

SHARPSVILLE AREA HIGH SCHOOL

Preparing Tomorrow's Leaders – Education for the Head, Heart, and Hand



*A vision for excellence in education,
innovation, inquiry, and service*

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A VISION OF EXCELLENCE IN EDUCATION

ADMINISTRATION

Superintendent: Dr. Brad Ferko
Principal: Mr. Timothy Dadich
Guidance Counselors: Mrs. Ellen Kellar (10-12)
Mr. Frank Galati (9)

NON DISCRIMINATION POLICY

As an Equal Rights and Opportunities School District, the Sharpsville Area School District does not discriminate against individuals or groups because of race, color, national origin, religion, age, sex, marital status, or non-relevant handicaps and disabilities. The Sharpsville Area School District's commitment of nondiscrimination extends to students, employees, prospective employees and the community.

The Sharpsville Area School District is committed to the provisions of the Handicapped Act as amended by (PL 94-142) including section 504.

No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

The Sharpsville Area School District hereby certifies that its governing body had adopted the terms of this Resolution and the same is recorded in the meeting held on June 17, 1991.

HOME LANGUAGE SURVEY POLICY

Title VI of the Civil Rights Act of 1964 requires the use of practices and procedures that are designed to ensure the provision of equal educational opportunities to all national origin minority students in the District. The Office of Civil Rights (OCR), U.S. Department of Education, has identified this issue as a primary civil rights issue. To ensure that all students, regardless of their national origin, receive equal opportunity and access to high quality education, the student is required to complete a *Home Language Survey*. If one of the answers is a language other than English, or the country of origin is other than the United States, please contact the school principal who is responsible for language proficiency assessment and instructional placement. Otherwise, the student is considered English language proficient and no further action is needed.

Sharpsville Area School District
701 Seventh Street
Sharpsville, PA 16150

INTRODUCTION

The Sharpsville Senior High School staff and administration have cooperatively prepared this program of studies. The program of studies has been compiled to furnish pertinent information for the parents and students of our Senior High School in regard to the learning opportunities available and the course selection process.

Selecting a Senior High School Program is one of the most important decisions a secondary school student must make. The broad curriculum and specific elective courses a student selects prepares students for the available opportunities during post high school years.

MISSION

SHARPSVILLE

Preparing Tomorrow's Leaders – Education for the Head, Heart, and Hand

AREA HIGH SCHOOL

In order to prepare our students for life after school, we need to work as a community (school leaders, teachers, students, parents, and community members) to equip our students with skills to become leaders in their chosen fields and in their own communities.

Our students need to learn how to work collaboratively with others, how to think critically to solve complicated problems with unique solutions, and how to envision what it takes to improve.

The Head – Educating the Mind

Education from this standpoint is the traditional role of school. Our duty is to prepare students with the knowledge and skills necessary to be successful individuals and develop a desire to learn throughout their lives.

The Heart – Education of Empathy

History has provided countless examples of intelligent men and women who used their knowledge for unethical and selfish purposes. Students

need to understand the difference between simply acquiring knowledge and utilizing that knowledge to accomplish a greater good.

The Hand – Education of Social Responsibility and Relevance

Our students need to understand not only content, but also how it can be utilized to improve the world. Moreover, we provide students the opportunity to impact their community around by applying their knowledge and skills across disciplines and outside of the school walls.

Expectations – The Covenant We All Must Share to Ensure Student Success

Principals

- Put students first.
- Listen to and support the staff in their efforts to educate students.
- Maintain open and honest communication with parents.
- Challenge the status quo when necessary.
- Clear and consistent rules and expectations.
- Establish dialog with principals and professionals in other school districts to share ideas and resources.
- Focus on helping all students succeed whether high achieving, low achieving, and in the middle.
- Provide recognition for the students based on strengths.
- Know the students, know the parents, and establish the relationship.
- Attend grade level and department meetings...extend a hand to the previous school and grade to help the close.
- Expand leadership to teachers.
- Provide a voice for students and parents.
- Provide a safe and healthy learning environment.
- Seek to hire the best and brightest staff.
- Engage and reenergize complacent students and staff.
- Be visible in classrooms, in the hall, at events.
- Provide professional development opportunities for the staff.
- Provide teachers a voice in the governance of the school.
- Establish relationships with stakeholders in the community to enhance the education we provide.

Teachers

- Put students first.
- Contact parents when a problem seems to be developing (academic, behavioral, social).
- Know the students, know the parents, and establish the relationship.
- Focus on the WHY – inspire life-long learning.
- Use the information collected from parents to learn about the student strengths and weaknesses.
- Act as a role model.
- Make the classwork and homework purposeful.
- Stay up-to-date on content area and research-based best practices for instruction.
- Follow the curriculum and provide rigorous instruction.
- Maintain accurate records.
- Be transparent.
- Be consistent.
- Challenge students and engage them in the learning.

Counselors

- Put students first.
- Work with teachers to identify student strengths and provide possible career pathways.
- Utilize teacher input when providing advice to students when selecting courses and providing post-secondary options.
- Provide information and resources for a variety of student needs
- Provide guidance to students and let them know they can come for assistance when they are in need of it.
- Provide educational opportunities for parents/guardians about course selections, financial aid, testing, and college selection.
- Respect the lines of communication between school and home.
- Maintain confidentiality.
- Know what the students need and be prepared to provide those resources.
- Stay current with trends in college and career recruitment.
- Develop a post-secondary plan for all students, in collaboration with families.
- Assist instructional staff in understanding how to work with at-risk students.

Parents/Guardians

- Put your child first.
- Be realistic about the strengths and weaknesses of your child.
- Provide basic human needs for your children: love, food, shelter and support for their education.

- Foster child's interests in education and social interactions within the high school (clubs and activities).
- Communicate with teachers, counselors, and administration about emotional, educational, and social needs.
- Support the school at home. Be sure to highlight the importance and value of education.
- Get involved in the school. Volunteer. Come to meetings. Request parent-teacher conference.
- Follow the progression: encourage your child to express concerns to the teacher. If that does not work, contact the teacher first to share your concern.

Students

- Give your best effort – in all you do. Take ownership of your education.
- Care about your school, your peers, and your community.
- Treat others with the respect and dignity you expect them to treat you with.
- Get involved in extracurricular activities.
- Recognize your strengths and utilize those to contribute to the school and community.
- Respect authority of the school.
- Take responsibility for your actions.
- Be tolerant of differences. Seek to understand.
- Step outside the box. Try something new.
- Set realistic goals
- Ask for assistance and clarification when you need it.
- Take advantage of the resources available to you, but be responsible in the use

TOGETHER WE CAN MAKE A DIFFERENCE



FRAMEWORK – Keep it Focused.

We must maintain a laser focus on our mission. The framework below is a visual representation of the process that will be utilized for the decision making that takes place within Sharpsville Area High School. The success of every student should be our one and only mission. The vision of what that looks like in the students we graduate, the principles that we hold dear, and the combined effort of all stakeholders will determine our success. This framework is guided by the 5R's of Education: Relationships, Resilience, Rigor, Relevance, and Reflection.

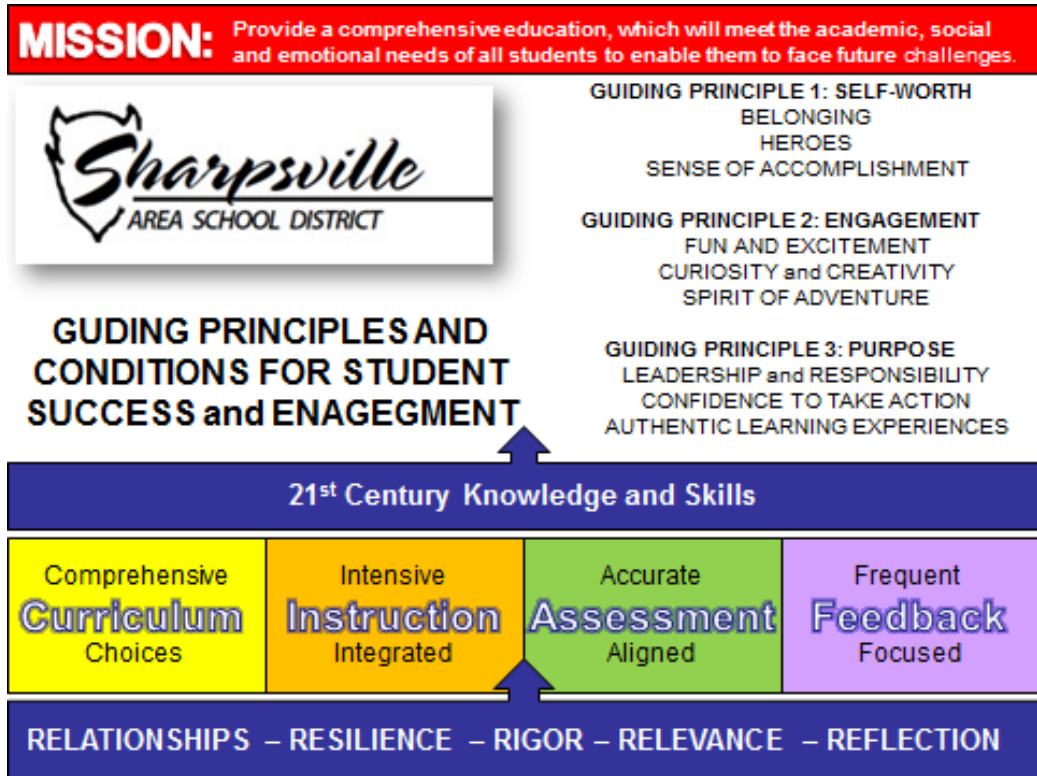


FIGURE 1. The focus of our work needs to be on the support systems for our mission. The framework is simple in concept, but not simple in practice. Total commitment at all levels of the school community is required.

The 5R's as Guiding Principles of OUR Work

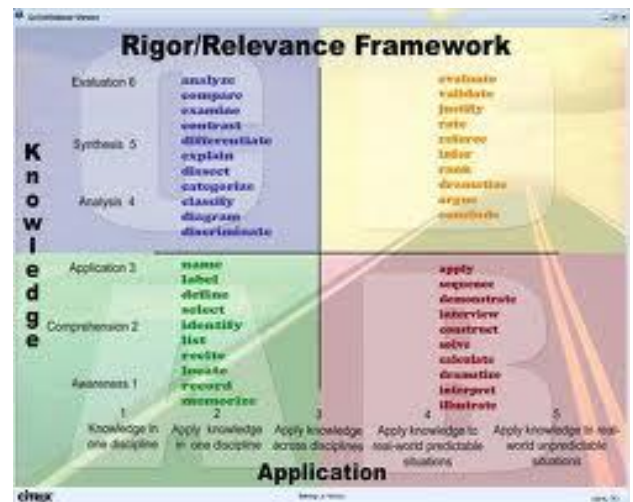
The Principle of Relationships: Each of us has an important role to fulfill. The collective efforts of the roles we fulfill contribute to the success of the district as a whole. Make it a point each day to recognize and believe in the power you have to make a difference in the school community. Education is a business of people and at the end of the day it is people that make this place go around. It truly takes a village to raise a child and here at Sharpsville, we must place a value on the principle of establishing positive working relationships between all levels of the school community.



The Principle of Resilience: There are days when you are tired and may not easily see the fruits of your labor. Push forward and approach your job with the same passion that brought you to it in the first place. Find the joy within the frustration and wait for it – that moment when you see the difference your effort has made. It will happen. You will see it. Resilience, sometimes referred to as self-efficacy, is the belief that one has the power to produce a desired effect and an ability to recover from or adjust easily to misfortune or change. What makes a capable student give up in the face of failure, where other students may be motivated by it? Students in school have one of two views on intelligence: that it is something you are born with and is fixed for life or that intelligence incremental in nature and can improve with effort (Henderson, 2007).

The Principle of Rigor: The rigor of the curriculum is the strongest predictor of the achievement gap (Barton, 2003). The curriculum should act as a road map, include the integration of technology, encourage collaboration and relevant measures of attainment, and be focused on providing more depth to concepts in all subject areas. It is our responsibility as educators to systematically evaluate the amount of access all students have to challenging courses, AP classes, and learning experiences that fall within our vision for what the world expects our students to know and be able to do. The achievement gap may be more about a gap in opportunity and support than it is ability.

We must not allow ourselves to systematically deny students the opportunity to engage in the pursuit of higher level learning, deny the chance to go to college, dictate who can join what profession, and determine who is deserving of our very best. All students deserve our very best.



Principle of Relevance: The time of standing in front of the classroom delivering information is behind us. Educators are no longer the keepers of knowledge. The Internet and additional technology available to our students have provided them with the ability to find general information whenever they need it. This does not mean teachers are no longer important. If anything, this has made the role of the teacher more important than it has ever been in the history of education. Students in school today will inherit a world much different than the one their parents inherited. Most jobs will need additional training and will require critical thinking and problem solving skills. If we are to improve education so our students are prepared for the world they will inherit we must first find ways to make education relevant.

Principle of Reflection: Maintain a steadfast effort toward the pursuit of success for our students and of each other. Schools need to do a better job at reflecting on the past and present in order to provide a better future for students. Systemic equity refers to the ways in which systems and individuals habitually operate to ensure that every learner – in whatever learning environment that learner is found “has the greatest opportunity to learn enhanced by the resources and supports necessary to achieve competence, excellence, independence, responsibility, and self-sufficiency for school and life” (Skrla, Mckenzie, & Scheurich, 2009. p. 6).

THE BIG FOUR

Curriculum

A classroom curriculum document needs to be useful and must contain robust concepts, generalizations, procedures and resources. This can be accomplished by:

- Identifying “just right” targets
- Understanding the difference between content and lifelong learning benchmarks
- Discriminating between declarative and procedural knowledge meeting and exceeding state standards
- Ensuring the utility of the curriculum format
- Taking a systematic approach to the curriculum process

In creating learning targets, it’s important to keep in mind that...

- The specificity of the benchmarks and objectives affects the results of student learning.
- A distinction should be made between content benchmarks and “life-long learning” benchmarks.
- For instructional purposes, it is important to distinguish between declarative and procedural knowledge in benchmarks.
- It is prudent to align the documents to state assessments

Instruction

Plan instruction that’s focused on helping students become master learners who can apply information and skills, not just do schoolwork. Students must have the opportunity to engage in metacognitive processing. If most of the students in a class are just responding to questions related to details around content instead of sharing their thinking of how they are making meaning, you may want to rethink your planning process. As you plan, ask yourself: *Are my questions about the process of thinking and learning, OR are they only content-specific questions?*

Learning must be authentic in nature. Authentic learning tasks ask students to:

1. Organize, synthesize, interpret, explain, or evaluate complex information.
2. Consider alternative solutions, strategies, perspectives, or points of view as they address a concept, a problem, or an issue.
3. Use ideas, theories, or perspectives considered central to an academic or professional discipline.
4. Use methods of inquiry, research, or communication characteristic of an academic or professional discipline.
5. Elaborate on their understanding, explanations, or conclusions through extended writing, using analysis, theory, or argument.
6. Address a concept, problem, or issue they are likely to encounter or have encountered in life beyond the classroom.
7. Communicate their knowledge, present a product or performance, or take some action for an audience beyond the classroom.

Assessment

Assessment should be designed with variation in mind. Design varied classroom assessments that yield evidence of mastery and pinpoint where further instruction is required. The KCAASE Assessment Method tests a student’s level of thinking and a specific thinking skill.

- Knowledge (ex. recall by selected responses or cues; label, list, repeat, define)
- Comprehension (ex. form a concept or convention, classify)
- Apply (ex. compare, make an analogy)
- Analyze (ex. examine points of view, explore a system or structure)
- Synthesize (ex. Form and test hypotheses, persuade or argue)
- Evaluate (ex. Make a judgment or critique, make a decision)

Application of the KCAASE Assessment Model – 5 Simple Steps

- Specify the benchmark(s) for the topic.
- Select possible KCAASE thinking-skill levels and choose the preferred strategy for the task.
- Refine the task with a situation or scenario.
- Assign a communication device.
- Make a scoring device, such as an analytic rubric, to give feedback on the procedure of thinking, the content or results of the thinking, and communication.

Feedback

Use criterion-based feedback to improve individual student achievement and refine instruction. Teachers should look at:

- Considering improvement vs. assessment
- Examining the “space” between the lesson plan and the recorded grade
- Refocusing assessment and record keeping on benchmarks instead of activities
- Giving timely verbal and written feedback
- Using external measures.

GUIDING PRINCIPLES/CONDITIONS THAT MAKE A DIFFERENCE FOR STUDENTS

Guiding Principle 1: Self-Worth

- **BELONGING:** *Feeling like you are part of a group, while knowing you are special for who you are.* Belonging increases intrinsic motivation, for it fosters self-confidence and investment in the community.
- **HEROES:** *Having others who believe in you and who are there when you need them.* Heroes build trust in others and belief in oneself. Teachers can be heroes to their students. Students can look up to teachers as people to learn from and communicate with about many things. Building relationships with students through support, guidance, and encouragement enables them to become more confident in their academic, personal, and social growth.

- **SENSE OF ACCOMPLISHMENT:** *Being recognized for many different types of success, including hard work and being a good person.* The Condition of Sense of Accomplishment recognizes effort, perseverance, and citizenship – along with academic achievement – as signs of student success.

Guiding Principle 2: Engagement

- **FUN & EXCITEMENT:** *Enjoying what you are doing, whether at work, school, or play.* Students who exhibit Fun & Excitement are usually self-confident, curious, and prepared; they are willing to meet the challenges of the day. Teachers who foster Fun & Excitement provide new opportunities, initiate challenges, and respect individual interests.
- **CURIOSITY & CREATIVITY:** *Asking “Why?” and “Why not?” about the world around you.* Curiosity triggers students to ask “Why?” while creativity gives them the initiative to ask “Why not?” The intensity of Curiosity & Creativity tends to diminish over time due to the habituating effects of the environment. Teachers can devote extra attention to creating a classroom environment that promotes questioning and creative exploration in order to maintain student motivation.
- **SPIRIT OF ADVENTURE:** *Being excited to try new things, even when you are not sure if you will be good at them.* Teachers can encourage and support students' Spirit of Adventure by urging them to explore new things. When teachers create an atmosphere that allows for healthy decision making and risk taking, students can become more confident and resilient.

Guiding Principle 3: Purpose

- **LEADERSHIP & RESPONSIBILITY:** *Making your own decisions and accepting responsibility for those choices.* Fostering leadership empowers students to make just and appropriate decisions and to take pride in their actions. Teachers can support this by providing legitimate decision-making opportunities, seeking student input, and expecting students to be accountable for their actions and words.
- **CONFIDENCE TO TAKE ACTION:** *Setting goals and taking the steps you need to reach them.* This Condition is what educators strive for: instilling in their students a confidence in and expectation of success. Confidence to Take Action is characterized by a positive and healthy outlook on life and by looking inward rather than outward for approval. Teachers have the ability to help build their students' Confidence to Take Action by providing support, celebrating diversity, and encouraging independent thinking.
- **AUTHENTIC LEARNING EXPERIENCES:** *Authentic learning typically focuses on real-world, complex problems and their solutions, using role-playing exercises, problem-based activities, case studies, and participation in virtual communities of practice.* Educational researchers have found that students involved in authentic learning are motivated to persevere despite initial disorientation or frustration, as long as the exercise simulates what really counts—the social structure and culture that gives the discipline its meaning and relevance.

COURSE SELECTION/REGISTRATION

Each year students must determine what courses they need to enroll in for the coming year. **In some cases, teachers will be asked to recommend a class level to which the student will be assigned.** Students are encouraged to take this process seriously, to consider their career plans and to discuss their choices with their parents, teachers and counselors. Final selection of courses should be made with a great deal of thought.

Counselors schedule group and individual meetings by request to aid in the process. Parent conferences are also arranged if desired. Career information is available in the guidance office.

Final choices (**signed by students and parents**) of all the courses offered in the school form the basis of the master schedule for the coming year. Every effort is made to make it possible for each student to be scheduled for his/her first choice, **but this is not always possible.**

Courses scheduled are determined by student interest and/or local and state requirements. In cases of schedule conflicts or courses not scheduled, students will be assigned to their alternate choices if possible. Students are welcome to select an alternate choice for any offering. Students must schedule **at least six credits plus a physical education class.**

ADDING AND DROPPING COURSES

It is anticipated that schedules will be sent home in May. A time period will be given for parents/students to review the schedule and to request changes if necessary. To make a change, a **drop/add form** will need to be secured from the Guidance Office. All schedule changes will be made prior to July 1, 2015. All requests after July 1st will require a face-to-face meeting with the student, parent/guardian, principal, counselor, and teacher (depending on circumstance).

If a course is dropped after the first two weeks into the course, a withdrawal-failing grade will be recorded on the permanent record card and no credit will be given.

In most cases changes will not be made in elective classes, unless extenuating circumstances exist.

GRADE LEVEL STATUS

Students are given grade level status based on their successful completion of course work. Credits earned towards graduation determine grade levels.

- 9th grade level – 6 credits or less

- 10th grade level – more than 6 credits
- 11th grade level – more than 12 credits
- 12th grade level – enough scheduled credits to graduate with class during that school year

CREDIT DEFICIENCIES

Students who fail a course must retake the course the following school year. This may require students to double up in English, Math, Science, and Social Studies since each content area requires no less than four (4) credits over a student's high school career. While summer school may be an option, the rapid/condensed pace is not ideal for the overall mission of Sharpsville Area High School to help students become leaders in their chosen fields. Our stance focus less on 'Credit Recovery' and more on Learning Recovery; the former requires seat time while the latter requires mastery of content.

GRADUATION REQUIREMENTS

The graduation requirements for Sharpsville Area High School are based on grades 9, 10, 11 and 12 in accordance with State Board of Regulations as well as Sharpsville Area School District requirements.

Twenty-six (26) units in the following curriculum areas in grades 9, 10, 11 and 12 **shall be required for graduation for all students.** The required planned courses shall include the following:

- **English** - four planned courses
- **Social Studies** - four planned courses
- **Mathematics** - four planned courses ***must include Algebra, Algebra II and Geometry***
- **Science** - four planned courses ***must include Biology, Chemistry, and Physics*** (may be Physical Science)
- **Foreign Languages** - two planned courses
- **Health Education** - one planned course
- **Physical Education** - a planned course in each of grades 9, 10, 11 and 12
- **Basic Skills** – a planned course that will alternate between Technology and Physical Education throughout the entire freshman school year.
- **Consumer Education** - One planned course to include child care (The senior social studies class, Psychology, meets this requirement)
- **Electives** - the number of courses needed to earn a minimum of 26 units. (No course may fulfill a requirement in more than one area)

CAREER CENTER STUDENT GRADUATION REQUIREMENTS

Follow the above criteria **except**:

- **Science** - three planned courses must include Biology, Chemistry and Physics (may be conceptual level and/or Physical Science)
- **Social Studies** – three planned courses

3 Year Career Center Students will follow the above criteria **except**:

- **Mathematics** - three planned courses
- **Science** - three planned courses must include Biology, Chemistry and Physics (may be conceptual level and/or Physical Science)
- **Social Studies** – two planned courses
- **Foreign Language** - one planned course

In addition to the Graduation Requirements listed, students **must** satisfy the following:

- **Community Service** - All students **MUST** participate in 32 hours of pre-approved community service.
- **School Sponsored Activity** - Every student **MUST** be involved in one school sponsored activity each year. This includes clubs, student government, athletics, marching band, drama, etc.

In addition to these criteria, allowances will be made for the accomplishments of specifications within IEP's and for activities related to approve alternative or vocational educational programs.

CLASS RANK/CALCULATION GPA

Currently under revision

SELECTION OF VALEDICTORIAN

Currently under revision

DUAL ENROLLMENT

- ***This option is available to seniors only.*** Students may be dual enrolled in college and in high school during their senior year when the following conditions are met:
- The student must continue to meet ***all*** of the graduation requirements of Sharpville High School.

- The student will be in attendance at Sharpsville High School for a *minimum* of four (4) periods per day.
- The college level courses that are being substituted for high school electives **must** be approved by the high school principal and guidance counselor.
- Sharpsville High School will award .80 credits for each successfully completed college course. Sharpsville High School credits and approved college/university credits are not to exceed a combined total of 8 credits per year.
- The following Grading Scale will be utilized in case of grade conversions.

A+	98%	B+	88%	C+	78%
A	95%	B	85%	C	75%
A-	93%	B-	83%	C-	73%

- Only the courses taken during the hours of Sharpsville High School's school day, and during the school year, will count toward graduation and class rank. A reduced number of credits will have a negative impact on class rank. The student will be responsible for full tuition payment, prior to the start of the course. Students must be enrolled for **both** semesters beginning in the fall of their senior year.

FRESHMAN ACADEMY

What is Freshman Academy

The impact of freshman year on a successful high school career cannot be overlooked. Research is clear that ninth grade is a "make or break" year. More students fail ninth grade than any other grade in high school, and a disproportionate number of students who are held back in ninth grade subsequently drop out (Herlihy, 2007).

Our job is to teach the students we have.
Not the ones we would like to have.
Not the ones we used to have.
Those we have right now.
All of them.
Dr. Kevin Maxwell

Here at Sharpsville High School, we have developed a program focused on providing freshman students the support necessary for their future success in high school. The Freshman Academy consists of a core set of instructors and support personnel that work with all freshman students. This setup enables the staff to work together to:

- Identify at-risk students and develop a comprehensive/consistent set of interventions.
- Plan inter-disciplinary units to enhance both the rigor and relevance of the curriculum as well as the efficiency of how it is delivered.

- Collaborate on test/homework/project dates to reduce stress and assist students with learning how to balance their time.

Where is the Freshman Academy?

The Freshman Academy is more a concept than it is a location. These students simply share the same teachers in an effort to improve the focus we can have on all students during this pivotal year of their schooling. Students in the Freshman Academy (all 9th graders) still operate within the high school. They will have lunch with peers throughout multiple grade levels.

What is the Mission of Freshman Academy?

To establish a learning environment that will provide the programs, the delivery system of our curriculum, and the academic/emotional/social supports that address the unique needs of our freshman students.

What are the Benefits of Freshman Academy?

- Provide a smoother transition into high school
- Provide students an opportunity to learn about who they are as learners through Learning Style Inventories
- Provide students an opportunity to investigate potential careers through a joint research project and formal presentation to members of the community
- A chance to investigate/visit post-secondary options based on career interest.
- Encourage student involvement and participation in school activities
- Provide early identification and intervention of risk behaviors
- Establish positive connections and transitions to the high school environment
- Increase student attendance
- Decrease student discipline
- Increase student achievement and decrease the number of students who fail to obtain full credits during ninth grade
-

What Courses do the Students Take?

1. Literature/Composition I or College Prep Literature/Composition
2. Academic Biology
3. Biology Lab Period Two Days Per Week and Three Days in:
 - a. Choir
 - b. Drawing
 - c. Introduction to Engineering and Material Processing
4. Algebra I, Ac. Algebra I, Ac. Algebra II, Ac. Geometry
5. US History
6. Physical Education/Family Consumer Science – Financial Literacy
7. Spanish
8. Elective: Band, Choir, or Society in Art/Modern Music

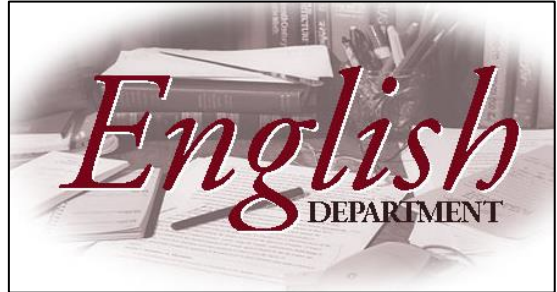
CURRICULUM OFFERINGS

English

Department Mission

The Sharpsville Area High School English Department is committed to a developmental English program which promotes life-long intellectual autonomy as well as scholarship for all students across a

multitude of disciplines and technical fields. The primary goal of the program is to produce reflective, critical, and creative thinkers who are able to convey their knowledge and understanding gleaned through reading, research, and discussion through writing and speaking. The Department encourages students to be active learners who accept both the challenge and the responsibility for their own learning, thus capitalizing on independent research and development of individual opinion and voice.



Additional Goals

When appropriate, the department will incorporate research at local university library using MLA database to provide necessary resources for in-depth research. Students will also be provided advanced instruction in technical reading and writing.

Course Sequence

When scheduling, students should follow the sequence below that best suits his/her post-secondary goals.

Basic

Literature/Composition I
Literature/Composition II
Literature/Composition III
Literature/Composition IV

College -Bound

Honors Literature/Composition I
Honors Pre-Advanced Placement Literature/Composition II
Advanced Placement Language and Composition
Advanced Placement Literature and Composition

TITLE LITERATURE & COMPOSITION 1 CREDIT 1

COURSE #0101 GRADE 9

PREREQUISITE/S None

DESIGN OF COURSE This course focuses on formal criticism of fiction and nonfiction and development of effective oral and written communication skills.

CONTENT Literature will be devoted to stimulating student interest, to explore the range of literary genre (canonical and popular fiction/poetry), and to prepare the students for a more formal study of literature in levels 10-12. Composition will provide activities that will enable each student to express himself/herself clearly, concisely, and effectively in both written and oral skills, focusing on developing a strong style in addition to mastery of grammar.

TITLE HONORS CP LITERATURE/COMPOSITION 1 CREDIT 1

COURSE #0102 GRADE 9 Honors English Course

PREREQUISITE/S Admission into this course requires high scores on both PSSA Reading and Writing Assessments in grade 8 (score cut-offs determined upon receipt of PSSA results in June) and 95%+ percentage earned in each of the four nine weeks in Language Arts 8.

DESIGN OF COURSE This course concentrates on formal criticism and introduces elements of historical and psychological criticism of fiction/nonfiction. Students in this course will also develop of effective oral and written communication skills with a focus on PA standards for college readiness; this includes guided and independent research projects.

CONTENT Literature will be devoted to stimulating student interest, to explore the range of literary genre (canonical and popular fiction/poetry), and to prepare the students for sophisticated study of literature in grades 10-12, specifically for enrollment in College Preparatory Literature and Composition 2 and future Advanced Placement courses in grades 11 and 12. Composition will

CONTENT The range of literary genres from the poetry of Poe and Frost to the plays of William Shakespeare will be studied with the intent of the student not merely understanding and analyzing the work, but creating in-the-style-of pieces of their own. In addition to these written language skills, oral skills will be developed with the students being asked to develop and teach mini-lesson on poetry and drama.

TITLE **RESEARCH FOUNDATIONS** **CREDIT .5**

COURSE #0105 Semester Course
ALL GRADE 10

DESIGN OF COURSE This course will meet three days per week for a semester opposite of Physical Education. The design of the course is an introduction to proper research knowledge and skills to prepare for the rigor of writing in grades 11-12.

CONTENT Students will learn the necessary skills to conduct research and develop a product using their research. Students will be taught information seeking strategies that will allow them to confidently seek, process, and use information properly. These research skills include defining topics, searching for credible sources, developing thesis statements, avoiding plagiarism, paraphrasing, note-taking, outlining, and citing sources by means of specific formatting styles, including MLA and APA documentation.

TITLE **LITERATURE & COMPOSITION 3** **CREDIT 1**

COURSE #0110 GRADE 11

PREREQUISITE/S Literature & Composition 2

DESIGN OF COURSE This course is designed to improve students' research, verbal and oral communication skills through an exposure to the literature of their country.

CONTENT Course content includes a review of grammar, the writing of composition in numerous contexts, and a survey of American literature from the Colonial

period to the present. Students are required to move beyond formalist analysis and into literary criticism, where an established opinion is backed with both analysis through the lens of history. A research paper requiring analysis of literature through historical context is required.

TITLE	<u>LITERATURE & COMPOSITION 4</u>	CREDIT 1
COURSE #0111	GRADE 12	
PREREQUISITE/S	Literature & Composition 3	
DESIGN OF COURSE	British and World Literatures provide a foundation for analysis and discussion of universal themes, effective communication skills, literary genres, and writing techniques. This course reviews grammar and vocabulary as needed in order to polish writing skills for college and the real world.	
CONTENT	Great works of short stories, poetry, plays, nonfiction and novels are covered from ancient to modern times.	

TITLE	<u>JOURNALISM</u>	CREDIT 1
COURSE #0106	GRADE 10-11-12	
PREREQUISITE	Must have successfully completed Literature & Composition 1 with a grade average of B or higher. This course <u>will</u> require a teacher signature.	

NOTE: This course cannot be substituted for Literature & Composition 2, 3 and/or 4.

DESIGN OF COURSE	This course is designed for students who are proficient in writing skills and have an interest in the production of publications. Publications include the school yearbook and the school newspaper. Classroom instruction will center on the journalistic techniques to the development of a publication. Students who wish to take this course must be highly motivated, work well with others, and be responsible in following through with assignments as the work finalizes in a publication.	
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- Agreement to attend THREE (3) required summer meetings of the class with successful completion of all assignments for those meetings. Meeting dates are established in May so students can schedule accordingly. No make up meetings will be offered for anyone absent; assignments will only be accepted at those meetings.

DESIGN OF COURSE

The Advanced Placement Language and Composition course enables students to pursue college level studies at the secondary level and to receive advanced placement credit in college upon successful performance on the AP Composition test in early May. Students are often exempted from introductory college courses (freshmen composition); however, the process is dependent on each institution's policy.

CONTENT

Open to capable juniors and seniors, this college-level course will engage students in becoming skilled readers of prose written in a variety of periods, disciplines and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. The course allows students to write in various forms—narrative, exploratory, expository, argumentative—and a range of subjects from personal experiences to public policies, from imaginative literature to popular culture. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. Writing as a process of composition from generating ideas, developing rough drafts, revising, editing, and proofreading is emphasized. The primary purpose in this class (as in most first-year college composition courses) will be to enable students to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives.

TITLE **ADVANCED PLACEMENT *LITERATURE*** **CREDIT 1**
AND COMPOSITION

COURSE #0113 GRADE 12

Fees required **Required payment of approximately \$89.00 for the AP test must be submitted within the first two weeks of school, or the student will be withdrawn from class.**

Required practice test book \$20-\$30
Required vocabulary book \$10 (may be resold to future classes)

NOTE: This course may be substituted for Literature/Composition 4

PREREQUISITES

Advanced Placement Language and Composition. Three years of English with an A average. Recommendation from the Grade 9, 10 or 11 English teacher. Submission of one page essay to Ms. Weingartner about why you want to take the course (due at time of registration). This essay is waived for students continuing from AP Composition. Agreement to attend THREE required summer meetings of the class with successful completion of all assignments for those meetings. Meeting dates are established in May so that students can schedule accordingly. No make up meetings will be offered for anyone absent; assignments will only be accepted at those meetings.

DESIGN OF COURSE

The Advanced Placement Literature & Composition course enables students to pursue college level studies at the secondary level and to receive advanced placement credit in college with sufficient attainment on the AP Literature exam in early May. Students are often exempted from introductory college courses (Freshmen Composition); however, the process is dependent on each institution's policy.

CONTENT

Advanced Placement Literature and Composition requires an intensive study of representative works found in literature. The conventions of different genres and historical periods will be recognized.

Tools of critical analysis will be provided. Students will apply these tools, examine the breadth and depth of literary pieces, and make connections through intellectual thought or creativity. Students will reflect on their readings through extensive discussions. Further, students will produce written responses while employing structures appropriate to various aims and modes. Writing assignments will include expository, analytical, and argumentative essays. The course demands active reading involving the following elements: the experience of literature, the interpretation of literature and the evaluation of literature.

Social Studies

Department Mission

The Social Studies Department believes that every child should become a productive American citizen, fully aware of the historic and present issues that help shape and present a challenge to our nation and its people in the 21st century. Our goals shall be to:



1. Understand the duties and responsibilities of a citizen.
2. Open the door to possible government and political service.
3. Fulfill the American ideal of a participatory democracy where all citizens are valued and able to contribute to the betterment of society.
4. Respect the cultural diversity of America.
5. Foster a better understanding of cultures, people, and diverse traditions of the world.

Course Sequence

Grade Nine: Twentieth Century US History, No Prerequisites

Grade Ten: Twentieth Century World History, No Prerequisites

Grade Eleven: United States Government, No Prerequisites

Grade Twelve: Psychology, No Prerequisites

Electives

- Current Events: Open to all students in grades ten through twelve, No prerequisites.
- American Politics (University of Pittsburgh): Open to juniors and seniors that have earned an A as their final grade in their social studies classes. This class can be taken in lieu of the junior level United States Government course.

Students are required to take social studies courses in grades nine, ten, eleven, and twelve and should take the Current Events and American Politics classes if they wish to pursue a career in government, politics, law, law enforcement or the military.

**One(1)Sharpsville credit will be earned for passing the class. Four(4)college credits are earned with a D or better on the Pitt/Sharpsville combined grade. Students will have a University of Pittsburgh Transcript after this course regardless of grade.*

PRE-REQUISITE

Modern World History, US History, Algebra I

DESIGN OF COURSE

This is an introductory course in American Politics. The course is suitable for beginning political science students or students who wish to complete the course as part of a “general education” requirement. The purpose of the course is to teach students both about the American political system and about broad concepts social scientists use to study politics.

CONTENT

Students will study a range of topics including the philosophical influences on the founding fathers, the Declaration of Independence, Institutional Design and Development, The Constitution, Civil Rights, Civil Liberties, Congress, the Presidency, Judiciary, Public Opinion, Voting Elections, and Broader Concepts/Problems including Delegation and Principal-Agent problems as well as Coordination/Collective Action.

Science

Department Mission

The Sharpsville High School Science Department's mission is for students, faculty, and staff to work together to understand and appreciate the



natural world. Students will be able to apply appropriate scientific processes and principles to make personal decisions, to communicate effectively about matters of scientific and technological concern, and to improve future career prospects.

RECOMMENDED SEQUENCE OF STUDIES – SCIENCE

Program 1: General Studies

Grade 9: Biology
Grade 10: Physical Science
Grade 11: Science Elective
Grade 12: Science Elective

*The following sequences assume that all prerequisites have been met to bypass Physical Science.

Program 2: College Prep

Grade 9: Biology
Grade 10: Chemistry
Grade 11: Honors Physics or Physics
Grade 12: Science Elective

Program 3: College Prep with Biology emphasis

Grade 9: Biology
Grade 10: Chemistry
Grade 11: Honors Physics, Environmental Science, AP Biology, and/or Anatomy & Physiology
Grade 12: Honors Physics, Environmental Science, AP Biology, and/or Anatomy & Physiology

Program 4: College Prep with Chemistry emphasis

Grade 9: Biology
Grade 10: Chemistry
Grade 11: Honors Physics and/or Pitt Chemistry
Grade 12: Honors Physics, Pitt Chemistry, and/or Organic Chemistry

Program 5: College Prep with Physics emphasis

Grade 9: Biology
Grade 10: Chemistry
Grade 11: Honors Physics
Grade 12: Pitt Physics

TITLE	<u>ACADEMIC BIOLOGY</u>	CREDIT 1.4
COURSE #0401	KEYSTONE COURSE	
PREREQUISITE/S	Incoming Freshman	
DESIGN OF COURSE	Academic Biology introduces fundamental concepts necessary for science courses or college level study of science.	
CONTENT	<p>Students in Academic Biology will study life from simple, unicellular organisms to advanced life forms. This course will include the study of cell biology, cellular respiration, photosynthesis, DNA science, Mendelian and human genetics, biotechnology, evolution and natural selection, and comparative animal/plant anatomy & physiology. Laboratory methods and skills, along with various problem-solving techniques, will be developed. Dissection will be a required part of this course. Alternative dissection assignments will be provided for vertebrates upon request.</p>	
COURSE SEQUENCE	<p>Students who pass Ac. Biology with a 90% or higher, pass the Biology Keystone, and have successfully completed Algebra II or will be taking Algebra II as a sophomore may proceed directly to Chemistry and/or Honors Physics.</p> <p>Students who bypass Physical Science are required to take a Chemistry course AND a Physics course.</p> <p>Students who do not meet the expectations listed above must take Physical Science.</p> <p>Students who pass Ac. Biology, even with a grade of 90% or higher, but fail the Biology Keystone Exam must enroll in Physical Science and will also be enrolled in a semester long Keystone Biology Course.</p>	

TITLE	<u>CHEMISTRY</u>	CREDIT 1.4
COURSE# 0403	GRADE 10-12	
PREREQUISITE/S	A 90% or Higher in Ac. Biology and Pass the Biology Keystone Exam (if entering sophomore year), Algebra 2 (previously or concurrently)	
DESIGN OF COURSE	Chemistry is an accelerated course in chemistry designed for students planning an academic and/or health related career. Chemistry (Pre-AP) introduces fundamental concepts necessary for Advanced Placement science courses or college level study of science.	
CONTENT	Students in Chemistry will study the chemical composition of matter, its properties, and the changes it undergoes in the presence of other matter. Topics in this course will include: atomic structure; the Periodic Table and trends; chemical formulas, equations and reactions; stoichiometry; gas laws; bonding theory; organic molecules and polymers; solutions; acid/base theory; and oxidation-reduction reactions. Laboratory methods and skills, along with various problem-solving techniques, will be developed. All students will be required to complete a project on earth/space science.	

TITLE	<u>PHYSICS</u>	CREDIT 1
COURSE #0405	GRADE 11 and 12	
PREREQUISITE	Biology; Physical Science, Algebra II (May be taken concurrently)	
DESIGN OF COURSE	Physics is designed to familiarize students with physics concepts and to teach students how to apply these physical concepts to practical situations. Mathematical applications include Algebra I concepts of solving and graphing linear equations. This course is recommended for those students who want to learn more about physics but who are not planning on attending a four-year college in a science-related field.	

CONTENT Students in Physics will learn how physics applies to their everyday life and how to incorporate problem-solving techniques to deal with their environment. Topics covered include one-dimensional and two-dimensional motion, forces, energy, momentum, rotational motion, wave motion, light and physical optics, and electricity and magnetism. Laboratory methods and skills, along with various problem-solving techniques, will be developed.

TITLE HONORS PHYSICS CREDIT 1.4

COURSE #0406 GRADE 10-12

PREREQUISITE/S Academic Biology, Algebra 3/Trigonometry (previously or concurrently)

DESIGN OF COURSE Honors Physics is an accelerated course in physics recommended for students who plan on pursuing a science-related career after high school. Mathematical applications include Algebra concepts of solving and graphing linear equations as well as trigonometry concepts of the trigonometric functions. Physics introduces fundamental concepts necessary for success in Advanced Placement and college-level science courses.

CONTENT Students in Honors Physics will study typical concepts learned in an introductory physics course with more emphasis placed on problem-solving and laboratory work. Topics covered in the class include measurement, one-dimensional motion, forces, projectile and circular motion, torque and rotational dynamics, momentum conservation, energy and its conservation, mechanical waves and sound, physical optics, and electricity. Laboratory methods and skills, along with various problem-solving techniques, will be developed.

TITLE ENVIRONMENTAL SCIENCE CREDIT 1

COURSE #0408 GRADE 11-12

PREREQUISITE/S Academic Biology and Physical Science

DESIGN OF COURSE The Advanced Placement Biology course is designed to be the equivalent of the biology course taken by first year college science majors. This course enables students to take sophomore level biology courses as freshmen. For other students, this course fulfills the college laboratory science requirement and frees time for other courses.

CONTENT Students in this course will have the opportunity to attain a more in-depth understanding of biology concepts and competence in dealing with biological problems. This course will differ from the first year of biology with respect to the kind of textbook used, emphasis on understanding biological concepts, and the complex nature of experiments done in the laboratory. The topics in this course will include: the chemistry of life, cell biology, cellular energetics, heredity, molecular genetics, evolutionary biology, diversity of organisms, animal/plant structure and function, and ecology. Problem solving; higher-order thinking; the scientific method; techniques of research and biotechnology; the use of scientific literature; and data collection, manipulation, and analysis will be the focus of the laboratory experience. Dissection will be a required part of this course.

TITLE **PITT CHEMISTRY** **CREDIT 1.6**

COURSE #0404 GRADE 12 REPLACING AP CHEMISTRY

Fees Required **Approximately \$225.00 must be submitted within the first two weeks of school, or the student will be withdrawn from class.**

**One(1)Sharpsville credit will be earned for passing the class. Four(4)college credits are earned with a D or better on the Pitt/ Sharpsville combined grade. Students will have a University of Pittsburgh Transcript after this course regardless of grade.*

PREREQUISITE/S Chemistry, Algebra 3/Trigonometry, Honors Physics (previously or concurrently)

DESIGN OF COURSE This is the first half of a two-term introduction to general chemistry. The grade is determined by the

student's performance on three exams, weekly quizzes, laboratory exercises, and a comprehensive final. Laboratory exercises are conducted at the University by the Director of Freshman Laboratories and his staff of graduate teaching assistants

CONTENT

Topics include atomic theory, molarity, gases and kinetic theory, thermochemistry, electronic structure and the periodic table, relationships between phases, ionic solutions and acid/base theories, redox reactions, carbon chemistry, rates of reactions, chemical equilibria, and thermodynamics. This course requires laboratory sessions and exams on the University of Pittsburgh campus.

TITLE

UNIVERSITY OF PITT PHYSICS CREDIT 1

COURSE #0420

Grade 11-12

Fees Required

Approximately \$225.00 must be submitted within the first two weeks of school, or the student will be withdrawn from class.

**One(1)Sharpsville credit will be earned for passing the class. Four(4)college credits are earned with a D or better on the Pitt/ Sharpsville combined grade. Students will have a University of Pittsburgh Transcript after this course regardless of grade.*

PREREQUISITES

Biology, Honors Physics, PITT Calculus (previously or concurrently)

DESIGN OF COURSE

This course is designed to fill the needs of those students who are planning vocations involving physics, engineering or science. College-bound students who expect to take one year or more of college physics (particularly a calculus-based physics) will find this course invaluable.

CONTENT

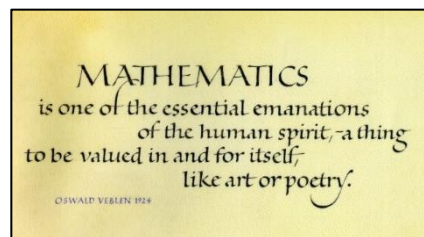
This course involves an in-depth study of motion, vectors, forces, work and energy, systems of particles, rotation, gravitation, oscillations, mechanical waves and kinetic theory of gases. Calculus concepts will be applied in these areas of study.

TITLE	<u>ORGANIC CHEMISTRY</u>	CREDIT 1
COURSE #0420	Grade 12	
PREREQUISITES	Biology, Honors Physics, AP Chemistry	
DESIGN OF COURSE	The Organic Chemistry course is designed to be a year-long introduction to Organic Chemistry for students planning to major in Chemistry, Biology, Medicine, or related fields in college. This course introduces fundamental concepts that will be studied in great detail in college courses.	
CONTENT	This course involves an in-depth study of fundamental organic chemistry concepts including nomenclature, functional groups, stereochemistry, chemical reactions and their mechanisms, spectroscopy, and organic laboratory techniques	

Mathematics

Department Mission

In accordance with the Sharpsville Area High School mission statement and in conjunction with the current Pennsylvania Content Standards and Grade Level Benchmarks, the Sharpsville Mathematics Department has developed the following mission:



- To provide students with effective problem solving techniques and mathematical skills that enable them to move through a diverse curriculum.
- To provide every student with the opportunity to be mathematically literate and to nurture mathematical curiosity in an ever-changing world.
- To employ an assortment of assessment techniques, provide a variety of teaching styles, and maintain intervention plans for students that need extra help.
- To continually develop professionally, update curriculum, make real world connections, and incorporate technology.
- To provide the foundation for further study of mathematics.

Standard Progression for Math

- Grade 7 – Math 7
- Grade 8 – Pre-Algebra
- Grade 9 – Algebra I or Ac. Algebra I
- Grade 10 – Integrated Keystone Math, Algebra II, or Ac. Algebra II
- Grade 11 – Algebra II, Geometry, or Ac. Geometry
- Grade 12 - Math Analysis, Geometry, Statistical Methods, or Ac. Algebra III/Trig

Academic Progression for Math (assuming successfully completion of Algebra I Keystone Exam at the conclusion of the 8th grade.

- Grade 7 – Pre-Algebra
- Grade 8 – Algebra I
- Grade 9 – Algebra II or Ac. Algebra II
- Grade 10 – Integrated Keystone Math, Algebra II, or Ac. Algebra II, Geometry or Ac. Geometry
- Grade 11 – Algebra II, Geometry, Ac. Geometry, Ac. Algebra III/Trig
- Grade 12 - Math Analysis, Geometry, Statistical Methods, Ac. Algebra III/Trig, Pitt Statistics, Pitt Calculus (Engineering or Business)

Advanced Progression for Math (assuming successful completion of Algebra I Keystone Exam at the conclusion of the 8th grade.

- Grade 7 – Algebra I
- Grade 8 – Algebra I or Ac. Algebra II in the High School
- Grade 9 – Algebra II, Ac. Algebra II, Ac. Geometry
- Grade 10 – Algebra II, or Ac. Algebra II, Geometry, Ac. Geometry, or Ac. Algebra III/Trig
- Grade 11 – Algebra II, Geometry, Ac. Geometry, Ac. Algebra III/Trig, Pitt Statistics, or Pitt Calculus (Engineering or Business)
- Grade 12 - Math Analysis, Geometry, Statistical Methods, Ac. Algebra III/Trig, Pitt Statistics, Pitt Calculus (Engineering or Business)

TITLE	<u>ALGEBRA I</u>	CREDIT 1
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COURSE #501	Keystone Course	
PREREQUISITE	A grade of less than 90% in Pre-Algebra.	
DESIGN OF COURSE	This course is designed to provide a foundation of Algebra. Subsequent math courses, and give students a solid understanding of computation and problem solving.	
CONTENT	This course focuses on solving equations and inequalities, graphing linear equations and inequalities, polynomial operations, and factoring.	

TITLE	<u>ALGEBRA 2</u>	CREDIT 1
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COURSE #0529		
PREREQUISITE	Must have passed Algebra I and the Algebra I Keystone Exam.	
DESIGN OF COURSE	This course is designed to expand on the foundation of Algebra 1.	
CONTENT	This course will focus on rational polynomial expressions, quadratic expressions, properties of relations and functions, graphing functions, properties and operations with matrices, conic sections.	

TITLE **INTEGRATED KEYSTONE MATH** **CREDIT 1**

COURSE #0522

PREREQUISITE **This course is mandatory for any sophomore who was not proficient on Module 1 and/or Module 2 of the Keystone Algebra Exam.**

DESIGN OF COURSE This course is designed to give students a better understanding of the underlying mathematical concepts as put forth by the PA Common Core standards for mathematics.

CONTENT Operations, linear equations, linear inequalities, linear functions and data organizations are the focus of the course.

COURSE SEQUENCE Students who do not pass the Algebra I Keystone Exam after completing high school Algebra I or Ac. Algebra I will be placed in the integrated Keystone Math Course. ***Students who take Algebra I in middle school and score Basic or Below Basic on the Algebra I Keystone will retake Ac. Algebra I at the high school.***

TITLE **GEOMETRY** **CREDIT 1**

COURSE #0502

PREREQUISITE Must have passed Algebra.

DESIGN OF COURSE This course is designed to provide students with the foundations of Geometry dealing with two and three dimensional figures.

CONTENT This course covers concepts related to triangles, polygons and circles, similarity and congruence, and area and volume formulas and their applications. Students will use the concepts learned to solve various problems.

TITLE	<u>ACADEMIC ALGEBRA 1</u>	CREDIT 1
COURSE #0504	Keystone Course	
PREREQUISITES/S	Must have passed Grade 8 Pre Algebra with a 90% or higher. Students with a grade of less than 80% in Grade 8 Algebra I will repeat the course for a more in depth study of Algebra 1 to prepare them for higher level Math Courses.	
DESIGN OF COURSE	This course is a more intense study of Algebra 1 designed to prepare the student for the advanced math sequence in our school.	
CONTENT	This course will cover a wide range of topics, including graphing in the coordinate plane, writing linear equations, solving equations for the missing variables, systems of equations, polynomials and factoring, properties of real numbers, exponents, and integrated concepts.	

TITLE	<u>ACADEMIC ALGEBRA 2</u>	CREDIT 1
COURSE #0508		
PREREQUISITES	Must have passed Academic Algebra 1 with a 70% or higher. Any student who has completed Algebra 1 in 8 th grade with a grade of 80% or higher can take Academic Algebra 2. Students also must have passed the Keystone Algebra I Exam in order to be eligible for this course.	
DESIGN OF COURSE	This course is necessary for those students who wish to continue in the advanced math sequence in our high school.	
CONTENT	This course will focus on rational polynomial expressions, quadratic expressions, properties of relations and functions, graphing functions, properties and operations with matrices, conic sections.	

TITLE	<u>ACADEMIC GEOMETRY 1</u>	CREDIT 1
COURSE #0505		
PREREQUISITE/S	Students must have passed Academic Algebra 2 with a 70% or higher. By teacher recommendation and passing Ac. Alg. 2 with a 90% or higher; this course may be taken concurrently with Ac. Alg. 3/Trig	
DESIGN OF COURSE	This course is a more intense study of Geometry designed to prepare the student for the advanced math sequence in our school.	
CONTENT	This course is an intense study of Geometry which covers concepts related to triangles, polygon and circles, similarity and congruence, and area and volume formulas and their applications. Students will use the concepts learned to solve various problems and to develop logical proofs. Academic Geometry 1 will prepare the student for the advanced math sequence in our school.	

TITLE	<u>AC. ALG 3/TRIGONOMETRY</u>	CREDIT 1
COURSE #0510		
PREREQUISITE/S	Must have passed Academic Algebra 2 and Academic Geometry with a grade of 70% or higher. This course may be taken concurrently with Academic Geometry by teacher recommendation.	
DESIGN OF COURSE	This course is designed for students who wish to continue with a more in-depth study of Algebra and college-based Trigonometry, in preparation for higher mathematics as they anticipate continuing their education beyond high school.	
CONTENT	<p>Approximately one-half year will entail Algebra 3 topics and one-half year on Trigonometry.</p> <p>This course involves the study of sequence and series with limits and higher order functions and quadratics. The students will study the six trigonometric functions as they relate to the unit circle and the right triangle. The students will study</p>	

**One(1)Sharpsville credit will be earned for passing the class. Four(4)college credits are earned with a D or better on the Pitt/Sharpsville combined grade. Students will have a University of Pittsburgh Transcript after this course regardless of grade.*

PREREQUISITE/S

The University of Pittsburgh requires all prospective students to complete a pre-assessment using the ALEKS program. A minimum score as determined by the University of Pittsburgh is required for registration of this course. There is a \$25 fee for the ALEKS exam and it can be taken up to 5 times.

DESIGN OF COURSE

This course is designed to fill the needs of those students who expect to engage in vocations involving business, finance, economics, and other social sciences. College-bound students who expect to take one year or more of college mathematics (calculus in particular) will find this course invaluable.

CONTENT

This course introduces the basic concept of the limit and its application to continuity, differentiation, integration, maximization, minimization and partial derivatives. Applications to the social sciences, especially business and economics, are stressed. The calculus of trigonometric functions is not covered.

TITLE
COURSE #0513

PITT CALCULUS

***CREDIT 1**

Fees Required

Approximately \$225.00 must be submitted within the first two weeks of school, or the student will be withdrawn from class.

**One(1)Sharpsville credit will be earned for passing the class. Four(4)college credits are earned with a D or better on the Pitt/Sharpsville combined grade. Students will have a University of Pittsburgh Transcript after this course regardless of grade.*

PREREQUISITE/S

The University of Pittsburgh requires all prospective students to complete a pre-assessment

using the ALEKS program. A minimum score as determined by the University of Pittsburgh is required for registration of this course. There is a \$25 fee for the ALEKS exam and it can be taken up to 5 times.

DESIGN OF COURSE

This course is designed to fill the needs of those students who expect to engage in vocations involving mathematics, engineering or science. College-bound students who expect to take one year or more of college mathematics (calculus in particular) will find this course invaluable.

CONTENT

This course involves an in-depth study of limits, derivatives, integrals and the applications of each as well as exponential, logarithmic and trigonometric functions and conic sections.

TITLE

AP PROBABILITY AND STATISTICS CREDIT 1

COURSE #0525

Fees Required

Required payment of \$89.00 for the AP test must be submitted within the first two weeks of school, or the student will be withdrawn from class. Students may concurrently earn University of Pittsburgh Credits for a fee of \$200.00.

PREREQUISITE/S

Juniors must have a grade of 90% or higher in Academic Algebra 1, Academic Geometry, Academic Algebra 2 and Academic Algebra 3/Trig.

Seniors must have a grade of 80% or higher in Academic Algebra 1, Academic Geometry 1, Academic Algebra 2 and Academic Algebra 3/Trig.

Students planning on taking AP Probability and Statistics and Academic Algebra 3/Trig concurrently require teacher recommendation.

DESIGN OF COURSE

This course is designed to provide college-bound students with an opportunity to earn college credit for a Probability and Statistics class.

CONTENT

This course will follow the AP course guidelines set forth by the College Board, as well as the similar guidelines set forth by the University of Pittsburgh. It is designed to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Content is equivalent to a one semester, introductory, non-calculus-based, college course in statistics. There will be a focus on practical applications and real world problem solving. This course will incorporate the use of technology in problem solving, and require the student to complete several projects throughout the year.

CONTENT This course introduces basic vocabulary and grammar constructions. Students should be able to speak, write and read the language on a very basic level by the end of the school year. The culture of Spanish speaking countries is introduced via cultural notes, readings and videos.

TITLE **SPANISH 2** **CREDIT 1**

COURSE #0604 GRADE 10-12

PREREQUISITE Spanish 1

DESIGN OF COURSE Building on the basic skills of Spanish 1, this course is designed to provide review of basic level foreign language skills and expansion to more in depth reading, writing and speaking skills.

CONTENT In addition to reading and writing in the language, both listening and speaking will be emphasized through tape activities and role-playing. More vocabulary and grammar constructions will be learned. The Culture of Spanish speaking countries is introduced via cultural notes, readings and videos.

TITLE **SPANISH 3** **CREDIT 1**

COURSE #0605 GRADE 11-12

PREREQUISITE/S 75% average in Spanish 2

DESIGN OF COURSE This weighted course is designed for students who are interested in furthering their understanding of the Spanish language.

CONTENT Spanish 3 introduces more vocabulary and more complex forms of grammar. More emphasis is placed upon writing and original dialogues and discussions. Comprehension of more difficult reading is practiced. The culture of Spanish speaking countries is introduced via cultural notes, readings and videos.

TITLE	<u>SPANISH 4</u>	CREDIT 1
COURSE #0606	GRADE 12	
PREREQUISITE/S	75% average in Spanish 3	
DESIGN OF COURSE	This weighted course is designed to provide higher competency and fluency in Spanish.	
CONTENT	Spanish 4 introduces more specific vocabulary and fine points of grammar. Extensive reading and writing in Spanish is practiced. Daily speaking of Spanish is encouraged. The culture of Spanish speaking countries is introduced via cultural notes, readings and videos.	

TITLE	<u>CHINESE 1</u> (Sharpsville Online Learning Academy)
COURSE #0609	CREDIT 1
	GRADE 9-12
CONTENT	Students use compelling stories, games, videos, and multimedia experiences in this introduction to Chinese. They learn the elegant simplicity of Chinese grammar and the subtleties of Chinese pronunciation through entertaining lessons that give a base of conversational ability and listening comprehension. Students build a foundation for reading and writing in the Chinese language through an adaptive technology that lets them choose an approach that works best for them. All new graphics, video, and games keep students engaged, making learning languages exciting. An integrated, game-based reward system keeps learners motivated and eager to progress. This is a two semester course.

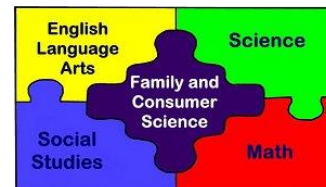
TITLE	<u>CHINESE 2</u> (Sharpsville Online Learning Academy)
COURSE #0610	CREDIT 1
	GRADE 10-12
CONTENT	Students will continue with engaging stories, games, videos, and multimedia experiences in this second

level of Chinese. Students further their understanding of Chinese grammar and pronunciation through lessons refining previous practice of conversational ability and listening comprehension. Innovative cultural videos and lessons build awareness of the rich legacy of Chinese culture. Students expand their foundation for reading and writing in Chinese through adaptive technology, providing opportunities to generate fun narratives, a range of well-formed sentences reflecting a solid grasp of grammar structures, and a wide vocabulary. All new graphics, video, and games keep students engaged, making learning languages exciting. An integrated, game-based reward system keeps learners motivated and eager to progress. This is a two semester course.

Family and Consumer Sciences

Department Mission

The mission of family and consumer sciences education is to prepare students for success by becoming independent, contributing members of family and community by providing opportunities to develop the knowledge, skills, attitudes, and behaviors needed for:



- Balancing personal, work and family lives.
- Strengthening the function of the family as a basic unit of society across the life span
- Providing opportunities for personal development and preparation for adult life.
- Managing resources to meet the material needs of individuals and families.
- Becoming responsible citizens and leaders in family, careers, and communities.
- Functioning efficiently as providers and consumers.
- Promoting optimal nutrition and wellness across the life span.
- Focusing on the multiple roles of family members and appreciating human worth.

TITLE	<u>FCS and Financial Literacy</u>	CREDIT .50
COURSE # 1401	GRADE 9	
PREREQUISITE/S	None	
DESIGN OF COURSE	Beginning FCS course designed to help students develop everyday living skills.	
CONTENT	This full-year, semester course is designed for students in grade 9. It focuses on the development of useful knowledge and skills associated with efficient and productive management of a family and home. Personal finance management will be taught, as well as other course topics such as child development and care, foods and nutrition with lab, clothing, consumer decisions and personal development	

TITLE	<u>FAMILY & CONSUMER SCIENCE</u>	CREDIT 1
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COURSE # 0801	GRADE	10-12
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PREREQUISITE/S	None
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DESIGN OF COURSE	Advanced FCS course designed to help students develop everyday living skills.
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CONTENT	<p>Foods – nutrition & basic food preparation skills.</p> <p>Clothing – selection, care and repair of personal clothing. A machine-sewn project is required.</p> <p>Childcare – children’s needs and developmental milestones. Responsible care giving skills from birth to adolescence will be addressed.</p> <p>Personal Development – health & wellness, developing character, goal-setting, getting along with others, decision-making and conflict resolution. Consumerism will be taught in all areas.</p>
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TITLE	<u>CULINARY ARTS/CHILDCARE</u>	CREDIT 1
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COURSE # 0802	GRADE	10-12
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PREREQUISITE/S	None, although it would be helpful to have taken <i>Family & Consumer Sciences</i> #0801 prior to this course.
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DESIGN OF COURSE	This course includes one semester of <i>Culinary Arts</i> and one semester of <i>Childcare</i> . Two different courses combined into a one-year course.
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CONTENT	<p><u>Culinary Arts</u> teaches basic cooking skills, nutrition, and food laboratory work. Food industry careers and entrepreneurship will be discussed.</p> <p><u>Childcare</u> will explore prenatal development, child development and parenting issues. Students will learn skills to properly care for children from birth to adolescence. Observations and hands-on experiences included</p>
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TITLE	<u>INDEPENDENT LIVING</u>	CREDIT 1
COURSE # 0803	GRADE 12	
PREREQUISITE/S	None	
DESIGN OF COURSE	Independent living is designed to prepare students to live on their own after high school, whether they choose college dorm life, apartment living, or the military.	
CONTENT	Students learn to manage money and properly choose a wardrobe and care for clothing. Housekeeping, home furnishings, housing styles and floor plans are studied in a housing unit. Students will learn how to plan and prepare nutritious, easy foods and meals and grocery shop. Consumer issues will be addressed in all areas. Parenting unit is included.	

Business and Industrial/Computer Technologies

Department Mission

The mission of the Technology Department is that all participating students will have the opportunity to obtain the skills, abilities and attitudes to be life-long learners and productive, competitive citizens in today's ever changing, global society. A holistic approach will be employed in which all students who are actively involved in activities will be able to develop knowledge, skills, and regarding business, entrepreneurship, industry, and technology.



Emphasis is given to nurturing leadership, communication, social interaction, problem solving, and manipulative skills. Personal and social growths are fostered through interaction with other students in the lab. The technological method of problem solving is experienced in identifying a problem, collecting and analyzing data, generating alternatives, synthesizing a design or plan, developing a proposed process and/or product, and evaluating the results. Throughout this educational process, the students are taught to explore their potential vocational interests and to make wise consumer, citizen, and career decisions.

TITLE	<u>ACCOUNTING</u>	CREDIT 1
COURSE # 0702	GRADE	10-12
PREREQUISITE/S	None	
DESIGN OF COURSE	To expose students to the fundamentals of introductory accounting procedures and practices. In addition, entrepreneurship and the stock market will be introduced.	
CONTENT	To learn the basic accounting equation, business transactions, general journal, posting, financial statements, end-of-period adjustment, check writing, bank reconciliation statement and actual accounting procedures for one month of a business period. Accounting procedures for sole proprietorship and partnerships will be covered. Computerized accounting procedures will be used throughout the year. The second half of the year, entrepreneurship will be covered. Students will participate in a project that will allow them to create a business of their choice. In addition, the	

stock market game will be played through PA Economics.

TITLE	<u>MULTIMEDIA/WEB DESIGN</u>	CREDIT 1
COURSE # 0705	GRADE 10-12	
PREREQUISITE/S	At least one computer elective or above-average computer skills.	
DESIGN OF COURSE	This one-year course is designed to enable students to develop five key skill areas: design, web-authoring tools, animation, video editing and project management. All areas follow the National Educational Technology Standards for Students.	
SOFTWARE USED:	Macromedia Dreamweaver, Fireworks, Flash,,HTML, and Adobe Premiere Elements.	
CONTENT	Students will develop skills that lay the foundation for producing web-ready communications: graphics, design principles, storyboards, development, peer review and redesign. Students will develop a variety of graphical images, a web-based electronic portfolio, a web photo album, interactive graphics, animation, and a variety of web pages. In addition, the class builds on student design and development skills. Finally, video projects will be created using Premier Elements.	

TITLE	<u>INTRODUCTION TO ENGINEERING MATERIAL PROCESSING</u>	CREDIT .5
COURSE #0808	GRADE 9 (REPLACES APPLYING TECH)	
PREREQUISITE/S	None	
DESIGN OF COURSE	The Introduction to Engineering and Material Processing will focus on various skills within the area of STEM (Science, Technology, Engineering, and Mathematics). Students will work independently and collaboratively to complete projects.	

CONTENT

This is an introduction class to the Technology Education Department. Included in this class will be several “hands-on” projects. Within these projects, students will have opportunities to contribute their unique abilities to solve common everyday problems necessary to be competitive in today’s job market.

Upon completion of this class, students will be knowledgeable in the areas of:

- Measurement
- Drafting and Design
- Entrepreneur Abilities
- Material Processing
- Budgeting Skills

TITLE

MATERIAL PROCESSING CREDIT 1

COURSE # 0810

GRADE 10-12

PREREQUISITE/S

Applying Technologies or Industrial Technologies

DESIGN OF COURSE

Manufacturing and Construction Technologies will focus on specific areas and skills within the two areas. It will allow students to become capable of performing various skills independently within the manufacturing and construction fields.

CONTENT

Manufacturing activities will include production, design, creation, construction, marketing, and implementation of a student chosen product. Construction activities within this class will include complex wall layout, plumbing, electricity, and interior applications. Approximate lab fees will be \$25.00.

TITLE

CAD (Computer Aided Drafting)

CREDIT 1

COURSE#0809

GRADE 9-12 (Replaces Drafting Design)

PREREQUISITE/S

None

DESIGN OF COURSE

CAD will allow students to achieve a comprehensive view of the design world and how the use of technology can provide a resource for

unparalleled design application. Upon completion of this course, students will be prepared for a college level course in the areas of Mechanical Drafting and CAD.

CONTENT CAD will be a second level class allowing students to take a more specialized approach to the utilization of the computer program AutoCAD. Upon the completion of this class, students should expect to be competent in the operation of AutoCAD and its features. AutoCAD is an industry standard for designing software and will serve as a prerequisite for any students seeking a career in design and engineering related fields.

TITLE **ENTREPRENEURSHIP** **CREDIT 1**

COURSE#0811 GRADE 10-12

PREREQUISITE/S Introduction to Engineering and Design, CAD

DESIGN OF COURSE This course is designed as an advanced course

CONTENT This class is designed for students who intend to seek business opportunities as a career. Students taking this class will have opportunities to learn skills and traits directly related to business education. The class will be involved with project based curriculum which focuses on the production and selling of various items. Technological tooling incorporated may include CNC Plasma Cutter, Laser Engraver, Silk Screening, wood and metal manufactured projects to name a few.

Upon completion of this class, students will be knowledgeable in the areas of:

- Basic Finance
- Economic terms and philosophy
- Prototypes
- Manufacturing
- Selling for a profit

TITLE **Robotics and Elements of Design** **CREDIT 1**

COURSE#0820 GRADE 11-12

PREREQUISITE/S	Introduction to Engineering and Material Processing, CAD
DESIGN OF COURSE	<p>The SWPA BotsIQ prepares high school students for future careers in STEM fields by:</p> <ul style="list-style-type: none"> • Energizing students to learn about STEM related concepts and career fields that are in demand. • Building partnerships and mentoring opportunities with local industry and universities. • Providing direct application of classroom concepts to real world situations • Endowing students with the soft skills needed in the STEM industry including: project management, teamwork, critical thinking, creativity, innovation and real-world problem solving. • Engaging students on multiple levels, exposing them to areas of study that they may not otherwise pursue, and provides them with a foundation and proven path to post-secondary training and/or career success in STEM-related industries.
CONTENT	<p>Students will spend the first half of the course getting acquainted with the design process and tools of the trade including 3D design software. The research and design process will be expanded with the actual construction of an IQ Battle Bot. Students will work in teams to research, design, build and compete at a regional competitions held in the spring. The first competition is a preliminary event to test the capability of the robot and work with the schools industry partner(s) to make necessary adjustments for the final competition.</p>
INDUSTRY PARTNER	<p>This course provides an opportunity to work with a local industry involved in the process of engineering and design. Students in the course will tour the facilities and work hand-in-hand with</p>

designers, manufacturers, and business representatives to learn what it takes to develop and idea, see the idea take shape from inception to completion, and how the concept is marketed to the public. The students will work in teams to duplicate this process in the creation of their Battle Robot as they take their own journey from research and development to marketing and competition. Our current industry partner is Sharpsville's own, Sharpsville Container.

The Arts – Music and Fine Arts

Department Mission

The Mission of the Sharpsville High School Fine Arts & Music Department is to provide an experience for students that will impact their character and values for the rest of their lives.

Through participation in music and art, students will develop sensitivity to their self, to others and to music. This department will provide a strong connection between the mission of Sharpsville Area High School and the Pennsylvania Standards for Arts and Music Education to enrich, enhance and empower the students' artistic mode of thinking.



Sensitivity to Self

Students will be introduced to the tools to explore their emotions and express them through the arts, even where no standards answers are provided. They will develop their sense of artistic expression and musical taste as they are exposed to new genres, styles and forms of both. Through the completion of projects, rehearsal and performance process, they will acquire self-reflective habits and decision making skills to prepare them for leadership in the 21st century.

Sensitivity to Others

Students in the arts work with each other to create an end product. They are accountable to their fellow artists/the ensemble and must do their part to help the group meet their collective goals. The students will realize their role and responsibility in the group/ensemble or broader musical community and make connections to their position in other non-artistic and/or non-musical communities. They will also develop their appreciation for others' contributions within the group/ensemble and the broader community. Students will work to gain a better understanding of the human experience, both the past and present, while learning to adapt to change and respect the thinking, working, and expression of other cultures.

Sensitivity to Art and Music

Students will perform a variety of high-quality literature and will develop the skills to interpret works of art and music in an appropriate and meaningful way. The students will think critically about their focus, how it affects the individual, the communities we live in, and how it has influenced the development of culture. The students will become active producers and consumers of the arts, of music, which will extend beyond their years of high school. Finally, students will gain a better understanding of the influence art and music has on society and utilize artistic modes of thinking, which bring an array of expressive/analytical skills, to solve complex problems

TITLE	<u>CONCERT CHOIR</u>	CREDIT 1
COURSE #0905	GRADE 9-12	
PREREQUISITE/S	None	
DESIGN OF COURSE	Concert Choir is designed to improve the vocal abilities of each choir member, to expose students to many varieties of choral music, and give students the experience of performing in a vocal group.	
CONTENT	This course provides vocal training in breath support, throat relaxation, enunciation, and overall vocal performing. A variety of music including Pop, Folk, Sacred, Classical and Patriotic music is covered. In addition to performing in several concerts, this group participates in field trips and fundraisers.	

TITLE	<u>MUSIC THEORY</u>	CREDIT 1
COURSE #0906	GRADES 10-12	
PREREQUISITE/S	Students must have a basic background in music with knowledge of reading musical notation. Students must be in grades 10, 11 or 12. Students should have acquired at least basic performance skills in voice or on an instrument. Students should seek approval by the instructor before signing up.	
DESIGN OF COURSE	This course is designed to prepare students for a college major or minor in music, entrance music exams, and to teach the internal workings of music, music notation, and ear training. These ends are met through analysis, composition, sight singing, musical dictation, and other similar activities.	
OBJECTIVES	The main objective of Music Theory is to develop and enhance students' abilities to recognize, identify, understand, describe, and process basic musical concepts as they are presented aurally or in a musical score. These objectives are met via training in aural skills, sight-singing skills, written skills, compositional skills, and analytical skills. Students will hone these skills through listening	

exercises, in-class performances, written exercises, creative exercises, and analytical exercises.

CONTENT

This course will address many topics, including the following: musical notation, intervals, scales, key signatures, chords, meter, rhythmic patterns, musical dictation, sight-singing, compositional techniques, figured bass realization, roman numeral analysis and realization, analysis or repertoire, triadic harmony, total relationships, modulations, phrase structure, small forms, non-chord tones, and secondary dominant chords. Ear training is of the utmost importance and is stressed in this course, as is musical dictation. Sight-singing and basic keyboard skills are also addressed.

TITLE

BAND

CREDIT 1

COURSE # 0907

GRADES 9-12

PREREQUISITE/S

Students must play an approved instrument. Any student that does not play an approved instrument must have prior approval and signature of the director before signing up for band.

DESIGN OF COURSE

High School Concert Band is a performance-based course which explores and integrates many facets of music through the preparation, rehearsal, and performance of concert band literature. Cross-curricular projects are integrated into the course whenever possible and appropriate.

CONTENT

Technical facility on a musical instrument, expressiveness, intonation, reading music, interpretation, elements of music theory, communication skills, how music and the arts relate to history and culture, as well as the study, preparation, and performance of concert band literature are all addressed in band. The band performs two mandatory evening concerts each year (Fall and Spring) as well as school assembly concerts when applicable. The band also prepares and performs as the “pep band” at select basketball games.

GRADING

Grades in band are based on all mandated performances, rehearsal preparation, rehearsal participation, and any special projects that are assigned by the director. A final in band class is given at the end of each year, and will incorporate terminology, critique of recorded band performances, reflections, and other pertinent topics covered in class.

TITLE

SOCIETY & MODERN MUSIC/ART

CREDIT 1

COURSE# 0910

DESIGN OF COURSE

This course is for students not taking band or choir. It is the goal of Sharpville Area High School to make sure all students are academically, emotionally, and socially prepared to contribute to society and the communities they will call home one graduating from school. A society's culture is best explored through its art and music. One of the best ways to prepare students for society is to help them understand the link between social norms/behaviors/expectations and the arts.

CONTENT

We will discover how modern music reflects social issues and acts as a catalyst for cultural change. We will examine the biographies of artists to understand their influence on popular culture. After analyzing their lyrics and music, we will be able to make connections between broader themes across genres that reflect societal development. Finally, we will recognize how music relates to visual arts within the contexts of artistic movements and relationships between musical and visual artists.

DISCLAIMER

An introspective look at any culture may contain some mature material as it relates to modern art. We will encounter coarse and suggestive language as well as themes of violence, sex, alcohol and substance use as we study various artists, art pieces and songs. Students will be taught and encouraged to take a mature and scholarly approach to sensitive material. A schedule of content will be provided to students and parents. Parents wishing for

alternative assignments may submit a formal request for alternative assignments.

TITLE **DRAWING (Art 1)** **CREDIT 1**

COURSE # 0911 GRADE 9-12

PREREQUISITE/S None

DESIGN OF COURSE This course is designed to give students the foundation needed to continue with future art courses.

CONTENT Students develop skills in drawing and an ability to create and understand good design and composition. Students will work with a variety of materials and experiment with several styles. The study of past and present artists will also be introduced.

TITLE **MIXED MEDIA (Art 2)** **CREDIT 1**

COURSE # 0912 GRADE 10-12

PREREQUISITE/S Drawing

DESIGN OF COURSE This course is designed to prepare students interested in majoring in art at a college level, although, it can be enjoyed by anyone interested in art.

CONTENT Students will be introduced to several different media and several different ways to use those media. Art history will be an integral part of this class.

TITLE **INDEPENDENT ART (Art 3)** **CREDIT 1**

COURSE # 0913 GRADE 11-12

PREREQUISITE/S Drawing & Mixed Media

DESIGN OF COURSE This course is designed to enable students to apply knowledge gained in drawing and mixed media to produce large-scale independent works.

CONTENT Emphasis will be placed on independent creative thinking. Students will concentrate on building a strong portfolio of works.

TITLE **ACCELERATED ART (Art 4)** **CREDIT 1**

COURSE #0914 GRADE 11-12

PREREQUISITE/S Drawing, Mixed Media and Independent Art

DESIGN OF COURSE This course is designed to enable students to apply advanced knowledge gained in drawing and mixed media to produce large-scale independent works.

CONTENT Emphasis will be placed on independent creative thinking. Students will concentrate on building a strong portfolio of works.

TITLE **AP STUDIO ART/DRAWING** **CREDIT 1**

COURSE#0915 Grade 12

Required payment of \$89.00 for the AP test must be submitted within the first two weeks of school, or the student will be withdrawn from class.

This course is designed for students who are seriously interested in the practical experience of art.

PREREQUISITE/S: Students must have completed at least three years of high school art courses with at least a 90% final grade in each.

ADMISSION: Students are required to meet with Mrs. DeMark and may be required to submit a portfolio of work as well as an artist statement.

WORKLOAD: Students will be expected to complete at least 8 pieces of work each 9 week period as well as one piece at mid-term and one at final. Maintaining a sketchbook or journal will also be required.

*This course is not based on a written exam; instead, students submit portfolios to the College Board of at least 29 works (both actual and digital) at the end of the school year.

school year. It is a graded course based on participation, skill and knowledge.

CONTENT The students participate in a variety of activities, both individual and team oriented. An emphasis is placed on personal fitness and lifetime participation. Skill instruction along with relevant information about each activity is provided.

TITLE **PHYSICAL EDUCATION 2** **CREDIT .5**

COURSE # 1002 GRADE 10

PREREQUISITE/S Physical Education 1

DESIGN OF COURSE The students are scheduled for a Physical Education class that will alternate between Research Foundations and Physical Education throughout the entire school year. It is a graded course based on participation, skill and knowledge.

CONTENT The students participate in a variety of activities, both individual and team oriented. An emphasis is placed on personal fitness and lifetime participation. Skill instruction along with relevant information about each activity is provided.

TITLE **PHYSICAL EDUCATION 3** **CREDIT .4**

COURSE # 1003 GRADE 11

PREREQUISITE/S Physical Education 2

DESIGN OF COURSE The structure is health three days per week and physical education on the opposite two days. It is a graded course based on participation, skill and knowledge.

CONTENT The students participate in a variety of activities, both individual and team oriented. An emphasis is placed on personal fitness and lifetime participation. Skill instruction along with relevant information about each activity is provided.

techniques will be investigated along with designing specific individual and group fitness programs.

Special Programming

Department Mission

The mission of the Sharpsville Area High School Special Education and Programming Department is to provide every student and his/her family with a collaborative approach in designing an individualized education plan in order to achieve desired post-school outcomes. The goal is for the special education/support staff to facilitate unique learning opportunities that go beyond the classroom to engage both the interest and specific skill sets of each student. Through these team-centered research based efforts, the Sharpsville Area High School Special Education and Programming Department strives to support every student receiving special education services and programming (Learning Support, Gifted Support, and Special Interest) to become an active member of their community and ultimately reach the goals they have set for themselves.

TITLE **DUAL ENROLLMENT – SEE PAGE 13**

TITLE **ACT/SAT TEST PREP**

COURSE # 0530 Semester Course **CREDIT Varies**
Student Cost: \$79.95 (includes book)
GRADE 10-11-12

Students will be given instruction in test-taking strategies common to both tests as well as strategies that are unique to each test. Content of each test Math, Reading, Writing, and Science will be reviewed. Students will take actual ACT[®] or SAT quizzes and practice tests and receive test scores and explanations. This course will be scheduled accordingly.

TITLE **COMMUNITY-BASED EDUCATION**

DESCRIPTION Sharpsville High School's Community Based Education program partners with various businesses throughout the Shenango Valley to enable students to gain firsthand knowledge of careers and vocational tasks. Students are able to observe and obtain valuable work related skills including time management, on the job responsibility, work related habits and positive social skills.

TITLE**I CAN PROGRAM****DESCRIPTION**

The iCan Program is part of the Career Awareness Network which is designed to foster positive attitudes towards future goals. The program offers career guidance, encouraging all participants to enter one of three outcomes immediately after high school: employment, postsecondary education, or the military. The iCan Program facilitates field trips to local colleges, businesses, and leadership activities. The iCan program also offers monetary incentives to each student at the end of each nine weeks for maintaining good grades, attendance, and behavior.

TITLE**Entrepreneurship Academy @ Linden Point****CREDIT 3**

COURSE # 1300

GRADE 12

PREREQUISITE/S

Application must be completed with faculty/adult recommendations in order to be recommended to participate in the Entrepreneurship Academy. All students must have passed all of their required coursework prior to beginning the Entrepreneurship Academy. Transportation will be the responsibility of the student at their own expense.

DESCRIPTION:

Participation in the Entrepreneurship Academy is to help students 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.

TITLE	Mercer County Career Center	CREDIT 3
COURSE #1200	GRADES 10-12	
PREREQUISITE/S	Students must maintain good academic standing and attendance to remain in the Mercer County Career Center Program.	
DESIGN OF COURSE	Students learn from those directly in the fields at the Mercer County Career Center in Mercer, Pennsylvania. Students will spend half of their academic day at the Career Center and half of their day at Sharpsville Area High School. Students may attend in the morning or afternoon.	
DESCRIPTION	Please see following program descriptions.	



TITLE	<u>MERCER COUNTY CAREER CENTER</u>	CREDIT 3
COURSE # 1200	GRADE	10-12
PREREQUISITE/S	<p>Application must be filed with faculty recommendations. In order to be recommended to attend the Career Center, students must have passed all of their required coursework prior to beginning the Career Center program. Students must maintain passing grades in their homeschool (Sharpsville) to maintain attendance. Failure to do so may result in removal from the MCCC program.</p> <p>Part of Sharpsville Area High School's program is conducted at the Mercer County Career Center. Sharpsville students attending the Career Center will take classes at the Career Center in the morning and classes at Sharpsville High School in the afternoon.</p> <p>All courses offered are non-discriminatory with opportunities available to males and females in each.</p>	

All programs are competency based. Courses will be completed in 2 - 3 years.

Seniors can attend for 1 year if they so choose.

CAREER CENTER STUDENTS COURSE SEQUENCE

<u>GRADE 10</u>	<u>GRADE 11</u>	<u>GRADE 12</u>
Lit/Comp. II	Lit/Comp. III	Lit/Comp. IV
Math	Math	Math
	Science	PsychologyPhysical
	Education	Physical Education

Mercer County Career Center Course Descriptions

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 and refinish/detail as you prepare a vehicle for customer delivery. Learning welding, plastic repair, refinishing/painting creates career opportunities in manufacturing, fabrication as well as auto body technology. Instruction takes place in a safe, clean, well-equipped shop.

AUTO MECHANICS: Ninety percent of your training is hands-on! You practice your skills while working on trainers, customer cars, and your own car. Training is based on Automotive Service Excellence (ASE) Standards and includes: Brakes, Electrical Systems, Engine Performance, Suspension and Steering. Students can expand their studies into small engine repair, high performance engine work and earn their state inspection and emission certifications.

BUILDING TRADES: The one course “cluster”. 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.

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. Plan your career in an industry that offers high wages, excellent job opportunities, and employs over 8.3 million people.

COMPUTER AND OFFICE TECHNOLOGY: Computer and Office Technology prepares students for an interesting and challenging career using computers or working in a business setting, in the field of graphic design or web design using the latest equipment and software. Use your creative talents to edit photos, design and maintain web pages, use the internet effectively, and prepare business documents. If you “make things happen”, like variety, are organized, and creative, a career using computerized office technology is for you.

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 facets of the food service industry and equip students for immediate employment or post high school training.

DIESEL MECHANICS: Designed to help students develop “hands-on” skills and knowledge needed to enter the rewarding field of the diesel repair industry. 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) Ready 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.

ELECTRONIC TECHNOLOGY: Unravel the mysteries and excitement of the world of electronics using exciting, fun, hands-on projects. Have you ever wondered how your cellular phone works? What’s inside your television? You will understand all

as you Build-N-Learn exciting projects that open doors to many career and post-secondary training opportunities. Using the latest technology you build telephones, security alarm systems and rockets. This exciting project-based learning system enables you to progress at your own pace to unlock your future, preparing you for the workplace or post-secondary education.

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) Clinical experience will be conducted at Avalon Springs Nursing Center.

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.

PROTECTIVE SERVICES: Open the doors to many career and post-secondary training opportunities related to planning, managing, and providing public safety and homeland security. Certification opportunities include: Emergency Medical Technician, Jail Officer, 911 Dispatcher and Basic Life Support for Healthcare Provider. Enroll for two or three years and earn all certifications or just one year for a specific certification. You will investigate crime scenes, practice emergency medical procedures and participate in training like StatMedevac Landing Zone and Terrorism Awareness. Here are just some of the career opportunities you create: Police Officer, Emergency Medical Technician, Paramedic, Fish and Game Officer, and Probation Officer.

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.mccc.tec.pa.us