

KUTZTOWN AREA HIGH SCHOOL
“A National Blue Ribbon School of Excellence”
2023-2024 Course Catalog

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Course Descriptions

The following descriptions have been prepared to provide both students and parents with some general understanding of the course contents and sequencing. Additional detailed information may be received from teachers or counselors. Courses offered are subject to change.

Note: Projects of a significant cost may result in a charge before commencing. Parents will be notified and given approval prior to beginning the project.

Dual Enrollment

Kutztown University Dual Enrollment: A student may choose to take coursework for college credit. Kutztown Area High School has Dual Enrollment Agreements with Kutztown University (KU campus) and Reading Area Community College (KAHS). With a variety of options and scenarios, students who are dually enrolled can get graduation credit for high school and college credit simultaneously. Upon successful completion of the course, students will receive credit for courses taken, however, following our current practices, grades from colleges will not be counted toward cumulative rank and GPA at Kutztown Area High School. See your School Counselor for more detailed information.

RACC Dual Enrollment at KAHS: RACC has partnered with area high schools to offer college credit for college-level courses students take at their high school. The courses taught at the high school must cover the same competencies as courses taught at RACC and the teacher must meet adjunct faculty qualifications. Dual Enrollment students concurrently complete their requirements for high school graduation at the same time they earn college credit. Students are eligible for dual enrollment courses by an evaluation of PA standardized assessments, cumulative GPA of 2.5 or higher, and/or recommendations from their high school teacher and guidance counselor. Students are allowed to register for dual enrollment courses providing they meet the high school's guidelines for dual enrollment and RACC's course prerequisites. Any courses eligible for RACC Dual Enrollment credit will have the following indicator. ***This course may be taken for Dual Enrollment credit with RACC.**

Students must apply to RACC to earn college credit using this link: [RACC APPLICATION PROCESS](#)

Workplace Learning Experience

In addition to the achievement of academic standards in our core curriculum and the interest focused elective options, KAHS is committed to providing students the opportunity to participate in workplace learning experiences. Various internship options and structures are available for students to develop and practice 21st century skills. All courses with workplace learning experiences included will have the following indicator: ***This course includes workplace learning experiences.**

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.

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Intermediate Studio Art (10, 11, 12) .50-1.0 Credit

An advanced course that continues to explore in-depth a variety of subject matter through a wide variety of techniques and materials. This is a studio course designed to allow students to develop mastery in many visual art media to better prepare them for a career in the arts. A strong emphasis will be on portfolio preparation, technical skills, and the development of art throughout history.

Prerequisites: Successful completion of Intro to Art Studio and approval of the teacher and/or administration.

Advanced Studio Art (11, 12) .50-1.0 Credit

This course is designed for the serious art student focusing on preparing a body of artwork within the parameters prescribed by the College Board. Three types of portfolios are considered acceptable: Two-Dimensional Design, Two-Dimensional Drawing, and Three-Dimensional work of art. All portfolios share a basic three-section structure: Concentration, Breadth, and Quality. Within these areas, students will demonstrate a depth of investigation while developing an artistic voice. A fundamental grounding in visual principles and confidence with a variety of techniques will also be assessed and evaluated within the portfolio submission. The primary aim of this course is to have students demonstrate a fundamental competence and range of understanding in visual awareness and methods of application in various media.

Prerequisites: Successful completion of Intermediate Studio Art and approval of the teacher and/or administration.

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 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.

Intermediate Ceramics Studio (10, 11, 12) .50-1.0 Credit

This course is designed for students with a serious interest in the ceramic arts. The main focus of this class is to have students apply the essential skills covered in Ceramics Introductory by creating functional and sculptural works in clay. Students will be taught basic and intensive wheel-throwing skills to create sets of functional mugs, bowls, and other functional vessels for everyday use. Students will apply hand-building techniques learned in Ceramics I to enhance their wheel-thrown work. Further emphasis will be put on personal artistic development, craftsmanship, art history, and creative problem-solving.

Prerequisites: Successful completion of Introductory Ceramics Studio and approval of the teacher and/or administration.

Advanced Ceramics Studio (11, 12) .50-1.0 Credit

This course is designed for serious art students that are self-disciplined, self-motivated, and have a strong interest in further developing their ceramic art skills. Students will be combining all the previous knowledge and skills acquired in Ceramics Introductory & Intermediate to create more in-depth and more challenging works of art. Students will have the choice to master the essential skills of either working on the potter's wheel or constructing three-dimensional hand-built pieces. Students will focus on three-dimensional forms of personal interest. Students will learn technical aspects of the ceramic arts like mixing clay and glazes. Students will be using the core art elements and design principles in their work and will create several pieces of artwork that carry a unifying theme.

Prerequisites: Successful completion of Intermediate Ceramics Studio and approval of the teacher and/or administration.

Digital Photography (9, 10, 11, 12) .50 Credit

This course is designed for students who wish to use the camera to create images that demonstrate their understanding of the elements of art. Photographs will emphasize value, color, shape, texture, and space. Students will photograph, enhance, store, and print their original work with the support of a laptop, digital camera, scanner, and printer. Students are responsible for a \$25 lab fee.

Advanced Placement (AP) Studio Art (12) 1.2 Credit

The serious art student will be expected to develop their creative potential and personal style. Subject matter will include observation and art history. This course will also assist in college portfolio development as well as scholarship application. Students will have the option of specializing in either: AP Studio Art-2D Design, AP Studio Art-3D Design, or AP Studio Art-Drawing.

Prerequisites: Successful completion of Advanced Studio Art, Advanced Drawing & Painting, or Advanced Ceramics Studio, and approval of the teacher and/or administration.

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.

Career and Financial Literacy (10, 11, 12) .50 credit

This course will expose students to a variety of strategies to help them make better financial decisions throughout their life. Topics will include money management techniques, risk management, borrowing money, investment strategies, and marketing yourself to obtain the career you want. Career and Financial Literacy is a blended learning course with options for fully online and partially seated sections. This course is a graduation requirement.

Business Law/Economics/Entrepreneurship (10, 11, 12) 1 credit

In the first half of the year, students will study basic business law principles, terms, and situations with an emphasis on personal application and responsibility. Some areas of study will include consumer protection, insurance, property, business organization, contracts, employment, etc. In the second half of the year, students will develop an understanding of what it means to own and run their own business. Basic economic principles will be provided that will be applied to the opening of an actual student-run business.

Accounting (10, 11, 12) 1 credit

This course is relevant for every student to provide insight into how to keep financial records. It is also an excellent opportunity to become aware of career opportunities in accounting. The basic principles of a proprietorship will be covered. Computerized procedures and simulations will also be included through the use of the QuickBooks software program.

Advanced Accounting (11, 12) 1 credit

This course is a follow-up to Computerized Accounting. The basic principles of partnerships and corporations will be covered. Computerized procedures and simulations utilizing the QuickBooks software program will be an integral segment of this course.

Sports Marketing & Management (10, 11, 12) .50 credit

This course will provide a broad overview of sports management, including job outlooks, required education, and business implications. Topics will include marketing, budgeting, management, and sales.

Career Exploration Internship (10, 11, 12) 1.1 credit

This exploratory course is designed to provide a practical introduction to the professional environment through direct contact with professionals in the community. Students will work with mentors in at least two professional organizations to craft and pursue goals that will deepen their understanding and skill set for careers in that field. The Career Exploration Internship is designed for sophomores, juniors, or seniors who have a general idea about the field in which they would like to pursue post high school and/or college but have not yet identified a particular career.

***This course includes workplace learning experiences.**

Education Internship (10, 11, 12) 1.1 credit

This course is designed to provide a practical introduction to the educational environment through direct contact with professionals within our own educational community. Students will work with a teacher or administrator mentor to craft and pursue goals that will deepen their understanding and skill set for a career in education. The Education Internship is designed for sophomores, juniors or seniors who would like to pursue a career in education post college.

***This course includes workplace learning experiences.**

Honors Internship (11, 12) 1.1 credit

This course is designed to provide a practical introduction to the professional environment through direct contact with professionals in the community. Students will work with a mentor to craft and pursue goals that will deepen their understanding and skill set for a career in that field. The Honors Internship is designed for juniors or seniors who have a clear idea of the career they would like to pursue post high school and/or college. ***This course includes workplace learning experiences.**

Global Citizenship Internship (11, 12) 1.1 credit

This course is designed to provide a practical introduction to community service and sustainable development through direct contact with professionals engaged in this work. Students will work with a mentor in business, industry, or community organizations to pursue goals that will move society toward a more sustainable future. The Global Internship is designed for juniors and seniors who have created and outlined an idea for how society can work toward achieving one of the 17 Global Goals for Sustainable Development and have completed the Global Citizenship Planning Tool. ***This course includes workplace learning experiences.**

Work Study (11, 12)

1 credit

This course is designed to provide a practical educational experience in the workplace. Students who have a permanent part-time job are eligible to obtain educational credit through that job by working with a mentor and KASD supervisor to support their learning goals. The Work Study Program is designed for juniors and seniors who have a permanent part-time job in their career pathway.

***This course includes workplace learning experiences.**

Family & Consumer Science

World Foods (9, 10, 11, 12)

.50 credit

This course will focus on studying the culture, food history, climate, celebrations, history, and traditions of different countries. Students will prepare cuisine from each country. The countries to be explored as a class may include Japan, China, Italy, Mexico, and Germany. Students will then complete a cuisine research project on any other country of choice and prepare cuisine from their country.

Flour Power (9, 10, 11, 12)

.50 credit

Various cooking and baking techniques will be taught regarding foods with flour as the main ingredient. Food safety, kitchen safety, and preparation techniques form the basis of all food preparation. Food products will include muffins, biscuits, crepes, tortillas, cookies, yeast doughs (soft pretzels and pizza), white sauce, cakes, and pies. Students are encouraged to bring in favorite recipes.

Healthy Living (10, 11, 12)

.50 credit

Beginning with basic nutrition, students will explore digestion and the importance of a varied diet for everyday health throughout their lives. Students will discover popular diet strategies and will prepare various foods from those diets. Within this course, students will study the ingredients in personal care products and will learn to make their own products as healthier options. Additional topics include sugar in the diet, food waste, and the philosophy behind why we eat.

Interior Design I (10, 11, 12)

.50 credit

This course will prepare students to design aesthetically pleasing environments that employ a safe and effective use of space and are environmentally and sustainably sound while meeting an established budget. Students study the history of housing styles and develop the skills of reading and creating architectural plans. The elements and principles of design, and the use of color in design are studied and applied to hands-on projects. Students will learn about various home appliances, home ventilation systems, and lighting.

Interior Design II (10, 11, 12)

.50 credit

This course will build upon skills learned in Interior Design I. Students will focus on the process of acquiring clients and defining their needs and wants within a budget while considering available resources. Students will develop skills in the visual presentation of ideas and designs. Studies include the use of sustainable design, the application of universal design principles, and the application of ethics in professional practices. Students will also extend their creative energies into creating a pleasing outdoor living environment.

Fitness

Wellness (10, 11, 12) .50 credit

The High School Wellness course enables students to develop an understanding of various approaches to promoting, protecting, improving, and maintaining all dimensions of wellness. Students will explore how decisions impact an individual's health and life expectancy. Units include: personal health and wellness, substances, diseases, nutrition, and first aid.

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, and 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.

Applied Fitness Concepts (10, 11, 12) .50 credit

This course will build upon the competencies developed in the Foundations of Fitness course and will focus on the refinement of skills, strategies, and techniques in various lifetime activities/sports while emphasizing a personal commitment to lifetime activity and fitness for enjoyment, challenge, self-expression, and social interaction. This course provides students with opportunities to achieve and maintain a health-enhancing level of physical fitness and increase their knowledge of fitness concepts.

Strength Training and Conditioning (10, 11, 12) .50 credit

This course is designed to provide activities intending to develop overall fitness and strength. Strength training, cardiovascular, agility and flexibility activities will be incorporated into this comprehensive program. Various concepts that relate to strength training and conditioning will be presented for athletic and non-athletic students to develop his/her personal training program. Current research relating to the topics presented will be reviewed and students will be tested on their understanding of the material.

Aerobic Fitness (10, 11, 12) .50 credit

This course will develop an understanding of the positive impact an active lifestyle will have on their life. Aerobic Fitness is based on health club-style fitness training and may include units such as circuit training, step aerobics, yoga, kickboxing, weight training, and cardio machine training.

Advanced Physical Education (10, 11, 12) .50 credit

Do you go all out in all sports and activities? If you enjoy the competition, this class is for you! This course will provide students with the opportunity to compete against other students in a variety of individual, team, and lifetime sports at a challenging level. Take your game to the next level! Activities include ultimate sports, soccer, football, volleyball, basketball, lacrosse, softball, handball, speedball, Tchoukball, Netball, Sabaki-Ball, and outside court games.

Principles of Weight Training (10, 11, 12) .50 credit

This course will provide students with the core concepts of the maintenance of a healthy lifestyle. When properly performed, strength training and conditioning can provide significant functional benefits and improvement in overall health and well-being.

Target Sports (10, 11, 12) .50 credit

During this course, you will engage in a variety of target sports and analyze the tactical problems associated with target games. Activities include individual target sports (Archery, Disc Golf, Golf, Petanque/Bocce Ball, and Horseshoes) and group target sports (Ultimate Sports, Court Games, and Field Games).

Lifestyle Fitness (10,11,12) .50 credit

The general purpose of the course is to promote life-long physical activity and to develop an understanding of the benefits of being healthy. In this class, you will use a variety of stress-release activities. This class utilizes yoga practices, walking, journaling, and meditation to become more physically, mentally, and emotionally fit. The emphasis in this class will be mindfulness, this creates clearer, more focused thinking and improves efficiency.

Online Fitness (10, 11, 12) .50 credit

If your overall fitness and nutrition routine needs a lift, this is the perfect online class for you. This one class will offer you new exercise options, healthy nutrition ideas, tracking charts, and more, by a live certified Personal Trainer and Health and Physical Education Teacher. You will get the tools you need to reach your fitness goals and for a longer healthier life! The purpose of this course is to (a) acquire knowledge of physical fitness concepts (b) understand the influence of lifestyle on health and fitness, and (c) begin to develop an optimal level of 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) 1.05 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) 1.1 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.

Language Arts 10 (10) 1 credit

This course focuses on vocabulary development, oral communication, composition, and literature. In the literature component of this course, students will be introduced to the content and style of novels, short stories, poetry, drama, and nonfiction. An APA-style research paper is a required component of the course. LA 10 is similar to LA 10 Academic but at a pace commensurate with student understanding. Student placement in this course is dependent on teacher and counselor referrals.

Language Arts 10 Academic (10) 1.05 credit

This course addresses literary analysis, grammar, composition, research, and vocabulary development. Students will acquire strategies to comprehend and analyze both classic and contemporary literature, including short stories, novels, drama, poetry, and nonfiction. The grammar and composition aspects of the course focus on the mastery of basic grammatical skills, the improvement of style through revision, and the development of thesis statements and content for different writing modes (e.g. literary analysis, persuasive, informative, etc.). In addition, students will write an APA-style research paper and complete various cross-curricular, inquiry-based projects. Academic is the expected standard for all students.

Language Arts 10 Honors (10) 1.1 credits

This course is designed for students who have demonstrated exceptional achievement in LA 9 Academic and have met the established criteria for LA 10 Honors as stated in this course selection guide. Students will read advanced texts and be introduced to various literary analysis methods, including literary theory. The grammar and composition aspects of the course focus on the mastery of basic grammatical skills, the improvement of style through revision, and the development of thesis statements and content for different writing modes (e.g. literary analysis, persuasive, informative, etc.). In addition, students will write an APA-style research paper and complete various cross-curricular, inquiry-based projects.

Prerequisites: Achieve a 90% in LA 9 Honors or 93% in LA 9 Academic, and receive a recommendation from a language arts teacher.

Language Arts 11 (11) 1 credit

This course focuses on vocabulary development, oral communication, composition, and literature. Students will be exposed to a variety of literature, such as novels, short stories, poems, and drama. A further emphasis is placed on the study of film, noting the relationships between film and novel/short story. The culminating project is a public speaking activity involving the organization and presentation of a symposium. Student placement in this course is dependent on teacher and counselor referrals.

Language Arts 11 Academic (11) 1.05 credit

This course focuses on vocabulary development, oral communication, composition, and literature. Students will be exposed to a variety of literature, such as novels, short stories, poems, and drama. This course includes vocabulary instruction to prepare students to take the Scholastic Aptitude Test and instruction in language problems relating to composition. In addition, writing assignments are designed to help students prepare for collegiate compositions. There will also be a major public speaking project involving the organization and presentation of a symposium. Academic is the expected standard for all students.

AP Language and Composition (11) 1.2 credits

This course is designed for students who have demonstrated exceptional achievement in LA 10 Honors and have met the established criteria for AP selection as stated in this course selection guide. The purpose of AP Language and Composition is to help students “write effectively and confidently in their college courses across the curriculum and in their professional and personal lives” (The College Board, *AP English Course Description*, p. 6). The course is organized according to the requirements and guidelines of the current *AP English Language and Composition Course Description*, and, therefore, students are expected to read critically, think analytically, and communicate clearly in both writing and speech. Examinations of past and sample AP test questions are featured. A full-length research paper is required.

Prerequisites: Achieve a 93% in LA 10 Honors or 95% in LA 10 Academic, and receive a recommendation from a language arts teacher.

Each incoming senior must produce a writing sample in order to be appropriately placed in 12th grade Language Arts.

Language Arts 12 (12) 1 credit

This course emphasizes the practical application of language skills. The course features analysis and appreciation of non-fiction, novels, and short stories. The development of the student’s individual skills in grammatical usage, composition, and expository speaking skills are stressed. A highlight of the course is a student-prepared seminar presentation concentrating on a specific vocation. Student placement in this course is dependent on teacher and counselor referrals.

Language Arts 12 Academic (12) 1.05 credit

Students enrolled in this course will read a variety of literature, including a survey of world literature, and trace the development of the hero in the English-speaking culture. In language, a practical approach to vocabulary is coupled with an emphasis on writing well-organized essays using a process-writing approach. A full-length research paper is also required. Academic is the expected standard for all students.

AP English Literature and Composition (12) 1.2 credits

This course is designed for students who have demonstrated exceptional achievement in LA 11 Honors and have met the established criteria for AP selection as stated in this course selection guide. The AP course focuses on literary analysis and composition for success on the AP exam. The course covers

authors and works representative of the major periods of English-language literature. Examinations of past and sample AP test questions are featured. A full-length research paper is required.

Prerequisites: Achieve a 93% in LA 11 Honors or a 95% in LA 11 Academic, and receive a recommendation from a language arts teacher.

Electives

The following electives are not intended to replace a full-year Language Arts course but are intended to provide additional Language Arts selections.

Creative Writing (9, 10, 11, 12) .50 credit

Students electing this course will have the opportunity to practice and develop their talents in writing. The course is designed to challenge those students with a strong interest in creative writing. This course will run as a writer's workshop. Together, as a community of writers, students will work to elevate one another as artists and as people. Writing assignments will vary between fiction, nonfiction, poetry, drama, and screenplays.

Public Speaking (11, 12) .50 credit

Students will work toward improving their public speaking skills by preparing and presenting speeches, e.g., informative, demonstrative, and persuasive. Students will learn to speak effectively in situations ranging from impromptu reactions to formal, in-depth research presentations. ***This course may be taken for Dual Enrollment credit with RACC.**

Survey of Pop Culture (10, 11, 12) .50 credit

This course is a communication arts course that covers five primary areas of mass media— film, TV, music, ads/popular reading, and the internet. The course focuses on the analysis of mass media products and the production of an online media publication. Students enrolled in the elective will gain skills and receive knowledge to be informed consumers and potential producers of media in a technological society.

This course is recommended for any student with an interest in mass media or those planning to major in Broadcast Communications or Media Production.

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, 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	1.05	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)

1.0-1.1 credits

Geometry emphasizes the development of the structure of geometry as an organized discipline through deductive reasoning and the 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	1.1	Final average of 87% or better in honors-level Algebra I OR final average of 93% or better in academic level Algebra I. Recommendation from teacher/counselor.
Geometry Academic	1.05	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.

Algebra II (9, 10, 11, 12)

1.0-1.1 credits

Algebra II strengthens and broadens the concepts developed in Algebra I leading to improved problem-solving skills. Course content includes linear and quadratic equations and inequalities, real and complex number systems, relations and functions, systems of equations, probability and statistics, powers, roots, exponential and logarithmic functions, and polynomials.

Levels Offered	Credits	Prerequisites
Algebra II Honors	1.1	Final average of 87% or better in honors level Algebra I and Geometry, OR final average of 93% in academic level Algebra I and Geometry. Recommendation from teacher/counselor.
Algebra II Academic	1.05	Successful completion of Algebra I and Geometry. Academic is the expected standard for all students.
Algebra II	1.0	Successful completion of Algebra I and Geometry. Recommendation from teacher/counselor.

Algebra III/Trigonometry (9, 10, 11, 12)

1.0-1.2 credits

This advanced offering includes a study of functions and graphs, polynomial functions, exponential & logarithmic functions, and rational functions, as well as advanced algebraic processes. The course will also provide a solid foundation in the concepts, processes, and applications of basic and analytic trigonometry. Technology, especially scientific and/or graphing calculators, will be used throughout the course. Student placement in this course is dependent on teacher and counselor referrals.

Levels Offered	Credits	Prerequisites
Algebra III/ Trigonometry Honors	1.2	Final average of 87% or better in honors level Algebra I, Geometry, and Algebra II OR final average of 93% or better in academic level Algebra I, Geometry, and Algebra II. Recommendation of teacher/counselor. This course is a prerequisite to AP Calculus.
Algebra III/ Trigonometry Academic	1.0	Successful completion of Algebra I, Geometry, and Algebra II Academic is the expected standard for all students.
Algebra III/ Trigonometry	1.0	Successful completion of Algebra I, Geometry, and Algebra II. Recommendation from teacher/counselor.

Probability & Statistics Academic (9, 10, 11, 12)

1.05 credit

In this course students will develop a basic understanding of probability including counting techniques, permutations, combinations, and simple and compound probability. Also developed will be a basic understanding of statistics including data distributions, data relationships, randomness, confidence intervals and tests of significance, data inference through comparison, and data inference through measurement. Various technologies, especially graphing calculators, will be used throughout the course.

Prerequisites: Successful completion of Algebra I, Geometry, Algebra II, and Algebra III/Trigonometry.

AP Statistics (9, 10, 11, 12)

1.2 credits

This course is for students who have demonstrated exceptional achievement in prior mathematics courses and have met the established criteria for Honors/AP selection as stated in this course selection guide. The AP course is designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data through four broad conceptual themes: exploring data, planning a study, anticipating patterns, and statistical inference. A major objective of AP Statistics is success on the College Board Advanced Placement Examination. All students enrolled in AP Statistics must take the exam in May, as scheduled by the College Board.

Prerequisites: Final average of 87% or better in honors level Algebra I, Algebra II, Geometry, and concurrent enrollment in Algebra III/Trigonometry, OR a final average of 93% in academic level Algebra I, Algebra II, Geometry, and concurrent enrollment in Algebra III/Trigonometry. Recommendation from teacher/counselor.

Calculus Honors (12)

1.1 credit

This course is for students who have demonstrated exceptional achievement in prior mathematics courses and have met the established criteria for Honors/AP selection as stated in this course selection guide. The

curriculum in this course is modeled after that of Advanced Placement Calculus. The primary difference between the courses lies in pacing and depth. Additionally, some topics covered in AP Calculus may be omitted in this course. However, both differential and integral calculus will be studied in sufficient depth to provide a solid foundation for college level work. Although Honors Calculus is not as demanding as AP Calculus, students in this course will be expected to perform on a level commensurate with an Honors level course in advanced mathematics. **Prerequisites: Final average of 87% or better in Achievement Algebra I, Geometry Honors, Algebra II Honors, AND Algebra III/Trigonometry Honors, OR 93% in Algebra I Academic, Geometry Academic, Algebra II Academic, and Algebra III/Trigonometry Honors and recommendation of the department.**

AP Calculus AB (9, 10, 11, 12)

1.2 credits

This course is for students who have demonstrated exceptional achievement in prior mathematics courses and have met the established criteria for Honors/AP selection as stated in this course selection guide. All students selecting AP Calculus will be required to meet the rigorous demands of this college-level course. The topics covered will include those listed in the College Board Advanced Placement AB course description, and selected topics from the BC course, which will provide a thorough treatment of both differential and integral calculus. Concepts, when appropriate, will be studied analytically, graphically, numerically, and verbally. Appropriate technology, especially the graphing calculator, will be used throughout the course. A major objective of AP Calculus is success on the College Board Advanced Placement examination. All students enrolled in AP Calculus must take the exam, which is administered in May, as scheduled by the College Board.

Prerequisites: A grade of 87% or better in honors level Algebra I, Algebra II, Geometry, and Algebra III/Trigonometry, OR a final average of 93% or better in academic level Algebra I, Algebra II, Geometry, and Algebra III/Trigonometry Honors. Recommendation from teacher/counselor. .

AP Computer Science Principles (10, 11, 12)

1.2 credit

This course offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also allows students to use current technologies to create computational artifacts for both self-expression and problem-solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

Music

Ensembles

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

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.

Select Choir (9, 10, 11, 12) .17-.50 credit

Select Choir consists of an auditioned group of vocalists who are given the opportunity to 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 Select 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 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.

Prerequisite: Must have been enrolled in chorus or band for 1 year.

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 with 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.

Piano Lab II (10, 11, 12) .50 credit

This course is a continuation of the Piano Lab I class. Students will continue to move toward mastery of reading music and playing more advanced selections at the piano. This course is designed for students who have had previous experience or the Lab Piano Course. The emphasis will be on advancing the study of note values, rhythmic exercises, sight reading, and key signatures such as harmonic and melodic. Students will play individually, at times, as well as in groups.

Prerequisite: Successful completion of the Piano Lab I course or permission of the instructor.

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 the 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 music compositions, film soundtracks, and podcasts.

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

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

Prerequisite: Must be concurrently enrolled in chorus.

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 interested 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.

Rock Band (9,10,11,12) .50 credit

This course is for students interested in playing in a Rock Band. Students will learn how to play, practice, and perform in the Rock/Pop genre. Students will be recorded recording themselves on various platforms. A public performance will be held for this class.

Prerequisite: You must own your own equipment (guitar/bass/drums/keys) and know a little about how to play. You do NOT need to be able to read music notation for this class.

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. 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)

1.05 credit

This course will follow a discovery lab program that develops an understanding of the fundamental natural laws concerning motion, energy, and chemistry, emphasizing 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 understanding 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. Academic is the expected standard for all students.

Physical Science Honors (9)

1.1 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 skill level in problem-solving and laboratory exercises.

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

Biology (10)

1 credit

This course is designed to prepare students with the knowledge and skills to enter the workforce or pursue a two-year associate or technical degree. The emphasis will be placed on practical applications of scientific inquiry, ecology and environmental science, biochemistry, cells, and their organelles, cellular transport, cellular respiration, the cell cycle, meiosis, and genetics. Experiments will be conducted, data will be analyzed, conclusions will be made, and formal lab reports will be written. Teacher recommendation and counselor referral are required for enrollment in this course.

Biology I Academic (10)

1.05 credits

The purpose of this course is to provide the students with an understanding of scientific inquiry, ecology and environmental science, biochemistry, cells and their organelles, cellular transport, cellular respiration, the cell cycle, meiosis, and genetics. There is a lab component where experiments will be conducted, and formal lab reports will be written. This level is the expected standard for all students.

Biology I Honors (10)

1.1 credits

This course is recommended for students who have demonstrated exceptional achievement in math and science courses and wish to pursue a career in a STEM-related field. Topics include but are not limited to scientific inquiry, ecology, environmental science, biochemistry, cells, and their organelles, cellular transport, cellular respiration, cell cycle, meiosis, and genetics. There is a lab component where experiments will be conducted, and formal lab reports will be written.

Prerequisite: Teacher recommendation is required for enrollment in this course.

Chemistry I (11)

1 credit

This course is designed to prepare students with the knowledge and skills to successfully enter the workforce or pursue a two-year associate or technical degree. Instruction is designed to foster the development of critical thinking skills and strengthen algebraic comprehension using real-time data collection and analysis. The curriculum serves as an introduction to the basic concepts and applications of chemistry. Topics include -- but are not limited to -- matter and energy, atomic theory and structure, light, chemical compounds, chemical reactions, stoichiometry, and nuclear chemistry. Teacher recommendation and counselor referral are required for enrollment in this course.

Chemistry I Academic (11)

1.05 credits

This course is designed to foster the development of critical thinking skills and strengthen algebraic comprehension using real-time data collection and analysis. The curriculum provides a thorough introduction to the basic concepts and applications of chemistry. Topics include matter and energy, atomic theory and structure, light, bonding theories, chemical nomenclature, chemical reactions, electrochemistry, stoichiometry, and nuclear reactions. Students must be concurrently enrolled in an academic-level math course. This level is the expected standard for all students. *This course may be taken for Dual Enrollment credit with RACC.

Chemistry I Honors (11)

1.1 credits

This course is recommended for students who have demonstrated exceptional achievement in math and science courses and intend to pursue a career in a STEM-related field. Instruction is designed to foster the development of critical thinking skills and strengthen algebraic comprehension using real-time data collection and analysis. The curriculum provides an in-depth introduction to chemistry's basic concepts and applications. Topics include matter and energy, atomic theory and structure, light, bonding theories, chemical nomenclature, chemical reactions, electrochemistry, stoichiometry, and nuclear reactions. *This course may be taken for Dual Enrollment credit with RACC.

Prerequisite: Teacher recommendation is required for enrollment in this course.

Physics I (12)

1 credit

This course is designed to prepare students with the knowledge and skills to enter the workforce or pursue a two-year associate or technical degree. This course is a project-based Physics course that covers topics in kinematics, dynamics, statics, rotational mechanics, momentum, energy, waves and sound, electricity, magnetism, and optics. Emphasis is on the physics that impacts one's daily life and other useful skills. This course is not mathematics intensive, but basic Algebra I and II skills, are necessary to succeed. Teacher recommendation and counselor referral are required for enrollment in this course.

Physics I Academic (12)

1.05 credit

This course includes kinematics, dynamics, momentum, energy, circular motion, oscillations, sound, and optics. This class takes a fairly rigorous approach to studying physics, emphasizing problem-solving techniques and applications. This course may be taken for Dual Enrollment credit through Reading Area Community College (RACC).

Prerequisites: Teacher recommendation

Physics I Honors

1.1 credit

This course includes kinematics, dynamics, momentum, energy, circular motion, thermodynamics, sound, electricity, magnetism, and optics. This class takes a rigorous, Algebra-based problem-solving approach

to study physics, emphasizing inquiry-based labs and applications. It may also be an introduction to students who plan to take AP Physics I the following year but are not required for the AP course. This course may be taken for Dual Enrollment credit through Reading Area Community College (RACC).

Prerequisites: Successful completion of Chemistry I Honors or Chemistry I Academic and Algebra III/Trigonometry Honors or Algebra III/Trigonometry Academic.

AP Physics I (12)

1.2 credits

This course is recommended for students who have demonstrated exceptional achievement in math and science courses and who wish to pursue a career in a STEM-related field, especially Chemistry, Physics, medicine, and/or any area of engineering. AP Physics is an intense, Algebra-based problem-solving, inquiry-based lab curriculum. Course content includes kinematics, dynamics, momentum, energy, circular motion, oscillations, thermodynamics, sound, and optics. This course may be taken for Dual Enrollment credit through Reading Area Community College (RACC).

Prerequisites: At least an 80% in both Chemistry I Honors and Algebra III/Trigonometry Honors. Students must also be concurrently enrolled in Calculus Honors or AP Calculus AB. Teacher recommendation is required for this course.

Science Electives:

AP Environmental Science (11,12)

1.2 credits

This course is designed for students who have demonstrated exceptional achievement in introductory science courses. An understanding of basic biology and chemistry will be needed to complete this class successfully. Studying the environment will allow students to practice the scientific principles, concepts, and methodologies required to understand the interrelationships affecting the natural world. The College Board for Advanced Placement in Environmental Science defines and approves the curriculum.

Prerequisites: To enroll, students must have Biology and Chemistry courses. Teacher recommendation is required for enrollment in this course.

Biology II Academic (11, 12)

1.05 credits

This course includes topics to be included vertebrate zoology, human anatomy and physiology, genetics, cytology, and biochemistry.

AP Biology (11, 12)

1.2 credits

This second year course is designed for students who have demonstrated exceptional achievement in prior math and science courses and wish to engage in a college level experience, potentially earning college credits. The College Board for Advanced Placement in Biology defines and approves the curriculum.

Prerequisites: To enroll, students must have had Honors Biology I and or be concurrently enrolled in Chemistry I. Teacher recommendation is required for enrollment in this course.

Chemistry II Honors (12)

1.1 credits

This second-year course is designed for students who have demonstrated exceptional achievement in prior math and science courses and wish to develop a broader and deeper understanding of the subject. The curriculum includes a review of basic concepts (e.g., chemical conversions, nomenclature, reactions, and stoichiometry) and an introduction to second-semester, college-level topics, including kinetics, equilibrium, and acid-base behavior. Students completing the course will be prepared for success at the

postsecondary level. *This course may be taken for Dual Enrollment credit with RACC. **Prerequisite:** Teacher recommendation is required for this course.

AP Chemistry (12)

1.2 credits

This second-year course is designed for students who have demonstrated exceptional achievement in prior math and science courses and who wish to engage in a college-level experience, potentially earning college credits. The College Board for Advanced Placement in Chemistry defines and approves the curriculum. This course is strongly recommended for students pursuing careers in science, including biology, chemistry, physics, and engineering.

Prerequisite: Teacher recommendation is required for this course.

Agricultural Sciences Electives

The following electives are not intended to replace a full-year science course but to provide additional science selections. Some 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 in FFA for the 2023-2024 school year. There will be no student cost to join. FFA offers many opportunities for students to make 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

Agri-Business (10, 11, 12)

1 credit

The business of agriculture from the source to the consumer will be studied. Highlights will include the many steps throughout the process, including commodity marketing, food, and fiber processing channels, basic economic principles, and employment opportunities.

Food Science and Safety (10, 11, 12)

1 credit

A “from the farm to the table” look at the agriculture food system.) Students will investigate various food processing techniques, including a consumer’s look at the food industry. They will study the microbiology and food safety techniques that are used to provide the world with a safe food system. Pasteurization, the use of bacteria and yeast cultures, the homogenization process, etc. will be addressed. Students will also evaluate the food needs and antheirants of the world as it relates to an ever-increasing world population. This course will include lab work.

Horticulture/ Plant Science (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 and specific cultivation styles.

Hands-on applications for plant propagation, grounds maintenance, floral design, and greenhouse propagation will be emphasized.

Veterinary Science – Small Animal (10,11,12) 1 credit

Students selecting this upper-level course should be prepared to interact with animals in various conditions. Students will study the various uses of animals in today's society, address ethical issues regarding animals, identify appropriate animal maintenance practices, and learn safe handling techniques. Various career options related to veterinary science will be covered. This course will focus on large animals.

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 (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. ***This course includes workplace learning experiences**

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 moon's phases 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.

AP Environmental Science (11,12) 1.2 credits

This course is designed for students who have demonstrated exceptional achievement in prior science courses. An understanding of basic biology and chemistry will be needed to complete this class successfully. Studying the environment will allow students to practice the scientific principles, concepts, and methodologies required to understand the interrelationships affecting the natural world. The College Board for Advanced Placement in Environmental Science defines and approves the curriculum.

Prerequisite: To enroll, students must have Biology and chemistry courses. Teacher recommendation is required for enrollment in this course.

Social Studies

Requirements

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

This course explores U.S. History, as well as influential world history events, from the development of the United States after the Revolution through the Progressive Era. Core topics of study are the Constitution, sectionalism, the Civil War, Immigration, Industrial Revolution, and the Progressive Era. Students will explore ethnic, racial, gender, and class struggles throughout this time period. Guided reading and writing exercises are incorporated to develop historical thinking skills.

United States History in a Global Context Academic (9) 1.05 credit

This course explores U.S. History, as well as influential world history events, from the development of the United States after the Revolution through the Progressive Era. Core study topics are the Constitution, sectionalism, the Civil War, Immigration, Industrial Revolution, and the Progressive Era. Students will explore ethnic, racial, gender, and class struggles throughout this time period. Students will be exposed to methods of historical inquiry and analyzing history from multiple perspectives. Writing will be emphasized to demonstrate students' understanding of history.

United States History in a Global Context Honors (9) 1.1 credits

The honors course in US History is for students who have demonstrated exceptional achievement in prior history courses. This course addresses U.S. and related world history events from 1787 to 1920, 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. 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.

United States History in a Global Context (10) 1 credit

The course's primary focus will be the history of the United States from 1920 to the present. Political, economic, and socio-cultural conflicts and transformations will be investigated. The course further emphasizes the recent historical connections of current problems, both in the United States and the world. Student placement in this course is dependent on teacher and counselor referrals.

United States History in a Global Context Academic (10) 1.05 credit

Students will explore important themes, including political, economic, social, intellectual, and technological elements of history, from post-WWI to the present. Although this course focuses on the American point of view, globalization requires analyzing the perspective of various stakeholders. Covered time periods include the Roaring Twenties, Great Depression, New Deal, WWII, Cold War, Civil Rights Movements, Great Society, Vietnam War, and Conservative Movement. The course further emphasizes historical connections between the past and current issues, both in the United States and the world. Students will utilize primary source documents in their study of history and will be expected to examine historical events 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 (10) 1.1 credits

This course is for students who have demonstrated exceptional achievement in prior history courses and are interested in actively participating in a reading and writing intensive seminar-style course. Students will explore important themes, including political, economic, social, intellectual, and technological elements of history, from post-WWI to the present. Although this course focuses on the American point of view, globalization requires analyzing the perspective of various global stakeholders. Covered time periods include the Roaring Twenties, Great Depression, New Deal, WWII, Cold War, Civil Rights Movements, The Great Society, Vietnam War, and the Conservative Movement. Students are expected to think and write like a historian, actively reading and interpreting primary and secondary sources, developing historical arguments, and communicating historical analysis and conclusions in various formats.

Prerequisites: 90% or greater in U.S. History 9 Honors or 93% or greater in U.S. History 9 Academic and teacher and counselor recommendations.

World Cultures (11) 1 credit

This course will provide the non-college and two-year college-bound student a cultural tour of the world with a heavy emphasis on the diversity in lifestyles and culture in the contemporary world. The course will also include topics in world history, geography, and economics. Student placement in this course is dependent on teacher and counselor recommendations.

World Cultures Academic (11) 1.05 credit

This course will provide the college-bound student with a cultural tour of the contemporary world. The course will also include topics in world history, geography, and economics topics. Students will be required to conduct more research and writing assignments in order to prepare them for college. There will be several independent and cooperative oral presentation projects assigned throughout the year. Academic is the expected standard for all students.

AP Human Geography (11-12) 1.2 credits

This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine the socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.

Prerequisites: An overall average of 90% in U.S. History Honors or 93% in U.S. History Academic and teacher and counselor recommendations.

Government/Economics/Law (12) 1 credit

This senior social studies course comprises three core components: the fundamental features of American government, an introduction to economic studies, and a review of civil and criminal law (particularly as they pertain to persons under age 25.) The primary focus of this course will be to develop an awareness of issues and institutions that are important to good citizenship. Student placement in this course is dependent on teacher and counselor referrals.

Government/Economics/Law Academic (12) 1.05 credit

In addition to the three core components outlined above, students will be required to participate in active classroom seminars that analyze public politics and economic and legal policies. To a large extent, the course content and requirements mirror a college-level curriculum. Academic is the expected standard for all students.

AP United States Government and Politics (12)

1.2 credits

This Advanced Placement course in United States Government and Politics is designed to give students a critical perspective on politics and government. This course involves the study of general concepts used to interpret United States politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American political reality. After the course, students can take the Advanced Placement examination in the hopes of receiving college credit. As with all work in the AP curricula, this course is designed to prepare students for intermediate college courses by making similar academic and intellectual demands to those at the introductory or survey college level.

Prerequisites: An overall average of 90% or above in all social studies honors classes or 93% in all academic and social studies classes, and social studies department approval. The social studies department reserves the option to require a writing sample for approval.

AP United States History (10, 11, 12)

1.2 credits

This course is an intensive study of U.S. History from colonization to the present and is designed to prepare students for the AP exam in May. In addition to traditional political-constitutional and diplomatic history topics, this course will serve history's y social, economic, cultural, and intellectual fields. The course has two primary objectives: 1) develop a mastery of fundamental, factual knowledge of U.S. History, and 2) develop the historical thinking skills necessary to interpret and evaluate that information. These objectives will be met through a wide reading of secondary and primary resources/sources. As with all work in AP curricula, this course is designed to prepare students for intermediate college courses by making similar academic and intellectual demands to those at the introductory or survey college level.

Prerequisites: An overall average of 90% or above in all social studies honors classes or 93% in all social studies academic classes and social studies department approval. The social studies department reserves the option to require a writing sample for approval.

Electives:

The following electives are not intended to replace a full-year social studies course but to provide additional social science selections.

AP Psychology (11, 12)

1.2 credits

This course is designed to introduce students to the systematic and scientific study of human and animal behavior and mental processes. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about psychologists' ethics and methods in their science and practice.

Current Events and World News (10, 11, 12)

.50 credit

Students will be required to keep current on news that emerges in government, politics, economics, cultures, foreign affairs, and sociology. Print, electronic, and broadcast media from around the nation and world will be examined. Students will analyze news and commentary, judge news sources for objectivity, balance, sourcing, etc., select a field of news on which s/he will become an "expert," and conduct news roundtables on subjects within their areas of expertise.

History Through Sports (10,11,12) .50 credit
 Since ancient times, sporting events have been an integral part of society. Students will examine the historical context, and the economic, social, cultural, and political impact sports have made throughout history.

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 solving 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 individually and in teams to design solutions to a variety of problems using 3D modeling software and an engineering notebook to document their work.

Power Technology (9,10, 11, 12) .50 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 operation, application, maintenance, and problem diagnosis principles. 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 they oversee, from design to final fabrication, and present it 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 is offered for students who begin studying in another language or for those needing to repeat a Level I class due to receiving a final grade below 70% in the course. Students wishing to begin Level I of a second language must be in good standing.

German I (9, 10, 11, 12) 1.05 credit

German I emphasizes learning vocabulary and basic language skills, which will form the basis for further study. Listening, speaking, reading, and writing skills are all employed, emphasizing 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) 1.05 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. 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: Completing German I with a final grade of 70% or above.

German III (10, 11, 12) 1.05 credit

Emphasis is placed on developing the student's ability to engage in unrehearsed, impromptu conversational exchanges involving newly learned grammatical structures and vocabulary. These conversational exchanges include communication with native speakers. Listening, reading, and writing skills are further developed. German culture is interwoven into all classroom instruction. German will be spoken for most classroom activities except for grammatical skill explanation.

Prerequisite: Successful completion of German II with a final grade of 70% or above.

German IV Honors (11, 12) 1.1 credits

This course is for students who have demonstrated exceptional achievement in German I, II, and III and have met the established criteria for Honors/AP selection as stated in this course selection guide. Improvement in the accuracy and complexity of conversational and written composition skills is emphasized. Vocabulary development continues as study from the textbook is supplemented with videos, German TV and radio programs, and short reading selections. Short essays using current vocabulary enhance purposeful writing. Students apply their knowledge of the language and computer technology in original projects. German is spoken for all classroom activities except for grammatical instruction.

Prerequisite: Completing German III with a final grade of 70% or above.

AP German Language and Culture (12) 1.2 credits

This course is for students who have demonstrated exceptional achievement in German I, II, III, and IV and have met the established criteria for Honors/AP selection as stated in this course selection guide. Exclusive use of German is the goal in this course as vocabulary continues to be further developed and grammar is presented and practiced. Students continue to read short selections to build comprehension skills. A study from AP materials is supplemented with videos, German TV and radio programs, and short reading selections. Short essays using current vocabulary and AP themes enhance purposeful writing. Students are taught independent skills for customizing their language learning to their interests and future goals. German is spoken for all classroom activities, with the infrequent exception being grammatical instruction.

Prerequisite: Successful completion of German IV with a final grade of 90% or above or between 80% and 89% with teacher approval.

Spanish I (9, 10, 11, 12) 1.05 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. Most class time is devoted to improving aural comprehension and oral proficiency. Materials are presented through various types of media and activities to promote the goal of cross-cultural sensitivity.

Spanish II (9, 10, 11, 12) 1.05 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. Most class time is devoted to improving aural comprehension and oral proficiency. The goal of cross-cultural sensitivity and awareness is manifested through various media and activities. **Prerequisite:** Successful completion of Spanish I with a final grade of 70% or above.

Spanish III (10, 11, 12) 1.05 credit

The fundamentals of the language are continued in the proficiency-based curricula. Vocabulary and grammar topics are presented in more complex dialogues and reading selections to promote higher-level reading comprehension. Increased vocabulary mastery is necessary as it is used in personally relevant conversations and written compositions. The majority of class time is devoted to improving aural comprehension and oral proficiency. Various types of media and activities are used to connect language learning to culture learning to give students background and appreciation of the Hispanic people and their cultures.

Prerequisite: Successful completion of Spanish II with a final grade of 70% or above.

Spanish IV Honors (11, 12) 1.1 credits

This course is for students who have demonstrated exceptional achievement in Spanish I, II, and III and have met the established criteria for Honors/AP selection as stated in this course selection guide. In this Continuation of the proficiency-based curricula, students are encouraged to extend their language abilities in new directions while enhancing confidence. Vocabulary and grammar topics continue to be presented in more complex dialogues and reading selections to promote higher-level reading comprehension and written responses. The majority of class time is devoted to improving aural comprehension and oral proficiency. Various types of media and activities are used to connect language learning to culture learning to give students background and appreciation of the Hispanic people and their cultures.

Prerequisite: Successful completion of Spanish III with a final grade of 70% or above.

AP Spanish Language and Culture (12) 1.2 credits

This is a continuation and strengthening of skills acquired in the previous levels. A significant amount of time will be devoted to improving aural comprehension and oral facility through personally relevant conversations. Students are encouraged to extend their language abilities in new directions, confident that

their conversation is valued, not only evaluated. Grammar is reviewed as needed. Students are expected to spend more time reading and writing independently. Emphasis is placed on passages that reflect the culture of the Hispanic World. As stated previously, the goal of cross-cultural sensitivity, awareness, and understanding is manifested through various media and activities.

Prerequisite: Successful completion of Spanish IV with a final grade of 70% or above.

Statewide High School Graduation Requirement

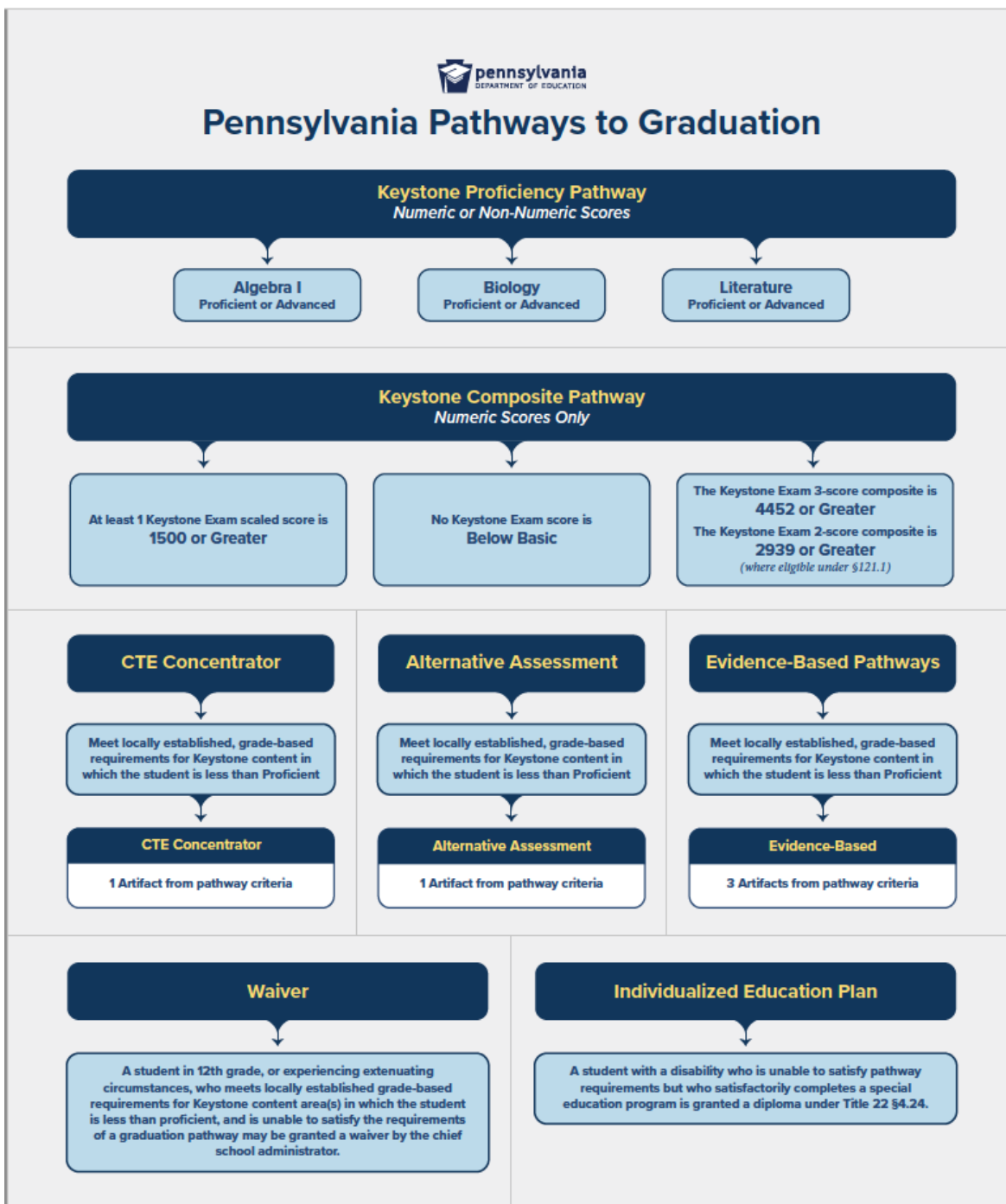
The below information was retrieved from the PDE website.

[Act 158 of 2018](#) (Act 158), signed into law by Governor Tom Wolf on October 24, 2018, provides alternatives to Pennsylvania's statewide requirement of attaining proficiency on the three end-of-course Keystone Exams (Algebra I, Literature, and Biology) for a student to achieve statewide graduation requirements.

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

The Act 158 Toolkit was designed to provide guidance as a result of the enactments of Act 158 and Act 6 of 2017 (Act 6), which established alternative pathways to meet statewide graduation requirements for students who are Career and Technical Education (CTE) concentrators.

Act 158 Pathways



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

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