

**9<sup>th</sup> GRADE  
PROGRAM OF STUDIES  
2013-2014**

**PLUM SENIOR HIGH SCHOOL**



**Plum Senior High School  
900 Elicker Road  
Plum, PA 15239  
412-795-4880  
FAX 412-795-3527  
[www.pbsd.k12.pa.us](http://www.pbsd.k12.pa.us)**

**DISTRICT MISSION STATEMENT**

Plum Borough Schools, in partnership with parents and community, will strive for excellence in education in order to prepare all students to take their place in the diverse and changing world of the

21st Century. The District will provide a safe and stimulating environment that will promote and support critical thinking and life-long learning.

## **BOARD GOALS**

1. Accountability in all phases of District programs, instruction, and operations through its development of board policies, administrative procedures, and communications.
2. Quality education for students of all abilities.
3. An educational environment that complements curricula, discipline, safety, and initiatives and encourages strong communications between the District and Community-at-Large.
4. Develop a multi-year budgeting system for continued financial stability.

## **BOARD OF SCHOOL DIRECTORS**

Mr. Andrew Drake, President  
Mr. Sal Colella, Vice President  
Mr. Kevin Dowdell  
Mr. Tom McGough  
Mr. Shane McMasters  
Mr. John St Leger  
Mr. Joe Tommarello  
Mrs. Loretta White  
Mr. Richard Zucco

## **CENTRAL ADMINISTRATION**

Dr. Timothy Glasspool, Superintendent  
Dr. Guy Rossi, Assistant Superintendent

## **PLUM SENIOR HIGH SCHOOL ADMINISTRATIVE STAFF**

Mr. Ryan Kociela, Principal  
Mr. Michael Loughren, Assistant Principal  
Mrs. Rachel Gattuso, Assistant Principal  
Mr. Robert Alpino, Athletic Director  
Mr. Jeff Wolfe, Coordinator of Student Services

## **GUIDANCE STAFF**

*(assigned to students by last name alphabetically)*

Mr. Robert Fekety, A – Do  
Mrs. Kerry Plesco, Dr – La  
Mrs. Nadia Abbondanza, Le – Rh  
Mr. Brian Betta, Ri – Z

## **Foreword**

Plum Senior High School offers a comprehensive curriculum which provides students the capability to individualize schedules to best prepare for post-secondary aspirations. Parents are encouraged to

communicate with both teachers and counselors during the scheduling process. In many cases, the selection of classes can be a simple task, but with others, it can prove to be challenging. Class selection should be based on academic success, academic interest, post-secondary aspirations and input from parents, teachers, and guidance counselors.

We sincerely hope that the upcoming school year will provide countless positive learning experiences.

## **Grade Advancement**

Advancement to subsequent grade levels is determined by credits earned and passing grades in mandated courses.

<b>Grade</b>	<b>Requirements</b> <i>(minimum)</i>
9→10	Four credits earned in grade 9 of which three must be in the core content areas of English, Social Studies, Math or Science.
10→11	A total of 12 credits earned in grades 9 and 10.
11→12	Student must be in position to satisfy all graduation requirements during the course of the regular school year.

## **Graduation Requirements**

A diploma from Plum Senior High is granted upon successful completion of 25.5 credits. These credits include federal, state, and district required coursework and a graduation project. Students who do not successfully complete credit requirements or do not complete a graduation project will not receive a diploma or participate in the commencement ceremony.

### **Minimum Credit Requirements for Graduation—Class of 2016-2017**

<b>Course</b>	<b>Credits</b>
English <i>Including English Literature</i>	4.0
Social Studies	4.0
Science <i>Including Biology</i>	3.0
Mathematics <i>Including Algebra I (if not successfully completed in 8<sup>th</sup> grade)</i>	3.0
Physical Education	2.0
Health Education	.5
Electives	9.0
<b>TOTAL</b>	<b>25.5</b>

## **Keystone Exams**

The class of 2017 will be required to score proficient or advanced on the state required Keystone Examinations for Algebra I, Biology, and English Literature. Plum Senior High will employ instruction, resources, and remediation steps which afford students the best opportunity for success on the Keystone Exams. Scores for Keystone Exams will be included on students' official transcripts. Students not scoring proficient or advanced on any of the exams by the end of their 11<sup>th</sup> grade year, will be required to complete a project based assessment relating to their content of deficiency, and may also be required to participate in a related remediation class. Students may re-take the exams as many times needed to achieve proficiency as the state permits, until the end of their junior year.

## **Scheduling Process**

Guidance counselors will meet with students and present recommended class selections based upon academic progress, post-secondary aspirations, and potential career goals. Any questions concerning a class can best be answered by either a guidance counselor or the teacher(s) currently teaching the classes in question.

Students' class selections are the direct result of careful personal planning, parent input, staff recommendations, and guidance. Few educational endeavors are as critical or time consuming as student scheduling.

Teaching assignments, class offerings, and class sizes are based on total numbers of student requests for each course through the end of the scheduling process. Because of the potential for adverse educational impacts to class offerings, class sizes, and even staffing, **requests for changes to class selections will not be taken after the last day of the school year (6/6/2013) for the 2013-2014 school year.** Students will subsequently be expected to adhere to the schedule that results from class selections determined by 6/6/2013.

It is the responsibility of students and parents to thoroughly review class selections and return a signed ***Schedule Agreement***. If there is an error or desired change on the Schedule Agreement (student's class requests), the parent should contact the appropriate guidance counselor prior to the end of the school year to make the necessary corrections.

## **Study Hall Policy**

Students may not be scheduled for more than ten (10) study halls per six-day cycle. This is a School Board policy.

## **Curriculum and Post-Secondary Planning**

Ranging from workforce ready to advanced college preparatory, various levels of program planning can be created for each student. Students are encouraged to take classes that provide academic rigor in order to best prepare for post-secondary aspirations. Students may enroll in classes of various levels depending on individual need, ability, and interest.

**Supported**

Supported classes provide the same curricular content as academic classes, but are typically team taught by a regular and a special education teacher. Competency levels of assignments and assessments are modified to meet the individual needs of students.

### *Special Education Programs*

Special Education students are scheduled according to the specific needs identified in their Individualized Education Plans (IEP). A case manager (in addition to the student's counselor) will be assigned to oversee the instructional progress and needs of each student identified with special needs.

### **Academic**

The content and competency levels of academic classes are designed to prepare students for post-secondary educational experiences. Because entrance requirements vary among post-secondary institutions, it is recommended that students select courses that demonstrate a marketable academic aptitude for potential acceptance to the post-secondary institution of each student's choosing.

### **Honors/Advanced Placement**

Honors and Advanced Placement classes provide high levels of academic rigor for students with an interest and/or ability in contents beyond the regular academic level.

Honors classes and the grade level at which they are typically offered:

Honors English Composition – 9	Biology (A) – 9
Honors English Literature – 10	Chemistry (A) – 10
	Physics (A) – 11
Plane Geometry (A) – 9	
Algebra II (A) – 10	Honors French – 11-12
Pre-Calc/Trigonometry (A) – 11	Honors Spanish – 11-12
JROTC Honors Aviation Ground School – 11-12	Honors Orchestra – 12
	Honors Band - 12
	Honors Chorus – 12

### *Advanced Placement classes:*

AP classes are nationally recognized curricula, offering students the opportunity to earn college credit and/or recognition while attending high school. Expectations for assignments and assessments will be intense and demanding. **Students are required to take the College Board Advanced Placement Test for each AP class taken, in order to receive weighted credit (5.0) for the class.** The test fee (\$89) is paid by the student, but the district will provide partial reimbursement of test fees for scores of 5 (\$60), 4 (\$40), and 3 (\$20) for each exam taken. A fee waiver is available for students eligible for the free or reduced lunch program. Applications for fee waivers are available in the Guidance Department.

Advanced Placement classes and the grade level at which they are typically offered:

Language and Composition – 11	
Literature and Composition – 12	Statistics – 11-12
	Calculus AB – 11-12
American History – 11	Calculus BC – 12
Psychology – 10-12	
European History – 12	Biology – 11-12

Economics – 12

Photography – 12

Physics – 12

Chemistry – 11-12

Studio Art – 12

French – 12

Spanish – 12

**College in High School Classes** – The following classes offer students the opportunity to receive credit from the college or university listed below:

*University of Pittsburgh Affiliated Courses*

AP Calculus AB

Business Calculus

Computer Programming with Visual Basic

Computer Science/Intermediate Programming

Basic Applied Statistics

Web Page Design

AP Physics

*Community College of Allegheny County Affiliated Courses*

Pre-Calc/Trigonometry

Pre-Calc Trigonometry (A)

Introduction to Accounting

Financial Accounting

*Adams State College, Colorado*

Air Force JROTC – Journey into Aviation History

Air Force JROTC – Science of Flight

Air Force JROTC – Leadership Laboratory Activity

*Duquesne University*

Television Productions II

Television Productions III

*Carlow University*

Economics/Law

World Cultures

**SAT Prep**

SAT prep courses are designed to help students prepare for the math and reading portions of this critical test. Both are offered online and worth .25 credits each.

SAT Prep Offerings:

SAT Critical Reading and Writing

SAT Math

# Online Enrichment Electives

In addition to regular class selections, up to 50 students will be afforded the opportunity to take one online enrichment class. Students taking online classes will complete coursework from an assigned study hall period. Priority for scheduling will be based on grade (seniors given first priority), and sequences of previously taken classes. Waterfront Learning, a component of the Allegheny Intermediate Unit, will be the provider for the classes listed below. Course descriptions can be found through the Waterfront Learning home page at <http://www.aiu3.net/Level3.aspx?id=6358>.

<b>Mathematics</b>
Advanced Algebra with Financial Application
AP Calculus BC
Consumer Math/Financial Math
Math Models & Applications
SAT Math - .25 credit

<b>Language Arts</b>
Honors Journalism I
SAT Critical Reading and Writing - .25 credit

<b>Social Studies</b>
Honors World History
AP Human Geography
Honors American Gov't - .5 credit
AP US Gov't & Politics - .5 credit
Native American Studies – Historical Perspectives - .5 credit
Native American Studies – Contemporary Perspectives .5 credit
African American Studies – Historical Perspectives - .5 credit
Consolidated Gov't - .5 credit

<b>Technology Education</b>
Chemical Engineering - .25 credit
Computer Engineering - .25 credit
Electrical Engineering - .25 credit
Mechanical Engineering - .25 credit

<b>Science</b>
Honors Marine Science
AP Environmental Science
Astronomy - .25 credit
Biotechnology - .25 credit
Epidemiology - .25 credit
Genetics - .25 credit
Intro to Tech. Sciences - .25 credit
Natural Disasters - .25 credit
Science of Computing - .25 credit
Sports Medicine - .25 credit
Sports Science - .25 credit
Stem Cells - .25 credit
Superstars of Science - .25 credit

<b>World Languages</b>
Chinese I
Chinese II
Chinese III
German I
German II
Latin I
Latin II
Latin III

<b>PHS Online Electives</b>
Applied Math
Health
Personal Training Prep Course
WWII: A Global Perspective

## Rank and Academic Merit

Official class rank will not be formally calculated beginning with the class of 2015. Percentage and numeric rank estimates will be available through the guidance department at the request of post-secondary institutions and scholarship organizations.

Students with a 4.0 grade point average and above will be awarded a medallion for “Academic Excellence” at commencement, lead the roll call procession, and earn the distinction of “Academic Excellence” on their high school diplomas.

# Core Content Sequences

## ENGLISH

GRADE	HONORS/AP	ACADEMIC	SUPPORTED
9	English 9, Honors - Composition	English 9 - Composition	English 9, Supported - Composition Language Program
10	English 10, Honors - Literature	English 10 - Literature	English 10, Supported - Literature
11	AP English Language and Composition	English 11	English 11, Supported
12	AP English Literature and Composition	English 12	English 12, Supported

## SOCIAL STUDIES

GRADE	HONORS	ACADEMIC	ACADEMIC SUPPORT
9	Early American History	Early American History	Early American History, Supported
10	Modern American History	Modern American History	Modern American History Supported
11	AP American History	World Cultures	World Cultures, Supported
12	AP European History	Economics/Law Sociology World Cultures/Geography	Economics/Law, Supported

## MATH

GRADE	HONORS	ACADEMIC	ACADEMIC SUPPORT
9	Plane Geometry (A)	Plane Geometry	Algebra I w/ Lab
10	Algebra II (A)	Algebra II	Algebra I w/Lab Plane Geometry
11	Pre-Calc/Trig (A) AP Calculus AB	College Algebra Pre-Calc/Trigonometry	Plane Geometry Intermediate Algebra Concepts I
12	AP Calculus AB AP Calculus BC AP Statistics	Pre-Calc/Trigonometry Applied Statistics Business Calculus AP Calculus AB	Intermediate Algebra Concepts II College Algebra

## SCIENCE

GRADE	HONORS	ACADEMIC	ACADEMIC SUPPORT
9	Biology (A)	Biology	Intro to Physical Science
10	Chemistry (A)	Chemistry Anatomy and Phys. Forensics	Biology
11	Physics (A)	Physics	Intermediate Science II Chemistry
12	AP Biology AP Chemistry AP Physics	Anatomy and Physiology Forensics Physics Intro to Geoscience	Intro to Geoscience Intermediate Science II



## ENGLISH DEPARTMENT – General 9<sup>th</sup> Grade Offerings and Class Descriptions

GRADE		HONORS	ACADEMIC		ACADEMIC SUPPORT	
9		English 9, Honors	English 9		English 9, Supported Language Program	
Course No.	Course Title		Grade	Sem.	Level	Credits
100	English 9 - Composition		9	Y	2	1
101	English 9, Supported - Composition		9	Y	1	1
102	English 9, Honors - Composition		9	Y	3	1
193-199	Language Program		9-12	Y	1	1

### 100 English 9 - Composition

Grade 9

Level 2

1 Credit (Year)

The fundamental focus of 9<sup>th</sup> Grade English builds upon the elements of literature and composition through concurrent instruction of vocabulary, grammar and usage, and reading for meaning. The course will be dedicated to developing the skills of literature comprehension and analysis, and writing, especially in the areas of expository, persuasive and research-based composition. Students in 9<sup>th</sup> Grade English will continue to develop the skills necessary to reach high achievement levels on the Keystone Exams and other forms of standardized testing. Students will read a variety of fiction and non-fiction works, developing skills and strategies to extract the author's meaning and purpose.

Course Requirements: *Seven Habits of Highly Effective Teens* – Sean Covey

### 101 English 9, Supported - Composition

Grade 9

Level 1

1 Credit (Year)

This course is based on the academic 9<sup>th</sup> grade curriculum, but is intended to provide students with more opportunity to practice and develop the reading and writing skills necessary for proficiency on the Keystone Exams, success in the classroom, and college or career readiness. Students will focus on reading strategies in fiction and non-fiction, and develop writing skills in expository, persuasive and research-based compositions.

Course Requirements: *Seven Habits of Highly Effective Teens* – Sean Covey

### 102 English 9, Honors - Composition

Grade 9

Level 3

1 Credit (Year)

English 9, Honors students will focus primarily on expository, persuasive, and research writing in the enriched setting of an honors level class. The course is intended for the student who is advanced in reading and writing in 8<sup>th</sup> grade. Students will be able to express ideas through expository and persuasive writing, building upon the elements of composition through concurrent instruction of vocabulary, grammar and usage and reading for meaning. Students in English 9, Honors will continue to develop the skills necessary to reach high achievement levels on the English Composition Keystone Exam and other forms of standardized testing. Students will read a variety of fiction and non-fiction works, developing skills and strategies to extract the author's meaning and purpose in an enriched environment.

Course Requirements: *Seven Habits of Highly Effective Teens* – Sean Covey, *A Tale of Two Cities* – Charles Dickens, *A Midsummer Night's Dream* – William Shakespeare

PREREQUISITE: Teacher recommendation

## 193-199 Language Program

Grade 9-12

Level 1

1 credit (Year)

The *LANGUAGE!* curriculum weaves together all elements of literacy to create a comprehensive curriculum. Students with reading delays usually exhibit deficits in all aspects of reading and writing. *LANGUAGE!* instruction helps students make rapid gains in reading and writing. *LANGUAGE!* is based on proven literacy research. It is comprehensive, providing direct instruction in six important areas of language arts; phonemic awareness and phonics; word recognition and spelling; vocabulary and morphology; grammar and usage; listening and reading comprehension; and speaking and writing. Overall improvement depends upon corresponding growth across the spectrum of these skills.

PREREQUISITE: Teacher recommendation and placement test for special education students

## SOCIAL STUDIES DEPARTMENT – General 9<sup>th</sup> Grade Offerings and Class Descriptions

GRADE	HONORS	ACADEMIC	ACADEMIC SUPPORT			
9	Early American History	Early American History	Early American History, Supported			
Course No.	Course Title		Grade	Sem.	Level	Credits
200	Early American History		9	Y	2	1
210	Early American History, Supported		9	Y	1	1

### 200 Early American History

Grade 9

Level 2

1 Credit (Year)

The course covers the time period of Indian discovery to the end of the War Between the States. With this as a foundation, the course proceeds to emphasize the following major areas: The American Indian, Discovery and Exploration, Colonial, Revolution, Articles of Confederation, Constitution, Expansion/Regionalism, War of 1812, Mexican War, Civil War and Reconstruction Era. Current events are also included throughout the course.

### 210 Early American History, Supported

Grade 9

Level 1

1 Credit (Year)

American History I, Supported mirrors the American History I curriculum. Instructional support and academic assignments vary depending upon class needs. The course covers the time period of Indian discovery to the end of the War Between the States. With this as a foundation, the course proceeds to emphasize the following major areas: The American Indian, Discovery and Exploration, Colonial, Revolution, Articles of Confederation, Constitution, Expansion/Regionalism, War of 1812, Mexican War, Civil War, and the Reconstruction Era. Current events are also included throughout the course.

## MATHEMATICS DEPARTMENT – General 9<sup>th</sup> Grade Offerings and Class Descriptions

GRADE	HONORS	ACADEMIC	ACADEMIC SUPPORT		
<b>9</b>	<b>Plane Geometry (A) Algebra II (A)</b>	<b>Plane Geometry w/ Lab</b>	<b>Algebra I</b>		
Course No.	Course Title	Grade	Sem.	Level	Credits
300	<b>Plane Geometry</b>	9	Y	2	1
301	<b>Algebra I w/lab</b>	9-12	Y	1	1
303	<b>Plane Geometry (A)</b>	9	Y	3	1
304	<b>Algebra II (A)</b>	9-10	Y	3	1

**NOTE:** The Math Department suggests that students have the use of a Texas Instruments TI-84 Plus series graphing calculator to use in class and for homework assignments. These calculators are designed to enhance students' understanding of math concepts and will be of use for courses beginning with Algebra I.

### 300 Plane Geometry

Grade 9 Level 1 1 Credit (Year)

This course is developed through axioms and postulates with emphasis on deductive reasoning. Geometric concepts relating angles, segments, areas, triangles and other polygons are proven. The students in this course learn the relationships of geometric figures as well as develop algebraic concepts and methods that will enable students to represent situations that involve variable quantities with expressions and equations. Throughout the course students will use appropriate technology, including TI graphing calculators, to estimate, measure, compute, and solve theoretical and practical problems.

### 301 Algebra I w/Lab

Grade 9-12 Level 2 1 Credit (Year)

Algebra develops, through symbolism and mathematical abstraction, algebraic concepts and methods that will enable students to represent situations that will involve variable quantities with expressions, equations, inequalities, and matrices. Students will demonstrate technical facility with algebraic transformations and use to solve equations, inequalities, and linear systems. Throughout the course students will use appropriate technology, including TI graphing calculators, to estimate, measure, and compute and solve theoretical and practical problems. A lab is associated with this course to support preparations for the Algebra I Keystone Exam.

### 303 Plane Geometry (A)

Grade 9 Level 3 1 Credit (Year)

This course is developed through axioms and postulates with emphasis on deductive reasoning. Geometric concepts relating angles, segments, areas, triangles and other polygons are proven. The students in this course develop logical thinking while learning the relationship of geometric figures.  
PREREQUISITE: "B" or better in advanced Algebra I or "A" in Algebra I with teacher recommendation.

### 304 Algebra II (A)

Grade 9-10 Level 3 1 Credit (Year)

This course is designed for those students with special skills and knowledge in mathematics. The subject matter is essentially the same as the above Algebra II course, but the material is developed in greater depth. Students will use graphing calculators to enhance the understanding of algebraic concepts. Therefore, it is recommended that they purchase a TI-84 Plus calculator for this course and successive courses.  
PREREQUISITE: Accelerated Algebra I and Geometry with a "B" or an "A" in both Algebra I and Geometry with teacher recommendation.

## SCIENCE DEPARTMENT – General 9<sup>th</sup> Grade Offerings and Class Descriptions

GRADE	HONORS	ACADEMIC	ACADEMIC SUPPORT		
9	Biology (A)	Biology	Biology		
Course No.	Course Title	Grade	Sem.	Level	Credits
400	Introduction to Physical Science	9	Y	1	1
411	Biology	9-10	Y	2	1
402	Biology (A)	9	Y	3	1

### 400 Introduction to Physical Science

Grade 9

Level 1

1 Credit (Year)

This course is designed to give students an understanding of the interrelationship between matter and energy. Students will learn how to make observations and record data in the different measurement systems. They will also learn about the scientific method, atomic structure and how to use the periodic table. The fundamentals of chemistry will be explored: properties of matter, the differences between elements and compounds, acid/base chemistry, and how chemicals react. The fundamentals of physics will be explored: motion, force, work and energy. Hands-on activities, computer activities and laboratory work will be used to reinforce these concepts. This course is designed to prepare students for Chemistry and Physics.

### 411 Biology

Grade 9-10

Level 2

1 Credit (Year)

This course presents a study of living things. Concepts are developed to considerable depth, consistent with the maturity level of the students. Students have the opportunities to develop laboratory skills and techniques to further their understandings of biological science.

### 402 Biology (A)

Grade 9

Level 3

1 Credit (Year)

The course is designed for those students who have demonstrated aptitudes, skill, and knowledge in previously taken science classes. Course content is similar to Biology 411 but is presented at an accelerated rate and in greater depth.

**PREREQUISITE:** Minimum B in eighth grade IPS, Earth and Space, and teacher recommendation. It is highly recommended that students in Plane Geometry (A) take this course.

## MODERN WORLD LANGUAGE – General 9<sup>th</sup> Grade Offerings and Class Descriptions

Course No.	Course Title	Grade	Sem.	Level	Credits
500	Spanish I	9-12	Y	2	1
501	Spanish II	9-12	Y	2	1
510	French I	9-12	Y	2	1
511	French II	9-12	Y	2	1

### 500 SPANISH I

Grade 9-12

Level 2

1 Credit (Year)

This course is designed to introduce students to speaking, reading, writing and listening to understand Spanish through basic grammatical and thematic structures. Students will review and learn to greet people and make introductions, use numbers in counting and in telling time, discuss the weather, give basic commands to

others, speak in the present tense about activities that they like and dislike, describe themselves and others, describe their class schedules, what they do during the school day, and be able to describe their classrooms. Students will learn the names of various foods, including certain Spanish foods. Students will ask and answer questions about where they go and what they do for their leisure activities, and describe their families. Various cultural topics will be included in the course including intercultural differences, the Day of the Dead, Christmas and Three Kings Day. The class will consist of individual, small and large group activities using videos, music, reading materials, pictures and technology as means of instruction.

PREREQUISITE: Recommended “C” or better in academic English.

### **501 SPANISH II**

Grade 9-12

Level 2

1 Credit (Year)

In the second level of Spanish, students will learn more advanced concepts as well as review concepts from Spanish I. Students will learn how to speak, read and write in the present and past tenses. They will learn to use vocabulary that is related to everyday life such as travel, shopping, food, giving and asking for directions. Students will be able to use these concepts to ask each other questions, create dialogues, and write paragraphs. Students will also learn a variety of cultural topics such as famous Spanish-speaking people, and famous Hispanic holidays and celebrations. Students will also read short stories to enhance their language comprehension skills.

PREREQUISITE: “C” or better in Level I.

### **510 FRENCH I**

Grade 9-12

Level 2

1 Credit (Year)

This course is designed to introduce students to French with a focus on speaking, reading, writing and listening skills through grammatical and thematic structures. Students will learn how to greet people and make introductions, use numbers, tell time, tell the date, discuss weather patterns, describe family relationships, order food and drinks in a restaurant, speak in the present tense using action verbs, describe their daily activities, express wishes and obligations, describe people and objects, ask questions, talk about possessions, ask for directions and discuss future plans. Students will also learn about French culture including French geography and major monuments, food specialties, the French school system, the euro currency, the use of military time, major sports and weekend activities, French ways of transportation and French holidays. The class will consist of written and oral activities done in groups or individually.

PREREQUISITE: Recommended “C” or better in academic English.

### **511 FRENCH II**

Grades 9-12

Level 2

1 Credit (Year)

This course is a continuation of Level I French grammar and expansion of vocabulary. This Academic course is designed to further student’s ability to speak, read, write and understand *basic* French through grammatical and thematic structures. Students will *review* how to greet people and make introductions, use numbers in counting and in telling time, discuss the weather, give basic commands to others, speak in the present tense about activities that they like and dislike, describe themselves and others, describe their family and friends, describe their class schedules, and be able to describe their classrooms. Students will learn how to ask various types of questions and be able to give several types of responses due to expansion of vocabulary and grammar in Level II. Students will work with units incorporating and expanding the themes of city and buildings, sports and leisure activities, and shopping for clothing and food. Students will also be able to use irregular verb forms when talking about their personal activities. They will also be able to talk about their activities in the past and in the future by using the *passé composé* and the immediate future tenses. Various cultural topics will be included in the course including intercultural differences, the city of Paris, various important cities and historical sites in France, other Francophone countries in the world and foods of different regions of France. Some French traditional holidays will be introduced and discussed through various activities such as All Saints’ Day, Christmas, the Day of the Kings, Mardi Gras and April Fish Day. The class will consist of individual, small and large group activities using videos, music, reading materials, photos, and various forms of technology as means of instruction.

PREREQUISITE: “C” or better in Level I.

## BUSINESS EDUCATION – General 9<sup>th</sup> Grade Offerings and Class Descriptions

Course No.	Course Title	Grade	Sem.	Level	Credits
600	Computer Applications for School and Business	9-12	Y	2	1

### 600 Computer Applications for School and Business

Grade 9-12

Level 2

1 Credit (Year)

This course is highly recommended to all students (grades 9-12) regardless of their future career plans. It is an introductory course designed to develop computer skills necessary for college and beyond, providing an introduction to computer applications. Topics include a non-technical study of the Windows operating systems, development of applications using Microsoft Office 2007 for word processing (Word), spreadsheets (Excel), presentations (PowerPoint), relational databases (Access), Desktop Publishing (Publisher) and a brief study of utilizing the calendar feature in Email (Outlook). Students will also learn software integration and streamlining of tasks of Microsoft Office applications. The course is wrapped up by using the knowledge learned about the applications and applying to real world business scenarios.

## FAMILY AND CONSUMER SCIENCES – General 9<sup>th</sup> Grade Offerings and Class Descriptions

Course No.	Course Title	Grade	Sem.	Level	Credits
700	Life FACS	9	Y	1	1

### 700 Life FACS

Grade 9

Level 1-2

1 Credit (Year)

Life FACS is a comprehensive Family and Consumer Science class. We cover several topics such as personal development, relationship skills, families and friendship, child development, management and consumer decisions, housing and design, food and nutrition, and bully prevention. Basic cooking skills and nutrition will be covered in the food unit. The students will complete several projects including a bird's-eye view housing project and a parenting assignment.

## ENGINEERING AND TECHNOLOGY EDUCATION – General 9<sup>th</sup> Grade Offerings and Class Descriptions

Course No.	Course Title	Grade	Sem.	Level	Credits
750	Exploratory Engineering Technologies	9-10	Y	1-2	1

### 750 Exploratory Engineering Technologies

Grade 9-10

Level 1

1 Credit (Year)

This course should appeal to all students. In particular, students with an interest in robotics, engineering, architecture, or green design are encouraged to take this course. Students who have interests in technological careers will be exposed to a variety of engineering concepts. Students will apply their creative abilities through

the application of Computer Aided Design, scientific principles, and engineering analysis to solve structured and unstructured problems. Individual and team work will be emphasized through the design loop or problem-solving process. Students will utilize math and science concepts combined with the operation of tools and machines to develop solutions to bring thoughts and ideas to life with the use of hands on activities. Emphasis will be placed on materials processing in the Engineering field. Students will work with materials such as woods, plastics, metals, and cardboard and follow products they create through the steps of research, design, prototype, manufacture, and testing. The class will promote technological literacy, leadership, and problem-solving skills.

## FINE ARTS – General 9<sup>th</sup> Grade Offerings and Class Descriptions

Course No.	Course Title	Grade	Sem.	Level	Credits
800	Intermediate Band	9	Y	2	1
801	Concert Orchestra	9-12	Y	2	1
802	Girls Chorus	9	Y	1-2	1
813	Concert Choir	9-12	Y	1-3	1
833	Beginning Winds	9-12	Y	1-3	1
850	Art I	9	Y	1-2	1

### 800 Intermediate Band

Grade 9

Level 2

1 Credit (Year)

The Intermediate Band prepares and presents music for school events and public concerts. This music comprises a variety of styles in order to familiarize students with as large and balanced a repertoire as possible. Attendance at scheduled evening and/or after-school performances is a requirement of the course. To become a band member, a student must demonstrate to the band director an acceptable degree of proficiency on a band instrument and is expected to continue their playing development either by private study or instrumental instruction at school. A student whose musical proficiency is not acceptable may take instrumental music instruction to qualify for band membership. Highly qualified band members may be chosen to perform in the PMEA Junior High School District Band and Orchestra festivals, and may audition for District I Honors Band. Qualified band members may be chosen by audition to march with the high school varsity marching band in addition to their membership in the Intermediate Band.

PREREQUISITE: Eighth Grade Band and/or audition

### 801 Concert Orchestra

Grade 9-12

Level 2

1 Credit (Year)

Concert orchestra prepares and presents music for school events and public concerts. This course is open to all students who play a string instrument (violin, viola, cello, bass). Students should possess a willingness to perform and expand their playing ability through individual and ensemble work. The Concert Orchestra will perform concerts with the Symphonic Orchestra, and attendance at these evening and/or after school events is a requirement of this course. In addition to exploring all periods and styles of string orchestra repertoire, Concert Orchestra will be a training orchestra for string students to sharpen the musical, technical, and ensemble skills necessary to qualify for Symphonic Orchestra. Students with exceptional ability may audition to participate in PMEA Honors and District Orchestras.

### 802 Girls Chorus

Grade 9 (Females Only)

Level 1-2

1 Credit (Year)

Chorus is designed for those ninth grade girls who enjoy singing and wish to develop their musical abilities. The chorus will sing three and four part music in a wide variety of styles. Students will become thoroughly familiar with the reading of choral music score, work to develop their vocal range and quality, as well as

develop knowledge of music symbols and terminology. Chorus members will participate in three mandatory performances each year in December, March and May. Exceptional students may be chosen to participate in the PMEA Junior High School District Chorus or audition for PMEA Honors Chorus. Membership in Ninth Grade Chorus is by departmental approval.

**813 Concert Choir**

Grade 9-12 Level 1-3 1 Credit (Year)

Concert Choir is designed for those students who enjoy singing and wish to participate in the choral performances during the year. The chorus will sing varied styles of music in 3 to 5 parts. In addition, the student will develop music reading skills, vocabulary and ensemble skills. The class will be involved in daily rehearsals leading toward three mandatory performances.

**NOTE:** Ninth grade males only. Ninth grade females should enroll in Freshman Chorus.

**833 Beginning Winds**

Grades 9-12 Level 1-2 1 Credit (Year)

Students will learn basics of woodwind and brass instruments including flute, clarinet, alto saxophone, oboe, bassoon, bass clarinet, trumpet, French horn, trombone, and tuba. Students will gain basic knowledge and playing proficiency on each instrument. Students will form an ensemble with an instrument learned in Beginning Winds and perform in class. Students who excel may have the opportunity to perform in spring concerts with Intermediate Band or Concert Band. It is recommended, but not required, that students have some prior music-reading knowledge prior to taking this class.

**850 Art I**

Grade 9 Level 1-2 1 Credit (Year)

Ninth Grade Art is centered around the development of an understanding of the principles of design and the elements of art. Fundamental skills in pencil, water color, charcoal, tempera, pen and ink, pastels, acrylics and various materials are emphasized. A variety of three-dimensional materials are used to increase interest, to develop skills and to stimulate creative thinking.

**HEALTH/PHYSICAL EDUCATION – General 9<sup>th</sup> Grade Offerings and Class Descriptions**

Course No.	Course Title	Grade	Sem.	Level	Credits
901	Physical Education/Swim	9	Y	1-2	.5
910	Health	9	Y	1-2	.5

**901 Physical Education/Swim**

Grade 9 Level 1-2 .50 Credit 3/6 Day Cycle

Students meet 3 times in each 6-day cycle for the entire year. Proper swim attire is mandatory. Students will participate in skills that promote water safety, stroke development and proficiency, and cardiovascular fitness. The ultimate goal for the students is to feel comfortable in an aquatics environment.

**910 Health**

Grade 9 Level 1-2 .50 Credit 3/6 Day Cycle

Health is a year-long class that meets 3 times in each 6-day cycle. Units covered include Wellness Study, Mental Health, Nutrition, Substance Abuse, Chronic Disabling Diseases, Human Growth and Development and STD's (including AIDS). A project is required in lieu of a mid-term exam, and a comprehensive final exam is administered.



## AIR FORCE JUNIOR ROTC – General 9<sup>th</sup> Grade Offerings and Class Descriptions

Course No.	Course Title	Grade	Sem.	Level	Credits
912	Journey into Aviation History	9-12	Y	2	1
920	Leadership Laboratory Activity	9-11	S	2	.5

**Note:** Please contact one of the ROTC instructors for an updated list of the courses available to our JROTC students from Adams State University. Depending on the list of JROTC courses students take at Plum Senior High, up to 34 semester hours can be eligible for purchase. The cost is \$60 per hour.

JROTC instructors will provide a course list to parents to take to college advisors to see what courses will apply to their sons or daughters degree plan. Parents can then discuss these courses with JROTC instructors to see what their son/daughter is eligible to purchase. This process has been constructed to ensure that parents only purchase courses that will reduce the college work load and save potential tuition expenses.

### 912 AFJROTC Journey into Aviation History

Grade 9 only                      Level 2                      1 Credit (Year)                      Up to 4 credits through Adams State College

AFJROTC classes are blends of material from an Aerospace Science component course (40%), a Leadership Education component course (40%) and the wellness program (20%). In addition to classroom academics, all leadership components include wear of the cadet AFJROTC uniform and demonstration performance activities involving basic drill and ceremonies. The uniform wear requirement is designed to teach attention to detail, discipline, and dedication. Drill and ceremony activities apply individual skills at the team level and require cadets to learn to function as a unit. The aerospace science portion, “*A Journey into Aviation History*”, focuses on the development of flight throughout the centuries. It starts with ancient civilizations, then progresses through time to modern day. The emphasis is on civilian and military contributions to aviation; the development, modernization, and transformation of the Air Force; and a brief astronomical and space exploration history. It is interspersed with concise overviews of the principles of flight to include basic aeronautics, aircraft motion and control, flight power, and rockets. Throughout the course, there are readings, videos, hands-on activities, and in-text and student workbook exercises to guide in the reinforcement of the material. The leadership portion of this course, “*Citizenship, Character & Air Force Tradition*”, introduces cadets to the Air Force Junior Reserve Officer Training Corps (AFJROTC), providing a basis for progression through the AFJROTC program while instilling elements of good citizenship. **No military obligation is imposed, expected or incurred by students participating in AFJROTC classes.**

### 920 Leadership Laboratory Activity

Grade 9-11                      Level 2                      .5 Credit (Semester)                      2 Credits through Adams State College

The “Leadership Laboratory Activity” is a 5-day session offered during the first week of summer. This course is provided for cadets who plan to return to the AFJROTC program the following academic year. The curriculum for this program is a mixture of in class leadership academics, field trips, and activities designed to promote and enhance the leadership skills of cadets who aspire to hold positions in the corps.

# SCHEDULE WORKSHEET

<b>Grade 9 Course/Credits</b>	<b>Grade 10 Course/Credits</b>	<b>Grade 11 Course/Credits</b>	<b>Grade 12 Course/Credits</b>	<b>Graduation Course/Credits</b>

**\*\*\*For information on additional class offerings, the 10<sup>th</sup>-12<sup>th</sup> Grade Program of Studies can be found on the district website under “High School” and “Guidance.”**

## **Statement of Policy**

The Board declares it to be the policy of this district to provide an equal opportunity for all students to achieve their maximum potential through the programs offered in the schools regardless of race, color, age, creed, religion, gender, sexual orientation, ancestry, national origin or handicap/disability. The Board shall provide to all students, without discrimination, course offerings, counseling, assistance, employment, athletics and extracurricular activities. The district shall make reasonable accommodations for identified physical and mental impairments that constitute disabilities, consistent with the requirements of federal and state laws and regulations. This policy is available in the administrative office. For information regarding civil rights or grievance procedures, contact Dr. Timothy Glasspool, Superintendent, 900 Elicker Road, Plum, PA 15239, telephone 412-795-0100. For information regarding activities and facilities accessible to and usable by physically-challenged persons, contact Ms. Kathleen Shirey, Section 504 Coordinator.

## Confidentiality

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

School officials with legitimate educational interest;  
Other schools to which a student is transferring;  
Specified officials for audit or evaluation purposes;  
Appropriate parties in connection with financial aid to a student;  
Organizations conducting certain studies for or on behalf of the school;  
Accrediting organizations;  
To comply with a judicial order or lawfully issued subpoena;  
Appropriate officials in cases of health and safety emergencies; and  
State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may call 1-800-437-0833.

Or you may contact them at the following address:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-8520