

Hermitage School District **Mission Statement**

The Mission of the Hermitage School District is to educate our students to become motivated and responsible citizens. We will graduate students who are critical thinkers, effective problem solvers, strong communicators, and creative individuals. Our students will use literacy, writing, and technology as tools to contribute and compete in a diverse society.

NON DISCRIMINATION POLICY OF THE HERMITAGE SCHOOL DISTRICT

The Hermitage School District is an equal opportunity education institution and will not discriminate on the basis of sex, race, color, national origin, religion, marital status or handicap in its activities, programs or employment policies as required by Title IX, Title VI and Section 504.

For information regarding civil rights or grievance procedures, contact Mrs. Nanci Hosick, Title IX and Section 504 Compliance Officer, 123 North Hermitage Road, Hermitage, PA 16148, telephone (724) 981-8750, ext. 6003.

For information regarding services, activities, programs and facilities that are accessible to and usable by handicapped persons, contact Mrs. Nanci Hosick, Director of Administrative Services, telephone (724) 981-8750, ext. 6003.

IMPORTANT...PLEASE NOTE.

INTRODUCTION...Parents/Guardians and students...Please read
The courses and programs outlined in the following pages of this booklet are designed to provide you a well-rounded and challenging education. All decisions regarding course structure, curriculum design, assessment and planning are taken very seriously. The HSD and HHS staff and administration have spent significant time planning and implementing these decisions. Please take time to review the process and understand that student success is paramount.

IMPORTANT: STOP – PLEASE NOTE - SCHEDULE WISELY

Decisions reached by you and your parents in course selection will be considered a firm commitment with the school. Course changes in the fall of the school year are discouraged. NOTICE: DROPPING/ADDING AN ELECTIVE WILL ONLY BE ALLOWED IF THE CHANGE WILL NOT AFFECT YOUR CORE COURSES*(Specific questions relating to program options or course selections should be addressed to a school counselor.)

*Careful thought and consideration should be given to the selection of challenging and rewarding courses for the 2016-2017 school year. Decisions about course selections are important due to their long-range effects on educational and occupational opportunities.

*NO **REQUIRED** COURSE MAY BE DROPPED AFTER THE FIRST 4 ½ WEEKS OF THAT COURSE (QUARTER, SEMESTER, OR YEAR LONG) UNLESS THERE ARE EXTENUATING CIRCUMSTANCES AND THE PRINCIPAL APPROVES.

Student requests for schedule changes may require parent signatures. School officials reserve the right to place a student in a class or classes they regard as appropriate for that student if he or she is uncertain or unrealistic about his/her interests and/or abilities. Should there be insistence by the parents/guardians to place a student in a course deemed by school officials to be inappropriate, parents/guardians will be asked to sign a statement which states their insistence of placement other than that deemed appropriate by school personnel and accepting any liability for this decision.

CLASS STANDING & GRADUATION

Class standing does NOT determine the year of graduation.

Class standing (grade level) at the senior high school level is easily misunderstood. Students will be promoted each year to the next grade level for data collection purposes. This promotion is NOT an indicator of the number of credits earned and does not indicate if specific graduation requirements are being met. Students and parents are reminded that graduation requires meeting the criteria stated in this book. Therefore, class grade level/standing has limited meaning and use at the senior high level.

HAVING SENIOR CLASS STATUS (12TH GD.) DOES NOT NECESSARILY MEAN THAT A STUDENT CAN OR WILL GRADUATE AT THE END OF THE SCHOOL YEAR.

Hickory High School Class Rank Policy

I. Purpose of Class Rank

- a. The Hermitage School District acknowledges the necessity for a system of computing grade point averages and class rank for secondary school students, parents/guardians and others. The purpose of such is to inform them of the relative academic performance and placement among their peers.
- b. Grade Point Average (GPA)
- c. Grade Point Average is a number representing the average value of the accumulated final grades earned in courses over time. Grade Point Average is calculated using the following definitions.

II. Other Definitions

- a. Marking Period
 1. A part of the school year which is currently 9 weeks in length
- b. Quality Point
 1. Points earned, per course, which are used to determine a student's Grade Point Average. The formula used to calculate Quality Points is the Course Final Grade multiplied by the Credit Earned in the course
- c. Attempted Credit
 1. The amount of credit a student could earn upon satisfactory completion of the course.
- d. Earned Credit
 1. The amount of credit a student earned for passing a course.

III. Course Weighting

- a. According to the HHS Program of Studies Booklet:

All advanced coursework completed at HHS will be weighted 5 percentage points when a student achieves a minimum percentage of 75% for each nine week grading period.

All advanced placement coursework completed at HHS will be weighted 10 percentage points when a student achieves a minimum percentage of 75% for each nine week grading period.

IV. Calculations

- a. GPA

1. Class Rank for Seniors is determined by adding the total Quality Points earned at the end of grade 9 through 11 to the total Quality Points earned at the end of Marking Period 3 of the

Senior year. That total is then divided by the sum of the Credits Attempted in grades 9 through 11 and the Earned Credit at the end of Marking Period 3 of the Senior year.

2. End of Marking Period 3 (uses Cut Credit Process as outlined below)

- . Sum of all Course Quality Points¹ / Total Attempted Credits²
 - 1. Quality Points¹ = Course Average Grade * Earned Credit³
- . Earned Credit³ = (Attempted Credit / Number of Marking Periods Offered) * Number of Marking Periods Completed

Total Credits Attempted² = Sum of Attempted Credits of Grades 9-11 + Sum of Earned Credit³ of Grade 12 (see above point (a) for Earned Credit formula)

Quality Point Calculation Examples

- a. Full Year Course (1 Credit) - If the average of the 3 Marking Period grades is a 90, then the Quality Points would be 67.5 ($90 * (1 / 4) * 3$)
3. Semester Course (½ Credit) - If the 3rd Marking Period grade is a 95, then the Quality Points would be 23.75 ($95 * (.5 / 2) * 1$)
4. Full Year (½ Credit) Course - If the average of the 3 Marking Period grades is an 85, then the Quality Points would be 31.875 ($85 * (.5 / 4) * 3$)

V. Final Calculation

- . Sum of all Course Quality Points / Total Attempted Credits
- a. Quality Points = Course Final Grade * Earned Credit

II. Courses Completed that were not offered by Hermitage School District

a. Independent study/dual enrollment/cyber/STEAM

**No independent study courses that provide a grade or credit will be permitted at HHS. Any/all independent study courses will be completed for enrichment only.

Students in their senior year at HHS may take a college course or courses at the own expense at a local accredited university. HHS students must possess a minimum, cumulative GPA of at least 90% to be eligible for Dual Enrollment. Dual Enrollment credits and grades will be factored into a student's GPA and the class(es) will count towards elective credits, but not a required course needed for graduation and/or meet the PA Dept. of Education standards. Each course will be worth ½ HHS elective credit. Dual Enrollment students must be enrolled in a minimum of 4 credits per semester at HHS. **These courses will automatically remove a student from Valedictorian/Salutatorian consideration.

b. Entrepreneurship Academy at Lindenpointe

- i. Seniors participating in the STEAM Project at Lindenpointe will be awarded 3 HHS elective credits based on the pass/fail system. No grade will be factored into their overall GPA. **These courses will automatically remove a student from Valedictorian/Salutatorian consideration.**

c. Online Courses through the IU IV or HSD Cyberschool

- i. Credits and grades earned through these institutions will count toward graduation requirements and be factored as a part of the student's overall

GPA. However, these courses will automatically remove a student from Valedictorian and Salutatorian consideration.

II. Courses offered prior to 9th grade

No credits earned prior to 9th grade will be included in the GPA calculation.

1. However, high school courses taken prior to a student's 9th grade year may be included on the transcript, but with no grade or credit.
2. For example: Algebra I

District and Student Review

- a. Students will be provided a computer generated spreadsheet that will include their courses taken, the grade earned in the course, the Attempted Credit per course and Earned Credit per course.
- b. This will be provided following the District review no earlier than 10 school days after the end of Marking Period 2/Semester 1 and Marking Period 3.
- c. A meeting will be held and the calculations and rank will be reviewed before release of transcripts to Seniors. Included will be Senior Guidance Counselor, Director of Technology, High School Principals and either the Superintendent or Director of Curriculum and Instruction.

The HICKORY HIGH SCHOOL PROGRAM OF STUDIES provides the following information:

- *It describes required courses at each grade level.
- *It provides a statement of minimum graduation requirements.
- *It describes the sequence of courses and alternatives.
- *It describes the total program offered at Hickory High School.
- *It facilitates long range planning for post high school endeavors.

You should have *alternative* course selections in mind in case a described course is full or canceled. 12th graders receive scheduling priority and may render such courses unavailable to 9th through 11th graders.

Special program options include the following:

Mercer County Career Center Program

Dual Enrollment

Early Admission to College

PLANNING FOR YOUR FUTURE (PROGRAM OPTIONS)

S.T.E.A.M. Project – Entrepreneurship Academy @ Lindenpointe

Grade 12 3 elective, pass/fail credits at Hickory High School

**12:30pm – 2:45pm Monday – Thursday at Lindenpointe Facility,
Hermitage, Pa.**

S.T.E.A.M. Entrepreneurship Academy will develop 21st Century skills through a project-based entrepreneurial experience for high school seniors.

This will be accomplished by blending core academic standards with customized learning opportunities in the fields of Science, Technology,

Engineering, Arts, and Mathematics (STEAM) through collaborations with K12 educators, higher education and business partners.

Since there are a number of courses listed, it may be difficult for you to select a sequence to follow from grade 9 through grade 12. Teachers and guidance counselors understand this problem, and they have suggested sequences for you to choose depending on your interests, abilities, and career plans. (See pages 12,13).

No matter which direction you decide to go after graduation – college, technical school, military service, business school, job or homemaker – there are courses offered that can help you to be well-prepared. **However, understand that your participation, attendance, effort and attitude play a significant role in your success in those chosen career paths.**

Keeping these thoughts in mind and relying upon experience with the past and projecting into the future, the following recommendations are made to you.

COLLEGE PREPARATORY PROGRAM

Admission to either a two or four year institution is becoming more selective. With the move toward a more technical world, many colleges have raised their entrance requirements. They want a student who can read and analyze college textbooks and one who can write competently. These skills directly affect every subject you take in college.

A prospective college student must have Algebra I and II, Geometry, and Trigonometry. The more advanced math student should also take Algebra III/Trig. and Calculus. Biology, Chemistry, Physics, and computer knowledge are necessary. At least two years of a World Language plus appropriate electives from across the curriculum are recommended. Advanced Placement courses are also worthy of consideration.

Participation in activities, ability to complete assignments on time, good attendance records, and getting along with people are also factors appraised by colleges.

Dual Enrollment Program at Hickory High School

To qualify for Dual Enrollment students must possess a cumulative 90 % GPA (percentages will not be rounded up) and maintain at least an 85 % average at the institution of their choice to remain in any particular class.

Students in their senior class at Hickory High School may take a course or courses at a local accredited college if they meet the entrance requirements of the college and **compatible scheduling** can be developed. Dual Enrollment students are responsible for all tuition/costs, other related expenses and/or responsibilities at the college/ university of their choice. Credits **will** be calculated in HHS class rank and GPA as an **elective**. College credits will be used to count for an elective at HHS, but not a required course. For example, a student is not permitted to take Western Civilization at the institution of their choice and substitute it for any of the four social studies courses necessary to meet HHS graduation requirements. Each course is worth 1/2 HHS elective credit. Students are required to make a request for their official college transcripts to be sent to HHS so that college grades will appear on their HHS transcript. Students are responsible for any fees that apply.

Dual Enrollment students must be enrolled in a minimum of 4 credits per semester at HHS.

EARLY ADMISSION TO COLLEGE

****IN ORDER TO FULFILL THE GRADUATION REQUIREMENT OF A FULL YEAR COURSE AT HHS, AN EARLY ADMISSION STUDENT MUST COMPLETE TWO SEMESTER COURSES
i.e. - **ONE SEMESTER COLLEGE ENGLISH = A SEMESTER AT HHS.**

A qualified student may elect to gain admission to college after his or her junior year. Colleges refer to these students as “Early Admission” students since the students have not completed their senior credits for a high school diploma. These are students who have demonstrated exceptional academic ability as well as satisfactory social maturity and independence to function at the college level.

Students desiring to complete their high school graduation requirements concurrently with their first year in college are responsible, along with their parents, to initiate the request and fulfill the requirements outlined and seek the approval of the high school principal. A student must have completed his/her junior year to be considered for this program.

If a student gains “Early Admission” to an accredited college, the student must arrange to take courses during his or her freshman year in college that will satisfy the necessary requirements for graduation and granting of a diploma from the Hermitage School District. These courses must be validated by the receipt of an official transcript by the School Counselor Office at the end of each semester from the college the student is attending. If the necessary credits are earned, the “Early Admission” student will receive a high school diploma at the graduation of his or her regular high school class or any time thereafter. College course grades **will** be calculated in HHS class rank and GPA. No weight to grades will be applied. Unless a student requests the college to report his/her letter grades as percentages for his/her courses, the percentages used to factor GPA/class rank will be as follows:

A=97%

B=89%

C=80%

D=70%

Responsibility for following this course of action lies with the student and his or her parents, and it is recommended that they work very closely with an HHS guidance counselor.

Students are required to make a request for their official college transcripts to be sent to HHS so that college grades will appear on their HHS transcript. Students are responsible for any fees that apply.

TRANSFERRING FROM ONE CLASS TO ANOTHER WITHIN THE SAME DEPARTMENT

Sometimes students will find it necessary to transfer from one class to another. For example: Algebra II to Academic Algebra II or Anatomy and Physiology to Animal Life. We have developed some guidelines so that the transfer of grades is consistent.

- If the transfer is completed on or before the 10th instructional day, no grade from the original class will follow. The student will be responsible for making up any and all assignments, quizzes, and/or tests within 5 days of the transfer.

*If the transfer takes place after the 10th instructional day, **all** grades, as a %, from the first class will be transferred to the new class. These grades may include, but are not limited to the following: tests, quizzes, projects, and summer assignments. The value of the grades will be prorated; that is, if the grades represent 1/3 of the marking period, they will be counted as the grade for that portion of the marking period. The name of the new class will appear on the report card. It will then be averaged with non-weighted percentages for the remainder of the course.

This agreement may be signed by both teachers, an administrator, a counselor, the student and the parent(s) before it becomes official.

MERCER COUNTY CAREER CENTER

Discussion and introduction of the programs available begin in 8th grade. A tour and more detailed discussion of the programs available at the Mercer County Career Center occur in 10th grade.

2 Years of a.m. program only* Grades 11, 12 3 Credits
*Health Care Careers offers a.m. or p.m. program

Part of Hermitage's vocational program is conducted at the Mercer County Career Center. Students attending the Career Center take the required academic subjects at the high school and then the vocational courses are completed at the Mercer County Career Center.

All courses offered are non-discriminatory and open to both males and females. See non-discrimination notice at the front of this book.

All programs are competency based. Courses can be completed in 2 years with the exception of Cosmetology, which is completed in 3 years. Students can attend for 1 year if they so choose.

Interested students will have the opportunity to visit the Career Center prior to selecting a Career Center offering.

Eighth grade students are initially introduced to Mercer County Career Center programs and services. Those students with a continued interest receive further, more concentrated orientation in grade ten. Further information and applications are available in the Guidance Office.

MERCER COUNTY CAREER CENTER COURSES 2016-2017

The following courses are designed to provide skill acquisition and post-secondary options. HHS is committed to providing our students as many opportunities for success as possible. Please feel free to contact HHS counselors or administration if you would like more information on the Mercer County Career Center.

Auto Body

The automotive industry has a rich heritage and exciting future. That future is reflected in Auto Body Technology, one of the fastest growing and most innovative fields in the industry. You use cutting edge technology based on Automotive Service Excellence (ASE) Standards as you estimate damage, replace parts, refinish/detail automobiles and prepare a vehicle for customer delivery. Learn welding, plastic repair, refinishing/painting to create career opportunities in manufacturing, fabrication as well as auto body technology while earning I-Car certification. Instruction takes place in a safe, clean, well-equipped shop.

Auto Mechanics

The Auto Mechanics program is designed to provide the students with entry level skills and knowledge needed to diagnose and repair today's modern vehicles. The student's training is based on Automotive Service Excellence Standards (ASE) and includes the following: Braking systems, steering and suspension systems, engine performance, electrical and electronic systems, automatic and manual transmissions, HVAC (heating ventilation and air conditioning), and engine repair. Standard automotive business practices are also studied including: completing and calculating work orders, time cards, and parts invoices. The program also provides the students the opportunity to earn their Pennsylvania State Inspection license and their Northern Region Emission Inspector license. Students are able to work on trainer vehicles, customer vehicles, and their own vehicles.

Building Trades Maintenance

In Building Trades Maintenance, students learn basic skills in Electricity, Masonry, Plumbing, Carpentry, and HVAC/R (Heating, Ventilating, Air Conditioning, Refrigeration). Many students develop advanced skills in one or more of these technical areas. Students will learn to safely operate a wide variety of hand tools and power machinery. During the first year students study and develop skills in all of the program areas. In the second year students are encouraged to specialize in one of the program areas. Students have the opportunity to apply for all union trades after completion of senior year.

Carpentry

Carpenters literally build the future by constructing and remodeling houses, apartments, and commercial buildings. Join the Carpentry Team and learn to build like a pro! Use computers and architectural design software to draw floor plans and renderings. Construct a house using the latest tools. Visit area work sites, meet professional builders, and visit the Carpenters Union to learn how to earn your journeyman's card. Visit colleges and learn about advanced degrees in Management and Engineering. Learn how experienced Carpenters advance into supervisory positions or own their own business.

Cosmetology

Experience the world of beauty and fashion through the Cosmetology program. Use cutting edge techniques to deliver precision haircuts, perms, chemical relaxing, braiding, manicures, facials and hair color treatments. Two days a week you will master your skills on customers in our student operated salon. Students successfully completing 1250 hours of instruction are eligible for licensure from the Pennsylvania State Board of Cosmetology.

Culinary Arts

The course is designed to give students the basic skills needed to start a career in the restaurant and hospitality industry. You will create foods, from appetizers to desserts, in our professionally equipped kitchen and bakery. The curriculum and professional equipment is designed to develop skills in all areas of the food service industry and equip students for immediate employment or post high school training. Students will be able to earn ServeSafe certification.

Diesel Mechanics

Learn the skills needed to pursue careers in a multitude of areas, including but not limited to: welding, hydraulics, pneumatics, electronics, as well as “bumper to bumper” diesel repair. In addition to classroom instruction, students diagnose, service, and repair all aspects of diesel related equipment. This is accomplished using modern “high-tech” scan tools and personal computer interfaces. Diesel engines have become more fuel efficient, lighter, quieter, and environmentally friendly. These factors have created an increased demand for talented and skilled technicians. This program has a long proud history of student success and service to the community.

Early Childhood Education

Learn the skills needed to work with young children, through working in a fully functional preschool. Obtain infant and child CPR and First Aid Certification. Earn experience hours toward a Child Development Associate (CDA) Certification. Prepare for postsecondary schooling in the education field or prepare to enter the workforce in a child care center or as a family child care provider.

Electronics Technology

Instruction in this program will develop basic levels of knowledge, understanding and skills essential for entry-level employment in communications, industrial electronics, digital processing, robotics, avionics, biomedical technology and other electronics occupations. This program prepares individuals to apply basic electronic principles and technical skills to the production, calibration, estimation, testing, assembling, installation and maintenance of electronic equipment. Using the latest technology you will build telephones, security alarm systems and rockets. Students in Electronics Technology have the ability to earn college credits at California University of PA.

Entrepreneurial Studies

Get prepared for both the workforce and to continue post-secondary education. Learn how to use common business software applications and maintain a business’s image. Show your innovation and creativity but using state-of-the-art graphic technology. Use on-line design and business simulations both in the classroom and virtually. Work with local companies to create new ideas, designs and products. Students will start and market several businesses, run and market a school store, create and market a yearbook, visit several innovative businesses, and be members of DECA, FBLA, and SkillsUSA. Students can also earn Microsoft Specialist Certification and ASK Institute Certification while in enrolled in the program.

Health Care Careers

The Health Care Career Program is designed to allow students the ability to gain a preparatory understanding of the health care environment. Through career exploration, students are able to make an informed career decision prior to postsecondary education. The course focuses on anatomy, physiology, and medical terminology. Certifications include American Heart health Care Provider (CPR/AED, American Heart First Aide, and American Heart Pediatric First Aide, and PA Nurse Aide Registration) with clinical experience at nursing facilities.

Precision Production Metals

This course is designed for students to gain knowledge and skills with an emphasis in machining, welding, sheet metal fabrication, hydraulics and pneumatics. Areas are taught through hands-on assignments to develop technical skills. Through a variety of projects, students will be able to plan, setup, operate machines, as well as to manufacture and assemble metals. National Institute for Metalworking Skills (NIMS) certification is available to those enrolled in Precision Production Metals.

Protective Services

Learn about the exciting field of public safety and homeland security. You may also earn credits at post-secondary institutions. You can earn several certifications, including Healthcare Provider, First Aid, and National Incident Management Systems (NIMS). You may also become certified as an Emergency Medical Responder. Investigate crime scenes, practice police patrol, and learn emergency communications. Some of the career opportunities available to you are Police, Conservation Officer, Security Officer, Firefighter, and the armed services.

Welding

The welding program focuses on the instruction of many industry-specific types of welding, brazing, and soldering techniques. Students will learn Arc, Mig, Tig, Flux-core, and Oxy-fuel Welding. Also students will receive instruction in Plasma and Oxy-Fuel cutting of metals. Blue-print reading will be taught so students can learn to produce real-world products and parts. American Welding Society standards are integrated into this welding curriculum.

For further information on Mercer County Career Center programs and services, please visit our web-site www.mercerccc.org.

Hickory High School and the Hermitage School District encourage students to take part in the programs offered at the Mercer County Career Center. These programs offer another post-secondary option that students can take advantage of in order to becoming productive members of our community.

HERMITAGE SCHOOL DISTRICT

HICKORY HIGH SCHOOL GRADUATION REQUIREMENTS

The curriculum regulations published by the State Board of Education set forth High School Graduation requirements with the provisions that other requirements may be established by local school authorities so long as those requirements do not conflict with those established by the state.

Listed are the MINIMUM graduation requirements for Hickory High School with the recommended year the course should be taken.

25 credits are required for graduation for all students.

<u>SUBJECT</u>	<u>9th</u>	<u>10th</u>	<u>11th</u>	<u>12th</u>
Language Arts	X	X	X	X
Social Studies	X	X	X	X
Math	X	X	X	
Science	X	X	X	
Physical Education 9 th gd.	X (semester)			
Family Consumer Science (Cooking, 9 th gd. only)	X (semester)			
Physical Education 10-12gd. (<i>exemption</i> via PIAA sport in 10 th , 11 th , 12 th gd.)		X	X	X
Inquiry & Research Writing (Required up to junior year)	X(1/2)	X		
Health Education		X(1/2)		
Driver's Education		X(1/2)		

Electives (8 credits)

*Physical Education as a sophomore, junior and senior is NOT required if a student is involved in a PIAA sport.

**A student must schedule a physical education class if they are not involved in a PIAA sport in grades 10, 11 and 12 for ½ credit each year. (Total: 1 ½ Credits).

***A student **may still take** a physical education class as a ½ credit elective in grades 10, 11 and 12 if they are involved in a PIAA sport.

Keystone Exams

Continuing in 2016-2017 there will be three Keystone Exams: Algebra I, Literature and Biology. These exams will occur at the end of each course when they are taken by the student.

IMPORTANT...PLEASE NOTE

Full implementation of Keystone Exams means the upcoming 9th graders (Class of 2020) and 10th graders (Class of 2019) are REQUIRED to be proficient on Algebra I, Literature, and Biology Keystone Exams upon graduation from HHS. KEYSTONE EXAMS WILL BE TAKEN AT THE COMPLETION OF EACH RESPECTIVE COURSE. Additionally, failure to pass the Algebra I and/or Biology Keystone exam will result in placement in a Keystone Remediation class the upcoming school year based on the spring Keystone testing results released in July. Literature remediation courses will occur WITHIN the 11th grade Language Arts classes.

PLEASE VISIT THE HERMITAGE SCHOOL DISTRICT WEBSITE and CONTACT MR. BRIAN SCHALLER, DIRECTOR OF CURRICULUM FOR FURTHER DETAILS at 724-981-8750 ext. 6150.

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SUGGESTED CAREER PREP CURRICULUM (with remedial options)

Grade 9

1. Academic Language Arts I
2. U.S. History 1865 to present
3. Integrated Science 9
4. Integrated Math/Acad. Alg. I
5. PE & Cooking (New for 16-17)
6. Inquiry and Research Writing/Lab
7. Elective
8. Elective

*At the end of the year, you must have earned at least **6 ½** credits to be considered a sophomore.

Grade 10

1. Academic Language Arts II
2. Western Civilization
3. Biology 10
4. Algebra I/ Acad. Geometry
5. Driver's Education/Health
6. Physical Education or PIAA sport w/elective
7. Lab
8. Elective

*At the end of the year, you must have earned at least **12 ½** credits to be considered a junior.

Grade 11

1. Academic Language Arts III
2. Civics and Government
3. Chemistry
4. Geometry/Acad. Alg. II
5. Physical Educ. or PIAA sport w/ elective
6. Elective
7. Elective
8. Elective

*At the end of the year, you must have earned at least **19** credits to be considered a senior.

Grade 12

1. Academic Language Arts IV
2. World Cultures
3. Senior Science Elective
4. Algebra II/Acad. Finance/Acad. Trig./Fund. of Calculus
5. Physical Educ. or PIAA sport w/ elective
6. Elective
7. Elective
8. Elective

*At the end of the year, students must have fulfilled all HHS graduation requirements and minimum number of credits. **(25 needed)**

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SUGGESTED COLLEGE PREP CURRICULUM (with accelerated options)

Grade 9

1. Advanced Language Arts I
2. Advanced U.S. History 1865 to Present
3. Academic Biology
4. Acad. Alg. I/Adv. Geometry

or Calculus AB

5. PE & Cooking (new for 16-17)
6. Lab/ Inquiry and Research Writing
7. Academic World Language
8. Elective

*At the end of the year, you must have earned at least **6 ½** credits to be considered a sophomore.

Grade 10

1. Advanced Language Arts II
2. Advanced Western Civilization
3. Academic Chemistry or Adv. Chemistry
4. Acad./Adv. Geometry/Adv. Alg. III
Adv. Alg. II/Trig.
5. Driver's Education/Health
6. Lab
7. Academic World Language
8. **Physical Education/PIAA sport w/elective**

*At the end of the year, you must have earned at least **12 ½** credits to be considered a junior.

Grade 11

1. AP Language Arts III
2. Civics and Government/A.P. Civics&Gov.
3. Academic Physics or Adv. Physics
4. Ac. Alg. II/AP Calculus

5. Advanced World Language

6. Lab

7. **Physical Education/PIAA sport/w/elective**

8. Elective

*At the end of the year, you must have earned at least **19** credits to be considered a senior.

Grade 12

1. A.P. Language Arts IV
2. World Cultures or A.P. U.S. History
3. Senior Science Elective
4. Acad. Trig./AP Calc BC/AP Statistics
5. Advanced World Language
6. **Physical Education/PIAA sport/w/elective**
7. Elective/Dual Enrollment
8. Elective/Dual Enrollment

*At the end of the year, students must have fulfilled all HHS graduation requirements and minimum number of credits. **(25 needed)**.

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Class standing (grade level) at the senior high school level is easily misunderstood. Students will be promoted each year to the next grade level for data collection purposes. This promotion is **NOT** an indicator of the number of credits earned and does not indicate if specific graduation requirements are being met. Students and parents are reminded that graduation requires meeting the criteria stated in this book. Therefore, class grade level/standing has limited meaning and use at the senior high level.

HICKORY HIGH SCHOOL COURSE OFFERINGS

All course offerings are based on enrollment and staff availability. Courses may not be offered due to staff availability and/or student interest.

APPLIED ARTS

Art I, II
Art III
Crafts
Photography I, II
Photography III
Ceramics I, II

COMPUTERS

Interactive Media
Advanced C++
Databases & Spreadsheets

ESL

ESL Beginning, Intermediate,
Intermediate II, ESL Bridging
ESL Options (pg. 24)

FAMILY AND CONSUMER SCIENCE

Fam. Cons. Sci./Cooking (9th gd only, S1, S2)
Creative Cooking
Creative Cooking II
Independent Living

MODERN LANGUAGES

Acad. French I, Acad. French II,
Adv. Fr. III, Adv. Fr. IV
Spanish 1, Spanish 2,
Acad. Spanish 1, Acad. Spanish 2,
Adv. Sp. 3, Adv. Sp. 4

PHYSICAL EDUCATION

P.E. 9
P.E 10, 11, 12
PIAA sport via exemption
Health
Driver's Education

LANGUAGE ARTS

Inquiry and Research Writing (9th gd. only)
Academic Language Arts I
Advanced Language Arts I
Academic Language Arts II
Advanced Language Arts II
Academic Language Arts III
AP Language Arts III
Academic Language Arts IV

A.P. Language Arts IV
Creative Writing
Creative Writing II (NEW for 16-17)
Literature in Film (NEW for 16-17)

MATHEMATICS

Integrated Math
Algebra I
Geometry
Algebra II
Acad. Finance
Academic Alg. I
Academic Alg. II
Academic Trigonometry
Academic Geometry
Advanced Geometry
Advanced Alg. II/Trig.
Advanced Alg. III/ Trigonometry
Adv. Fundamentals of Calculus
A.P. Calculus
A.P. Calculus BC
AP Statistics

PERFORMING ARTS

Band
Ind. Study: Band Auxiliaries
Ind. Study: Jazz Band
Ind. Study: Pep Band
Orchestra
Chamber Orchestra
Treble Chorus
Men's Chorus
Concert Choir
Chamber Singers

SCIENCE

Integrated Science 9
Biology 10
Chemistry
Acad. Biology
Academic Chemistry
Academic Physics
Advanced Chemistry
Advanced Physics
Junior/Senior Science Electives:
A.P. Chemistry, A.P. Biology,
A.P. Physics C
Animal Life
Advanced Anatomy/Physiology
Academic Forensic Science
Academic Biomechanics
Advanced Organic Chemistry

SOCIAL STUDIES

U.S. History 1865 to present
Adv. U.S. History 1865 to present
Western Civilization
Advanced Western Civilization
Civics and Government
World Cultures
A.P. US Government
A.P. U.S. History
A.P. Human Geography (NEW 16-17)
Social Issues
Psychology

TECHNOLOGY EDUCATION

Stem Guitar
Home Maintenance
Mechanical Drawing I/II
Architectural Drawing I/II

Advanced Placement and Advanced Course Criteria

IMPORTANT: STOP – PLEASE NOTE - SCHEDULE WISELY

Decisions reached by you and your parents in course selection will be considered a firm commitment with the school. Course changes in the fall of the school year are discouraged. **NOTICE: DROPPING/ADDING AN ELECTIVE WILL ONLY BE ALLOWED IF THE CHANGE WILL NOT AFFECT YOUR CORE COURSES *(Specific questions relating to program options or course selections should be addressed to a counselor.)**

Procedure to DROP an ADVANCED or AP course:

1. Parents/Guardians must sign-off on all Adv./AP course requests
2. Adv/AP courses can only be dropped at the midpoint of the 1st nine weeks
3. No Dropping of Adv./AP courses if you have a 75% or higher. If a parent/guardian want to override that, the weight does NOT transfer.
4. If a student drops an Adv./AP course to an elective...AP Bio to ceramics...the grade cannot follow, but the student must make up all assignments. Drop one Adv./AP to another, the grade will transfer.
5. During the drop period (midpoint), if the course a student is moving into has reached its maximum seats, the student can either: a. stay in the Adv./AP course b. change their schedule around the section that is not at maximum seats.

****NOTE: students can drop an ADV./AP course to a study hall with no restrictions****

All courses with the Advanced title are created and taught with a high rigor. These courses will have 5% weight added on to each nine weeks to acknowledge the difficulty and rigor. You **MUST** achieve a minimum of 75%.

All courses with AP (Advanced Placement) title are created and taught with a high rigor. These courses will have 10% weight added on to the final percentage to acknowledge the difficulty and rigor. You **MUST** achieve a minimum of 75_

* All students taking A.P. (Advanced Placement) courses have the *OPTION* to take the National AP Exam at the end of the year. A separate fee is associated with each exam for which the student is responsible. Each A.P. course has a specific entrance criteria and specific criteria to remain in the course.

All students taking an AP course will be required to sign the AP course syllabus that outlines the regulations and constraints of these Advanced Placement courses.

APPLIED ARTS COURSES

This course can be taken along with other art courses. This course will: (1) work and develop wood folk art projects, (2) design and paint flags, (3) airbrush shirts and home decorating projects, and (4) work will be holiday oriented.

LEARNING PROJECT: Students will complete a portfolio of items combining two and three-dimensional works.

1 Semester Grades 9,10, 11, 12 ½ Credit

Photography I AP1S

This course teaches the student how to use a 35mm camera, develop black and white film and print black and white photographs in a darkroom. Cameras are provided and will be shared among the students. The course begins with a lecture format and after successful instruction, students will continue by means of hands-on learning.

LEARNING PROJECT: Students will complete a portfolio of ten black and white photographs that they have taken and developed themselves.

1 Semester Grades 9, 10, 11, 12 ½ Credit

Photography II AP2S

Prerequisite: Completion of Photography I with a minimum of 65%.

This course continues with the basic techniques of developing and printing in black and white. The students are required to develop and refine their skills and to experiment with a variety of techniques in shooting and developing.

LEARNING PROJECT: Students will complete a portfolio of 20 black and white photographs incorporating basic and experimental techniques.

1 Semester Grades 9, 10, 11, 12 ½ Credit

Photography III AP3S

Prerequisite: Completion of Photography II with a minimum of 65%.

This course is for the advanced photography student. It includes a portfolio and a research paper.

LEARNING PROJECT: Students will complete a portfolio of 25 photographs using a combination of skills and techniques that have been learned in Photography I and Photography II. In addition, ten of their best prints will be matted and students will have their prints on display. Students will be encouraged to enter a juried show.

1 Semester Grades 10, 11, 12 ½ Credit

Ceramics I A600

In this class students are expected to comprehend and apply the fundamental techniques of clay modeling. Students will be able to demonstrate the proper use of the tools and equipment essential to complete projects. Manipulating clay is an exciting opportunity for students to be creative and realize the satisfaction of creating something useful.

LEARNING PROJECT: Some of the projects include but are not limited to: stepping stones, coil pots, slab structures, and modeled structures.

1 Semester

Grades 9, 10, 11, 12

½ Credit

Ceramics 2 A650

Prerequisite: Successful completion of Ceramics 1 and teacher recommendation

This level of ceramics is intended for the student who has a sincere interest in the arts and has successfully completed Ceramics 1.

Students will challenge their creative ability with functional hand built pieces, sculptures, and ceramic pieces thrown on the potter's wheel.

LEARNING PROJECT: Students will complete a minimum of 12 ceramic projects in addition to one that will be donated to the Community Food Warehouse for their Hungry Bowls Campaign.

1 Semester

Grades 9, 10, 11, 12

½ Credit

COMPUTER TECHNOLOGY COURSES
IMPORTANT: STOP – PLEASE NOTE - SCHEDULE WISELY

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Advanced C++ 1 Programming C20S

Prerequisite: Completion of Algebra I with a minimum of 85%.

This is an introductory programming course using the C++ language. This course covers the fundamentals of the programming including data types, variables, control structures, strings and functions. The course is designed to teach students logic and improve problem solving skills. All students that plan to continue their education beyond high school should consider taking this course. Students will solve various problems through computer programming. This is a rigorous course and students should expect a greater workload in this course compared to the computer courses that do not have the advanced designation.

Advanced Weighted Grading: This course will qualify for a 5% weighted grade.

Learning Project: The students will complete numerous programming assignments as well as quizzes and tests.

1 Semester Grades 9, 10, 11, 12 (1/2 credit)

Interactive Media C65S

This course is intended to give students the ability to create quality multimedia projects. Students will be introduced to applications including but not limited to Adobe Flash, Processing, Alice, Illustrator and Photoshop. Students will use Flash to create animations and simple interactive games. They will use Photoshop and Illustrator to create and manipulate computer images and graphics. Students will learn the basic programming skills to enhance their projects. This course is not required but recommended for students interested in taking Advanced C++ Programming.

Learning Project: The students will complete numerous multimedia projects as well as quizzes and tests.

1 Semester Grades 9, 10, 11, 12 (1/2 credit)

Introduction to Databases and Spreadsheets C55S

This course will provide the student with the fundamental knowledge and understandings of Microsoft Access and Excel. Students will learn to perform basic file management operations in relational databases and create and modify Excel worksheets. This course is recommended for students planning on going into a business related field such as accounting, finance or entrepreneurship. Sophomores, juniors and seniors may earn 2 college credits through Carlow University but it is not required. The current cost per credit is \$60.00(subject to change). The cost to college students attending Carlow is more than eight times that amount.

Learning Project: The students will complete numerous computer projects as well as quizzes and tests.

1 Semester Grades 9, 10, 11, 12 (1/2 credit)

ENGLISH AS A SECOND LANGUAGE

Admission is based on state assessment.

ESL Beginning (Proficiency Levels 1-2)

This course is designed for non-English speaking students and English Proficiency Level 1 and 2 students. School community vocabulary and familiarization of the school/classroom, as well as procedures and rules are taught. The emphasis is on phonemes, morphemes, and common English words and phrases needed for survival in the United States, as well as, American social skills and customs. Letter names and sounds, word parts, base vocabulary, sentence structure, and speaking and listening skills are stressed. Reading and writing in English will begin and develop.

Full Year

1 Credit

ESL Intermediate (Proficiency Levels 3-4)

Prerequisite – ESL Beginning or Intermediate score on the W-apt Language Survey Test or WIDA ACCESS Test.

This course is designed for English Proficiency Level 3 and 4 students. The emphasis for this course will be the development of social and academic vocabulary, sentence structure, reading, writing, listening and speaking skills. Additional content will be influenced by grade-level Language Arts/Social Studies.

Full Year

1 Credit

ESL Intermediate II (Proficiency Level 4-5)

Pre-requisite – successful completion ESL Intermediate or a 4.1-5 on the W-Apt Language Survey Test or WIDA ACCESS Test.

This course is designed for English Proficiency Levels 4.1 to 5 students. Emphasis is on academic vocabulary, and refined skills in listening, writing, reading and speaking fluency. Additional content will be influenced by grade level Language Arts/Social Studies.

Full Year

1 Credit

ESL Bridging (Proficiency Level 5-6)

This course is designed for English Language Learners who fail to meet all of the state mandated criteria to exit the program. The focus of this course will be determined by W-Apt, WIDA, Woodcock-Munoz testing scores, PSSA/Keystone scores, and core class grades.

Half-year (every other day)

½ Credit

**Optional Courses for ESL students based on State Assessments.
Specific Criteria will apply for Low Language Proficiency Students**

ESL Literature 9 Replacement

Student Language Proficiency Levels 1-2

This class will replace the ninth grade literature class and be taught by the ESL teacher. The content will be equivalent to the ninth grade literature curriculum.

Full Year

1 Credit

ESL Literature 10 Replacement

Student Language Proficiency Levels 1-2

This class will replace the ninth grade literature class and be taught by the ESL teacher. The content will be equivalent to the tenth grade literature curriculum.

Full Year

1 Credit

ESL Literature 11 Replacement

Student Language Proficiency Levels 1-2

This class will replace the ninth grade literature class and be taught by the ESL teacher. The content will be equivalent to the eleventh grade literature curriculum.

Full Year

1 Credit

ESL Literature 12 Replacement

Student Language Proficiency Levels 1-2

This class will replace the twelfth grade literature class and will be taught by the ESL teacher. The content will be equivalent to the twelfth grade literature curriculum.

Full Year

1 Credit

FAMILY AND CONSUMER SCIENCE COURSES
IMPORTANT: STOP – PLEASE NOTE - SCHEDULE WISELY

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Family Consumer Science/Cooking (9th grade only) **NEW for 16-17**** IH20**

A semester course designed to introduce and engage 9th grade students to cooking, measurement, and nutrition.

1 Semester Grade 9 ONLY ½ Credit

Creative Cooking I IH4S

A semester course in the preparation and serving of special foods. Students have the opportunity to work individually or in small groups to create their own specialties or adapt recipes. A basic knowledge of cooking is recommended but not required. Skills from Family and Consumer Science are preferred.

LEARNING PROJECT: The student will demonstrate foreign food preparation and report on the country of origin of that food. Completion of the project is required to receive course credit. Cost of the project is assumed by the student.

1 Semester Grades 10, 11, 12 ½ Credit

Creative Cooking II IH9S

This class will consist of nine weeks of creating various breads, cakes and muffins and basic decorating techniques. There student will be responsible for producing an end of the nine weeks project that showcases the skills that they learned in the course. The next nine weeks will focus on various ethnic foods from around the world and there will be an end of the nine weeks project that showcases the skills developed over the course of the nine weeks session. Instructor approval is needed prior to scheduling this class.

PREREQUISITE: Successful completion of Creative Cooking I with a minimum grade of 85% and teacher recommendation.

1 Semester Grades 10, 11, 12 ½ Credit

Independent Living IH2S

This is a year-long class that spends nine weeks discussing the various aspects of Parenting. The class will learn about Pregnancy and view films of live births. The second nine weeks encompasses creating various Arts and Crafts items that can be useful around the house. There will be a great deal of repurposing of existing items such as clocks, lamps, denim jeans to create or revamp into valuable household items. The third nine weeks will deal with aspects of Interior Design and still focus on furnishing an apartment/house with trendy yet low cost items. The final nine weeks will focus on cooking nutritious yet thrifty recipes for use in the real world.

Full Year Grades 10, 11, 12 1 Credit

MODERN LANGUAGE COURSES

IMPORTANT: STOP – PLEASE NOTE - SCHEDULE WISELY

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SPANISH

Spanish 1-- LS15

Prerequisite -- none

This course is designed for a beginner in the study of the language, desiring to satisfy minimum college entrance requirements. It introduces the study of foreign language logical steps using real world vocabulary and grammar. The objective is a degree of recognition and function in the four areas of listening, speaking, reading, and writing, with an emphasis on grammar, elements of culture, and oral participation.

* There will be weekly assignments that require internet access outside of the classroom.

Next course in sequence: **SPANISH 2**

FULL YEAR Grades 9,10,11,12

1 credit

Spanish 2: LS25

Prerequisite: A grade of 75% or higher in Spanish 1

In Spanish 2, students will continue to explore the use of real world vocabulary and grammar, with the added focus of geographic and cultural variations across the Spanish-speaking world. The students will work toward a proficiency level of **NOVICE** as they continue to fine-tune their listening, speaking, reading and writing skills. The students will expand their use of grammar and verb forms to include several tenses and parts of speech. Oral participation, comprehension of large paragraphs and written conversations, and essay writing are expected.

* There will be weekly assignments that require internet access outside of the classroom.

Next course in sequence: **ACADEMIC SPANISH 2**

FULL YEAR Grades 10, 11, 12

1 credit

Academic Spanish 1: LS10

A grade of 90% or higher for overall GPA *strongly recommended*

This course is designed for the highly-motivated student, wishing to learn at an accelerated pace, to go beyond the basic two years of study required for college admittance. The class introduces the study of foreign language in fast-paced, logical steps, focusing on **NOVICE** proficiency in the areas of listening, speaking, reading, and writing, with an emphasis on grammar, verb conjugation, elements of culture, and oral production of the language. **Some summer work may be required.**

* There will be weekly assignments that require internet access outside of the classroom.

Next course in Sequence: **ACADEMIC SPANISH 2**

FULL YEAR Grades 9,10,11,12

1 credit

Academic Spanish 2 : LS20

Prerequisite: A grade of 75% or higher in Academic Spanish 1

In this course, students will continue to explore the use of real world vocabulary and grammar at a faster pace, with the added focus of geographic and cultural variations across the Spanish-speaking world. The students will work toward a proficiency level of **NOVICE HIGH** as they continue to fine-tune their listening, speaking, reading and writing skills. The students will expand their use of grammar and verb forms to include several tenses and parts of speech. Oral participation, comprehension of large paragraphs and written conversations, and essay writing are expected. Some summer work may be required.

* There will be weekly assignments that require internet access outside of the classroom.

Next course in Sequence: **ADVANCED SPANISH 3**

FULL YEAR Grades 10, 11, 12 1 credit

Advanced Spanish 3: LS30

Prerequisite: A grade of 75% or higher in Academic Spanish 2

Spanish 3 students will participate in progressively more challenging conversations and increase their skills in narrating past, present, and future events in both oral and written forms and expressing feelings and opinions. The students will be expected to be well-versed in grammar and verb forms of the previous levels and will be responsible for digesting many new and challenging verb tenses and grammar points as they work toward a fluency rating of **INTERMEDIATE**. Spanish will be used for all basic classroom communication. Oral participation in the target language is expected daily as well as skill in more sophisticated essay writing.

Next course in sequence: **ADVANCED SPANISH 4**

FULL YEAR Grades 11, 12 1 credit 5% weight

Advanced Spanish 4: LS40

Prerequisite: A grade of 75% or higher in Advanced Spanish 3

Spanish 4 is designed to employ the skills of listening, speaking, reading, and writing for more sophisticated communication. The students at this level will be expected to be well-versed in grammar and verb forms of the previous levels and should have a degree of comfort with expressing themselves in the target language for simple conversation as they work to affirm their fluency rating of **INTERMEDIATE**. The curriculum includes grammar and vocabulary appropriate for college bound students as they prepare for placement testing and beyond. Supplemental materials in all mediums will be incorporated to enrich learning at this level. Spanish will be used for all basic classroom communication. Oral participation in the target language is expected daily as well as skill in more sophisticated essay writing. Some summer work may be required.

* There will be weekly assignments that require internet access outside of the classroom.

LEARNING PROJECT: Oral proficiency exams and written exams. In addition, students will undergo a college-level language placement assessment.

FULL YEAR Grade 12

1 credit

5% weight

FRENCH

Academic French 1 LF10

Prerequisite: A grade of 90% or higher in Literature class.

French 1 is an advanced paced course that introduces students to the French language and culture. Emphasis is placed on the four skills of speaking, reading, writing, and listening. Oral participation is expected. Students will learn the vocabulary and grammar structures necessary to communicate with **NOVICE** level proficiency.

Learning Project: Oral proficiency exams and written exams

Full Year Grades 9, 10, 11, 12

1 Credit

Academic French 2 LF20

Prerequisite: A grade of 75% or higher in **Academic** French 1

In French 2, students work towards a **NOVICE HIGH** level of fluency as they further develop their speaking, reading, writing, and listening skills. Students will expand their use of grammar and verb forms to include several tenses and parts of speech. Oral participation, comprehension of large paragraphs and written conversations, and essay writing are expected.

Learning Project: Oral proficiency exams and written exams

Full Year

Grades 10, 11, 12

1 Credit

Advanced French 3 LF30

Prerequisite: A grade of 75% or higher in **Academic** French 2

French 3 students will participate in progressively more challenging conversation and increase their skills in narrating past, present, and future events in both oral and written forms. Vocabulary and grammar structures from previous levels will be expanded on as students work towards communicating at an **INTERMEDIATE** level. Oral participation in the target language is expected daily as well as more sophisticated essay writing. **Some summer work may be required.**

Learning Project: Oral proficiency exams and written exams

Full Year

Grades 11, 12

1 Credit

5% Weight

Advanced French 4 LF40

Prerequisite: A grade of 75% or higher in **Advanced** French 3

French 4 is designed to employ the skills of speaking, reading, writing, and listening for **INTERMEDIATE** level communication. Students at this level are expected to have a strong understanding of previously covered vocabulary, grammatical structures, and verb forms. Students should be able to maintain simple conversations in the target language with ease. This course includes advanced grammar and vocabulary appropriate for college bound students as they prepare for placement testing and beyond. Many supplemental materials will be used to enrich students' overall knowledge of the language and culture. Oral participation in the target language is expected daily as well as more sophisticated essay writing. **Some summer work may be required.**

Learning Project: Oral proficiency exams and written exams. In addition, students will undergo a college-level language placement assessment.

Full Year

Grade 12

1 Credit

5% Weight

LANGUAGE ARTS COURSES

IMPORTANT: STOP – PLEASE NOTE - SCHEDULE WISELY

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Inquiry and Research Writing E10S

Course Description

This course will integrate a variety of research methods to allow students to complete I-Search Research Papers. APA will be used for documentation. Free-writing and Collins Writing will be used throughout the research process. Note-taking will use the Cornell Note-taking Strategy.

Conduct short as well as more sustained research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Day 1, Day 2

Grade 9

½ Credit

Academic Language Arts I E150

Academic 9th Grade Language Arts includes study skills in reading, composition, speaking and listening at a **rigorous level**. Readings will include a variety of influences. Students will demonstrate editing skills through usage and basic mechanics and focus on improving and expanding writing capability. The student should have an understanding of basic literary terms. There is no summer assignment for this course.

LEARNING PROJECT: Students will successfully complete components of research project with appropriate documentation.

Full Year

Grade 9

1 Credit

Advanced Language Arts I E175

5% weight added

**Prerequisite: Minimum of 85% final grade in 8th grade Language Arts
Advanced Quarterly Assessment Results
Teacher Recommendation
Completion of Required Summer Assignments**

Advanced 9th Grade Language Arts includes study skills in reading, composition, speaking and listening at a **rigorous level with enrichment activities and independent work and exposure to more sophisticated literature**. Readings will include a variety of influences. Students will demonstrate editing skills through usage and basic mechanics and focus on improving and expanding writing capability. The student should have an understanding of basic literary terms. This course will include

additional enrichment activities and assignments that are expected to be done outside of class time. A summer assignment will be due the first day of school, no exceptions. If you enroll in this course, it is your responsibility to obtain and complete the summer assignment.

LEARNING PROJECT: Students will successfully complete components of a research project with appropriate documentation.

Full Year Grade 9 1 Credit

Academic Language Arts II (Keystone Course) E250

In 10th grade Academic Language Arts, a major emphasis of the course is critical reading. Students will be introduced to and develop close reading strategies, including annotation. The development of skills in critical thinking, close reading, and analysis will be the core goal of the class. Students will ultimately become stronger independent readers who can analyze the meaning of the text and the author’s purpose, as well as analyze the use of techniques, style and diction. The skills honed in the class align with the PA Common Core State Standards and prepare students for the Keystone exams and post secondary education.

LEARNING PROJECT: Students must demonstrate satisfactory performance on the Literature Keystone Exam.

Full Year Grade 10 1 Credit

Advanced Language Arts II (Keystone Course) E275 5% weight added

**Prerequisites: Minimum of 85% in Academic or Advanced Language Arts I
 Advanced Quarterly Assessment results
 Teacher recommendation
 Completion of Required Summer Assignments**

Advanced Language Arts II includes a variety of literature and nonfiction texts, and focuses heavily on state standards. The study of literature is taught in conjunction with composition and the research process. **This material is presented at the most rigorous level, including enrichment activities and independent work, as well as exposure to more sophisticated literature.** Readings will include a variety of influences. Additional enrichment activities and assignments are included, and a summer assignment will be due the first day of school, no exceptions. If you enroll in this course, it is your responsibility to obtain and complete the summer assignment.

LEARNING PROJECT: Students must demonstrate satisfactory performance on the Literature Keystone Exam.

Full Year Grade 10 1 Credit

Academic Language Arts III E350

Advanced Placement (A.P.) English Literature E475

10% weight added

* All students taking an A.P. course will be required to sign the A.P. course syllabus that outlines the regulations and constraints of these Advanced Placement courses.

Prerequisites: **Minimum of 85% in Academic or A.P. Language and Composition**
Advanced Quarterly Assessment Results
Teacher Recommendation
Completion of Required Summer Assignments
Writing Samples: in-class essay and formal, typed take-home essay on topics determined by the Language Arts Department
Fall Essay(s) on Summer Reading Program

12th Grade Advanced Placement Language Arts is a literature and composition course designed to provide students with opportunities for both college-level reading and critical analysis of literature. The course will include an intensive and in-depth study of representative readings in World Literature. Advanced analytical thinking and writing skills will be stressed, with emphasis placed on a range of in-class and take-home analytical essays. A mastery of writing skills is imperative. Students are also expected to participate in class discussions.

Students have to opportunity to take the College Board’s Advanced Placement Examination administered locally in the spring of their senior year. Successful completion on this examination may be accepted by colleges for college credit. **There is a fee for this exam.**

Weighted grading, one (1) point will be added to the grade earned. On the 100% scale, an additional 10% will be added to the grade.

LEARNING PROJECT: Students will produce a portfolio of written literary criticism and interpretation and complete senior service project.

Full Year Grade 12 1 Credit

LANGUAGE ARTS ELECTIVES

Creative Writing E54S (Elective)

Prerequisite – 75% or better in the previous year’s Language Arts course, teacher recommendation.

Creative Writing is a semester-long course which focuses on writing for many different genres: These include prose, poetry, short stories, satire, and playwriting to name a few. This course is open to all students in grades 10–12 upon the recommendation of their Language Arts teacher.

1 Semester Grades 10, 11, 12 ½ Credit

Creative Writing II E55S (Elective) ** NEW for 16-17**

Creative Writing is a semester long-course which will focus on expanding upon the ideas taught in Creative Writing I. Students will focus more closely on their chosen genre, culminating in a final published project. Students will work with their peers to edit and revise their writing. This course is open to all students in grades 10-12 upon the completion of Creative Writing I.

Full Year

Grades 10,11, 12

½ Credit

Literature in Film E60 (Elective) **NEW for 16-17**

Literary classics are being redefined and reinvented through the evolution of cinema as an art form. Literature in Film will examine beloved classics, the changes required to successfully transfer them to the screen, the adaptations required to make them palatable for modern audiences, and the inspiration behind the author's pen and the director's lens. The changes made to these literary classics may be more complex, reflect more current societal influence, or require more in depth analysis of past ages and current trends. Works will include *Emma*, *The Taming of the Shrew*, *The Two Towers*, *The Return of the King*, *Hamlet*, *Out of Africa*, *Dangerous Liaisons*, *Sense and Sensibility*, *Harry Potter*, *The Count of Monte Cristo* and more as time permits.

Parental Permission to take this course implies permission to watch the required films.

Full Year

Grades 10, 11, 12

1 Credit

MATH COURSES

IMPORTANT: STOP – PLEASE NOTE - SCHEDULE WISELY

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ATTENTION: FAILURE TO PASS THE ALGEBRA I KEYSTONE EXAM, WILL RESULT IN PLACEMENT IN A KEYSTONE REMEDIATION CLASS THE FOLLOWING SCHOOL YEAR.

ADVANCED PLACEMENT (AP)/ADVANCED**

Adv. Geometry
Adv. Alg. II/Trig
AP Calc AB
AP Calc BC or AP Statistics

ACADEMIC

Acad. Alg. I*
Acad. Geometry and/or Acad. Alg II
Acad. Alg. II or Acad.Trig.
Acad. Trig or Adv.Fund. of Calc. or
AP Statistics

TRADITIONAL

Integrated Math
Alg. I*
Geometry
Alg. II or
Acad.
Finance

*The Algebra I Keystone Exam must be taken at the end of the Academic Algebra I and Algebra I Courses.

Accelerated Math Options

Option #1... If not already on a track to take a Calculus course or math elective during a student's senior year, the **PRIMARY** option to get to one of those classes will be for students to take two math courses during the same year. It is possible for a student to take Algebra 2 and Geometry in the same year in order to accelerate themselves. Students who accelerate in math should do so to enter higher-level math classes and strengthen their math knowledge. Students who accelerate in math should not do so to avoid taking math classes during their junior or senior years. Math is a key component on the SAT tests and the ACT tests and should not be taken lightly.

Students who are interested in taking an Independent Math course should indicate which course they are planning on taking when filling out their schedule and indicate what course(s) they will be taking the next school year.

Option #2... (may **NOT** be offered) **Independent Math**

****Requests for Independent Summer Math and therefore Summer Keystone Exams will be decided on a case by case basis. The following conditions are subject to CHANGE as Keystone regulations become more defined.****

Due to the accelerated students' goal of reaching Advanced Placement Calculus BC by their senior year, students may choose to take an independent math course.

In order to advance to the next **sequential** math course, students must complete the following requirements:

1. Check with the Guidance Department and obtain forms to insure that the proper math curriculum sequence is followed. See "Math Course" section of the Course of Study booklet.
2. Submit your completed form to the Guidance Office that outlines your intent to take an independent math course. Once again, proper math course sequence of HHS must be followed.
3. Schedule and complete the final exam with the math department no later than August 10th.

spheres, cylinders, polygons, and polyhedra. It will also focus on congruency, similarity, proofs, coordinate geometry, right triangles, and measurements of two- and three-dimensional shapes and figures. A scientific or graphing calculator (TI- 83 or 84) is RECOMMENDED.

LEARNING PROJECT: The student will demonstrate satisfactory performance on the **Algebra I Keystone Exam** (if not already passed) and submit a portfolio/notebook.

Full Year Grade 10, 11 1 Credit

Academic Finance M420

Prerequisite – Completion of Algebra I, Algebra II, and Geometry, plus Teacher Recommendation.

This course is an elective for students who want to learn more about math in the real world. Students in this course will study a variety of topics including: Preparing a Budget, Comparison Shopping, Savings Accounts and Interest, Credit Cards and Finance Charges, Loans, Investments, Transportation Costs, Housing Costs, Insurance, and Taxes. Math skills involving fractions, decimals, percents, rounding, estimating, reading graphs, tables, and charts, units of measure, and probability will be reviewed, practiced, and strengthened. A graphing calculator (TI-83 or 84) is **STRONGLY RECOMMENDED** and will be used daily. Note: Math electives DO NOT count toward the 3 math credits required for an HHS diploma. They will; however, count as one of the required elective credits.

LEARNING PROJECT: The student will demonstrate satisfactory performance on a cumulative final exam and submit a portfolio / notebook.

Full Year Grade 12 1 Credit

Algebra II M220

Prerequisite – Completion of Algebra I and Geometry.

This course will initially reinforce topics from Geometry and Algebra I to prepare students to take the Algebra I Keystone. After the Keystone, topics essential for success in Trigonometry will be covered. This course will cover a review of Algebra I, quadratics, polynomials, and an introduction to trigonometry. A graphing calculator (TI-83 or 84) is RECOMMENDED.

LEARNING PROJECT: The student will demonstrate satisfactory performance on the **Algebra I Keystone Exam** and submit a portfolio/notebook.

Full Year Grade 11 1 Credit

Academic Algebra I M125 (Keystone Course)

Prerequisite – Teacher recommendation and completion of Pre-Algebra 8 with a minimum of 80%.

This course will prepare students in one year to take the Algebra I Keystone Exam. This course will cover the language and tools of algebra, solving linear equations, functions and patterns, analyzing linear equations, solving systems of linear equations, solving linear inequalities, polynomials, factoring, and statistics and probability.

A graphing calculator (TI-83 or 84) is RECOMMENDED.

LEARNING PROJECT: The student will demonstrate satisfactory performance on the **Algebra I Keystone Exam** and submit a portfolio/notebook.

Full Year Grade 9 1 Credit

Academic Geometry M325

Prerequisite – Teacher recommendation and completion of Academic Algebra I with a minimum of 80%.

This course is more rigorous than Geometry M320 and has a balance of theory and application. This course will remediate Algebra I topics so students who have not shown proficiency on the Algebra I Keystone Exam may have another opportunity to do so. This course will cover properties of circles, spheres, cylinders, polygons, and polyhedra. It will also focus on congruency, similarity, proofs, coordinate geometry, right triangles, and measurements of two- and three-dimensional shapes and figures. A graphing calculator (TI-83 or 84) is STRONGLY RECOMMENDED.

LEARNING PROJECT: The student will demonstrate satisfactory performance on the **Algebra I Keystone Exam** (if not already passed) and submit a portfolio/notebook.

Full Year Grades 9, 10 1 Credit

Academic Algebra II M225

Prerequisite – Teacher recommendation and completion of Academic Algebra I & Academic Geometry with a minimum of 80%.

This course will initially reinforce topics from Geometry and Algebra I to prepare students to take the Algebra I Keystone. After the Keystone, topics essential for success in an Algebra 3/Trigonometry course will be covered. This course will cover a review of Algebra I, quadratics, polynomials, conic sections, exponentials, and an introduction to trigonometry. A graphing calculator (TI-83 or 84) is STRONGLY RECOMMENDED.

LEARNING PROJECT: The student will demonstrate satisfactory performance on the **Algebra I Keystone Exam** and submit a portfolio/notebook.

Full Year Grade 10, 11 1 Credit

Academic Trigonometry M340

Prerequisite - Teacher recommendation, completion of Academic Algebra II with a minimum of 80%.

This is a traditional course in trigonometry. This course will cover in depth the six trigonometric functions of sine, cosine, tangent, cosecant, secant, and cotangent and their graphs. These functions will be used to solve practical application problems involving acute, right, and obtuse triangles. Circular functions, radian measure, and linear and angular velocity will be studied. Trig identities, formulas, equations, and vectors will be taught along with the inverse trig functions. If time permits, exponential and logarithmic functions and equations and polar graphs will be covered. A graphing calculator (TI-83 or 84) is REQUIRED.

LEARNING PROJECT: The student will demonstrate satisfactory performance on a cumulative exam and submit a portfolio/notebook.

Full Year Grades 11, 12 1 Credit

Fundamentals of Calculus (formerly Advanced Pre-Calculus) M440 **** (Same course as Adv. Pre-Calculus)**

Prerequisite – Teacher recommendation and completion of Academic Algebra III/Trigonometry with a minimum of 65%, benchmark results.

This course begins by reviewing important topics from algebra, geometry, and trigonometry. During the year, the student will study limits, derivatives and integrals, and applications of these ideas. The text supports a balance between graphical, numerical, and analytical approaches. The graphs are used to predict and support analytic and numeric results, while analytic techniques are used to confirm or prove results obtained with technology. Students must be prepared to spend 1 hour on daily work outside of class. A graphing calculator (TI-83 or 84) is REQUIRED.

LEARNING PROJECT: The student will demonstrate satisfactory performance on a cumulative final exam and submit a portfolio/notebook.

Weighted Grading: This course will qualify for a 5% weighted grade under the same conditions as Advanced courses. If a student earns a minimum of 75%, a 5% weight will be applied to that student's grade at the end of each marking period.

Full Year

Grade 11,12

1 Credit

Advanced Geometry M330

Prerequisite – Teacher recommendation, completion of Advanced Algebra I in 8th grade with a minimum of 85% and a score of proficient or above on the Algebra I Keystone.

This course is more rigorous than Academic Geometry M225 and is offered to the student who wants to continue the study of advanced mathematics and is prepared to put forth strenuous effort. This course will cover properties of circles, spheres, cylinders, polygons, and polyhedra. It will also focus on congruency, similarity, proofs, coordinate geometry, right triangles, and measurements of two- and three-dimensional shapes and figures.

A graphing calculator (TI-83 or 84) is REQUIRED. 45-60 minutes of homework will be the norm.

LEARNING PROJECT: The student will demonstrate satisfactory performance on a cumulative final exam and submit a portfolio/notebook.

Full Year

Grade 9

1 Credit

Advanced Algebra II/Trigonometry M350

Prerequisite: Teacher recommendation, completion of Advanced Algebra 1 and a proficient score on the Algebra Keystone Exam, and Advanced Geometry with a minimum of 85%

This course is intended for students who are pursuing AP Calculus AB and BC. Advanced Algebra II topics will include: properties of radicals, imaginary numbers, exponents, and logarithms, as well as systems of equations and quadratics. Advanced Trigonometry topics will include: 6 trig functions, their graphs, and their inverses; Law of Sines, Law of Cosines, and the Ambiguous Case; simplifying and verifying Trig Identities; and solving Trig equations.

A graphing calculator (TI-83 Plus or 84) is REQUIRED.

LEARNING PROJECT: The student will demonstrate satisfactory performance on a cumulative final exam and submit a portfolio/notebook.

Full Year

Grade 10

1 Credit

Advanced Placement (A.P.) Calculus AB M450

* All students taking an A.P. course will be required to sign the A.P. course syllabus that outlines the regulations and constraints of these Advanced Placement courses.

Prerequisite –Completion of Advanced Algebra III/Trigonometry with a teacher recommendation.

Topics include those found in a first semester Calculus class in college and in the A.P. Handbook under AB Calculus. A graphing calculator (TI-83 or 84) is REQUIRED.

LEARNING PROJECT: The student will demonstrate satisfactory performance on a cumulative final exam and submit a portfolio/notebook.

Students are expected to spend a great deal of time on outside preparation, as homework assignments are very time consuming. Students have the option to take the A.P. test in Calculus and with desire, determination and ability should be able to pass it upon completion of this course. **There is a fee for this test.** Weighted grading: 10% will be added to the grade (on a 100% scale) earned provided that the student meets the minimum grade requirement of 75 %. Students will have the option to take the AP Exam to earn college credit

Full Year

Grades 11, 12

1 Credit

Advanced Placement (A.P.) Calculus BC M460

* All students taking an A.P. course will be required to sign the A.P. course syllabus that outlines the regulations and constraints of these Advanced Placement courses.

Prerequisite – Teacher recommendation and completion of Advanced Placement Calculus AB.

Topics include those found in a second semester Calculus class in college and in the A.P. Handbook under BC Calculus. A graphing calculator (TI-83 or 84) is REQUIRED.

LEARNING PROJECT: The student will demonstrate satisfactory performance on a cumulative final exam and submit a portfolio/notebook.

Students are expected to spend a great deal of time on outside preparation, as homework assignments are very time consuming. Students have the option to take the A.P. test in Calculus and with desire, determination and ability should be able to pass it upon completion of this course. **There is a fee for this test.** Weighted grading: 10% will be added to the grade (on a 100% scale) earned provided that the student meets the minimum grade requirement of 75 %. Students will have the option to take the AP Exam to earn college credit.

Full Year

Grades 11, 12

1 Credit

AP Statistics M300 (Elective) (This course will only be offered if enough students are interested and adequate staff is present).

*All students taking an AP course will be required to sign the AP course syllabus that outlines the regulations and constraints of these Advanced Placement courses.

Prerequisite – Completion of Advanced/Academic Algebra III/Trigonometry with a grade of 85% or higher and teacher recommendation.

This is offered as a college credit course; refer to your college bulletin to confirm. The application of statistical methods to real-world data will be emphasized throughout the course. Course topics will include: descriptive statistics, planning and conducting statistical studies, probability and statistical inference. This course is considered to be equivalent to a first semester introductory college statistics course. See A.P. handbook for more details. A graphing calculator (TI-83 or 84) is **REQUIRED**.

LEARNING PROJECT: The student will demonstrate satisfactory performance on a cumulative final project and submit a portfolio/notebook.

Full Year

Grade 11, 12

1 Credit

PERFORMING ARTS COURSES

IMPORTANT: STOP – PLEASE NOTE - SCHEDULE WISELY

Decisions reached by you and your parents in course selection will be considered a firm commitment with the school. Course changes in the fall of the school year are discouraged. NOTICE: DROPPING/ADDING AN ELECTIVE WILL ONLY BE ALLOWED IF THE CHANGE WILL NOT AFFECT YOUR CORE COURSES *(Specific questions relating to program options or course selections should be addressed to a counselor.)

Band P110

Prerequisite – Marching Band

Band is the continuing study of a particular brass, woodwind or percussion instrument through performing in a large ensemble and in smaller ensembles when available. During two weeks in August, Band meets Monday through Friday to prepare for the upcoming football season. Concentration is on marching band music. During school, Band meets everyday and takes an in-depth approach to musicianship by performing standard concert literature. Performance in all concerts and shows is a course requirement. There are after school requirements that are part of the course. Private instruction on your instrument is suggested.

LEARNING PROJECT: Students will participate and perform in band camp, rehearsals and all scheduled shows, games and concerts.

Full Year Grades 9, 10, 11, 12 **FY everyday=1 credit, FY every other day=1/2 credit, OTHER scenarios may apply.**

**** For all incoming 9th grade students, all independent study courses must fit into a student's schedule and have a period assigned to it in order to count for the student's GPA.**

Independent Study: Band Auxiliaries PIBA

Prerequisite – Admission by Band audition through tryout system as set up by the band director.

Band Auxiliaries meet during band camp and throughout the first nine weeks of school in accordance with the football schedule. Regular attendance at rehearsals, games and other performances is required.

LEARNING PROJECT: Students will participate and perform in band camp, rehearsals and all scheduled shows and games.

1st 9 Weeks

¼ Credit

Independent Study: Jazz Band PIJB

Prerequisite – You must audition and be selected by the director.

Jazz Band meets on a weekly basis during the months of November through May. Regular attendance at rehearsals and performances is required. Study concentration is on jazz and swing music. There is a limited instrumentation.

LEARNING PROJECT: Students will participate and perform in rehearsals and several sets of music and at least one concert.

2nd, 3rd, 4th 9 Weeks

¼ Credit

Independent Study: Pep Band PIPB

Prerequisite – You must audition and be selected by the director.

Pep Band will meet and perform at no more than 15 school events throughout the year. Outside school performances may be added. Regular attendance at rehearsals and performances is required.

LEARNING PROJECT: Students will participate and perform in at least eleven pep events and rehearsals.

2nd, 3rd 9 Weeks

¼ Credit

Orchestra PI20

A performing group open to all high school string players, wind, brass, and percussion players. Musicians are chosen by audition and/or director's discretion. Orchestra members concentrate on good musicianship and excellence in performance. Available string players meet daily while full orchestra meets twice weekly.

LEARNING PROJECT: Orchestra members will participate in all scheduled rehearsals and school and community performances.

Full Year Grades 9, 10, 11, 12 **FY everyday=1 credit, FY every other day=1/2 credit, OTHER scenarios may apply.**

Treble/Mens Chorus PC 50

Un-auditioned chorus for students in grade 9-12.

The performance-based course provides an opportunity for self-expression and musical experiences by performing literature composed and arranged for women's voices. Students will learn about vocal quality, resonance, pitch and interpretation. Students are expected to perform in two major concerts, winter and spring, as well as adjudications that arise throughout the year. No audition is required.

LEARNING PROJECT: Students will perform in two school concerts.

Full Year Grades 9, 10, 11, 12 **FY everyday=1 credit, FY every other day=1/2 credit, OTHER scenarios may apply.**

Concert Choir PC30

Auditioned choir for students grades 10-12

This performance-based course exposes students to a wide variety of secular and sacred repertoire representing major periods, styles and forms of vocal literature. Students are required to perform in three major concerts, winter, courthouse, and spring, as well as adjudications that arise throughout the year. Robes are worn for the concerts and an audition is required.

LEARNING PROJECT: Students will perform in two school concerts and various community performances.

Full Year Grades 10, 11, 12 **FY everyday=1 credit, FY every other day=1/2 credit, OTHER scenarios may apply.**

PHYSICAL EDUCATION COURSES

IMPORTANT: STOP – PLEASE NOTE - SCHEDULE WISELY

Decisions reached by you and your parents in course selection will be considered a firm commitment with the school. Course changes in the fall of the school year are discouraged. NOTICE: DROPPING/ADDING AN ELECTIVE WILL ONLY BE ALLOWED IF THE CHANGE WILL NOT AFFECT YOUR CORE COURSES *(Specific questions relating to program options or course selections should be addressed to a counselor.)

Physical Education 9 G10S ALL 9th grade students must take physical education regardless of their participation at the junior varsity or varsity level.

During the year new games will be introduced to develop and learn skills, rules, and positions/techniques. Students will continue to improve previous skills and knowledge of individual lifetime sports as well as team sports. The emphasis will be on developing or improving strength, cardiovascular endurance, flexibility, and agility, along with self-esteem.

LEARNING PROJECT: Document and graph/chart individual improvement during an entire unit of weight and cardio training on the computer.

1 semester.

Grade 9

1/2 Credit

Physical Education 10-11-12 ONLY G20S *Exemption for sport does NOT equal credit.

ATTENTION: Participation in an approved and recognized PIAA SPORT JV & VARSITY (football, volleyball, cross country (b/g), soccer (b/g), competitive cheerleading (not spirit), wrestling, basketball (b/g), golf (b/g), baseball, softball, tennis(b/g), swimming(b/g), track(b/g)(indoor/outdoor), during the 2013-2014 school year will satisfy your Physical Education Exemption for 10,11 and 12th gd. ONLY.

Any student who does not complete their chosen sport and/or gets removed from the team for any reason will need to be scheduled in the next physical education class. YOU MUST COMPLETE THE ENTIRE SEASON TO RECEIVE THE PHYSICAL EDUCATION EXEMPTION.

Should you choose, you can still schedule a physical education class as an elective.

UNDERCLASSMEN: Example: You do not participate in fall or winter sports and PLAN to participate in spring sports...failure to participate will result in your schedule reflecting TWO physical education classes for the following year.

Caution...you can not “skip” a year in order to take 2 Physical Courses the following year.

SENIORS: failure to complete a sport season which results in the physical education requirement not being fulfilled may/will affect graduation status.

During the year new games will be introduced to develop and learn skills, rules, and positions/techniques. Students will continue to improve previous skills and knowledge of individual lifetime sports as well as team sports. The emphasis will be on developing or improving strength, cardiovascular endurance, flexibility, and agility, along with self-esteem. New skills and games can be introduced as a continuation of previously learned skills.

LEARNING PROJECT: In conjunction with Health, each student will document a nutrition log that will be suitable for the workout program they establish in physical education class.

Every other day all year

Grade 10, 11, 12

DRIVER'S EDUCATION

Driver's Education G22S

PART I – CLASSROOM THEORY

The course content deals with development of attitudes used while driving. It covers the laws of man and nature that govern driving, skills necessary to be a defense driver, and knowledge of all environments. The ultimate goal of driver and traffic education is to help youth acquire the understanding and maturity of adulthood choices so that they are fully prepared to enter and survive on the highway transportation system.

LEARNING PROJECT:

1. Build a vehicle out of a shoebox to demonstrate knowledge of interior and exterior inspection requirements on every vehicle in Pennsylvania.
2. Use atlases to learn how to read a map, plan a two-week trip to five different locations and then use the Internet as a resource to determine if your directions were accurate.

1 Semester

Grade 10

½ Credit

PART II – DRIVING

Behind the wheel is not required but offered. Students must have a valid Pennsylvania permit or license and be enrolled in or have completed the safety education theories class to receive this instruction. This instruction will be given after school hours, Saturdays, and during summer break via HSD approved instructors. For insurance reduction, the classroom phase must be completed with a 75% average or better and the six hours of behind the wheel training successfully completed along with a payment fee established by the instructor.

HEALTH

Health G21S

Students will comprehend concepts related to health promotion and disease prevention, demonstrate the ability to access valid health information and health-promoting product and services, demonstrate the ability to practice health-enhancing behaviors and reduce health risks, analyze the influence of culture, media, technology, and other factors on health, demonstrate the ability to use interpersonal communication skills to enhance health, demonstrate the ability to use goal-setting and decision-making skills to enhance health, demonstrate the ability to advocate for personal, family and community health.

Each student must: maintain a daily notebook for a grade; participation is a requirement in group discussion. Participation is monitored and averaged in on each student's grade, completion of oral or written tests with a passing grade, and completion of assigned work (homework, class work, or projects).

1 Semester

Grade 10

½ Credit

SCIENCE COURSES

IMPORTANT: STOP – PLEASE NOTE - SCHEDULE WISELY

Decisions reached by you and your parents in course selection will be considered a firm commitment with the school. Course changes in the fall of the school year are discouraged. **NOTICE: DROPPING/ADDING AN ELECTIVE WILL ONLY BE ALLOWED IF THE CHANGE WILL NOT AFFECT YOUR CORE COURSES** *(Specific questions relating to program options or course selections should be addressed to a counselor.)

NOTE: Beginning with the incoming 9th grade class for 2014-2015 all Science classes with labs will equal 1 and ½ credits. Students are still REQUIRED to take 3 Science courses, NOT 3 science credits, to fulfill HHS graduation requirements. **ATTENTION: FAILURE TO PASS THE ALGEBRA I KEYSTONE EXAM, WILL RESULT IN PLACEMENT IN A KEYSTONE REMEDIATION CLASS THE FOLLOWING SCHOOL YEAR.** In 2016-2017, all 9th & 10th graders receive 1 ½ credits for science classes with a lab. In 2017-2018, all 9th, 10th and 11th graders will receive 1 ½ credits for science classes with a lab.

Advanced

Advanced Chemistry

Advanced Physics

Academic

Acad. Biology

Academic Chemistry

Academic Physics

Traditional

Integrated Science 9

Biology 10

Chemistry

Science Electives: (Note: the below courses DO NOT fulfill the required 3 Science credits necessary to graduate; however, they do fulfill elective credits requirement.)

A.P. Biology

A.P. Chemistry

A.P. Physics

Academic Forensic Science

Animal Life

Advanced Anatomy & Physiology

Academic Biomechanics

Advanced Organic Chemistry

Integrated Science 9 S110 **ATTENTION: FAILURE TO PASS THE ALGEBRA I KEYSTONE EXAM, WILL RESULT IN PLACEMENT IN A KEYSTONE REMEDIATION CLASS THE FOLLOWING SCHOOL YEAR.**

Prerequisite – (Used as a guideline) Below 85% average in 8th grade Science, placement test, general math placement

The arrangement of subject matter allows the students to explore topics in physics and earth science and space science. Major areas of study include: scientific method, ecology, the cell, and cell processes.

LEARNING PROJECT: The classes will conduct several laboratory projects, as well as exams.

Full Year

Grade 9

1 1/2 Credit

Biology 10 S210 **ATTENTION: FAILURE TO PASS THE ALGEBRA I KEYSTONE EXAM, WILL RESULT IN PLACEMENT IN A KEYSTONE REMEDIATION CLASS THE FOLLOWING SCHOOL YEAR**

Prerequisite –Completion of Integrated Science with a minimum of 65%.

This course is an introduction to the science of living things, which involves both the structure and function of these organisms. Through a variety of methods, this course will present some basic biological concepts, such as biochemistry, cell biology, genetics, biotechnology, reproductive biology, ecology, metabolism, microbiology, biological origins, and taxonomy. In addition, the course will focus on the scientific method, proper scientific techniques, and the proper use of scientific equipment.

LEARNING PROJECT: A portfolio consisting of student work selected from lab reports, exams and class assignments.

Full Year

Grades 11, 12

1 Credit

SCIENCE ELECTIVES

Advanced Placement (A.P.) Biology S360

* All students taking an A.P. course will be required to sign the A.P. course syllabus that outlines the regulations and constraints of these Advanced Placement courses.

Prerequisite – A junior or senior with a minimum of 85% in Academic Biology, Academic Chemistry, and Physics (or concurrent with Physics).

The A.P. Biology course is designed to be the equivalent of a college introductory biology course. The two main goals of A.P. Biology are to help students develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process. The ongoing information explosion in biology makes these goals even more challenging. Primary emphasis is on developing an understanding of concepts rather than on memorizing terms and technical details. Essential to this conceptual understanding are the following: a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology; and application of biological knowledge and critical thinking to environmental and social concerns. On the 100% scale, an additional 10% will be added to the grade if students meet the necessary grade requirement of at least a 75 %. Students will have the opportunity to take the AP exam for college credit.

LEARNING PROJECT: Successful completion of comprehensive exams, and all lab work.

Full Year

Grades 11, 12

1 Credit

Advanced Placement (A.P.) Chemistry S440

* All students taking an A.P. course will be required to sign the A.P. course syllabus that outlines the regulations and constraints of these Advanced Placement courses.

Prerequisite – A junior or senior that has completed Academic or Advanced Academic Chemistry with a minimum grade of 85% or higher. Must have previously taken or concurrently taking Academic or A.P. Physics.

This is a second year high school chemistry course/first year college chemistry course. This course will be taught using a popular college textbook (Chemistry, by Steven Zumdahl, 4th ed.) and under the A.P. Chemistry guidelines set forth by the College Board. This course will be taught primarily through lecture and by working a number of problems, both in and out of class. A high degree of participation will be expected from the student. The student will take practice A.P. examinations given in class, and work toward the goal of achieving a score of 5.0 on the national A.P. exam. The grading scale is that which is provided in the student handbook. As with any other A.P. course, the grade will be “weighted...On the 100% scale, an additional 10% will be added to the grade if students meet the necessary grade requirement of at least a 75 %. Students will have the opportunity to take the AP exam for college credit”.

Full Year

Grade 11 or 12

1 Credit

Prerequisite – Two science credits.

This course will develop a better understanding of species identification and their relationship with the environment. Throughout the course, taxonomic identification will be required. Selected species will be discussed, dealing with the biology and life history of the species. Involved with the life survival of the species, animal behaviors (Ethology) will be included. Species survival is dependent on population cycles within the environment. Demographic study and management techniques will be examined, including hunting, genetics, species interaction, habitat development and manipulation. Life forms from simple to complex will be examined. Also, landscaping and plant care will be included in the course activities. Note: Science electives DO NOT count toward the 3 science credits required for an HHS diploma. They will, however, count as one of the required elective credits.

LEARNING PROJECT: Students will complete identification and analysis of animal life cycles through exams and field taxonomy.

Full Year or Day1 or 2

Grade 11, 12

1 Credit or ½ Credit

Advanced Anatomy and Physiology S410

Prerequisite – Two Science credits.

A final grade of a 85% in both Academic Biology and Chemistry.

Preference is given to those students planning for a career in the health fields.

This course will portray the human body as a living, functioning, homeostatic organism. Using a systems approach, it emphasizes how organs and body systems work together to carry on complex functions such as taking a step, running, or responding to stress. Students will study the organization of the human body beginning with the cell and how cells function. They will learn how tissues organize to form organs and how organs organize to form the systems. Topics of detailed study will include cells, tissues, muscles, metabolism, digestion, respiratory system, circulatory system, nervous system and more.

The goal of this course is to build a foundation for later courses taken in college. Students will begin to learn the vocabulary and detailed information necessary for developing critical thinking and concept integration skills. Students will learn that the body functions as an integrated unit. This integration exists at all levels, from cell to cell, tissue to tissue, organ to organ and system to system. Note: Science electives DO NOT count toward the 3 science credits required for an HHS diploma. They will, however, count as one of the required elective credits.

LEARNING PROJECT: DISSECTION OF A FETAL PIG IS REQUIRED! This hands-on project is an invaluable tool for learning anatomy. A daily lab journal covering the detailed dissection is required.

Full Year

Grade 11, 12

1 Credit

This course provides the opportunity to examine cultures of the world. Six areas of the world are studied. Units of Africa, Latin America, Middle East, South Asia, China, and Japan are included. Students will study the physical, religious, political, and cultural differences of each region. The intent of the course is to provide a clearer understanding of the differences that exist throughout these regions, create an awareness of the interdependence of each, and to have a better view of the present and the future.

Full Year

Grade 12

1 Credit

SOCIAL STUDIES ELECTIVES

H450 – Advanced Placement United States History

****All students taking an A.P. course will be required to sign the A.P. course syllabus that outlines the regulations and constraints of these Advanced Placement courses.**

Pre-requisite: Students interested in taking the A.P. United States History course must have the following: **Teacher recommendation.**

A.P. United States History is an accelerated and comprehensive course spanning the time period from European discovery to the present. This course is designed to provide students with the analytical skills and factual knowledge necessary to critically interpret events that have shaped American History. Independent reading and study skills are essential for success in this course. Students taking A.P. United States History may choose to take the A.P. Examination in the spring for the opportunity of college credit. On the 100% grading scale, 10% will be added to the grade provided that the students meet the minimum grade requirement of at least 75%.

Full Year

Grade 12

1 Credit

H460 – Advanced Placement Human Geography

****All students taking an A.P. course will be required to sign the A.P. course syllabus that outlines the regulations and constraints of these Advanced Placement courses.**

Pre-requisite: Students interested in taking the A.P. United States History course must have the following: **Teacher recommendation.**

Social Issues H41S

This course is a comprehensive treatment of today's most serious social problems. It is designed to build on the Social Sciences base with a more intensive study of problems, trends and potential solutions. Students will compose short position papers at the end of each problem unit. This class involves an extensive class discussion component.

1 Semester

Grades 11, 12

½ Credit

Psychology H42S

This course presents a fundamental psychological approach to human development, stressing an equal balance of research and application of basic concepts and principals of psychology to understand our world and ourselves. Through theoretical viewpoints and the latest factual discoveries we will approach today's problems as they affect the individual. NOTE: Sophomores will be admitted to this class on a case by case and conditional basis.

LEARNING PROJECT: Research, polling, and statistical project with written and oral presentation. Students will research an assigned psychology/social issue. Students will participate in laboratory-style activities designed to enhance understanding of key psychological processes.

1 Semester

Grades 11, 12

½ Credit

TECHNOLOGY EDUCATION and INDUSTRIAL TECHNOLOGY COURSES

IMPORTANT: STOP – PLEASE NOTE - SCHEDULE WISELY

Decisions reached by you and your parents in course selection will be considered a firm commitment with the school. Course changes in the fall of the school year are discouraged. NOTICE: DROPPING/ADDING AN ELECTIVE WILL ONLY BE ALLOWED IF THE CHANGE WILL NOT AFFECT YOUR CORE COURSES *(Specific questions relating to program options or course selections should be addressed to a counselor.)

STEM Guitar Building

IT75

Prerequisite: Industrial Tech I and Algebra I.

Students in this class will be using a combination of skills to build their own guitar. Students will design and build a workable guitar using the principles of basic Physics, Algebra and Manufacturing. A MAXIMUM of 15 students will be permitted to take this class. A fee of NO MORE than \$140-\$190 each will be assessed to each student for special materials. If this fee is of concern, PLEASE contact Mr. Marecic directly. We do not want this fee to deter students from taking the course.

Full Year

Grades 10, 11, 12

1 Credit

Home Maintenance

IW5S

This course is a comprehensive course designed to provide students with a basic knowledge and skills required to perform minor home repairs and small construction projects.

LEARNING PROJECT: Students will learn basic home wiring, carpentry, drywall installation and repair, along with renewable energy, plumbing and surveying. Students will have hands-on application with these repairs and improvements.

1 Semester or day 1/day 2

Grades 10-12

½ Credit

The following courses will have C.A.D. (Computer Aided Drafting) combined with the traditional drafting table. These courses will introduce students to the C.A.D. system which is a powerful computer tool for creating, storing, and revising drawings of all types.

Mechanical Drawing I ID10

The Mechanical Drawing course is a basic technical drawing class that develops the understanding of using drafting equipment to draw three-dimensional objects on a two dimensional surface. Using basic drafting principles students will use critical thinking skills and problem solving on an individual basic and group approach.

LEARNING PROJECT: Students will complete a series of three view projection drawings.

Full Year

Grades 9, 10, 11, 12

1 Credit

Introduction to Industrial Technology (Formerly Manufacturing) ID80

This is a project based course where students will learn basic skills and knowledge of lab and machine safety. Students will apply their learning and demonstrate their skill to build real world projects. Students will explore career opportunities as well as experience industrial processes.

Semester

Grade 9-12

½ Credit

Industrial Technology I ID90

This course is designed to be more in depth than the introductory class. We will expand our industrial processes targeted in the introductory course. Students will reach a higher level of competency while working with tools and materials often used in real world applications. This class will also contain Computer Numerical Control programming. The students will be responsible for completing several large and small projects throughout the length of the school year.

Full Year

Grade 9-12

1 Credit

Annual Public Notice of Special Education & Early Intervention Services and Programs

It is the responsibility of the Pennsylvania Department of Education to ensure that all children with disabilities residing in the Commonwealth, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated. This responsibility is required by a federal law called the Individual with Disabilities Education Act (IDEA).

The IDEA requires each state educational agency to publish a notice to parents in newspapers or other media before any major identification location or evaluation activity. The IDEA requires this notice to contain certain information. Pennsylvania law requires each school district to fulfill this notice requirement by providing an annual public notice.

The school district is required by the IDEA to provide a free appropriate public education to children with disabilities who need special education and related services. Pennsylvania has adopted state laws which conform with the IDEA and which school districts must follow. In Pennsylvania a school age child with disabilities who needs special education and related services is identified as a child with a disability. Students are exceptional if they need specially designed instruction and have one or more of the following physical or mental disabilities:

Autism/Pervasive Development Disorder Orthopedic Impairment
Deaf-Blindness
Other Health Impairment
Deafness Specific Learning Disability
Emotional Disturbance Speech or Language Impairment
Hearing Impairment Traumatic Brain Injury
Intellectual Disability (Mental Retardation) Visual Impairment Including Blindness
Multiple Disabilities

In Pennsylvania, students also qualify as exceptional if they require specially designed instruction and are determined to be mentally gifted. Also, school districts are required to conduct child find activities for children who may be eligible for gifted services via 22 PA Code Chapter 16. For additional information regarding gifted services, the parent may refer to 22 PA Code Chapter 16. If a student is both gifted and eligible for Special Education, the procedures in IDEA and Chapter 14 shall take precedence.

Early Intervention

IDEA requires the provisions of a free appropriate public education (FAPE) to children with disabilities between 3 years of age and the school district's age of beginners.

In Pennsylvania, a child between 3 years of age and the school district's age of beginners who has a developmental delay or one or more of the physical or mental disabilities listed above is identified as a child with a disability. Developmental delay is defined as a child who is less than the age of beginners and at least three years of age and

is considered to have a developmental delay when one of the following exists: (i) the child's score, on a developmental assessment device, an assessment instrument which yields a score in months, indicates that the child is delayed by 25% of the child's chronological age in one or more developmental areas, or (ii) the child is delayed in one or more of the developmental area, as documented by test performance of 1.5 standard deviations below the mean on standardized tests. Developmental areas include cognitive, communicative, physical, social/emotional and selfhelp.

For additional information you

may contact the Early Intervention Program Supervisor at Midwestern Intermediate Unit IV, 453 Maple Street, Grove City, PA 16127 or (724) 4586700.

These children are afforded the rights of school age exceptional children, including screening, evaluation, individualized education program planning, and provisions of appropriate programs and services. The Pennsylvania Department of Education is responsible for providing programs and services to these children under Act 212 of 1990, the Early Intervention Services System Act.

Screening

Each school district must establish and implement procedures to locate, identify, and evaluate students suspected of being exceptional. These procedures include screening activities, which include but are not limited to: review of groupbased data (cumulative record, enrollment records, health records, and report cards); hearing screening (at a minimum of kindergarten, special ungraded class, first, second, third, seventh, and eleventh grades); vision screening (every grade level); motor screening; and speech and language screening.

In schools which have an Instructional Support Team (IST) or child study team or Response to Instruction and Intervention (RtII), the above screening activities may be a consideration used by these teams as another level of screening. Parents and members of the professional staff of the student's school have the right to request screening by the IST or child study team.

Except as indicated above or otherwise announced publicly, screening activities take place in an ongoing fashion throughout the school year. Screening is conducted in the student's home school unless other arrangements are necessary. Telephone numbers and addresses can be found at the end of this notice for more information.

Evaluation

When screening indicates that a student may be exceptional, the school district will seek parental consent to conduct an evaluation. "Evaluation" means procedures used to determine whether a child has a disability and the nature and extent of the special education and related services that meet the child's needs. The term means procedures used selectively with an individual child and does not mean basic tests administered to or procedures used with all children

In Pennsylvania, this evaluation is called a multidisciplinary evaluation (MDE). It is conducted by a multidisciplinary team (MDT), which must include a school psychologist, a teacher and the parents. The MDE process must be conducted in accordance with specific timelines and use procedural safeguard procedures. For example, tests and procedures used as part of the multidisciplinary evaluation may not be racially and culturally biased.

The MDE process results in a written evaluation report called an (ER). This report makes recommendations about a student's eligibility for special education based on the presence of a disability and the need for specially designed instruction. The evaluation report also makes recommendations for educational programming regardless of whether or not the team recommends that the student is exceptional. Once parental consent for an evaluation is obtained, the school district has timelines and procedures specified by law, which it must follow.

Parents who think their child is a child with a disability may request, at any time that the school district conduct a multidisciplinary evaluation. This request should be made in writing to the Coordinator of Special Education Office. If a parent makes an oral request for a multidisciplinary evaluation the school district shall provide the parent with a form for written permission. Instructional Support (IS) activities or RtII do not serve as a bar to the right of a parent to request, at any time, including prior to or during the provision of instructional support activities, a multidisciplinary evaluation. For information about procedures applicable to your child, contact the school which your child attends. Telephone numbers and addresses can be found at the end of this notice. Parents of preschool age children three through five may request an evaluation in writing by addressing a letter to the Early Intervention Program Supervisor at Midwestern Intermediate Unit IV, 453 Maple Street, Grove City, PA 16127 or by contacting the Preschool Connection at 18003450033.

Parents also have the right to obtain an independent educational evaluation. The school district must provide to parents, on request, information about where an independent educational evaluation may be obtained.

Consent

School entities cannot proceed with an evaluation, or with the initial provision of special education and related services, without the written consent of the parents. For additional information related to consent, please refer to the Procedural Safeguards Notice which can be found at the PaTTAN website at www.pattan.net. Once written parental consent is obtained, the school district, intermediate unit or charter school will proceed with the evaluation process. If the parent disagrees with the evaluation, the parent can request an independent education evaluation at public expense.

Program Development

Once the evaluation process is completed, a team of qualified professionals and the parents determine whether the child is eligible. If the child is eligible, the individualized education program (IEP) team meets, develops the program, and determines the educational placement. Once the IEP team develops the program, and determines the educational placement, school district staff, intermediate unit staff, or charter school staff will issue a notice of recommended educational placement/prior written notice. Your written consent is required before initial services can be provided. The parent has the right to revoke consent after initial placement.

Educational Placement

A single test or procedure may not be the sole factor in determining that a child is exceptional. The IEP team must include a district representative, the student's teacher, special education teacher and the parents. If the student is determined to be exceptional an IEP will be developed.

An IEP describes a student's current educational levels, goals, and objectives, and the individual programs and services, which the student will receive. IEP's are reviewed on an annual basis. The IEP team will make decisions about the type of services, the level of intervention and the location of intervention.

Placement must be made in the least restrictive environment in which the student's needs can be met with special education and related services. All students with disabilities must be educated to the maximum extent appropriate with children who are not disabled.

Services for Protected Handicapped Students

Students who are not eligible to receive special education programs and services may qualify as protected handicapped students and therefore be protected by other federal and state laws intended to prevent discrimination. The school district must ensure that protected handicapped students have equal opportunity to participate in the school program and extracurricular activities to the maximum extent appropriate for the individual student.

In compliance with state and federal law, the school district will provide to each protected handicapped student without discrimination or cost to the student or family, those related aides, services, or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities. In order to qualify as a protected handicapped student the child must be of school age with a physical or mental disability, which substantially limits or prohibits participation in or access to an aspect of the school program.

These services and protections for protected handicapped students are distinct

from those applicable to all eligible or exceptional students enrolled (or seeking enrollment) in special education programs.

The school district or parent may initiate an evaluation of a student under the laws, which protect handicapped students. Parents who wish to have a child evaluated should contact the building principal or the Office of Special Education.

Confidentiality

Each school district protects the confidentiality of personally identifiable information regarding its exceptional and protected handicapped students in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA) and other applicable federal and state laws.

The Family Education Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. The age of majority in Pennsylvania is 21. These rights are:

1.) The right to inspect and review the student’s education records within 45 days of the day the school receives request for access.

Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2.) The right to request the amendment of student’s education records that the parent or eligible student believes are inaccurate or misleading.

Parents or eligible students may ask the school to amend a record that they believe is inaccurate. They should write the school principal (or appropriate school official) and clearly identify the part of the record they want changed, and specify why it is inaccurate. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3.) The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent is disclosure to school officials with legitimate education interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the

school board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her task.

A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility.

4.) The right to file a complaint with the U.S. Department of Education concerning alleged failure by the school district to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 202024605

The school district maintains its education records in compliance with the guidelines for the collection, maintenance and dissemination of pupil records. Category “A” data which includes the minimal personal data necessary for operation of the school district will be maintained for a minimum time period of a 100 years. Category “B” data which includes verified information of clear importance, but not absolutely necessary to the school, over time, in helping the child or in protecting others will be maintained until the child leaves school. Category “C” data which includes potentially useful information, but not yet verified or clearly needed beyond the immediate present, will be reviewed at least once a year and destroyed as soon as its usefulness has ended.

In addition, the school district may release “directory information” without parental consent unless a prior written objection to the release of such information is provided to the school district by the parent(s). “Directory information” includes the following: student’s name, address, telephone listing, date and place of birth, photographs, videotapes, major fields of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, duties of attendance, honors and awards received. If you object to the disclosure of this information, you must submit a written letter of objection to the school district. Written objections for students 35 years old should be mailed to Midwestern Intermediate Unit IV at 453 Maple Street, Grove City, PA 16127.

For additional information related to student records, the parent can refer to the FERPA at the following url: <http://www.ed.gov/policy/gen/quid/fpco/ferpa/index.html>

Procedural Safeguards

Procedural safeguards protect the rights of parents and students. These safeguards include the following:

Parent's consent is always required prior to:
Conducting an initial (for the first time) evaluation or a reevaluation,
Initially placing a child with a disability in a special education program,
Disclosing to unauthorized persons personally identifiable information.

The school district must notify parents in writing whenever it wants to begin, change, or discontinue special education and related services. Along with this notification, the school district will provide the parents with a comprehensive, written description of their rights.

Parents who disagree with such actions proposed or refused by the school district have the right to request a hearing by an impartial third party using a procedure called due process.

Before a due process hearing will take place, the district must convene a preliminary meeting with the parent and the relevant member(s) of the IEP team in an attempt to resolve issues without the need for a due process hearing.

Pennsylvania has also made mediation services available throughout the Commonwealth at Commonwealth expense. Mediation services help parents and agencies involved in a dispute over special education to attempt to reach a mutually agreeable settlement with the assistance of an impartial mediator. Mediation is completely voluntary. Mediation does not deny or delay a party's right to a due process hearing.

School districts also have the right to initiate due process in certain situations. During a due process procedure, a student must remain in the last agreed upon educational placement (a status called pendency). Due process procedures are governed by timelines and procedures in Pennsylvania law. Throughout due process, an attorney may represent parents.

Due process hearings are oral personal hearings and are open to the public, unless the parents request a closed hearing. The decision of the hearing officer shall include finding of fact, a discussion, and conclusions of law. The decision of the hearing officer may be appealed to the appropriate court.

Each school district must make available, upon request, printed information regarding special education programs and services and parent due process rights. This printed information is available from each building principal and/or the Office of Special Education.

Mode of Communication

The content of this notice has been written in straight forward, simple language. If a person does not understand any of this notice, he or she should contact the school district or IU and request an explanation.

The school district or IU will arrange for an interpreter for a parent with limited English proficiency. If a parent is deaf or blind or has no written language, the school district or IU will arrange for communication of this notice in the mode normally used by the parent (e.g. sign language, Braille, or oral communication).

For further information contact:

Hermitage School District
Director of Special Services, LEA
411 North Hermitage Road
Hermitage, PA 16148
7249818750
ext. 6015

The school district, intermediate unit or charter school will not discriminate in its educational programs, activities, or employment practices, based on race, color, national origin, sex, disability, age, religion, ancestry, or any other legally protected classification. Announcements of this policy are in accordance with the state and federal laws, including Title VI of the Civil Rights Act of 1966, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975 and the Americans with Disabilities Act of 1990. For information regarding grievance procedures, services, activities, programs and facilities that are accessible to and usable by handicapped persons or, for inquires regarding compliance with the above nondiscriminatory policies, please contact the Superintendent of Schools at your local school district, or Midwestern Intermediate Unit IV, 453 Maple Street, Grove City, PA 16127 (7244586700).

The school district will make reasonable accommodations to its programs and services to assure access to all persons. If, because of a disability, you require an accommodation please contact the Superintendent of Schools, Americans with Disabilities Act Coordinator at the school district in which you reside listed above or the Director of Special Education at Midwestern Intermediate Unit IV at (724)4586700.
September 2015