

# Cochranton Jr/Sr High School

## *Registration Planner* *for College and Career Readiness*



2019-20  
School Year

This **REGISTRATION PLANNER** is published yearly by the Guidance Department. The following information is designed to provide course descriptions, graduation requirements, post-secondary data, and other academic information that is influenced by a student's course selections throughout his/her time at Cochranton Junior/Senior High School.

We would like to take this opportunity to stress the importance of proper course selection in preparation to achieve life's goals. Students are asked to select courses for the following school year with the following message in mind: *The best policy is to select courses that are challenging, but within one's capabilities. Students who do not take the appropriate courses through high school could find post-secondary training more challenging, college admissions more difficult, and job advancement more limited.*

Things to consider when making course selections:

- ✓ Individual educational goals and career interests
- ✓ Past performance in courses
- ✓ Course requirements and prerequisites
- ✓ Teacher/Guidance recommendations
- ✓ PSSA & Keystone scores/results
- ✓ District graduation requirements
- ✓ Post-secondary schooling and/or career requirements

We understand that the information in this handbook may not address all individuals' situations, questions, or concerns. If you have question regarding the scheduling process, please make an appointment to speak with a Guidance Counselor.

We hope our handbook will help enlighten both students and parents on what Cochranton Junior-Senior High School has to offer.

# School Profile

## **Cochranton Jr/Sr High School**

105 Second Street  
Cochranton, PA 16314

**School Code:** 390745

**Telephone:** 814.425.7421      **Fax:** 814.425.2533

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### **Community Description:**

*Cochranton* is located in northwest Pennsylvania just off Route 322 in the southeast corner of Crawford County. This community is nine miles south of Meadville, and fifteen miles north of Franklin. Interstate 79 is eight miles west and provides easy access to Erie and Pittsburgh. It is a rural community, but has several small industries that employ many area residents.

### **School Description:**

Cochranton Jr/Sr High School is part of the Crawford Central School District.

There are approximately 450 students enrolled in grades 7 through 12. The professional staff includes 34 classroom teachers, 2 counselors, 2 administrators, 1 librarian, and 2 school nurses (shared between CHS and Cochranton Elementary).

Courses are offered in the Advanced Placement (AP), Honors, Academic, Vocational-Technical, and Learning Support curriculums. All Learning Support classes are integrated into regular classrooms. The number of credits required to graduate is 25.7. Class rank is computed for grades 9 through 12 using a weighted scale. An honor roll is published at the end of each marking period. The school day consists of eight periods that are 40 - 60 minutes long, and most classes meet five days per week. There are three closed lunch sessions (30 minutes each) that are determined by a student's regular 5<sup>th</sup> period class.

Along with its fine academic program, Cochranton Jr/Sr High School also has numerous sports and other extra-curricular activities that are available to students throughout the year. In addition, our marching band has won many top honors in field competition over the past several years, and our robotics program has competed at the national level.

### **School Colors:**

Red and White

### **School Mascot:**

Cardinal



# Faculty and Staff

## **Administrators:**

Donald Wigton (*Principal*), Scott McCurdy (*Assistant Principal*)

## **Athletic Director:**

Scott McCurdy

## **Secretaries:**

Patricia Grace, Anita McCurdy

## **Health Services:**

Lisa Ramirez, Linda Vogan

## **Teachers:**

**Art:** Janice Steck

**Business/Computers:** Gail Kosienki, Teri Rose

**English/Language Arts:** Elizabeth Andracki, Emily Barker, Ryan Ball, Heather Onderko, Christie Sutton

**Family & Consumer Science:** Kelly Gunn

**Foreign Languages:** Heather Paris (*French*), Meghan Blake (*Spanish*)

**Guidance Counselors:** David Lindeman (*Senior High*), Adam Volkstadt (*Junior High*)

**Health & Physical Education:** Brian Olson, Debbie Stainbrook

**Library:** Amy Lynn

**Learning Support:** Susan Baker (Grades 7 & 8), Dara Kuhn (Grades 9 & 10), Kim Snedeker (Grades 11&12)

**Math:** Zachary Bazan, Robert Cierniakoski, Jenna Nelson, John Svirbly, April Terrill

**Music:** Carl Miller, Rachel Miller

**Science:** Zachary Bazan, Philip Canfield, Robert Cierniakoski, Scott McCurdy, Simoan Ray, Kim Wright

**Social Studies:** Jan Carkin, Don Erdley, Adam Volkstadt, David Zamperini

**Technical Education:** Christopher Yost

## **Support Staff:**

### **Building Manager:**

Mark McGuire

### **Cafeteria:**

Margaret Alsdorf, Cindy Dailey, Tricia Morris, Susan Phillips, Rhonda Sala, Florence Staudt, Susan Wolfe

### **Custodians:**

Steven Hart, Mark Hollabaugh, Denise Reese, Jim Walter

### **Student Aides:**

Brenda Elliott, Diane Walls, Terri Wentworth

# Philosophy and Goals of Education

It is our belief that all students can learn and are entitled to the best educational opportunities we can provide them based on their specific needs, abilities, and interests. We also believe that students should be instilled with an appreciation of the fact that such an education is not only their right but is also a privilege provided by the democratic society in which they live. In order to perpetuate this society, we have a responsibility, in partnership with parents and community, to help each student develop physically, mentally, socially, emotionally, philosophically, and morally to the fullest extent possible. Furthermore, we as educators, recognize that the teacher is no longer necessarily an imparter of knowledge but a facilitator of learning - one who recognizes individual differences and employs various teaching techniques to help each student actively pursue his or her goals. With these basic principles in mind, our specific objectives are to help students:

1. Develop a sense of self-esteem
2. Learn to respect people of all races, creeds, and nationalities as well as the environment.
3. Recognize that we live in a global community where all nations depend upon each other
4. Develop effective communication skills: reading, writing, speaking, and listening
5. Master fundamental mathematical skills
6. Acquire a knowledge of our national heritage and our democratic form of government
7. Acquire a knowledge of modern scientific processes
8. Gain basic computer literacy
9. Develop critical thinking and research skills as well as creativity and imagination
10. Develop worthy leisure skills
11. Learn to appreciate a variety of art, music, and literature
12. Plan for a realistic future vocation
13. Learn practical skills which will be an asset in the job market and enhance daily living
14. Develop attitudes, skills, and habits that result in safe practices throughout life
15. Maintain good health and develop an optimal level of physical fitness
16. Develop an awareness of the dangers of drug and alcohol use and abuse
17. Learn to seek and accept help from others when problems arise in any area of life
18. Contribute to the school by participating in classroom projects and extra-curricular activities

## Library

<http://www.craw.org/chs/library.htm>

Our goal is to provide each student with an enriched library environment containing a wide variety of materials that invite intellectual probing and growth, and to aid all students in acquiring the 21<sup>st</sup> century skills needed to become a lifetime learner. The library website provides student access to a wide variety of quality databases that are accessible at home as well as at school. Students **MUST** have a signed *Acceptable Use Policy* on file, in the Library, before they are given access to school computers.

E-mail accounts are also provided for CHS students.

# Student Activities

Successful academic achievement for our students is the primary objective of Cochran High School. However, personal and social development is also important. Extra-curricular activities are available to enhance each student's educational experience. The administration strongly encourages all students to be well rounded and to be involved in at least one activity.

## Sports:

### FALL

JH/SH Football  
JH/SH Cross Country  
SH Girls Volleyball  
JH Girls Basketball  
SH Football Cheerleading  
SH Golf (MASH)  
SH Soccer (MASH)

### WINTER

JH/SH Boys Basketball  
SH Girls Basketball  
JH/SH Wrestling  
JH/SH Winter Cheerleading  
JH/SH Swimming (MASH)

### SPRING

SH Boys Baseball  
SH Girls Softball  
SH Boys Volleyball  
JH Boys/Girls Volleyball  
SH Tennis (MASH)  
JH/SH Track (MASH)

## Clubs & Organizations:

Art Club	Travel Club
National Honor Society	Key Club/Builders Club
French & Spanish Clubs	Student Council
Academic Sports League	Yearbook / Cardinal Tweet

## Musical Groups:

Senior/Junior High Band  
Marching & Pep Bands  
Vocal Ensemble  
Senior/Junior High Chorus

# Programs & Policies

## **Guidance Department:**

It is the sincere desire of the Guidance Department that all students feel welcome to take advantage of the services available to them. Our goal is to provide a group of organized services such as counseling, school orientation, career development, testing, and scheduling to assist an individual to:

- ~ **Develop, understand, and accept a complete and adequate picture of themselves and their environment.**
- ~ **Establish goals and develop plans that facilitate college/career readiness.**

## **Principal's Policy:**

In **ALL** cases involving any program or policy, the Principal has the final decision regarding what is implemented

## **Secondary Gifted Program (Grades 7 – 12):**

The C.C.S.D. Secondary Gifted Program is designed to promote challenging learning opportunities outside the scope of the regular curriculum, as well as enhance individual student strengths, communication skills, and student self-advocacy and responsibility. The Gifted Program will provide programming through collaborative programs, differentiating instruction within the middle or high school curriculum, and acceleration of courses, which may include early access to Advanced Placement Courses and College credit. Individual student programming options are made during the GIEP conference.

# Assessment of Student Progress

## Credits Needed for Grade Level Promotion:

Students need to earn the following number of credits for each *Grade Level Status*:

**9<sup>th</sup> to 10<sup>th</sup>** 5 credits    **10<sup>th</sup> to 11<sup>th</sup>** 11 credits    **11<sup>th</sup> to 12<sup>th</sup>** 18.7 credits    **Graduation** 25.7 credits

## Graduation Requirements:

(CCCTC = Crawford County Career and Technical Center)

Courses:	Credits: CHS	Credits: CCCTC/CHS
Language Arts/Communications (English)	4	4
Social Studies (History)	3 or 4	3 or 4
Science	3 or 4	3 or 4
Mathematics	3 or 4	3 or 4
Computer/Technology-Based Electives	2	1
Arts/Humanities	2	2
Physical Education/Health	2.2	2.2
Electives	4.5	5.5
<b>TOTAL CREDITS REQUIRED</b>	<b>25.7</b>	<b>25.7</b>

All students must complete a total of **11 credits** in Social Studies, Science, and Mathematics. *Students may not have more than eight (8) study halls per week.*

### Regular Scale

A = 90 - 100% 4 Pts  
 B = 80 - 89% 3 Pts  
 C = 70 - 79% 2 Pts  
 D = 60 - 69% 1 Pt  
 F = 0 - 59% 0 Pts

### CCCTC Scale

A = 93 -100%  
 B = 85 - 92%  
 C = 73 - 84%  
 D = 65 - 72%  
 F = 0 - 64%

### Weighted Scale

A = 90 -100% 5.00 Pts  
 B = 80 - 89% 3.75 Pts  
 C = 70 - 79% 2.50 Pts  
 D = 60 - 69% 1.25 Pts  
 F = 0 - 59% 0 Pts

## Weighted Courses:

In some courses such as college preparatory, the final grades are awarded additional quality points which give an advantage when establishing a student's class rank or GPA. These courses usually require higher level skills and additional classwork. Weighted courses are identified in the course descriptions.

## Failure to Complete Assignments:

**F = Failure.** Failure to complete assignments and demonstrated inactivity in class are major contributors to student failure. The following provision may apply to nine-week, semester, or final grades. Blatant refusal to attempt or complete a significant number of course requirements may, by itself, justify a final course grade of an "F". Such failures may occur despite the percentage attained for work that has been completed. Failures assigned for this reason must have the approval of the building principal.

## Incomplete Grades:

Incomplete grades for homework, quizzes, tests, papers, etc. caused by absenteeism must be made up within **one (1) week**. In the case of extended illness exceptions can be made. **It is the responsibility of the student to contact all teachers the first day he/she returns to school** to make proper arrangements for making up work. The one-week policy does not apply in the case of pre-announced assignments or tests. Pre-announced work must be made up on the day the student returns.

### **Honor Roll:**

The *Regular Scale* is used to determine HONOR ROLL. The *Weighted Scale* is used ONLY for determining GPA and class rank in grades 9 through 12. GPA and/or class rank will be determined by the following classes only: **English** (*not including English electives*), **Math, Science, Social Studies, Computers, and Foreign Language**.

**High Honors:** 95 - 100% average for classes      **Honor Roll:** 83 – 94% average for classes

**NOTE:** ALL grades must be at least 70% and courses must meet (5) days per week.

## **Grade Point Average Information**

The Superintendent or a designee will develop administrative regulations for computing grade point averages and assigning class rank to implement this policy.

**Note:** The district shall not recognize honorary distinctions of Valedictorian/Salutatorian after the graduating class of 2019-20. Beginning with the class of 2020-21, the district shall institute a Latin, college-style, honors system.

### **How GPA is calculated:**

Grade Point Average is determined by converting the final grade earned into a numerical value and then multiplying by the credit value of the course to find the quality points. The quality point average is found by **dividing the total quality points by total credit value**. An example using only two courses is: *Spanish II - A* (weighted A = 5 x 1credit = 5 quality points); *Modern World History - B* (regular B = 3 x 1credit = 3 quality points). Then the 8 quality points are divided by the 2 credits which equals a quality point average (QPA) of 4.0 on a weighted scale. *Quality Point Average* is commonly called *Grade Point Average*

College courses in English, Math, Science, and Social Studies, and Foreign Language *may* be included in rank if the student has fulfilled the high school course curriculum sequence. College courses shall count as a half-credit elective course. They will be non-weighted and non-ranked.

District cyber service courses will count as the same ranking as high school courses. Only Advanced Placement cyber courses will be weighted.

### **How Class Rank is determined:**

The Board authorizes a weighted system of Class Rank for students in grades 9-12. Class Rank will be computed by the Final Grade in the identified subjects: **Computer Courses, English, Foreign Language, Math, Science, Social Studies**. A maximum total of six (6) weighted credits may be included in Class Rank each school year. Elective courses *will not* be included in class rank.

Class Rank, including the determination of Valedictorian/Salutatorian, shall be determined at the end of the fourth nine-week grading period. Any two (2) or more students whose computed Grade Point Averages are identical will be given the same rank. The rank of the student who immediately follows a tied position will be determined by the number of students preceding and not by the rank of the proceeding person.

Students who enroll in grades 9 through 12 from a home education program or cyber charter school **shall not** be included in Class Rank or be eligible for Valedictorian/Salutatorian status



### **Valedictorian/Salutatorian:**

Students who enroll in Cochranon Jr/Sr High will be included in class rank and will be eligible for Valedictorian/Salutatorian honors if enrolled in that respective building prior to the second semester of the Sophomore year and enrollment continues therein throughout their Junior and Senior years. Eligibility for Valedictorian/Salutatorian for the 2019/20 school year will be determined by the additional criteria of the completion of core content courses:

**English:** Challenge English I, Challenge English II, Challenge English III, and AP Literature & Composition

**Math:** Algebra II, Geometry, Algebra III/Trigonometry, Pre-Calculus, and Calculus

**Science:** Honors Biology I, Honors Chemistry I, and *two* of the following: AP Physics I, AP Physics II, Honors Biology II, and Honors Chemistry II

**Social Studies:** Civics & Government, American History II, Modern World History I, and Psychology/Sociology or AP Psychology

### **How Latin System ranking is determined:**

The Board authorizes a weighted system of ranking for students in grades 9-12. Rank will be computed by the Final Grade in the identified subjects: **Computer Courses, English, Foreign Language, Math, Science, Social Studies.** Elective courses *will not* be included in rank.

**Summa Cum Laude:** 4.754 – 4.853 weighted GPA

**Magna Cum Laude:** 4.609 – 4.753 weighted GPA

**Cum Laude:** 4.366 – 4.608 weighted GPA

### **Breakdown of Courses Considered for GPA, Class Rank, and the Latin System:**

#### **Weighted Scale Classes:**

##### **English Classes**

- ~ AP English Literature
- ~ Challenge English I, II, III, IV

##### **Math Classes**

- ~ Calculus
- ~ Pre-Calculus
- ~ Algebra III / Trigonometry
- ~ Geometry
- ~ Algebra II

##### **Science Classes**

- ~ AP Physics I, II
- ~ Honors Chemistry I, II
- ~ Honors Biology I, II

##### **Social Studies Classes**

- ~ Psychology / Sociology
- ~ AP Psychology

#### **Regular Scale Classes:**

##### **English Classes**

- ~ Comprehensive English I, II, III, IV
- ~ General English

##### **Math Classes**

- ~ Consumer Math
- ~ Algebra I
- ~ Practical Algebra I, II
- ~ Practical Geometry I, II

##### **Science Classes**

- ~ Ecology
- ~ Academic Physics
- ~ Academic Chemistry
- ~ Academic Biology

##### **Social Studies Classes**

- ~ Civics & Government
- ~ American History II
- ~ Modern World History I
- ~ Contemporary World History

### **Weighted Scale Classes:**

#### **Language Classes**

- ~ French I, II, III, IV, V
- ~ Spanish I, II, III, IV, V
- ~ Mandarin I, II

#### **Computer Classes**

- ~ Accelerated Comp. Programming I, II
- ~ Accounting I, II
- ~ Multimedia Publications
- ~ AP Computer Science Principles
- ~ CADD II, III

(CADD I – weighted, but does not count as computer class/credit)

### **Regular Scale Classes:**

#### **Language Classes**

None

#### **Computer Classes**

- ~ Computer Applications
- ~ Computer and Career Skills
- ~ Computer Programming

### **Elective Classes NOT Counted for Class Rank:**

- ~ All Art Classes
- ~ All English Electives: Speech & Drama, Writer's Workshop, Reading Enhancement
- ~ All Family & Consumer Science Classes
- ~ All Technical Education Classes (NOT including CADD I, II, or III)
- ~ All Music Classes
- ~ Health & Physical Education Classes
- ~ Academic Challenge
- ~ Work Experience

### **Crawford County Career & Technical Center (CCCTC) Classes:**

#### **Weighted 3<sup>rd</sup> year only:**

- ~ Computer and Information Science
- ~ Drafting and Design Technology/CADD
- ~ Electronic Technology
- ~ Precision Machining

#### **Regular Classes**

- ~ All Other CCCTC Classes

## **Post-Secondary/College Information**

### **Filing Applications:**

Looking ahead can make filing scholarship, college, or employment applications much easier. It is in your best interest to "give yourself as much credit as possible," and keeping accurate records can do this. Your records should include any honors or awards you have received, committees on which you have served, standardized test results, or other pertinent information. This reference will make applications much easier to complete. A list of school clubs/activities, work experiences, and personal recommendations is extremely helpful.

### **Financial Aid:**

Generally, four types of financial aid are available for post-high school training. These types of aid may be combined to produce "financial aid packages". The financial aid office at the school you plan to attend will assist you by developing your financial aid package. All students must submit the Free Application for Federal Student Aid (FAFSA) form. It is required for almost all financial aid programs.

**1. Scholarships** - Money awarded that does not have to be repaid. Scholarships are awarded to students who demonstrate or show promise of high achievement in areas such as academics, athletics, music, art, or other fields. Many scholarship applications are received all through the year in the Guidance Office. Students may stop in and pick up applications and information at any time.

**2. Grants** - Money awarded that does not have to be repaid. Grants are awarded to students based on financial need. PHEAA administers PA State Grants.

**3. Loans** - Money borrowed that must be repaid at specific interest rates. PHEAA administers several loan programs.

**4. Work Study** - Payments earned by students who work on campus or off campus to help pay for school costs.

**Note:** An annual financial aid meeting/workshop is traditionally held by the CCSD Guidance Department for all Juniors and Seniors along with their parents. Attendance for students and their parents is advised to gain knowledge of financial aid procedures. Guest speakers from the Pennsylvania Higher Education Assistance Agency (PHEAA) and a local bank officer will share valuable information and answer individual questions.

**Transcript Policy:**

In the case of college or other post-secondary training institutions, the student should request transcripts and/or test scores **at least one week in advance**. The counselor will compile this information with the student's transcript and test scores (if requested) and add them to the addressed, stamped envelope (**student provided**) and mail them.

**College Entrance Exams:**

The SAT I and ACT are the acceptable tests for college admission to four-year colleges. The favored test for two-year schools is the ACT. Scheduled test dates are posted and distributed to all Juniors in February. It is important that the application for either test be mailed FIVE WEEKS in advance. After the test date, it takes approximately six weeks before the results are available to the college. Below is the test schedule for these tests (exact dates not set yet):

**SAT** – October, November, December, January, April, May, or June

**ACT** – September, October, December, February, April or June

Please keep in mind that the most important part of meeting college admission requirements is to take the proper academic courses and earn good grades.

## **NCAA Information**

More information can be found at <http://www.ncaa.org/student-athletes>. If you have questions about your eligibility or the registration process, call the NCAA toll free at 1-877-262-1492.

### **Playing Division I or II Sports**

If you want to compete in NCAA sports at a Division I or II school, you need to register with the NCAA Eligibility Center to make sure you stay on track to meet initial-eligibility standards.

**Grade 9**

- Ask your counselor for a list of your high school's [NCAA core courses](#) to make sure you take the right classes.

**Grade 10**

- Register with the NCAA Eligibility Center at [eligibilitycenter.org](http://eligibilitycenter.org).

## Grade 11

- Check with your counselor to make sure you will graduate on time with the required number of [NCAA core courses](#).
- Take the [ACT or SAT](#) and submit your scores to the NCAA using code 9999.
- At the end of the year, ask your counselor to upload your [official transcript](#) to the NCAA Eligibility Center.

## Grade 12

- Finish your last [NCAA core courses](#).
- Take the [ACT or SAT](#) again, if necessary, and submit your scores to the NCAA using code 9999.
- Complete all academic and [amateurism](#) questions in your NCAA Eligibility Center account at [eligibilitycenter.org](#).
- After you graduate, ask your counselor to submit your final [official transcript](#) with proof of graduation to the NCAA Eligibility Center.

## Division I Academic Eligibility

To be eligible to compete in NCAA sports during your first year at a Division I school, you must graduate high school and meet **ALL** the following requirements:

- Complete [16 core courses](#):
  - ✓ **Four** years of English
  - ✓ **Three** years of math (Algebra 1 or higher)
  - ✓ **Two** years of natural/physical science (including one year of lab science if your high school offers it)
  - ✓ **One** additional year of English, math or natural/physical science
  - ✓ **Two** years of social science
  - ✓ **Four** additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy
- Complete 10 core courses, including seven in English, math or natural/physical science, before your seventh semester. Once you begin your seventh semester, you may not repeat or replace any of those 10 courses to improve your core-course GPA.
- Earn at least a [2.3 GPA](#) in your core courses.
- Earn an [SAT combined score or ACT sum score](#) matching your core-course GPA on the Division I sliding scale, which balances your test score and core-course GPA. If you have a low test score, you need a higher core-course GPA to be eligible. If you have a low core-course GPA, you need a higher test score to be eligible.

### What if you don't meet the requirements?

If you have not met all the Division I academic requirements, you may not compete in your first year at college. However, if you qualify as an academic redshirt you may practice during your first term in college and receive an athletics scholarship for the entire year.

To qualify as an academic redshirt, you must graduate high school and meet **ALL** the following academic requirements:

- Complete 16 [core courses](#):
  - ✓ **Four** years of English
  - ✓ **Three** years of math (Algebra 1 or higher)
  - ✓ **Two** years of natural/physical science (including one year of lab science if your high school offers it)
  - ✓ **One** additional year of English, math or natural/physical science
  - ✓ **Two** years of social science
  - ✓ **Four** additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy
- Earn at least a [2.0 GPA](#) in your core courses.
- Earn an [SAT combined score or ACT sum score](#) matching your core-course GPA on the Division I sliding scale.

If you are concerned you may not meet the Division I academic requirements, consider taking the following actions:

- Ask for advice and accountability from your high school counselor. Check in with the admissions or compliance office at the college you hope to attend.
- Get tutoring or other study help.
- Graduate on time. Division I schools allow college-bound student-athletes who graduate on-time to take one core course during the year after they graduate high school.

- Avoid quick fixes through credit recovery programs. These courses may not be accepted by the NCAA.
- Keep your coursework. If the NCAA Eligibility Center needs to review your record due to irregularities, you may be asked to provide your coursework.
- Follow your high school's policies. The best thing to do is work within the rules.

## Division II Academic Eligibility

To be eligible to compete in NCAA sports during your first year at a Division II school, you must meet academic requirements for your core courses, grade-point average (GPA) and test scores.

You must graduate high school and meet **ALL** the following requirements:

- Complete [16 core courses](#):
  - ✓ **Three** years of English.
  - ✓ **Two** years of math (Algebra 1 or higher).
  - ✓ **Two** years of natural or physical science (including one year of lab science if your high school offers it).
  - ✓ **Three** additional years of English, math or natural or physical science
  - ✓ **Two** years of social science
  - ✓ **Four** additional years of English, math, natural or physical science, social science, foreign language, comparative religion or philosophy
- Earn at least a [2.2 GPA](#) in your core courses.
- Earn an [SAT combined score or ACT sum score](#) matching your core-course GPA on the Division II sliding scale, which balances your test score and core-course GPA. If you have a low test score, you need a higher core-course GPA to be eligible. If you have a low core-course GPA, you need a higher test score to be eligible.

## Playing Division III Sports

- Division III schools provide an integrated environment focusing on academic success while offering a competitive athletics environment. Division III rules minimize potential conflicts between athletics and academics and focus on regional in-season and conference play.
- While Division III schools do not offer athletics scholarships, 75 percent of Division III student-athletes receive some form of merit or need-based financial aid.
- If you are planning to attend a Division III school, you do not need to register with the NCAA Eligibility Center. Division III schools set their own admissions standards.



# Career, Education, and Work

The state of Pennsylvania has enacted standards that describe what a student should know and be able to do in order to be successful in the workplace after leaving secondary education. It is the rapidly changing workplace and the demand for continuous learning and innovation on the part of the workers that drives the need for academic standards in Career, Education, and Work. In accordance with 22 Pa. Code § 4.12(5), career education and work is defined as *“Understanding career options in relationship to individual interests, aptitudes and skills including the relationship between changes in society, technology, government and economy and their effect on individuals and careers. Development of knowledge and skill in job-seeking and job-retaining competencies and, for students completing vocational-technical programs, the skills to succeed in the occupation for which they are prepared.”*

<https://www.pacareerzone.org/>

Pennsylvania’s career-oriented *CareerZone* website lists 23 “Job Families” which are based on the broad sectors in which people are typically employed – they are listed below. In addition, we have listed classes/areas in which a student should focus their course selections/studies throughout their high school experience in order to better prepare them for that particular career field.

<b>Job Family (Occupations)</b>	<b>Focus/Area of Study</b>
Architecture & Engineering	STEM (esp. CADD)
Arts, Design, Entertainment, Sports, & Media	Art, Business, Multimedia
Building/Grounds & Maintenance	Business, Tech Ed
Business & Financial Operations	Business, Math
Community & Social Services	English, Social Studies
Computer & Mathematical	Computers, STEM
Construction & Extraction	Tech Ed (esp. Construction Tech)
Education, Training, & Library	Social Studies
Farming, Fishing, & Forestry	Science (esp. Ecology)
Food Preparation & Serving Related	Family & Consumer Science (esp. Foods)
Healthcare Practitioner & Technical	Math, Science (esp. Biology)
Healthcare Support	Math, Science (esp. Biology)
Installation, Maintenance, & Repair	Tech Ed
Legal	Business, English, Social Studies
Life, Physical, & Social Science	Science, Social Studies
Management	Business, Tech Ed
Military Specific	Core Subjects
Office & Administrative Support	Business, Computers, English
Personal Care & Service	Science
Production	Tech Ed (esp. Manufacturing/Production)
Protective Service	English, Social Studies
Sales & Related	Business, Foreign Language
Transportation & Material Moving	Math, English, Science



On this page you will find a *Four Year Planner* listing courses available at Cochran Jr/Sr High School, and the most appropriate time to take them. In many cases, the courses follow a basic progression from one year to the next. For example, Algebra II should be taken after the completion of Algebra I. Based on your career interests, this planner will help you create a 'game plan' for picking out courses over the span of your high school career. The Course Selection Process and Descriptions for each course can be found on the pages following this planner. When in doubt, be sure to check with your Guidance Counselor to make sure you are completing the necessary requirements and putting yourself in the best possible position for meeting your Career, Education, and/or Work goals!

### Four Year Planner

	Grade 9	Grade 10	Grade 11	Grade 12
<b>English</b>	General English 9 Comp English I Challenge English I	General English 10 Comp English II Challenge English II	General English 11 Comp English III Challenge English III	General English 12 Comp English IV Challenge English IV AP English Lit
<b>Math</b>	Prac Alg Course I Algebra I Algebra II Geometry	Prac Alg Course II Algebra I Algebra II Geometry Alg III/Trig	Prac Geom Course I Geometry Alg III/Trig Pre-Calc	Prac Geom Course II Geometry Alg III/Trig Consumer Math Pre-Calc Calculus
<b>Science</b>	Academic Bio Honors Bio I	Academic Chem Honors Chem I	Honors Bio II Honors Chem II Academic Physics AP Physics I	Honors Bio II Honors Chem II AP Physics I-II Ecology
<b>Social Studies</b>	Civics & Govt	Am Hist II	Mod World Hist I	Cont World Hist Psych/Soc AP Psychology
<b>Health/PE</b>	Health PE or Personal Fitness	PE or Personal Fitness	PE or Personal Fitness	PE or Personal Fitness
<b>Required Electives</b>	Computer Apps	<i>1 of the following:</i> Comp & Career Skills Computer Prog Accel Comp Prog I CADD II/Robotics I		
<b>Electives</b>	French I-II Spanish I-II Mandarin I Band Chorus Music Theory Art I Graphic Art Speech & Drama I Writer's Workshop I Reading Enhancement Parenting Foods I Textiles I Personal Mgt CADD I/Drafting Const Tech	French I-III Spanish I-III Mandarin I-II Band Chorus Music Theory Art I-II Graphic Art Speech & Drama I-II Writer's Workshop I-II Parenting Foods I-II Textiles I-II Personal Mgt CADD I/Drafting CADD II/Robotics I Const Tech Manufacturing I Credit Union	French I-IV Spanish I-IV Mandarin I-II Band Chorus Music Theory Art I-III Graphic Art Accel Comp Prog I-II Accounting I Multimedia Pub Speech & Drama I-II Writer's Workshop I-III Parenting Foods I-II Textiles I-III Personal Mgt CADD I-III Const Tech Manufacturing I-II Credit Union	French I-V Spanish I-V Mandarin I-II Band Chorus Music Theory Art I-III Advanced Art Graphic Art Accel Comp Prog I-II Accounting I-II AP Comp Science Multimedia Pub Speech & Drama I-II Writer's Workshop I-III Parenting Foods I-II Textiles I-III Personal Mgt CADD I-III Const Tech Manufacturing I-II Credit Union Co-Op

# Course Selection Process

Registration at CHS begins with teachers discussing course selections, teacher recommendations, and course sequences/pre-requisites with the students. Final teacher recommendations will stand unless a change is made as a result of parent/teacher/counselor discussions. Counselors will provide/present a registration assembly to each grade level (current 8<sup>th</sup> – 11<sup>th</sup> graders). Registration handbooks will be available and the course selection process will be discussed.

Teacher recommendations will already be entered on a registration form for each individual student. Students will complete two copies of the registration form. The counselor will use one copy during individual sessions with each student. The second copy is to be taken home for a discussion with parents/guardians. Students will be called to the Guidance Office for additional individual sessions if cancellations, conflicts, or changes in interest occur. Each student will walk through a “Mock Schedule” at the end of the year as an additional opportunity to evaluate their schedule and make changes.

Cochranton Junior/Senior High School makes every effort to meet the academic needs of all students. However, other options are available such as additional AP classes at Meadville Area High School and Cyber Services through Crawford Central’s Administrative Offices.

## **Course Changes and Transfers:**

Schedule change dates and policies will be strictly adhered to. Students and Parents/Guardians are given ample time to study course selections and alternates, and to seek additional clarifications from the staff. The Guidance Counselors meet individually with each student prior to the end of the current school year to discuss selections that best meet the individual academic and career needs for each student for the following school year. The student’s signature at that time indicates agreement with the courses selected.

Students will also have the opportunity to change their course selection by scheduling an appointment in the summer, prior to the start of the new school year.

Students and parents are free to subsequently discuss the schedule with guidance counselors, but there will be an effort to keep changes to a minimum. A final schedule will be given to every student on the first day of school. After classes begin, students have a period of 10 class days to request to add-drop classes. These requests may or may not be granted depending on the reasons, the student’s academic level, student behavior history, and seat availability. Once the add-drop period of 10 days has ended the student will receive a mark of “WF” (Withdrawn Failing) on their permanent transcript. Parental involvement is required. Student requests to change teachers WILL NOT be considered.

**NOTE:** During the school year, a student may be withdrawn from a course for discipline reasons or at the discretion of the administration. The student will receive a “WF” (Withdrawn Failing) for the course on their transcript for this class.

## **Courses Repeated**

Students who repeat a course will be awarded only the grade and credit of the second year. Previously failed courses will be reflected on the transcript and will affect GPA. Options for making up deficiencies may be to attend summer school, to complete a tutorial program, or to take a correspondence course. Prior approval by the principal is necessary for any of the above methods. **All program costs, including transportation, would be at the student’s expense.**



# Course Descriptions

The course descriptions on the following pages are listed alphabetically by department. **NCAA** approved courses are marked with the NCAA symbol. **Weighted** courses are noted as such. Some courses may not be offered each year because there are a limited number of teaching periods by the staff. Senior high students must select courses that meet graduation requirements. All classes meet 5 periods per week all year for 1 credit unless stated otherwise.

## Definition of Terms:

**Corequisite:** An academic course which is required to be taken simultaneously with another course.

**Credit:** An education credit is the value awarded to each course upon successful completion. Example: 1 credit for Math or .6 credits for Health.

**Elective Course:** Courses students select from a list of subjects offered by the school that will help fulfill graduation requirements.

**Humanities:** Studies concerned with culture and society rather than the physical sciences.

**Prerequisite:** A course that require a particular level of competency in order to successfully compete in a higher level course. *Example: Algebra II, Prerequisite: Algebra I*

**Required Course:** The State of Pennsylvania establishes courses that must be taken by all students. This means every student must take and pass all required courses in order to graduate. Also included are courses required by Crawford Central School District beyond those set by the state.

# ACADEMIC SPORTS LEAGUE

## **Academic Sports League: (Grades 9-12)**

This course focuses on the curriculum designed by the United States Academic Decathlon (USAD). The curriculum unit will change each year as determined by USAD. In addition to reading a required novel, students must study rigorous background material focusing on history, music, art, literature, science, economics, and math. Students who take this class should expect to participate in regional ASL competitions. Students will develop good interview and oral speech delivery techniques. Test taking and essay writing skills are also emphasized.

**Note:** This course will meet 3 days per week and receive .6 credits. However, in the case that Academic Sports League is not offered as an official course, it will meet as a Club/Activity (and will not be eligible for credits towards Graduation).

# ART

## **Art I: (Grades 9-12)**

A beginning course in two-dimensional and three-dimensional art. Students have opportunities to acquire basic skills and techniques through guided practice and exploration in the areas of two-dimensional and three-dimensional art, incorporating the elements and principles of art with the various art media. Students are required to keep a sketchbook and may begin a collection of art for a portfolio.

### **Art II: (Grades 10-12)**

Art II is an extension of Art I, providing additional skills and techniques previously learned. The student will expand knowledge & skills through guided practice and exploration in areas (which may include drawing, painting, design, printmaking, sculpture, fibers, and jewelry), incorporating the elements and principles of art with various art media. A sketchbook will be continued.

*Prerequisite:* Successful completion of Art I -or- Teacher Recommendation.

### **Art III: (Grades 11-12)**

This is an advanced course for the more serious-minded art students. They will practice and refine their art skills, exploring a professional approach. Course work will progress through aspects of design, drawing, painting, sculpture, mixed media and self-proposed projects in various art media. The student may begin or add to an existing portfolio. A sketchbook will be continued.

*Prerequisite:* Successful completion of Art II -or- Teacher Recommendation.

### **Advanced Art: (Grade 12)**

The serious-minded student possibly pursuing a career in the field of art should consider this course. Being self-motivated, the student may devise and propose individual projects based on exploration of career choices and continue to refine their portfolio. A sketchbook will be continued.

*Prerequisite:* Successful completion of Art III -or- Teacher Recommendation.

### **Graphic Art: (Grades 9-12)**

Students will use graphic design concepts to create posters, signs, bulletin boards, and other decorative graphic art for the purpose of helping to instill school pride by beautifying the halls and walls of CHS as well as community based visual opportunities. Students are required to keep a sketchbook and may begin a collection of art for a portfolio.

## **COMPUTERS and BUSINESS**

**Note:** All weighted computer classes need a teacher recommendation

All 9<sup>th</sup> & 10<sup>th</sup> grade Computer classes will participate in an online Career and College Readiness program as part of Pennsylvania's Chapter 339 requirements. This program is designed to survey and assess the students for personal interests and future goals. Students will also learn soft skills, and language and math skills.

### **Computer Applications: (Grade 9)**

The purpose of this course is to provide students with an understanding of how a personal computer can be used for a variety of applications using an integrated software package. The functions of word processing, spreadsheets, presentations, and publishing will be investigated and used in textbook and real life activities. Students also delve into career research using WIN Learning.

**Computer & Career Skills (CCS): (Grades 10-12)**

This course is designed to review the concepts taught in computer applications and then expand upon them. Students will learn how to enhance text documents, analyze, report numerical data, organize, retrieve data and design professional presentations. The second part is managed by WIN software. Students will complete questionnaires about their skills and determine their knowledge base. A strategic compass will be developed for career paths. The student will explore skills needed, job opportunities, job families, job openings, cost of college or trade school, and financial aid. They will create a budget and resume'.

**Computer Programming: (Grades 10-12)**

This course provides a brief historical background on computer development, provides creative and critical thinking experiences, and develops fundamental programming concepts enabling the students to solve problems. Students will learn the visual basic programming language and online block coding.

*Prerequisite:* Algebra II and 80% in Comp. Apps.

**Accelerated Computer Programming I: (Grades 10-12)****Weighted**

This course provides creative and critical thinking experiences, and develops fundamental programming concepts enabling the students to solve problems. Students will learn the visual basic programming language at an accelerated pace. Students will program multiple authentic solutions.

*Prerequisite:* Algebra II and 80% in Computer Applications

**Accelerated Computer Programming II: (Grades 11-12)****Weighted**

This course continues to develop advanced concepts presented in Computer Programming I. The focus is on programming style and creative solving and programming approaches and techniques. This class is very project oriented. Students will learn advanced concepts of the visual basic language. Students will also learn and use an online app inventor software to develop authentic applications for telephones and portable devices. These apps will focus on the STEM fields and will provide the students with real-life meaningful app developing.

*Prerequisite:* 80% in Computer Programming I

**Advanced Placement Computer Science Principles: (Grade 12)****Weighted**

This college level full year course continues to expand on advanced algorithm and abstraction programming development. Students will be introduced to alternative programming languages with a strong emphasis in the JavaScript and Java languages. Students will also delve into the Internet, Big Data, digital privacy and security, and the societal impacts of computing. Students will also get to program robots with the Java language. This course has been designed to allow students to sit through the AP Computer Science Principles Test.

*Prerequisite:* 90% in Accelerated Computer Programming II

**Accounting I: (Grades 11-12)****Weighted**

This course provides skills and concepts needed for various accounting, computing, and related office jobs. Subject matter includes the accounting equation, debit/credit rules, transaction analysis, banking activities, petty cash, payroll, journals, ledgers, and income tax returns. Peachtree Accounting Software is used for our Monopoly Businesses. Those who wish to become business majors in college as well as those planning to enter the job market immediately after high school find this knowledge to be an asset.

### Accounting II: (Grade 12)

Weighted

Independent study of uncollectable accounts, depreciation, inventory, notes & interest, accrual methods, corporation year-end procedures, partnerships, and international and internet sales.

*Prerequisite:* 80% in Accounting I

### Multimedia Publications: (Grades 11-12)

Weighted

A project-oriented class, this course provides students the opportunity to explore various desktop publishing software. Page layout and design techniques are covered and implemented with various input devices such as scanners and digital cameras. Web page design and ADOBE Photoshop is also covered. Video Filming and Editing for contests is a growing part of this class.

*Prerequisite:* 80% in Computer Applications and/or Computer & Career Skills

## ENGLISH

**Comprehensive English** is designed for students who are not planning four year college careers after high school. The content of each course attempts to provide students with a varied background in all aspects of communication, including reading, writing, speaking, and listening. While not as rigorous as the elective Challenge English courses offered, the level of work provided should enable Comprehensive English students to attend college if they should change plans after high school.

**Note:** A formal research project is required for **all** levels of English.

**Challenge English** courses are advanced level courses offered to students in grades 9-12. Both Challenge and Comprehensive English offer work in composition, grammar/punctuation, vocabulary, research, and literature; but the level of challenge work is more advanced. **Students who have earned an “A” or “B” in their previous two English courses or have been recommended by the English faculty based on a review of their grades and class performance are asked to enroll in Challenge English.** The English faculty recommends Challenge English for students who plan to attend college and who meet the above criteria.

**Note:** A formal research project is required for **all** levels of English.

### General English: (Grades 9-12)

This course uses a research-driven literacy curriculum to provide reading intervention for students with IEPs. Instruction will address both foundational and advanced literacy skills. This course is designed to include direct, text-based instruction, as well as independent computer practice of both reading and writing skills.

*Prerequisite:* Teacher Recommendation

### Comprehensive English I: (Grade 9)



This course is the first of a series of courses designed for students who plan to attend a technical school or a two year community college. Students will cover the aspects of reading, writing, listening, and speaking. *Romeo and Juliet* will be read as an introduction to Shakespeare. American and world literature will be used. Technology will be incorporated with the research project.

**Challenge English I: (Grade 9)****Weighted** 

This in-depth course is the first in a series of four that have been designed to provide a challenge for students. The major emphasis is placed on a study of the literary genres: short story, novel, poetry, and drama, including *Romeo and Juliet*. Some units of work that are integrated into the study of literature are composition, grammar/punctuation, and vocabulary. A number of writing assignments will range in length from simple paragraphs to a career research paper.

**Comprehensive English II: (Grade 10)**


This course is a continuation of Comp. I. It is designed as an alternative course for students who plan to attend a technical school or a two year community college. The course will cover reading, writing, listening, speaking, vocabulary, literature, and grammar review. The literature will consist of all forms of American Literature from various texts. A Shakespearean play, *The Taming of the Shrew* or *A Midsummer Night's Dream* will be read.

**Challenge English II: (Grade 10)****Weighted** 

This in-depth course is a continuation of the 9th grade challenge course and is designed to provide a challenge for the higher ability level students. Students should possess a thorough knowledge of English grammar, usage, punctuation, and the basic forms of composition before entering this level course. Advanced level grammar will be reviewed in conjunction with writing. The major emphasis of this class will be an in-depth study of American literature involving extensive discussions, writing activities, and research projects. The literature will consist of all forms of American Literature from various texts. A Shakespeare play, *The Taming of the Shrew*, or *A Midsummer Night's Dream* is studied.

**Comprehensive English III: (Grade 11)**

This course is a continuation of Comp. I and II. It will cover aspects of writing, reading, speaking, and listening. Literature selections will expose students to a variety of British texts, including Shakespeare's *Macbeth*.

**Challenge English III: (Grade 11)****Weighted** 

This course is designed to provide work for college-bound students. It includes a chronological survey of British Literature introduced by a short history of the English language and followed by instruction on the epic, *Beowulf*, the King Arthur legend, Chaucer, and Shakespeare. Students will read an array of British literature including books of their own choosing. Students will review effective analytical writing techniques, vocabulary, research techniques, and grammar. Students entering Challenge English III are required to complete a summer reading and writing assignment prior to beginning the course in the fall. Students will receive details and supplies for the summer assignment before school lets out for the summer. The assignment is due at the start of the course; a specific due date and time will be announced before students depart for summer vacation.

**Comprehensive English IV: (Grade 12)**

This course is a continuation of Comp. I, II, and III. It is designed as an alternative course for students who plan to attend a technical school or two year community college. The course will review aspects of reading, composition writing, speaking, vocabulary, literature, and grammar. The literature will consist of various types of world literature from a variety of texts. Shakespeare's play *Hamlet* will also be read and studied.

### Challenge English IV: (Grade 12)

Weighted 

Challenge English IV is a college-preparatory course that is a culmination of the previous three courses with an emphasis on world literature and cultures via anthologies, novels, plays, poetry, and non-fiction selections. Advanced-level grammar will be taught in conjunction with writing. Other work may include enrichment in writing, mechanics, word study, and critical composition culminating with a lengthy required literary criticism research project. Students entering Challenge English IV are required to complete a summer reading and writing assignment prior to beginning the course in the fall. Students will receive details and supplies for the summer assignment before school lets out for summer. The assignment is due at the end of August; a specific due date and time will be announced before students depart for summer vacation.

### Advanced Placement English Literature & Composition: (Grade 12)

Weighted 

This college-level full year course is concerned primarily with understanding and analyzing literature. Referring to the literature studied, students develop both oral and written compositions throughout the year. Summer reading and analysis assignments and research-based papers are a requirement for this course. The AP student will develop criteria for analyzing and evaluating fiction, drama, and poetry, support opinions by referring to specifics within fiction, drama, and poetry passages, and use the Advanced Placement writing rubric to evaluate essays and research papers.

*Prerequisite:* 90% in Challenge English III

## ENGLISH - ELECTIVES

### Reading Enhancement: (Grade 9)

This course will provide ways to improve organization skills and reading comprehension. Students will read independently and in large or small groups. The class will cover plays, current events, narrative readings, informational reading, writing, listening, and speaking. Students will become familiar with the PA State Standards and will be able to select material to read for pleasure.

### Speech & Drama I: (Grades 9-12)

This course is designed to help the student learn oral communication skills through the preparation, delivery, and evaluation of impromptu, personal experience, informative, and persuasive speeches. The **semester of Speech** instruction may also include a unit on analysis of propaganda techniques culminating in a speech performance. The **semester of Drama** is based on some individual performance, but includes more group activities. Students will take part in pantomimes, improvisations, rehearsed skits, and scenes from plays, storytelling and reader's theater. Dramatic productions may be done for other classes.

### Speech & Drama II: (Grades 10-12)

This course provides students with opportunities to further develop and polish basic oral communication skills. Students will again be required to prepare speeches and participate in group activities but at a more advanced level. Some of the units to be taught along with speech delivery may include debate and group discussion skills. The semester of Drama II will also build on basic skills previously learned. Students may be required to present pantomimes, dramatic monologues, and Reader's Theater in class or for outside audiences, when available, and scenes from plays.

*Prerequisite:* Speech & Drama I

### **Writer's Workshop I: (Grades 9-12)**



This course is designed for both the inexperienced writer and the writer who wishes to polish his/her skills. The first objective is to help the beginning writer overcome the resistance to writing on a regular basis; this is accomplished with daily writing exercises. Another objective is to read the works of published writers as models for class writing. This also introduces the student to several different genres. Longer assignments stress step-by-step pre-writing and writing processes. These processes include attention to mechanics and usage as the need develops in student writing. By the end of the year, the student will have had an introduction to analyzing writing style and producing original poems, short stories, and nonfiction pieces such as satires and essays. Also, students will regularly write to contribute to the school newspaper.

### **Writer's Workshop II: (Grades 10-12)**

Students will have the opportunity to do more advanced work with all the genre covered in the beginning course, specifically: nonfiction, which may include memoirs, persuasive essays, satires, interviews, and news articles; fiction, which may include short stories, chapters of a novel, and other short imaginative pieces. There will also be a unit on poetry. A writing portfolio will be required, and each student will be required to submit one piece of writing for possible publication. We will use standard market reference books to analyze publications for target submissions. Frequent journal writings will be used to generate ideas for other pieces.  
*Prerequisite:* Writer's Workshop I

### **Writer's Workshop III: (Grades 11-12)**

Students will have the opportunity to do more advanced work with all the genre covered in the Writer's Workshop I and II, specifically: nonfiction, which may include memoirs, persuasive essays, satires, interviews, and news articles; fiction, which may include short stories, chapters of a novel, and other short imaginative pieces. There will also be a unit on poetry. A writing portfolio will be required, and each student will be required to submit multiple pieces of writing for possible publication. We will use standard market reference books to analyze publications for target submissions. Frequent journal writings will be used to generate ideas for other pieces.

*Prerequisite:* Writer's Workshop II

## **FAMILY and CONSUMER SCIENCE**

### **Child Development & Parenting: (Grades 9-12)**

This class is two-fold. The course intro is based on Red Cross and 4-H Babysitting/Child Care courses and will supply students with the skills to provide safe age-appropriate care to children of all ages. This segment of the course will result in a CHS Child Care Certificate (similar to those offered by 4-H and Red Cross babysitting courses). The remainder of the course focuses on familiarity with the field of Child Development, a branch of modern Psychology. Child Development theorists study how children grow and mature, as well as the social interactions that delay mental, social, and psychological growth.

### **Foods I: (Grades 9-12)**

In this course students will learn about food selection, preparation, measurements, storage, and serving. Kitchen safety and organization, as well as the nutritional needs of the body will be included. Students will discover the relationship between nutritious foods and a healthy lifestyle. Some projects may have a fee for materials. No prior cooking experience is required for this course.

### **International Foods / Foods II: (Grades 10-12)**

The focus of this course will be on the foods, preparation methods, and cultural practices of regions around the world. Students will have the opportunity to research and explore a multitude of cultures, as well as prepare foods from a variety of countries and cuisines. Covered regions will include Middle Eastern, Italian, Mexican, French, German, Chinese, Thai, and Moroccan. Some projects may have a fee for materials.

*Prerequisite:* Successful completion of Foods I -or- Teacher Recommendation.

### **Textiles & Apparel I: (Grades 9-12)**

Textiles I is a year-long sewing course designed to teach students basic hand and machine sewing skills, including mending, embroidery, and quilting. Students have a wide range of projects to choose from, and independent project selection is encouraged.

### **Textiles & Apparel II: (Grades 10-12)**

Textiles II is an intermediate level sewing course for students who have completed Textiles I successfully. Sewing skills introduced in Textiles II build on the skills acquired in Textiles I (hand sewing, mending, basic embroidery skills, basic crochet, introduction to the sewing machine, and simple quilting techniques) and introduces advanced hand-sewing and machine sewing techniques.

*Prerequisite:* Successful completion of Textiles & Apparel I -or- Teacher Recommendation.

### **Textiles & Apparel III: (Grades 11-12)**

Textiles III is an advanced sewing course for students who have completed Textiles I and II. Students in Textiles III must complete Challenge Contracts identifying the new skills to be learned, including clothing construction, zipper installation, working with commercial patterns, and clothing alterations. Students in Textiles III will also assume leadership roles within the classroom.

*Prerequisite:* Successful completion of Textiles & Apparel II -or- Teacher Recommendation.

### **Personal Management: (Grades 9-12)**

This course is designed to help students navigate the most up-to-date employment search techniques and requirements, as well as answer ALL questions about employer expectations and young adult consumer and economic responsibilities.

## **FOREIGN LANGUAGES**

### **French**

#### **French I: (Grades 9-12)**

**Weighted** 

Students at this level work with a basic vocabulary and basic grammar in the areas of speaking, listening, writing, and reading. Verbs are conjugated in two tenses. Good pronunciation is emphasized.

#### **French II: (Grades 9-12)**

**Weighted** 

Extending their first year's work, students strive to improve in the four basic skills and concentrate on grammar and on vocabulary expansion; several tenses are introduced. Individuality is encouraged especially in speaking and in writing. Reading in the target language becomes more important.


*Prerequisite:* French I



**French III: (Grades 10-12)****Weighted** 

This course is designed to increase the student's vocabulary, grammar, and comprehension. Conversational and writing skills are intended to increase with more advanced levels of proficiency. Reading in the target language is emphasized.

*Prerequisite:* French II

**French IV: (Grades 11-12)****Weighted** 

The program reviews some grammatical structures that the student has already studied and provides an in-depth study of new and important grammatical features of the language. The course is also designed to increase the student's fluency in French. The program serves as an introduction to literary works by famous French authors.

*Prerequisite:* French III

**French V: (Grade 12)****Weighted** 


Students in this class will use language skills to read authentic French works and continue to augment vocabulary and grammar concepts. Reading, writing, and speaking skills will be emphasized.

*Prerequisite:* French IV

**Mandarin Chinese****Mandarin Chinese I: (Grades 9-12)****Weighted** 

This course focuses on the four key areas: listening, speaking, reading, and writing. It represents a blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, participate in simple conversations and respond appropriately to basic conversational prompts, and take frequent assessments where their language progression can be monitored.

**Note:** This is an online course.

**Mandarin Chinese II: (Grades 10-12)****Weighted** 


Students continue their study by expanding their knowledge of key vocabulary topics and grammar concepts. Students not only begin to comprehend listening and reading passages more fully, but they also are able to express themselves more meaningfully in both speaking and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. A strong emphasis on providing context and conversational examples is presented in each unit. Character recognition and practice are a key focus of the course. Students should expect to be actively engaged in their own language learning, use a wide range of grammar patterns in their speaking and writing, participate in conversations and respond appropriately to conversational prompts, and take frequent assessments where their language progression can be monitored.

*Prerequisite:* Mandarin Chinese I

**Note:** This is an online course.

## Spanish

### Spanish I: (Grades 9-12)

Weighted 

This course introduces students to the Spanish language through practice of the four language skills: reading, listening, writing, and speaking. Grammatical concepts are emphasized in the teaching and the use of the four skills. Throughout the year students will develop an awareness of the different customs of the Spanish-speaking countries as well as develop knowledge of geography.

### Spanish II: (Grades 9-12)

Weighted 

This course is designed to increase the students' fluency in Spanish. The further development of the four language skills in their natural order are taught: reading, listening, writing, and speaking. This course provides a more in-depth research of the Spanish-speaking world.

*Prerequisite:* Spanish I


### Spanish III: (Grades 10-12)

Weighted 

Practice in the four language skills is continued with increasing emphasis in speaking and writing. Topics from magazine articles and cultural readings are used to initiate ideas for conversation and writing assignments. Study of culture, geography, and history is continued throughout the year.

*Prerequisite:* Spanish II

### Spanish IV: (Grades 11-12)

Weighted 

The program reviews some grammatical structures that the student has already studied and provides an in-depth study of new and important grammatical features of the language. The course is also designed to increase the student's fluency. The program also serves as an introduction to literary works that provide contemporary cultural information.

*Prerequisite:* Spanish III

### Spanish V: (Grade 12)

Weighted 

This course will focus on mastery of all previously acquired linguistic concepts in preparation for college placement exams. Speaking activities will refine students' abilities and comfort in spontaneous speech, while written assessments will focus on accuracy of complex grammatical structures. The study of authentic Spanish in context, including short stories, poems, newspapers, and audio samples will provide bases and themes for refining communication skills. Students will have the option of taking the AP Spanish exam in May.

*Prerequisite:* Spanish IV

## HEALTH and PHYSICAL EDUCATION

### Senior High Health: (Grade 9)

This course will provide knowledge that will enable students to make informed decisions and practice healthy behaviors to maintain an optimum level of well-being. The goals necessary to achieve this are to apply skills, concepts, and principles to make informed health decisions; to practice good health habits to prevent illness and injury; to demonstrate knowledge of body functions; to participate in health instruction that includes independent and cooperative learning; and to use resources available to students for future lifetime reference.

**Note:** This course will meet 3 days per week and receive .6 credits

### Senior High Physical Education: (Grades 9-12)

The physical education program for senior high students emphasizes participation in a variety of activities designed to develop skills in different team and individual sports, to learn to play safely and understand the rules of the game, and to know the benefits and value of regular exercise and their contribution to a health lifestyle. Student evaluations are based on levels of performance determined by their achievement in fitness and skill tests and their participation in class activities.

**Note:** This course will meet 2 days per week and receive .4 credits

### Personal Fitness: (Grades 9-12)

**This course is a physical education elective which can be taken as the regular physical education requirement.** The program will promote lifetime physical fitness by providing knowledge of, and applying exercise principles to various types of activities. Emphasis will be on safe participation, improving physical fitness, and promoting life-long physical activity.

**Note:** This course will meet 5 days per week and receive 1 credit

### Adaptive Physical Education: (Grades 9-12)

The adaptive physical education program provides for participation in physical education and an opportunity for students to improve their level of fitness by participating in a variety of activities appropriate to their condition and modified/adapted to meet their individual needs. Emphasis is on safe participation, improving physical fitness and promoting life-long physical activity. Students may be scheduled into adaptive physical education by teacher recommendation, doctor recommendation, or I.E.P.

## MATHEMATICS

**Note:** Having your own calculator (Scientific and/or Graphing) will be helpful, but is not required.

**Note:** Students may only concurrently enroll in Algebra II & Geometry -or- Geometry & Algebra III

### Practical Algebra Course I: (Grades 9-12)

This course is designed to give each student basic algebra concepts. Each participant must then move to Practical Algebra II the following year. Topics to be covered include variables, rational numbers, order of operations, equations, solving and graphing functions, writing equations, solving and graphing inequalities.

### Practical Algebra Course II: (Grades 10-12)

This course continues, enhances, and broadens concepts from Practical Algebra I and introduces new concepts to give students a basic Algebra foundation. Successful completion of this course, in conjunction with Practical Algebra I, is equivalent to Algebra I. Topics include: systems, exponents, polynomials, factoring, quadratic functions, radicals, and rational functions.

*Prerequisite:* Practical Algebra Course I

### Practical Geometry Course I: (Grades 11-12)



Practical Geometry I is a course designed to follow the sequence of Practical Algebra Courses I & II. Basics of geometry include segments and angles, parallel and perpendicular lines, triangle relationships, congruent triangles, and quadrilaterals. This course is not designed as a rigid academic geometry course.

## Practical Geometry Course II: (Grade 12)

The course includes – similarity, ratio of proportion, polygons and area, surface area and volume, right triangles and trigonometry, circles, tangents, arcs, chords, inscribed angles, and polygons.

## Algebra I: (Grades 9-12)



Students will be preparing for the Algebra I Keystone Exam to be taken near the end of the course. Students will be focusing on solving linear equations, inequalities and systems of equations and inequalities; identifying and graphing functions; linear regression; basic factoring techniques; simplifying radical and polynomial expressions; laws of exponents; data analysis, and probability. Calculators are permitted, but graphing calculators are not permitted.

## Algebra II: (Grades 9-12)

Weighted



The Algebra II curriculum includes the refinement and extension of mathematical relationships that began in Algebra I, while developing algebraic skills necessary for higher mathematics. Quadratic equation solving is emphasized with application to the solution of word problems.

*Prerequisite:* 70% in Algebra I

## Geometry: (Grades 9-12)

Weighted



This course provides an in-depth exploration of Euclidean geometry. It is proof oriented, includes the study of both plane and solid geometry, and introduces transformation geometry.

*Prerequisite:* Algebra II -or- concurrent enrollment in Algebra II

## Algebra III/Trigonometry: (Grades 10-12)

Weighted



This course is an introduction to trigonometry designed for students going to college. The specific topics in algebra that are covered are based upon the teacher's assessment of the needs of the particular class. The topics in trigonometry which are covered include the trigonometric functions, graphs of the trigonometric functions, specific applications of trigonometry to such areas as surveying, construction, navigation, angular velocity, force, electricity, and sound are made.

*Prerequisite:* Algebra II and Geometry -or- Algebra II and concurrent enrollment in Geometry

## Pre-Calculus: (Grades 11-12)

Weighted



The pre-calculus curriculum extends the study of abstract mathematical relationships beyond the basic academic courses to prepare students for college level mathematics. The curriculum includes advanced concepts in algebra and trigonometry necessary for calculus.

*Prerequisite:* 70% in Algebra III/Trigonometry

## Calculus: (Grade 12)

Weighted



This course is intended for the student who is considering a career in Math or the Sciences, including medical fields, or for those who really enjoy math. It begins with a review of functions and builds to the real-life application of derivatives and integrals.

*Prerequisite:* 85% in Pre-Calculus -or- Teacher Recommendation

### **Consumer Math: (Grade 12)**

This is a general mathematics course that focuses on typical, everyday consumer problems where basic mathematical skills must be applied. The course includes essential family life topics such as transportation, food, clothing, and shelter as well as personal finance topics such as income, banking, taxes, credit, budgets, and insurance.

## **MUSIC**

### **Senior High Concert Band: (Grades 9-12)**

Students in grades 9 through 12 who are proficient on concert band instruments perform traditional and contemporary symphonic band literature. Pep band, marching band, and ensembles are chosen from this group. There are several public performances each year.

**Note:** This course will meet 3 days per week and receive .6 credits

### **Senior High Chorus: (Grades 9-12)**

Students in grades 9 through 12 who like to perform vocally rehearse to sing SAB (mixed voices) choral literature. There are several public performances each year.

**Note:** This course will meet 2 days per week and receive .4 credits

### **Music Theory: (Grades 9-12)**

This is an excellent preparation course for those students planning on careers in music or for those who want to learn more about the theoretical techniques of music chord harmonies, part writing, and composing. Ear training and sight singing may also be explored.

## **RESOURCE**

### **Resource: (Grades 7-12)**

Students with IEPs that are experiencing some difficulty in a particular area come to the resource room. In the resource room instruction is tailored to meet specific needs. It may include support in regular classroom work, remediation of perceptual deficits and basic compensation skills.

## **SCIENCE**

### **BIOLOGY**

#### **Academic Biology: (Grade 9)**




This course provides a basic overview of the fundamentals of biological science. Topics will include structure, development, and reproduction of living things, heredity, and the fundamental principles of ecology. Class work will be supplemented with laboratory activities.

### **Honors Biology I: (Grade 9)**

**Weighted** 

This course provides an in-depth study of biology including cell structure and function, reproduction, heredity, and an introduction to evolution and ecology. Laboratory investigations will be conducted. Students who intend to continue their education beyond the high school level are encouraged to take this course.

### **Honors Biology II: (Grades 11-12)**

**Weighted** 

This course is highly recommended for students interested in pursuing careers in health care (technicians, nurses, doctors, geneticists, sports medicine, physical therapy, etc.), or biotechnology related industries. The course is an in-depth study of biology with an emphasis on the chemical aspects of cellular and body functions essential to life. Other topics will include anatomy and physiology, and biology labs. Investigations are an integral part of this course.

*Prerequisite:* Honors Biology I and Honors Chemistry I


## **CHEMISTRY**

### **Academic Chemistry: (Grade 10)**



This course provides an introduction to chemistry, employing an inquiry approach to developing laboratory skills, experiment design, communication skills, and the use of mathematics. Emphasis is placed on problem solving and critical thinking.

### **Honors Chemistry I: (Grade 10)**

**Weighted** 

This course provides an in-depth study of chemistry suitable for students planning to enroll in a science related major in college. A strong emphasis on laboratory techniques, mathematics, and writing skills is integral to this rigorous course.

### **Honors Chemistry II: (Grades 11-12)**

Students will further develop themes learned in Honors Chemistry I. Advanced math is utilized. Data collection, and analysis during and after labs, is a large concentration. This course is intended for students entering a college major in engineering or other chemistry related fields.

*Prerequisite:* Honors Chemistry I

## **PHYSICS**

### **Academic Physics: (Grade 11)**



The topics included are making measurements; recording and interpreting data; description of forces; kinematics and dynamics; description of temperature and heat and their effects on matter, waves, light, electricity; and nuclear changes in matter.


### **Advanced Placement Physics I: (Grades 11-12)**

**Weighted** 

This is an AP laboratory course. It is designed to meet the requirements for students to be able to sit for the AP Physics 1 (algebra-based) exam. The course will explore principles of Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. This is a mathematically rigorous course that will explore the subjects presented in great detail and at an accelerated pace. The focus will be on inquiry-based analyses of the properties of objects and systems, and their interactions.

*Prerequisite:* Teacher Recommendation

## Advanced Placement Physics II: (Grade 12)

Weighted 

This is an AP laboratory course. It is designed to meet the requirements for students to be able to sit for the AP Physics 2 (algebra-based) exam. The course will explore principles of fluids, thermodynamics, electricity, magnetism, optics, and topics in modern physics. This is a mathematically rigorous course that will explore the subjects presented in great detail and at an accelerated pace. The focus will be on inquiry-based analyses of the properties of objects and systems, and their interactions.

*Prerequisite:* AP Physics I and Teacher Recommendation

## ECOLOGY

### Ecology: (Grade 12)



Ecology is the study of various aspects of the environment and the interactions that occur among various organisms within the environment. Interactions that occur between organisms and the non-living factors of the environment are also studied. A particular emphasis is placed upon the role that humans play in the environment and the effects that their actions, both positive and negative, have on the living and non-living components of the world around them. Additionally, throughout all units of study, the role that the environment plays in the well being of humans is emphasized, including the establishment of laws and regulations to protect both the environment and our health. This course is designed for students of all ability levels and academic pursuits.

## SOCIAL STUDIES

### Civics & Government: (Grade 9)



This course is a study of the structures, processes and issues of national, state, and local government. The course emphasizes the responsibilities and rights of citizenship, the skills necessary for critical thinking, and the knowledge appropriate for effective decision making while addressing requirements determined by state, national, and common core standards. The first semester will be focused on national government and the second semester's focus will be on state and local governments.

### American History II: (Grade 10)



This course will integrate geography, historical events and the actions of people to explain how the society and government of the United States has changed from the Civil War through World War II.

### Modern World History I: (Grade 11)



This course examines the social and intellectual currents from the time of the Renaissance through WWII as reflected in geography, philosophy, religion, politics, economics, the sciences, technology, and social structure.

### Contemporary World History: (Grade 12)



This course will integrate geography, historical events and the actions of people to explain how society and government has changed from WWII to the present.

## Psychology/Sociology: (Grade 12)

Weighted 

This is a year-long course divided into semesters. It is an intensive course and will include many supplemental readings, written assignments, and projects.

**PSYCHOLOGY** encompasses broad areas of research about human behavior. This course is designed to be an introduction to Psychology and psychological analysis. After studying the theories and methods of the discipline, our study will focus on applying psychology to the world around us both actively and intellectually.

**SOCIOLOGY** encompasses research about human society and interaction. This course is designed to be an introduction to Sociology and sociological analysis. After studying the theories and methods of the discipline, our study will focus on social interaction, social institutions, and social change.

*Prerequisite:* 90% in BOTH Modern World History I and Challenge English III

## Advanced Placement Psychology: (Grade 12)

Weighted 

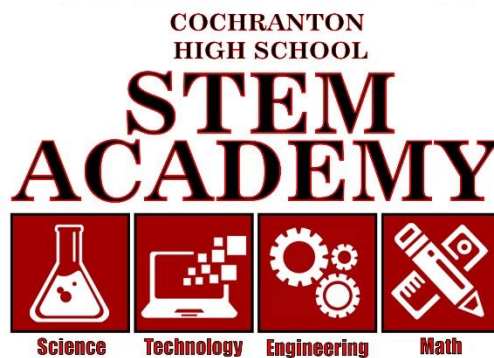
The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology.

*Prerequisite:* 90% in BOTH Modern World History I and Challenge English III; Must be in Challenge English IV or AP English Literature & Composition

## STEM ACADEMY

This program is designed for the students whose academic ability and intrinsic motivation have earned them an opportunity to apply for extended learning challenges specific to the areas of **Science**, **Technology**, **Engineering**, and **Mathematics**. Selected students work with their STEM Advisor to follow a supplemental curriculum embedded with individualized elements best suited for the student. Elements of learning may include online course work, student projects and presentations, field trips, job shadowing, career exploration, post-secondary education visits, and more. Assignments and activities associated with the STEM Academy function concurrently with students' normal courses of study.

**Note:** The STEM Academy program is structured as two Independent Study courses: **STEM 11** and **STEM 12**





**STEM 11: (Grade 11)****Weighted**

STEM 11 is the first of two courses in the STEM Academy where selected students explore applications of Science, Technology, Engineering, and Mathematics. This independent study course emphasizes the cross-curricular connections of the STEM disciplines and looks further to real-world applications. Students work through the curriculum and activities with STEM Advisors.

*Prerequisite:* Selection by the STEM Committee

*Corequisites:* **Science:** AP Physics I **and either** Honors Chemistry II or Honors Biology II

**Math:** Pre-Calculus or higher

**Electives:** *Either* Accelerated Computer Programming II, CADD I, CADD II, or CADD III

**English:** Challenge English III

**Note:** This course meets periodically throughout the school year and is worth 1 credit.

**STEM 12: (Grade 12)****Weighted**

STEM 12 is the second of two courses in the STEM Academy where students coming from STEM 11 delve deeper into more specific areas of Science, Technology, Engineering, and Mathematics. This independent study course challenges the student to explore STEM topics most aligned with their post-secondary pursuits. Students work through the curriculum and activities with STEM Advisors.

*Prerequisite:* STEM 11 and Teacher Recommendation

*Corequisites:* **Science:** AP Physics II **and either** Honors Chemistry II or Honors Biology II

**Math:** Calculus or higher

**Electives:** *Either* Accelerated Computer Programming II, AP Computer Science, CADD I, CADD II, or CADD III

**English:** AP English Literature

**Social Studies:** *Either* Psychology/Sociology or AP Psychology

**Note:** This course meets periodically throughout the school year and is worth 1 credit.

## TECHNICAL EDUCATION

Students enrolled in Technology Education/Engineering classes will be **REQUIRED** to pay for the material for their own student design projects.

**Note:** CADD II/Robotics Engineering I -or- CADD III/Robotics Engineering II may be counted as computer credits for graduation purposes.

**CADD I/Fundamentals of Drafting: (Grades 9-12)****Weighted**

This course deals with various aspects of mechanical and computer aided drafting. It offers the opportunity to learn drafting techniques used in today's industry. The first half of the class will focus on mechanical drawing aspects such as 2-D drawings, multi-view drawings, and 3-D drawings. The second half of the year will focus on computer aided drafting where students will use 3-D parametric software to design, engineer, test, and analyze different mechanical parts. This class is an excellent prerequisite for students perusing a career in mechanical, civil, or other aspects of engineering or design.

## **CADD II/Robotics Engineering I: (Grades 10-12)**

**Weighted**

This course starts with a review of Solidworks and CADD 1. Students in this class will be a part of the Student NTMA Club and will have the opportunity to design, engineer, manufacture, simulate, and analyze a working combat robot produced by his/her group. Students will compete in the annual Robotbots competition and work hand in hand with local tooling/manufacturing industry leaders. Students will create working prototypes using 3D printing and Laser technologies, parametric models, parametric assemblies, working drawings, and robotic portfolios. Students will learn precision machining principles, DC electronics, and Finite Element Analysis (FEA) just to name a few. Students will also be taking the CSWA Certification exam during the last 9 weeks of the course. If passed, students will earn 3 credits towards Edinboro University of PA's Manufacturing Technologies program. This class is a MUST for any student pursuing a career in precision machining, engineering, design, electronics, or drafting design.

*Prerequisite:* CADD I/Fundamentals of Drafting I and Teacher Recommendation

## **CADD III/Robotics Engineering II: (Grades 11-12)**

**Weighted**

CADD III coursework will focus on aspect of engineering and precision machining such as static and dynamic Solidworks simulations, reengineering of combat robotics designs, presentation skills, CNC machining, MasterCAM programming, as well as other engineering disciplines. This course also requires multiple hours to be spent outside the classroom for manufacturing of robotic designs and meeting with industry leaders.

*Prerequisite:* CADD II/Robotics Engineering I and Teacher Recommendation

## **Construction Technology: (Grades 9-12)**

This course will focus on the everyday tools, techniques, and skills used in everyday construction and manufacturing. The first semester of the class will focus on the proper operation of power and hand tools such as the portable drill, circular saw, planer, jointer, table saw, miter saw, and others. Students will be guided through units on foundation construction, floor framing, wall framing, shingling, A/C wiring, and others. From the skills and knowledge achieved during the first semester, the class will design an outdoor shed in Solidworks which they will build for a fundraiser and auction during the following school year. The last twelve weeks of class will be spent outside building the outdoor shed.

## **Manufacturing/Production I: (Grades 10-12)**

This course will focus on aspects of the Manufacturing Industry. Students will be given the opportunity to design, construct, analyze, and finish projects from start to finish based on manufacturing skills used today. This class will also give the students the opportunity to form a Manufacturing Enterprise business and mass produce a project that the students will sell as a fund raiser.

*Prerequisite:* Construction Technology

**Note:** There will also be a \$5.00 lab fee for Manufacturing/Production I

## **Manufacturing/Production II: (Grades 11-12)**

This course is a continuation of Manufacturing/Production I. The course is project orientated and designed to allow students the opportunity to develop a more in-depth study of wood and metals technology. Student projects may be constructed using the materials in the lab but for larger scale projects students will need to supply the funds for the materials needed.

*Prerequisite:* Manufacturing/Production I

**Note:** There will also be a \$5.00 lab fee for Manufacturing/Production II

## WORK EXPERIENCE

### **Cooperative Education: (Grade 12)**

Cooperative education is a work experience and **MUST** be arranged through the Cooperative Education Coordinator at CCCTC. A student can earn 3 credits with a co-op experience, but cannot apply after the second grading period.

### **One Federal Credit Union: (Grades 10-12)**

The Credit Union, along with CHS, and the National Endowment for Financial Education, has created a rare life/work experience for students. Students may submit an application and resume' for consideration as an employee in the student-run credit union, located in the CHS cafeteria. The employment is a two year commitment and does involve paid training in the summer.

**Note:** Each year counts as an un-weighted .5 credit per year for a total of 1 credit in a two year period.



## CRAWFORD COUNTY CAREER & TECHNICAL CENTER (CCCTC)

**Note:** All courses are worth 3 credits per year

### **Auto Collision Technology: (Grades 10-12)**

The Auto Collision Course includes instruction in the removal of dents, repair of rusted or damaged panels, replacement and installation of parts and accessories, preparation and refinishing of spot repairs, and complete auto painting and refinishing. Additional learning experiences are provided in using small hand tools, specialized equipment including the most modern tools used in the collision trade, and estimating the cost of repairs.

### **Auto Technology: (Grades 10-12)**

This course provides practical instruction in the diagnosis, repair and adjustment of problems related to gasoline-powered motor vehicles. The mechanic must determine what tools and parts are necessary to repair the car, estimate the cost of repairs, and discuss the entire situation with the customer. Areas of study include: transmissions, hydraulic brake systems, electrical and cooling systems, motor tune-up and front end alignments.

### **Carpentry: (Grades 11-12)**

The curriculum will deal with the erection and installation of buildings and other structures using assorted materials such as metal, wood, glass, concrete, or composition substances. Instruction is provided in the basic skills of carpentry, masonry, and a variety of activities associated with building construction. These include: cost estimating, cutting, fitting, fastening, and finishing various materials. Students will use a variety of hand powered tools, learn blueprint reading and following technical properties of materials.

### **Commercial Art and Graphics: (Grades 11-12)**

Commercial Art is a 2 year program that seeks to provide students with the foundational skills that are required for dozens of occupations within the communication arts. It is now a requirement for future commercial designers to obtain a college degree within their chosen discipline. While it may be assumed that computer and technology skills are most important, this is actually anything but the truth. Having a solid foundation in visual acuity as evidenced through drawing skills is what is most highly sought after by design schools and employers. The program focuses on attaining mastery in drawing, value study, composition, color theory, and creative thinking as well as state of the art computer hardware and software. While students will gain valuable computer skills, often on a higher level than is taught at many university programs, the philosophy of the program is that computer skills are meaningless without the student approaching these tools as an artist.

### **Computer and Information Science: (Grades 10-12)**

**3<sup>rd</sup> year Weighted**

This program concentrates on the studies required to achieve 2 year and 1 year certifications. The student becomes skilled at computer maintenance and repair, and network fundamentals. The CompTIA, IT Fundamentals, and A+ certifications are the industry standard for computer support technicians. These certifications prove competence in areas such as installation, preventative maintenance, networking, security and troubleshooting. Information technology, even in a tough economy, is a rapidly growing and necessary field. Students who achieve their CompTIA certifications means increased job security, additional career opportunities and increased credibility in the workplace.

### **Cosmetology: (Grades 10-12)**

The Cosmetology course provides students the training required to become state licensed Cosmetologists. In the exciting world of style and fashion, the Cosmetology classroom is on the “cutting edge.” Classroom instruction and clinical experience provide the training needed to perform skills used in today’s ever-changing industry. Upon completion of this 1250 required-hour course, the student is prepared to take the state examination for a Cosmetologist license in Pennsylvania. Employment opportunities are limitless as cosmetologists; this license enables cosmetologists to work in any salon, be make-up artists, wedding and event stylists, product educators, sales representatives, color specialists, artistic directors, a business owner or many other opportunities.

### **Culinary Arts & Restaurant Management: (Grades 10-12)**

The Culinary Arts & Restaurant Management course provides the theory and practice for food preparation and service needed to be successful in entry level jobs. Students learn how to operate and care for kitchen equipment, prepare and serve food, plan menus, and operate a cash register. Students practice their serving techniques and learn management skills in the CareerTech restaurant. Students will receive certification from the state after successfully completing a course in safe handling of food and sanitation. Math is taught in forms related to the restaurant industry.

### **Diesel Technology: (Grades 10-12)**

Diesel mechanics repair and maintain diesel engines that power transportation equipment such as heavy trucks, busses, locomotives, and construction equipment such as bulldozers, cranes, and road graders, as well as diesel-powered automobiles. Students are instructed in the operation, testing, and maintenance of diesel-powered equipment. This course includes areas such as: fuel systems, electrical and cooling systems, air intake and exhaust systems, welding, and air conditioning.

**Drafting and Design Technology/CADD: (Grades 10-12)****3<sup>rd</sup> year Weighted**

The Drafting and Design Technology/CADD class is devoted to training students for college engineering programs and the work force. This course will provide a broad and thorough knowledge of the principle methods by which draftpersons, engineers, technicians, and designers in the field express ideas to the craftpersons who fabricate the item used in everyday life. Work in this course will give the student an opportunity to develop the necessary technical skills in the use of 2D CADD software, 3D solid modeling, and 3D printing used to produce electronic files and rapid prototypes. Emphasis is placed upon acquiring the necessary technical knowledge to be able to orally, graphically, mathematically, and scientifically translate the idea of the engineer, technician, and trade person into a practical graphic language. The course stresses the relationship between theory and practice. Through the application of principles that provide entry level skills and “hands-on” experiences on computer aided drafting systems. Areas of specialization include mechanical, architectural, and civil drafting as well as technical illustration.

**Early Childhood Education: (Grades 11-12)**

The Crawford County CTC Early Childhood Education course is an instructional program endorsed by the Pennsylvania Department of Education to prepare individuals for a variety of occupations in child care and guidance, often under the supervision of professional personnel in child or day care centers. The course includes instruction in the child’s growth and development, nutrition, program planning and management, safety and behavior guidance, play activities, child abuse and neglect, parent-child personal relationships, learning experiences for children, and laws, regulations, and policies relating to child care centers. By successfully completing the two year program, students will have the opportunity to earn a CDA Ready Certificate (Child Development Associate). Upon graduation and if the student is 18 years of age, he/she will be eligible to take the written CDA test, participate in a CDA assessment observation, and complete an oral interview conducted by a CDA representative. When all the requirements are fulfilled, the student will earn a CDA credential.

**Electrical Occupations: (Grades 11-12)**

The Electrical equipment course includes training in layout, assembly, installation, and testing of wiring and devices used in heating, lighting, power, motor control and other electrical systems at residences, factories, commercial, and other buildings. Classroom work includes electrical theory, diagram and blueprint reading, estimating for electrical repair and building wiring, and electrical and occupational safety, health act code requirements. Students will work in the shop to perform house wiring, motor, and motor control projects.

**Electronic Technology: (Grades 10-12)****3<sup>rd</sup> year Weighted**

The Electronics Technology course is designed to give students a working knowledge of Basic Electricity, Analog, and Digital Electronics along with some basics in Communications. The knowledge acquired will allow a student to obtain some entry level positions in the field of Electronics or related degree program after high school. Today, graduates of this program may be found working in such specialty fields as Broadcasting, Aviation Electronics, Computers, Telecommunications, Medical Equipment Design and Maintenance, Industrial Process Control, and more. Starting salaries of qualified Electronics Technology graduates are often above that of many student graduating from other degree programs.

### **Health Occupations: (Grades 11-12)**

The Health Occupations course introduces students to varied aspects to the Health Care profession. The first year students are introduced to basic anatomy, physiology, and medical terminology. Students spend time researching medical careers as well. The second year of the course deals with health care information related to direct care of the sick, disabled, or infirm. The training is applicable toward certification as a Nurse's Aide. Also included is instruction in household management and preparation of special diets to assist in the care of handicapped, elderly, and infirm in their private homes. These students may be provided a clinical experience as part of their training.

### **Landscape and Turfgrass Management: (Grades 11-12)**

This two year course provides instruction in the five areas of Horticulture studies. First year student receive entry-level instruction in the following areas: Landscape Maintenance and Design, Green House and Nursery Management, Turfgrass, Horticultural Mechanics, and Fertilizer and Pesticide Certification. Second year students are provided with the opportunities to do advanced studies in these areas.

### **Precision Machining: (Grades 10-12)**

**3<sup>rd</sup> year Weighted**

The Precision Machining curriculum is designed to provide Entry Level instruction in setting up and operating industrial type machinery. A machinist is a skilled worker who, working from blueprints, and written/verbal specifications, can operate all kinds of machine tools to cut, drill, grind, or otherwise shape and size material with an extremely high degree of accuracy to make the part to the print. Machinists and toolmakers are skilled workers who provide tools and special guiding and holding devices that are used to mass-produce a variety of machined parts. Using basic manual machines, advanced CNC machine tools and precision measuring instruments, students work with the metals and alloys commonly used in manufacturing and hold tolerances acceptable in industry. In this course, the student will develop a basic knowledge of machine operation, standard shop practices, blueprint reading, metal processes, heat treating and related mathematics. All machines and instruments are commonly used in industry. One hour of related theory will be provided for every six hours in the shop. The students practice their skills by making precision tools which they get to keep and use in their career in the machining industry.

### **Welding: (Grades 10-12)**

Welding is the process of joining pieces of metal by applying intense heat to melt or fuse the metal with the use of an electric arc or gas flame. It is the most common method of permanently connecting various metal parts that go into the construction of automobiles, spacecraft, ships, household appliances, and steel reinforcing rods in bridges, buildings, and roads. Students in the welding technology course will learn gas, arc, TIG, MIG, fluxcore, and pipe welding in accordance with the American Welding Society and the American standard of testing material specification, passing all-position guide bend tests. This will qualify the student as an all-position welder. The welding student will also learn blueprint reading, welder's math for fabrication, fabrication, and arc-air cutting process. Safety is stressed in all areas of welding.

### **Capstone Co-Op: (Grade 12)**

Capstone Co-Op is open to current Career Tech seniors with a job related to the occupational field in which the student is currently studying at Crawford County CTC. The student must have completed the basic skill competency training in their shop area and continue training in that field on the job. The student must be recommended by their instructor and have acceptable conduct and classroom grades. Students attend CHS for half of the day to complete academic requirements for graduation and spend the other half of the day on the job at school approved work sites. Employers sign a training agreement with Crawford County CTC to supervise and train the student. Grades are based on employer evaluations of the student's work performance and weekly scheduled co-op classes at the Career Tech School. The class covers business topics including career planning, job seeking skills, job survival skills, management, taxes, social security, insurance, banking, starting a business, and safety. Students receive a certificate from Crawford County CTC.

### **Diversified Occupations (Co-Op): (Grade 12)**

Diversified Occupations is a planned vocational program which is offered at the career center. The program prepares a diverse group of students for more than one vocational education area of instruction for gainful employment. The program is a direct relationship/partnership between a local business/industry and the CCCTC. Employers sign a training agreement with Crawford County CTC to supervise and train the student. Grades are based on employer evaluations of the student's work performance and weekly scheduled co-op classes at the Career Tech School. The class covers business topics including career planning, job seeking skills, job survival skills, management, taxes, social security, insurance, banking, starting a business, and safety. Students receive a certificate from Crawford County CTC.

# COURSES FOR GRADES 7 & 8

## **Promotion Policy for 7<sup>th</sup> and 8<sup>th</sup> Graders:**

If a 7<sup>th</sup> or 8<sup>th</sup> grade student fails two Core subjects/ one Core subject and two Encore courses /or four Encore courses, he/she will be **retained in the same grade** the following year. A **Core** subject is one that meets one period per day, five days per week for the entire year. All other classes are considered **Encore** courses. In the case of nine-week classes, two nine-week classes will be considered one Encore course.

## ART

### **Art: (Grades 7 & 8)**

**9 weeks**

This is a basic course that will review and introduce skills in drawing, painting, design, clay, and print making incorporating areas of art history, aesthetics, and critique. An emphasis will be given to the personal skills of listening, following directions, self-control, and self-motivation.

## COMPUTERS

### **Computer Literacy: (Grade 7)**

**9 weeks**

In this course students will study personal computer topics. Introduction and practice is provided to familiarize students with computer hardware and software. Use of internet, internet safety and efficiency are discussed. Word processing is also covered.

### **Keyboarding: (Grade 7)**

**9 weeks**

All seventh-grade students take this nine-week course, which develops alphabetic keyboarding skill and numeric keyboarding skill for personal use. Attention is given to developing correct key stroking techniques so students are able to operate computer keyboards by touch. The emphasis is on technique and accuracy.

### **Career Skills: (Grade 8)**

**9 weeks**

In this course students will use more computer science topics to further their use of computers. The course will focus on the following applications: Word Processing, Spreadsheet, Publisher, and PowerPoint. Students will also learn about job soft skills as presented by WIN Learning.

### **Keyboarding: (Grade 8)**

**9 weeks**

In this course students will review important keyboarding skills and techniques. Students will also learn all symbols and advanced keys not covered in 7<sup>th</sup> grade Keyboarding. The ten-key pad is also introduced and practiced. The focus in this course will be increased speed while maintaining high standards of correct placement and accuracy during keyboarding.



## **ENGLISH**

### **English: (Grade 7)**

Seventh grade English concentrates on reading literature and non-fiction text, as well as basic grammar and composition. Literary selections include poetry, short stories, a variety of non-fiction pieces, and at least three full books. The course is designed to enhance reading and writing skills that are assessed on the English Language Arts PSSA test. The class adopts and applies the philosophies of a “Reading Apprenticeship Classroom.” That is, students learn to think about their own thinking (“metacognition”) as they read in order to acquire knowledge from text.

### **English: (Grade 8)**

Eighth grade English builds on skills and knowledge acquired in Seventh Grade English. It concentrates on reading increasingly complex literature and non-fiction text, as well as basic grammar and composition. Literary selections include poetry, short stories, drama, a variety of non-fiction pieces, and at least three full books. The course is designed to help students master reading and writing skills that are assessed on the English Language Arts PSSA test. The class adopts and applies the philosophies of a “Reading Apprenticeship Classroom.” That is, students learn to think about their own thinking (“metacognition”) as they read in order to acquire knowledge from text.

## **FAMILY AND CONSUMER SCIENCE**

### **Teen Life: (Grade 7)**

**9 weeks**

This is an introductory course to Family and Consumer Science for all 7<sup>th</sup> grade students. The class is nine weeks long and meets for 45 minutes each day. Topics discussed include personal responsibility, family life, communication and study skills, sewing, nutrition, kitchen safety, and cooking. The class is project oriented.

### **Teen Life: (Grade 8)**

**9 weeks**

This course is a continuation of the introductory course to Family and Consumer Science offered in 7<sup>th</sup> grade. The class is nine weeks long and meets for 45 minutes each day. Teen Life 8 builds on the study, communication, sewing, and cooking skills learned in 7<sup>th</sup> grade before moving on to career goals, consumer responsibilities, and personal finance. The class is project oriented.

## **FOREIGN LANGUAGES**

### **Introduction to Foreign Language: (Grade 7)**

**9 weeks each**

**Introduction to French** and **Introduction to Spanish** are scheduled for nine weeks each to provide the students an opportunity to make an informed choice of a future foreign language. Students are taught more through the use of word phrases and dialogues than through grammatical concepts. Students will develop a knowledge of geography and of different customs of the respective French and Spanish-speaking countries.

**Note:** Students wishing to take French I or Spanish I in 8<sup>th</sup> grade must be recommended for the course based on, but not limited to, an A-average in **each** of the English, Reading, and French & Spanish Intro classes, Proficient or Advanced PSSA scores, and strong student ability.

### **French I: (Grade 8)**

**Full Year Course**

Students at this level work with a basic vocabulary and basic grammar in the areas of speaking, listening, writing, and reading. Students work more with French culture and are expected to acquire good pronunciation habits.

**Note:** This course does not count towards District graduation requirements

### **Spanish I: (Grade 8)**

**Full Year Course**

This course introduces students to the Spanish language through practice of the four language skills: reading, listening, writing, and speaking. Grammatical concepts are emphasized in the teaching and the use of the four skills. Throughout the year students will develop an awareness of the different customs of the Spanish-speaking countries as well as develop knowledge of geography.

**Note:** This course does not count towards District graduation requirements

## **HEALTH and PHYSICAL EDUCATION**

### **Health: (Grade 7)**

**1 Semester**

This curriculum is organized into ten specific areas: health and wellness; personal health; social health; drug education; disease prevention and control; human growth and development; the body's system; nutrition; first-aid and safety; and character education. Students participate in self-inventories, class activities, and projects that help them learn how to make healthy choices in their daily lives.

### **Physical Education: (Grades 7 & 8)**

**1 Semester**

The 7<sup>th</sup> and 8<sup>th</sup> grade physical education course stresses skill development and knowledge or rules for a variety of individual and team activities and lifetime sports. This course involves the students in overall fitness development along with emphasizing the importance of enthusiasm, participation and safety.

## **MATHEMATICS**

### **7<sup>th</sup> Grade Math Topics: (Grade 7)**

**9 weeks**

This course is based on the 7<sup>th</sup> grade Pennsylvania Core Standards to prepare students for future algebra-based understandings. Students will explore geometric figures, measurement, and probability. This course is designed to provide students with more individualized help on these topics, in addition to preparation for the 7<sup>th</sup> grade PSSA.

### **Academic Math: (Grade 7)**

This course is based upon the 7<sup>th</sup> grade Pennsylvania Core Standards to prepare students for future algebra-based understandings. The course begins with basic algebraic reasoning and rational numbers through solving equations and inequalities. Students will explore proportional relationships, graphing and analyzing data, percentages, geometric figures, measurement, and probability.

### **Pre-Algebra: (Grade 7)**

Students will be continuing number reasoning skills, building into real numbers and exponential expressions. Algebraic concepts will build into using the Pythagorean Theorem, solving linear equations, and graphing functions. Geometry will cover transformations, formulas for space figures and cross sections. Data analysis work includes scatter plots and two-way tables. This class is an accelerated pace to review 7<sup>th</sup> grade PA core concepts and cover 8<sup>th</sup> grade PA core concepts in order to move to the Algebra I course.

### **8<sup>th</sup> Grade Math Topics: (Grade 8)**

**9 weeks**

This course is based on the 8<sup>th</sup> grade Pennsylvania Core Standards to prepare students for future algebra-based understandings. Students will explore the Pythagorean theorem, transformations, formulas for space figures, scatter plots, and two-way tables. This course is designed to provide students with more individualized help on these topics in addition to preparation for the 8<sup>th</sup> grade PSSA.

### **Intro to Algebra: (Grade 8)**

Students will be continuing number reasoning skills, building into irrational numbers and exponential expressions. Algebraic concepts will build into using the Pythagorean Theorem, solving linear equations and systems of equations, and graphing functions. Geometry will cover transformations, formulas for space figures. Data analysis work includes scatter plots and two-way tables. Calculators will be used as needed. Most students will move to Practical Algebra Course I in 9<sup>th</sup> grade.

### **Pre-Algebra: (Grade 8)**

Students will be continuing number reasoning skills, building into irrational numbers and exponential expressions. Algebraic concepts will build into using the Pythagorean Theorem, solving linear equations and systems of equations, and graphing functions. Geometry will cover transformations, formulas for space figures and cross sections. Data analysis work includes scatter plots and two-way tables. Students in this class are preparing to move to the Algebra I course.

### **Algebra I: (Grade 8)**

Students will be preparing for the Algebra I Keystone Exam to be taken near the end of the course. Students will be focusing on solving linear equations, inequalities and systems of equations and inequalities; identifying and graphing functions; linear regression; basic factoring techniques; simplifying radical and polynomial expressions; laws of exponents; data analysis, and probability. Calculators are permitted, but graphing calculators are not permitted. Students will be at an accelerated pace and working to move to Algebra II.

**Note:** This course does not count towards District graduation requirements

## **READING**

### **Reading: (Grade 7)**

**Full Year Course**

The 7th grade reading course provides for the development of vocabulary skills, reading comprehension and study skills. Students will be exposed to a variety of literature through oral and silent reading in class.

**Reading: (Grade 8)****Full Year Course**

The 8th grade course continues the development of reading skills with emphasis on vocabulary skills and silent reading comprehension. Students will become familiar with the PA State Standards.

## **SCIENCE**

**Science: (Grade 7)**

This science course addresses the major sub-disciplines including biology, ecology, and physics. The scientific method, the use of the metric system, and the use of appropriate lab equipment are developed and refined through a variety of hands-on activities and labs that complement each unit of study.

**Science: (Grade 8)**

This course builds on 7<sup>th</sup> grade understanding and is aligned to PA Core Standards in order to prepare student for high school level sciences. The integrated science curriculum includes foundational topics in the physical (physics/chemistry), earth and space sciences, while applying the nature of science throughout each unit. Biological science content will be reviewed as students prepare for the 8<sup>th</sup> Grade Science PSSA to be taken near the end of the course.

## **SOCIAL STUDIES**

**Social Studies: (Grade 7)**

This year long course will begin with an introduction to the five themes of geography and progress into an examination of the social, political, and economic reasons for the age of exploration and European colonization of the Americas and the development of the United States and Pennsylvania.

**Social Studies: (Grade 8)**

This course introduces students to fundamental themes and trends in American History from the American Revolution through the Civil War Era. The course deals with issues of unity and diversity in American society, historical debates and conflicts, civics, and government. This course will have extensive reading, writing, researching, and public speaking components. Course assignments aim at developing students' research ability and the ability to think and write critically and historically.

## **TECHNICAL EDUCATION**

**Exploring Technology: (Grade 7)****9 weeks**

The students will be introduced to the fundamentals of design and technology during the first 2 weeks of the class. Students will have the opportunity to use various tools and equipment in this class from modern woodworking machinery to Laser Engraving technology. Measurement and safety throughout the class is greatly emphasized. Students will produce a working gumball machine using engineering and manufacturing Skills learned throughout the 9 weeks.

**Creating Technology: (Grade 8)****9 weeks**

In 8<sup>th</sup> grade, the course will begin with a review of measurement, manufacturing, and technology. During the first 5-6 weeks, students will be introduced to the areas of technology (transportation, construction, manufacturing, bio-technology, energy and power, communication, and agriculture) and will engineer and construct projects to gain insight into these families. Projects will focus on student innovation and ingenuity, accuracy, precision, safety, mathematical calculations, team work, and analysis. The remainder of the class will be spent of learning about 3D printing technologies and how they are used in our society today.

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