

KUTZTOWN AREA HIGH SCHOOL

CLASS OF 2026

COURSE SELECTION MATERIALS



KUTZTOWN AREA HIGH SCHOOL
“A National Blue Ribbon School of Excellence”

Course of Study 2022-2023

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www.kasd.org

Choosing a Career

Choosing a career is an educational process. Information, knowledge of assets, likes, dislikes, and personal experiences are keys to making this decision. The first steps allow students to experience as many educational opportunities as possible both within the school environment and outside the school through such activities as volunteering, job shadowing, and community service.

School experiences start with students challenging themselves with courses that will develop skills needed by the employment community and that will encourage students to work to their fullest potential. Most jobs require problem-solving skills, communication skills, flexibility, and the ability to work together in a group situation. A sincere and serious commitment to academics in high school will allow these skills to develop.

Attending career fairs, researching careers, asking friends and neighbors about their jobs, and reading about trends are important aspects of the career search. Students need to know what educational training is needed to be successful in obtaining jobs in this highly technological society of ours. They need to be prepared to attend at least two years of a post-secondary education institution in order to gain employment that will lead to a promising future.

Post High School Planning Guide

The following are suggested activities for students in preparing for their years after graduation:

- Select courses that are challenging and demanding. Do not take the easy way out.
- Develop sound study habits early. For help and assistance see your counselor.
- Involve yourself in school activities and/or clubs.
- Talk with parents, friends, relatives and neighbors concerning the various career fields that are available.
- Attend career fairs.
- Be aware of current job trends by visiting www.onetonline.org.

Planning a Program

The selection of courses is one of the most important decisions in the life of a high school student. Each student must select those courses that are in agreement with interests, abilities, and goals for their future career paths. Your choice of a course schedule will be a result of discussion with your parents and school counselor. Whatever your choice, it should depend mainly on three considerations:

- Your abilities and interests - You and your parents should review your school record for the past few years. It will show your strengths and weaknesses and help you decide what courses you should select.

- Your plans for the future - These may include preparation for college, technical school, nursing, office work, apprenticeship, or general employment.
- Your graduation requirements - Your counselor will explain graduation requirements.

Questions about specific courses or programs of study can be directed to the Senior High School Counseling Department at 610-683-7346.

Academic Support

Students will be accepted into academic support based upon need(s). This need will be determined upon recommendations of the classroom teacher, school counselor(s), administrators, parents, and the student. Anticipated need will be predicated upon the following areas:

- Test scores
- Report card grades
- Interim progress reports
- Past academic history

Promotion and Graduation Requirements

Students will be subject to graduation requirements as mandated by the Kutztown Area High School. For the 2021 - 2022 academic year, these requirements are as follows:

<u>SUBJECT</u>	<u>GRADUATION REQUIREMENTS (credits)</u>	
Language Arts	4.00	
Social Studies	4.00	
Mathematics	4.00	
Science	4.00	
Fitness	1.00	
Fine Arts Requirements (Music and Art)	1.00	
Research and Design	.50	
Wellness	.50	
Family and Consumer Science	.50	
Career Development and Financial Literacy	.50	
Required Courses Total	20.00	Credits
Elective Courses (Including World Language)	4.00	
Total Graduation Requirements	24.00	Credits

Further Requirements:

- Students must pass a minimum of 6.00 credits at each grade level. Conditional promotion may be granted to any student earning at least 5.0 credits per year.
- Students must carry five (4) major subjects, social studies, math, science, ELA, each year.
- Every attempt will be made to keep study halls to a maximum of six (6) per cycle.

Schedule Changes

If a student selects his/her courses carefully, there should not be a reason for requesting course changes. However, sometimes a change may become necessary. Schedule changes will be permitted under the following circumstances:

1. **Failure to Meet Course Requirements** - Students who fail to complete the required work for a course and need to repeat the course in the next school year must assume the responsibility to contact their counselor as soon as the final report card is issued.

2. **Schedule Conflicts** - If a conflict arises in a student's schedule as a result of the scheduling process, the student will be permitted to make adjustments to his/her schedule to resolve the conflict during the summer Drop/Add time period.
3. **Career/Program Change** - If a student makes a significant change in his/her career plans, his/her schedule may have to be adjusted. Changes of this type will only be made subsequent to a meeting with a counselor and permission from a building administrator.
4. **Extenuating Circumstance** - In rare instances, a circumstance in the life of a student may necessitate a change in a scheduled course. Such changes will only be made subsequent to a meeting with a counselor and permission from a building administrator.

Drop/Add Changes

The schedule changes listed in the previous section deal with changes made prior to the beginning of the school year. Once the school year begins, changes will be made according to the guidelines listed below.

- Once a student is scheduled into a class, he/she will be committed to completion of that course.
- All schedule changes start with the school counselor for each grade level. (See the guidance secretary to schedule an appointment.)
- Schedule changes will not be made for the convenience of the student, parents, or staff.
- Courses may be dropped only for legitimate educational reasons that serve the best interest of the student and may require written approval of the parents, teachers, and the administration.

Requests for changes can only be made before the 12th day of the new school year. In such cases, no designation will appear on the student's report card. Courses dropped after this time, however, may be graded "W/F", which will have a negative effect both on class rank and grade point average. Exceptions require teacher and principal's approval.

BCTC Programs (www.berkscareer.com)

Listed below are the programs available at the Berks Career and Technology Center (BCTC). BCTC students who plan to pursue post-secondary education (certificate, associate, or baccalaureate degree) should take a rigorous high school academic program in the areas of math, science, and English. The following programs are offered at either the East campus (E), West campus (W), or at both (B).

Advertising Art & Design Technology	W		Diesel Technology	E		Painting & Decorating	E
Automotive Collision Repair Technology	B		** Drafting Design Technology	W		Photo Imaging Technology	W
Automotive Technology	B		Early Childhood Education	B		Plumbing & Heating	E
Building Construction Occupations	E		* Electrical Occupations	B		* Precision/ Computerized Machining Technology	W
Business Management & Entrepreneurship	W		* Health Occupations	W		Protective Services - Homeland Security or Law Enforcement	E
Cabinetry and Wood Technology	E		Heavy Equipment Technology	E		Recreational & Power Equipment Tech	W

Carpentry	E		Horticulture	E		Service Occupations	E
**Computer Systems Networking & Security	E		*HVAC/Refrigeration	E		Sports Medicine and Rehabilitative Therapy	E
Cosmetology	B		** IT - Programming	W		Video and Media Content Production	W
Culinary Arts	B		Masonry	E		Welding Technology	W
*Dental Occupations	E		Mechatronics Engineering Technology	W			

Programs marked (**) carry a prerequisite academic math of a minimum of Algebra 1 upon enrollment. Programs marked (*) carry a recommendation of a minimum of Algebra 1 upon enrollment.

Technical Academy and College Partnership Programs: The following programs are highly selective, and applicants must meet the following entrance criteria: 3.0 GPA; proficiency in math, language arts, and science; must be enrolled in the appropriate academic program.

Computer Systems Networking & Security (RACC Partnership)	IT-Programming (RACC Partnership)
Mechatronics Engineering Technology (RACC Partnership)	Business Management and Entrepreneurship (RACC Partnership)
Health Occupations (RACC Partnership)	Medical Health Professions – Seniors Only (PSU Berks and Reading Hospital Medical Center Partnership)

Application Process

Students apply for enrollment at BCTC through their school counselor. All student applications are sent to the BCTC where candidates from throughout the county are chosen. Each student application is reviewed according to the following criteria:

- **Student Interest** - The thoroughness of the application is viewed as a measure of the interest of the student applicant. Special attention is paid to what research was done to find information about the career area to which a student is applying.
- **Teacher Evaluation** - Students may request evaluations from teachers of their choice.
- **Counselor Recommendation**
- **School Citizenship** - Student behavior and attitudes are noted.
- **Attendance** - Students should have strong patterns of school attendance. Attendance is reviewed for patterns over a 3-year period.
- **Grades** - While grades are important, they are not the most critical item. Grades are reviewed over a 3-year period. Extra credit of up to 10 points may be earned for academic level courses taken and passed in Mathematics, Sciences, English, and/or Foreign Language.
- **Apptitude** - Student potential for success in the field.
- **Health** - While not restricting a student's selection, health concerns are a necessary consideration. Conditions such as color blindness, fear of heights, etc. will affect success in certain programs.

It is the policy of the Berks Career and Technology Center not to discriminate on the basis of sex, handicap, race, color, or national origin in its educational and vocational programs, activities, or employment, as required by Title IX, Section 504 and Title VI. Inquiries regarding compliance with Title IX, Section 504 or Title VI should be directed to the office of the Administrative Director at 1057 County Road, Leesport, PA 19533, (610) 378-4884.

Other considerations:

- The Board of School Directors of Kutztown Area School District insists that Career and Technology students have strong patterns of school attendance.
- Any student who unsuccessfully applies is encouraged to re-apply in later grades. Applications for the career and technology programs are required each year.
- Despite the half-day that career and technology students spend at the home school, their state-mandated graduation requirements are not reduced. Therefore, it is critical that both the student applicant, as well as the enrolled student, maintain passing grades in all subject areas.
- The Board of School Directors has stressed its commitment to providing vocational education for its students. It has, however, added that students must be deserving of the position in which they are enrolled. The following, therefore, is reflective of the philosophy of the school board:
 - When an enrolled student receives a quarterly grade of 69% or lower in a career and technology shop, or KAHS course, he/she will be placed on probation for the balance of the year.
 - Should another grade of 69% or lower be received in a subsequent grading period, the student's placement will be reviewed to determine whether the placement should be continued.
 - In the same way, a review is made quarterly of a student's attendance and disciplinary record.
 - Any student not meeting his/her responsibility through satisfactory attendance, academics and/or responsible citizenship may be removed from the career and technology center program.

Scheduling Requirements

All ninth through twelfth grade students shall be required to schedule classes required for graduation. Courses that are required for graduation must be selected first, followed by courses relevant to their career goals, and finally, electives of interest and need to the student. Prerequisites are needed for some courses and Honors/AP courses are for students who have met the established criteria for admittance as stated earlier in this course selection guide. All course selections must be approved by parents/guardians (as indicated by a signature) and the school counselor. It is strongly recommended that each student plan a four-year program that can be modified annually.

Note: The following criteria are followed for placement.

- Academic, Honors, or AP is the expected level for all students.
- Placement in general courses is by referral only.

Course Descriptions

Art

Intro to Art Studio (9, 10, 11, 12) .50-1.0 Credit
This introductory course will develop students' studio skills and knowledge of basic artistic materials and tools. An emphasis will be placed on learning the elements of art and principles of design, as students explore a variety of art processes including drawing, painting, and printmaking.

Intro to Drawing & Painting Studio (9, 10, 11, 12) .50-1.0 Credit
Students will explore the fundamentals of Drawing & Painting with a wide variety of media and artistic styles. Design and composition concepts will be an integral part of the instruction. The course will be centered on basic Drawing & Painting methods, aesthetics, art history, and critical analysis. Specific media may include graphite pencil, charcoal, pen and ink, colored pencils, pastels, watercolor, acrylic, and oils. Some possible subject matter may include: still life, landscapes, portraiture, figure studies, and working from abstraction.

Introductory Ceramics Studio (9, 10, 11, 12) .50-1.0 Credit
This course is designed for students with an interest in the ceramic arts. The main focus of this class is to have students learn the essential skills that enable an artist to create functional and sculptural works in clay. Students will spend the majority of the semester developing basic hand-built construction skills with clay and may be introduced to the pottery wheel. While the skill development and studio work are the main focus of the course, there will also be an emphasis on personal artistic development, craftsmanship, art history, and creative problem-solving.

Digital Photography (9, 10, 11, 12) .50 Credit
This course is designed for the student who wishes to use the camera to create images that demonstrate their understanding of the elements of art. The photographs will emphasize value, color, shape, texture, and space. Students will photograph, enhance, store, and print their original work with the support of the laptop, digital camera, scanner, and printers.

Business Technology

Research and Design (9) .50 credit
This course is designed to help students build transferable skills in research and design as well as develop skills in order to create highly employable students who understand and shape content and culture through project-based design processes. This course is a graduation requirement.

Family & Consumer Science

World Foods (9, 10, 11, 12) .50 credit
This course will focus on studying a particular culture and preparing the cuisine of a different country each quarter. The countries to be explored may include China, Italy, Mexico, and Germany (with a unit on PA Dutch). Students will complete a cuisine research project on a country of choice, other than those listed above.

Flour Power (9, 10, 11, 12)

.50 credit

Various cooking and baking techniques will be taught regarding foods with flour as the main ingredient. Ingredient purpose will be explored. Food products will include no-bake items, muffins, pancakes and crepes, yeast breads, gravy and white sauce, cakes, and pies.

Fitness

Foundations of Fitness (9)

.50 credit

While maintaining a focus on personal fitness, students will have the opportunity to develop skills and techniques in a variety of sports and physical activities. General rules and basic game strategies will also be addressed as students participate in skill acquisition through drills and lead-up games. Students will demonstrate the ability to plan and implement different types of personal fitness programs, demonstrate competency in two or more lifetime activities, individual performance activities, describe key concepts associated with successful participation in physical activity, model responsible behavior while engaged in physical activity, and engage in physical activities that meet the need for self-expression, challenge, social interaction, and enjoyment. As a result of participation in a variety of aerobic and anaerobic activities, students will realize an improvement in their personal fitness.

Language Arts

Requirements

Language Arts 180 (9, 10, 11, 12)

2 credits

Language Arts 180 is an intensive curriculum that directly addresses individual student needs through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills. Enrollment in the course is based on a specific set of assessments in consultation with teacher and administrative recommendations.

Language Arts 9 (9)

1 credit

This course is designed for students who need assistance with reading, writing, oral communication, and vocabulary skills. The literature selected for this class is intended to interest and challenge readers. The course is taught at a pace that allows class time for reading and writing workshops. A highlight of the course is a public speaking project involving the organization and presentation of a book talk project. The completion of an APA-style research paper is also required. Student placement in this course is dependent on teacher and counselor referrals.

Language Arts 9 Academic (9)

1 credit

This course addresses vocabulary development, oral communication, composition, and literature analysis. Students are expected to read independently (approximately one novel per quarter) and write a minimum of one formal writing piece per quarter. In addition, there is an emphasis on poetry, short stories, drama, and nonfiction to develop language and reading skills. A highlight of the course is a public speaking project involving the organization and presentation of a book talk project. The completion of an APA-style research paper is also required. Academic is the expected standard for all students.

Language Arts 9 Honors (9)

1.2 credits

This advanced course is designed for students who are passionate about reading and writing, have demonstrated exceptional achievement in LA 8, and have met the established criteria for Honors/AP selection as stated in this course selection guide. In this course, students are expected to complete a significant amount of independent reading throughout the year, with a willingness to read more than one

novel at a time. Language Arts 9 Honors students are given a wider variety of reading and writing experiences, with more critical comparisons and interpretations of varied literary works. A highlight of the course is a public speaking project involving the organization and presentation of a book talk project. The completion of an APA-style research paper is also required.

Prerequisite: Recommendation from the 8th-grade language arts teacher.

Mathematics

Requirements

Pre-Algebra (9, 10, 11, 12) 1 credit

The content provided in this course is the foundation for algebra, geometry, and problem-solving that is needed for success in more advanced courses. Topics include variables, expressions, integers, solving equations, multi-step equations and inequalities, factors, fractions, exponents, rational numbers and equations, ratio, proportion, probability, percents, linear functions, right triangles, measurement, area, volume, data analysis, polynomials, nonlinear functions, angles relationships and transformations.

Prerequisite: Referral from teacher/counselor.

Algebra I (9, 10, 11, 12) 1 credit

Real-world problem-solving is approached by seeking mathematical patterns that are generalized through the use of variables, properties, and symbolic notation to create algebraic expressions, formulas, and equations. Manipulation of these expressions, formulas, and equations is the core of Algebra I. Problem-solving is approached through the creation and algebraic manipulation of equations. Graphs, diagrams, and other visual images will be used to provide concrete ways to conceptualize the abstract.

Algebra I can be repeated until a level or proficiency is achieved based on teacher recommendation.

Levels Offered	Credits	Prerequisites
Algebra I Academic	1.0	Successful completion of Math 8 or Pre-algebra. Academic Algebra I is the expected standard for all students.
Algebra I	1.0	Successful completion of Math 8 or Pre-algebra. Recommendation from teacher/counselor.

Geometry (9, 10, 11, 12) 1.0-1.2 credits

Geometry emphasizes the development of the structure of geometry as an organized discipline through deductive reasoning and study of points, lines, planes, angles, parallel lines and planes, triangles, congruence and similarity, quadrilaterals, inequalities, right triangles, circles, and area and volume of two- and three-dimensional figures.

Levels Offered	Credits	Prerequisites
Geometry Honors	1.2	Final average of 87% or better in honors-level Algebra I OR final average of 90% or better in academic level Algebra I. Recommendation from teacher/counselor.
Geometry Academic	1.0	Successful completion of Algebra I. Academic is the expected standard for all students.

Geometry	1.0	Successful completion of Algebra I. Recommendation from teacher/counselor.
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Music

Ensembles

Students may earn a maximum of 1 credit for all band/chorus ensemble options.

Band (9, 10, 11, 12)

.17 - .50 credit

Band is an instrumental organization that is open to all members of the student body. Large group instruction takes place four periods per week. The objectives of this course are to develop skills in performance, gain knowledge of music fundamentals, and enhance participants' enjoyment and appreciation for music. Students will perform at holiday and spring concerts, school and community events, home football games, and approximately three parades each year. Students are required to attend two weeks of school sponsored band camp during the month of August. Participation also includes a two-hour rehearsal on Monday evenings.

Big K Jazz Band (9, 10, 11, 12)

.17 - .50 credit

The "Big K Jazz" is a select group of students who study jazz and rock through the media of performance. This group of students is selected by audition using the following criteria: 1) performance ability, 2) need instrumentation, and 3) participation in Band. Evening rehearsals may be necessary when preparing for festivals and competitions, especially during the months of March and April.

Chorus (9, 10, 11, 12)

.17- .50 credit

Chorus is a vocal organization that is open to all members of the student body. The focus is to teach students about different genres of music, as a means of communication and expression. Students will prepare for public performances to develop confidence and self-esteem. The chorus is viewed as a team with all members being equally important. Students are expected to be present for all rehearsals and performances, including evening rehearsals that provide opportunities for the entire chorus to fine-tune for performances.

Show Choir (9, 10, 11, 12)

.17-.50 credit

Show Choir consists of a select group of vocalists who are given the opportunity to dance and sing as a team in order to fully generate the art of song communication. The group performs for community and school-related functions. It is a privileged opportunity for students selected as members of the Show Choir; therefore, strong focus will be placed on proper singing technique and its application to all music. Students will be expected to take time, on their own, to review music and practice dance moves. Maintaining good grades and being a positive role model at all times in school is required. There will be required rehearsals scheduled after-school along with performances at the Winter Concert, Pot Pie Dinner, Spring Concert and various public performances.

Electives

Beginning Guitar (9, 10, 11, 12)

.50 credit

This course will be offered to students with no to moderate guitar ability. Students will focus on learning the basics of guitar performance by studying chords and performing simple to moderate pieces. Performance for the class and possibly the Winter or Spring concert will be part of this class.

Jazz Improvisation (9, 10, 11, 12) .50 credit

This course will examine the elements of Jazz improvisation. Topics include modes, blues scales, chords and choral progressions. Students will transcribe and analyze the solos of prolific jazz musicians. Various styles of jazz will be explored including ragtime, Dixieland, big band, bebop, and modal jazz.

Prerequisite: Must be a member of the Big K Jazz Ensemble.

Music Theory (9, 10, 11, 12) .50 credit

This course will focus on the elements of music, melody, harmony, rhythm, and form from simple notation to harmonic patterns. Aural skills will be developed through dictation and interpretation of written music.

Piano Lab I (9, 10, 11, 12) .50 credit

This is a hands-on course where students will learn to read music and play simple to advanced selections using both hands at the piano. This course is designed for students who have no previous experience through intermediate skills at the piano. The emphasis will be on studying note values, rhythmic exercises, sight reading, and key signatures. This will take place as a piano class where students will play individually, at times, as well as in groups. The goal of this course is to give students the experience of learning to read music, recognizing and coordinating treble and bass clefs as well as realizing the enjoyment of playing piano as an ensemble. This course would be a strong asset to vocalists who could benefit by teaching themselves new music, sight-reading, and simple accompaniments.

Music Studio (9, 10, 11, 12) .50 credit

Music Technology is a course that uses the computer as its main tool to understand the recording, composition, and notation of many musical styles. Topics include basic use of multi-track mixing and sequencing software, the MIDI (Music Instrument Digital Interface) system, and microphone and mixing board use. Students will learn by doing, creating their own music compositions, film soundtracks, and podcasts.

Voice Class (9, 10, 11, 12) .50 credit

The purpose of this course is to provide students with the fundamentals of singing, musicianship, sight singing skills, and an introduction to American musical theatre.

Ukulele (9, 10, 11, 12) .50 credit

This course will provide students with basic abilities in playing the ukulele. Students will have the opportunity to expand on their ukulele experience from middle school.

Intro to Modern Pop Music (9, 10, 11, 12) .50 credit

This course is offered to any member of the student body who has an interest in music. Emphasis will focus on the history of pop music in the United States. Different music styles will be examined with a concentration on music from each decade from 1870-2020. Listening to examples played in class is an integral aspect of the course.

Science

Requirements

Physical Science (9) 1 credit

This course is intended for the student not planning an extensive college experience. The course follows a hands-on approach to the discovery of the natural laws of physics and chemistry in a more qualitative

manner. Experiments will be conducted, data will be analyzed, conclusions will be made, and formal lab reports will be written in this course. Students are required to keep work assignments in a laboratory notebook. Student placement in this course is dependent on teacher and counselor referrals.

Physical Science Academic (9)

1 credit

This course will follow a discovery lab program that develops an understanding of the fundamental natural laws concerning motion, energy, and chemistry, with an emphasis on physical and chemical laws. The course is designed to develop experimentation and problem-solving skills. Whenever possible, problems are chosen that demonstrate the application of scientific understandings to the real world. Experiments will be conducted, data will be analyzed, conclusions will be made, and formal lab reports will be written in this course. Students are required to keep work assignments in a laboratory notebook. Academic is the expected standard for all students.

Physical Science Honors (9)

1.2 credits

This course is for students who have demonstrated exceptional achievement in prior science courses and have met the established criteria for Honors/AP selection as stated in this course selection guide. This course is similar to but designed to cover some areas in greater depth than Academic Physical Science. Students will be challenged to display a high level of skill at problem-solving and laboratory exercises. Students are required to keep work assignments in a laboratory notebook.

Prerequisite: A minimum of 94% in 8th-grade science.

Agricultural Sciences Electives

The following electives are not intended to replace a full-year science course, but are intended to provide additional science selections. Some of the courses can be used to fulfill advanced course credits at participating colleges through articulation agreements.

Students opting for an agriculture course will automatically be enrolled into FFA for the 2021-2022 school year. There will be no student cost to join. FFA offers many opportunities for students, making a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education opportunities. Check out <https://www.ffa.org>.

Introduction to Agriculture, Food, and Natural Resources (9-10)

1 credit

Introduction to Agriculture, Food, and Natural Resources (AFNR) introduces students to the range of agricultural opportunities and the pathways of study they may pursue. Science, mathematics, reading, and writing components are woven in the context of agriculture and students use the introductory skills and knowledge developed in this course throughout the agricultural curriculum. **This course is a recommended prerequisite for all other courses in the agricultural program

Horticulture/ Plant Science (9, 10, 11, 12)

1 credit

Horticulture is the study of and the cultivation of vegetables, flowers, fruits, ornamental shrubs and trees. Students will study the various growing and management techniques as well as specific cultivation styles. Hands-on applications for plant propagation, grounds maintenance, floral design, and greenhouse propagation will be emphasized.

Wildlife and Natural Resource Management (9, 10, 11, 12) 1 credit

Students will be introduced to all aspects of the world's natural resources. A close examination of soils, forests, water, wildlife, mineral and energy resources relative to use, abuse and conservation throughout the world will be made. Career exploration will be an important component of this class.

SAE – Supervised Agricultural Experience (9, 10, 11, 12) Credit Varies

An agricultural education program is made up of three integrated parts: classroom instruction, FFA, and Supervised Agricultural Experience (SAE). Students with an SAE learn by doing. With help from the agricultural teacher, students develop an SAE project based on one or more SAE categories.

1. Entrepreneurship - Own and operate an agricultural business (e.g. a lawn care service, a pay-to-fish operation, holiday poinsettia production and sales, etc.).

2. Placement - Get a job or internship on a farm or ranch, at an agriculture-based business, or in a school or factory laboratory.

3. Research and Experimentation - Plan and conduct a scientific experiment (e.g. Determine whether the phases of the moon affect plant growth, or test and determine the efficacy of different welding methods).

4. Exploratory - Explore careers in agriculture by attending an agriculture career fair or creating a report or documentary on the work of a veterinarian. Students opting for the SAE elective will need to maintain records and have them reviewed each quarter. The agricultural teacher will visit projects and work SAE's.

Prerequisite: To enroll, students must have taken at least one agriculture course in the past and have an established SAE project. Teacher approval is required.

Social Studies

Requirements

United States History in a Global Context (9) 1 credit

Core topics of study are sectionalism, the Civil War, Immigration, Industrial Revolution, the Progressive Era, and WWI. Guided reading and writing exercises are incorporated. Student placement in this course is dependent upon both teacher and counselor referrals.

United States History in a Global Context Academic (9) 1 credit

This course explores U.S. History, as well as influential world history events, from Jacksonian Democracy through WWI. Core topics of study are sectionalism, the Civil War, Immigration, Industrial Revolution, the Progressive Era, and WWI. Students will explore ethnic, racial, gender, and class struggles throughout this time period. Students will be exposed to introductory methods of historical inquiry and analyzing history from multiple perspectives. Writing will be emphasized as a means of demonstrating students' understanding of history. Academic is the expected standard for all students.

United States History in a Global Context Honors (9) 1.2 credits

The honors course in US History is for students who have demonstrated exceptional achievement in prior history courses and have met the criteria for Honors/AP selection outlined in this text. This course addresses U.S. and related world history events from 1840 to 1945, but with greater emphasis on historical inquiry. Students will actively analyze historical events and themes through the use of primary and secondary sources. Students are expected to communicate their historical interpretations and critical

analysis through class discussion, as well as oral and written exercises (for example, debates, class presentations, journals, and analysis papers.) Several research-based assignments are incorporated into this course. This is a reading and writing-intensive course.

Prerequisite: Recommendation from a social studies department teacher.

Technology & Engineering Education

All classes within Technology and Engineering may require safety certification tests for the student to participate. Students will receive the required safety training, and it is their responsibility to pass the required safety tests or they will be removed from the class.

Introduction to Engineering Design (Project Lead the Way) (9, 10, 11, 12) 1 credit

In IED students are introduced to the engineering profession and a common approach to the solution of engineering problems, an engineering design process. Utilizing the activity-project-problem-based (APB) teaching and learning pedagogy, students will progress from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work.

Power Technology (9,10, 11, 12) 1 credit

This course will focus on common power systems that are in use today. Gasoline engines, electric motors, as well as hydraulics and pneumatics will be covered in this course. Topics discussed in each of these areas will include: principles of operation, application, maintenance, and problem diagnosis. There will be a primary focus on small engines and vehicle systems: electrical, cooling, transmission, suspension, etc.

Designing with Wood (9, 10, 11, 12) 1 credit

This course introduces students to the idea of designing through the use of wood. Students will learn the safe use of tools and machines, design principles, layout, processing, and finishing techniques required to complete a variety of wood projects. Students will also learn about 3D modeling and its uses when it comes to designing for woodworking. During the last quarter, students will use their knowledge from the class to complete a project that they oversee from design to final fabrication and present to the class.

Welding and Metal Fabrication (9, 10, 11, 12) 1 credit

This course is designed as an introduction to metal fabrication and welding. Topics will include: design principles, layout, welding, cutting, sheet metal, and safe tool and machine use. The welding processes covered will include: SMAW (Stick), and GMAW (Mig). The cutting processes will include Plasma Arc Cutting. Students will also participate in the process of casting and forging. Students will learn about 3D modeling and its uses when it comes to designing for metalworking. Students will apply their knowledge to solve problems and create projects relating to metal fabrication.

World Languages

Requirements: The eighth-grade world language course is the first in a sequence of world language levels offered at the high school. Students taking a Level II world language at the high school must have completed Level I of the same language with a final average of 70% or above. Students in the academic track should complete levels I, II, and III of the same language. Level I language classes are offered for students choosing to begin study in another language or for those students needing to repeat a Level I class due to receiving a final grade below a 70% in the course. Students wishing to begin Level I of a second language must be in overall good standing.

German I (9, 10, 11, 12) 1 credit
German I emphasizes the learning of vocabulary and basic language skills which will form the basis for further study. Listening, speaking, reading and writing skills are all employed with emphasis placed on developing oral proficiency. Basic grammatical structures are introduced. German culture is presented through reading, videos, regalia, and celebrations. German I is an online course at KAHS.

German II (9, 10, 11, 12) 1 credit
Oral and written proficiency continues to be the major objective of this class and is promoted through extensive vocabulary study. New grammatical structures are presented and applied in listening, speaking, reading, and writing activities. The German culture and current affairs are interwoven in the daily lessons and are presented through videos, audio-recordings, reading selections, and authentic material from Germany. Students are taught to enhance their language learning through the use of computer technology.
Prerequisite: Completion of German I with a final grade of 70% or above.

Spanish I (9, 10, 11, 12) 1 credit
This course focuses on proficiency in speaking, listening, reading, and writing the Spanish language. The vocabulary and grammar topics are introduced in the dialogues and reading selections to provide a contextual meaning. The reading selections are used to promote reading comprehension and facilitate controlled written responses. Vocabulary is used in personally relevant exchanges and written compositions. The majority of class time is devoted to improving aural comprehension and oral proficiency. Materials are presented through various types of media and activities in order to promote the goal of cross-cultural sensitivity.

Spanish II (9, 10, 11, 12) 1 credit
A variety of language learning strategies are used to continue the proficiency-based curricula initiated in Level I. Increased attention is given to the structure patterns of the language as students interpret the grammar of the language and act out new vocabulary in everyday situations. The vocabulary and grammar topics are reintroduced in the dialogues and reading selections which are presented in context. The reading selections are used to promote reading comprehension and facilitate written responses. The majority of class time is devoted to improving aural comprehension and oral proficiency. The goal of cross-cultural sensitivity and awareness is manifested through various types of media and activities.
Prerequisite: Successful completion of Spanish I with a final grade of 70% or above.

Kutztown Area School District does not discriminate in our educational programs, activities or employment practices based on race, color, national origin, sex, disability, age, religion, ancestry or any other legally protected classification. This policy is in accordance with state and federal laws, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, and the Pennsylvania Human Relations Act. Information relative to special accommodations, grievance procedure, and the designated responsible official for compliance with Title VI, Title IX, and Section 504 may be obtained by contacting the school district. EOE