts, vignettes, and other small performances
- Assess and evaluate peer performances in a constructive way
- Be introduced to some of the history of theatre and modes of performance acting
- Develop an appreciation for the theatre and dramatic arts

World Language

The goal of the Montoursville Area High School modern foreign language program is to expose students to a language and culture in order to make them knowledgeable and active members of a global society. Students will learn to use modern foreign languages for meaningful communication in both spoken and written form. The foreign language program emphasizes language as it is used in various real-life situations that students are most likely to encounter in their futures.

7000 SPANISH I

Grade(s): 9 - 12 **Credit(s): 1.0** **Weight: 1.0** **Day(s): 6**

Prerequisite: None

Objectives: Students will begin to explore the Spanish language through the use of the World-Readiness Standards for Learning Languages: Communication, Cultures, Connections, Comparisons, and Communities.

Description: Spanish I is an introduction to the Spanish language and the diverse cultures of Spanish speaking people from around the world. This course covers vocabulary related to greetings, numbers, after-school activities, descriptions of self and others, telling time, foods, asking questions, family, giving dates, clothing, and places and events. In addition, grammar topics will include a study of adjectives, nouns, pronouns, and various regular and irregular present tense verbs. By the end of this course, students will be able to understand and carry on basic conversations in Spanish, read, and write from within the grammatical level studied. They will also gain a better understanding of the Spanish language and its many cultures.

Expectations:
Students will be required to actively participate in classroom discussions, activities and projects. They must keep a grammar, vocabulary, and culture folder/binder.

7010 SPANISH II

Grade(s): 10 - 12 **Credit(s): 1.0** **Weight: 1.0** **Day(s): 6**

Prerequisite: SPANISH I *(Recommended final average in SPANISH I of 85 or above)*

Objectives: Students will begin to explore the Spanish language through the use of the World-Readiness Standards for Learning Languages: Communication, Cultures, Connections, Comparisons, and Communities.

Description: Spanish II is a continuation of the study of the Spanish language and the diverse cultures of Spanish speaking people from around the world. This course covers vocabulary related to household items, chores, sports, parts of the body, making phone calls, daily routines, and vacation and leisure activities. In addition, grammar topics will include a study of affirmative and negative words, adjectives, nouns, pronouns, and various regular and irregular verbs in the preterit tense. By the end of this course, students will be able to understand and carry on conversations in Spanish, read, and write from within the grammatical level studied. They will also gain a better understanding of the Spanish language and its many cultures.

Expectations: Students will be required to actively participate in classroom discussions, activities and projects. They must keep a grammar, vocabulary, and culture folder/binder.

7020 SPANISH III

Grade(s): 11 - 12 **Credit(s): 1.0** **Weight: 1.0** **Day(s): 6**

Prerequisite: SPANISH II *(Required final average in SPANISH II of 85 or above)*

Objectives: Students will begin to explore the Spanish language through the use of the World-Readiness Standards for Learning Languages: Communication, Cultures, Connections, Comparisons, and Communities.

Description: Spanish III is a continuation of the study of the Spanish language and the diverse cultures of Spanish speaking people from around the world. This course covers vocabulary related to going on a trip, sports and health, daily routines, shopping, legends and stories, preparing and describing foods, and making movies. In addition, grammar topics will include a study of adjectives, nouns, pronouns, commands, and various regular and irregular verbs in the preterit, imperfect, subjunctive, and future tenses. By the end of this course, students will be able to understand and carry on conversations in Spanish, read, and write from within the grammatical level studied. They will also gain a better understanding of the Spanish language and its many cultures.

Expectations: Students will be required to actively participate in classroom discussions, activities and projects in Spanish. They must keep a grammar and vocabulary binder, in addition to a composition notebook for journaling purposes. More emphasis will be placed on speaking and writing in Spanish, and participation in the Annual Spanish Festival is required.

7030 SPANISH IV

Grade(s): 12 **Credit(s): 1.0** **Weight: 1.0** **Day(s): 6**

Prerequisite: SPANISH III *(Required final average in SPANISH III of 85 or above)*

Objectives: Students will begin to explore the Spanish language through the use of the World-Readiness Standards for Learning Languages: Communication, Cultures, Connections, Comparisons, and Communities.

Description: Spanish IV is a continuation of the study of the Spanish language and the diverse cultures of Spanish speaking people from around the world. This course covers vocabulary related to camping, extended family, the beach, volunteer activities, media, environmental concerns, social awareness, jobs and careers, group discussions, travel preparations, computers, leisure activities, life in the city, school activities and events, and planning for the future. In addition, grammar topics will include a study of adjectives, nouns, pronouns, familiar and formal commands, and various regular and irregular verbs in the preterit, imperfect, future, conditional, perfect, and subjunctive tenses. By the end of this course, students will be able to understand and carry on conversations in Spanish, read, and write from within the grammatical level studied. They will also gain a better understanding of the Spanish language and its many cultures. More emphasis will be placed on literature, speaking, and writing.

Expectations: Students will be required to actively participate in classroom discussions, activities and projects in Spanish. They must keep a grammar and vocabulary binder, in addition to a composition notebook for journaling purposes. More emphasis will be placed on literature, speaking, and writing in Spanish, and participation in the Annual Spanish Festival is required.

7040 AP SPANISH LANGUAGE

Grade(s): 12 **Credit(s): 1.0** **Weight: 1.10** **Day(s): 6**

Prerequisite: SPANISH IV *(Required final average in SPANISH IV of 85 or above)*

Objectives: The AP Spanish Language course is designed for those students who wish to advance their command of the language and develop proficiency in all four skill areas: speaking, reading, writing, and listening.

Description: Class activities are designed to give students extensive practice in the integration of these skills, thus preparing students to demonstrate their Spanish proficiency level across three communicative modes: Interpersonal (interactive communication), Interpretive (receptive communication) and Presentational (productive communication).
The course is conducted in Spanish and uses authentic written and aural materials.

Listening Expectations:

- Students are expected to listen to a wide variety of spoken material and to identify main ideas and supporting details

Reading Expectations:

- Students are expected to read using a wide variety of printed material; to identify main ideas or plots, describe characters/people involved, analyze sequence of events and language employed through use of true/false activities, reordering of events, character analysis, and comprehension questions.
- Students are expected to raise their level of understanding by relating what is read with personal experiences, perspectives, and opinions.

Writing Expectations:

- Students are expected to write summaries or paraphrase sections of printed material, to write responses to emails and letters, and write analytical and persuasive essays.

Speaking Expectations:

- Students are expected to speak in a variety of modes
- Students are expected to participate in class discussion and collaborate in speaking scenarios and activities entirely in Spanish

Mathematics

The mathematics department at the high school has three recommended sequences that may be followed: the Honors/Advanced Placement sequence, the College Preparatory sequence, and the Technical sequence. Various electives are offered in addition to the required courses. Real world applications are a central theme. Technology is an important instructional tool.

Sequence	Grade 9 Course	Grade 10 Course	Grade 11 Course	Grade 12 Course
Honors/AP	Honors Algebra II	Honors Algebra II *or* Honors Trig	Honors Pre-Calc	AP Calculus *or* Statistics *or* Elective
College Prep	Geometry	Algebra II	Trigonometry	Statistics *or* Pre-Calculus
Technical	Algebra I *or* Algebra IA *or* Integrated Algebra/Geometry	Algebra IB *or* Geometry *or* Integrated Algebra/Geometry	Technical Math *or* Integrated Algebra/Geometry	Technical Math
Elective			Technical Math	Technical Math or or Statistics

Requirements
All students must fulfill the district's graduation requirements of three years of mathematics in grades 9-12. The minimum mathematics requirement is a sequence of Algebra IA, Algebra IB, and Technical Math.

Placement in Courses
To achieve success in mathematics, it is crucial the students be placed in the appropriate course at the appropriate time. Care will be given to assure students have the necessary skills for success in a particular course before enrollment is approved.

3000 ALGEBRA IA **0.5 credits through NCAA*
Grade(s): 9-12 **Credit(s): 1.0** **Weight: 1.0** **Day(s): 6**
Prerequisite: None

Objectives: To become proficient using algebraic expressions and functions and to model real world situations using algebra.

Description: Students will work with the language of algebra, equations, inequalities, functions, simplifying expressions, and graphing.

Expectations: Students are expected to complete classroom and homework assignments and to earn passing grades on quizzes and tests. It is recommended that students planning on taking Geometry and Algebra II earn a final grade of 90 or better.

3001 ALGEBRA IB **0.5 credits through NCAA*
Grade(s): 10-12 **Credit(s): 1.0** **Weight: 1.0** **Day(s): 6**
Prerequisite: Successful completion of Algebra IA

Objectives: To become proficient using algebraic expressions and functions and to model real world situations using algebra.

Description: Students will work with equations, graphs, systems of equations, quadratic functions, square roots, exponents, scientific notation, radicals, factoring and the Pythagorean Theorem.

Expectations: Students are expected to complete classroom and homework assignments and to earn passing grades on quizzes and tests. It is recommended that students planning on taking Geometry and Algebra II earn a final grade of 90 or better.

3010 ALGEBRA I
Grade(s): 9-12 **Credit(s): 1.0** **Weight: 1.0** **Day(s): 6**
Prerequisite: At least an 80% in Pre-Algebra, at least a 70% on the Algebra Readiness test, and recommendation of teacher of record as needed.

Objectives: To become proficient in using algebraic equations and functions; to model real-world situations using Algebra.

Description: Students will work with the language of algebra, equations, functions, inequalities, exponents, right triangles, radical expressions, and polynomials. Integrated throughout the course is work with.

Expectations: Students are expected to complete classroom and daily homework assignments and to earn passing grades on tests and quizzes.

3005 INTEGRATED ALGEBRA & GEOMETRY
Grade(s) 9 - 12 **Credit(s): 1.0** **Weight: 1.0** **Day(s): 6**
Prerequisite: Successful completion of Algebra I or Algebra 1A&B

Prerequisite: Successful completion of Algebra I or Algebra IA & B

Objectives: To master using algebraic equations and functions; to model real-world situations using Algebra. To becoming proficient in using geometric terminology and applications of the postulates, theorems, and corollaries of geometry.

Description: Students will work with the language of algebra, equations, functions, inequalities, exponents, right triangles, radical expressions, and polynomials. Integrated throughout the course is work with graphing. They will work with the language of geometry, reasoning, parallel and perpendicular lines, triangles, quadrilaterals, similarity, right triangle trigonometry, area, volume, and circles.

Expectations: Students are expected to complete classroom and daily homework assignments and to earn passing grades on tests and quizzes.

3170 COMPUTER PROGRAMMING
Grade(s) 9 - 12 **Credit(s): 1.0** **Weight: 1.0** **Day(s): 6**
Prerequisite: Algebra 1

Objectives: To learn the general principles of computer programming and an introductory knowledge of the Python programming language.

Description: This course does not require specific knowledge of programming. Topics include mathematical operations and variables, branching, loops, counters and running totals, non-numeric data, lists and arrays, functions, and an introduction to object-oriented programming.

Expectations: Students will write computer programs to demonstrate their knowledge of specific programming techniques. By the end of the year, students will create a project of their choice. It may be a game

3040 ALGEBRA II
Grade(s): 9 -12 **Credit(s): 1.0** **Weight: 1.0** **Day(s): 6**
Prerequisite: Successful completion of Algebra I & Geometry.

Objectives: To become proficient in using algebraic equations and functions; to model real-world situations using Algebra.

Description: Students will work with the language of algebra, equations, functions, permutations, linear relationships, linear systems, polynomials, probability, and statistics. The types of functions include linear, quadratic, polynomial, exponential, logarithmic, and rational. Integrated throughout the course is work with graphing.

Expectations: Students are expected to complete classroom and daily homework assignments and to earn passing grades on tests and quizzes.

Textbook: 2001 Prentice Hall, Advanced Algebra: Tools for a Changing World, ISBN-10: 0134190114

3020 HONORS ALGEBRA II
Grade(s): 9 **Credit(s): 1.0** **Weight: 1.05** **Day(s): 6**
Prerequisite: Successful completion of an Algebra I and a Geometry course with a recommendation of at least a 92% in Algebra I and Geometry or an 85% in Honors Algebra I and Honors Geometry

Objectives: To become proficient in using algebraic expressions and functions; to model real world situations using algebra.

Description: Students will work with models, functions, permutations, linear relationships, linear systems, quadratic equations, polynomial functions, rational functions, probability, exponential functions, and logarithmic functions. Integrated throughout the course is work with graphing.

Expectations: Students are expected to complete classroom and daily homework assignments and to earn passing grades on tests and quizzes.

Textbook: 2001 Prentice Hall, Advanced Algebra: Tools for a Changing World, ISBN-10: 0134190114

3050 GEOMETRY

Grade(s): 9-12 **Credit(s): 1.0** **Weight: 1.0** **Day(s): 6**

Prerequisite: Successful completion of Algebra I, or Algebra IA/IB , & Integrated Algebra & Geometry

Objectives: To become proficient in using geometric terminology and reason deductively using the postulates, theorems, and corollaries of geometry.

Description: Students will work with the language of geometry, reasoning, proof, parallel and perpendicular lines, triangles, quadrilaterals, similarity, right triangle trigonometry, area, volume, circles, and constructions.

Expectations: Students are expected to complete classroom and daily homework assignments and to earn passing grades on tests and quizzes.

Textbook: 2008 Prentice Hall, Geometry, ISBN-10: 0133659488

3070 TRIGONOMETRY

Grade(s): 10-12 **Credit(s): 1.0** **Weight: 1.0** **Day(s): 6**

Prerequisite: Successful completion of Algebra I, Algebra II, and Geometry.

Objectives: To become proficient in the use of trigonometric functions as applicable to real world situations and to achieve the necessary knowledge to become proficient in Advanced Algebra topics needed to be successful in Calculus or your college mathematics course.

Description: Students will work with trigonometric functions, acute angles, right triangles, radian and degree measures, unit circle, trigonometric identities, inverse circular functions, trigonometric equations, graphing the six trigonometric functions and applications of trigonometry and vectors will also be covered.

Expectations: Students are expected to complete classroom and daily homework assignments and to earn passing grades on tests and quizzes.

Textbook: 2001 Addison-Wesley, Lial Hornsby Schneider, Trigonometry, ISBN-10: 032108599X

3100 PRE-CALCULUS

Grade(s): 11-12 **Credit(s): 1.0** **Weight: 1.0** **Day(s): 6**

Prerequisite: Successful completion of Algebra I, Algebra II, and Geometry with a recommendation of at least and 80% in Honors Algebra II or a 92% in Algebra II.

Objectives: To achieve the necessary knowledge to become proficient in Advanced Algebra topics needed to be successful in Calculus or your college mathematics course.

Description: They will work with Advanced Algebra topics including linear, polynomial, radical, exponential, and logarithmic functions, conics (circles, parabolas, ellipses, and hyperbolas), and sequences and series(arithmetic and geometric). Integrated throughout the course is working with graphing, real world problems and geometry.

Expectations: Students are expected to complete classroom and daily homework assignments and to earn passing grades on tests and quizzes. It is recommended students who plan to take AP Calculus (AB) should earn at least an 80%.

3125 HONORS TRIGONOMETRY

Grade(s): 10 or 11 **Credit(s): 1.0** **Weight: 1.05** **Day(s): 6**

Prerequisite: Successful completion of Algebra I, Honors Algebra II, and Geometry with a recommendation of at least an 85% in Honors Algebra II.

Objectives: To become proficient in the use of trigonometric functions as applicable to real world situations and to achieve the necessary knowledge to become proficient in Advanced Algebra topics needed to be successful in Calculus or your college mathematics course.

Description: Students will work with trigonometric functions, acute angles, right triangles, radian and degree measures, unit circle, trigonometric identities, inverse circular functions, trigonometric equations, complex numbers, and polar functions, graphing the six trigonometric functions and applications of trigonometry and vectors will also be covered.

Expectations: Students are expected to complete classroom and daily homework assignments and to earn passing grades on tests and quizzes. They will be expected to present their work to the whole class at times during the year. It is recommended students who plan to take AP Calculus (AB) should earn at least an 85%.

Textbook: 2001 Addison-Wesley, Lial Hornsby Schneider, Trigonometry, ISBN-10: 032108599X

3130 HONORS PRE-CALCULUS

Grade(s): 11 or 12 **Credit(s): 1.0** **Weight: 1.05** **Day(s): 6**

Prerequisite: Successful completion of Algebra I, Algebra II, and Geometry with a recommendation of at least an 80% in Honors Trigonometry.

Objectives: To achieve the necessary knowledge to become proficient in Advanced Algebra topics needed to be successful in Calculus or your college mathematics course.

Description: They will work with Advanced Algebra topics including linear, polynomial, radical, exponential, and logarithmic functions, conics(circles, parabolas, ellipses, and hyperbolas), and sequences and series(arithmetic and geometric). Integrated throughout the course is working with graphing, real world problems, geometry.

Expectations: Students are expected to complete classroom and daily homework assignments and to earn passing grades on tests and quizzes. It is recommended students who plan to take AP Calculus (AB) should earn at least an 80%.

3080 TECHNICAL MATH

Grade(s): 11 and 12 **Credit(s): 1.0** **Weight: 1.0** **Day(s): 6**

Prerequisite: Students must have passed Algebra I or Algebra IA and Algebra IB

Objectives: To prepare students to be successful in applying mathematical concepts.

Description: Students will work with basic algebraic concepts, right triangular trigonometry, applied geometry, ratio and proportions, and variation problems. Emphasis on technical application as well as using technology.

Expectations: Students are expected to complete classroom and daily assignments and to earn passing grades on projects.

3140 ADVANCED PLACEMENT CALCULUS (AB)
Grade(s): 12 **Credit(s): 1.0** **Weight: 1.10** **Day(s): 6**
Prerequisite: Honors Pre-Calculus

Objectives: To gain the necessary knowledge to pass the AP Calculus (AB) exam in early May and earn college credit or placement while still in high school.

Description: Students will learn the rules of Calculus: limits, differentiation, and integration. Emphasis will be placed on the application of the rules not simply on the processes themselves. Use of a graphing calculator will be integrated throughout the course.

Expectations: Students are expected to complete classroom and daily homework assignments including sample free response questions and to earn passing grades on tests and quizzes. They will be expected to present their work to the whole class.

3150 STATISTICS
Grade(s): 12 **Credit(s): 1.0** **Weight: 1.0** **Day(s): 6**
Prerequisite: Successful completion of Algebra II or Honors Algebra II.

Objectives: To become proficient using concepts of statistics and probability and to model real world situations using statistics and probability.

Description: Students will work with frequency distributions and graphs, probability and counting rules, discrete probability and normal distributions, confidence intervals, hypothesis testing, and different types of variances.

Expectations: Students are expected to complete classroom and homework assignments and to earn passing grades on quizzes and tests.

Music

Much has been written about music and the aesthetic growth that comes from study, performing and listening to music. Plato said that there is no other discipline of education that can train the soul. Shakespeare said that music has charms to soothe the savage beast. And Longfellow wrote that music is the universal language.

It is our sincere desire to teach a love of music, make students musicians for life, as well as teaching the art of performing music. We hope to do this through performance ensembles such as Band, Chorus, and Jazz Band. These ensembles are co-curricular courses and have requirements that extend beyond the school day. Other music electives offer opportunities for students to excel in Instrumental Lessons and Music Theory.

6000 MUSIC THEORY I
Grade(s): 9-12 **Credit(s): 0.5** **Weight: 1.0** **Day(s): 3**
Prerequisite: Must be able to read music

Objectives: To provide the opportunity for each student to: (1) participate in a music program that reflects the continuing advancements in music education; (2) understand the importance of scale; (3) identify scales, intervals, triads, and their tonal qualities; (4) become competent at harmonizing melodies with I, IV, and V chords; (5) write a simple ABA style composition; (6) foster creativity; (7) promote a lifetime of enjoyment and participation in music at a higher level.

Description: Class meets every day. Students will be taught the following Musical concepts: (1) Notation – Students will learn rules and skills of music notation and will be able to apply these skills in preparing a musical manuscript. (2) Scales, Tonality, Key, and Mode – students will learn to write diatonic, chromatic, pentatonic, whole tone, and blues scales. They will also write the Dorian and Mixolydian Modes. Students will learn the concepts of tonality, scale relationship, and transposition. (3) Intervals and Transportation – Students will learn to apply the scale concepts in building musical intervals. Students will also use the new skills they've learned with interval building to become proficient at transposing from one scale to another. (4) Chords – Students will be able to write major, minor, augmented, and diminished triads. Students will also learn these concepts: scale degrees, chord position, primary and secondary triads, and seventh chords. (5) Cadences and Non-Harmonic Tones – Students will begin to learn the structural elements of musical composition by learning the following concepts: harmonic cadence, rhythmic cadences, phrase, and non-harmonic tones. Students will be able to compose their own original music phrases that are complete harmonic phrases with fundamental cadences. (6) Melodic Organization – Students will learn the following melodic concepts: motive, sequence, phrase, and period. Students will be able to compose their own original musical phrases that are complete harmonic phrases with fundamental cadences. (7) Original Composition Projects – Students will apply the skills and concepts that they have learned to produce several original compositions and several arrangements of existing melodies.

Expectations: This course will include participation in all class projects. Each student will produce a mixed-media portfolio at the end of each year that demonstrates each student's participation in the class projects. The portfolio will be the biggest consideration in determining grades for this course.

6010 MUSIC THEORY II
Grade(s): 10-12 **Credit(s): 0.5** **Weight: 1.0** **Day(s): 3**
Prerequisite: Must be able to read music and Music Theory I

Objectives: To provide the opportunity for each student to: (1) participate in a music program that reflects the continuing advancements in music education; (2) understand the importance of scale; (3) identify scales, intervals, triads, and their tonal qualities; (4) become competent at harmonizing melodies with I, IV, and V chords; (5) write a simple ABA style composition; (6) foster creativity; (7) promote a lifetime of enjoyment and participation in music at a higher level.

Description: Class meets every day. Students will be taught the following Musical concepts: (1) Notation – Students will learn rules and skills of music notation and will be able to apply these skills in preparing a musical manuscript. (2) Scales, Tonality, Key, and Mode – students will learn to write diatonic, chromatic, pentatonic, whole tone, and blues scales. They will also write the Dorian and Mixolydian Modes. Students will learn the concepts of tonality, scale relationship, and transposition. (3) Intervals and Transportation – Students will learn to apply the scale concepts in building musical intervals. Students will also use the new skills they've learned with interval building to become proficient at transposing from one scale to another. (4) Chords – Students will be able to write major, minor, augmented, and diminished triads. Students will also learn these concepts: scale degrees, chord position, primary and secondary triads, and seventh chords. (5) Cadences and Non-Harmonic Tones – Students will begin to learn the structural elements of musical composition by learning the following concepts: harmonic cadence, rhythmic cadences, phrase, and non-harmonic tones. Students will be able to compose their own original music phrases that are complete harmonic phrases with fundamental cadences. (6) Melodic Organization – Students will learn the following melodic concepts: motive, sequence, phrase, and period. Students will be able to compose their own original musical phrases that are complete harmonic phrases with fundamental cadences. (7) Original Composition Projects – Students will apply the skills and concepts that they have learned to produce several original compositions and several arrangements of existing melodies.

Expectations: This course will include participation in all class projects. Each student will produce a mixed-media portfolio at the end of each year that demonstrates each student's participation in the class projects. The portfolio will be the biggest consideration in determining grades for this course.

6100 CONCERT CHOIR
Grade(s): 9-12 **Credit(s): 0.5** **Weight: 1.0** **Day(s): 3**
Prerequisite: To become a member of this choir, students must audition for the director.

Objectives: Students (1) *Create* by utilizing musical elements to realize original music ideas through performance, (2) *Listen/Respond* by critically assessing music performances which reflect a wide diversity of peoples, styles, and times, (3) *Perform* individually and within an ensemble using various textures and styles.

Description: Concert Choir is a mixed (SATB), non-auditioned ensemble that meets on odd days. During rehearsals the following topics/skills will be covered: an eclectic repertoire of style and origin, music reading skills, aural skills, voice range, and proper singing techniques. Repertoire will be performed at concerts scheduled throughout the school year. As a member of this choir, students are eligible to audition for the 'ville Harmonic Vocal Ensemble (auditioned extra-curricular choir) and music festivals (District, Regional, and State Choir).

Expectations: Marking period grades will be determined by class participation, concert and dress rehearsal attendance, in-class evaluations, and sight-singing quizzes. Each student is expected to do his or her best to become an independent singer, contribute to the group in a positive manner, and strive for excellence.

6160 APPLIED LESSONS
Grade(s): 9-12 **Credit(s): 0.5** **Weight: 1.0** **Day(s): 3**
Prerequisite: Current member of the band program.

Objectives: To provide the opportunity for each student to (1) participate in a music program that reflects the continuing advancements in music education; (2) sequentially develop the comprehensive cognitive and physical requisites, musical literacy, and affective concepts to perform and enjoy music; (3) foster creativity; (4) experience our rich local and national musical heritage through performances; (5) develop a sense of self-worth, sense of community, and understand and contribute to our culture and aesthetic sensitivity; (6) promote a lifetime of enjoyment and participation in music performance.

Description: Class meets once a week. Students will be taught the proper instrumental techniques. Emphasis will be placed on developing comprehensive musicianship through instrumental performances. Subjects covered include idiomatic tone quality, musical performance techniques, all major and minor scales, and music reading skills.

Expectations: This course will include participation in both the marching and concert band. Attendance at all classes and the ability to show evidence of mastery of your instrument are the biggest considerations in determining grades for this course.

6200 BAND
Grades(s): 9-12 **Credit(s): 0.5** **Weight: 1.0** **Day(s): 3**
Prerequisite: Current member of the band program

Objectives: To provide the opportunity for each student to (1) participate in a music program that reflects the continuing advancements in music education; (2) sequentially develop the comprehensive cognitive and physical requisites, musical literacy, and affective concepts to perform and enjoy music; (3) foster creativity; (4) experience our rich local and national musical heritage through performances; (5) develop a sense of self-worth, sense of community, and understand and contribute to our culture and aesthetic sensitivity; (6) promote a lifetime of enjoyment and participation in music performance.

Description: Class meets days. Students will be taught the proper instrumental and ensemble techniques. Emphasis will be placed on developing comprehensive musicianship through ensemble performances. Subjects covered include idiomatic tone quality, musical performance techniques, all major and minor scales, and music reading skills.

Expectations: This course will include participation in both marching and concert band. Attendance at all rehearsals and performances is the biggest consideration in determining grades for this course.

Physical Education and Health

Department consists of physical education/health and strength training/health.

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650 INTRO TO PHYSICAL EDUCATION/HEALTH
Grade(s): 9 *REQUIRED* **Credit(s): 0.5** **Weight: 1.0** **Day(s): 3**
Prerequisite: Required

Objectives: To have an introductory class to our physical education program at the high school that creates a foundation to build upon during 10th, 11th, and 12th grades.

Description: Each 9th grader will have physical education every day for a marking period. Each week the students will be learning a different sport or activity. Soccer, Flag Football, Volleyball, Strength Training, Basketball, Speedball, Circuit Training, Floor Hockey, Lacrosse, Badminton, and/or Softball will be some of the activities offered. The classes will vary a little due to weather and facilities. The class will give the students opportunity to learn the basics of several different sports.

Expectations: This class will be used as an introduction to High School Physical Education as well as an opportunity to learn new skills and activities with their peers and allow Physical Education Teachers to build on skills and knowledge of activities that they already have. We will offer a wide variety of activities so they will know if they would like to take a regular Physical Education class or a Strength Training class.

8000 PHYSICAL EDUCATION
Grade(s): 10-12 **Credit(s): 0.5** **Weight: 1.0** **Day(s): 3**
Prerequisite: Required

Objectives: To help students learn and use essential knowledge concerning personal health and fitness. To provide students opportunities to practice skills, games, and activities related to making wise decisions and actions concerning their own lifetime health and fitness habits.

Description: Physical Education class meets 3 times in the 6 day cycle. Students will meet on days 1,3,5 or 2,4,6. Classes will participate in sports and activities or Wellness Center training on alternate days. Sports include soccer, football, basketball, floor hockey, field hockey, volleyball, softball, baseball, track and field, speedball and kickball. Wellness Center days will include various forms of cardiovascular work (treadmills, elliptical, bikes, etc.), strength training, flexibility training, ab work, walking/running programs, nutrition, muscle study, weight management, body mass index, fitness testing and other health and fitness related issues.

Expectations: Students will be expected to participate in all activities unless medically or otherwise excused. Physical Education folders and homework assignments are also a required part of class. Physical Education clothing will be required for each class. Students will be expected to follow instructions efficiently and complete all class, homework and activity assignments.

8050 STRENGTH TRAINING FOR LIFE
Grade(s): 10-12 Credit(s): 0.5 Weight: 1.0 Day(s): 3
Prerequisite: Must complete freshman year of high school to be eligible to elect Strength Training for Life.

Objectives: To provide our students the knowledge, techniques, and skill to live a long, healthy lifestyle.
Description: The course can be chosen as an elective or may be chosen as a student's Physical Education requirement. This course creates a more in-depth offering of skills, drills, techniques, and academic challenges focusing on the total body and mind development.

Expectations: The students will leave Montoursville Area High School and will eventually enter the working world with the confidence and knowledge to live a healthy emotional, mental, and physical lifestyle.

Science

The Science Department curriculum is designed to provide students with a firm foundation of basic scientific principles through lecture and laboratory work. It strives to have students learn these principles through inquiry-based laboratories and "real-world" sciences.

Sequence	Grade 9 Course	Grade 10 Course	Grade 11 Course	Grade 12 Course
College Prep – 4 year	Life & Physical Science *or* Honors Biology	Biology *and* Honors Chemistry *and/or* Chemistry *and/or* Electives	Electives	Electives
College Prep – 2 year	Life & Physical Science *or* Honors Biology	Biology	Chemistry, Honors Chemistry *or* Electives	Electives
Technical	Life & Physical Science	Biology	STEM *or* Environmental *or* Chemistry	Electives
Elective		AP Biology (if Honors was taken in 9th) Environmental Science STEM Medical Terminology Animal Husbandry Botanical Science Agri-Culinary Science	AP Biology AP Chemistry AP Environmental Sci Environmental Science STEM Anatomy & Physiology Physics Medical Terminology Animal Husbandry Botanical Science Agri-Culinary Science	AP Biology AP Chemistry AP Physics AP Environmental Sci. Environmental Science STEM Anatomy & Physiology Med Careers Medical Terminology Animal Husbandry Botanical Science Agri-Culinary Science

4000 LIFE & PHYSICAL SCIENCE

Grade(s): 9 **Credit(s): 1.0** **Weight: 1.0** **Day(s): 6**

Prerequisite: None

Objectives: The objective of the course is to expose students to the fundamentals as well as practical principles of chemistry and physics through classroom discussion and laboratory investigation.

Description: The subject of physical science is specifically aimed at laying the foundations of physics and chemistry as they pertain to practical applications. Students will be exposed to a wide array of topics ranging from metrics & measurement, thermodynamic principles, matter, atomic structure, the Periodic Table and periodicity, chemical bonding, and acids, bases, and salts in chemistry to Newton's Laws of Motion, forces, forces in fluids, and simple machines in physics. Students will gain an appreciation for how scientific data is obtained by participating in many open-ended laboratory investigations. They will use learned scientific techniques and principles to analyze results and draw conclusions following the scientific method. Students will be assessed in various manners such as class participation, group projects, individual projects, labs, homework, quizzes, and exams.

Expectations: Students in physical science will be expected to correlate lecture material to laboratory experiments or investigations to practical, real-life situations. To satisfactorily complete these tasks, students will be expected to engage themselves in classroom discussions, actively complete daily homework assignments, and immerse themselves in assigned laboratory, group and individual projects. Students will be required to take a final examination for the course.

4010 HONORS BIOLOGY 

Grade(s): 9-10 **Credit(s): 1.5** **Weight: 1.05** **Day(s): 9**

Prerequisite: This course is taught as a pre-AP Biology course. Expectations and rigor for this course are high. Recommendation from Middle School Science teacher required for incoming freshmen. Sophomore selection requires a 93% average in life and physical science.

Objectives: To introduce and provide students with an in-depth study of the basic principles, requirements and function of living organisms.

Description: Biology is the study of living organisms, as such it will focus on: (1) the requirements of life; (2) the processes required to maintain life; (3) the characteristics of living organisms. Students will achieve this knowledge through a variety of means including lecture, lab investigations, and classroom activities and projects. Assessment of student understanding will be conducted through class participation, group or individual activities, lab investigations, homework, quizzes, and tests. Students will: (1) conduct and analyze experiments and lab investigations; (2) apply basic chemistry principles to biological process; (3) demonstrate an understanding of cell structures and processes; (4) compare and contrast various biological processes (i.e. photosynthesis/cellular respiration, transcription/translation); (5) compare and contrast DNA and RNA; (6) apply concepts of genetics and genetic laws; (7) examine the evidence that life changes over time; (8) investigate ecological diversity and relationships between plants, animals, and society.

Expectations: Students in Honors Biology will be expected to correlate lecture material to laboratory investigations. Students will be expected to work collaboratively in a laboratory setting to problem solve, brainstorm, and analyze investigations in a way that demonstrates an understanding of the laboratory work. Students will be expected to complete classwork and homework assignments, engage in classroom discussions, and to perform at their highest possible level. Students should expect to study 15 minutes every night. Students will be required to complete a midterm and final examination for this course.

4020 BIOLOGY 

Grade(s): 10-12 **Credit(s): 1.0** **Weight: 1.0** **Day(s): 6**

Prerequisite: Life & Physical Science

Objectives: To introduce students to the basic principles, requirements, and function of living organisms.
Description: Biology is the study of living organisms, as such it will focus on: (1) the requirements of life; (2) the processes required to maintain life; (3) the characteristics of living organisms. Students will achieve this knowledge through a variety of means including lecture, lab investigations, and classroom activities and projects. Assessment of student understanding will be conducted through class participation, group or individual activities, lab investigations, homework, quizzes, and tests. Students will: (1) conduct and analyze experiments and lab investigations; (2) apply basic chemistry principles to biological process; (3) demonstrate an understanding of cell structures and processes; (4) compare and contrast various biological processes (i.e. photosynthesis/ cellular respiration, transcription/translation); (5) compare and contrast DNA and RNA; (6) apply concepts of genetics and genetic laws; (7) examine the evidence that life changes over time; (8) investigate ecological diversity and relationships between plants, animals, and society.

Expectations: Students in Biology will be expected to correlate lecture material to laboratory investigations. Students will be expected to work collaboratively in a laboratory setting to problem solve, brainstorm, and analyze investigations in a way that demonstrates an understanding of the laboratory work. Students will be expected to complete classwork and homework assignments, engage in classroom discussions, and to perform at their highest possible level. Students will be required to complete a midterm and final examination for this course.

4031 PHYSICS

Grade(s): 11-12 **Credit(s): 1.0** **Weight: 1.0** **Day(s): 6**

Prerequisite: Must pass Algebra II or teacher recommendation

Objectives: To help students understand the physical world as interplay between observation, experiment, mathematics, and theory.

Description: A hands-on, project-oriented course offering general background for college-bound students or non-college-bound students projecting a science-related field. Motion is fundamental to the physical world and much of the first marking period will be devoted to describing and explaining motion. Successive marking periods will cover momentum and energy, light and sound, and lastly, electricity and magnetism.

Expectations: Students are expected to arrive on time, be prepared for class, and be respectful towards others. They are expected to work individually and as part of a team. They are expected to complete assignments involving bookwork, essays, and laboratory work. All exams are open notes, and thus, maintaining a quality notebook is encouraged.

4050 ENVIRONMENTAL SCIENCE

Grade(s): 10-12 **Credit(s): 1.0** **Weight: 1.0** **Day(s): 6**

Prerequisite: Must have completed Biology or Honors Biology

Objectives: To understand and develop an appreciation for the delicate balance between human actions and the impacts of those actions on the planet.

Description: Environmental science is the study of the natural sciences in an interdisciplinary context that always includes consideration of people and how they have influenced various systems around us. It includes many aspects of Ecology, basic biology, environmental science, and current events are used to examine the earth. Topics include natural resources, population, pollution, ecosystems, biogeochemical cycles, conservation, agriculture, renewable energy, PA flora and fauna identification, and biodiversity. Students are made aware of environmental phenomena and damage as well as practical solutions to these global issues. Global issues are made relevant by explaining their effect on Montoursville, Pennsylvania. Students will engage in these issues through investigative labs, projects, activities, and various assessments.

Expectations: Students are expected to understand the impact of their actions on their environment. Independent of their opinion on climate change, global economy, and environmental damage, students should take from. They will also be expected to link concepts discussed in class and use critical thinking skills to apply them to real world and local situations. Students will also be expected to practice self-discipline and ensure they follow through with class procedures. They must also work effectively, respectfully, and professionally on classwork.

4060 HONORS CHEMISTRY

Grade(s): 10-12 **Credit(s): 1.5** **Weight: 1.05** **Day(s): 9**

Prerequisite: Students must have passed Algebra II or concurrently enrolled. They must also have passed Honors Biology or Biology (at the recommendation of the current science teacher).

Objectives: The objective of the course is: (1) to acquaint students with scientific ideals in chemistry; (2) to develop necessary skills for students to handle and manipulate materials and equipment in the collection of data; (3) to develop students' attitudes and curiosity with chemical phenomena.

Description: Honors chemistry is the study of the composition of matter and the changes it undergoes. It is also a course that is wrought with rigor and is designed as a college preparatory class. Students will investigate such topics as chemical reactions, predictions and analysis of related unknown quantities using stoichiometry, atomic structure & periodicity, gas laws and their relationships, chemical reactivity, chemical bonding, acid-base chemistry, and molecular compositions of various chemical states. Mathematical interpretation will be emphasized throughout each chemical principle. Laboratory techniques, including data collection, interpretation of results, and scientific writing, as it applies to chemical theory, will be significantly stressed. Students will be assessed in many forms such as, laboratory work, homework, quizzes, and exams.

Expectations: Students in honors chemistry will be expected to use lecture material as a vehicle for laboratory experimentation and comprehension Students will be expected to analyze laboratory results, make calculations with collected data, complete observations, and incorporate theses into a scientific lab report. In order to satisfactorily complete these tasks, students will be expected to engage themselves in classroom discussions, actively complete daily homework assignments, and immerse themselves in assigned laboratory investigations. This is a college preparatory class, and students will be expected to complete more involved and in-depth course assignments compared to the Chemistry course. Students will be required to take both a mid-term and final examination for the course.

4070 CHEMISTRY

Grade(s): 10 - 12 **Credit(s): 1.0** **Weight: 1.0** **Day(s): 6**

Prerequisite: Successful completion of Algebra I, IB, or by teacher recommendation. Must have passed Biology

Objectives: The objective of the course is to provide students with an overall general foundation of chemical principles and ideals, as well as to make tangible connections between those chemical phenomena and the real world. Students will use those connections to gain a better appreciation for society and their surroundings.

Description: Chemistry is an introductory-level course designed to allow students to investigate chemical principles as well as allow students the opportunity to research daily chemical phenomena. It is a course designed for all students, as a significant emphasis will be placed on learning chemical ideology that can be applied to life situations. Some of the course topics that students will investigate include gas laws and their relationships, periodic table and periodic table trends, chemical reactivity, stoichiometry, chemical bonding, and acid-base chemistry. Throughout the course, students will engage in problem-solving situations as well as decision-making laboratory experiments utilizing learned techniques, including data collection, interpretation of results, and scientific writing. All of these components will be stressed so as to understand the importance of careful observation of the world around us. Students will be assessed in many aspects such as class participation, laboratory work, projects, homework, quizzes, and exams.

Expectations: Students will be expected to integrate knowledge obtained from lecture material and laboratory experimentation in order to explain various real world problem-solving situations. Students will be expected to analyze laboratory results, data calculations, and observations and incorporate them into a scientific report. In order to satisfactorily complete these tasks, students will be expected to engage themselves in classroom discussions, actively complete daily homework assignments, and immerse themselves in assigned laboratory investigations and projects. Students will be required to take a mid-term and final examination for the course.

4075 S.T.E.M.
Grade(s): 10 - 12 **Credit(s): 1.0** **Weight: 1.0** **Day(s): 6**
Prerequisite: None

Objectives: S.T.E.M., or Science, Technology, Engineering, and Mathematics is a course that will have students perform inquiry-based investigations on topics such as alternative energies, climate change, force and motion, ecology, electricity, forensics, land use, or any other relevant problem presented in current time.

Description: STEM (Science, Technology, Engineering, and Math) is an integrated, interdisciplinary, and project-based approach to learning. It encourages curiosity, creativity, artistic expression, collaboration, computational thinking, communication, problem solving, critical thinking, and design thinking. Students looking for exposure in career pathways for engineering, environmental, manufacturing, inventing, renewable energy, as well as science and technology will use foundational skills necessary for all mentioned fields. S.T.E.M. will supply students the freedom to direct their own learning during investigations they design, which will encourage student ownership of the learning process and allow small groups of students to work towards a common goal while practicing soft skills. Due to being largely performance-based students will be assessed primarily on their work ethic, motivation, effort, and follow through.

Expectations: Students will be expected to work in small groups, drive instruction, explore through investigations, and move the whole class towards a common goal. Students will also be expected to practice self-discipline and ensure they follow through with class procedures. They must also work effectively, respectfully, and professionally on classwork.

4110 ANATOMY & PHYSIOLOGY
Grade(s): 10-12 (10th graders based on Teacher Recommendation)
Credit(s): 1.5 **Weight: 1.05** **Day(s): 9**

Prerequisite: Successfully completed Biology and completed or currently enrolled in Chemistry, Physics, S.T.E.M. Those with only S.T.E.M. must be approved through the counselor who will clear it with the teachers.

Objectives: (1) To have an understanding of the general principles of anatomy and physiology; (2) to have a thorough knowledge of the structure(s) and function(s) of the following organ systems of the human body: digestive, cardiovascular, skeletal, respiratory, excretory, reproductive, nervous, muscular, endocrine, and integumentary; (3) to have a general understanding of the physiological diseases and disorders that occur within the human body; (4) to develop skills to function effectively in laboratory situations; (5) to develop an appreciation for their own body by focusing on lifestyle and health.

Description: The main focus of the course will be exploring the human body by unifying themes. These three integrating themes are (1) interrelationships of body organ systems; (2) homeostasis and (3) complementarity of structure and function. Demonstrations and labs will be used to reinforce topics of discussion, as well as computer software and the Internet.

Expectations: Students are expected to complete classroom and daily homework assignments and to earn passing grades on assessments. Students will be expected to work in groups cooperatively and collaboratively when working on performance tasks as well as laboratory situations. They will be expected to present work to the teacher, small groups, and the whole class. Finally, all students will be required to participate in the Feline (cat) dissection, which consists of nearly a marking period of grades. There is no alternative assignment for this dissection.

4090 ADVANCED PLACEMENT CHEMISTRY
Grade(s): 11-12 **Credit(s): 1.0** **Weight: 1.10** **Day(s): 6**

Prerequisite: Honors Chemistry and excellence in mathematical courses and standardized mathematical testing are recommended. It is recommended that you take Honors Pre-Calculus or AP Calculus, along with Honors Physics at the same time of this course. If you are uncertain about meeting the prerequisite or recommended requirements, a conference with the AP instructor is recommended.

Objectives: The objective of the course is: (1) to prepare students for the AP test; (2) to prepare students for college level chemistry; (3) to further the investigation of the chemical principles developed in Honors Chemistry.

Description: AP Chemistry is an internationally recognized curriculum. The course material is a rigorous exploration of chemical principles that are the equivalent of a freshmen college level chemistry course. Students wishing to pursue a science, engineering, or medical career are ideal candidates for this course.

Expectations: To succeed in AP Chemistry a student needs to: (1) demonstrate a commitment to excellence in preparation for the standardized AP test; (2) complete extensive homework assignments; (3) work as an effective team member during cooperative testing assignments; (4) complete tests, quizzes, and laboratory assignments/reports. Students will be required to take a mid-term and final examination for the course.

4140 ADVANCED PLACEMENT PHYSICS 1

Grade(s): 12 **Credit(s): 1.5** **Weight: 1.10** **Day(s): 6**

Prerequisite: Successful completion of a Keystone algebra course; successful completion of a physics course.

Objectives: To offer students a college-level, algebra-based physics course emphasizing inquiry-based learning.

Description: The content of this course is that which is required for the AP Physics I exam. The course explores a variety of fundamental physics concepts, including: kinematics (the study of motion in one and two dimensions), dynamics (the analysis of forces and Newton's law of motion), energy (understanding work, energy, and power including conservation laws), momentum (the principles of momentum and impulse), waves (exploring mechanical waves and sound), and electricity (introduction to simple circuits and basic electrical concepts).

Expectations: Students are expected to arrive on time, be prepared for class, and be respectful towards others. They are expected to work individually and as part of a team. They are expected to complete assignments involving bookwork, essays, and laboratory work. They are expected to take the national exam administered in May.

4120 ADVANCED PLACEMENT BIOLOGY

Grade(s): 10-12 **Credit(s): 1.0** **Weight: 1.10** **Day(s): 6**

Prerequisite: Successful completion of Honors Biology or Biology (with recommendation of Biology teacher); successful completion or concurrent enrollment in Honors Chemistry or Chemistry.

Objectives: The objectives of this course are (1) to prepare students to successfully take the AP® Biology exam; (2) to prepare students for college level Biology; (3) to further develop critical thinking skills and science practices.

Description: AP® Biology follows the Course and Exam Description provided by The College Board. The course is designed to offer students a solid curriculum in introductory college-level biology. Students interested in pursuing a career in biology, environmental science, medicine, or other life science fields are ideal candidates for this course.

Expectations: Students will be expected to come to class prepared with all required materials for class and any questions from the previous day's material. Students will be expected to complete and submit all assignments on time and should expect to study at least 15 minutes each night. All students will be required to function as a member of a group as well as individually in laboratory situations and will be expected to utilize critical thinking skills and science practices to design, conduct, and analyze various laboratory investigations.

4130 ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

Grade(s): 11-12 **Credit(s): 1.0** **Weight: 1.10** **Day(s): 6**

Prerequisite: Successful completion of Honors Biology or Biology with a teacher recommendation.

Objectives: To supply a conceptual framework which promotes future success in college undergraduate environmental studies.

Description: AP Environmental Science is an undergraduate level course designed for students who wish to pursue a college degree in the fields of environmental science, ecology, wildlife, resource management, etc. The course will include a laboratory part and will push students to draw connections between human actions and consequences. Students will be asked to apply a wide range of scientific concepts from Biology, Chemistry, and Earth Science to natural and man-made problems. They will also use scientific principles, concepts, and relevant methodologies to understand the interrelationships of the natural world, identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them.

Expectations: Students will work at a level equal with a college undergraduate science course. Students will also be expected to practice self-discipline and ensure they follow through with class procedures. They must also work effectively, respectfully, and professionally on classwork.

4200 MED CAREERS

Grade(s): 12 **Credit(s): 1.5** **Weight: 1.05** **Day(s): 9**

Prerequisite: Successful completion of Biology, Chemistry, Anatomy & Physiology (pre- or corequisite), Medical Terminology (pre- or corequisite). There will also be an application that will require 3 teacher recommendations. Students will be required to obtain their Child Abuse History Clearance (CY113), Federal Criminal History Record Information (CHRI-Fingerprint), and the Pennsylvania Criminal Access to Criminal History (Act 34). **Flu Shots and COVID vaccinations are required per Geisinger employee standards**.

Objectives: The objective of this course is to teach students about the science needed in the medical field. In addition to coursework and through a partnership with Geisinger Health System, students will also have real-world hospital experiences while working as a student co-op Nursing Assistant.

Description: The course is intended for those students interested in pursuing a career in Nursing. The course will cover a review of basic medical terminology, anatomical vocabulary and gross anatomy, as well as Health Insurance Portability and Accountability Act (HIPAA), universal precautions, principles of Health Science and CPR and First Aid Certifications (Basic Life Support through American Heart Association). Students will also spend 35 weeks (1 day per week) as a student co-op Nursing Assistant Geisinger Medical Center in Danville. Bus transportation will be provided to these experiences. They will be paid internships.

Expectations: Students are expected to come to class prepared for that day's activities. This means they should have all the required materials for class, homework should be completed and any questions from the previous day's material. Students will be expected to be respectful of other students and classroom instructors. All students will be required to function as a member of a group and by themselves in laboratory situations. Students will maintain a professional appearance and attitude when at the medical center. All students are expected to be in school Thursday's following Geisinger unless ill with a doctor's excuse. Minimal absences are expected, as students are already missing 1 school day each week.

Students will be chosen based on the following criteria: school attendance, work ethic, desire to work in a medical career, and 3 teacher recommendations.

4205 MEDICAL TERMINOLOGY (Standalone Course) – DUAL ENROLLMENT (PENN COLLEGE)
Grades(s): 11-12
Credit(s): 0.5 **Weight: 1.075** **Day(s): 3 (Standalone)**
Prerequisite: None
Objectives: This standalone course in medical terminology offers a comprehensive introduction to medical terminology and the human body, emphasizing the interconnectedness of various systems in health and disease. You will explore critical topics such as the musculoskeletal, cardiovascular, and respiratory systems, as well as the lymphatic and immune systems.

Expectations: This is a college level course and therefore college-level work is expected from the students enrolled in this class.

This course is a standalone 3-day/week course and may be taken outside of MED CAREERS and is only a 0.5 credit course opportunity.

Social Studies

Sequence	Grade 9 Course	Grade 10 Course	Grade 11 Course	Grade 12 Course
Honors/AP	Honors Civics and Government	AP US History	AP World History	Honors CSS, AP Government & Politics, AP Macro/Microeconomics, AP Psychology
College Prep	Honors Civics and Government	AP US History	AP World History	Honors CSS or CSS, AP Government & Politics, AP Macro/Microeconomics, AP Psychology
Academic	Civics	US History	World History	CSS
Elective		Law	Law The Cold War Psychology AP Psychology AP Government and Politics AP Macro/Microeconomics	Law The Cold War Psychology AP Psychology AP Government and Politics AP Macro/Microeconomics
Summer Courses		World History	Contemporary Social Sciences	

2000 CIVICS & GOVERNMENT
Grade(s): 9 **Credit(s): 1.0** **Weight: 1.0** **Day(s): 6**
Prerequisite: None

Objectives: Students will analyze and understand the set-up and operation of the United States government. Students will become aware of and demonstrate the duties and responsibilities of citizens of the US. Students will read, analyze, and interpret the Documents of Freedom: the Declaration of Independence, the US Constitution, and the US Bill of Rights. Students will analyze the Civil Rights Movement and the Court's role in advancing social reform issues. Students will compare and contrast the intended purpose and duties of Congress, the President, and Supreme Court with the actual duties of the modern federal system. Students will understand and differentiate between different forms of government.
Description: This is a year-long required course for students in 9th grade focused on the study of US government. Students will learn about different plans of government and complete a unit on comparative governmental systems. Following the unit on comparative government, students will learn about federalism and how it is interpreted and applied in the United States. Studying the Constitution, students will learn about its creation and its interpretation in US history. Further study of the Preamble, Articles, and Amendments of the Constitution will allow students to interpret its meaning. In-depth units on Congress, the Presidency, and the Supreme Court will aid students in understanding how the government operates and what it does on a day-to-day basis. Elections, the roles of political parties, and political ideology will be included in the course. Additional units of study on US citizenship and flag conduct will be included in the course. Study of the current political situations and current events occurring throughout the world will be a continuous part of study through the course.

Expectations: Students will understand how the government operates and how they, as citizens, can actively take part in being a part of the USA. Students will be prepared for class. Students will become informed members of the community able to defend and support opinions about the operation of the US governme

2010 HONORS CIVICS & GOVERNMENT
Grade(s): 9 **Credit(s): 1.0** **Weight: 1.05** **Day(s): 6**
Prerequisite: None

Objectives: Students will analyze and understand the set-up and operation of the United States government. Students will become aware of and demonstrate the duties and responsibilities of citizens of the US. Students will read, analyze, and interpret the Documents of Freedom: the Declaration of Independence, the US Constitution, and the US Bill of Rights. Students will analyze the Civil Rights Movement and the Court's role in advancing social reform issues. Students will compare and contrast the intended purpose and duties of Congress, the President, and Supreme Court with the actual duties of the modern federal system. Students will understand and differentiate between different forms of government. Students will read and analyze primary sources as they relate to the course.

Description: Civics is a required course for all 9th grade students and this course is an accelerated and in-depth study of Civics with greater preparation for future Honors and AP level classes. Students will learn about different plans of government and how they are set up in other countries. Students will complete a unit on comparative governmental systems and study the current political situations that are occurring throughout the world. Following the unit on comparative government, students will learn about federalism and how it is interpreted and applied in the United States. Studying the Constitution, students will learn about its creation and its interpretation in US history. Further study of the Preamble, Articles, and Amendments of the Constitution will allow students to interpret its meaning. In-depth units on Congress, the Presidency, and the Supreme Court will aid students in understanding how the government operates and what it does on a day-to-day basis. Elections, the roles of political parties, and political ideology will be included in the course. Additional units of study on US citizenship and flag conduct will be included in the course.

Expectations: Students will understand how the government operates and how they, as citizens, can actively take part in being a part of the USA. Students will be prepared for class. Students will write essays based on primary sources and topics covered in class. Students will become informed members of the community able to defend and support opinions about the operation of the US government.

2020 AMERICAN HISTORY
Grade(s): 10 **Credit(s): 1.0** **Weight: 1.0** **Day(s): 6**
Prerequisite: Civics & Government

Objectives: (1) Students will identify and analyze the political and cultural contributions of individuals and groups to United States History (Political leaders, military leaders, cultural and commercial leaders, and innovators and reformers.); (2) Students will identify and analyze primary documents, material, artifacts, and historical sites important to United States history; (3) Students will analyze how continuity and change has influenced United States history (Belief systems, commerce and industry, innovations, politics, settlement patterns and expansion, social organizations, transportation, and trade.) (4) Students will identify and analyze conflict and cooperation among social groups and organizations in United States history. (Domestic instability, ethnic and racial relations, labor relations, immigration, migration, and military conflicts.)

Description: This course explores American history from the American Revolution through present day events. Subjects include the Revolution and Constitution, the Rise of Political Parties, Antebellum Society, Westward Expansion and the North-South Divide, the Civil War and the Problems of Rebuilding the Union, the Conquest of the Frontier, the Rise of Industry and Urbanization, the Progressive Era of Reform, the Spanish-American War and the Age of Empires, World War I, the Roaring Twenties, the Great Depression, World War II, the Cold War, Civil Rights Movements, the Vietnam War, the end of the Cold War, September 11 and the Wars on Terror, and current topics in United States History.

Expectations: Students will achieve a high level of understanding of American History. Students will think critically about historical issues and apply knowledge of history to current events.

2029 THE COLD WAR
Grade(s): 11-12 **Credit(s):** 0.5 **Weight:** 1.0 **Day(s):** 3
Prerequisite: American History

Objectives: Students will perform in-depth analysis, discussion, research, and evaluation of the events, relationships, and impacts of the Cold War.

Description: The Cold War was an undeclared war between ideological opponents fought methodically and sometimes silently. In this course we will analyze the major events of the Cold War, such as, but not limited to, the Vietnam War, the Korean War, the Space Race, the Arms Race, Bay of Pigs, and the Berlin Wall. We will also explore, analyze, and evaluate the relationship between the United States and the Soviet Union and how their conflict, proxy wars, and puppeteering affected the rest of the world at the time and through today's age. We will analyze the Cold War's effect on the American homefront, the policies made as a precursor and as an effect of the war, and the CIA's attempts to combat the spread of communism by influencing and interfering with foreign governments.

Expectations:
- Students are expected to actively participate in any class lessons and/or discussions.
- Students are expected to complete a research project on a Cold War event of their choosing.
- Students are expected to complete all in-class and homework assignments on time.
- Students are expected to analyze and evaluate various Cold War events and relationships.

2040 WORLD HISTORY
Grade(s): 11
Credit(s): 1.0 **Weight: 1.0** **Day(s): 6**
Prerequisite: None

Objectives: The course is designed to give students a broad overview of the history of the world. Students should leave this course with a greater geographical and historical base of knowledge as well as a deeper understanding of the world around them. This should lead to an increased appreciation for the many traditions, cultures, religions, and peoples found in the world today.

Description: World History is a survey course encompassing a study of the earliest civilizations to the major events of the Twentieth Century which have directly shaped the world in which we live today. The course begins with an examination of the world's earliest civilizations in Egypt, Mesopotamia, India and China. Moving forward in time from these cradles of civilization, ancient Greece and Rome and their contribution to Western Civilization are major topics of study. The Middle Ages, Renaissance, Reformation, and the French Revolution as well as the major religious and moral traditions of the world are some of the other major units covered in World History. In addition to the core content, there is also a large emphasis on geography and current events.

Expectations: Students will be expected to take an active role in the course through daily participation in class and the completion of assigned classwork and homework. Students will be assessed through homework, exams, and daily participation in classwork and discussion. In addition, students will be engaged in independent writing, visual projects, class presentations, and reading of books, current events, etc.

2060 CONTEMPORARY SOCIAL SCIENCE(CSS)
Grade(s): 12 **Credit(s): 1.0** **Weight: 1.0** **Day(s): 6**
Prerequisite: None

Objectives: (1) To cultivate in students the habit of reading newspapers and news magazines, watching television news programming, and using on-line sources to become informed citizens; (2) to develop student interest in and awareness of how government works at the local, state, and national level; (3) to encourage student interest in politics and voting; (4) to develop student interest in and awareness of international relationships and diplomacy; (5) to promote in students appreciation for the history and traditions of their community; (6) to develop student understanding of basic economic concepts, such as supply and demand, and enable students to comprehend the complexities of fiscal and monetary policy; (7) to prepare students for adult life by developing their knowledge of the law, insurance, taxation, and investing.

Description: CSS is designed to prepare students for the responsibilities of adulthood and active citizenship in a democratic society. The course is divided into 12 units of study along with a midterm essay and final exam test.

Expectations: Students are expected to participate actively in class, to be informed about current events, and to read editorials. Students are also expected to read independently, and hand in a reading response each marking period. Additional writing, quizzes, and tests are used to assess student knowledge and comprehension. Students are also expected to participate in the We the People competitive program for study of the Constitution. All students will complete an exit plan as the culminating project of the last marking period.

2070 HONORS CONTEMPORARY SOCIAL SCIENCE

Grade(s): 12 **Credit(s): 1.0** **Weight: 1.05** **Day(s): 6**

Prerequisite: 90 averages in American History and World History, or 90 average in AP United States History and AP World History

Objectives: (1) To cultivate in students the habit of reading newspapers and news magazines, watching television news programming, and using on-line sources to become informed citizens; (2) to develop student interest in and awareness of how government works at the local, state, and national level; (3) to encourage student interest in politics and voting; (4) to develop student interest in and awareness of international relationships and diplomacy (5) to promote in students appreciation for the history and traditions of their community (6) to develop student understanding of basic economic concepts, such as supply and demand, and enable students to comprehend the complexities of fiscal and monetary policy; (7) to prepare students for adult life by developing their knowledge of the law, insurance, taxation, and personal finance; (8) to challenge students to learn, read, write, and study at the collegiate level.

Description: This course is taken in place of Contemporary Social Science (CSS). Advanced CSS is designed to prepare students for the responsibilities of adulthood and active citizenship in a democratic society. This is a rigorous course intended for students who want to challenge themselves to learn and study at the collegiate level.

Expectations: Students are expected to participate actively in class, to be informed about current events, and to read editorials. Students will draft book reviews, I-Search research papers, and reviews of journal articles to meet the reading and writing requirements of Advanced CSS. Students are also expected to participate in the We the People competitive program for study of the Constitution. Additional writing, quizzes, and tests are used to assess student knowledge and comprehension. All students will participate in the Otstonwakin Roundtable, an online social studies seminar of their written work. All students will complete an exit plan as the culminating project of the last marking period.

2080/2081 ADVANCED PLACEMENT MACRO/MICRO ECONOMICS

Grade(s): 11-12 **Credit(s): 1.0** **Weight: 1.10** **Day(s): 6**

Prerequisite: None

Note: This course may be taken as an elective, or in place of Contemporary Social Science (CSS) senior year.

Objectives: (1) To develop students' knowledge and understanding of the theories and applications of principles of microeconomics and macroeconomics; (2) to prepare students for the Advanced Placement exams.

Description: AP Microeconomics and AP Macroeconomics are two separate courses, but they are designed to be taken together in the same year. Microeconomics focuses upon how consumers and firms operate in various market structures. It includes issues of supply and demand, how firms make decisions on pricing, spending, and production, and the role of government in situations of market failure. Macroeconomics is the study of the economy as a whole. It includes measurements of economic growth, employment, and inflation, fiscal and monetary policies government and financial institutions use to achieve economic goals, and issues of international trade. These courses are intended for students interested in developing their theoretical understanding of economics, for students looking to challenge themselves at the collegiate level, and for students interested in earning college credit by taking the AP exams.

Expectations: These courses are electives taken mostly by seniors who are also taking other advanced courses. While they are not intended to be overly demanding on time outside of class, they are challenging; students are expected to devote the time and attention needed to grasp the concepts and develop the skills necessary to succeed in a college-level class. Students are assessed primarily by tests, although there may be other assignments on occasion. Students are expected to work seriously toward preparation for the AP exams in microeconomics and macroeconomics.

2090 PSYCHOLOGY

Grade(s): 11-12 **Credit(s): 1.0** **Weight: 1.0** **Day(s): 6**

Prerequisite: None

Objectives: To help students analyze and understand their own behavior, the behavior of others, and the ways people interact and influence each other.

Description: Do you like getting into people's heads and figuring out what makes them tick? Do you like to think about your own behavior and your motivations? This course is meant to explore the reasons people do what they do. We will analyze individual and group behaviors. The goal is to help you recognize patterns of behavior, examine a variety of causes and motivations, and learn ways to change yourself and influence others. Specific topics include the development of the individual from young childhood through the life cycle (complete with a six-week placement at Lyter Elementary School), personality formation, behavior, the brain, mental illness and treatment, interpersonal relationships, the effects of groups and culture on the individual, and the structure and functioning of our society. This course is designed to be useful to all students, whatever their career plans. The focus is on practical applications in everyday life.

Expectations: Students will participate in class discussions and activities as well as complete projects. Students will design and perform a project of their own choice (such as a survey or observation). Also, for several weeks during the school year, you will not attend the regular psychology class. Instead, you will go to Lyter Elementary School to work with young students, or you may choose to work with an alternate special population. This opportunity is offered to enhance your understanding of human behavior through direct, hands-on experience.

2095 AP PSYCHOLOGY

Grade(s): 11-12 **Credit(s): 1.0** **Weight: 1.10** **Day(s): 6**

Prerequisite: None (students are encouraged to take or have taken Psychology, Statistics, Biology, or AP Biology)

Note: This course may be taken as an elective, or in place of Contemporary Social Science (CSS) senior year.

Objectives: The Advanced Placement Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. The Advanced Placement Psychology course will offer students the opportunities to learn about the explorations and discoveries made by psychologists over the past century. Students will get the chance to assess some of the differing approaches adopted by psychologists, including biological, behavioral, cognitive, humanistic, psychodynamic, and sociocultural perspectives. Students will also learn the basic skills of psychology research and develop critical thinking skills. The Advanced Placement Psychology course aims to provide students with a learning experience equivalent to that of most college introductory psychology courses. This course will prepare students to successfully conquer the AP Psychology Exam.

Description: The purpose of the Advanced Placement course in Psychology is to introduce students to the systematic and scientific study of behavior and mental processes of human beings and animals. Students are exposed to the psychological facts, principles, and phenomena associated with the major subfields within psychology. The AP Psychology course stresses critical thinking, reading, and writing within the context of scientific methodology and questioning. Students are introduced to the major topical areas of psychology by studying core concepts and theories and by learning the basic skills of psychological research. A thematic approach is used to provide students with tools for mastering the broad content area of an introductory course. These themes include: nature vs. nurture; multiple factors influence behavior; psychology is empirical, and psychology is diverse.

Expectations: Students will be given a list of terms to identify for each chapter. These identifications will be collected and graded as homework for every chapter we cover. Students should have a notebook and a 3-ring binder for notes and handouts. These should be brought to class every day. You are expected to take notes on class discussion and material presented in class. Students are ultimately responsible for their own learning and are expected to read assignments on time and come to class prepared to take part in discussions There is a strong writing component on the AP Exam that requires frequent exercise and rehearsal that demonstrates analysis and application of scientific concepts. You will be expected to learn how to write effective analytical and free-response essays. In preparation for the AP Exam, students will take a mock AP exam which will count as a test grade.

2100 LAW

Grade(s): 10-12 **Credit(s): 0.5** **Weight: 1.0** **Day(s): 3**

Prerequisite: None

Objectives: Students will learn basic legal rights in the context of Criminal and Civil law.

Description: This course explores the criminal justice process from arrest through conviction. Other topics covered include: the nature and causes of crime, crimes against people, crimes against property, controversial crimes, capital punishment and the juvenile justice system. Students will participate in a mock trial, as well as view actual trials at the county courthouse. A tour of the Lycoming county prison is planned.

Expectations: Students will attain a working knowledge of how the U.S. justice system operates.

2030 ADVANCED PLACEMENT U.S. HISTORY

Grade(s): 10 **Credit(s): 1.0** **Weight: 1.10** **Day(s): 6**

Prerequisite: Course taken in place of American History. Students must have a 90 average in Social Science courses and/or teacher recommendation for placement in class.

Objectives: (1) Students will identify and analyze the political and cultural contributions of individuals and groups to United States History (Political leaders, military leaders, cultural and commercial leaders, and innovators and reformers.); (2) students will identify and analyze primary documents, material, artifacts, and historical sites important to United States history; (3) students will analyze how continuity and change has influenced United States history (Belief systems, commerce and industry, innovations, politics, settlement patterns and expansion, social organizations, transportation, and trade.) (4) students will identify and analyze conflict and cooperation among social groups and organizations in United States history. (Domestic instability, ethnic and racial relations, labor relations, immigration, migration, and military conflicts.)

Description: AP US History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historic materials-their relevance to a given interpretive problem, their reliability, and their importance-and to weigh the evidence and interpretations presented in historical scholarship. This AP United States History course will thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. Interested students may take the Advanced Placement exam offered by the College Board.

Expectations: Students should learn to assess historic materials-their relevance to a given interpretive problem, their reliability, and their importance-and to weigh the evidence and interpretations presented in historical scholarship. This AP United States History course will thus develop the skills necessary to arrive at conclusions based on an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

2050 ADVANCED PLACEMENT WORLD HISTORY: MODERN

Grades(s): 11 **Credit(s): 1.0** **Weight: 1.10** **Day(s): 6**

Prerequisite: Must have at least a 90 average in American History or at least an 80 average in AP US History. Students with a lower average may be considered for placement in this course only with a strong recommendation from a previous social studies teacher who can attest to their ability to do the work involved in an AP course. Any student not meeting the above criteria may also take the course if they scored a three or better on the AP US History exam.

Objectives: The objective of this course is to give students the skills and knowledge necessary to understand and analyze the continuities and changes found throughout world history (c. 1200 to the present) and the processes, causes, and consequences of these continuities and changes. Additionally, through the various readings, writing assignments, and classroom experiences, students will be prepared to take the AP World History: Modern exam.

Description: Students will study world history from about 1200 C.E. to the present. The course breaks world history down into four major time periods: (1) 1200 – 1450; (2) 1450 – 1750; (3) 1750 – 1900; (4) 1900 – Present. Students will engage in a significant amount of reading and writing intended to equip them with the knowledge and skills necessary for success on the AP exam. As with any AP course, the reading and work required will be at a college level.

Expectations: Students will be expected to: (1) Construct and evaluate arguments – to use evidence to make plausible arguments; (2) Use documents and other primary data – to develop skills necessary to analyze point of view and context, and to understand and interpret information; (3) Assess continuity and change over time and over different world regions; (4) Understand differing interpretations of history through analysis of context, point of view, and frame of reference; (5) Realize the relevance and apply knowledge of world history to contemporary developments.

2115 ADVANCED PLACEMENT U.S. GOVERNMENT AND POLITICS

Grade(s): 11-12 **Credit(s): 1.0** **Weight: 1.10** **Day(s): 6**

Prerequisite: 90 average in American History and World History or 80 average in AP United States History and AP World History **Note:** This course may be taken as an elective, or in place of Contemporary Social Science (CSS) senior year.

Objectives: (1) To develop in students knowledge of important facts, concepts, and theories pertaining to U.S. government and politics; (2) to develop in students understanding of the typical patterns of political processes and behavior and their consequences; (3) to develop in students the ability to analyze and interpret basic data relevant to U.S. government and politics; (4) to discuss with students current issues related to U.S. government and politics; (5) to prepare students to score a 3 or better (qualified) on the Advanced Placement exam; (6) to challenge students to learn and study at the collegiate level.

Description: AP U.S. Government is intended for students interested in developing their theoretical understanding of U.S. government and politics, including the constitutional underpinnings of U.S. government, the organization and powers of the Congress, the presidency, the bureaucracy, and the courts, judicial interpretations of civil rights and liberties, the political beliefs and behaviors of citizens, the role of political parties and interest groups, the impact of mass media, and the process of policymaking by the national government. This course is intended for students looking to challenge themselves at the collegiate level, and for students interested in earning college credit by taking the AP Exam.

Expectations: This course is an elective taken primarily by seniors who are also taking several other advanced courses. The course is challenging, and the workload is demanding. Students are expected to read and write extensively and independently. All students are expected to work seriously toward preparation for the AP exam in U.S. Government and Politics.

Technology Education

Formerly called Industrial Arts or Industrial Arts/Technology, Technology Education is a general education program that involves a broad spectrum of knowledge and hands-on activities that recognizes the importance of a safe and healthy technologically literate work force. The students will be taught the application of tools, materials, equipment, processes and systems used to solve problems and research and develop new ideas that may improve the quality of life. The purpose will be to help every student develop the ability to select and safely use materials, tools, equipment, techniques and processes to answer questions, understand explanations and solve problems encountered in real life situations. Technology education is the practical application of math equations, science theories and computer concepts to make a better future.

6610 METALWORKING I
Grade(s): 9-12 **Credit(s): 1.0** **Weight: 1.0** **Day(s): 6**
Prerequisite: None

Objectives: At the completion of this course the students will be able to; (1) recognize safety issues and concerns, (2) identify hand tool names and applications, (3) measure in both standard and metric units, (4) read basic blue prints, (5) generate a drawing using AutoCAD software, (6) build a coin box project using the equipment, processes related to sheet metal, welding and metal fabrication, (7) construct a brain game project using the foundry and machining processes and techniques, (8) build a working screwdriver tool using machining and forging application, (9) build a shepherd's hook using forging, metal fabrication and welding application, (10) identify metal classifications and the different shapes.

Description: This course is designed to provide students with a general knowledge of metalworking. It will promote good work ethics; following all safety rules; taking responsibility for a clean work environment; be on time and satisfactory completing various projects. The students will build 2-4 required projects learning the following areas; sheet metal, foundry, machining, welding, metal fabrication, forging, blue print reading and AutoCAD 2011 software. The students will be encouraged to; design, plan and construct an individual project of their own. The students will learn relative information; new skills on various processes, materials, hand tools, measurement, power hand tools, power equipment and vocabulary. This course will introduce the following welding procedures; (OFW-C) Oxyacetylene (weld, cutting), GMAW Gas Metal Arc Welding (mig), SMAW Shield Metal Arc Welding (stick), Plasma Cutting and with practice on these new skills. This course can become a foundation in helping students in a career path decision for the many metalworking fields.

Expectations: The student will be expected to practice all safety rules in all areas of metalworking. Create and design a safety poster. Complete all reading and written assignments on various subjects relating to this course. Start - follow through - finish the following required projects established by the teacher; Shepherd's Hook, Screwdriver, Table Game, and Coin-Jewelry Box. Work cooperatively in a small group to solve an engineer design problem; CO 2 dragster and compete with other groups. Create plans, construct and finish a project that is student designed. Safely demonstrate and perform basic welding operations in; OFW Oxy-Fuel Welding-cutting, GMAW Gas Metal Arc Welding (mig), Plasma cutting. Successfully perform basic machining techniques and process on an engine lathe, vertical mill, and drill press, and select the proper tap and die threading tools. Organize and keep a neat folder with a project-planning portfolio.

6650 ADVANCED METALWORKING
Grade(s): 10-12 **Credit(s): 1.0** **Weight: 1.0** **Day(s): 6**
Prerequisite: Metalworking I

Objectives: At the completion of this course the students will be able to; (1) recognize all safety rules in each area of metalworking, (2) will be able to work independently in all areas of the metalworking shop,(3) will respect all; hand tool, power tools, power equipment, machinery, welding equipment and material, (4) have an appreciation to the type of measuring they like to use either standard (imperial) or metric units, (5) understand the importance of good drafting skills to be able to communicate ideas on paper, (6) know the importance of good maintenance skills in keeping machines and equipment in good working order, (7) successfully produce working drawing using CAD and 3D software , (8) plan and build individual projects, (9) apply all welding applications to each particular job, (10) operate a plasma cutter.

Description: This course is designed to provide students with an intermediate level of knowledge for metalworking. It will promote good work ethics; following all safety rules; taking responsibility for a clean work environment; be on time and satisfactory completing numerous projects. The students will plan individual projects of various areas of interest like; automotive, sports equipment, outdoor equipment, yard equipment, trailers, etc. In this course students will; sketch, mechanical draw, design, plan material for their own individual projects. Which will apply their full knowledge in all areas of metalworking; sheet metal, foundry, machining, welding, metal fabrication, forging. This course will continue to study and practice the operations of the following welding procedures; (OFW-C) Oxy-Fuel (weld, cutting), GMAW Gas Metal Arc Welding (MIG), SMAW Shield Metal Arc Welding (stick), GTAW Gas Tungsten Arc Welding (TIG), plasma cutting. This course can become a foundation in helping students in a career path decision for the many metalworking fields.

Expectations: The student will be expected to practices all safety rules in all areas of metalworking. Respect all equipment, tools, supplies, projects, other students and their belongings as a student member of this course. Complete all reading and written assignments on various subjects relating to this course. Complete the following journals; project, hand tool, power machines and power hand tools, welding equipment. Start and finish all individually planned projects. To continue to work cooperatively with each other to solve design problem; Estimate the time and cost to build all projects. Continue to be safe in all welding applications; OFW-OFC Oxy-Fuel Welding-Cutting, GMAW Gas Metal Arc Welding (mig), GTAW Gas Tungsten Arc Welding (tig), SMAW Shielded Metal Arc Welding (stick), Plasma Cutting. Successfully perform all machining techniques and process on an engine lathe, vertical mill, and drill press, surface grinder. Be able to calculate speed and feed for different materials and diameters. Select the proper tap and die threading tools. Organize and keep a neat folder with a project-planning portfolio.

6690 WOOD I
Grade(s): 9-12 **Credit(s): 1.0** **Weight: 1.0** **Day(s): 6**
Prerequisite: None

Objectives: The objectives are to provide students with life skills involving tools, materials, and processes. Wood II-IV works on honing and improving skills learned in Wood I.

Description: All the tools and machines in the shop will be demonstrated and the students will demonstrate competency on each machine. Using three required projects, students will gain experience on all the machines in the shop. Safety is stressed at all times. Advanced wood students will work on improving the skills they learned in Wood I, however, they will design and estimate all materials and costs for their projects. They will gain more advanced knowledge of materials, fasteners, hardware, adhesives and glues, and processes.

Expectations: Students will use the experience and skills gained building the three projects to advance to Wood II. Knowledge of machines, tools, materials, and processes are valuable skills that can be used by any homeowner or could lead to a vocation in woodworking or construction.

6710 ADVANCED WOOD
Grade(s): 10-12 **Credit(s): 1.0** **Weight: 1.0** **Day(s): 6**
Prerequisite: WOOD I

Objectives: Advanced Wood works on honing and improving skills learned in Wood I.

Description: Advanced wood students will work on improving the skills they learned in Wood I, however, they will design and estimate all materials and costs for their projects. They will gain more advanced knowledge of materials, fasteners, hardware, adhesives and glues, and processes.

Expectations: Knowledge of machines, tools, materials, and processes are valuable skills that can be used by any homeowner or could lead to a vocation in woodworking or construction.

6760 ENGINEERING DRAFTING & DESIGN I
Grade(s): 9-12 **Credit(s): 1.0** **Weight: 1.0** **Day(s): 6**
Prerequisite: None

Objectives: At the completion of this course the students will be able to: (1) identify basic mechanical drafting instruments, (2) identify various types of lines and how they are used, (3) be able to measure in both imperial and metric, (4) draw lines, arcs, and circles of specific size using drawing instruments, (5) identify and use a mechanical engineering scale, (6) sketch parallel, perpendicular, and evenly spaced lines, (7) draw multi-views in both free hand sketching and with instruments (8) identify and draw a regular triangle, square, hexagon, and octagon, (9) draw lines and arcs tangent to each other, (10) sketch objects on isometric grid paper, (11) work cooperatively in a small group to solve technical problem, (12) maintain a portfolio of all class work, (13) introduction to basic dimensioning, (14) introduction to computer aided drafting design –CADD, (15) introduction 3D software – Inventor Professional, (16)build electronic circuits in AutoCAD, (17)assemble an electronic kit using tools and soldering iron.

Description: This course will provide students with an introduction and related information on topics in engineering, drafting and design fields. Students will learn to use all mechanical drafting instruments and techniques while working in their own area with storage. There will be different technical drawing topics to be completed; sketching, geometric construction, multi-view, dimensioning and electronic diagrams. There will be small group competitions to solve structural and technical problems with follow-up analysis and testing for the best design. Students will complete drawings using AutoCAD software. Students will also complete drawings using 3D software – Inventor Professional. Students will assemble an electronic kit using tools and soldering iron. Students will be asked to keep their area clean and neat. Students will construct a class portfolio.

Expectations: That all students will learn how to use drafting instruments to mechanically draw, design and problem solve. That all students will be on time and have a willingness to complete all assignments. Student will work on technical drawings and sketches assigned for each topic in engineering, drafting and design. Students will need to work cooperatively with others in a small group to work on technical problems that need to be solved. Students will need to maintain a portfolio of all their work. Students will stay well behaved during the full class time.

6790 ADVANCED ENGINEERING DRAFTING & DESIGN
Grade(s): 10-12 **Credit(s): 1.0** **Weight: 1.0** **Day(s): 6**
Prerequisite: Engineering Drafting & Design

Objectives: At the completion of this course the students will be able to: (1) identify parts and functions of a CAD workstation, (2) operate AutoCAD successfully to complete assignments, (3) be able to draw in both imperial and metric measuring, (3) mechanically measure numerous parts using precision measuring tools (Dial & Digital Vernier calipers, Outside Micrometers) and use the information to generate a drawing,(4) identify the different mechanical scales that are used for communicating, (5) identify the different projections; multi-view, sectional, axonometric and oblique, (6)operate Professional Inventor 3D successfully to complete assignments, (7) dimension all drawings following ANSI standards for dimensioning, (8) identify the different sectional views full and half, (9) identify electronic components on a schematic drawing, (10) safely use a soldering iron to solder electronic components to a printed circuit board (PCB), (11) describe the nominal size, tolerance, limits, (12) identify a clearance fit, interference fit, and transition fit, (13) define the characteristics of the following gears; spur, worm, and bevel, (14) work cooperatively with other members of a small group to solve problems, (15) maintain a portfolio of class work.

Description: This course will provide students with an advanced intermediate level of information and related topics in engineering, drafting and design fields. Students will learn to use two Autodesk software programs to complete their assignments; AutoCAD 2015 and Professional Inventor 3D. Students will understand the components and functions of a CAD workstation. Demonstrations will be on all software functions and commands. There will be different mechanical drawing topics to be completed; geometric construction, multi-view, sectional view, axonometric and oblique projections, working drawing, threads, fasteners and springs, gear, cams. Students will dimension tolerances on shafts and holes. There is a section on electronic drawings and assembling an electronic kit using soldering iron, tools and techniques. This section will talk about electrical and electronic parts and there functions. Students will start dimensioning all objects by learning dimensioning techniques for different software. There will be a discussion on the 10-step engineering design process to aid in solving various design problems. There will be a couple small group competitions to solve problems and test for the best design; structural and technology.

Expectations: That all students will learn how to use Autodesk software; AutoCAD and Professional Inventor 3D to aid in their drawings, designs, and problem solving. That all students will be on time and have a willingness to complete all assignments; that all students will patiently assemble and successfully complete an electronic kit. All students will safely demonstrate the proper use of a soldering iron. All students will be able to follow the plotter procedure to successfully load and plot all drawings. Design products using the 10-step engineering procedure. Complete all drawings in all areas of mechanical drawings and maintain a portfolio of all their work.

6900 ARCHITECTURE – CONSTRUCTION DESIGN TECHNOLOGY
Grade(s): 9-12 **Credit(s): 1.0** **Weight: 1.0** **Day(s): 6**
Prerequisite: None

Objectives: At the completion of this course the students will be able to; (1) understand architectural history and identify different styles, (2) know the elements and the principle of design when solving design problems, (3) use architect's scale, measurements and drafting instruments to produce a set of plans for a residential home, (4) draw 5 types of architectural drawings used for this class; floor plans, elevations, sections, detail and plot, (5) create at least one render view of a residential home, (6) introduce AutoCAD functions, commands and operations in completing drawings, (7) understand the importance in basic residential home area design; indoor living, outdoor living, traffic & patterns, kitchens, bathrooms, sleeping, utilities, garage, landscaping, (8) know the principles of construction; structural, modular, (9) know the types of foundations, wood-frame systems, exterior & interior walls, types of roofs, basic electrical wiring, (10) how to calculate various building cost, (11) operate safely basic hand tools and power equipment related to the construction field.

Description: This course will provide students with an introduction to architecture and construction design methods. This course will use multi-media methods to help make information clear to the students. All of the drafting instruments and board techniques will be demonstrated and explain until students understand what is expected of them. This course will introduce computer aided drafting and design (CADD) operations and functions to help students learn the importance of having computer skills to solve design problems. This course uses Autodesk software with annual updates of the version-AutoCAD 2014. The architectural assignment in this course will be residential home plans. The classroom has basic construction modules for student learning; frame door and window, electrical, plumbing, masonry. Field trips will be planned to visit local construction companies, architectural firms and retail centers relating to class topics.

Expectations: That all students in this course will be on time, ready to learn and will respect each other and their ideas in how to solve a design problem. All students will have a willingness to learn new skills like, mechanical drawing, computer methods and basic construction techniques. All students will keep a neat and organized 3 ring notebook of assignments, information and sketches. Students will need to have a separate sketch book portfolio that they will work on through-out the year. Students will need to complete a written and oral report on an architect of interest.

6930 ADVANCED ARCHITECTURE – CONSTRUCTION DESIGN TECHNOLOGY
Grade(s): 10-12 **Credit(s): 1.0** **Weight: 1.0** **Day(s): 6**
Prerequisite: Architecture - Construction Design Technology

Objectives: At the completion of this course the students will be able to; (1) write a report on any historical architectural structure, (2) review the elements and the principle of design when solving design problems, (3)will have designed a student own residential house plans with one requirement know more than 3000sq-ft, (4) will do all drawings on Autodesk software using AutoCAD 2014 version, (5)complete a full set of architectural working drawings,(6) design and draw; multi-level floor plans, basement, foundation, all elevations, full and detail section views, plot plans, landscape plans with proper dimensioning and symbols, (7) create a perspective drawing of the residential home, (8) introduce architectural model building to scale and build the home that was designed this year, (9) know the types of construction; fireplaces, concrete, steel and reinforced-concrete, post and beam, framing systems; floor, wall, roof, electrical drawings, plumbing drawings, (10) how to understand building codes and legal documents, (11) review operate safely basic power hand tools and power equipment related to the construction field, (12) introduction to Autodesk software Revit 3D Architecture,(13) design your own commercial property based on your own company.

Description: This course will provide students with an intermediate level to architecture and construction design methods. This course will use multi-media methods to help make information clear to the students. All of the AutoCAD, commands, applications and techniques will be demonstrated on a large screen for explanation until students get comfortable operating the software. The architectural assignment in this course will be student designed residential house plans and a scaled model with landscaping. The construction assignment will be using scaled wooden lumber in constructing a framed yard shed with windows, doors and a roof. The students will mix concrete and pour into a form with steel rebar this will be done in the classroom. Students learn basic electrical skills by wiring up; a receptacle outlet, wall switches and a light. Field trips will be planned to visit local construction companies, architectural firms, a concrete plant and retail centers relating to class topics. This course will introduce Autodesk software Revit 3D Architecture its operations, functions and techniques to help students learn the importance of having 3D software skills to solve design problems.

Expectations: That all students in this course will be on time, ready to learn and will respect each other and their ideas in how to solve a design problem. All students will have a willingness to learn new skills in software like; AutoCAD 2014, Revit 3D Architecture and basic construction techniques like; concrete and masonry, electrical wiring and plumbing. All students will keep a neat and organized 3 ring notebook of assignments, information, drawings, sketches and models. Students will need to have a separate sketch book portfolio that they will work on through-out the year. Continuing to calculate basic construction cost.

Career-Focused Education

Career-Focused Education courses provide students with hands-on, real-world learning experiences designed to prepare them for specific career pathways. These courses connect classroom instruction with practical skills, industry-aligned training, and work-based learning opportunities, helping students explore career interests, build employability skills, and gain a strong head start toward post-secondary education, certification, or the workforce.

EDUC 215: SO, YOU WANT TO BE A TEACHER? (Lycoming College Dual Enrollment Partnership)
Grade(s): 11-12
Credit(s): 1.5 **Weight: 1.075** **Day(s): 9**
Prerequisite: Interest in becoming a teacher and an application process

Objectives: This course is designed to provide aspiring teachers with a comprehensive introduction to the teaching profession. The course aims to help students develop the knowledge, skills, and character necessary to become an effective and successful teacher. It also provides an opportunity for participants to explore their own motivations for teaching and to gain a better understanding of the challenges and rewards of the profession.

Description: The course will focus on the following student learning outcomes: Planning & Preparation, Classroom Environment, Instructional Delivery, and Professionalism. These outcomes will be achieved through class discussions, readings, activities, assignments, video examples, field experiences, peer-teaching presentations, and instructor modeling. The following PA Department of Education Teacher Candidate Competencies will also be studied: Instructional Pedagogy, Assessment, Family and Community Collaboration Partnerships, Written communication skills, Professionalism, and Organizational structures of the school system. Assessments will be based on in-class performance/discussion and course assignments.

Expectations: Consideration is given to contemporary school environments, curriculum, and professional requirements that affect American educational systems.

Field experience is required which includes observations, lesson planning, and practice teaching and will be determined annually by the course instructor.

4200 MED CAREERS
Grade(s): 12 Credit(s): 1.5 Weight: 1.05 Day(s): 9
Prerequisite: Successful completion of Biology, Chemistry, Anatomy & Physiology (pre- or corequisite), Medical Terminology (pre- or corequisite). There will also be an application that will require 3 teacher recommendations. Students will be required to obtain their Child Abuse History Clearance (CY113), Federal Criminal History Record Information (CHRI-Fingerprint), and the Pennsylvania Criminal Access to Criminal History (Act 34). **Flu Shots and COVID vaccinations are required per Geisinger employee standards**.

Objectives: The objective of this course is to teach students about the science needed in the medical field. In addition to coursework and through a partnership with Geisinger Health System, students will also have real-world hospital experiences while working as a student co-op Nursing Assistant.

Description: The course is intended for those students interested in pursuing a career in Nursing. The course will cover a review of basic medical terminology, anatomical vocabulary and gross anatomy, as well as Health Insurance Portability and Accountability Act (HIPAA), universal precautions, principles of Health Science and CPR and First Aid Certifications (Basic Life Support through American Heart Association). Students will also spend 35 weeks (1 day per week) as a student co-op Nursing Assistant Geisinger Medical Center in Danville. Bus transportation will be provided to these experiences. They will be paid internships.

Expectations: Students are expected to come to class prepared for that day's activities. This means they should have all the required materials for class, homework should be completed and any questions from the previous day's material. Students will be expected to be respectful of other students and classroom instructors. All students will be required to function as a member of a group and by themselves in laboratory situations. Students will maintain a professional appearance and attitude when at the medical center. All students are expected to be in school Thursday's following Geisinger unless ill with a doctor's excuse. Minimal absences are expected, as students are already missing 1 school day each week.

Students will be chosen based on the following criteria: school attendance, work ethic, desire to work in a medical career, and 3 teacher recommendations.

4205 MEDICAL TERMINOLOGY (Standalone Course) – DUAL ENROLLMENT (PENN COLLEGE)
Grades(s): 11-12
Credit(s): 0.5 Weight: 1.075 Day(s): 3 (Standalone)
Prerequisite: None
Objectives: This standalone course in medical terminology offers a comprehensive introduction to medical terminology and the human body, emphasizing the interconnectedness of various systems in health and disease. You will explore critical topics such as the musculoskeletal, cardiovascular, and respiratory systems, as well as the lymphatic and immune systems.

Expectations: This is a college level course and therefore college-level work is expected from the students enrolled in this class.

This course is a standalone 3-day/week course and may be taken outside of MED CAREERS and is only a 0.5 credit course opportunity.

Lycoming Career and Technology Center

The following programs are available to Montoursville Area High School students at Lycoming Career and Technical Center. Students attend Montoursville Area on a half-day basis for academic classes, health, and physical education; the other half of the day is spent in the program at LYCOCTC.

You do not have to choose between technical training and academics. LYCOCTC can help you achieve the best of both the academic and technical training worlds. Most students' schedule will permit you to take college prep courses at your home school and receive advanced technical training from the LYCOCTC. This combination of academics and technical training increases your employability or prepares you for post-secondary training and even college. LYCOCTC delivers quality career and technical programs through business and education partnerships to ensure successful transition to the workforce and/or continuing education.

AUTOMOTIVE TECHNOLOGY – CIP 47.0604 - (2.0 hours/day) 9140, 9150, 9160

If you are interested in cars and want to repair high tech vehicles, take a closer look at the Auto Tech program. This program, designed for students who would like to work in the automotive service industry, is certified by Automotive Service Excellence (ASE.) The LycoCTC Automotive Technology Program follows the National Automotive Technicians Education Foundation (NATEF) guidelines. When you enroll in the program, you will learn about performance, computer electronics, engine and chassis diagnoses and repair. Through this program students may acquire a Pennsylvania Automotive State Inspection License, prepare for the Automotive Service Excellence (ASE) Certification, and complete SNAP-ON DVOM Training.

9 College Credits currently available through Luzerne County Community College Articulation Agreement

* See page 75 for more information about all the ways to earn college credits at Lyco CTC

COMPUTER SYSTEMS TECHNOLOGY – CIP 15.1202 - (2.0 hours/day) 9050, 9060, 9070

As a CST student you'll dive deep into the fascinating realms of computer hardware, network technology, cybersecurity, and programming. You'll get your hands dirty building and repairing computers, setting up and securing networks, writing code, and protecting digital landscapes. But that's not all! We're not just teaching tech; we're empowering you for the future. This program offers you the opportunity to earn valuable CompTIA certifications like A+, Network+, Security+, and IT Fundamentals. These certifications will open doors to a wide range of career opportunities in IT. So, let's embark on this incredible learning adventure together, where we'll equip you with the skills and knowledge needed to thrive in the dynamic tech world. Get ready to shape your future in technology with us!

7 College credits are currently available through Penn College Dual Enrollment

* See page 75 for more information about all the ways to earn college credits at Lyco CTC

CONSTRUCTION TECHNOLOGY – CIP 46.9999 - (2.0 hours/day) 9080, 9090, 9100

This program provides students the opportunity to learn skills in the construction field such as: carpentry, masonry, electricity, plumbing, heating, and air conditioning. Students learn safety practices as they relate to using hand tools, power tools and performing tasks in the construction industry.

9 College credits currently available though Thaddeus Stevens College of Technology Articulation Agreement

3 College credits are currently available through Penn College Dual Enrollment

* See page 75 for more information about all the ways to earn college credits at Lyco CTC

CRIMINAL JUSTICE – CIP 43.0107 - (2.0 hours/day) 9200, 9210, 9220

The Criminal Justice program is available to high school students who are interested in law enforcement, corrections or the military. Through a combination of academic-based instruction and "hands-on" experience, students will acquire the basic skills needed to succeed in a related career field. Some of the areas studied include the criminal justice system, use of force, communication and report writing, patrol functions, crimes code and vehicle code, crime scene investigation, and physical education. The Criminal Justice program helps to prepare you for a career in private security, law enforcement, corrections, military, or to continue your post-high school education.

15 College credits currently available through Commonwealth University Articulation Agreement

12 College credits currently available through Penn College Articulation Agreement

* See page 75 for more information about all the ways to earn college credits at Lyco CTC

CULINARY ARTS – CIP 12.0508 - (2.0 hours/day) 9170, 9180, 9190

Did you ever wonder what it would be like being a chef working in a 5-star restaurant? What about being an executive chef working for a Food Service Corporation? Our program prepares you for higher education and gets you ready to attain your goals you have set for yourself. Our instructor will give you a jump-start on your career goals and help you receive your ServSafe certification.

10 College credits currently available through Luzerne County Community College Articulation Agreement

* See page 75 for more information about all the ways to earn college credits at Lyco CTC

DIESEL TECHNOLOGY – CIP 47.0613 - (2.0 hours/day) 9500, 9510, 9520

If you are interested in diesel engines and want to work on powerful, high-torque vehicles, explore the Diesel Technology program. This program is designed for students who want to pursue careers in the diesel service and repair industry and is aligned with industry standards to ensure quality training. The Diesel Technology program follows guidelines set by the National Institute for Automotive Service Excellence (ASE). When you join this program, you will gain hands-on experience with diesel engine performance, fuel systems, electronic controls, diagnostics, and heavy-duty vehicle repair.

EARLY CHILDHOOD EDUCATION – CIP 19.0708 - (2.0 hours/day) 9230, 9240, 9250

This program prepares students for careers and further study in early childhood education by teaching child development from conception to adolescence. Students will also learn the practical skills needed to work in licensed child-care settings. Coursework covers planning and guiding developmentally appropriate activities, guidance and discipline practices, basic health and safety, management and operation of childcare facilities, employability skills, and child behavior. Students will gain hands-on experience through observation and participation in an actual on-site preschool. This course provides a solid base for students planning to enter the fields of Occupational Child Care, Para-educator, or Elementary Education. *This program is located at the Ashkar Elementary School in Hughesville.*

6 College credits currently available through Commonwealth University Articulation Agreement

9 College credits currently available though Luzerne County Community College Articulation Agreement

* See page 75 for more information about all the ways to earn college credits at Lyco CTC

PRE-NURSING & HEALTH SCIENCES – CIP 51.0899 - (2.0 hours/day) 9000, 9010, 9020

Pre-Nursing & Health Sciences introduces students to the scientific principles and practical skills that form the basis of healthcare and nursing practice. Students will explore human anatomy and physiology, medical terminology, and basic health assessments through hands-on labs and clinical simulations. Emphasis is placed on developing critical thinking, communication, and teamwork skills essential for success in healthcare professions.

Students gain exposure to real-world healthcare environments through classroom experiences and optional cooperative education placements during the senior year. This course prepares students for postsecondary study in nursing and allied health fields and offers dual enrollment credit and articulation credits through partner colleges.

7 College credits currently available through Commonwealth University Articulation Agreement

3 College credits currently available through Penn College Articulation Agreement

3 College credits currently available through Penn College Dual Enrollment * See page 68 for more information about all the ways to earn college credits at Lyco CTC

WELDING TECHNOLOGY – CIP 48.0508 - (2.0 hours/day) 9600, 9610, 9620

If you are interested in working with metal and creating strong, precise welds, consider the Welding Technology program. This program is designed for students who want to build careers in welding, fabrication, and metalworking industries. It follows industry standards to provide comprehensive, hands-on training. When you enroll in the program, you will learn various welding processes, blueprint reading, metallurgy, and safety practices. Students will gain experience with advanced welding equipment and techniques, preparing them for industry certifications such as those offered by the American Welding Society (AWS).

SPECIAL PROGRAMS

CAPSTONE COOPERATIVE EDUCATION

This opportunity allows eligible seniors to get on the job training at a co-op or internship placement directly related to their program of study at Lycoming CTC. Students must have their program instructor's recommendation to participate in this program.

*** EARNING COLLEGE CREDIT IN HIGH SCHOOL** Career and Technical Education (CTE) students have several ways to get a head start on a college certificate or degree while still in high school. They can earn credit for the courses and skills they complete in their LycoCTC programs, which saves both time and money. These
opportunities are listed with our programs, and more general information is below.

Dual Enrollment means taking a real college class while you're at LycoCTC. You earn both high school and college credit at the same time, at no cost to you. LycoCTC partners with Pennsylvania College of Technology for dual enrollment. Students earn credits on a Penn College transcript, and these credits sometimes transfer to other colleges.

Articulation means that LycoCTC and a particular college have an agreement, so that the college gives you credit when you complete a particular program of study at LycoCTC. Articulation is noted under each program description and is only between the listed college and LycoCTC (not transferrable to another college). **SOAR (Students**

Occupationally and Academically Ready) is a statewide program in Pennsylvania that connects LycoCTC programs to partner colleges who opt in. SOAR credits recognize the skills you learn at LycoCTC and translate them into credits at participating colleges in PA, which gives you a head start toward your degree or certificate.

The Lycoming Career and Technology Center does not discriminate
on the basis of race, color, national origin, sex, disability or age in its programs or activities.

For more information or to arrange a visit, please contact:

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