

2025-2026 COURSE SELECTION GUIDE



CORRY AREA HIGH SCHOOL
CORRY AREA CAREER & TECHNICAL CENTER
534 East Pleasant Street
Corry, Pennsylvania 16407

TITLE IX NOTICE OF NONDISCRIMINATION

Corry Area School District (“District”) does not discriminate on the basis of sex, and prohibits sex discrimination, including sex-based harassment, in any education program or activity that it operates, as required by Title IX of the Education Amendments of 1972, 20 U.S.C. §§1681 et seq., and its regulations, 34 C.F.R. Part 106, including in admission and employment.

Inquiries about Title IX may be referred to the District’s Title IX Coordinator, the U.S. Department of Education’s Office for Civil Rights (“OCR”), or both.

The District’s Title IX Coordinator is:
William West, Director of Secondary Education
Corry Area School District
540 East Pleasant Street, Corry PA 16407
Email: bwest@corrysd.net
Telephone Number: 814-664-4677 ext. 1207
The U.S. Department of Education’s Office for Civil Rights may be contacted at:
U.S. Department of Education

Office for Civil Rights
Lyndon Baines Johnson Department of Education Bldg
400 Maryland Avenue, SW
Washington, DC 20202-1100
Telephone: 800-421-3481
FAX: 202-453-6012; TDD: 800-877-8339
Email: OCR@ed.gov
<https://ocrcas.ed.gov/contact-ocr>

To report information about conduct that may constitute Title IX sex discrimination, including sex-based harassment, or make a complaint of Title IX sex discrimination, please refer to the District’s Nondiscrimination Policies and Grievance Procedures, located on the District’s website under Board Policies, Policy 103 (Students) and Policy 104 (Employees): <https://go.boarddocs.com/pa/corr/Board.nsf/Public> or contact the District’s Title IX Coordinator.

NOTICE OF NON-DISCRIMINATION

The Corry Area School District is an equal opportunity education institution and does not discriminate in employment, educational programs or activities based on race, color, religion, ethnicity, national origin, sex, gender, gender identity and expression, sexual orientation, age or disability, because a person is a disabled veteran or veteran of the Vietnam Era or any other legally protected class, or for engaging in any other protected activities. The District does not discriminate on the basis of sex in the education programs or activities that it operates, as required by Title IX, including in admission and employment practices. Additionally, the District provides equal access to Boy Scouts and other designated youth groups. This policy of non-discrimination extends to all other legally protected classifications. Publication of this policy is in accordance with state and federal laws including Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act, Title II of the Americans with Disabilities Act and the Boy Scouts of America Equal Access Act.

Inquiries pertaining to discrimination on the basis of disability or alleged violations of Section 504 may be made by contacting the District's Section 504 Compliance Officer, **Mrs. Leslie Bloomgren, Director of Special Education, 540 East Pleasant Street, Corry PA, 16407, lbloomgren@corrysd.net, (814) 664-4677.**

All other inquiries implicating the other protected classes and laws listed above should be directed to the District's Title IX Coordinator, **Mr. Bill West, Director of Secondary Education, 540 East Pleasant Street, Corry, PA 16407, bwest@corrysd.net, (814) 664-4677.** Complaints of discrimination may also be referred to the Assistant Secretary of the U.S. Department of Education.

The grievance procedure for reporting incidents is outlined specifically in District Board Policies 103 "Discrimination/Title IX Sexual/Harassment Affecting Students" and 104 "Discrimination/Title IX Sexual Harassment Affecting Staff," copies of which are available on the website at www.corrysd.net

CORRY AREA SCHOOL DISTRICT MISSION STATEMENT

The mission of the Corry Area School District is to prepare students to be lifelong learners and responsible citizens in a competitive global society.

CORRY AREA SCHOOL DISTRICT VISION STATEMENT

All students who graduate from the Corry Area School District will possess the necessary foundational skills and abilities to be successful in their chosen career or post-secondary education.

DISTRICT ADMINISTRATION

Mrs. Sheri Yetzer – Superintendent
Mrs. Leslie Bloomgren – Director of Special Education
Mr. William P. West – Director of Secondary Education

BUILDING ADMINISTRATION

Mr. Andrew R. Passinger – High School Principal
Mrs. Krista A. Wehan – Middle School Principal
Mr. Nicholas L. Krasa – Supervisor of Vocational Education
Mrs. Ashley K. Vella – High School Assistant Principal
Ms. Susan A. Brown – Middle School Assistant Principal

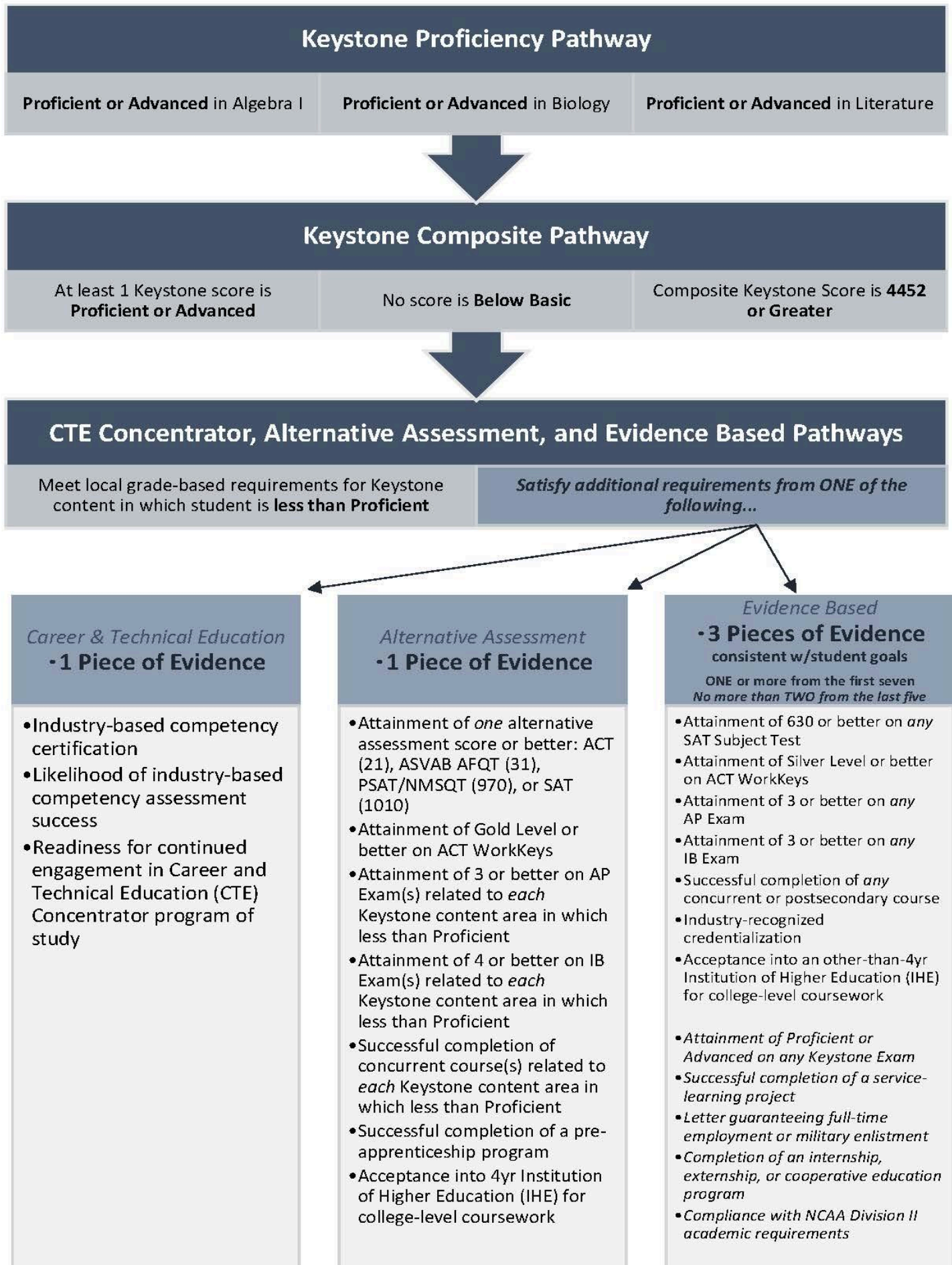
SCHOOL COUNSELORS

Mrs. Jennifer Dow – Student Assistance Program Coordinator
Mrs. Tiandra Humes – Classes of 2026, 2027 and 2028 (A-J)
Mrs. Danielle Audet - Classes of 2026, 2027 and 2028 (K-Z)
Mr. Corey Gibson – Classes of 2029 and 2030
Mrs. Karen Dunham – Classes of 2031 and 2032

DISTRICT CONTACT INFORMATION

Web Address: www.corrysd.net
Email: (first initial)(last name)@corrysd.net
ex. ksmith@corrysd.net
Phone: 814-665-8297 or 814-664-4677
FAX: 814-664-3650
Staff Directory – Staff Directory is listed on the left-hand side of the school page at www.corrysd.net
High School on left-hand side of page – High School Staff

Act 158 Pathway Graphic



GRADUATION REQUIREMENTS FOR THE CORRY AREA SCHOOL DISTRICT

1. Students must earn passing grades in their planned course of instruction, which satisfy the credit requirements for graduation.
2. A student must complete a graduation project that incorporates the creation of a digital career portfolio.
3. Students must satisfy the Act 158 requirements.

GRADUATION CREDIT REQUIREMENTS

| SUBJECT | CREDIT |
|-----------------------------|--|
| English | 4.0 |
| Mathematics | 3.0 (must include at least .5 Mathematics of Finance credit) |
| Science | 3.0 |
| Social Studies | 3.0 |
| Health | 0.5 (Recommended Grade 11) |
| Wellness/Physical Education | 1.75 (Wellness Foundations required, .25 credit, Grade 9) Physical Education will be scheduled each year. Varsity Sports, Marching Band, or Cheerleading may be used to waive <u>up</u> to .5 credit of Physical Education during Grade 11 and/or 12. |
| Arts and Humanities | 0.5 |
| Technology | 0.5 |
| Electives | 7.75 (To reach a total of no less than 24 credits) |
| TOTAL | 24.0 Credits required for graduation |

QUALIFIED COURSES

Arts & Humanities

All Fine Arts Courses
Cosmetology
Early Childhood Education
Foreign Languages
Global Media
Newspaper
Psychology
Sociology
Yearbook

Technology

Corporate Accounting
All Technology and Engineering Education Courses
Automotive Technology
Basic Programming
Building Property Maintenance
Global Media
Intro to Computer Science
Machine Tool Technology
Welding Technology

Graduation Corridors

Following their 10th grade year, all students will enter into one of three Graduation Corridors based on their transcript, schedule requests, and plans following high school. The three Graduation Corridors are Post-Secondary, Career and Technical, and School to Work.

The Post-Secondary Graduation Corridor will prepare students for post-secondary education opportunities. Students will be enrolled in our Dual Enrollment, Honors, A.P., and College Prep courses as well as other elective courses focused on their post-secondary educational goals.

The Career and Technical Graduation Corridor will provide students skills through one of our Career and Technical Education programs. Students will continue in their CTC program during both their junior and senior years, which prepares them for work or post-secondary education.

The School to Work Graduation Corridor will prepare students to enter the workforce after high school. Students in the School to Work Corridor will be enrolled in the 21st Century Skills course during the first semester of their junior year and the Workplace Exposure program during the day of the second semester. During their senior year, students will take the courses needed to satisfy their graduation requirements and also enter either the Diversified Occupations or Work Experience programs.

A.P./HONORS/WEIGHTED AND ADVANCED ACADEMIC COURSES

A.P./Honors/Weighted Courses

| | | | |
|----------------------------------|--------|---|--------|
| Advanced Algebra 2 | (1.12) | Computer-Aided Design IV | (1.12) |
| Advanced Biology | (1.12) | Honors American Government | (1.12) |
| Advanced Geometry | (1.12) | Honors American History | (1.12) |
| Advanced Studio Practices | (1.12) | Honors Chorus (4 th year only) | (1.12) |
| All A.P. Courses | (1.25) | Honors English 9, 10, 11 | (1.12) |
| All College-Accredited Courses | (1.25) | Honors Pre-Calculus | (1.12) |
| Anatomy & Physiology | (1.12) | Honors World History | (1.12) |
| Band (4 th year only) | (1.12) | Physics 2 | (1.12) |
| Biology 2 | (1.12) | Technical Program (3 rd year only) | (1.04) |
| Cellular-Molecular Biology | (1.12) | Yearbook (3 rd year only) | (1.12) |
| Chemistry 2 | (1.12) | | |

Advanced Academic Opportunities/Cyber/Other Placements Without Percentage Grades

Students taking concurrent-enrollment classes or transfers for whom a percentage grade is not available will receive a percentage grade based on the following scale. Concurrent-enrollment grades will be weighted at 1.25. NO letter grade will be issued on the high school transcript for concurrent-enrollment courses. Students taking concurrent enrollment courses, who do not pass, do not receive high school credit.

SCHEDULING

The master schedule of courses is developed each year to accommodate a majority of student requests during the student scheduling process of the previous year. To ensure students get required and appropriate courses, please review the following:

Process

1. School counselors will meet with each grade level and distribute transcripts and course selection guides.
2. Parents/guardians and students need to read the course descriptions and prerequisites carefully.
3. School counselors and administrators can be contacted to discuss questions regarding course selection and assistance in completing the student schedule requests.
4. Students will be assigned a scheduling window to enter their course requests in Sapphire.
5. School counselors will select an appropriate schedule for a student who does not enter course requests by the close of the scheduling window.
6. Once a schedule is developed, students will receive an opportunity to review their projected schedule and meet with their counselors. Final schedules will be sent home with final report cards.

Guidelines

- Students should review the Pathways to the Future Guides and select courses that fall within their chosen career.
- Course sequences in all curricular areas must be followed.
- Successful completion of preceding courses and/or prerequisite courses is required to progress.
- Core classes (English, Math, Science, Social Studies) are year-long and worth 1 credit.

- Elective classes may be a year-long course worth 1 credit or half-year course worth .5 credit.
- Core classes and levels are assigned through staff and administrative review based on student grades and achievement data.
- Career and Technical Education classes begin in 10th grade and an application is required, which may include an interview. Applications are available in the guidance office and the CTE office.
- A.P., honors, weighted, academic opportunity, and concurrent-enrollment classes carry a “weight” that is factored into the student’s GPA. This “weight” will be assigned at the conclusion of the course.
- An Independent Study will be taken on a Pass/Fail basis and therefore will not be factored into the GPA.
- Intervention or Remediation courses may be scheduled for a student based on his or her performance in a specific course to provide additional support or based on the student’s performance on one or more of the Keystone Exams.

Schedule Changes

Schedule changes during the 2025-2026 school year will only be considered for a student that has been misplaced and will be made by a team decision.

Students who enroll in a CTC program are expected to complete all 3 years of the program.

Academic Recognition Guidelines

Students must attain the following cumulative averages for 9th through 11th grades. Grade Point Average (GPA) is calculated based on the completion of each individual course.

| | |
|-----------------|----------------------|
| 92.50% – 100% | Advanced (Honors) |
| 87.50% – 92.45% | Academic Recognition |

At Graduation, students in 12th Grade will be recognized through the Latin System.

- Summa Cum Laude – 100.995% or above
- Magna Cum Laude – 98.995 to 100.994
- Cum Laude – 94.995 to 98.994
- Academic Recognition – 87.5 – 94.994

Promotion Guidelines

In order for a high school student to be promoted to the next grade level with their original cohort, the student must obtain the minimum credits as outlined below.

For a student to be promoted to 10th Grade, the student must have earned five (5) or more credits during 9th Grade. For a student to be promoted to the 11th Grade, the student must have accumulated eleven (11) or more credits during 9th and 10th Grade. For a student to be promoted to the 12th Grade, the student must have accumulated seventeen (17) or more credits during 9th, 10th, and 11th Grade.

OTHER ACADEMIC OPPORTUNITIES

INDEPENDENT STUDY – Grades 10, 11, 12

Independent study begins with the initiative of a student who would like an extension of a current course, has significant schedule conflicts with a necessary course, or wants to complete an independent project. It is the responsibility of the student to seek a faculty member to serve as the teacher of record/advisor. The expectations of an independent study replacing a course that currently exists in the CASD course selection guide must align to the curriculum and expectations of the regular course. Independent Study courses are offered on a pass/fail basis only for grading purposes and do not calculate into a student’s grade point average.

CONCURRENT ENROLLMENT PROGRAMS (COLLEGE-CREDIT COURSES)

Juniors and Seniors have the opportunity to take college accredited courses while in High School. For additional information or to ask questions regarding concurrent enrollment, students need to contact Mr. Nicholas Krasa, Supervisor of Vocational Education at nkrasa@corrysd.net or Mr. William West, Director of Secondary Education at bwest@corrysd.net or 814-664-4677.

Juniors or seniors who are making satisfactory progress toward graduation, are recommended by a principal or school counselor, and have a minimum grade point average of 2.5, are eligible to take college level courses. These courses are offered at various times starting at 2:00 PM through the evening, at the Corry Higher Education Council building on Center Street. Summer courses are also available. Course offerings vary each semester and include many general education courses. For more information, see your school counselor or Mr. Krasa in the CTC office.

Potential PennWest University and/or NPRC courses may be offered next year on Mondays through Thursdays. Neither PennWest University nor NPRC have released their specific courses but if you are interested in learning more, please see the building principal.

CONCURRENT ENROLLMENT GUIDELINES

1. Tuition/Fees
 - A. The Corry Area School District will pay tuition and fees for concurrent enrollment course(s) offered through an approved concurrent enrollment agreement between the School District and the college or university sponsoring the concurrent enrollment course(s).
 - B. Tuition and fees for any other concurrent enrollment course(s) is the responsibility of the student and parents/guardians.
2. Books
 - A. For courses in which tuition is paid by the Corry Area School District, the District will purchase books for students who are enrolled.
 - B. For courses in which tuition is not paid by the Corry Area School District, the student is responsible for the cost and purchase of their books.
3. Add/Drop
 - A. For courses in which tuition is paid by the Corry Area School District, a student may **add** a concurrent enrollment course up to the last student day of the previous school year.
 - B. For courses where tuition is paid by the Corry Area School District, a student may **drop** a concurrent enrollment course up to the last student day of the previous school year.
 - C. For courses where tuition is not paid by the Corry Area School District, a student will follow the add/drop guidelines of the college or university that is providing the concurrent enrollment course(s).
4. Credits
 - A. Concurrent enrollment courses cannot be substituted for core course graduation requirements of the Corry Area School District and will only be credited as elective credit.
 - B. All concurrent enrollment courses will be one (1) high school credit.
 - C. The institution providing/sponsoring the concurrent enrollment course(s) will assign college credit value.
5. Grades/Transcript
 - A. For courses in which tuition is paid by the Corry Area School District, the grades will be reported on the student's high school transcript.
 - B. For courses in which tuition is paid by the Corry Area School District, a student's grade in the concurrent enrollment course will be reported as the percentage earned as assigned by the professor of the concurrent enrollment courses.

- C. For courses in which tuition is not paid by the Corry Area School District, the grades will be reported on the student’s high school transcript only if an official transcript of the course(s) has been received by the student’s school counselor.
 - D. For courses in which tuition is not paid by the Corry Area School District, a student’s grade in the concurrent enrollment course will be reported as Pass/Fail.
6. Scheduled Time During the School Day
- A. For courses in which tuition is paid by the Corry Area School District, the concurrent enrollment course(s) may be scheduled during the school day and included on the student’s schedule.
 - B. For courses where tuition is not paid by the Corry Area School District, the concurrent enrollment course(s) will not be scheduled during the school day or included on the student’s schedule.

Corry Career and Technical Center/Corry High School
Articulation Agreements-Updated 2024-2025

| Institution | Address | CTC/Other Programs | Credits Awarded |
|---------------------------------|--|--|--|
| Butler County Community College | Butler County Community College 107 College Drive Butler, PA 16002 | Cosmetology | 15 Business Elective Credits |
| Erie County Community College | 2403 W. 8 th Street Erie, PA 16505 | Welding Technology Machine Tool Technology | WEL101-SMAW I Theory-1 credit WEL102-SMAW I Lab 1a-1 credit WEL103-SMAW I Lab 1b-1 credit WEL104-GMAW I Theory-1 credit WEL105-GMAW I Lab 1a-1 credit WEL106-GMAW Lab 1b-1 credit IMT114 Intro to Blueprint Reading-1 credit IMT102-Ind. Manufacturing Tech-3 credits IMT104-Ind. Manufacturing Tech-3 credits MAT107-Technical Math-3 credit |
| Great Lakes | 5100 Peach Street Erie, PA | Healthcare Technology Diversified Occupations | Test out with 70% MD105 Med Term Ess-1 credit MD117 Med Term Ess -3 credits MD120 Med Term Ess II-3 credits MD125 A&P Ess-3 credit MD 130 Med Term & Anat I-4 credits MD141 Med Term & Anat II-4 credits Test out with 70% EN 121 Business Communication-3 credits EN 111 Business Communication-2 credits |
| IMBC | 5617 W. 26 th Street Erie, PA 16506 | Healthcare Technology Welding | MDT100 –Med Term I-4 credit ANP100-Anatomy & Physiology-4 credits MA100-Clin. Skills for Med Asst-4 credits WLD005-OxyFuel Welding Fundamentals and Safety-4 credit |

| | | | |
|--|---|---|--|
| JCC | 525 Falconer Street Jamestown, NY 14702 | Early Childhood Education | Individuals who have earned the Child Development ASSOCIATE (CDA) will receive these 10 JCC credits: EDU 1250, EDU 1260, EDU 1290, and EDU 2210 |
| Laurel Technical Institute (LTI) | Multiple Campuses (Meadville, Sharon, Uniontown) 11618 Cotton Road Meadville, PA 16335 | Cosmetology Early Childhood Education Healthcare Technology Welding Technology | Number of Hours Earned to various courses at LTI-See agreement Tasks to LTI courses ECE124, ECE193, ECE197, ECE199-3 credits each course MED121-3 credits CMA104-1 credit MED204-2 credits 85% or better in program and skills assessment and current OSHA 10 WFP104 Blueprint Reading WFP115 Welding Inspection Techniques |
| Mercyhurst University | Mercyhurst University 501 E. 38 th Street Erie, PA 16546 | All Students | 7-8 Credits of Analytical Thought 3 advanced math and 3 advanced science classes with “B” or better 6 credits of Contexts and Systems 3 advanced social studies classes with “B” or better |
| Northwest Pennsylvania Regional College (NPRC) | 300 2 nd Avenue Warren, PA 16365 | Early Childhood Education All Students | Writing I, Writing II, Interpersonal Communications, Public Speaking, Foundations of Math, Intro to Statistics, College Algebra, Environmental Biology, Human Biology, Intro to Philosophy, Intro to Psychology, Intro to Sociology, Creative Arts and Expression, Intro to Literature, History Without Borders, US Government and Politics (each course 3 credits each) |
| Northwest Pennsylvania Regional College (NPRC) | 300 2 nd Avenue Warren, PA 16365 | Early Childhood Education | 9 credits toward Associate of Applied Science in Early Childhood Education with a specialization in PreK/ Para |
| PennWest | McNerney Hall 300 Scotland Road Edinboro, PA 16444 | Automotive Technology Building Property Maintenance Machine Tool Technology Welding Technology | ATFT 2999-9 credits |
| PennWest | McNerney Hall 300 Scotland Road Edinboro, PA 16444 | Early Childhood Education | Advanced on NOCTI-12 credits AS in Preschool Education and BSED degree in Early Childhood Ed |

| | | | |
|--|--|---|--|
| Robert Morris University | | Juniors and Seniors | 3 college credits-A.P. Calc-MATH2070 3 credits-Anatomy and Physiology-BIOL1210 4 credits - A.P. Chemistry 1 Credit-A.P. Lab-BIOL1215 |
| Rosedale Technical Institute | 215 Beecham Drive Pittsburgh, PA 15205 | Diversified Occupations Welding Technology Automotive Technology Building Property Maintenance | Overall GPA 3.00, B in CIP, 95% Attendance Rate Welding Technology 1 credit Automotive Technology 5 credits Industrial Electricity 5 credits Construction Electricity 5 credits Welding Technician 9 credits Automotive Technology 9.5 credits Construction Electricity 9 credits |
| Triangle Tech | Triangle Tech 1940 Perrysville Ave. Pittsburgh, PA 15214 | Welding | WD110 Intro to Arc Weld Proc-3 credits WD111 Fuel Gas Proc/Indus-4 credits WD115 Plasma Arc Cut/Temp 1 credit WD123 Plate Weld-GTAW/GMAW-6.5 credits WD230 Semi-Automatic Arc Welding and Metal Surfacing-2 credits |
| Universal Technical Institute (UTI) | 750 Pennsylvania Drive Exton, PA 19341 | Automotive Technology Welding Technology | Must score 70% on selected APO exams-can articulate up to 6 courses |
| University of Northwestern Ohio (UNOH) | 1441 N. Cable Rd. Lima, OH 45805 | Automotive Technology | Learning Objectives must be met AU126 Suspension and Steering-6 credits AU127 Hydraulic Brake Systems-6 credits |
| University of Pittsburgh | 4200 5 th Avenue Pittsburgh, PA 15260 | Juniors and Seniors | 3 college credits per course Intro to Psychology Argument and Debate Intermediate Spanish I |

SOAR: <http://www.collegetransfer.net>

Click on Search, choose last option on the drop-down menu “PA Bureau of CTE SOAR Programs” and choose Program of Study and Year of Graduation
Dual Enrollment Opportunities 2024-2025

LANGUAGE ARTS

| LANGUAGE ARTS (4 Credits) | Grade | Length | Credit |
|---|--------------|---------------|---------------|
| Core | | | |
| English 9 | 9 | Year | 1 |
| Principles of English 9 | 9 | Year | 1 |
| English 10 | 10 | Year | 1 |
| English 11 | 11 | Year | 1 |
| English 12 | 12 | Year | 1 |
| College Preparatory English 10 | 10 | Year | 1 |
| College Preparatory English 11 | 11 | Year | 1 |
| College Preparatory English 12 | 12 | Year | 1 |
| Honors English 9 | 9 | Year | 1 |
| Honors English 10 | 10 | Year | 1 |
| Honors English 11 | 11 | Year | 1 |
| A.P. English Literature and Composition | 12 | Year | 1 |
| Foundational Language Arts 1 | 9,10,11,12 | Year | 1 |
| Foundational Language Arts 2 | 9,10,11,12 | Year | 1 |
| Foundational Language Arts 3 | 10,11,12 | Year | 1 |
| Foundational Language Arts 4 | 11,12 | Year | 1 |
| Electives | | | |
| Newspaper | 9,10,11,12 | Year | 1 |
| Academic Teams | 9,10,11,12 | Semester | .5 |
| Yearbook | 9,10,11,12 | Year | 1 |
| Foreign Language Electives | Grade | Length | Credit |
| Spanish 1 | 9,10,11,12 | Year | 1 |
| Spanish 2 | 9,10,11,12 | Year | 1 |
| Spanish 3 | 10,11,12 | Year | 1 |
| Spanish 4 (Pitt) | 11,12 | Year | 1 |
| College Credit Courses | | | |
| Communication and Rhetoric/A.P. English Language and Composition (Pitt) | 11,12 | Year | 1 |

LANGUAGE ARTS

Course Descriptions

ENGLISH 9

English 9 focuses on the eligible content related to the Literature Keystone Exam. Students develop skills in reading, analyzing, writing, and synthesizing material relative to specific classic and canonized literary texts. Unit topics include American Voices, Survival, The Literature of Civil Rights, Tragic Romances, Journeys of Transformation, and World's End.

PRINCIPLES OF ENGLISH 9

Prerequisite: Teacher Recommendation

This course is designed to strengthen students' foundations in reading and writing. Unit topics include American Voices, Survival, Literature of Civil Rights, Tragic Romances, Journeys of Transformation, and World's End.

ENGLISH 10

English 10 is designed as the remediation course for students who did not earn proficient or advanced on the Literature Keystone Exam during their freshman year. Students continue developing skills in reading, analyzing, writing, and synthesizing material relative to novels. Unit topics include survival, identity, family dynamics, peer pressure, mental health, stereotypes, independence, racial issues, and resilience through hardships. The texts reinforce comprehension, historical background, figurative language, plot development, and connections with real life experiences.

ENGLISH 11

English 11 utilizes American Literature and is designed as the remediation course for students who did not earn proficient or advanced on the Literature Keystone Exam during the sophomore year. Students analyze text, cite evidence, and respond critically about their learning by taking ownership through goal-setting, reflection, and activities that allow them to collaborate with peers. Unit topics include Writing Freedom; The Individual and Society; Power, Protest, and Change; Grit and Grandeur; Facing Our Fears; and Ordinary Lives, Extraordinary Tales.

ENGLISH 12

English 12 utilizes British Literature and is designed to assist students in developing skills necessary for the workplace. Students analyze text, cite evidence, and respond critically about their learning by taking ownership through goal-setting, reflection, and activities that allow them to collaborate with peers. Unit topics include Forging a Hero: Warriors and Leaders; Reflecting on Society: Argument, Satire, and Reform; Facing the Future, Confronting the Past: Shakespeare Extended Study; Seeing Things New: Visionaries and Skeptics; Discovering the Self: Individual, Nature, and Society; and Finding a Home: Nation, Exile, and Dominion.

COLLEGE PREPARATORY ENGLISH 10

College Preparatory English 10 is designed for students earning proficient or advanced on the Literature Keystone Exam during their freshman year. The course includes novels, short stories, poetry, grammar, and vocabulary all presented through differentiated instruction techniques. Unit topics include Inside the Nightmare, Outsiders and Outcasts, Extending Freedom's Reach, All That Glitters, Virtue and Vengeance, and Blindness and Sight.

COLLEGE PREPARATORY ENGLISH 11

College Preparatory English 11 utilizes American Literature and is designed for college-bound students to enhance reading, writing, speaking, and listening capabilities. The course includes novels, short stories, poetry, grammar, and vocabulary all presented through differentiated instruction techniques. Unit topics include Writing Freedom; The Individual and Society; Power, Protest, and Change; Grit and Grandeur; Facing Our Fears; and Ordinary Lives, Extraordinary Tales.

COLLEGE PREPARATORY ENGLISH 12

College Preparatory English 12 utilizes British Literature and is designed for college-bound students to enhance reading, writing, speaking, and listening capabilities. The course includes novels, short stories, poetry, grammar, and vocabulary all presented through differentiated instruction techniques. Unit topics include Forging a Hero: Warriors and Leaders; Reflecting on Society: Argument, Satire, and Reform; Facing the Future, Confronting the Past: Shakespeare Extended Study; Seeing Things New: Visionaries and Skeptics; Discovering the Self: Individual, Nature, and Society; and Finding a Home: Nation, Exile, and Dominion.

HONORS ENGLISH 9

Honors English 9 is an accelerated college prep course that focuses on reading, analyzing, writing about, and synthesizing material relative to the historical, cultural, and social background of various genres – including multimedia. The course involves rigorous independent reading, writing, and critical thinking with integrated grammar and vocabulary. Students analyze text, cite evidence, and respond critically through engaging activities that inspire thoughtful discussion, debate, and reflection. Unit topics include American Voices; Survival; The Literature of Civil Rights; Tragic Romances; Journeys of Transformation; and World’s End.

HONORS ENGLISH 10

Honors English 10 is an accelerated college prep course that focuses on reading, analyzing, writing about, and synthesizing material relative to the historical, cultural, and social background of various genres – including multimedia. The course involves rigorous independent reading, writing, and critical thinking with integrated grammar and vocabulary. Students analyze text, cite evidence, and respond critically through engaging activities that inspire thoughtful discussion, debate, and reflection. Unit topics include Inside the Nightmare; Outsiders and Outcasts; Extending Freedom’s Reach; All That Glitters; Virtue and Vengeance; and Blindness and Sight.

HONORS ENGLISH 11

Honors English 11 is an accelerated college-prep course that utilizes American Literature as the base to focus on reading, analyzing, writing about, and synthesizing material relative to the historical, cultural, and social background of various genres – including multimedia. The course involves rigorous independent reading, writing, and critical thinking with integrated grammar and vocabulary. Students analyze text, cite evidence, and respond critically through engaging activities that inspire thoughtful discussion, debate, and reflection. Unit topics include Writing Freedom; The Individual and Society; Power, Protest, and Change; Grit and Grandeur; Facing Our Fears; and Ordinary Lives, Extraordinary Tales.

A.P. ENGLISH LITERATURE AND COMPOSITION

A.P. English Composition and Literature focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. Students consider a work’s structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. The A.P. English Composition and Literature course aligns with an introductory college-level literature and writing curriculum.

FOUNDATIONAL LANGUAGE ARTS 1

Prerequisite: Teacher Recommendation

Foundational Language Arts 2 provides specially designed instruction and individual goals through intensive small group and individualized instruction and pacing to prepare students to demonstrate proficiency in the PA Core English Language Arts skill areas of reading, listening, speaking, and writing.

FOUNDATIONAL LANGUAGE ARTS 2

Prerequisite: Teacher Recommendation

Foundational Language Arts 2 provides specially designed instruction and individual goals through intensive small group and individualized instruction and pacing to prepare students to demonstrate proficiency in the PA Core English Language Arts skill areas of reading, listening, speaking, and writing.

FOUNDATIONAL LANGUAGE ARTS 3

Prerequisite: Teacher Recommendation

Foundational Language Arts 3 provides specially designed instruction and individual goals through intensive small group and individualized instruction and pacing to prepare students to demonstrate proficiency in the PA Core English Language Arts skill areas of reading, listening, speaking, and writing.

FOUNDATIONAL LANGUAGE ARTS 4

Prerequisite: Teacher Recommendation

Foundational Language Arts 4 provides specially designed instruction and individual goals through intensive small group and individualized instruction and pacing to prepare students to demonstrate proficiency in the PA Core English Language Arts skill areas of reading, listening, speaking, and writing.

NEWSPAPER

Newspaper students will create an ongoing online publication of the school newspaper. This publication will include articles dealing with local school events, important world events, popular entertainment, humor and advice columns, and interviews with people and personnel, just to name a few. Students will have the opportunity to learn the process of creating a digital newspaper publication by working with editors and writers as well as other staff members. A strong emphasis will be placed on deadlines, cooperation, and willingness to work.

ACADEMIC TEAMS

Academic Teams is designed for students interested in Academic Decathlon (AcDec), Future Business Leaders of America (FBLA), or Battle of the Books. This course provides students the time to prepare and practice, at their own pace, for whichever academic club(s) they choose to belong. We will also work together on strategizing, designing shirts, and polishing the designated skills applicable inside and outside of the classroom setting. AcDec is a ten-event objective and subjective scholastic competition with a new topic every year. FBLA recognizes and rewards excellence in a broad range of business and career-related areas in a workforce-simulated competitive environment. Speech and Debate is a newly formed academic club in which students choose to compete in individual or partnered speeches or debates. Both teams have local, statewide, and national competitions with opportunities for scholarships.

YEARBOOK

Yearbook has the primary objective of writing, editing, designing, and publishing The Corrian yearbook. The online publishing program which is used requires students to have basic computer skills and the desire and ability to learn new skills in order to create a publication that is accurate and engaging. This “Real Life” course puts highly self-motivated and responsible students into a position to learn about a variety of publishing and business procedures. With deadlines that must be met, students learn about time management, responsibility and the process of print and photo journalism. The majority of work in this class is completed independently with students being assigned specific pages for completion.

SPANISH 1

Spanish 1 includes a presentation of the beginning elements of the Spanish language. This course focuses on culture and comprehension in speaking, reading, writing, and listening. Students will be introduced to the language and culture in various ways and will be assessed accordingly.

SPANISH 2

Prerequisite: Spanish 1

Spanish 2 includes a presentation of the intermediate elements of the Spanish language. This course focuses on culture and comprehension in speaking, reading, writing, and listening in Spanish. Students will expand their knowledge of the culture in various ways and will be assessed accordingly.

SPANISH 3

Prerequisite: Spanish 2

Spanish 3 includes a presentation of the intermediate-high elements of the Spanish language. There is a main focus on culture and comprehension in speaking, reading, writing, and listening in Spanish. Students will use the language for personal enjoyment and enrichment in various ways and will be assessed accordingly. This course focuses on language as a tool for communication with speakers of the language throughout one's life: in schools, in the community, and abroad.

SPANISH 4 – UNIVERSITY OF PITTSBURGH COLLEGE IN HIGH SCHOOL

Prerequisite: Spanish 3

This course is Intermediate Spanish 3. High School students will take this course instead of their standard fourth-year Spanish course. Students will earn 3 credits through the University of Pittsburgh.

Spanish 0103, Intermediate Spanish, is the third semester of the Spanish Language Program in the Department of Hispanic Languages and Literatures. This course builds on and expands the language skills acquired in the first three years of high school Spanish. It is designed to develop communicative proficiency. It combines content-based language instruction with an interactive task-based approach and focuses on all relevant language skills: listening, speaking, reading and writing.

Culture is integrated in all aspects of the program. Each chapter will focus on a topic. Vocabulary, grammar and culture presentation and practice will be linked to the theme of the chapter. Because you might have limited opportunities to speak or hear Spanish, classroom time is devoted to developing your competence in these two areas. Therefore, your instructor will speak only in Spanish to you during the class, and you will be expected to do the same with your instructor and classmates. Strategies for listening comprehension and developing speaking skills will be taught in class.

COMMUNICATION AND RHETORIC/ADVANCED PLACEMENT LANGUAGE AND COMPOSITION (ARGUMENT) (PITT)

Communication and Rhetoric is a three-credit College in High School course that examines the fundamentals of argument and intends proficiency in the application of these elementary debating techniques. There are two main units in the course. The first unit examines the foundations of argument construction, support, and refutation. The second unit develops argument skills through in-class debates. There is a written and oral component in this course.

MATHEMATICS

| MATHEMATICS (3 Credits) | Grade | Length | Credit |
|--|--------------|---------------|---------------|
| Core | | | |
| Principles of Algebra | 9 | Year | 1 |
| Algebra 1 | 9,10,11 | Year | 1 |
| Algebra 2 | 9,10,11,12 | Year | 1 |
| Advanced Algebra 2 | 9,10 | Year | 1 |
| Geometry | 10,11,12 | Year | 1 |
| Advanced Geometry | 10 | Year | 1 |
| Mathematics of Finance (Required) | 11,12 | Year | 1 |
| Advanced Mathematics of Finance (Required) | 11,12 | Year | .5 |
| Foundational Mathematics of Finance (Required) | 11,12 | Year | 1 |
| Foundational Pre-Algebra | 9,10,11,12 | Year | 1 |
| Foundational Algebra 1A | 9,10,11,12 | Year | 1 |
| Foundational Algebra 1B | 9,10,11,12 | Year | 1 |
| Electives | | | |
| Basic Programming | 9,10,11,12 | Semester | .5 |
| Video Game Design | 10,11,12 | Semester | .5 |
| Intro to Computer Science | 9,10,11,12 | Semester | .5 |
| Pre-Calculus | 11 | Year | 1 |
| Calculus | 12 | Year | 1 |
| Honors Pre-Calculus | 11 | Year | 1 |
| A.P. Statistics | 11,12 | Year | 1 |
| College Credit Courses | | | |
| A.P. Calculus (RMU) | 12 | Year | 1 |

MATHEMATICS

Course Descriptions

PRINCIPLES OF ALGEBRA

Prerequisite: Teacher Recommendation

Algebra Foundations is designed to provide students with a strong foundation in Algebra to help in the transition to Algebra 1. Topics of study include: operations with integers, operations with rational numbers, simplifying and evaluating expressions, solving linear equations and inequalities, functions, graphing linear functions, and graphing linear inequalities.

ALGEBRA 1

Algebra 1 is designed to prepare students to successfully demonstrate proficiency on the PA Keystone Algebra I exam. Topics of study include:

simplifying and evaluating expressions, solving 1-variable equations and inequalities, graphing and modeling linear functions and inequalities, linear regression, solving linear systems of equations, probability, analyzing 1-variable data sets, and solving basic quadratic equations.

ALGEBRA 2

Prerequisite: Algebra 1

Algebra 2 topics of study include: operations with complex numbers, simplifying or evaluating nonlinear expressions, solving quadratic equations, solving exponential equations, modeling exponential growth or decay, modeling arithmetic and geometric patterns, analyzing polynomial functions, families of functions, probability, fundamental counting principle, permutations and combinations, and regression.

ADVANCED ALGEBRA 2

Prerequisite: Algebra 1

Advanced Algebra 2 is designed to engage the advanced learner in rigorous applications of Algebra 2 in addition to covering all topics included in the Algebra 2 course.

GEOMETRY

Prerequisite: Algebra 2

Geometry topics of study include: properties of circles, spheres and cylinders, properties of polygons and polyhedral, congruence and similarity, writing geometric proofs, parallel lines, coordinate geometry, surface area and volume of composite figures, and right triangle trigonometry

ADVANCED GEOMETRY

Prerequisite: Algebra 1 and Teacher recommendation

Advanced Geometry is designed to engage the advanced learner in rigorous applications of geometry while including all topics in the general course.

MATHEMATICS OF FINANCE/ADVANCED MATHEMATICS OF FINANCE

Prerequisite: Algebra 1

Mathematics of Finance/Advanced Mathematics of Finance is a project-oriented math course designed to study financial skills related to everyday life. Topics discussed are budgeting, financing an education, buying/leasing a vehicle, buying a home, concepts of interest, credit cards, insurance, taxes and investments.

FOUNDATIONAL MATHEMATICS OF FINANCE

Prerequisite: 11th and 12th graders

Mathematics of Finance is a project-oriented math course designed to study financial skills related to everyday life. Topics discussed are budgeting, financing an education, buying/leasing a vehicle, buying a home, concepts of interest, credit cards, insurance, taxes and investments.

FOUNDATIONAL PRE-ALGEBRA

Prerequisite: Teacher Recommendation

Foundational Pre-Algebra provides intensive small group and individualized instruction facilitated through measurable math goals, frequent formative evaluation and progress monitoring to increase the basic foundational and functional mathematics skills needed for success in life.

FOUNDATIONAL ALGEBRA 1A

Prerequisite: Foundational Pre-Algebra, Teacher Recommendation

Foundational Algebra 1A is specially designed instruction for students that have demonstrated proficiency in basic foundational mathematics skills. In this course students will have individual measurable Algebra goals, frequent formative evaluation and progress monitoring to prepare students to successfully demonstrate proficiency in the Algebra 1 Standards on the PA Keystone Algebra Assessment. Students will participate in intensive small group and individualized instruction and pacing through the high-impact strategies, and learning activities.

FOUNDATIONAL ALGEBRA 1B

Prerequisite: Foundational Algebra 1A, Teacher Recommendation

Foundational Algebra 1B is the second half of Foundational Algebra 1A and is specially designed instruction for students that have participated and demonstrated proficiency in Algebra 1A course. In this course students will have individual measurable Algebra goals, frequent formative evaluation and progress monitoring to prepare them to successfully demonstrate proficiency in the Algebra 1 Standards on the PA Keystone Algebra 1 Assessment. Students will participate in intensive small group and individualized instruction and pacing through the high-impact strategies, and learning activities.

BASIC PROGRAMMING

Prerequisite: Need to be currently in Geometry or have passed Geometry

Basic Programming is a Python-based program that teaches the foundations of computer science and basic programming, with an emphasis on helping students develop logical thinking and problem-solving skills. Once students complete this course, they will have learned material equivalent to a semester college introductory course in Computer Science and be able to program in Python.

VIDEO GAME DESIGN

Prerequisite: Basic Programming or Instructor Recommendation

Video Game Design is a course in which students will use what they have learned in Basic Programming to code an arcade style video game in Python. Using Pygame as a game engine, students will learn how to incorporate graphics, sound, level progression, and keyboard/mouse input into their game. At the end of this course, students will have made an original 2-D arcade style video game completely from scratch using the Python programming language.

INTRO TO COMPUTER SCIENCE

Intro to Computer Science introduces students to the fundamental concepts of computer science and challenges them to explore how computing and technology impacts the world. Multidisciplinary in nature, the course teaches students to analyze problems, use creative thinking, and collaborate to investigate solutions to real-world issues using computing. Students will develop a thorough grasp of the computing foundations and concepts relevant to college and career. Topics covered include: fundamentals to Information Technologies (IT), computer hardware and software, data structures and algorithms, computer networking and security, the Python programming language.

PRE-CALCULUS

Prerequisite: Algebra 2

Pre-Calculus covers topics that are designed to prepare the student for the study of calculus. The concepts include: the study of polynomial functions, rational functions, trigonometric identities, angles and angle conversions, parametric equations, conics, logarithms, exponential functions, arithmetic and geometric series and sequences, binomial expansions and the fundamental counting principle.

CALCULUS

Prerequisite: Pre-Calculus

Calculus is designed for all seniors who will be taking a calculus course in a college curriculum. It covers many of the concepts of single variable calculus, which students may encounter in their first college calculus course. This course is highly recommended for college-bound students in medicine, business, science and engineering.

HONORS PRE-CALCULUS

Prerequisite: Advanced Algebra 2 or Algebra 2 and Teacher recommendation

Honors Pre-Calculus is designed to engage the advanced learner in rigorous applications of Pre-calculus in addition to covering all topics included in the Pre-calculus course. Additional topics of study include: application of matrices, advanced systems of equations, conic sections.

A.P. STATISTICS

Prerequisite: Algebra 2

A.P. Statistics is an introduction to the uses of statistics and probability as decision and problem-solving tools. Topics included are: measures of central tendency; variability, probability, counting; binomial distribution; normal distribution; confidence intervals; correlation and regression, hypothesis testing, statistical inference, sampling techniques and experimental design. This course is highly recommended for college-bound students majoring in mathematics, social and health sciences, engineering, medicine, and business.

A.P. CALCULUS (RMU)

Prerequisite: Teacher Recommendation and Pre-Calculus

A.P. Calculus is designed for seniors wanting to take a college-level Calculus course in high school. It covers the curriculum outlined by the College Board. This course prepares students to take the A.P. exam in the spring. This course is highly recommended for college-bound students majoring in science, engineering, medicine, and business.

SCIENCE

| Science (3 Credits) | Grade | Length | Credit |
|---|-----------|----------|--------|
| Core | | | |
| Introductory Physical Science | 9 | Semester | .5 |
| Introduction to Biology | 9 | Semester | .5 |
| Foundational Biology A | 9 | Year | 1 |
| Foundational Biology B | 10, 11 | Year | 1 |
| Biology 1 | 10 | Year | 1 |
| Principles of Biology | 10 | Year | 1 |
| Advanced Biology | 9,10 | Year | 1 |
| Choice of (Must Total 1 credit) | | | |
| Introduction to Chemistry | 11,12 | Year | 1 |
| Foundational Chemistry of Food | 11,12 | Semester | .5 |
| Foundational Chemistry in Your World | 11,12 | Semester | .5 |
| Chemistry 1 | 10,11,12 | Year | 1 |
| Chemistry 2 | 11,12 | Year | 1 |
| Physics 1 | 10, 11,12 | Year | 1 |
| Physics 2 | 11,12 | Year | 1 |
| Principles of Technology | 11,12 | Semester | .5 |
| Ecology | 11,12 | Semester | .5 |
| Conservation Science | 11,12 | Semester | .5 |
| Biology 2 | 10,11,12 | Year | 1 |
| Cellular/Molecular Biology | 10,11,12 | Year | 1 |
| Earth Science | 11,12 | Year | 1 |
| College Credit Courses | | | |
| Anatomy and Physiology (RMU) | 12 | Year | 1 |
| A.P. Chemistry (Course may start prior to the school day) (RMU) | 11,12 | Year | 1.5 |

SCIENCE

Course Descriptions

INTRODUCTORY PHYSICAL SCIENCE (IPS)

IPS is a standards-aligned introduction to chemistry and physics. Hands-on lab activities make up the majority of the coursework. Emphasis is placed on measurement, calculation, and analysis of data collected in a laboratory setting. Safe lab techniques are introduced and practiced during scientific investigations of characteristic properties and identification of unknowns.

INTRODUCTION TO BIOLOGY

Introduction to Biology is a semester-long course that is required before taking Biology 1. Topics include species change, ecosystems, populations, the environment, and biotechnology.

FOUNDATIONAL BIOLOGY A

Prerequisite – Teacher Recommendation

Foundational Biology A provides the first year of specially designed instruction through small group and individualized instruction and pacing to prepare students to successfully demonstrate proficiency in the Biology Standards on the PA Keystone Biology Assessment. Topics include: Ecosystems, The Environment, Evolution & Heredity, Biotechnology.

FOUNDATIONAL BIOLOGY B

Prerequisite – Teacher Recommendation and Foundational Biology A

Foundational Biology B provides the second year of specially designed instruction through small group and individualized instruction and pacing to prepare students to successfully demonstrate proficiency in the Biology Standards on the PA Keystone Biology Assessment. Topics include: Organic Biology, Cell Biology, Photosynthesis/Cellular Respiration, DNA, Careers in Biology.

BIOLOGY 1

Biology 1 is a required, year-long introductory life science course. Topics include ecology, cell biology, DNA, genetics, and natural selection.

PRINCIPLES OF BIOLOGY

Prerequisite: Teacher Recommendation

Principles of Biology is a year-long introductory life science course. Topics include ecology, cell biology, DNA, genetics, and natural selection.

ADVANCED BIOLOGY

Prerequisite: Teacher Recommendation

Advanced Biology is designed to engage the advanced learner in rigorous applications of Biology in addition to covering all topics included in Introduction to Biology and Biology 1.

INTRODUCTION TO CHEMISTRY

Prerequisite: Algebra 1

Introduction to Chemistry covers much of the same material as Chemistry 1, but goes at a slower pace or in not as much depth for certain topics. It is designed for students who may need Chemistry for college but who may need some extra help with Algebra. (If you are uncertain whether you should be in Chemistry 1 or Introduction to Chemistry, ask your current science or math teacher for advice.)

FOUNDATIONAL CHEMISTRY OF FOOD

Prerequisite: Teacher Recommendation

Foundational Chemistry of Food provides students with specially designed instruction through small group and individualized instruction and pacing to enhance science knowledge and application to foods.

FOUNDATIONAL CHEMISTRY IN YOUR WORLD

Prerequisite: Teacher Recommendation

Foundational Chemistry In Your World provides students with specially designed instruction through small group and individualized instruction and pacing to enhance science knowledge and application in the world.

CHEMISTRY 1

Prerequisite: Completion of Algebra 1 and currently taking Algebra 2 or with teacher recommendation

Chemistry 1 is an introductory college-preparatory course. Topics include scientific measurements, physical and chemical properties, heat calculations, atomic structure, periodic table, bonding, chemical nomenclature, reactions, the mole, empirical and molecular formulas, stoichiometry, solutions, and gas laws.

CHEMISTRY 2

Prerequisite: Chemistry 1

Chemistry 2 is an advanced chemistry course for those intending to pursue a science or math-related career. Topics include atomic structure, periodic trends, molecular geometry, solubility rules and net ionic equations, stoichiometry, solutions and colligative properties, reaction rates, equilibrium, acids and bases, oxidation-reduction reactions, electrochemistry, and organic nomenclature.

PHYSICS 1

Prerequisite: Completion of Algebra 2 or with teacher recommendation

Physics 1 is a traditional beginning physics course with a focus on force and motion. Emphasis is placed on developing the student's problem-solving skills using the scientific method and current technologies. Topics included will be: kinematics (rectilinear motion), dynamics (forces and motion), gravity, projectile motion, circular motion, torque and parallel forces, momentum and collisions, and graphical analysis of motion.

PHYSICS 2

Prerequisite: Physics 1

Physics 2 covers additional physics concepts with a focus on energy and its various forms. Topics included will be: Work, power and energy, energy sources and alternatives, wave transfer of energy, electrical energy, sound energy, heat energy, and light energy (lasers and holograms).

PRINCIPLES OF TECHNOLOGY

Principles of Technology is a course in applied science for those who plan to pursue careers as technicians or who want to keep pace with the advances of technology. It blends an understanding of basic principles with practice in practical applications. This course will focus on the concepts of force, work and rate as they apply in mechanical, fluid, electrical and thermal systems.

ECOLOGY

Ecology will focus on environmental problems, studying freshwater and endangered species. Topics covered will include water testing, water organisms, aquatic biomes, water pollution, interactions in ecosystems, causes of extinction, and animal conservation.

CONSERVATION SCIENCE

Prerequisite: Biology

Conservation Science is a semester-long elective science course. Topics of study include the history of and different models of conservation, public and private resources, hunting, trapping, fishing, equipment selection & maintenance, game processing and preservation, and boating.

BIOLOGY 2

Prerequisite: Biology 1 or Advanced Biology

Biology 2 is an honors level college preparatory course that is a survey of microorganisms, plants, and animals. The course will also contain a brief review of the topics of cells, genetics, evolution, and ecology. The course will include dissections of certain animals, projects such as an insect collection, and a research paper.

CELLULAR/MOLECULAR BIOLOGY

Prerequisite: Biology 1 or Advanced Biology

Cellular/Molecular Biology is an honors level college preparatory course. Students develop an understanding of biological processes at the cellular and molecular level. Topics include the molecular structure of cells, energy transfer in cells, and biotechnology, enzymes, disease, and immunology. This course is intended for students who intend to pursue a biology-related career.

EARTH SCIENCE

This is a year-long course and is designed for those students who are interested in the natural sciences and who might be interested in pursuing careers in geology, meteorology, or environmental science. Topics include minerals and rocks, soils and erosion, plate tectonics, geologic time, weather and climate, and oceanography. It is recommended, but not required, that students have taken either Chemistry 1 or Introduction to Chemistry before taking this class.

ANATOMY AND PHYSIOLOGY (Robert Morris University)

Prerequisite: Must have taken at least one of the following: Biology 2, Cellular Molecular Biology, or Chemistry 2/A.P. Chemistry

Anatomy and Physiology targets seniors who plan to pursue such professions as a doctor, nurse, physical therapist, or other health-related fields. The course content covers everything from cellular physiology and skeletal anatomy to internal organs and systems. The course is advanced and offers labs and dissections in great detail. Anatomy and Physiology is a three-credit course offered through Robert Morris University.

A.P. CHEMISTRY (COURSE MAY START PRIOR TO THE SCHOOL DAY) (Robert Morris University)

Prerequisites: Chemistry

A.P. Chemistry is designed to further the education of those students who are looking towards careers in chemistry, medicine, or engineering. Topics include: atomic and molecular structure, periodic trends, molecular, net-ionic and redox reactions, gas laws, liquids and solids, thermochemistry, solutions and colligative properties, reaction rates, gas and ionic equilibria, acids and bases, electrochemistry, thermodynamics, nuclear chemistry, and introductory organic chemistry. This is a highly rigorous course designed to cover the topics presented at the freshman college level. There is a strong emphasis on problem solving and the laboratory experience.

SOCIAL STUDIES

| Social Studies (3 Credits) | Grade | Length | Credit |
|--|--------------|---------------|---------------|
| 9 th Grade Seminar (required) | 9 | Quarter | .25 |
| Core | | | |
| Foundational World History | 9 | Year | 1 |
| World History | 9 | Year | 1 |
| Honors World History | 9 | Year | 1 |
| Foundational American Government | 10 | Year | 1 |
| American Government | 10 | Year | 1 |
| Honors American Government | 10 | Year | 1 |
| A.P. U.S. Government and Politics | 10 | Year | 1 |
| American History | 11 | Year | 1 |
| Honors American History | 11 | Year | 1 |
| Electives | | | |
| Local History | 9,10 | Semester | .5 |
| Global Media | 11,12 | Semester | .5 |
| Sociology | 11,12 | Semester | .5 |
| Psychology | 11,12 | Semester | .5 |
| Criminal Justice | 11,12 | Semester | .5 |
| College Credit Courses | | | |
| Intro to Psychology (Pitt) | 11,12 | Year | 1 |

SOCIAL STUDIES **Course Descriptions**

9th GRADE SEMINAR - Required

9th Grade Seminar students will explore various career options and continue the career planning process in preparation for their career path, following graduation from high school. This class is aligned to the PA Career and Work Standards and utilizes our on-line career tool to develop an individual career plan for each student. Students are exposed to non-traditional career information, career and technical education programs available to them in 10th grade, and the five career pathways. This is a required class for all 9th grade students.

FOUNDATIONAL WORLD HISTORY

Prerequisite: Teacher Recommendation

Foundational History provides students with specially designed instruction through small group and individualized instruction and pacing to enhance history knowledge.

WORLD HISTORY

World History is more than a chronology of facts. It is an exploration of big ideas across time and place using the concepts of history, culture, science and technology, government, economics, and geography. As students study World History, they will encounter enduring essential questions and issues that people have wrestled with throughout history and that still challenge us today.

HONORS WORLD HISTORY

Honors World History is a course designed for the higher academic freshman. The focus of this course is the study of the historical development of people, places, and patterns of life from ancient times until the present. Political, economic, religious, historical, and cultural themes are stressed throughout the course. Students will use skills of historical and geographical analysis to explore the early history of the world. Students will examine supplemental readings, maps, and other materials to develop critical thinking and analytical skills.

FOUNDATIONAL AMERICAN GOVERNMENT

Prerequisite: Teacher Recommendation

Foundational Government provides students with specially designed instruction through small group and individualized instruction and pacing to enhance government knowledge.

AMERICAN GOVERNMENT

American Government students learn how to become active citizens through exploration of the essential themes and skills necessary to participate in the U.S. political system. Students will also explore the structure of the federal government and analyze the Constitution to learn about the foundation of the nation's laws as well as rights guaranteed to every citizen.

HONORS AMERICAN GOVERNMENT

Honors American Government is an intermediate political science course in which students will examine the foundations and structure of the United States political system. Students will be expected to analyze the Constitution, foundational primary source documents, Supreme Court Case briefs, and other visuals. The purpose of this course is to learn about the rights and responsibilities of United States citizens, as well as how American political institutions work and interact.

A.P. U.S. GOVERNMENT & POLITICS

Prerequisites for this course: 1) Summer coursework assigned is recommended at the end of ninth grade, which is due at the start of the course 2) Successful completion of Honors World History and/or Honors English 9 or recommendation by ELA/SS teachers.

A.P. U.S. Government & Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and

political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

AMERICAN HISTORY

American History explores historically enduring concepts and essential questions still current today. Each unit of study explores how people and past generations dealt with and continue to deal with these issues. The objective of American History is to give students the ability to think critically about the United States, where we have been, and where we are going as a Nation.

HONORS AMERICAN HISTORY

Honors American History is a course designed for the higher academic junior. The course content focuses on modern era American History and current events. A variety of teaching and learning techniques will be applied with an emphasis placed on critical and evaluative skills, essay writing, vocabulary improvement, effective study skills, and student projects.

LOCAL HISTORY

Local History explores the treasured history of Pennsylvania, Erie County, Corry, and surrounding areas/individuals. This is a wonderful opportunity for students to reach out to our collective pasts through a collaborative, hands-on approach.

GLOBAL MEDIA

Global Media is a broadcast journalism/movie production class that exposes students to the many audiovisual opportunities of today in a hands-on environment where students will produce original productions.

SOCIOLOGY

Sociology is an introductory course that will focus upon human behavior in a social context. The primary objective will be to expose the student to practical sociological data so as to enable the student to become a more functional citizen. The data that will be utilized will include the following: human groups, culture, social control, individual and personality development, collective behavior, social class, the family, and current social issues.

PSYCHOLOGY

Psychology is a semester elective course focusing on the study of individual human behavior. Psychology's major principles, theories, terminology, methods of experimentation and research, practical applications, and related careers are areas of study. Students will do research and conduct experiments, including, but not limited to, stimuli and conditioned behavior, summary projects on the brain and behavior, and interviews of professionals.

CRIMINAL JUSTICE

Criminal Justice is a survey class where students will explore career opportunities in the growing field of law and law enforcement. Students can expect a rigorous academic experience that will cover a wide variety of aspects of law enforcement.

INTRODUCTION TO PSYCHOLOGY (PITT)

Introduction to Psychology is a three-credit course offered through the Department of Psychology at the University of Pittsburgh. This course is an introductory class that will use the scientific method to provide a foundation for the field of Psychology. Topics include: psychology's history and approaches; research methods, biological bases of behavior, cognition and learning, personality, abnormal behavior, treatment of abnormal behavior and social psychology.

BUSINESS

| Business | Grades | Length | Credit |
|-------------------------------------|---------------|---------------|---------------|
| Introduction to Business | 9,10,11,12 | Semester | .5 |
| Introduction to Marketing | 9,10,11,12 | Semester | .5 |
| Microsoft Office Specialist | 10,11,12 | Semester | .5 |
| Accounting 1 | 10,11,12 | Semester | .5 |
| Accounting 2 - Corporate Accounting | 11,12 | Semester | .5 |
| Entrepreneurship | 10,11,12 | Semester | .5 |
| Business Law | 9,10,11,12 | Semester | .5 |
| Social Media Marketing | 10,11,12 | Semester | .5 |
| A.P. Economics | 11,12 | Semester | .5 |

BUSINESS

Course Descriptions

INTRODUCTION TO BUSINESS

Students will gain insights into fundamental principles that govern economic activities. The curriculum delves into the different forms of business ownership, providing a comprehensive understanding of sole proprietorships, partnerships, and corporations. Exploring the crucial role of management, chapters cover the functions of planning, organizing, and controlling within a business context. Students will examine the importance of entrepreneurship, learning about the traits and skills essential for successful business ventures. Additionally, the curriculum introduces marketing concepts, shedding light on strategies businesses employ to identify and satisfy customer needs. Students will develop a solid foundation in the fundamental aspects of business, setting the stage for a more in-depth exploration of business operations, ethics, and global business.

INTRODUCTION TO MARKETING

Prerequisite: Introduction to Business

Introduction to Marketing & Salesmanship is designed to introduce students to the concepts of marketing and identify the roles of marketing by analyzing the impact of marketing on the individual, business, and society. Students will develop and apply a code of ethics to various marketing issues affecting consumers, entrepreneurs, and manufacturers. Students will be able to identify what factors make a business successful and prepare to develop their own business marketing strategies. Students will create several oral presentations on products and marketing strategies as well as developing a marketing plan for a company as a final project.

MICROSOFT OFFICE SPECIALIST

Microsoft Office Specialist is a course designed for students attending college or entering the business world as they are more powerful, complex pieces of software frequently used in colleges/universities and the business realm. Students will explore computer skills and applications needed on personal, school/college, and career levels by completing Real-World, Client-Based Microsoft Office Projects using Word, Excel, PowerPoint, Publisher, and Access. They will be “employees” as a Microsoft Office Specialist. They will design and create a wide variety of business documents, reports, business letters, tables, databases, spreadsheets, brochures, and presentations for their clients as well as file management. Students will use technical writing, accounting, presentation, critical thinking, organizational, and decision-making skills to plan, create, revise, and produce a wide variety of documents.

ACCOUNTING 1

Prerequisite- Introduction to Business & Algebra I

Students dive into the essentials of accounting for service businesses. They learn to analyze and record service transactions, master adjusting entries specific to service contexts, and complete the accounting cycle, including the preparation of tailored financial statements. Special focus is given to managing cash and implementing internal controls in service settings. Students also explore the use of specialized journals for efficient record-keeping. Through this foundational exploration, students acquire a comprehensive understanding of accounting principles crucial for navigating the nuances of service business accounting.

ACCOUNTING 2-CORPORATE ACCOUNTING

Prerequisite: Accounting I

Students cover a spectrum of essential accounting topics. They start with purchases and cash payments, progressing to sales and cash receipts, and gaining hands-on experience in transaction recording using a general journal. The curriculum extends to payroll records, payroll taxes, and managing uncollectible accounts receivable. Emphasizing accurate financial reporting, students learn to prepare adjusting entries and a trial balance. Shifting to corporations, they master financial statement preparation, closing entries, and delve into financial statement analysis. This comprehensive approach equips students with practical skills in transaction recording, payroll management, and financial statement interpretation, essential for navigating diverse business environments.

ENTREPRENEURSHIP

Prerequisite: Introduction to Business & Intro to Marketing

Entrepreneurship is designed to teach the concepts for researching ideas and markets and planning and management processes in owning a business. Students will explore the basic concepts by actually preparing a professional business plan proposal. Each student will develop leadership and problem-solving skills, understand the importance of making ethical decisions, proper social and business etiquette, analyze possible solutions to specific business problems, develop business leadership skills, and develop an increased understanding of the business world. Throughout this course, students will learn and develop entrepreneurship basics, turning ideas into a business, analyzing the market, market research, marketing/advertising plan, business designs/branding, business finances, operating and management, along with creating a business plan.

BUSINESS LAW

Prerequisite: Introduction to Business

Business Law is an introduction to the legal system, business law, and personal law. Students will gain a personal understanding of the law and the implications of the law in their future as it relates to conducting business on a personal or corporate level. They will also work to gain an understanding of the basic legal vocabulary. An introduction to the legal system, court procedures, and the jury process will be presented. Topics to be covered include, but are not limited to: Constitutional Rights, Civil Law, Criminal Law, Court Processes, Intellectual Property Laws, White Collar Crimes, Identity Theft/Fraud, Sales Contracts, Property Law, Employment Law, Warranties, Credit, Consumer Protection Laws, Trade Laws, etc.

SOCIAL MEDIA MARKETING

Prerequisite- Introduction to Business & Introduction to Marketing

Social media plays huge roles in everyday lives as well as related advertising. It reaches more people daily than any other modality, such as television, radio, and print. This course looks at the channels of marketing, advertising, and communication that make up social media and the Web and explores how these tools fit into a company's traditional integrated marketing strategy. Students will use real case studies from large corporations and small businesses exploring online social networks, user-generated content, and content-sharing to create brand awareness and buzz. Hands-on projects will be completed in order to learn how to leverage social media marketing for business purposes. The current world economy operates largely in a "gig economy," where there is a growing sector of part-time, freelance, side-hustle jobs thus "Content Creators" are now legitimate, high paying jobs.

A.P. ECONOMICS

Prerequisite- Algebra II and Introduction to Business

Students delve into the intricacies of microeconomics and macroeconomics, gaining a nuanced understanding of economic principles and their practical implications. Microeconomic topics encompass the dynamics of supply and demand, consumer and producer behavior, various market structures, and the functioning of factor markets. On the macroeconomic front, students explore key indicators like Gross Domestic Product (GDP), inflation, and unemployment, and the influence of fiscal and monetary policies on economic conditions. The course emphasizes analytical skills, utilizing graphical and mathematical representations to model economic phenomena, engaging in critical analysis of current events, and applying economic concepts to real-world issues. Students will emerge with a comprehensive grasp of economic theories and the ability to apply them to diverse situations. ***Students will also be able to take both A.P. Macroeconomics and A.P. Microeconomics tests at the end of the year.***

FAMILY AND CONSUMER SCIENCES

| Family & Consumer Sciences | Grades | Length | Credit |
|---------------------------------------|---------------|---------------|---------------|
| Advanced Sewing Applications | 9,10,11,12 | Semester | .5 |
| Baking and Pastries | 9,10,11,12 | Semester | .5 |
| Child Development | 9,10,11,12 | Semester | .5 |
| Family Planning and Preparation | 9,10,11,12 | Semester | .5 |
| Foods Around the World | 9,10,11,12 | Semester | .5 |
| Nutrition/Intro to Culinary Arts | 9,10,11,12 | Semester | .5 |
| Sewing Applications | 9,10,11,12 | Semester | .5 |
| Sewing Entrepreneurs | 9,10,11,12 | Semester | .5 |

FAMILY & CONSUMER SCIENCES

Course Descriptions

ADVANCED SEWING APPLICATIONS

Prerequisite: Sewing Applications

Advanced Sewing Applications will allow students to explore complex sewing skills while constructing chosen projects. The projects can consist of clothing and home/fashion accessories. Students will select and supply their own fabric/supplies and assemble high-quality projects using patterns and step by step instructions. Classroom experiences will incorporate literacy and math skills.

BAKING AND PASTRIES

Prerequisite: Nutrition/Intro to Culinary Arts

Baking and Pastries is designed to introduce students to basic baking fundamentals and tools used in the baking industry. Students will learn baking and pastry techniques with an emphasis on specialty baking ingredients, pastries, creams, custards, icings, frostings, glazes, and chocolate. The students will demonstrate skills in preparing various types of pies, tarts, cookies, cakes, candies, and sugar decorations. Students will also develop group decision-making, time management, and planning skills through the planning and preparation of actual desserts. Classroom experiences will incorporate literacy and math skills.

CHILD DEVELOPMENT

Child Development will teach students to understand how children grow and develop physically, intellectually, emotionally, and socially. This course offers experiences and skills that prepare students for care-giving and future parenting. Students will further develop their skills in critical thinking, communication, and decision-making. Classroom experiences will incorporate math and literacy skills.

FAMILY PLANNING AND PREPARATION

Family Planning and Preparation covers sensitive issues such as STDs, reproductive organs, the consequences of premarital sex, teen pregnancy, prenatal care, stages of pregnancy, childbirth, and child development through age one. Childbirth videos, including c-section surgeries, are part of the class content. This course offers experiences and skills that prepare students for care-giving and future parenting. Infant simulation occurs with Real-Care babies. Students will further develop their skills in critical thinking, communication, and decision-making. Classroom experiences will incorporate math and literacy skills.

FOODS AROUND THE WORLD

Prerequisite: Nutrition/Intro to Culinary Arts

Foods From Around the World is designed to enable students to investigate various countries of the world and prepare a variety of global cuisines in class. Students will apply research techniques when investigating the countries and prepare PowerPoints to share the information they gain about their selected country. After researching their selected country, the students will have the opportunity to prepare selected recipes. Classroom experiences will incorporate literacy and math skills.

NUTRITION/INTRO TO CULINARY ARTS

Nutrition/Intro to Culinary Arts is designed to introduce students to basic kitchen skills, current nutrition information, and food preparation. Basic culinary skills will be used in actual laboratory settings. The skills include determining equivalents, interpreting abbreviations, reading recipes, identifying utensils, and implementing proper measuring techniques. Students will also develop group decision-making, time management, and planning skills through the planning and preparation of an actual meal. Classroom experiences will incorporate literacy and math skills.

SEWING APPLICATIONS

Sewing Applications is a beginner level course. Students will complete personalized projects and incorporate basic sewing techniques. The project(s) may include: home/fashion accessories and/or clothing. This class will also include basic quilting. Students select and provide their own fabric/supplies and assemble high-quality project(s) using step-by-step instructions. Classroom experiences will incorporate literacy and math skills.

SEWING ENTREPRENEURS

Prerequisite: Sewing Applications

Sewing Entrepreneurs is an elective course designed to allow students the opportunity to run their own mock business and provide sewing repair services and custom-made projects for customers (faculty, students, family, and community members, etc...) at no profit. Students will examine the pros and cons of being self-employed through a variety of activities. Effective work habits are developed and classroom experiences will incorporate literacy and math skills.

FINE ARTS

| Music | Grade | Length | Credit |
|---|--------------|---------------|---------------|
| <u>Performance-Assessed Music Courses</u> | | | |
| Concert Choir (Will be offered both semesters) | 9,10,11,12 | Semester | .5 |
| High School Band | 9,10,11,12 | Year | 1 |
| Honors Choir (Will be offered both semesters) | 9,10,11,12 | Semester | .5 |
| Jazz Band (Fall) | 9,10,11,12 | Semester | .5 |
| <u>Classroom-Assessed Music Courses</u> | | | |
| Advanced Piano & Independent Instrument Musicianship | 10,11,12 | Semester | .5 |
| Broadway Musicals – Then and Now | 9,10,11,12 | Semester | .5 |
| Guitar Lab 1 | 9,10,11,12 | Semester | .5 |
| Guitar Lab 2 | 9,10,11,12 | Semester | .5 |
| Modern Band | 10,11,12 | Semester | .5 |
| Piano Lab 1 | 9,10,11,12 | Semester | .5 |
| Piano Lab 2 | 9,10,11,12 | Semester | .5 |
| Ukulele Lab | 9,10,11,12 | Semester | .5 |
| Music Theory | 10,11,12 | Semester | .5 |
| Art | | | |
| Art Fundamentals | 9,10,11,12 | Semester | .5 |
| Intermediate Art | 9,10,11,12 | Semester | .5 |
| Advanced Art | 10,11,12 | Semester | .5 |
| Ceramics | 9,10,11,12 | Semester | .5 |
| Fibers | 9,10,11,12 | Semester | .5 |
| Advanced Studio Practices | 11,12 | Semester | .5 |
| Pre-A.P. Studio Art | 11 | Year | 1 |
| A.P. Studio Art | 12 | Year | 1 |

FINE ARTS

Course Descriptions

CONCERT CHOIR

Concert Choir is a performing group of the choral music program. This course offers any student a large-group chorus experience singing concert literature for mixed voices. Students are provided opportunities to develop their musical skills through studies in both vocal and choral techniques, basic music theory, training in sight singing, music history and literature, creative self-expression, and performance activities. The choir will perform a minimum of one concert per semester for a total of two per year. Performance participation is required.

HIGH SCHOOL BAND

Prerequisite: Middle School Band or Director Audition

High School Band is a continuation of the band program for grades 9-12. Students will play concert band literature from a wide range of sources, appropriate to the level of the group. Students will focus on expanding range, theory knowledge, tone, and blend in an ensemble. Small group and solo opportunities may exist. There will be at least one required performance in each semester. We will listen to great performances from time to time. Additional experiences are available through participation in festivals sponsored by the Pennsylvania Music Educators Association (PMEA).

HONORS CHOIR

Prerequisite: 7th/8th grade Chorus/Band for at least one complete year or high school Concert Choir for at least one semester with Director Audition

Honors Choir is a performing group of the choral music program. In this group, students are provided the opportunity to develop their musical skills through studies in both vocal and choral techniques, basic music theory, training in sight singing, music history and literature, creative self-expression, and performance activities. Honors choir will sing literature chosen from an advanced choral repertoire. This choir will perform a minimum of one concert per semester for a total of two per year. Performance participation is required.

JAZZ BAND

Prerequisite: Teacher recommendation

Do you like jazz? Jazz Band is a smaller ensemble than concert band, usually comprised of saxes, trombones, trumpets, and a rhythm section. Repertoire will be selected from jazz standards and appropriate to the level of the students and mix of instruments. Students will learn jazz phrasing, articulation, and start to explore improvised solos. Preparation for District Jazz auditions will enhance the students confidence in jazz.

MODERN BAND

Prerequisite: Guitar Lab 2 or Piano Lab 2 or instructor decision based on audition/interview

Modern Band is a new movement in music education to grab non-traditional students who like music, but not band, choir, etc. Students will learn guitar, bass, keyboard, drums, and/or vocals in order to form a small band or bands. Activities will include: learning cover songs, writing new songs and parodies, learning about sound production/recording/digital music, creating an album, and exploring career opportunities in the field. This class will focus on playing as a group, not individually. Performance opportunities will also be explored.

ADVANCED PIANO AND INDEPENDENT INSTRUMENT MUSICIANSHIP

Prerequisite: Piano Lab 2 and Teacher Recommendation

Advanced Piano and Independent Instrument Musicianship gives students the opportunity to further their skills in piano or other instruments through independent practice and lesson time with the teacher.

BROADWAY MUSICALS – THEN AND NOW

Broadway Musicals is a course to offer students the opportunity to delve into the historical overview of musicals and their development; important/influential musicals and composers; analysis of a show to understand the historical items related to the musical and standard literary tenants to include: plot, characterization, point of view, conflict, foreshadowing, tone/mood, symbolism, theme, imagery, setting, among others; and comparison of musical to the literature it was based upon.

GUITAR LAB 1

Guitar Lab 1 is designed for the student who desires to learn to play the guitar but has little or no experience. The first half of the course focuses on note reading on each of the strings, while the second half will focus on basic chord shapes and strumming patterns. No previous musical experience is necessary. Guitars are provided, but not able to be taken home. Class time is largely devoted to practicing, so at home practice is not required.

GUITAR LAB 2

Prerequisite: Guitar Lab 1

Guitar Lab 2 is a continuation of Guitar Lab 1. After a review of notes, most of the course focuses on chords: expanding known chords, barre chords, fingerpicking patterns, electric guitar technique, etc. Basic guitar maintenance is covered. One featured project is overdubbing a recording of yourself (you play the chords and notes of a song). Bass guitar is also offered during this course. There will also be discussion about live sound equipment and operation. Songwriting, chord structure and sequence, and transcription are also possible.

PIANO LAB 1

Piano Lab 1 is designed for the student who desires to learn to play the piano and has never played before. Basic keyboard techniques are taught through the use of John Thompson Modern Course for the Piano.

PIANO LAB 2

Prerequisite: Piano Lab 1

Piano Lab 2 is a continuation of Piano Lab 1 which is required in sequence. Keyboard techniques will continue to be stressed through the use of John Thompson Modern Course for the Piano.

UKULELE LAB

Ukulele Lab will teach students how to read music, play chords, and play songs that you have always wanted to learn how to play. No prior music knowledge needed to be in this class. Ukuleles are provided. There will be plenty of time to practice in class, so no ukuleles can go home.

MUSIC THEORY

This course is for students wanting to extend their understanding of how music is structured. We break down the language of music notation and discuss harmonic structures (i.e., chords, intervals, rhythms, key signatures, and scales) and learn tools for mastering these basic fundamentals for music theory. If you are a student considering a music minor or major in college, this course is highly recommended. This course is designed for the ambitious music student wanting to grow their understanding of written music.

ART FUNDAMENTALS

Prerequisite to all other Art Courses

Art Fundamentals is a .5 credit foundational course designed for students who want to explore the basics of visual art and develop their creative skills. Students will be introduced to the principles of design, the elements of art, and a variety of drawing and painting techniques. Through hands-on projects, students will build their confidence in using line, shape, color, texture, and space to create dynamic compositions. The course will also emphasize art history and appreciation, encouraging students to connect their own work to different styles, cultures, and time periods. Art Fundamentals lays the groundwork for future art studies by fostering creativity, critical thinking, and technical ability. This course is perfect for beginners or anyone looking to strengthen their artistic foundation. This class provides a very supportive environment to explore the exciting possibilities of art-making.

INTERMEDIATE ART

Prerequisite: Art Fundamentals

Intermediate Art is designed for students who have completed Art Fundamentals and seek to expand their technical skills and creative vision. This course delves deeper into the principles of design and elements of art, emphasizing personal expression and exploration of advanced techniques in drawing, painting, printmaking, sculpture, and mixed media. Students will refine their understanding of composition, color theory, and design while exploring new materials and methods. This course incorporates art history and contemporary art practices to inspire projects and encourage students to develop their unique artistic voice. Intermediate Art provides students the opportunity to challenge themselves creatively and prepare for more advanced art courses.

ADVANCED ART

Prerequisite: Art Fundamentals and Intermediate Art

Advanced Art is designed for students with a strong foundation in visual arts who are ready to push their creative and technical abilities to the next level. This rigorous course emphasizes the development of works based on thematic prompts. Students will engage in advanced techniques across a wide range of media, including drawing, painting, printmaking, sculpture, and mixed media while developing their unique artistic style. This course focuses on conceptual thinking, experimentation, and artistic problem-solving. Students will also analyze and draw inspiration from art history and contemporary art movements. Critiques and portfolio development are an integral component of this course, with an emphasis on creating a professional-quality portfolio that reflects the student's individual voice and artistic growth. Advanced Art encourages students to take ownership of their creative process and produce meaningful, impactful works of art.

CERAMICS

Ceramics is a course that invites students to explore the art and craft of pottery. Students will learn to transform clay into functional, sculptural, and decorative works. Students will learn foundational hand-building techniques, such as slab construction, coiling, and pinching. The course emphasizes craftsmanship, creativity, and the development of personal style as students experiment with surface decoration techniques like carving, sgraffito, and glazing. Students will learn about the firing process, from bisque to glaze firing, and gain insight into the historical and cultural traditions in Ceramics. The course will conclude with learning to throw on the wheel. Ware is created that is both dishwasher and microwave safe.

FIBERS

Prerequisite: Art Fundamentals

Fibers is designed to explore the diverse world of fiber arts. Students will learn to transform textiles and fibers into works of art and functional pieces. Through projects such as weaving, embroidery, needle and wet felting, Shibori dyeing and other surface design techniques, soft sculpture, and basketry, students will discover how to combine traditional craftsmanship with contemporary design. Students will study cultural and historical influences in fiber arts while developing their skills in color theory, pattern design, and texture creation. This course emphasizes creativity, problem-solving, and craftsmanship while encouraging students to express their personal voice through a variety of mediums.

ADVANCED STUDIO PRACTICES

Prerequisite: Art Fundamentals, Intermediate Art, Advanced Art, and either Ceramics or Fibers

Advanced Studio Practices is an honors-level course designed for the highly motivated and independent student who is eager to concentrate on improving visual art skills within a chosen discipline of Ceramics, Sculpture, Drawing, Fibers, Painting, or Printmaking. Students will choose their discipline, write a detailed concentration proposal based on their chosen theme, and develop a list of project ideas at the start of the semester. Students will be required to keep a visual journal for ideation in the development of their unique concentration of artworks. Students will research artists for inspiration, plan their approach, explore materials and methods, revise their ideas through critique sessions with the instructor, and complete projects that reflect a personal interpretation of their concentration theme. A final portfolio of works and a written artist statement will be presented at the end of the semester.

PRE-A.P. STUDIO ART

Prerequisite: Instructor approval and completion of Art Fundamentals, Intermediate Art, Advanced Art, and one additional visual arts course.

Pre-AP Studio Art is a 1 credit course designed for the college-bound student who plans to pursue the AP Studio Art course with the intent to submit a portfolio as required for the AP exam in their Senior year. Students write a proposal and develop a thematic focus at the start of the course. Students then learn to develop a visual journal and conduct research in the development of their portfolio. Students will create artwork following the AP Studio Art program guidelines for the development of works for the Selected Works and Sustained Investigation portions of the portfolio. Please read the AP Studio Art course description for more details. Students are required to meet with the course instructor for approval to schedule this course.

A.P. STUDIO ART

Prerequisite: Instructor approval and successful completion of Pre-AP Studio Art in the Junior year.

AP Studio Art is a 1-credit course designed for a college-bound student who is self-directed, highly motivated, serious about developing skills, and committed to building a personal portfolio of work. Students will be challenged to think critically and independently about their artistic practice. This course will emphasize the development of a cohesive body of work that demonstrates the student's abilities, interests, and conceptual ideas within a chosen theme. Students will conduct research through visual journaling, and research, and participate in class critique sessions with the instructor. Depending on their personal interests and strengths students may choose to focus on one of the following portfolio types; 3D Design or Drawing. The objectives of the course are to help students cultivate technical skills in a variety of media, tools, and techniques while earning college credit. Students will develop original concepts and execute them with intention. Students will be required to build a portfolio that includes two sections; Selected Works and Sustained Investigation. The Selected Works portion of the portfolio consists of five artworks that demonstrate a synthesis of materials, processes, and ideas. The Sustained Investigation portion of the portfolio consists of fifteen unique artworks and process documentation that demonstrate sustained investigation through practice, experimentation, and revision. Students will be required to dedicate a substantial amount of time outside of class to their work, including researching, sketching, and execution of artwork. Students who select the AP Studio Art 3D Design track are those who will be working in the medium of Ceramics, Fibers, or Sculpture. Students who select the AP Studio Art Drawing course are those who will be working in the medium of Drawing, Painting, or Printmaking. At the end of the course students will submit a portfolio of working digitally to the College Board for evaluation. There is a processing fee involved in the administration of this exam. Students are required to meet with the course instructor for approval to schedule this course and must have a minimum of 8 works for the portfolio completed in their Junior year.

A.P. Studio Art Course Track Progression

All listed courses in the following track choices are prerequisites to A.P. Studio Art along with instructor approval before scheduling Pre-A.P. Studio Art in the Junior year and A.P. Studio Art in the Senior year.

A.P. Studio Art 2D Design Course Track: (For any student wanting to focus on drawing, printmaking, collage, etc.)

| | |
|-----------|---|
| Freshmen | Art Fundamentals .5 credit then Intermediate Art .5 credit |
| Sophomore | Advanced Art .5 credit then Advanced Studio Practices .5 credit |
| Junior | Pre-A.P. Studio Art 2D Design 1 |
| Senior | A.P. Studio Art 2D Design 1 |

A.P. Studio Art 3D Design Course Track:

| | |
|-----------|---|
| Freshmen | Art Fundamentals .5 credit and Fibers .5 credit then Ceramics .5 credit |
| Sophomore | Ceramics .5 credit then Fibers .5 credit then Advanced Studio Practices .5 credit |
| Junior | Pre-A.P. Studio Art 1 3D Design |
| Senior | AP Studio Art 1 |

HEALTH AND PHYSICAL EDUCATION

| Health and Physical Education | Grade | Length | Credit |
|--------------------------------------|-----------------|---------------|---------------|
| Wellness Foundation | 9 | Quarter | .25 |
| Physical Education | 10,11,12 | Semester | .5 |
| Advanced Physical Education | 11,12 | Semester | .5 |
| Health | 11(Recommended) | Semester | .5 |
| Personal Fitness | 11,12 | Semester | .5 |

HEALTH & PHYSICAL EDUCATION

Course Descriptions

WELLNESS FOUNDATIONS

Wellness Foundations is required for all 9th grade students and for any new high school student in the District. Wellness Foundations is to be taken prior to the student enrolling in other Physical Education classes. This course will emphasize the understanding of an active, healthy lifestyle, geared toward a personal fitness program.

PHYSICAL EDUCATION

Prerequisite: Wellness Foundations

Physical Education introduces students to a variety of lifetime sports and activities. There will also be pre- and post-tests in physical fitness.

ADVANCED PHYSICAL EDUCATION

Prerequisite: Wellness Foundations; Varsity Athlete or Teacher Recommendation

Advanced Physical Education students will work with the Middle School and High School Life Skills classes. They will also be responsible for researching various disabilities pertaining to physical activity. This is an elective course and does not satisfy the Physical Education credit requirement.

HEALTH

Health is intended to educate and reinforce issues involving the human body and factors that may affect the body both positively and negatively. The emphasis will be discussing/debating current health issues.

PERSONAL FITNESS

Prerequisite: Wellness Foundations and Grade 10 PE

Personal Fitness is designed to help students build a health and fitness knowledge base that will enable them to live healthy, active lives and to improve their overall strength, aerobic endurance, body composition, and mobility. After exploring a variety of fitness programs, the student will develop their own personal program and implement this program within the semester. **Students in 11th and 12th grades** may take Personal Fitness as their physical education credit in place of physical education class.

TECHNOLOGY AND ENGINEERING EDUCATION

| Technology Education | Grade | Length | Credit |
|--|--------------|---------------|---------------|
| Architectural Drawing 1 | 9,10,11,12 | Semester | .5 |
| Architectural Drawing 2 | 9,10,11,12 | Semester | .5 |
| Cabinetmaking 1 | 9,10,11,12 | Semester | .5 |
| Cabinetmaking 2 | 10,11,12 | Semester | .5 |
| Cabinetmaking 3 | 11,12 | Year | 1 |
| Computer-Aided Design 1 | 9,10,11,12 | Semester | .5 |
| Computer-Aided Design 2 | 9,10,11,12 | Semester | .5 |
| Computer-Aided Design 3 | 10,11,12 | Semester | .5 |
| Computer-Aided Design 4 | 11,12 | Semester | .5 |
| Graphic Communications 1 | 9,10,11,12 | Semester | .5 |
| Graphic Communications 2 | 9,10,11,12 | Semester | .5 |
| Graphic Communications 3 | 11,12 | Year | 1 |
| Mechatronics | 9,10,11,12 | Semester | .5 |
| Photography 1 | 9,10,11,12 | Semester | .5 |
| Photography 2 | 10,11,12 | Semester | .5 |
| Student-Run Manufacturing Enterprise (fulfills Technology or Elective Credit) | 11,12 | Year | 1 |
| STEM 1 | 9,10,11,12 | Semester | .5 |

TECHNOLOGY EDUCATION

Course Descriptions

ARCHITECTURAL DRAWING 1

Architectural Drawing I students will learn the design principles and techniques associated with residential home design and construction. Students will explore the various products and materials used in residential construction, particularly in kitchen and bath construction and remodeling. AutoCAD drafting software will be used to design a floor plan, elevation views, electrical plan, and wiring plan. Students will also build a scale model residential structure. This course is recommended for all students interested in the areas of architectural design and/or building construction.

ARCHITECTURAL DRAWING 2

Prerequisite: Architectural Drawing 1

Architectural Drawing 2 students will build upon the fundamental knowledge gained in Architectural Drawing 1 to develop a complete set of residential home building plans. Residential building codes will be studied and incorporated into each home design. In addition to using AutoCAD Drafting Software, students will be introduced to the popular architectural drafting software “Autodesk Revit.” Student’s residential home plans will include the following: floor plan, foundation plan, exterior elevation views, section views, electrical and plumbing plans, and a plot plan. Upon the completion of the building plans, students will construct a scale model of their house design. The home building plans and the scale model will be presented by the student in a formal/professional manner. This course is recommended for all students interested in the areas of architectural design and/or building construction.

CABINETMAKING 1

Cabinetmaking 1 students are exposed to a variety of fundamental woodworking processes. Students will learn the factors considered when selecting materials, how to read woodworking plans, hand tool and machine safety, woodworking processes, pre-finishing, and finishing. All students complete a required project that incorporates various woodworking processes. In addition to using traditional woodworking equipment, students are introduced to CNC routing and laser cutting.

CABINETMAKING 2

Prerequisite: Cabinetmaking 1

Cabinetmaking 2 students draw upon the fundamental skills learned in Cabinetmaking I to learn more advanced woodworking skills and techniques. The advanced processes include shaping, basic cabinet door construction, raised panel door construction, drawer construction, base and crown molding design and application, and cabinet hardware application. Students complete a required night stand project which utilizes all the processes previously mentioned.

CABINETMAKING 3

Prerequisite: Cabinetmaking 2

Cabinetmaking 3 students design or choose their own project to be completed within the 24-week time frame. The project is selected with the help of the instructor and is chosen with careful consideration regarding many variables. These variables include: student interest, material cost and material availability, time, skill level of student, and the woodworking processes involved in producing the project. Students are responsible for purchasing all materials and hardware associated with the project. Students will work together with other students in advanced courses to develop and run a functional manufacturing business.

COMPUTER-AIDED DESIGN 1

Computer-Aided Design I is an introductory course that focuses on the basic drafting concepts that are used in Engineering Drawing. Students will learn two-dimensional sketching, 3-dimensional sketching, board drawing, and computer drafting using AutoCAD and Inventor Software. Emphasis will be placed on multi-view drawing

using AutoCAD and 3D Modeling using Inventor Software. Students will experience hands-on projects important for anyone planning on pursuing a career in design and/or mechanical engineering. This technology elective is recommended for all students who want to go into the field of engineering and design, machining, welding, industrial management, or drafting.

COMPUTER-AIDED DESIGN 2

Prerequisite: Computer-Aided Design 1

Computer-Aided Design 2 is a hands-on study of concepts used by design engineers to draw functional engineered products. Students will produce 3D models, dimensioned drawings, multi-view projections, sectional views and auxiliary views. To achieve this, students will use AutoCAD and Inventor, which are common software found in the industry. This elective is recommended for all students who are interested in the fields of computer aided drafting, engineering, machining, welding, and industrial management.

COMPUTER-AIDED DESIGN 3

Prerequisite Computer-Aided Design 2

Computer-Aided Design 3 is a continuation of Drafting 2 and students will use AutoCAD and Inventor software for all projects. Focus will be placed upon the study of advanced concepts used in manufacturing processes. Students will be exposed to the processes that are used to make engineered parts, develop section and auxiliary views, threads and fasteners, and working drawings. This elective is recommended for all students who are interested in the fields of engineering, machining, welding, industrial management and drafting.

COMPUTER-AIDED DESIGN 4

Prerequisite: Computer-Aided Design 3

Computer-Aided Design IV students will produce engineering working drawings and reverse engineered drawings of parts found in the physical environment. Students will learn how to measure parts using micrometers, calipers, and other measurement tools; do detailed sketches of the part; and complete working drawings. Students will use AutoCAD and Inventor Software for their Engineering Projects. Students will also work closely with local manufacturing businesses on design and engineering projects and work together with other students in advanced courses to develop and run a functional manufacturing business.

GRAPHIC COMMUNICATIONS 1

Graphic Communications 1 students will learn what it means to exchange information visually. They will be familiarized with basic principles of design and apply them to a layout. Students will utilize Adobe software (e.g. Photoshop, Illustrator, and Indesign), hardware (e.g. printers and digital cameras), machines (e.g. offset lithographic printing press, screen printing press, exposure unit, vinyl cutter/plotter, button maker, and materials as communication tools). Emphasis is placed on design layout, desktop publishing, and the printing industry.

GRAPHIC COMMUNICATIONS 2

Prerequisite: Graphic Communications 1

Graphic Communications 2 will draw upon the basic concepts and procedures learned in Graphics Communications 1 and apply that knowledge to new and advanced processes. More in-depth knowledge of design layout, desktop publishing, offset printing, vinyl cutting and printing, and screen printing will be offered. Students will have more choice in individual projects and get more hands-on experience using machinery.

GRAPHIC COMMUNICATIONS 3

Prerequisite: Graphic Communications 2

Graphic Communications 3 will draw upon the concepts and procedures learned in Graphic Communications 2 and apply that knowledge to new, advanced processes. More in-depth knowledge of design layout, desktop publishing, offset printing, vinyl cutting and printing, and screen printing will be offered. Students learn more about graphic design and how it applies in advertising and marketing. Multicolor screen printing; new offset printing ideas; and different vinyl applications will be offered. Students will be more interactive with clients

and work under deadlines to simulate real-world applications of the graphics industry. This course is recommended for students pursuing a career in graphic design or related fields such as photography or advertising. Students will work together with other students in advanced courses to develop and run a functional manufacturing business.

MECHATRONICS

Mechatronics is an introduction to mechanical, electrical and robotic systems. Students will learn about the theory of electricity (Ohm's Law) and complete numerous lab activities. An in-depth study of series and parallel circuits will be the focus of the first 9-week quarter. During the second quarter of the class, students will do a series of projects in which they apply the electrical concepts with mechanical to create robotic automation systems.

PHOTOGRAPHY 1

Photography 1 students will: study the principles of light and explain how they are important to photography, investigate the history of photography and compare and contrast new and old technologies, recognize the parts of a 35 mm SLR camera and utilize them to make exposures on film, develop film and produce their own prints, use different techniques and applications to achieve good photographic composition, present prints, use presentation software, utilize digital cameras, and be introduced to digital imaging with Adobe Lightroom.

PHOTOGRAPHY 2

Prerequisite: Photography 1

Photography 2 students will draw upon the basic photographic skills learned in Photography and apply that knowledge to new and advanced processes. Students are required to build a portfolio of the work completed in class. This course is strongly recommended for a student pursuing a career in photography or a related field such as graphic design and advertising.

STUDENT-RUN MANUFACTURING ENTERPRISE

Technical Education Prerequisites: CAD 1 & 2 OR Cabinet Making 1 & 2 OR Graphic Communication 1 & 2 OR Machining Technology 1 & 2 OR Welding Technology 1 & 2, OR Building Maintenance 1 & 2.

OR Business Prerequisites: Intro. to Business, Intro. to Marketing, and Accounting 1

The SRME Course is a student-run enterprise model that brings together schools with local industry to explore and plan an enterprise that fits each schools' current capabilities- with a focus on future growth and matching the needs of manufacturers in each community with what students are learning in technical and business coursework to practical use. The students run all aspects of a manufacturing business – production, machining, quality, engineering and design, sales and quoting, accounting, shipping and receiving, and marketing. They collaborate with local manufacturers to explore opportunities for production or services they can provide, quote the work, produce and deliver actual parts, invoice for the job, and everything else in between. The student-run enterprise becomes a valued part of the supply chain for their new customers. In addition, students also have the opportunity to design, manufacture, and sell some of their own product ideas. This course offers students with scholarship opportunities for furthering their education and/or tools and equipment for entering the workforce into a tech position having satisfactorily completed a technical education program.

Admission into the course is based upon approval of the SRME Co-Directors and the prerequisite skill level and/or having earned credit for satisfactory completion of the course in one or more of the skill areas.

STEM 1

STEM 1 will offer a project-based curriculum, where students will combine concepts from Science, Technology, Engineering and Math to complete each task. The projects that have been designated for this class will allow students to enhance their designing ability while trying to solve real-world issues. Each project will introduce students to a different aspect of technology, while implementing the mathematical equations and scientific concepts pertaining to the solution which they are trying to engineer. Projects will include parametric modeling, transportation systems, robotics, electronics, and alternative energies.

CAREER AND TECHNICAL

| Career & Technical Education | Grade | Length | Credit |
|--|--------------|---------------|---------------|
| Automotive Technology (CIP 47.0604) | 10,11,12 | Year | 2.5 – 3 |
| Building Property Maintenance (CIP 46.0401) | 10,11,12 | Year | 2.5 – 3 |
| Cosmetology (CIP 12.0401) | 10,11,12 | Year | 2.75 – 3 |
| Early Childhood Education (CIP 19.0708) | 10,11,12 | Year | 2.75 – 3 |
| Healthcare Technology (CIP 51.9999) | 10,11,12 | Year | 2.5 – 3 |
| Machine Tool Technology (CIP 48.0501) | 10,11,12 | Year | 2.5 – 3 |
| Welding Technology (CIP 48.0508) | 10,11,12 | Year | 2.5 – 3 |
| Exploratory CTC (Includes following courses): | 9 | Semester | .5 |
| Introduction to Automotive Technology | 9 | | |
| Introduction to Building Property Maintenance | 9 | | |
| Introduction to Cosmetology | 9 | | |
| Introduction to Early Childhood Education | 9 | | |
| Introduction to Healthcare Technology | 9 | | |
| Introduction to Machine Tool Technology | 9 | | |
| Introduction to Welding Technology | 9 | | |
| College Course Credits | | | |
| HSC 101 Medical Terminology and Body Systems (ECCC) | 11, 12 | Year | 1 |

CAREER & TECHNICAL **Course Descriptions**

AUTOMOTIVE TECHNOLOGY (CIP 47.0604)

Automotive Technology is a three-year, PDE Approved Program of Study for high school students in grades 10 through 12. Students learn about automotive maintenance and repair. This course is designed to provide a basic understanding of automotive systems, equipment, and industry standards. Students receive extensive theory instruction and actual “hands-on” tactile experience on late model vehicles to prepare them for careers in the high paying, fast changing automotive industry. This program is designed to meet the Pennsylvania Department of Education Programs of Study Requirements. Students are provided with access to the latest equipment and computer-based reference material. Upon completion of this program, students have the opportunity to take the Pennsylvania State Safety Inspection and Pennsylvania State Emissions Inspection Courses for Certification/Licensing. All CTE seniors take the National Occupation Competency Testing Institute (NOCTI) Exam to receive a PA Skills Certificate indicating the level of proficiency in this program area. Major content areas covered in this program are: safety; pollution prevention; PA state inspection; PA emissions inspection; tire and wheel service; brake system diagnosis and service; scheduled maintenance; fuel system repair; steering and suspension diagnosis and service; drivability diagnosis and repair; electrical/electronic systems diagnosis and repair; and vehicle appearance care. If students meet all requirements their senior year, they may participate in a supervised, Cooperative Education On-The-Job-Training Program with a local business. All areas incorporate safety with employability skills necessary for an entry-level position in various Automotive Technician fields. **See Articulation and Concurrent Enrollment at the end of Work Programs starting on Page 8. Courses include: Automotive I, Automotive II and Automotive III.**

BUILDING PROPERTY MAINTENANCE (CIP 46.0401)

Building Property Maintenance is a three-year, PDE Approved Program of Study for high school students in grades 10 through 12. Instruction emphasizes the following areas: safety – covers hand and power tools and on the job safety; basic electrical house wiring – circuit installation, troubleshooting, service entrance installation and conduit bending; plumbing – plumbing power and hand tools, installation of domestic water lines using iron, cpvc, copper, and pex, drain waste vent systems, and fixture installations; heating and ventilation – HVAC 10 hour self-guided course; interior finish includes – drywall hanging and finishing, tile, painting, and flooring and trim; basic carpentry includes: power and hand tools, basic print reading, framing, roofing, flooring, siding, and sheathing; sheet metal work includes – flashing, fascia, and gutters; masonry – concrete forms and finishing, brick and block laying; welding – basic stick, mig, and oxyacetylene.

All areas are taught with competency-based instruction with classroom applications applied directly to practical hands-on experience. Students enrolled in the Construction Maintenance Trades Program will develop skills in both hand and power tools. Through a variety of experiences, students will become familiar with maintenance repair and preventative maintenance. Students meeting all requirements their senior year, may have the opportunity to participate in a supervised cooperative education, on-the-job training program with a local business. All areas incorporate safety with employability skills necessary for entry level positions. **See Articulation and Concurrent Enrollment at the end of Work Programs starting on Page 8. Courses include: Building Property Maintenance I, Building Property Maintenance II, and Building Property Maintenance III.**

COSMETOLOGY (CIP 12.0401)

Cosmetology is a three-year course for high school students in grades 10 through 12. Upon demonstrating successful completion of all necessary competencies, all students who successfully complete their 1250 hours of training may take their State Board of Cosmetology Exam. Upon passing their boards, the students will become licensed and may possibly be able to work as a Cosmetologist. All earned hours accumulated are transferable upon graduation toward post-secondary training.

This three-year program will include skills, such as hair care, hair cutting, hair coloring, perming, skin and nail care, hair removal, wig services, and Glycolic/Micro-Dermabrasion. The theory portion will include skin and nail disorders/diseases, chemistry, anatomy, hair structure and product knowledge. The course will also cover spa treatments along with state law, professional ethics, sanitation and sterilization, and the business of cosmetology.

For a successful career in the beauty industry, training is only the first stage in an ongoing learning process. Image, attitude and the ability to communicate with customers are all essential skills. The standards in the classroom are directives from the Pennsylvania State Board of Cosmetology. **See Articulation and Concurrent Enrollment at the end of Work Programs on Page 8. Courses include: Cosmetology I, Cosmetology II, and Cosmetology III.**

EARLY CHILDHOOD EDUCATION (CIP 19.0708)

Early Childhood Education is a three-year, PDE Approved Program of Study (SOAR) for high school students in grades 10 through 12, with emphasis in early childhood education. As a college preparatory course, assignments and projects are included that will prepare the student for post-secondary education along with numerous experiences with young children in our laboratory preschool setting. The curriculum incorporates competency-based tasks with classroom knowledge applied to practical hands-on experiences as students plan, prepare, and operate a preschool program for local children. Instruction will be included in all areas such as growth and development, nutrition, program planning and management, safety, behavior guidance, play activities, child abuse and neglect, parent-child personal relationships, learning experiences for children, professionalism, standards, curriculum and assessment, curriculum development, clinical experiences, and job seeking/keeping skills.

The first year of the course teaches theory and early childhood development very similar to first-year education courses at a university. During the 2nd and 3rd year, students will compile a personal career portfolio and may complete the national certification process in order to be awarded the Child Development Associate (CDA) pending successful achievement of specific components and evaluations. Mastery of the CDA could earn students up to 12 college credits for participating colleges and universities. Students meeting grade requirements and receiving teacher recommendation may participate in the co-op program. The NOCTI exam will be given to all Seniors. A PA Skills Certificate will be awarded to Seniors scoring advanced for Early Childhood Care and Education. Hours will be compiled over the 3 years and awarded upon graduation enabling higher level entry job positions and pay. Students will be able to work in a variety of childcare careers including nursery schools, preschools, daycare centers, private homes, elementary schools, and institutions. This course provides an excellent background for those students interested in pursuing an early childhood and/or an elementary post-secondary degree. Articulation agreements are in place for several post-secondary institutions (including PENNWEST University for 9 to 12 credits) pending successful completion of individual agreements. Dual enrollment is also offered during the 2nd and 3rd year through Northern Pennsylvania Regional College, with credits counting towards an associate's degree in Early Childhood Education. Students will be taught by a certified instructor. **See Articulation and Concurrent Enrollment at end of Work Programs starting on Page 8. Courses include: Early Childhood Education I, Early Childhood Education II, and Early Childhood Education III.**

HEALTHCARE TECHNOLOGY (CIP 51.9999)

Healthcare Technology is a three-year program that prepares individuals to apply knowledge and skills in the health occupations. Instruction is provided in the basic to advanced skills in a variety of areas associated with health occupations such as health and medical services, but is not limited to foundations of health (medical terminology); anatomy and physiology; legal, ethical and economic aspects of health care; clinical laboratory procedures; basic and advanced health occupations skills; aseptic techniques; OSHA regulations; and infection control. Clinical education is an integral part of the program. Students will explore various health care occupations. The three-year program will result in several certifications such as CPR and AED. Students will take the Health Assisting NOCTI exam at the end of the program. **See Articulation and Concurrent Enrollment at the end of Work Programs starting on Page 8. Courses include: Health Care Technology I, Health Care Technology II, and Health Care Technology III.**

MACHINE TOOL TECHNOLOGY (CIP 48.0501)

Machine Tool Technology is a three-year, PDE Approved Program of Study for high school students in grades 10 through 12. This program is designed to prepare individuals to apply technical knowledge and skills in all aspects of shaping metal parts. Instruction involves making computations relating to work dimensions, tooling and feeds, and speeds of machining. Emphasis is placed upon bench work and the operation of lathes, power saws, milling machines, grinders, drills, and computer-operated equipment (CNC). Instruction also includes the use of precision measuring instruments such as layout tools, micrometers and gauges; methods of machining and heat treatment of various metals; blueprint reading; and the layout of machine parts. Instruction prepares students to operate all types of hand and computer-controlled machines. High school students are strongly encouraged to take math courses, especially trigonometry, and, if available, courses in blueprint reading, metalworking, and drafting. If students meet all requirements their senior year, they may participate in a supervised, Cooperative Education Work Experience Program with a local business. **See Articulation and Concurrent Enrollment at the end of Work Programs starting on Page 8. Courses include: Machining I, Machining II, and Machining III.**

WELDING TECHNOLOGY (CIP 48.0508)

Welding Technology is a three-year, PDE Approved program of study for high school students in grades 10 through 12. This course is designed with emphasis in the following areas: Stick, Tig, Mig, and Flux core welding processes in all positions with thick and thin metals. The students will also have the use of Oxy Fuel Cutting Torches and Plasma cutting. All areas are taught in competency-based situations with classroom knowledge applied directly to hands-on experience for the industrial workplace. During their senior year, a student may participate in a supervised, Cooperative Work Experience Program with a local business. **See Articulation and Concurrent Enrollment at the end of Work Programs starting on Page 8. Courses include: Welding I, Welding II, and Welding III.**

HSC 101 MEDICAL TERMINOLOGY AND BODY SYSTEMS

This course introduces prefixes, suffixes, and word roots used in the language of medicine. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems.

EXPLORATORY/INTRODUCTORY CAREER & TECHNICAL

Preference will be given to students in 9th grade

Exploratory/Introductory Career & Technical course is a semester course designed for students to perform career exploration in the Career & Technical areas. Upon completion of the exploratory/introductory course, students will be better prepared to choose a career and technical program matching their aptitude and interest with experience.

- **INTRODUCTION TO AUTOMOTIVE TECHNOLOGY**

Introduction to Automotive Technology is designed for students with little or no experience in the automotive field. Emphasis is placed on shop safety and use of tools and equipment. Students will learn basic skills in the operation and maintenance of a vehicle. Students learn how to check fluids, change a tire, set air pressure, and jump start a vehicle. The class outcomes are tailored to individual students' abilities and actual hands-on experience is provided. Students taking this course may choose to then apply for the three-year program.

- **INTRODUCTION TO BUILDING PROPERTY MAINTENANCE**

Introduction to Construction Maintenance Trades is designed to have students explore the basic concepts of a construction or maintenance career. After students successfully pass a tape measure reading worksheet and circular saw safety test, they will begin building a project using skills in basic wall layout, plumbing, electric circuitry, drywall hanging and finishing, and painting. Students will work in small groups to achieve knowledge, communication skills, and problem-solving skills they will need in a related career. Students taking this course may choose to then apply for the three-year program.

- **INTRODUCTION TO COSMETOLOGY**

Introduction to Cosmetology will introduce students to what it takes to have a successful career in the beauty industry; training is only the first stage in an on-going learning process. Image, attitude, and the ability to communicate with customers are all essential skills. This exploratory/introductory program gives the student a chance to dip their hands into some basic-level learning in cosmetology. This includes manicuring, facials, roller sets, and shampooing hair. Students taking this course may choose to then apply for the three-year program which further builds student confidence in personal and professional hair, skin, and nail care in a salon setting, thus preparing them for an entry-level position.

- **INTRODUCTION TO EARLY CHILDHOOD EDUCATION**

Introduction to Early Childhood Education is designed to give students the opportunity to experience how children learn and develop. We will do a variety of activities used in preschool along with research into child development, careers, and self-knowledge. Students taking this course may choose to then apply for the three-year program.

- **INTRODUCTION TO HEALTHCARE TECHNOLOGY**

Introduction to Health Care Technology is for any student interested in learning more about the exciting careers in the health field. Whether you are obsessed with how the body works or are interested in the cutting-edge technology that is used to treat illness, disease, and injury, there is something for everyone. Healthcare jobs are high paying and abundant. Students will get an introduction to the various opportunities and learn some hands-on skills. Students taking this course may choose to then apply for the three-year program.

- **INTRODUCTION TO MACHINE TOOL TECHNOLOGY**

Introduction to Machine Tool Technology is designed to help students read and understand a basic technical drawing upon completion of the course. The following is covered: interpreting lines and symbols; one, two, and three view drawings; orthographic projection; dimension & tolerances; section views; auxiliary views; and assembly drawings. This course is available to all students with an interest in engineering or technical trades. Students taking this course may choose to then apply for the three-year program.

- **INTRODUCTION TO WELDING TECHNOLOGY**

Introduction to Welding Technology is designed to give students the opportunity to operate Oxy fuel and Plasma cutting torches and learn basic welding procedures. All students will develop skills in safety, measurement, and various types of welding. The course is designed to give interested students a chance to further explore the possibility of a welding career.

WORK PROGRAMS

| Work Programs | Grade | Length | Credit |
|--|--------|--------|--------|
| Cooperative Education | 11, 12 | Year | TBD |
| Diversified Occupations (CIP 32.0105) | 12 | Year | TBD |
| Work Experience | 12 | Year | TBD |

NOTE: Students must be in good standing with attendance, grades, and behavior according to the Corry Area Student/Parent Code of Conduct. Violations of these rules may result in the “*Permit to Leave School*” for work being revoked.

WORK PROGRAMS **Course Descriptions**

COOPERATIVE EDUCATION

“Learning by doing” is the key to the Cooperative Education (Co-Op) course. The program helps students relate school work to actual, real world employment. Students who major in a Career and Technical Education Program may take part in a paid, on-the-job training programs during their junior or senior year. Employment must be in a skill-specific area, related to their career and technical program, during the second half of their program for a portion of the day.

DIVERSIFIED OCCUPATIONS (CIP 32.0105)

Diversified Occupations (DO) is for seniors who meet the age requirement of 17 and who are not currently enrolled in a Career and Technical Education Program. A Diversified Occupations program combines “school-based” classroom study with “work-based” on-the-job training with a local employer at a training site in business, industry, or government. Through this program, students with specific career objectives are matched with related employment experiences while they attend planned periods of related classroom theory during school.

Areas of employment may include: manufacturing technology, plastics, rubber, forest/wood, drafting, CAD, architectural-drafting, business, marketing and management, office administration, graphic communication, or photography and web page design.

Courses include: Career Development and Future Planning; Employment Acquisition and Retention; Human Relations; Communication Development and Legal Awareness; Health and Safety; Consumer Skills and Economics; Job Specific Instruction; and Workplace Experience. **See Articulation and Concurrent Enrollment Chart.**

WORK EXPERIENCE

Work Experience is designed for students that may qualify for work experience if he/she is able to meet all other graduation requirements in his/her Senior year only.

DRIVER'S EDUCATION

| Driving Education | Grade | Length | Credit |
|-----------------------------|--------------|---------------------|---------------|
| Drivers Education | 10,11,12 | Semester | .5 |
| Behind the Wheel Laboratory | 10,11,12 | 6 Hours Required | .25 |

DRIVER'S EDUCATION

Drivers Education is designed to introduce students to the fundamental skills, knowledge, and attitudes essential to safe and efficient vehicle operation. This is accomplished through a combination of instructional, decision-making, and perceptual driving units. Each numerical unit progresses from understanding the Highway Transportation System to more complex safe driving habits and consumer responsibilities.

BEHIND THE WHEEL LABORATORY

Prerequisite: Classroom Drivers Education

Behind the Wheel laboratory provides instruction to the permit driver who has logged 65 hours driving with an adult in all types of environments, as stated in the PA Driver's Manual, and has passed the Drivers Education Class. This course consists of 6 hours of training and experiences. The permit driver may test, as stated on their permit, during the sixth hour of the lab. This course occurs outside of the normal school day and must be scheduled by the student with Mr. Mike Daniels (mdaniels@corrysd.net) or Mrs. Stephanie Bennett (sbennett@corrysd.net).

Pathways to the Future



CORRY AREA SCHOOL DISTRICT PATHWAY GUIDE

“College, Career, and Life readiness means that an individual has the knowledge and skills necessary for success in post-secondary education, economically viable career pathways, and personal effectiveness in a 21st century economy.”

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PATHWAYS TO THE FUTURE

CORRY AREA SCHOOL DISTRICT

K-5
Career Awareness



6th, 7th, 8th, and 9th
Career Exploration and Research



Select a Pathway to your Future!

Arts and Communications

Business, Finance, and Informational Technology

Engineering and Industrial Technology

Human Services

Science and Health

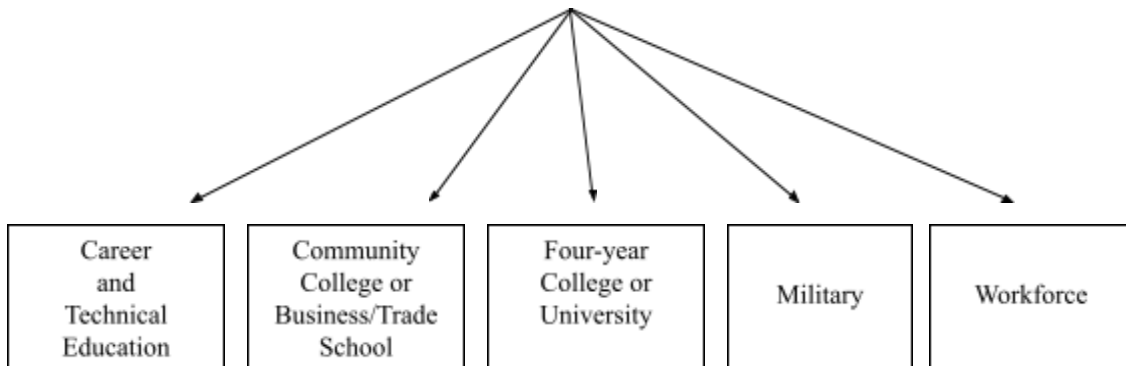
Career and Technical



Corry Area High School
9-12
Use your Pathway to Select Courses



Select your Corridor
Post-Secondary – CTC – School to Work



Successful and Satisfying Career!

What are Career Pathways?

What are career pathways?

Each pathway is a broad spectrum of careers that are grouped together because they share the same interests, skills, and aptitudes. All pathways include a spectrum of occupations that require varying levels of education and training. Choosing a career pathway allows the students an area of focus, yet allows students flexibility and variety in their course scheduling and career aspirations.

Are career pathways designed for me?

The career pathways are for all students! In choosing a career pathway, students can get prepared for the future, regardless of their interests, skills, aptitudes, or desired level of education. So take your time and look over the pathways and all they have to offer before selecting one.

What benefits do career pathways programs have for students?

- 1) Increase career awareness, exploration, and research
- 2) Improve students' understanding of the broad spectrum of occupational and educational opportunities available to them in the present and future
- 3) Help provide students with a better understanding of their interests, skills, and aptitudes
- 4) Supply a wealth of information so students make well informed decisions when creating goals and a career plan
- 5) Provide a framework to help students' select elective courses that are relevant to the career area of their interest
- 6) Provide students a direction to focus their course work, part-time employment, after school activities, and community service work
- 7) Emphasize the connection of school work to the world of work. Student grades increase when the connection is realized by students
- 8) Convey the importance and relevance of course selections to career plans
- 9) Inform and prepare students with career education prior to graduation so they can compete and succeed in our global economy

Does a particular pathway determine whether a student goes to college or not?

No, every pathway is designed with the flexibility to fit each individual student's depth of study and goals. Each pathway can accommodate courses for a student directly entering the workforce or pursuing a two- or four-year degree. Basically, the student designs his/her schedule within the pathway to help prepare the student for whatever level of interest and level of education he/she desires.

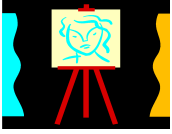
Is this career pathways program unique to our school?

Absolutely not! There are schools across the nation that are integrating career pathways into their course scheduling, curriculum, and career guidance for students. This type of program is continuing to expand across the nation due to the numerous benefits it has to offer to students, parents, and educators.

How can parents help with the career pathways program?

- 1) Parents can help their son/daughter identify interests, abilities, and talents by sitting down with them and discussing what they perceive as strengths of their son/daughter.
- 2) Parents can discuss their education and work experiences with their son/daughter.
- 3) Parents may know some adults in other occupations that may be able to provide useful information to their son/daughter by sitting down for an informal talk with them about their occupation.
- 4) Parents should continue to talk with their son/daughter about their career pathway. Students need to understand their pathway choice is not permanent. The courses and experiences they have throughout high school may change the way they think and ultimately change the career pathway they are heading towards.

Corry School District's Pathways to the Future



ARTS AND COMMUNICATIONS

This pathway is designed to cultivate students' awareness, interpretation, application and production of visual and written work.



BUSINESS, FINANCE, AND INFORMATIONAL TECHNOLOGY

This pathway is designed to prepare students for careers in business, finance, and information services.



ENGINEERING AND INDUSTRIAL TECHNOLOGY

This pathway is designed to cultivate students' interests, awareness, and application to areas related to technologies necessary to design, develop, install, and/or maintain physical systems.



HUMAN SERVICES

This pathway is designed to cultivate students' interests, skills, and experiences for employment in careers related to family and human needs.



SCIENCE AND HEALTH

This pathway is designed to cultivate students' interests in science in the life, physical, and behavioral sciences. Additionally, the pathway will also help students develop an understanding of the planning, managing, and providing of therapeutic services, diagnostic services, health information, and biochemistry research development.



CAREER AND TECHNICAL

This pathway is comprised of eight programs available to students in the Career and Technical Center. The programs that are available are as follows: Automotive Technology, Building Maintenance Trades, Early Childhood Education, Cosmetology, Welding Technology, Machine Tool Technology, Healthcare Technology, and Diversified Occupations. Students enrolled in one of these programs will have the opportunity to earn a Pennsylvania Skills Certificate in their area of study.

Corry School District's Career Pathways and Concentration Areas

ARTS AND COMMUNICATIONS

This pathway is designed to cultivate students' awareness, interpretation, application and production of visual and written work.

- Concentration Areas:**
- Printing Technology and Graphic Communications Technology
 - Performing Arts
 - Audio/Video Technology and Film
 - Visual Arts
 - Journalism and Broadcasting
 - Telecommunications

BUSINESS, FINANCE, AND INFORMATIONAL TECHNOLOGY

This pathway is designed to prepare students for careers in business, finance, and information services.

- Concentration Areas:**
- Business Management & Administration
 - Finance/Accounting
 - Information Technology
 - Marketing/Sales

ENGINEERING AND INDUSTRIAL TECHNOLOGY

This pathway is designed to cultivate students' interests, awareness, and application to areas related to technologies necessary to design, develop, install, and/or maintain physical systems.

- Concentration Areas:**
- Architecture and Construction
 - Engineering and Engineering Related Technology
 - Manufacturing
 - Transportation, Distribution, and Logistics

HUMAN SERVICES

This pathway is designed to cultivate students' interests, skills, and experiences for employment in careers related to family and human needs.

- Concentration Areas:**
- Education & Training
 - Government & Public Administration
 - Hospitality & Tourism
 - Human Services
 - Law, Public Safety, Corrections, & Safety

SCIENCE AND HEALTH

This pathway is designed to cultivate students' interests in science in the life, physical, and behavioral sciences. Additionally, the pathway will also help students develop an understanding of the planning, managing, and providing of therapeutic services, diagnostic services, health information, and biochemistry research development.

- Concentration Areas:**
- Agriculture, Food, and Natural Resources
 - Health Science
 - Science, Technology, Engineering, & Math

CAREER AND TECHNICAL

This pathway is comprised of eight programs available to students in the Career and Technical Center. The programs that are available are as follows: Automotive Technology, Building Maintenance Trades, Early Childhood Education, Cosmetology, Welding, Machine Tool Technology, Health Care Technology, and Diversified Occupations. Students enrolled in one of these programs will have the opportunity to earn a Pennsylvania Skills Certificate in their area of study.

- Concentration Areas:**
- Automotive Technology
 - Building Trades Maintenance
 - Cosmetology
 - Diversified Occupations
 - Early Childhood Education
 - Health Care Technology
 - Machine Tool Technology
 - Welding Technology

Required Coursework for all Pathways

This four-year plan of study should serve as a guide for your academic core requirements and electives. All plans should meet CAHS graduation requirements.

| 9 th | | 10 th | | 11 th | | 12 th | |
|--|----------|---|----|--|----|--|------------------|
| Foundational Language Arts English 9 Honors English 9 (Choose 1) | | Foundational Language Arts English 10 College Preparatory English 10 Honors English 10 (Choose 1) | | Foundational Language Arts English 11 College Preparatory English 11 Honors English 11 (Choose 1) | | Foundational Language Arts English 12 College Preparatory English 12 A.P. English Literature and Composition Mathematics of Finance or Advanced Mathematics of Finance (Choose 1) | |
| Foundational Pre-Algebra Foundational Algebra 1A Principles of Algebra Algebra 1 Algebra 2 Advanced Algebra 2 (Follow Sequence of Courses) | | Foundational Algebra 1A Foundational Algebra 1B Algebra 1 Algebra 2 Advanced Algebra 2 Geometry Advanced Geometry (Follow Sequence of Courses) | | Foundational Algebra 1B Geometry Algebra 2 Pre-Calculus Honors Pre-Calculus Mathematics of Finance or Advanced Mathematics of Finance (Follow Sequence of Courses) | | Higher Math Elective Pathway Elective Mathematics of Finance or Advanced Mathematics of Finance (Follow Sequence of Courses) | |
| Foundational World History World History Honors World History (Choose 1) | | American Government Honors American Government A.P. U.S. Government and Politics (Choose 1) | | American History Honors American History (Choose 1) | | Pathway Elective | |
| Foundational Biology A Intro to Biology <i>and</i> Introductory Physical Science Advanced Biology <i>and</i> Introductory Physical Science (Choose 1) | | Foundational Biology B Principles of Biology Biology 1 Advanced Biology (Choose 1) | | Intro to Chemistry Chemistry 1 Ecology/Principles of Technology Physics 1 Cellular/Molecular Earth Science Conservation Science (Choose 1) | | Higher Science Elective Pathway Elective | |
| 9 th Grade Seminar | Wellness | | PE | Health | PE | PE | Pathway Elective |

Various Career Pathways with Course of Study

Pathway: Arts and Communications

This pathway is designed to promote an understanding of the designing, producing, performing, and writing of art, music, and multimedia content.

| Are you interested in... | Can you... | Do you enjoy... |
|----------------------------|------------------------------|----------------------------|
| Acting | Act | Learning about cultures |
| Attending concerts | Articulate clearly | Learning about history |
| History | Be creative | Making videos |
| Interviewing and reviewing | Draw or Paint | Performing for an audience |
| Literature | Navigate computer software | Seeking creative ideas |
| Multi-media productions | Play an instrument | Thinking in the abstract |
| News reporting and writing | Remember historical dates | Working with computers |
| Performing in band, chorus | Sing | Working with film props |
| Radio, TV, film, video | Write and conduct interviews | Working with sound effects |

What exactly do Arts & Communications Majors go to school to study?

Art has a wide spectrum of different majors to study. Some art majors study the Fine Arts which involve composing, producing, or performing in different areas such as: music, dance, theater, film, or sculpting. Other art majors may study art history, art education, or some type of administration of the arts. There are also art majors who may study the Commercial Arts (Visual Communications) which include: illustration, graphic design, photography, music videos, animation, T.V. commercials, and computer art. Communications majors may take courses in a number of different areas such as advertising, film and video, journalism, media studies, public relations, and telecommunications. They will also take liberal arts courses if pursuing a bachelor's degree.

A list of some possible Arts & Communications Majors currently offered at the postsecondary level.

| | | |
|----------------------|---------------------------|--------------|
| Ballet | Playwriting/Screenwriting | ESL Language |
| Creative Writing | Theater/Theater Arts | |
| Broadcast Journalism | Public Relations | |
| Computer Graphics | Industrial Design | |

A list of some possible Arts & Communications Majors currently offered at the postsecondary level con't.

| | | |
|--------------------------------|--------------------------------------|-----------------|
| Dance | Interior Design | Tech. /Business |
| Writing | American Sign Language (ASL) | Mass |
| Fashion Modeling | Communications | Music |
| Fiber, Textile, & Weaving Arts | Bilingual and Multilingual Education | Cinematography |
| Graphic Design | Journalism | Printmaking |
| Photojournalism | Linguistics | |

The chart below displays a number of different occupations and the appropriate level of education to obtain those occupations.

| Entry (On the Job Training) | Technical/Skilled (1-3 years) | Professional (4 or more years) |
|-----------------------------|-------------------------------|--------------------------------|
| Art Maintenance Worker | Actor | Advertising Creator |
| Audio & Video Equip. Tech. | Animator | Archivists |
| Copy Person | Artist | Art Director |
| Exhibit Constructor | Book Illustrator | Art or Music Teacher |
| Film Loader | Broadcast Technician | Cinematographer |
| Floral Designer | Camera Technician | Composer |
| Florist | Choreographer | Copywriter |
| Model | Dancer | Curator |
| Newsroom Worker | Desktop Publisher | Fashion Designer |
| Projectionist | Disc Jockey | Film Editor |
| Radio Operator | Graphic Artist | Interior Designer |
| Sound Technician | Jeweler | Industrial Designer |
| Stagehand | Make-up Artist | Museum Technicians |
| Stunt Performer | Musician | Music Critic |
| | Photographer | Music Director |
| | Recording Engineer | News Broadcaster |
| | Talent Agent | News Writer |
| | Video Manager Computer | Telecommunications Writer |
| | Web Designer | |

Arts and Communications Pathway Course of Study

Suggested Electives Please Note: Before selecting any elective, be sure all prerequisites have been met.

| 9 th | 10 th | 11 th | 12 th |
|--|--|--|--|
| Advanced Sewing Apps. Architectural Drawing 1 Art Fundamentals Concert or Honors Choir Global Media Graphic Communication 1 Guitar Lab 1, 2 High School Band Local History Music Theory Newspaper Piano Lab 1, 2 Sewing Applications Sewing Entrepreneurs Spanish 1 Ukulele Lab | Advanced Sewing Apps. Architectural Drawing 1,2 Art Fundamentals Ceramics Concert or Honors Choir Global Media Graphic Comm. 1,2 Guitar Lab 1, 2 High School Band Local History Microsoft Office Specialist Modern Band Music Theory Newspaper Photography 1 Piano Lab 1, 2 Sewing Applications Sewing Entrepreneurs Spanish 1, 2 Ukulele Lab Yearbook | Advanced Sewing Apps. Architectural Drawing 1,2 Art Fundamentals Ceramics Communication & Rhetoric Concert or Honors Choir Global Media Graphic Comm. 1, 2, 3 Guitar Lab 1, 2 High School Band Intro to Psychology Microsoft Office Specialist Modern Band Music Theory Newspaper Photography 1,2 Piano Lab 1, 2 Pre-A.P. Studio Art Sewing Applications Sewing Entrepreneurs Spanish 1, 2, 3 Ukulele Lab Yearbook | Advanced Sewing Apps. Advanced Studio Practices A.P. Studio Art Architectural Drawing 1, 2 Art Fundamentals Communication & Rhetoric Concert or Honors Choir Global Media Graphic Comm. 1, 2, 3 Guitar Lab 1, 2 High School Band Intro to Psychology Microsoft Office Specialist Modern Band Music Theory Newspaper Photography 1, 2 Piano Lab 1, 2 Sewing Applications Sewing Entrepreneurs Spanish 1, 2, 3, 4 Ukulele Lab Yearbook |

Pathway: Business, Finance and Information Technology

This pathway is designed to expose students to a number of different aspects in the world of business, information services, and finances.

| Are you interested in... | Can you... | Do you enjoy... |
|--------------------------|--------------------------------|--------------------------------|
| Advertising | Give attention to details | Creating budgets |
| Computers and Technology | Organize your time efficiently | Following directions |
| Different Work Sites | Problem solve | Learning new computer programs |
| Insurance | Show initiative | Meeting with groups |
| Office management | Use computers and technology | Organizing a project |
| Presentations to groups | Work easily with others | Planning an event |
| Record Keeping | Work independently | Processing figures and numbers |
| Sales | Work on a team | Selling products and services |
| Telecommunications | Work with statistics | Using technology |

What exactly do Business majors go to school to study?

Students who go on to postsecondary school for business learn specific skills that enable them to excel as a general business professional or as a specialist. Students study finances, accounting, computers, economics, and many other fundamentals of the business world to help prepare them for all types of occupations in the workforce. The number of different jobs in the business world is nearly limitless and it is changing every day.

A list of some possible Business majors currently offered at the postsecondary level.

| | | |
|-------------------|-----------------------|--------------------------------------|
| Actuarial Science | Economics | International Business |
| Accounting | Finance | Management |
| Advertising | Forensic Accounting | Management Information Systems |
| Business | Human Resources | Marketing |
| Communications | Industrial Management | Supply Chain and Information Systems |
| Real Estate | Marketing Research | Agricultural Economics |
| Taxation | Auditing | Financial Planning |
| Merchandising | Applied Economics | International Marketing |

This chart displays different occupations and appropriate levels of education to obtain those occupations.

| Entry (On-the-Job-Training) | Technical/Skilled (1-3 years) | Professional (4 or more years) |
|-----------------------------------|-------------------------------|--------------------------------|
| Accounts Payable Office Mgr. | Bank Collection Officer | Actuary |
| Administrative Assistant | Bookkeeper | Bank President |
| Bank Teller | Claims Adjuster | Budget Analyst |
| Brokerage Clerk | Computer Programmer | Business Teacher |
| Cashier | Computer Salesperson | Certified Public Accountant |
| Computer Operator | Concierge | Chief Executive Officer |
| Credit Authorizer, Checker, Clerk | Desktop Publisher | E-Commerce Analyst |
| Customer Service Representative | Lodging Manager | Economist |
| Data Entry Keyers | Medical Secretary | Financial Planner |
| Demonstrators/Product Promoters | Production Support Analyst | Hospital Administrator |
| Payroll Clerk | Restaurant Manager | Human Resources Manager |
| Real Estate Agent | Retail Buyer | Insurance Underwriter |
| Reservation/Travel Agent | Sales Representative | Loan Counselor |
| Retail Sales Clerk | Secretary | Manufacturing Sales Rep. |
| School Secretary | Software Engineer | Marketing Manager |
| Telemarketer | Tax Preparer | Operations Research Analyst |
| Title Searcher | | Public Relations Manager |
| Word Processors & Typists | | Tax Examiner |

Business, Finance, and Information Pathway Course of Study

Suggested Electives Please Note: Before selecting any elective, be sure all prerequisites have been met.

| 9th | 10th | 11th | 12th |
|---|---|---|--|
| Academic Teams Advanced Sewing Apps. Basic Programming Business Law Entrepreneurship Introduction to Business Introduction to Computer Science Introduction to Marketing Social Media Marketing Sewing Applications Sewing Entrepreneurs Spanish 1 | Academic Teams Accounting 1 Accounting 2/Corp. Acct. Advanced Sewing Apps. Basic Programming Entrepreneurship Intro to Business Introduction to Computer Science Introduction to Marketing Microsoft Office Specialist Sewing Applications Sewing Entrepreneurs Social Media Marketing Spanish 1, 2 Video Game Design Yearbook | Academic Teams Accounting 1 Accounting 2/Corp. Acct. Advanced Sewing Apps. A.P. Economics A.P. Statistics Basic Programming Communication and Rhetoric Entrepreneurship Global Media Honors Pre-calculus Introduction to Business Introduction to Marketing Introduction to Computer Science Math of Finance Pre-calculus Sewing Applications Sewing Entrepreneurs Social Media Marketing Spanish 1, 2, 3 Video Game Design Yearbook | Academic Teams Accounting 1 Accounting 2/Corp. Acct. Advanced Sewing Apps. A.P. Calculus A.P. Economics A.P. Statistics Basic Programming Calculus Communication and Rhetoric Entrepreneurship Global Media Introduction to Business Introduction to Computer Science Introduction to Marketing Math of Finance Sewing Applications Sewing Entrepreneurs Social Media Marketing Spanish 1, 2, 3, 4 Video Game Design Yearbook |

Pathway: Engineering and Industrial Technology

This pathway is designed to cultivate students' interests, awareness, and knowledge base in the numerous areas of application that are necessary to design, develop, install, and maintain physical systems.

| Are you interested in... | Can you... | Do you enjoy... |
|---------------------------|--------------------------------------|---|
| Architecture and Design | Apply Science/Math to the real world | Building with your hands |
| Building and Construction | Organize reports and people | Designing/working with projects, models, and prototypes |
| Computer Technology | Read and understand directions | Operating tools and equipment |
| Designing new products | See a task through to completion | Paying close attention to detail |
| Engineering | Solve problems of a complex nature | Travel |
| How things work | Understand directives and read maps | Working on a team |
| Making things work better | Use a computer | Working on vehicles |
| Math and Science Courses | Use tools and equipment | Working with your hands |
| Precision work | | |
| Production management | | |
| Solving problems | | |

What exactly do Engineering and Industrial Technology majors go to school to study?

Engineering majors are in high demand in the engineering and technology fields, but they are also in high demand in the agricultural, business, environmental, and medical fields. Engineering majors usually concentrate on some area of specialty, supplemented by science and math courses. Engineering and Industrial Technology majors basically study and learn about the technology necessary to design, develop, install, and maintain mechanical, electrical, and structural systems. These majors are in a number of different concentrated areas including: engineering, manufacturing, construction, and related technologies. Due to the nature of technology, majors and curriculums are subject to change with the constant progression of technology in our global society.

A list of some possible Engineering/Industrial Technology majors offered at the postsecondary level.

| | | | |
|----------------------------|-------------------|------------------------------|----------------------|
| Computer Forensics | Nanotechnology | Health/Safety Eng. | Automotive Body |
| Computer Networking | Agricultural Eng. | Industrial Eng. | Surveying Technology |
| Computer Programming | Motorcycle Repair | City/Urban Planning | Welding |
| Computer Science Tech. | Biomedical Eng. | Marine Eng. | Heavy Equip. |
| Chemical Eng. Nuclear Eng. | Rubber Technology | Masonry | Civil Eng. |
| Petroleum Eng. | Electronics | Graphics/Multimedia | Computer Eng. |
| Software Eng. | Laser/Optical | Construction | Electrical Eng. |
| Plastics Technology | Ironworking | Info. Systems Security Tech. | |

| Entry (On-the-Job-Training) | Technical/Skilled (1-3 years) | Professional (4 or more years) |
|-------------------------------|-------------------------------|--------------------------------|
| Baggage Handler | Auto Body Repair | Aeronautical Engineer |
| Carpet Installer | Auto Mechanic | Aerospace Engineer |
| Dockworker | Air Traffic Controller | Airline Pilot |
| Drywall Installer | CAD/CAM Technician | Architect |
| Freight Handler | Civil Engineering Technician | Astronaut |
| Machine Operator | Diesel Mechanic | Atmospheric Scientist |
| Taxi Driver | Dispatch | Civil Engineer |
| Truck Driver | Graphic Design | Chemical Engineer |
| Warehouse Worker | Laser Technician | Computer Network Engineer |
| <u>Apprenticeships</u> | Metal Engineer Technician | Industrial Engineer |
| Brick Mason | Motorcycle Mechanic | Industrial Management |
| Carpenter | Robotics Technician | Mechanical Engineer |
| Diesel Mechanic | Sheet-metal Technician | NASA Scientist |
| Electrician | Welder | Nuclear Engineer |
| Grader & Dozer Operator | | Petroleum Engineer |
| HVAC | | Transportation Engineer |
| Machinist | | |
| Plumber | | |
| Surveyor | | |

Engineering and Industrial Technology Pathway Course of Study

Suggested Electives Please Note: Before selecting any elective, be sure all prerequisites have been met.

| 9 th | 10 th | 11 th | 12 th |
|---|---|---|--|
| Academic Teams Architectural Drawing 1,2 Cabinetmaking 1,2 Computer-Aided Design 1,2 Graphic Communications 1,2 Introduction to Computer Science Mechatronics Photography 1,2 Spanish 1 STEM 1 | Academic Teams Architectural Drawing 1,2 Automotive Technology 1 Basic Programming Building Property Maintenance 1 Cabinetmaking 1, 2 Computer-Aided Design 1, 2, 3 Graphic Communications 1, 2, 3 Introduction to Computer Science Machine Tool Technology 1 Mechatronics Microsoft Office Specialist Photography 1, 2 Spanish 1, 2 STEM 1 Welding Technology 1 Yearbook | Academic Teams A.P. Statistics Architectural Drawing 1,2 Automotive Technology 1, 2 Basic Programming Building Property Maintenance 1,2 Cabinetmaking 1, 2, 3 Computer-Aided Design 1, 2, 3 Global Media Graphic Comm. 1, 2, 3 Introduction to Computer Science Machine Tool Technology 1, 2 Mechatronics Microsoft Office Specialist Photography 1, 2 Physics 1, 2 Principles of Technology Spanish 1, 2, 3 STEM 1 Welding Technology 1,2 Yearbook | Academic Teams A.P. Calculus A.P. Statistics Architectural Drawing 1, 2 Automotive Technology 2, 3 Basic Programming Building Property Maintenance 2, 3 Cabinetmaking 1, 2, 3 Calculus Drafting/CAD 1, 2, 3 Global Media Graphic Communications 1, 2, 3 Introduction to Computer Science Machine Tool Technology 2, 3 Mechatronics Microsoft Office Specialist Photography 1, 2 Physics 1, 2 Principles of Technology Spanish 1, 2, 3, 4 STEM 1 Welding Technology 2, 3 Yearbook |

These courses are considered under this pathway but must be scheduled through the Career and Technical Pathway: Automotive Tech, Building Maintenance Trades Tech, Machine Tool Tech, and Welding Tech

Pathway: Human Services

This pathway is designed to cultivate students' interests, skills, and experiences for employment in careers related to family and human needs.

| Are you interested in... | Can you... | Do you enjoy... |
|----------------------------|--|---|
| Child Development | Apply science and math to the real world | Communication Services |
| Counseling | Be conscientious and dependable | Counseling/Advising people |
| Family and Social Services | Be creative | Handling customer complaints |
| Food Preparation | Be in a leadership role | Helping others |
| Helping aging adults | Communicate effectively | Interviewing people |
| Military | Create budgets | Protecting others |
| Owning your own business | Listen to other people's problems | Searching for answers to human dilemmas |
| Religion | Organize things well | Selling products or services |
| Teaching | Plan and direct programs | Serving other people's needs |
| Working with people | Use interpersonal skills | |

What exactly do Human Services majors go to school to study?

Human Service majors graduate with skills required to serve clients in a variety of public settings. All Human Service majors acquire a set of skills and knowledge that allow them to work effectively at any occupation they may work in. Skills and knowledge include: counseling, child development, human service administration, management, organization, oral communication, grant writing, and research. Basically, Human Service majors are trained to help people with their physical, intellectual, emotional, or spiritual needs. Students select a major based on which need(s) they wish to help other people with.

A list of some possible Human Service majors currently offered at the postsecondary level.

| | | |
|---------------------|---------------------------|--------------------------------|
| Child Care | Education | Law Enforcement |
| Cosmetology | Vocational Rehabilitation | Management |
| Criminal Justice | Legal Studies | Social Work |
| Culinary Arts | Law | Clinical Child Psychology |
| Hospitality/Tourism | Library Science | Mental Health Counselor |
| Pastoral Counseling | Developmental/Child Psych | Early Childhood Education |
| School Psychology | Sociology | Elementary/Secondary Education |

This chart displays different occupations and appropriate levels of education to obtain those occupations.

| Entry (On-the-Job-Training) | Technical/Skilled (1-3 years) | Professional (4 or more years) |
|-----------------------------|--------------------------------|--|
| Aerobics Instructor | Baker | Arbitrator, Mediator, or Conciliators |
| Animal Control Workers | Barber | Athletic Agent |
| Bailiff | Bartender | Border Patrol |
| Child Care Worker | Chauffeur | City Manager |
| Corrections Officer/Guard | Chef | College Professor |
| Cosmetics Representative | Concierge | Criminologist |
| Dry Cleaning Operator | Cosmetologists | Executive Chef |
| Fire Fighter | Crime Lab Technician | FBI Agent |
| Food Prep Technician | Fashion Designer | Food Services Manager |
| Front Desk Clerk | Fire Fighter | Forensic Chemist |
| Funeral Attendant | Flight Attendant | Funeral Director |
| Home Health Aide | Forest Fire Inspector | Hotel/Motel Management |
| Library Assistant | Geriatric Aide | Lawyer |
| Lifeguard and Ski Patrol | Manicurist | Marriage/Family Therapist |
| Military Jobs | Massage Therapist | Parole Officer |
| Postal Services Worker | Meat Cutter | Park Ranger |
| Restaurant Host/Hostess | Mortician | Political Scientist |
| Security Guard | Paralegal and Legal Assistants | Principal |
| Transit and Railroad Police | Personal Trainer | Psychologist |
| Ticket Agent | Teacher's Aide | School, Child, or Family Social Worker |
| Travel Agent | Truck Driver | Sociologist |
| Utility Worker | | Teacher or Substitute Teacher |

Human Services Pathway Course of Study

This four-year plan of study should serve as a guide for your academic core requirements and electives. All plans should meet CAHS graduation requirements.

Suggested Electives Please Note: Before selecting any elective, be sure all prerequisites have been met.

| 9 th | 10 th | 11 th | 12 th |
|--|---|--|--|
| Advanced Sewing Applications Baking and Pastries Child Development Exploratory CTC Family Planning and Preparation Foods Around the World Nutrition & Culinary Arts Sewing Applications Sewing Entrepreneurs Spanish 1 | Accounting 1 Advanced Sewing Applications Baking and Pastries Chemistry Child Development Cosmetology 1 Early Child. Education 1 Entrepreneurship Family Planning and Preparation Foods Around the World Introduction to Marketing Microsoft Office Specialist Nutrition & Culinary Arts Sewing Applications Sewing Entrepreneurs Social Media Marketing Spanish 1, 2 | Accounting 1, 2 Advanced Sewing Applications Anatomy and Physiology A.P. Statistics Baking and Pastries Chemistry Chemistry 2 Child Development Communication and Rhetoric Cosmetology 1, 2 Criminal Justice Early Child. Education 1,2 English Writing 1 English Writing 2 Entrepreneurship Family Planning and Preparation Foods Around the World Introduction to Chemistry Introduction to Marketing Introduction to Psychology Microsoft Office Specialist Nutrition and Culinary Arts Psychology Sewing Applications Sewing Entrepreneurs Social Media Marketing Sociology Spanish 1, 2, 3 | Accounting 1, 2 Advanced Sewing Applications Anatomy and Physiology A.P. English A.P. Statistics Baking and Pastries Chemistry Chemistry 2 Child Development Communication and Rhetoric Cosmetology 2, 3 Criminal Justice Early Child. Education 2, 3 English Writing 1 English Writing 2 Family Planning and Preparation Foods Around the World Introduction to Chemistry Introduction to Marketing Introduction to Psychology Microsoft Office Specialist Nutrition & Culinary Arts Psychology Sewing Applications Sewing Entrepreneurs Sociology Spanish 1, 2, 3, 4 |

These courses are considered under this pathway but must be scheduled through the Career and Technical Pathway: Early Childhood Education Level 1 and 2 and Cosmetology Level 1 and 2

Pathway: Science and Health

This pathway is designed to develop students' interests in science in the areas of Biology, Chemistry, Physics, and Earth/Space. Additionally, the pathway will also help students' develop an understanding of the planning, managing, and providing of therapeutic services, health information, and support services for the Health field.

| Are you interested in... | Can you... | Do you enjoy... |
|---|---|---|
| Conservation Environment Food Production Healthcare Information Systems Medical Research Medicine and Science Pharmaceuticals Radiology Sports/Fitness | Be patient and persistent Collect and analyze data from experiments Pay attention to details Use scientific theory to solve real world problems Use computers and technology Work around plants and animals Work in a lab or hospital Work with science and math equations | Creating conclusions from a database Diagnosing and caring for sick animals Reading about cutting-edge research Science Labs in class Thinking in diverse ways Working on a team Working with numbers and equations |

What exactly do Science and Health majors go to school to study?

The majority of a science major's early coursework revolves around the student understanding and utilizing the scientific method of testing theories by reproducing experiments. Students work hard to enhance their critical thinking and mathematical skills as well. As students progress through school, their coursework shifts to original research and the development of new theories. Some colleges even allow some students to work directly with professors on research projects. Health and Medical Science majors seem to follow two avenues. Some students work toward pre-professional majors that will lead to graduate/professional schools. This then leads to careers such as a dentist or various other types of doctors. The other students take courses in the medical science majors that lead to professions in areas such as nursing, diagnostics, rehabilitation, pharmaceuticals, medical assistants, and administration.

A list of some possible Science and Health majors currently offered at the postsecondary level.

| | | | |
|-------------------------------|-----------------------|-----------------------|----------------|
| Astronomy | Animal/Plant Genetics | Athletic Training | Dentistry |
| Biochemistry | Archeology | Audiology | Dietetics |
| Biomedical Sciences | Gerontology | Chiropractic | E.M.T. |
| Human/Medical Genetics | Marine Technology | Medical Transcription | Nursing |
| Genetic Counseling | BioPsychology | Neuroscience | Pathology |
| Nurse Anesthetist Sciences | Optometry | Oceanography | Optics/Optical |

A list of some possible Science and Health majors currently offered at the postsecondary level con't.

| | | | |
|-------------------------|---------------------|-----------------------|------------------|
| Paleontology | Mortuary Science | Occupational Therapy | Pharmacy |
| Pharmacology | Food Science | Sonography/Ultrasound | Respiratory Care |
| Physical Therapy | Phlebotomy | Pharmacy Technician | Therapy |
| Hematology | Veterinary Medicine | Home Health Care | Public Health |
| Radiological Technology | | | |

| Entry (On-the-Job-Training) | Technical/Skilled (1-3 years) | Professional (4 or more years) |
|-----------------------------|--------------------------------|--------------------------------|
| Animal Caretaker | Certified Nursing Assistant | Agronomist |
| Breeder | Dental Lab Technician | Astronomer |
| Data Entry | Dental Hygienist | Athletic Trainer |
| Dialysis Technician | Diagnostic Medical Sonographer | Chemist |
| EEG Technician | EEG Technician | Chiropractor |
| Extension Service Worker | Emergency Medical Tech | Dietician |
| Farm Manager | Fish & Game Worker | Geneticist |
| Food Conservation Worker | Forest Conservationist | Geographer |
| Groundskeeper | GPS Technician | Geologist |
| Hazardous Waste Technician | Licensed Practical Nurse | Marine Biologist |
| Home Health Aide | Medical Lab Technician | Medical Examiner |
| Hospital Worker | Nanotechnician | Nutritionist |
| Nursery Worker | Optician | Occupational Therapist |
| Patient Care Technician | Pharmacy Assistant | Oceanographer |
| Physical Therapy Aide | Personal Trainer | Pharmacist |
| Wildlife Reserve Worker | Radiological Technician | Physician |
| Zoo Caretaker | Respiratory Therapist | Podiatrist |
| | Sound Engineer | Registered Nurse |
| | Veterinary Technician | Soil Conservationist |
| | | Statistician |
| | | Toxicologist |
| | | Zoologist |

Science and Health Pathway Course of Study

This four-year plan of study should serve as a guide for your academic core requirements and electives. All plans should meet CAHS graduation requirements.

Suggested Electives Please Note: Before selecting any elective, be sure all prerequisites have been met.

| 9th | 10 th | 11 th | 12th |
|---|---|---|--|
| Child Development Exploratory CTC Spanish 1 STEM 1 | Child Development Healthcare Technology 1 Mechatronics Microsoft Office Specialist Spanish 1, 2 STEM 1 | A.P. Chemistry A.P. Statistics Biology 2 Cellular/Molecular Biology Chemistry 1, 2 Child Development Conservation Science Earth Science Ecology Healthcare Technology 1, 2 Honors Pre-calculus Introduction to Chemistry Medical Terminology and Body Systems Microsoft Office Specialist Personal Fitness Physics 1, 2 Pre-calculus Principles of Technology Spanish 1, 2, 3 STEM 1 | A.P. Calculus A.P. Chemistry A.P. Statistics Anatomy and Physiology Biology 2 Calculus Cellular/Molecular Biology Chemistry 1,2 Child Development Conservation Science Earth Science Ecology Healthcare Technology 2, 3 Intro to Chemistry Medical Terminology and Body Systems Microsoft Office Specialist Personal Fitness Physics 1, 2 Principles of Technology Spanish 1, 2, 3, 4 STEM 1 |

These courses are considered under this pathway but must be scheduled through the Career and Technical Pathway: Health Care Tech. Level 1 and 2

**Corry Area Career & Technical Center
Career and Technical Course of Study**

This four-year plan of study should serve as a guide for your academic core requirements and electives. All plans should meet CAHS graduation requirements.

Suggested Electives Please Note: Before selecting any elective, be sure all prerequisites have been met.

| 9th | 10 th | 11 th | 12th |
|--|---|---|---|
| Exploratory CTC - Intro. to Early Childhood Education - Intro. to Cosmetology - Intro. to Healthcare Technology - Intro. to Welding Technology - Intro. to Machine Tool Technology - Intro. to Automotive Tech. - Intro. to Building Property Maintenance | Automotive Technology 1 Building Property Maintenance 1 Cosmetology 1 Early Child. Education 1 Healthcare Technology 1 Machine Tool Technology 1 Welding Technology 1 | Automotive Tech. 1, 2 Building Property Maintenance 1, 2 Cosmetology 1, 2 Early Child. Education 1, 2 Healthcare Tech. 1, 2 Machine Tool Tech. 1, 2 Welding Technology 1, 2 | Automotive Tech 2, 3 Building Property Maintenance 2, 3 Cosmetology 2, 3 Diversified Occupations Early Child. Education 2, 3 Healthcare Tech.y 2, 3 Machine Tool Tech 2, 3 Welding Technology 2, 3 |



Myths and the Real Facts about Career and Education Planning

Students often get confused about fact and fiction when it comes to career and educational planning. The following are some of the myths students should consider when exploring careers for their future.

Myth 1: There is only one job that is right for me.

No individual is one-dimensional. The reality is there are a number of different occupations available in the workforce that are “right” for each individual. Every individual has different sets of interests, skills, and aptitudes that can be applied to multiple occupations. That’s a good thing, because individuals entering the workforce can expect to change occupations at least five to six times during their adult career.

Myth 2: There is a particular set of job responsibilities for every occupation.

The reality is that people may have the same exact job title but their job responsibilities may be very different. The variations in job duties are perpetuated by each individual’s interests and skills, as well as the needs of the employers.

Myth 3: Attaining good grades in high school guarantees acceptance into a good college or university.

A good transcript certainly will help contribute to a student’s admission into a good postsecondary school, but it does not guarantee anything. Colleges or universities admission representatives take a number of factors into consideration before making a decision on a student’s status. Standardized tests, letters of recommendation, essays, and interviews also play a large role in the admission representative’s decision.

Myth 4: A bachelor’s degree (4-years) guarantees a good paying job.

When an individual is dealing with the labor market, nothing is guaranteed! Many of the current jobs available require skills that can be obtained by attending a community college or technical school. There are many graduates from 2 and 4-year schools who are working in occupations for which they are actually overqualified. Individuals must also face the reality that they must go where the jobs are located to utilize their degrees and experience.

Myth 5: Community colleges and technical schools are reserved for individuals that can’t afford or are not intelligent enough to attend a university/college.

Many students who attend community colleges/technical schools are simply looking for a two-year degree that will train them to compete for occupations in their area of interest. Many of these individuals don’t want to spend time and money taking courses that are not required for the field of work in which they want to be employed. The idea that community college/technical students aren’t intelligent enough to gain admission to a college or university simply is not true. Some high school graduates and adults use the community college as a stepping stone towards gaining admission to a college but also use it as a career exploration tool by taking courses in different fields of interest before investing a large amount of time and money into furthering their education

Skills and Character Traits Most Desired by an Employer

Skills

- Analyzing/Researching Skills
- Being Flexible and Making Adjustments
- Communicating Skills: Listening, Speaking, Writing
- Being Computer and Technologically Literate
- Being Creative
- Showing Leadership Ability
- Multi-Cultural Awareness
- Organizational Skills
- Able to Problem-Solve
- Ability to work and get along with

others on a team


Character Traits

- Being Dedicated
- Being Dependable
- Acting with Integrity
- Using Energy and Passion
- Being Self-Motivated
- Acting Confident
- Using a Positive Attitude
- Acting Professional
- Being Responsible
- Applying Work Ethic
- Being Open to Learning

Most individuals have these skills and traits to some degree. As you read the lists, identify the skills or traits on the list that closely correlate with your strengths. You can use these strengths to improve your resume or talk more introspectively with an employer about your skills and traits.

Additionally, read the lists and identify those skills or traits in which you perceive a weakness in yourself. Individuals may read and research, participate in training or seek a mentor to improve in areas where there are deficiencies.

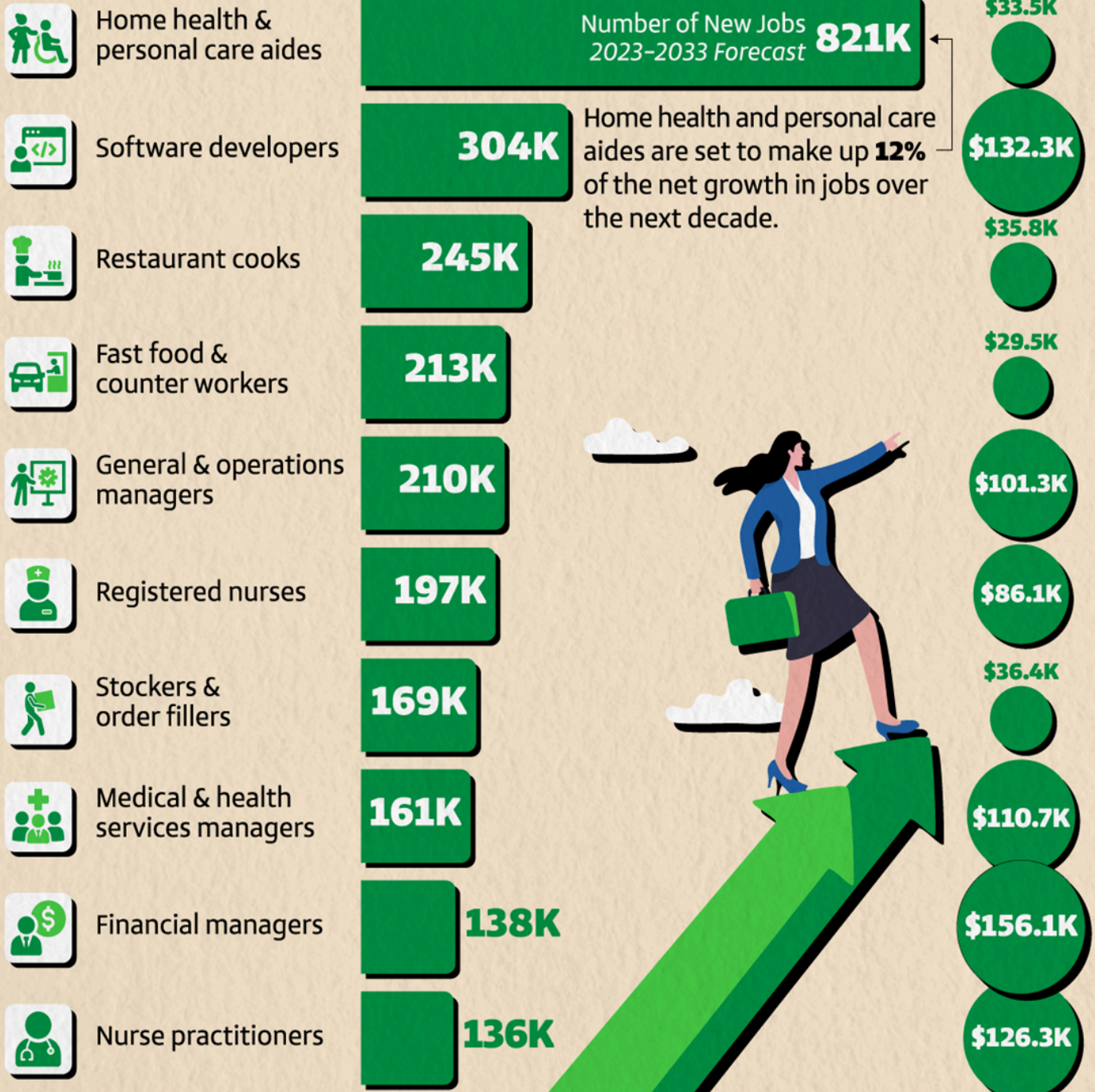
For more information about career pathways and resources, please see your school counselor in the guidance office.


U.S. JOBS WITH THE 

Most Projected Growth

+6.7M
Net Total Change, All Occupations

2023 Median Annual Wage



 Source: U.S. Bureau of Labor Statistics