

**BALDWIN HIGH SCHOOL  
PROGRAM OF STUDIES**

**2025-2026 ACADEMIC YEAR**



**BALDWIN-WHITEHALL  
SCHOOL DISTRICT**



**Principal**

Mr. Shaun Tomaszewski

**Assistant Principals**

Mr. John M. Saras, Ms. Denise Wells, and Mr. Brandon Whitfield

*Edited 1-2025, Board Reviewed 1-2025*

Dear Highlanders,

The best approach to finalizing a student's schedule is through a cooperative effort of the student, family, teachers, and school counselor. Wise course selection also requires that students observe the graduation requirements. By carefully selecting courses, students will make good choices for their futures, both at Baldwin High School and beyond.

Students are strongly encouraged to take Honors, CHS, and AP courses, especially if they plan to attend a 2- or 4-year college or university. Honors-level courses provide more rigor through reading, writing, labs, and projects. They move at a faster pace and require additional time outside of school. AP and CHS courses are taught at the collegiate level; these courses are more rigorous than regular- and honors-level courses. Taking rigorous courses in high school not only better prepares students for post-secondary courses, but also increases the likelihood of success in the trades and military settings.

In order to determine which AP courses could be appropriate, students may refer to their PSAT score reports. These reports recommend AP courses based on performance on the PSATs. Students should also work with their school counselor and talk to their teachers about selecting appropriate courses.

It is very important that students and families consider the student's overall schedule and time constraints. On average, students should afford one hour per CHS/Honors/AP class for homework/reading/studying per night. Taking too many CHS/Honors/AP courses can have a negative impact on a student's mental health. While it is important to challenge oneself with rigorous courses, it is also important to have balance in one's life. Time management, de-stressing activities, and built-in downtime are examples of actions that can be taken to reduce stress.

All of our courses and descriptions are organized by department. Please read the descriptions carefully before selecting courses.

Students will be scheduling using Skyward. School Counselors will assist students in social studies classrooms entering course requests. Parents will be notified via Skylert as to what courses students have selected.

While we make every effort to provide for students' interests in a particular content area, we acknowledge that there can be no guarantee that students will be able to schedule every elective or course that they would like. We remain committed to helping students as much as possible while providing students with opportunities to match their interests.

Let's look forward to a great 2025-2026 Academic Year!

~Baldwin High School Faculty and Staff

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ENGLISH

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MUSIC

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SPECIAL EDUCATION

STEEL CENTER FOR CAREER AND TECHNICAL EDUCATION

<b>2025-2026 Staff and Faculty Listing - BHS</b>		
<b>Grades 9 - 12</b>		
<b>BCIT Dept.</b>	<b>Math Dept.</b>	<b>Counseling Dept.</b>
Shantal Baldensperger 119	Bryan Black 208	Julie Sumper Grade 9, A-Z
Michelle Kilburn 244 and computer room next to 244	<b>Rich Fochtman 206</b>	Jennifer Pellen (A-G) 10-12
Daniel Thayer 117	Maria Hausman 202	Kaitlyn Figurelli (H-N) 10-12
<b>English Dept.</b>	Mark Jacobs 222	<b>Noel Santini (O-Z) 10-12</b>
Ben Aikens 111	Michael Kaufman 220	<b>Social Worker</b>
Amy Barno 114	Nicole Koutsourais 224	Reita Melvin
Caitlin Dee 115	Dale Kreuer 200	<b>Psychologist</b>
J. Jason Dolak 120	Donna McCord 204	Dan Pasquarelli (office by attendance)
Susan Fagnilli 112	Stephanie Morrison 218	<b>School Police Officer</b>
Meg Geronimos 317	Rich Ralston 216	William Coddington (High School)
Keith Harrison 319	Tom Simcho 212	
Jess Mertz 306	Julie Willman 214	<b>Pathways/Library</b>
Rachel Murrman 121	<b>Science Dept.</b>	Cassidy Cooper
	Mike Bruckner 332	<b>Gifted</b>
Holly Niemi old math plan ESL North 8282	Lara Dorman 328	Kate Deemer
<b>Krystal Schulte 116</b>	Rachele Felix 343	Krystal Schulte
Ann Watson 110	Brianne Goodwin 330	<b>Technology</b>
Leah Younkins 118	<b>Tina Gaser 340</b>	Joey Bonidie
<b>Fine &amp; Prac. Arts Dept.</b>	Stephanie Neal 342	Rhonda Firek
Nicole Flannery 207	Rachel Neil 327	<b>Asst. Food Serv. Dir.</b>
Beth Fochtman 227	Kent Radomsky 341	Judy Bourne
Michelle Malone 228	Michael Slania 325	<b>Paraprofessionals</b>
Emery Palmer Band Room	Stephanie Tarpey 334	Renee Amend
Ginny Pfatteicher 229	Jon Tietz 338	Cindy Cox
Toni Rogerio 209	Matt Urban 337	Chrissy Dowd

Chris Tator 231/232/TV Studio	<b>Social Studies Dept.</b>	Bev Hartman
Kris Tranter Choir Room/Piano Lab	Rich Deemer 104	Sue Joyce
Tina Walsh 211	Dave Dunaway 105	JeNeanne Kelly
<b>Jim Wodarek 235</b>	Adam Foote 102	Norma Meade
<b>Health/Phys. Ed. Dept.</b>	Doug Graff LGI II	Joanne Slinger
Erin Chelosky	Natalie Grattan 106	Marie Whalen
<b>Chris Crighton</b>	Joe Geyer 101	Kristy Woods
Tim Laughlin	Natalie Kohnfelder 100	<b>Secretaries</b>
Jim Wehner	Jared Lambie 103	Beth Depetro - Atten.
<b>Special Ed. Dept.</b>	<b>Chris Reilsono 107</b>	Tara Hutchinson- Counseling
<b>Cassie Bartus 201</b>	Brad Schulte 109	Diane Kennard- Athletics
Amy Bancroft 226	Kate Temme 108	Katie Kurtz- Main
Katie Bronco 203	Nick Valetti 102	Amy Nolan-Main
Riley Debski 226	<b>World Language Dept.</b>	Missy Prilla- Counseling
Eric Jankoski	Liz Allemang 124	<b>Custodial-Day</b>
Colleen Kostelnik 201	Francesca Cappetta 125	Peter Schupp
Katie LaCava 326	Heather Clementoni 122	Jim Werner
Maryanne Schrader 326	Caitlin Dee 115	<b>Student Monitors</b>
Josh Stahl 210	Will Dodds 127	Anne Dumm (LGI)
<b>Principals</b>	Lindsey Graney 321	Lynn Eckels (North Atrium)
Shaun Tomaszewski	<b>Becca Mackin 123</b>	<b>School Nurse 9-12</b>
Brandon Whitfield (Assistant Principal) 10th and 12th L-Z	Katie Streets 126	Ann Harmon
John Saras (Assistant Principal) 10th and 12th A-K	Chelsea Wilkens Counseling Office	<b>CHILL</b>
Denise Wells (Assistant Principal) 9th grade	Kim Wyse (Office behind main)	Jerad Smith 322
		<b>CYBER ACADEMY</b>
		Adam Foote 304.5
		Amy Proie 304.5

## ACADEMIC STRUCTURE

### Grading Scale

Baldwin High School	
<b>A</b>	90% - 100%
<b>B</b>	80% - 89%
<b>C</b>	70% - 79%
<b>D</b>	60% - 69%
<b>F</b>	0% - 59%
<b>P</b>	Pass
<b>I</b>	This will become an F if not made up within two weeks.

### Grade Point Average

Class rank is based upon the compilation of all course grades earned throughout a student's high school career. For transfer students, the evaluation received at the former school, as well as grades earned at Baldwin High School, are considered. GPA is calculated by the two quarter grades for each course, not the final averaged grade.

Grade	Non-Weighted	Honors Weighted	AP/CHS Weighted
<b>A</b>	<b>4</b>	<b>4.5</b>	<b>5</b>
<b>B</b>	<b>3</b>	<b>3.5</b>	<b>4</b>
<b>C</b>	<b>2</b>	<b>2.5</b>	<b>3</b>
<b>D</b>	<b>1</b>	<b>1.0</b>	<b>1</b>
<b>F</b>	<b>0</b>	<b>0.0</b>	<b>0</b>

### Semesterized Courses

All courses at Baldwin High School run as semesterized courses. Freshmen, for example, typically take Biology Semester 1 and Biology Semester 2. If a student is unable to earn a passing grade in Biology Semester 1, then (s)he continues into Biology Semester 2. Assuming that the student is able to earn a passing grade in Biology Semester 2, then (s)he will only be required to recover the 0.5 credit not earned during the first semester, adding considerable flexibility to his or her schedule in subsequent years.

Students' grades during the first nine weeks of a semesterized course will be adjusted up to 50%, if the actual grade earned is below 50%. This will allow the student to earn an overall passing grade in the semesterized course, if the student is able to earn a grade greater or equal to a 69% during the second nine weeks of the course  $(50\%+69\%)/2=59.5\%$ .

### Credit Progression

Freshmen and sophomores are required to schedule for a minimum of 7.0 credits. Juniors are required to schedule for a minimum of 6.0 credits. Seniors are required to schedule for a number of credits that will allow them to earn the 24.0 total credits required for graduation.

## **Credit Deficiencies**

A credit deficiency, which occurs when a course is failed, may be resolved by repeating the course the following year or by attending an approved summer school or online credit recovery program. It is the responsibility of the student to reschedule and cover any costs associated with credit deficiencies. Remediation course information is available through the School Counseling Office.

Upperclassmen who fail a required course or who lack sufficient credits for graduation may attend an accredited summer school program, enroll in a program to earn a diploma, take the GED (General Educational Development) test, or return to Baldwin High School as a full time student the following semester. Seniors who fail a course needed for graduation are required to complete any credit remediation by October of the year in which they graduate. These students will meet with their school counselor to discuss their options. The Commonwealth Secondary School Diploma (CSSD) may be achieved by passing the GED test, certifying that the holder has achieved an acceptable educational level.

*Students who wish to eliminate deficiencies by taking a credit recovery course must have approval from their School Counselor in advance in order to be awarded credit.*

## GRADUATION REQUIREMENTS

### **ESSENTIAL CREDIT REQUIREMENTS FOR GRADUATION**

<b>For members of the Class of</b>	<b>2026-2028</b>	<b>2029 and beyond</b>
English	4.0	4.0
Social Studies	3.5	3.5
Science	3.0	3.0
Mathematics	3.0	3.0
Health and Physical Education	1.5	2.0
AP Computer Science Principles	–	0.5
Intro to Computer Science	0.5	–
Electives	8.5	8.0
<b>Total Credits</b>	<b>24.0</b>	<b>24.0</b>
<b>*Other Requirements:</b> <ul style="list-style-type: none"> <li>● PA State CEW Requirements</li> <li>● One of five PA Keystone Pathways</li> <li>● Graduation Project and Exit Interview</li> </ul>		

### **PA STATE CEW REQUIREMENTS FOR GRADUATION**

The Career Education and Work Standards, Chapter 4 of Title 22, are part of the State Board of Education’s regulations of required education for all students in Pennsylvania. The Career Education and Work Standards address four areas of knowledge:

- Career Awareness and Preparation
- Career Acquisition (Getting a Job)
- Career Retention and Advancement
- Entrepreneurship

Baldwin High School students will meet their CEW requirements by completing these activities each year using *Xello* career software. Students may access *Xello* lessons through the Counseling Canvas page for their graduating class.

The School’s Future Pathways Facilitator is Cassidy Cooper ([ccooper@bwschools.net](mailto:ccooper@bwschools.net)).

<p><b>Grade 9</b></p> <p>Exploring Career Factors Work Values Workplace skills and attitudes</p>	<p><b>Grade 10</b></p> <p>Career Backup Plans Careers and Lifestyle Costs Entrepreneurial Skills</p>
<p><b>Grade 11</b></p> <p>Job Interviews Defining Success</p>	

### **GRADUATION PROJECT REQUIREMENT**

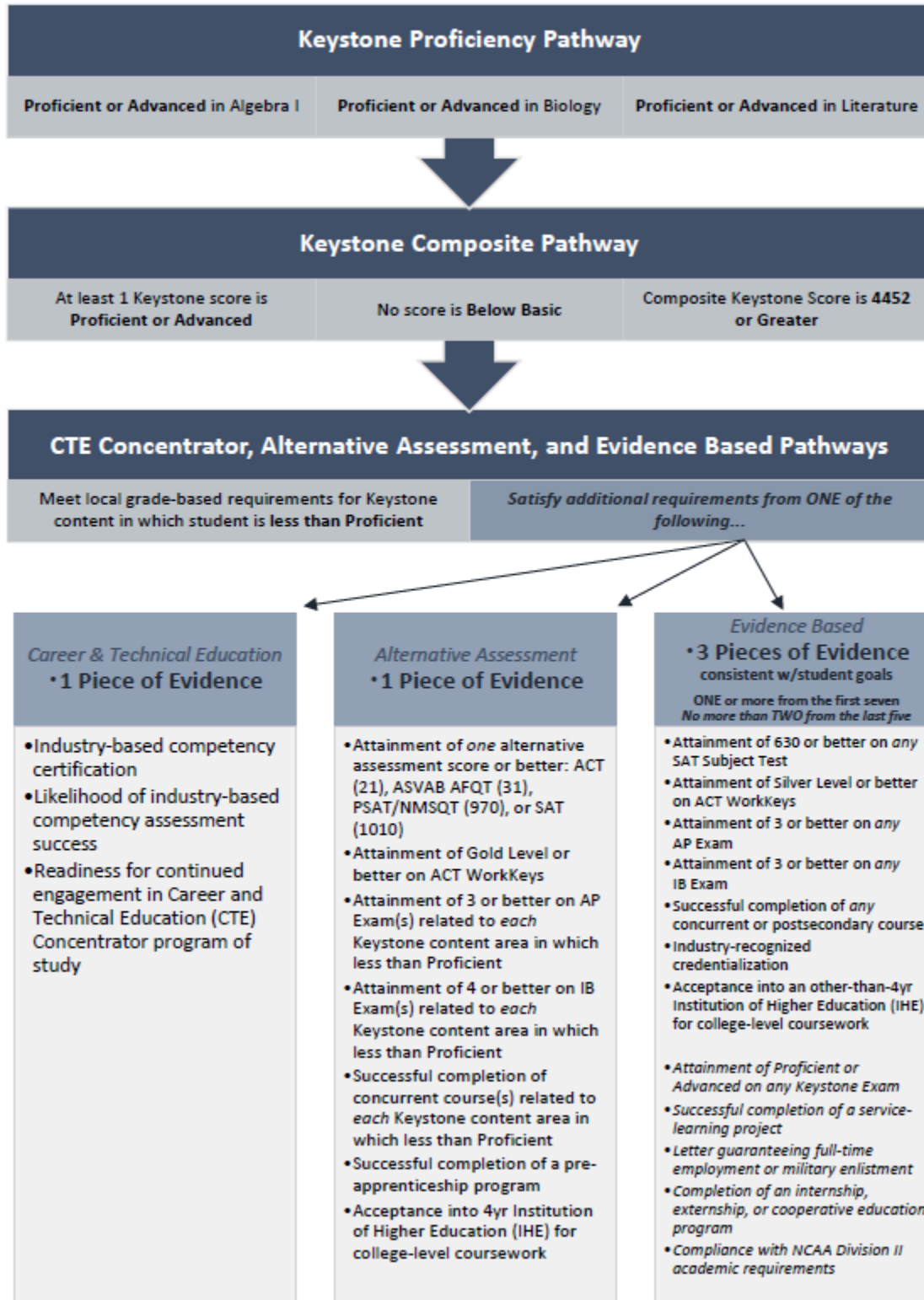
The Graduation Project will be integrated into the Personal Finance and Economics, AP Government, CHS European History, and AP Economics curricula. Students will be required to complete an exit interview near the end of the school year.

Faculty contacts for the Graduation Project are Rich Deemer ([rdeemer@bwschools.net](mailto:rdeemer@bwschools.net)) and Natalie Grattan ([ngrattan@bwschools.net](mailto:ngrattan@bwschools.net)).

# Act 158 Graduation Requirements for the Commonwealth

In accordance with Pennsylvania's Act 158, students will have to illustrate their college and career readiness prior to graduating from BHS. The simplest way to meet these requirements is to earn proficient or advanced scores on all three Keystone Exams. Students who are unable to achieve proficiency will need to collect evidence to exhibit readiness through an alternative pathway.

## Act 158 Pathway Graphic



## **Steel Center Academic/Elective Credit Allocation at Baldwin High School**

Students attending Steel Center as part of their high school experience will have the opportunity to earn up to 3 credits per year based on the successful completion of their Career and Technical Education (CTE) courses. Credits earned will be distributed across core academic areas, including Math, Science, English, and/or Technology, as well as Elective credits, depending on the specific skills and competencies demonstrated in their CTE program.

The allocation of these credits on the student's transcript will be determined collaboratively by the student, their school counselor, and their parent/guardian. This process ensures that credit distribution aligns with the student's personalized graduation pathway and supports their unique goals for postsecondary education, career readiness, and graduation requirements.

By tailoring credit allocations to meet individual needs, students can optimize their CTE experience while fulfilling Baldwin High School's academic requirements in a way that reflects their chosen pathway toward success. For specific questions or additional guidance, students and families are encouraged to contact their school counselor. Credits are not NCAA-approved.

## **Schedule Changes**

Students are given the opportunity to carefully consider course selections for the upcoming academic year. Teachers are a critical part of this process through recommendations and advising on appropriately challenging course placements for each student. Additionally, our school counselors will meet with students in group and/or individual settings to discuss and review the course selection process, arena scheduling, and student course choices, as they relate to graduation requirements and individual career interests and exploration.

Students must realize that not all course requests will be available. Though every effort will be made to ensure accuracy in responding to each student's requests, we recognize that students might be scheduled into classes that they do not wish to take. To that end, please refer to the schedule change procedures that follow.

**The add/drop period extends for two weeks (or ten school days) following the commencement of the academic year for year-long courses and for the same period following the commencement of the spring semester for spring semester courses.**

During the add/drop period, a student can add or drop classes without evidence of such changes appearing on the student's transcript.

Following the add/drop period, a student must withdraw from a course. The choice to withdraw from a course will appear on a student's transcript and will include any quarterly grades earned in the course. The withdrawal will also indicate a pass or fail, depending on the current grade in the course.

Students who have schedule change requests should email their counselors prior to leaving for Summer Break.

Remember that school counselors are members of the High School faculty and, as such, are also on break during this time and are not expected to respond to email regularly. Schedule change inquiries or requests will be reviewed when faculty return to school and through the end of the add/drop period.

Administrators will not respond to or process schedule change requests.

## BALDWIN HIGH SCHOOL COUNSELING DEPARTMENT

**Website:** <https://www.bwschools.net/baldwin-high-school/services/school-counseling>

Provides information on available resources and services delivered by our School Counselors. This website is a valuable resource which allows the BHS Counseling Department to continuously communicate with Baldwin students, families, and the community. Some features of the website include:

- ❖ Counselor's contact information
- ❖ Important documents
- ❖ Information on standardized testing (PSAT, SAT, ACT, AP, Keystones)
- ❖ Graduation requirements
- ❖ Grade 12 Information - applications, transcripts, post-secondary school representatives
- ❖ Scholarships
- ❖ Grades 9-12 Presentations
- ❖ Financial Aid
- ❖ Work Permits
- ❖ Tech Help Link

**Canvas Hub Pages:** Features information on events happening at Baldwin High School and resources available at the counseling office, college and career fairs, scholarship information, open house events at colleges and universities, community events, and job announcements.

Counselor Name	Assignments	Email Address
<b>Julie Sumper</b>	Grade 9 A-Z	jsumper@bwschools.net
<b>Jen Pellen</b>	Grades 10-12 Last Names A-G	jpellen@bwschools.net
<b>Kaitlyn Figurelli</b>	Grades 10-12 Last Names H-N	kfigurelli@bwschools.net
<b>Noel Santini</b>	Grades 10-12 Last Names O-Z	nsantini@bwschools.net
Counseling Department Secretaries		
<b>Tara Hutchinson</b>	Grades 9-12	thutchinson@bwschools.net
<b>Melissa Prilla</b>	Grades 9-12	mprilla@bwschools.net

## What is *Xello*?

*Xello* is the Computerized Career Planning Program that Baldwin-Whitehall School District uses to help students explore careers, set career goals, and plan coursework at the high school. Career clusters provide students information about their interests, experiences, and abilities, as well as related information about occupations, education and training programs, and financial aid.

Please view this video to see a glimpse of what *Xello* offers:

<https://www.youtube.com/watch?v=nCkoUMCXNjl&authuser=0>

Please view this video to understand your *Xello* Module:

[https://www.youtube.com/watch?v=ll\\_5GsuubYs&authuser=0](https://www.youtube.com/watch?v=ll_5GsuubYs&authuser=0)

## How to use *Xello*

Students should go to their Counseling Canvas Dashboards and locate the *Xello* Module. Students log into *Xello* with their Skyward login and password. The students will work independently on lessons during homeroom or on their own time.

## INDUSTRIAL MANUFACTURING TECHNICIAN PRE-APPRENTICESHIP

### **BHS *Catalyst Connections***

Baldwin High School's Industrial Manufacturing Technician Pre-Apprenticeship is a partnership with *Catalyst Connections* that helps high school students begin a pathway to a career in manufacturing, high tech robotics, Artificial Intelligence, and other highly in demand professions. Due to rapidly changing manufacturing technologies, entry-level workers require higher skills than before, and employers are struggling to recruit and retain these types of workers for positions. Currently, Baldwin has 2 state registered Pre-Apprenticeship programs: IMT Pre-Apprenticeship and Advanced IMT Pre-Apprenticeship. These two programs directly connect to one another and allow students to receive 7 industry recognized certifications after completion. These national certifications are stackable, recognized by industries, and can lead to active recruitment directly after high school in multiple career pathways. The program offers self-paced modules, hands-on activities, career coaching, networking, and a guaranteed job interview upon completion of the two online certifications. Learn more at [https://rise.articulate.com/share/velUwourq4j1psl28vs\\_S\\_kp1Ew\\_IzL5#/](https://rise.articulate.com/share/velUwourq4j1psl28vs_S_kp1Ew_IzL5#/).

## EARNING COLLEGE CREDIT WHILE IN HIGH SCHOOL

### CCAC EARLY COLLEGE PROGRAM OPPORTUNITY FOR INCOMING FRESHMAN

The CCAC Early College Program is a unique opportunity for our incoming 9th grade high school students (Class of 2028) to begin taking college courses during the school year for free. This program is designed for students that want to become successful leaders inside and outside the classroom, gain college readiness experience, and have the opportunity to earn college credits in one of three pathways: **Accounting, Business Management, or Computer Information Technology** while in high school.

All courses are taught by CCAC faculty. A stipend for good grades is possible with the completion of the classes at the approval and at the discretion of the CCAC program director. Upon completion of the program, students will earn a certificate in their selected pathway. At the college level, credits earned can be used towards completing an Associates Degree from CCAC or. credits may also be transferred to a four year institution upon high school graduation as CCAC is an accredited institution with dozens of articulation agreements. Participation in this program allows students to build a resume that enhances their college and job applications, can ease the transition from high school to college, and allows students to earn transferable college credit at no cost to the student or family. The program is funded through a grant in partnership with BNY and CCAC.

Interested students begin the application process starting in spring of their 8th grade year. After acceptance into the program, during 9th grade, all students will participate in an orientation that will introduce them to the goals of the program, potential career paths, what college is like, and what benchmarks they must achieve to complete the program. Throughout the enrollment in the program, students will have access to wrap-around CCAC support services, including advising, tutoring, and counseling. Students can not enter the program after the initial application process as an incoming freshman. This is a dual enrollment program with limited spots available; interested incoming freshman students should contact their school counselor to enroll in the application process in the spring of 8th grade. The sequence of courses for the Early College Program is listed on the next page.

## **ADVANCED PLACEMENT (AP) COURSES**

Advanced Placement (AP) courses are college/university level courses that follow the College Board's AP syllabi and prepare students for the AP Examinations given in May of each year. AP courses are instructed at a fast pace and afford students a weighted GPA. Students are expected to use a significant amount of time outside of class to complete coursework. Most AP courses have mandatory summer assignments. Learn more about AP Courses at this website: <https://parents.collegeboard.org/college-board-programs/advanced-placement-program>

- English Language and Composition
- English Literature and Composition
- World History - Modern
- United States History
- United States Government and Politics
- Macroeconomics and Microeconomics
- Pre Calculus
- Calculus AB
- Calculus BC
- Statistics
- Biology
- Chemistry
- Physics 1(replacing Honors Physics)
- Physics 2
- Physics C: Mechanics
- Environmental Science
- Computer Science Principles

Registration for the examinations associated with AP courses is done through the BHS School Counseling Office. Exam fee waivers are available for students who qualify for free/reduced lunch or are experiencing financial hardship.

Use this tool to find AP credit policies for every college:

<https://apstudents.collegeboard.org/getting-credit-placement/search-policies>

Full list of:

[Baldwin HS CHS/AP Course Offerings](#)

## COLLEGE IN HIGH SCHOOL (CHS) COURSES

The College in High School (CHS) program offers students the opportunity to earn college credits during their regular school day. Students must pay for credits at the beginning of the school year and request an official transcript from the college or university. These credits may transfer to the college or university that the student attends after graduation. Whether full course reciprocity is offered, though, is a decision made by individual schools, departments, and advisors. It is the responsibility of the student to check with the college/university in which (s)he will be enrolling to determine if CHS credit is accepted. Students are responsible for all tuition and/or other costs associated with enrollment in the courses if they want to earn college credits.

BHS COURSE	COLLEGE/UNIVERSITY COURSE NAME & NUMBER	
114 CHS/AP English Language and Composition 1 credit	Seton Hill University - 3 credits SEL 105 Composition and Culture (Part A)	
118 CHS/AP English Literature and Composition 1 credit	Seton Hill University - 3 credits SEL 106 Composition and Culture B	Seton Hill University - 3 credits 151 Topics in Literature – Principles of Literary Analysis and Composition I
122 CHS Argument and Debate 0.5 credit	University of Pittsburgh - 3 credits COMMRC 0500 Argument	
123 CHS Literature and Philosophy 1 credit	Seton Hill University - 3 credits SPL 100, Introduction to Philosophy	Seton Hill University - 3 credits SEL 151, Topics in Literature
132 CHS Newspaper 1 credit	Point Park University - 3 credits COMM 115 Media Storytelling	
211 CHS/AP US History 1 credit	Seton Hill University - 3 credits SHY 103 Introduction to American History	
241 CHS European History 1 credit	Seton Hill University - 3 credits SHY 212 Issues in Western Society II	
213 CHS Careers & Society: College Focus 0.5 credit	University of Pittsburgh - 1 credit ARTSC 0112 Right Start to College 2	
356 CHS Statistics 1 credit	University of Pittsburgh - 4 credits STAT 0200 Basic Applied Statistics	
351 CHS/AP Statistics 1.0 credit	University of Pittsburgh - 4 credits STAT 1000 Applied Statistical Methods	
518 CHS Latin IV 1 credit	University of Pittsburgh - 3 credits LATIN 0220 Intermediate Latin Verse	
509 CHS French V 1 credit	University of Pittsburgh - 3 credits FR 0104 Intermediate French 2: French in a Global Context	
514 CHS German V 1 credit	University of Pittsburgh - 3 credits Ger 0201 Intermediate German 1	
504 CHS Spanish V 1 Credit	University of Pittsburgh -3 Credits SPAN 0104: Intermediate Spanish 4	
722 CHS Graphic Design 0.5 credit	La Roche University - 3 credits GCDN1025 Fundamentals of Electronic Publishing	
723 CHS Graphic Design II 0.5 credit	La Roche University - 3 credits GCDN2008 Digital Publishing	
715 CHS Digital Photography 0.5 credit	La Roche University - 3 credits GCDN2016 Digital Photography	
714 CHS Digital Illustration 0.5 credit	La Roche University - 3 credits GCDN2005 Digital Fine Arts	
739 CHS Electronic Beat Making 0.5 credit	University of Pittsburgh - 3 credits MUSIC1444 Electronic Beat Making & Song Writing	
828 CHS Child Development 0.5 credit	Robert Morris University - 3 credits	
850 CHS Intro to Special Ed.: Pre K-12 0.5 credit	Robert Morris University - 3 credits	

## DUAL ENROLLMENT

Baldwin High School partners with several local colleges and universities to allow students to take courses which may be of interest to them that are not offered at the high school. In the past, we have partnered with schools such as Community College of Allegheny County, University of Pittsburgh, Seton Hill University, Point Park University, and others. When seniors apply to college or university, a copy of their dual enrollment college transcript may be sent with the high school transcript upon request. The following conditions apply:

- Must have School District approval
- Must have parent/guardian permission
- Placement test may be required by the college/university
- Students and families are responsible for all expenses, including tuition, fees, and books
- Students and families are responsible for transportation to and from the college/university
- Interested students should meet with their school counselor for more information
- Students may also find college/university courses on their own and bring to their School Counselor for approval

## PARTNERS COMPONENT

At Baldwin High School, we are committed to fostering a culture of inclusivity and collaboration. Students enrolled in an elective as outlined in the Course Catalog and/or Study Hall have the unique opportunity to enhance their learning experience by participating in a partners component of the identified elective course or Study Hall, earning an additional .5 credit per semester not to exceed a total of 2 credits in a school year. Credit will only be earned if expectations are met via a rubric.

Students opting into the partners component will engage in one-on-one or small-group partnerships to support and collaborate with peers of diverse abilities. Through tailored activities, shared projects, and inclusive initiatives, participants will develop skills in leadership, mentorship, and advocacy while contributing to a positive, inclusive school environment.

This experience is designed to:

- Build empathy, teamwork, and social connection.
- Develop hands-on, team-based projects focused on shared goals.
- Promote mutual success in creative arts, technology, physical activities, and other elective areas.
- Strengthen partnerships that extend beyond the classroom.

### *Interested in becoming a Peer Partner?*

Students who wish to participate should complete the Peer Partner interest form below. Your assigned counselor will contact you during the scheduling process to confirm participation in the partners component.

[Peer Partner Interest Form](#)

## TEAM TAUGHT COMPONENT

At Baldwin High School the team-taught component, *formerly identified as co-taught*, provides an inclusive learning experience where two educators—a content-area teacher and a special education teacher—collaborate to deliver instruction. This model supports diverse learning styles through differentiated strategies, increased student engagement, and personalized support. By fostering a dynamic and inclusive classroom environment, team-taught courses ensure all students have equitable access to high-quality education while developing collaboration, adaptability, and critical thinking skills.

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## WORK STUDY

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Pennsylvania's economic future depends on having a well-educated, diversified and skilled workforce. Work Release is a course designed for senior students seeking career exploration opportunities, to increase their knowledge, skills, and abilities for further education, improve general employment skills, and "real world" work experience within a professional, productive, and structured work setting.

Students must meet the qualifications listed below:

1. Students must be in good standing, have good school attendance, have enough credits for senior standing and have proof of employment in order to apply for the course.
2. Students & parents are required to attend an orientation session to complete a release form allowing students to participate, to leave the school building and for parents to provide liability coverage for student transportation to & from work. The school will assume no responsibility for transportation, safety, employment problems or appropriate insurance.
3. Students must apply and maintain a PA Work Permit up until 18th birthday.
4. Students would be responsible for locating and securing a work site. Students must document how this work assists in acquiring work related skills in order to be accepted into the program.
5. Students must maintain a satisfactory school record each nine weeks (must be passing all courses) with good attendance in order to remain in the program.
6. Students must abide by the work schedule agreed upon by the student, employer and school.
7. Students must not terminate employment during any given semester without the approval of employer, parent/guardian and school.
8. Should the student be terminated from employment by the employer, the student will be granted a 2 week grace period to apply, find and secure new employment. Should new employment not occur, students will report to in person class daily in order to refine resume, help in locating new positions, and practicing interviewing skills, etc. until new employment is secured.

This course will be run 90% asynchronous and will contain weekly assignments along with required posting of required documentation. All course materials would be posted to Canvas and weekly due dates will be attached.

Students are required to complete coursework including:

1. Posting weekly work schedules with manager contact information
2. Posting of Bi Weekly work stubs
3. Documentation of career, education & work standards being met each week through weekly course assignments & journal. Each week would focus on a particular workplace theme (from PA CEW's), such as job knowledge & skills, work results, communication, time management, negotiations, problem solving, Equal Employment Opportunities, proper business etiquette, work safety etc.

The 10% portion of the course would include:

- ii. Orientation into the program at the beginning of the school year for students
- iii. Orientation meeting into the program for parents
- iv. Quarterly check ins as class meetings to discuss employment and experiences as a group
- v. End of year meeting as a final to the program and exit from the program
- vi. Teacher would be available for office hours (in person or online) during course meeting times or by appointment during normal working hours

The course would be offered as a Pass/Fail grade, with the credits to correspond to periods of release (1 period of release = 1 elective credit (minimum 5 hours of work a week). Maximum credit that could be earned yearly would be 2 elective credits for 2 periods (minimum 10 hours of work a week). Credits would be earned following PA Career Education & Work Standards.

## **Baldwin High School's Open Campus**

Upperclassmen (juniors and seniors) are permitted to arrive to school late or leave school early.

This is a privilege afforded to students and can be revoked at any time for academic or behavioral reasons.

Students who wish to take advantage of this opportunity must be on-track to graduate and in good standing when it comes to the accrual of required credits. As indicated above, a junior must be scheduled for a minimum of 6.0 credits. A senior must be scheduled for the minimum credits required to fulfil graduation requirements.

Permission from the student's family must be obtained by printing out the permission form linked below. Submission and review of the permission form must be verified prior to auto-scheduled study halls being removed from a student's schedule. Submission of the form should occur as soon as the student has an opportunity to verify his or her schedule. Review and approval will take place over the summer.

Students choosing to arrive late or leave early will be responsible for their own transportation and must enter or leave the School via the Security Entrance #1.

If a senior becomes credit deficient during the first semester of his or her senior year, it is the student's responsibility to schedule a course during the second semester to remediate the credit deficiency.

[w Late Arrival Early Dismissal Permission.docx](#)

## ENGLISH

	<i>Regular Level Options</i>	<i>Honors/AP/CHS Level Options</i>
<b>Grade 9</b>	English 9	Honors English 9
<b>Grade 10</b>	English 10	Honors English 10
<b>Grade 11 and 12  (One credit per year)</b>	<p><b>Semester Courses</b> (0.5 credits)</p> <p style="text-align: center;">Philosophy &amp; Humanities Literature of Self-Discovery Horror and Suspense Modern Storytelling Divergent Literature Science Fiction/Fantasy Sports Literature and Culture English for Young Adults</p> <p><b>Full Year Course</b> (1.0 credit) Modern American Literature</p>	<p><b>Full-Year Courses</b> (1.0 credit each)</p> <p style="text-align: center;">CHS/AP English Language &amp; Composition</p> <p style="text-align: center;">CHS/AP English Literature &amp; Composition</p> <p style="text-align: center;">CHS Literature &amp; Philosophy</p> <p><b>Semester Course</b> (0.5 credits) CHS Argument and Debate</p>

## ENGLISH ELECTIVES

### **Semester**

Creative Writing  
Public Speaking  
Introduction to Journalism  
Newspaper (one semester)  
Theatre  
Introduction to Linguistics and  
Language  
Modern Media Literacy

### **Full Year**

Mini-THON: Making It  
Happen!  
Mini-THON: Making It  
Happen! 2  
CHS Newspaper (full year)

**FOUNDATIONS OF ENGLISH  
LANGUAGE ARTS**  
Course Number: 100e  
Prerequisite: Teacher Recommendation  
*\*NCAA Approved Course*

**Credit/Term: 1.0/year**

**Grade Level: 9-12**

**Description:** The course is designed to help students develop essential reading and literacy skills. This comprehensive course is specifically designed for students who are reading below grade level and aims to accelerate their reading growth, increase comprehension, and improve overall literacy proficiency. The course covers various key components of literacy, including phonics, fluency, vocabulary development, comprehension strategies, and critical thinking skills. Students engage in explicit instruction to enhance their decoding abilities, fluency rates, and word recognition skills. They learn and apply effective strategies for understanding and analyzing text, including making predictions, summarizing, making connections, and drawing inferences.

**ENGLISH 9**  
Course Number: 102  
Prerequisite: None  
*\*NCAA Approved Course*

**Credit/Term: 1.0/year**  
**Grade Level: 9**

**Description:** In this course, students will analyze and apply literary elements in short stories, epics, novels, poetry, and nonfiction selections through reading, writing, oral presentation, and basic research. The development of composition skills is integrated with the study of literature and focuses on the various types of paragraphs. Students follow the steps of the writing process as they write both single and multi- paragraph essays. Students will be expected to work on more than one project at a time as well as read some literary selections independently. A team taught component of this course is available to students as requested and recommended.

**HONORS ENGLISH 9**  
Course Number: 103  
Prerequisite: None  
*\*NCAA Approved Course*

**Credit/Term: 1.0/year**  
**Grade Level: 9**

**Description:** Students who have achieved success in analyzing literature and writing essays should choose this course. Students will sharpen their ability to determine meaning in complex literature and to construct persuasive arguments in analytical essays. Students read and discuss contemporary and classical short stories, novels, poetry, drama, an epic, and nonfiction. They think critically about the author's purpose and the text's overall meaning, and they learn how to express those thoughts in essays that incorporate quotes from the texts. Research and public speaking skills are taught, and students will read several literary selections independently.

**ENGLISH 10**  
Course Number: 107  
Prerequisite: English 9  
*\*NCAA Approved Course*

**Credit/Term: 1.0/year**  
**Grade Level: 10**

**Description:** This course is designed to provide a focused study of reading, writing, speaking, and listening. The English 10 course incorporates a study of fiction through analysis of short stories, novels, dramas, and poems. The study of nonfiction utilizes a variety of reading strategies and examines documents, essays, and memoirs. Units of study will involve a close investigation of elements of literature, and elements of composition through the development of multi-paragraph essays and application of the steps of the writing process. At the end of this course, students will take the Keystone Literature Exam. A team taught component of this course is available to students as requested and recommended.

**HONORS ENGLISH 10****Course Number: 108*****Summer work may be required*****Prerequisite (recommended but not required): Honors English 9*****\*NCAA Approved Course*****Credit/Term: 1.0/year****Grade Level: 10**

**Description:** College-bound students who have mastered the basics in literature, composition, and required skills and who work independently at an accelerated pace should select this course. Interpretation and criticism of short stories, novels, dramas, poetry, and nonfiction are emphasized in both discussions and activities. In addition, students read numerous literary selections independently. Students compose single and multi-paragraph essays integrated with the study of literature while using the writing process. A formal research project is also required as well as formal speech presentations. Students will be expected to work on more than one assignment at a time. This course is designed to prepare students for the 11<sup>th</sup> and 12<sup>th</sup> Grade AP or CHS English Courses. At the end of this course, students will take the Keystone Literature Exam.

**GRADE 11/12 ENGLISH OPTIONS:**

Students may take two semester-courses or one full-year course per year to satisfy the Grade 11 or 12 English credit requirements. *A team taught component of select courses are available to students as requested and recommended.* Electives do not count toward the Grade 11 or 12 requirements.

**MODERN AMERICAN LITERATURE****Course Number: 111****Prerequisite: English 10*****\*NCAA Approval Pending*****Credit/Term: 1.0/year****Grade Level: 11/12**

**Description:** This American literature-based course provides students with experience in critical analysis of selections from stories, novels, dramas, poetry, and nonfiction. This course is designed to provide a focused study of reading, writing, speaking, and listening. Units of study involve a close investigation of literary elements, English usage, and thematic connections. Students apply the steps of the writing process to develop multi-paragraph essays, narratives, and creative writing assignments integrated with the study of literature.

- ***For 2025-2026 scheduling only:*** *If a student took English 11 in 2024-2025, that student should not enroll in the Modern American Literature course.*

As with all of the English 11/12 courses, students will study related vocabulary, prepare and present speeches/presentations, explore research topics, and respond orally and in writing to the ideas presented, read, and discussed in this course.

**PHILOSOPHY AND HUMANITIES****Course Number: 170****Prerequisite: English 10*****\*NCAA Approved Course*****Credit/Term: .50/semester****Grade Level: 11/12****Fulfills .5 English Credit**

**Description:** How is “right” and “wrong” decided? Can you trust your senses, or are you being deceived? Is there such a thing as free will, or is everything predetermined? Are there any absolutes, or is everything relative? These questions, found in daily dilemmas, political debates, talk shows, and religious debates have been around for centuries. By examining classical philosophers, futuristic stories and novels, as well as contemporary media and current events, students will engage in a semester-long pursuit of possible answers to these questions. With an emphasis on discussion and debate, students will not only respond critically, but challenge themselves to reconsider the “why” behind their own lives. Readings may include the works of Aristotle, Plato, Sartre, and Nietzsche, Kant, current events, short stories, and contemporary film studies, as well as the novels *Brave New World*, and *Do Androids Dream of Electric Sheep*.

As with all of the English 11/12 courses, students will study related vocabulary, prepare and present speeches/presentations, explore research topics, and respond orally and in writing to the ideas presented, read, and discussed in this course.

**SPORTS LITERATURE AND CULTURE**

**Course Number: 171**

**Prerequisite: English 10**

***\*NCAA Approved Course***

**Credit/Term: .50/semester**

**Grade Level: 11/12**

**Fulfills .5 English Credit**

**Description:** For over a century, our culture has been infatuated with sports. Whether it is the quest for victory, the attempt to establish a dynasty or the success of the underdog, sports have kept millions of Americans on the edge of their seats. Sports Literature and Culture is a one-semester course designed for students who have a desire to explore literature through settings and themes that relate to sports. In this course, students will explore literature and film related to various sports, both widely popular and less prevalent, to examine how sports influence and reflect the culture of a given society. Students will analyze themes related to heroes, culture and values, controversies, and moments of glory by reading modern sports novels, poems, and nonfiction pieces.

As with all of the English 11/12 courses, students will study related vocabulary, prepare and present speeches/presentations, explore research topics, and respond orally and in writing to the ideas presented, read, and discussed in this course.

**LITERATURE OF SELF-DISCOVERY Course**

**Number: 173**

**Prerequisite: English 10**

***\*NCAA Approved Course***

**Credit/Term: .50/semester**

**Grade Level: 11/12**

**Fulfills .5 English Credit**

**Description:** Literature helps us discover the best parts of ourselves and the things we would rather avoid. It lets us escape from our lives and find ourselves. This course will utilize American and World Literature to help students figure out their place in this ever evolving society. Through reading, writing, and responding to various classic and contemporary works of literature, students will unearth and refine personal values, beliefs, ethics, and style.

As with all of the English 11/12 courses, students will study related vocabulary, prepare and present speeches/presentations, explore research topics, and respond orally and in writing to the ideas presented, read, and discussed in this course.

**DIVERGENT LITERATURE**

**Course Number: 174**

**Prerequisite: English 10**

***\*NCAA Approved Course***

**Credit/Term: .50/semester**

**Grade Level: 11/12**

**Fulfills .5 English Credit**

**Description:** “What sets you apart can sometimes feel like a burden and it’s not. And a lot of the time, it’s what makes you great.” — Emma Stone

This quote suggests we all have different issues that sometimes make us feel like an outsider, but our journey is figuring out how to use that to be the best version of ourselves. This literature course focuses on the difficulties that many people deal with on a daily basis, all while trying to fit into societal norms. Issues such as race, gender, relationships, and family will all be explored through various pieces of fiction, poetry, and nonfiction. Students will combine their own unique experiences with that of the characters and events in the literature selected for this course. Emphasis will be placed on connecting to contemporary literature.

As with all of the English 11/12 courses, students will study related vocabulary, prepare and present speeches/presentations, explore research topics, and respond orally and in writing to the ideas presented, read, and discussed in this course.

**SCIENCE FICTION AND FANTASY****Course Number: 175****Prerequisite: English 10****\*NCAA Approved Course****Credit/Term: .50/semester****Grade Level: 11/12****Fulfills .5 English Credit**

**Description:** What explains our fascination with the future? A quick look at the top grossing films and novels over the past decades reveal that both science-fiction and fantasy continue to draw mass audiences. Some stories imagine a dystopian nightmare, while some simply present old problems in a new century. This course is designed to explore not only the entertainment value in these science-fiction and fantasy works, but the deeper truths they reveal about modern life. With an emphasis on research, media, and current events, this class will explore fantasy and science-fiction in multiple forms. Readings will range in genres from “classic” sci-fi (H.G. Wells’ *Time Machine* and *War of the Worlds*/ Lewis Carroll’s *Alice in Wonderland* and *Through the Looking Glass*) to fantasy options (J.R.R. Tolkien’s *The Lord of the Rings*/*The Hobbit*, J.K. Rowling’s *Harry Potter*, Phillip Pullman’s *Golden Compass*), to Cinematic Sci-Fi (Michael Crichton’s *Jurassic Park* and *Andromeda Strain*, Arthur C. Clarke’s *2001: A Space Odyssey*, and Suzanne Collins’ *Hunger Games*) as well as Ray Bradbury short stories (*The Martian Chronicles*), and Ernest Cline’s *Ready Player One*.

As with all of the English 11/12 courses, students will study related vocabulary, prepare and present speeches/presentations, explore research topics, and respond orally and in writing to the ideas presented, read, and discussed in this course.

**HORROR AND SUSPENSE****Course Number: 176****Prerequisite: English 10****\*NCAA Approved Course****Credit/Term: .50/semester****Grade Level: 11/ 12****Fulfills .5 English Credit**

**Description:** What are you afraid of? What makes a novel a true page-turner? What keeps your eyes glued to the screen? These questions and more form the basis of **Horror and Suspense**, a course dedicated to exploring all things mysterious, spooky, thrilling, and bizarre. With an emphasis on choice, creativity, and modern media, this course will take a look at how authors and directors continue to scare and deceive us...while keeping us coming back for more. From classics like *Dracula* and *The Strange Case of Dr. Jekyll and Mr. Hyde* to more modern tales like *Psycho* and *Silence of the Lambs*, as well as the mystery novels like *Death On The Nile* and *The ABC Murders*, this course has something for everyone. Readings may include works and short stories from authors such as H.P. Lovecraft, Agatha Christie, Stephen King, Edgar Allen Poe, and Richard Matheson as well as more contemporary film studies.

As with all of the English 11/12 courses, students will study related vocabulary, prepare and present speeches/presentations, explore research topics, and respond orally and in writing to the ideas presented, read, and discussed in this course.

**MODERN STORYTELLING****Course Number: 119****Prerequisite: English 10****\*NCAA Approved Course****Credit/Term: 0.5/semester****Grade Level: 11/12****Fulfills English Credit**

**Description:** This course offers a combination of modern/young adult novels combined with classic/canon literature. It asks the questions: Who makes the decisions about what becomes “classic” and do we get a voice? Are the texts we are reading in the classroom representative of the diverse streams of culture, history, and language that compose today’s increasingly global society? What do these books say about whose voices are valued and whose are not? In recent years, the concept of the literary canon and its use in the classroom has been debated; with modern education leaning more towards voice and choice--and society drastically changing the way we approach diversity and identity--we are left asking ourselves: is the canon still relevant? Students will examine classic/canon texts (such as *The Great Gatsby* and *Of Mice And Men*) from a new perspective, as well as discover modern texts (including *All-American Boys* and

*Looking for Alaska*) from diverse authors that expose universal themes. With an emphasis on literary analysis and research, students will respond critically to literary texts, challenge themselves to look beyond their own perspectives, and ultimately complete a research/proposal project examining the relevance of the literary canon.

As with all of the English 11/12 courses, students will study related vocabulary, prepare and present speeches/presentations, explore research topics, and respond orally and in writing to the ideas presented, read, and discussed in this course.

**ENGLISH FOR YOUNG ADULTS**

**Course Number: 125**

**Prerequisite: English 10**

***\*NCAA Approved Course***

**Credit/Term: .50/sem.**

**Grade Level: 11/12**

**Fulfills English Credit**

**Description:** We want students to be creative + critical thinkers. This course encourages a mindset of self-direction and student ownership, and it begins by empowering students with voice and choice. This course offers students the opportunity to engage in inquiry that matters to them, while exposing them to modern/young adult literature including novels and poetry. Students will engage with an area or topic of great interest to drive their learning in this course using a student-driven inquiry project. Additionally, students will explore an independent novel study, modern poetry analysis, and multimedia explorations. The overall goal of this course is to ultimately provide students with the foundational ability to think critically, ask deeper questions, use their voices, and give them a platform for their own learning.

As with all of the English 11/12 courses, students will study related vocabulary, prepare and present speeches/presentations, explore research topics, and respond orally and in writing to the ideas presented, read, and discussed in this course.

**CHS ARGUMENT AND DEBATE**

**Course Number: 122**

**Prerequisite: English 10 or H English 10**

***\*NCAA Approved Course***

**Credit/Term: .50/sem.**

**Grade Level: 11/12**

**Fulfills English Credit**

**Description:** Unleash the power of your words and explore the art of persuasive communication. This interactive course is designed for students who are eager to sharpen their critical thinking skills and express their opinions by engaging in debates that will both challenge and inspire. Throughout the course, students will learn about and participate in various debate styles while developing their ability to formulate, defend, and refute arguments. Students who excel in the course will have the opportunity to represent Baldwin High School at a public forum debating with other students who are enrolled in this course throughout the region. Students who pass this course and pay the required fees are able to earn three credits from Pitt that can be transferred to other universities.

As with all of the English 11/12 courses, students will study related vocabulary, prepare and present speeches/presentations, explore research topics, and respond orally and in writing to the ideas presented, read, and discussed in this course.

**CHS/AP ENGLISH LANGUAGE AND COMPOSITION**

**Course Number: 114**

**Prerequisite: CHS Lit/Phil, CHS Lit/Comp, Honors English 10**

**Or English 10/11 with recommendation**

***\*\*Summer Work Required\*\****

**AP Exam: Optional exam at the end of the course.**

***\*NCAA Approved Course***

**Credit/Term: 1.0/year**

**Grade Level: 11/12**

**Description:** The CHS/AP English Language and Composition course allows students to become skilled readers of complex prose and to become sophisticated writers who can compose for a variety of purposes. The design of this course applies to the student who appreciates an intellectual challenge, demonstrates independent initiative, and shows a mastery in multi-tasking. A wide breadth of prose texts from numerous historical periods,

disciplines, and rhetorical contexts is studied, not only for the purpose of exploring content, but also for the purpose of exploring a writer's purpose, audience expectations, and use of stylistic and rhetorical devices. Based on these examples, students will write in expository, analytical, and argumentative styles. Utilizing the writing process, students will be required to complete several drafts and proceed through stages of rigorous revision aided by peers and the instructor. Students may choose to take the AP English Language and Composition Exam offered by the College Board in May and earn college credits with a qualifying score. This course is the equivalent of SEL 105 Composition and Culture (Part A) at Seton Hill University. Students who pass this course and pay the required fees are able to earn up to three credits from Seton Hill University that may be transferred to other universities.

**CHS/AP ENGLISH LITERATURE AND COMPOSITION**

**Course Number: 118**

**Prerequisite: AP English Lang, Honors English 10 or English 10/11 with recommendation**

**College Credits: Fee for credits**

**AP Exam: Optional exam at the end of the course**

**\*NCAA Approved Course**

**Credit/Term: 1.0/year**

**Grade Level: 11/12**

**Fulfills English Credit**

**Description:** Whether pursuing a career in the humanities, the sciences, business, or technology, the ability to read, write, and communicate effectively will create a foundation for success. The CHS/AP English Literature and Composition course develops these skills in a fun yet challenging way as students discuss and defend their interpretations of both classic and modern texts ranging from poetry and short stories to dramas and novels.

This course is the equivalent of both SEL 106 Composition and Culture B, 3 credits) and SEL 151 Topics in Literature – Principles of Literary Analysis and Composition I, 3 credits) at Seton Hill University. As such, students who pass this course and pay the required fees are able to earn up to six credits from Seton Hill University that may be transferred to other universities. As another option, students may choose to take the AP Exam in May and earn college credits with a qualifying score.

**CHS LITERATURE & PHILOSOPHY**

**Course Number: 123**

**Prerequisite: AP English Lang, English 10**

**College Credits: Fee for credits**

**\*NCAA Approved Course**

**Credit/Term: 1.0/year**

**Grade Level: 11/12**

**Fulfills English Credit**

**Description:** What is justice? What does it mean to act morally? Is the future decided by fate, or free will? These questions are just the beginning of a trip down the rabbit hole of philosophical thinking. By examining modern thinkers, classical philosophers, literary works, as well as contemporary media and current events, students will engage in a year-long pursuit of possible answers to these and many other questions. With an emphasis on discussion, debate, and critical analysis, students will not only respond to existing arguments, but challenge themselves to reconsider the "why" behind their own lives. The course will also include flexible learning environments, cross-curricular projects, real world applications, and multi-course concepts. It is English meets Social Studies like you have never seen before. Readings include the works of Aristotle, Plato, Sartre, and Nietzsche, current events, short stories, and contemporary film studies, as well as the novels like modern *No Exit*, and *Brave New World*, and classics like *The Stranger*, *The Republic* and *Crime and Punishment*.

This course is the equivalent of both SPL 100 (Introduction to Philosophy, 3 credits) and SEL 151 (Topics in Literature, 3 credits) at Seton Hill University. As such, students who pass this course and pay the required fees are able to earn up to six credits from Seton Hill University that may be transferred to other universities.

As with all of the English courses, students will study related vocabulary, prepare and present speeches/presentations, explore research topics, and respond orally and in writing to the ideas presented, read, and discussed in this course.

## ENGLISH ELECTIVES

**CREATIVE WRITING**  
**Course Number: 126**  
**Prerequisite: None**  
**\*NCAA Approved Course**

**Credit/Term: .50/sem.**  
**Grade Level: 9-12**

**Description:** There are many ways to tell a story, from simply typing a Google doc to turning a script into a podcast, creating Google Slides “books” for preschool students, and making stop-motion animation movies. This is an elective class for students who like to create their own stories, plays, personal reflections, or poems. Students will learn how to write more effective dialogue and create more realistic settings. They draft and revise their work in class.

**PUBLIC SPEAKING**  
**Course Number: 127**  
**Prerequisite: None**  
**\*NCAA Approved Course**

**Credit/Term: .50/sem.**  
**Grade Level: 9-12**

**Description:** This elective provides opportunities and practice for students who wish to develop oral communication with emphasis on activities that will help them in everyday speaking situations. Impromptu speeches, extemporaneous talks, and formal speaking assignments help to improve poise, self-confidence, and voice projection. Specialized forms of public address assignments require selection of a topic, audience consideration, speech composition, and effective physical delivery.

**INTRODUCTION TO JOURNALISM**  
**Course Number: 130**  
**Prerequisite: None**

**Credit/Term: .50/sem.**  
**Grade Level: 9-12**

**Description:** This is an elective class for students who have experienced success in essay writing in English class and who eventually want to work for the school newspaper, *The Purbalite*. In this prerequisite course for the Newspaper class, students will learn how to write news, sports and feature stories, as well as reviews of movies, TV shows, music, and video games. Students also will write opinion columns, create video stories, and record podcasts.

**CHS NEWSPAPER: FULL YEAR**  
**NEWSPAPER: ONE SEMESTER**  
**Course Number: 132(Year); Grade Level 9-12 or**  
**133(Sem.); Grade Level 9-12**  
**Prerequisites: Introduction to Journalism**

**Credit/Term: 1.0/year or**  
**Credit/Term: .50/sem.**

**Description:** After taking the Introduction to Journalism class, students can take either full-year CHS Newspaper (132) or one-semester Newspaper (133). Students in these classes publish the online student newspaper, *The Purbalite*. This involves writing and editing stories, reviews, and columns; taking photos; recording podcasts, and creating video stories. Students also maintain the newspaper’s social media sites and create the senior farewell print issue in the spring. Because students continually work on new projects, these electives can be taken more than once, with students receiving credit each time. Students applying for an editor position must take the full-year, CHS version of the course. Junior and senior students who take the full-year, CHS course can earn college elective credits through Point Park University.

**MINI-THON: MAKING IT HAPPEN!****Course Number: 134****Prerequisite: None****\*NCAA Approved Course****Credit/Term: 1.0/year****Grade Level: 9-12**

**Description:** This full year project-based course allows students to participate in a variety of activities showing how literacy applies to real life. It allows students the opportunity to learn about philanthropic organizations while making meaningful, charitable donations and developing their research skills focused on social media platforms and event management. Students will build upon their communication skills, making connections not only with their peers but community members and businesses. Students are required to plan and participate in fundraisers and the annual Mini-THON event. These events will take place during and after school. Students will also use skills developed in class to obtain corporate sponsorship(s) for BHS Mini-THON.

**MINI-THON: MAKING IT HAPPEN! 2****Course Number: 135****Prerequisite: MINI-THON: MAKING IT HAPPEN!****Credit/Term: 1.0/year****Grade Level: 10-12**

**Description:** This full year project-based course allows students to further develop and hone skills introduced in Mini-THON: Making It Happen! Students in this course will work on planning and executing the Mini-THON event, while also taking on a leadership role teaching their peers in the Mini-THON: Making It Happen! course about the philanthropic organization Four Diamonds. This course offers a unique opportunity for students to build upon their team building skills, while also gaining hands-on experience working with their peers and members of the school community. Furthermore, students will develop networking skills which are essential for a successful future. Students will develop a deeper understanding and appreciation for philanthropy through creating, organizing, and participating in Mini-THON activities. A prerequisite for this course is required. (Students should have taken the Mini-THON, Making It Happen! course and have attended at least one overnight Mini-THON event.)

**THEATRE****Course Number: 137****Prerequisite: None****Credit/Term: .50/sem.****Grade Level: 9-12**

**Description:** This course allows students to participate in various activities that improve performance techniques and build an understanding of theatrical performances. Students will develop their skills in the areas of ensemble collaboration, memorization, characterization, imagination, and production. This course gives both new and experienced actors opportunities to enhance interpretation of character and performance skills. Students will acquire the necessary stage presence and technique to perform in front of larger audiences as well as work collaboratively with others in all creative endeavors. This elective can be taken more than once for credit. Students enrolled in this course will be required to participate in two performance-based assessments: the Fall Play and Theatre Showcase. Participation in the Fall Play can be either on-stage (i.e. acting as a character) or backstage (i.e. in a directorial, stage crew, or technical role), but all students will perform on-stage in the Theatre Showcase.

**MODERN MEDIA LITERACY****Course Number: 180****Prerequisite: None****\*NCAA Approved Course****Credit/Term: .50/sem.****Grade Level: 9-12**

**Description:** This introductory course will provide students with the tools and analytical skills to decipher and question the accuracy of modern media. Students will learn the difference between propaganda, news, opinion, entertainment and advertising. Students will utilize social media to seek out accurate information, embellishments and outright falsehoods. Concepts of the First Amendment will be intertwined throughout the course to provide a basis of protected

speech and the necessity for an accurately informed electorate. The culminating project will require students to research and develop a campaign of disinformation, understand their targeted audience and how best to create the sense of realism, and evaluate and explain the possible consequences of their disinformation.

*\*This course also appears as a Social Studies elective.*

**INTRODUCTION TO LINGUISTICS AND LANGUAGE**

**Course Number: 128**

**Prerequisite: None**

***\*NCAA Approved Course***

**Credit/Term: .50/sem.**

**Grade Level: 9-12**

**Description:** This course studies the science, psychology, and history behind language. Students will explore the basics of phonetics, morphology, syntax, semantics, historical linguistics, sociolinguistics, language acquisition, and the application of language to artificial intelligence. Instruction will primarily focus on how each of these aspects influence the English language with occasional comparisons to other world languages. Critical thinking and self-reflection will be paramount as students define and understand the characteristics and importance of language, diving into how meaning is constructed, how languages evolve, and how motivations influence language use and choice. Students will also learn about language creation through a book-club-style novel study. The final project will allow students to further investigate linguistic topics such as second language acquisition, language contact, historical linguistics, neurolinguistics, and computational linguistics.

**ENGLISH AS A SECOND LANGUAGE (ESL) COURSES**

**ESL ELA LEVEL 1-2**

**Course Number: 161**

**Prerequisite: Teacher Recommendation**

***\*NCAA Approved Course***

**Credit/Term: 1.0/year**

**Grade Level: 9-12**

**Description:** ESL English Language Arts develops Levels 1-2 students' ability to comprehend, appreciate, and respond to different types of written and visual texts for a variety of audiences and social contexts to cultivate cognitive academic language proficiency in the four language domains. Oral and literacy strategies integrate listening, speaking, reading, and writing at increasing levels of accuracy and fluency. Literature selections include a variety of genres and enable students to analyze and make connections among various texts. The students will continue to develop their English language proficiency with steadily increasing degrees of rigor at the appropriate levels of the Pennsylvania English Language Proficiency Standards, as well as the PA Academic Standards for English Language Arts.

Students will explore and develop their understanding of the essential questions: Who Am I? What Makes Us Wise? What Makes Us the Same? What Makes Us Different? What Does It Take to Survive? How Important is it to Fit in? What is Most Important in Life? Special attention will be given to vocabulary focus, language function, grammar, reading strategies, as well as the writing process.

**ESL FRESHMAN SEMINAR**

**Course Number: 155**

**Prerequisite: Teacher Recommendation**

***\*Pending NCAA Approval***

**Credit/Term: 1.0/year**

**Grade Level: 9**

**Description:** ESL Seminar is tailored to developing and expanding English learners seeking to excel in academic settings and academic language, as they work to meet the Academic Standards for Career Education and Work and the PA Academic Standards for English Language Arts. The course integrates material relevant to grade level content area courses,

ensuring that they can engage with complex academic texts, participate in classroom discussions, deliver presentations, and write effectively. Special attention is given to academic and career readiness by integrating vocabulary, grammar, reading & writing, listening & speaking, as well as critical thinking and collaboration throughout the duration of the course. The students will continue to develop their English language proficiency with steadily increasing degrees of rigor at the appropriate levels of the Pennsylvania English Language Proficiency Standards.

The course objectives for supporting English learners encompass a broad spectrum of language skills, cultural awareness, and practical application. These objectives aim to enhance English language proficiency, vocabulary, language function, and grammar, as well as reading strategies and the writing process. The goals include preparing learners for academic and everyday communication, self-directed learning, and assessment. Encouraging critical thinking, problem-solving, and fostering a respectful, inclusive environment are also vital components of such courses, adapted to the specific needs and goals of the learners all while promoting cultural sensitivity and understanding.

### **ESL SOPHOMORE SEMINAR**

**Course Number: 156**

**Prerequisite: Teacher Recommendation**

***\*Pending NCAA Approval***

**Credit/Term: 1.0/year**

**Grade Level: 10**

**Description:** ESL Seminar is tailored to developing and expanding English learners seeking to excel in academic settings and academic language, as they work to meet the Academic Standards for Career Education and Work and the PA Academic Standards for English Language Arts. The course integrates material relevant to grade level content area courses, ensuring that they can engage with complex academic texts, participate in classroom discussions, deliver presentations, and write effectively. Special attention is given to academic and career readiness by integrating vocabulary, grammar, reading & writing, listening & speaking, as well as critical thinking and collaboration throughout the duration of the course. The students will continue to develop their English language proficiency with steadily increasing degrees of rigor at the appropriate levels of the Pennsylvania English Language Proficiency Standards.

The course objectives for supporting English learners encompass a broad spectrum of language skills, cultural awareness, and practical application. These objectives aim to enhance English language proficiency, vocabulary, language function, and grammar, as well as reading strategies and the writing process. The goals include preparing learners for academic and everyday communication, self-directed learning, and assessment. Encouraging critical thinking, problem-solving, and fostering a respectful, inclusive environment are also vital components of such courses, adapted to the specific needs and goals of the learners all while promoting cultural sensitivity and understanding.

### **ESL JUNIOR SEMINAR**

**Course Number: 157**

**Prerequisite: Teacher Recommendation**

***\*Pending NCAA Approval***

**Credit/Term: 1.0/year**

**Grade Level: 11**

**Description:** ESL Seminar is tailored to developing and expanding English learners seeking to excel in academic settings and academic language, as they work to meet the Academic Standards for Career Education and Work and the PA Academic Standards for English Language Arts. The course integrates material relevant to grade level content area courses, ensuring that they can engage with complex academic texts, participate in classroom discussions, deliver presentations, and write effectively. Special attention is given to academic and career readiness by integrating vocabulary, grammar, reading & writing, listening & speaking, as well as critical thinking and collaboration throughout the duration of the course. The students will continue to develop their English language proficiency with steadily increasing degrees of rigor at the appropriate levels of the Pennsylvania English Language Proficiency

Standards.

The course objectives for supporting English learners encompass a broad spectrum of language skills, cultural awareness, and practical application. These objectives aim to enhance English language proficiency, vocabulary, language function, and grammar, as well as reading strategies and the writing process. The goals include preparing learners for academic and everyday communication, self-directed learning, and assessment. Encouraging critical thinking, problem-solving, and fostering a respectful, inclusive environment are also vital components of such courses, adapted to the specific needs and goals of the learners all while promoting cultural sensitivity and understanding.

**ESL SENIOR SEMINAR**

**Course Number: 158**

**Prerequisite: Teacher Recommendation**

***\*Pending NCAA Approval***

**Credit/Term: 1.0/year**

**Grade Level: 12**

**Description:** ESL Seminar is tailored to developing and expanding English learners seeking to excel in academic settings and academic language, as they work to meet the Academic Standards for Career Education and Work and the PA Academic Standards for English Language Arts. The course integrates material relevant to grade level content area courses, ensuring that they can engage with complex academic texts, participate in classroom discussions, deliver presentations, and write effectively. Special attention is given to academic and career readiness by integrating vocabulary, grammar, reading & writing, listening & speaking, as well as critical thinking and collaboration throughout the duration of the course. The students will continue to develop their English language proficiency with steadily increasing degrees of rigor at the appropriate levels of the Pennsylvania English Language Proficiency Standards.

The course objectives for supporting English learners encompass a broad spectrum of language skills, cultural awareness, and practical application. These objectives aim to enhance English language proficiency, vocabulary, language function, and grammar, as well as reading strategies and the writing process. The goals include preparing learners for academic and everyday communication, self-directed learning, and assessment. Encouraging critical thinking, problem-solving, and fostering a respectful, inclusive environment are also vital components of such courses, adapted to the specific needs and goals of the learners all while promoting cultural sensitivity and understanding.

## SOCIAL STUDIES

<b>Grade 9</b>	US History & Government	Honors US History & Government		
<b>Grade 10</b>	World History	AP World History Modern		
<b>Grade 11</b>	Modern United States History	CHS/ AP United States History		
<b>Grade 12</b>	CHS Personal Finance & Economics (semester)  <i>or</i>  Personal Finance & Economics Tech/Mil/Empl (semester)  <i>or</i>  Personal Finance & Economics Partner Up Pittsburgh (year)	AP United States Government & Politics	CHS European History	AP Economics: Micro & Macro

### SOCIAL STUDIES SEMESTER ELECTIVES

Psychology  
 Psychology of Personality  
 Introduction to Sociology  
 Leadership  
 Modern Media Literacy\*  
 History of Immigration in the US and Pittsburgh  
 Sports and Popular Culture  
 Work Study (see page 15 for detailed description)  
 Introduction to Generative AI and Prompt Engineering

**US HISTORY AND GOVERNMENT****Course Number: 202****Prerequisite: None*****\*NCAA Approved Course*****Credit/Term: 1.0/year****Grade Level: 9**

**Description:** Through the study of post-Civil War America through the beginning of the 20th century, students will evaluate how patterns from the past are present in our world today. By using inquiry-based learning experiences, students will consider conflict and cooperation, as well as continuity and change, through the lenses of social, political, economic, and cultural concerns. The skills and knowledge gained during this course will allow students to understand their position in modern America and help to shape their future role as citizens. Students will develop skills such as note taking, organization, study skills, presenting, reading and writing.

**HONORS US HISTORY AND GOVERNMENT****Course Number: 204****Prerequisite: None*****\*NCAA Approved Course*****Credit/Term: 1.0/year****Grade Level: 9**

**Description:** This course will focus on continuity and change over time while preparing students well for the skills and knowledge important in future Advanced Placement Social Studies courses. Students will examine conflict and cooperation throughout history through the study of Post-Civil War America through the beginning of the 20th century. The skills and knowledge gained during this course will allow students to understand their positions in modern America and help to shape their future roles as citizens. Students will develop advanced skills such as formulating their own ideas about government and history, advanced written expression, and higher level reading skills. Students should be highly skilled in reading, writing, and speaking. This course serves as preparation for future Advanced Placement social studies courses.

**WORLD HISTORY****Course Number: 205****Prerequisite: US History and Government or Honors US History and Government*****\*NCAA Approved Course*****Credit/Term: 1.0/year****Grade Level: 10**

**Description:** This year-long course requires students to analyze global interconnectedness from 1450 CE to the present. Students will connect patterns of continuity and change, contributions of individuals and groups, conflict and cooperation in social, political, and economic trends. Students will use their knowledge of the past to influence decisions which affect the future and will exhibit historical thinking skills through document analysis, inquiry-based learning, and geographic themes. Global citizenship and digital literacy will be significant topics in this course.

**AP WORLD HISTORY: MODERN****Course Number: 206****Prerequisite: US History and Government or Honors US History and Government*****Summer work may be required*****AP Exam: Optional exam at the end of the course.*****\*NCAA Approved Course*****Credit/Term: 1.0/year****Grade Level: 10**

**Description:** AP World History: Modern is designed to be the equivalent of a semester introductory college or university world history course. In AP World History: Modern students investigate significant events, individuals, developments, and processes in historical periods from approximately 1200 CE to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, and

continuity and change over time; and developing historical arguments. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures. Students should be strong independent readers, analytical thinkers, and concise writers if considering this course. Only students with accelerated reading comprehension, analysis, and writing abilities who are motivated and self-directed should take this course. This course has been shown to increase readiness for college.

**MODERN UNITED STATES HISTORY**

**Course Number: 209**

**Prerequisite: World History or AP World History**

***\*NCAA Approved Course***

**Credit/Term: 1.0/year**

**Grade Level: 11**

**Description:** Through exploration of topics from World War I to the present day, students enrolled in this class will understand America's role in the world and impacts of foreign and domestic policies that influence other world governments. Through an inquiry-based curriculum, students will understand the impacts of changing social, economic, political technological development and ecological considerations on United States and world affairs. Students will consider their own roles in these transformations, and how they can impact the future of our country. Issues of citizenship and acting as active and diligent voters will be considered.

**CHS/AP UNITED STATES HISTORY**

**Course Number: 211**

**Prerequisite: World History or AP World History**

***Summer work may be required***

**AP Exam: Optional exam at the end of the course.**

***\*NCAA Approval Pending***

**Credit/Term: 1.0/year**

**Grade Level: 11-12**

**Description:** AP U.S. History is designed to be the equivalent of a college or university United States history course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from 1491 to the present. Students develop and use skills, practices, and methods employed by historians: analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, continuity and change over time; and developing historical arguments. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and National Identity; Migration and Settlement; Politics and Power; Work, Exchange, and Technology; America in the World; Geography and the environment; and Culture and Society. Students should be strong independent readers, analytical thinkers, and concise writers if considering this course.

This course is the equivalent of SHY 103 (An Introduction to American History, 3 credits) at Seton Hill University. As such, students who pass this course and pay the required fees are able to earn three credits from Seton Hill University that may be transferred to other universities. As another option, students may choose to take the AP Exam in May and earn college credits with a qualifying score.

**CHS PERSONAL FINANCE & ECONOMICS**  
**Course Number: 213**  
**Prerequisite: Modern United States History or AP United States History**  
**College Credits: Fee for credits**

**Credit/Term: .50/sem**  
**Grade Level: 12**

**Description:** This class is equivalent to ARTSC 0112 Right Start to College 2 course at the University of Pittsburgh. The course is focused on college selection/major/career exploration and planning related aspects of financial literacy. Topics covered include transferable skills, student loans, personal finance, creation of successful college applications and financial aid documents and student loan payments. Other skills highlighted include creation of a personal brand, interviewing strategies, conducting a social media audit, presentation skills, networking strategies, and college readiness. Throughout the semester, the Resume, Cover Letter, Career Research Report, Career Interest Survey, and Budget Project components of the Senior Graduation Project will be addressed. At the completion of the course, students can earn one credit from the University of Pittsburgh by registering and paying the requisite tuition and enrollment fees as required by the University.

**PERSONAL FINANCE & ECONOMICS:**  
**MILITARY, TRADES, EMPLOYMENT**  
**FOCUS**  
**Course Number: 212**  
**Prerequisite: Modern United States History or AP United States History**

**Credit/Term: .50/sem**  
**Grade Level: 12**

**Description:** This semester course is designed to aid students who are seeking employment, entering the trades or the military upon graduation. The course will focus on soft & transferable skills to the workplace, managing a budget, future earning potential, career certifications, creating career documents including resumes, applying for positions and items needed to enter the trades/military/workplace effectively after high school. Highlighted skills include demonstrating an understanding of individual choices that directly influence occupational goals, managing financial investments from a paycheck, insurance elections, credit, mortgages, interviewing, networking, conducting a social media audit, conflict resolution, contract negotiation and team building. Practice entrance exams for craft employment will be reviewed & given. Throughout the semester, the Resume, Cover Letter, Career Research Report, Aptitude & Career Interest Surveys, and Budget Project components of the Senior Graduation Project will be addressed. This course will provide a foundational understanding for making informed personal decisions leading to adulthood in the very near future.

**PERSONAL FINANCE & ECONOMICS with PARTNER UP**  
**PITTSBURGH - COLLEGE & CAREER READINESS**

**Credit/Term:**  
**1.0/year**  
**Grade Level: 12**

**Course Number: 215**  
**Prerequisite: Modern United States History or AP United States History**

**Description:** This full year course is designed in conjunction with PartnerUp Pittsburgh for high school seniors who are undecided regarding their career and/or educational path. This course is recommended for students interested in gaining experience, information and skills that will be valuable to them regardless of where they head after graduation are a good fit for this course. The PartnerUp initiative is a career-readiness program that prepares young talent for full time careers in a field of interest (with many opportunities for advancement). Students may begin

directly after high school with a Pittsburgh employer who guarantees tuition reimbursement/assistance, payment, and possibly full benefits as the student works. This is beneficial not only to students, but to the employers who are looking to fill employment gaps with new talent. At the completion of the course, students who have met the requirements, attend Super Match Day to interview, to accept a potential employment offer, and to gain full time professional paid experience as a student. This may result in accelerated career growth with an established Pittsburgh employer as they earn a degree with tuition assistance. Employers include AHN, PNC, People's Natural Gas, Giant Eagle and Comcast among others. Students must apply and be accepted into the program in order to participate. This is an excellent opportunity for students to connect with some of Pittsburgh's top employers while getting your college education paid for. Find more information at:

<https://www.pnc.com/en/about-pnc/topics/pnc-pov/community/partner-up-program.html>

Throughout the course the Resume, Cover Letter, Career Research Report, Aptitude & Career Interest Surveys, and Budget Project components of the Senior Graduation Project will be addressed.

**Seniors must have enough credits to have senior standing, be on track to graduate in June, have a high attendance rate and maintain at least a 2.5 GPA or higher in order to participate in this program.**

**AP UNITED STATES GOVERNMENT AND POLITICS**

**Course Number: 219**

**Prerequisite: Modern United States History or AP United States History**

***Summer work may be required***

**AP Exam: Optional exam at the end of the course.**

***\*NCAA Approved Course***

**Credit/Term: 1.0/year**

**Grade Level: 12**

**Description:** AP Government encompasses the intensive study of the majority of political systems in existence today. The course will require primary source readings, regular debates on important governmental issues, and an application of course knowledge for the purpose of analyzing significant political activities in the modern world. Any student who is passionate about politics and government is welcome to attend this class. Throughout the course of the year, the Resume, Cover Letter, Career Research Reports, Career Interest Survey, and Budget Project components of the Senior Graduation Project will be addressed.

**AP ECONOMICS (MICRO and MACRO)**

**Course Number: 221**

**Prerequisite: None**

***Summer work may be required***

**AP Exam: Optional exam at the end of the course.**

***\*NCAA Approved Course***

**Credit/Term: 1.0/year**

**Grade Level: 11-12**

**Description:** This course is recommended for students who are considering a career in business, law, politics, marketing finance or economics. Through computer-based tutorials, classroom discussion, and internet and library-based research students connect the day-to-day economic events that shape our local and global environment with economic theory. Microeconomics assists in understanding the nature and function of types of firms and the role the government plays in promoting greater efficiency and equity. Macroeconomics looks at the economic system as a whole, investigating such concepts as economic growth, monetary policy, and national income and price determination. Throughout the course of the year, the Resume, Cover Letter, Career Research Reports, Career Interest Survey, and Budget Project components of the Senior Graduation Project will be addressed with seniors.

**CHS EUROPEAN HISTORY****Course Number: 241****Prerequisite: AP US History or Modern US History****College Credits: Fee for credits*****\*NCAA Approved Course*****Credit/Term: 1.0/year****Grade Level: 12**

**Description:** What are the true origins of the modern Western world? This course will examine European History from the time of the Renaissance through the end of the Cold War. As an extension of 10th and 11th grade Advanced Placement history offerings, CHS European History will allow students to take a deeper and more personalized look at historical issues that shape our modern world. Topics of study will include the Renaissance, the Reformation, the Age of Exploration, the rise of Absolutism, the Scientific Revolution, the Enlightenment, the French Revolution, the rise of Conservatism and Nationalism, the Industrial Revolution, the World Wars, the Cold War, and the rise of Globalism. Primary and secondary sources will be considered, and previously learned historical thinking skills such as causation, periodization, comparison, change over time, contextualization, and argumentation will be further developed. \*This course is the equivalent of SHY 211 Issues in Western Society II at Seton Hill University. At the completion of the course, students may earn college credits by registering and paying the requisite tuition and enrollment fees as required by Seton Hill University.

**SOCIAL STUDIES ELECTIVES****PSYCHOLOGY****Course Number: 216****Prerequisite: None*****\*NCAA Approved Course*****Credit/Term: .50/sem.****Grade Level: 9-12**

**Description:** This course is designed as an introduction to the study of human behavior. Students will explore topics that include human growth and development, psychological methods, information processing, memory, and consciousness. Students are expected to be skilled in note taking, reading comprehension, presenting, and writing.

**PSYCHOLOGY OF PERSONALITY****Course Number: 217****Prerequisite: None*****\*NCAA Approved Course*****Credit/Term: .50/sem.****Grade Level: 9-12**

**Description:** Psychology of Personality provides students with the tools to explore the development of self. Various psychologists' theories of personality development are discussed. Mental and emotional health issues, abnormal personalities, and human interaction are among the areas of study. Students are expected to be skilled in note taking, reading comprehension, presenting, and writing.

**INTRODUCTION TO SOCIOLOGY****Course Number: 218****Prerequisite: None*****\*NCAA Approved Course*****Credit/Term: .50/sem.****Grade Level: 9-12**

**Description:** Sociology deals with the study of interpersonal relationships within society. Through examination of group interactions, students develop an awareness of conflict within contemporary society and are given an opportunity to voice possible solutions to these conflicts. Topics and material that may be considered controversial in nature include the study of peer, family, educational, criminal, religious, and racial groups.

**LEADERSHIP**  
**Course Number: 240**  
**Prerequisite: None**

**Credit/Term: .50/sem.**  
**Grade Level: 9-12**

**Description:** Leadership is designed for students to explore what it means to be a leader in their personal lives, schools, and communities while looking to historical examples of leaders as models of behavior and action. Students will examine historical leaders and analyze their qualities while working to consider their own experiences. They will also be expected to read, write, and speak effectively as leaders. As a cumulative activity, students will complete a project incorporating historical leadership examples and their own strengths to a real world situation.

**MODERN MEDIA LITERACY**  
**Course Number: 180**  
**Prerequisite: None**  
**\*NCAA Approved Course**

**Credit/Term: .50/sem.**  
**Grade Level: 9-12**

**Description:** This introductory course will provide students with the tools and analytical skills to decipher and question the accuracy of modern media. Students will learn the difference between propaganda, news, opinion, entertainment and advertising. Students will utilize social media to seek out accurate information, embellishments and outright falsehoods. Concepts of the First Amendment will be intertwined throughout the course to provide a basis of protected speech and the necessity for an accurately informed electorate. The culminating project will require students to research and develop a campaign of disinformation, understand their targeted audience and how best to create the sense of realism, and evaluate and explain the possible consequences of their disinformation.

*\*This course is also offered as an English elective.*

**JOURNEY ACROSS BORDERS:**  
**History of Immigration in the US and Pittsburgh**  
**Course Number: 230**  
**Prerequisite: None**  
**\*NCAA Approved Course**

**Credit/Term: .50/sem.**  
**Grade Level: 9-12**

**Description:** This course explores the rich history of immigration in the United States and specifically the Baldwin-Whitehall community. This course provides students with a comprehensive understanding of the historical and contemporary dimensions of immigration in the United States and its impact on the local area. Through a combination of engaging activities and thought-provoking discussions, students will gain a deeper appreciation for the diverse threads woven into the fabric of the Baldwin-Whitehall School District.

**SPORTS AND POPULAR CULTURE**  
**Course Number: 231**  
**Prerequisite: None**

**Credit/Term: .50/sem.**  
**Grade Level: 9-12**

**Description:** This course examines the relationship between sports and popular culture and their impact on American society from 1900 to the present day. Students will explore the development of sports as a cultural phenomenon and its profound impact on societal values, identity, and entertainment. Delving into the historical context, the course also traces the evolution of popular culture alongside key moments in U.S. history. This course invites students to use their passions for high-interest topics in sports and popular culture to build a better understanding of American history but to also hone their critical thinking and writing skills essential for academic and personal success

**WORK STUDY****Course Number: 250**  
**Prerequisite: None****Credit/Term: minimum of 1 credit,  
maximum of 2 credits**  
**Grade Level: 12**

**Description:** Work study is a course designed for senior students seeking career exploration opportunities, to increase their knowledge, skills, and abilities for further education, improve general employment skills, and “real world” work experience within a professional, productive and structured work setting. Please see page 92 of this document for the program requirements.

**INTRODUCTION TO GENERATIVE  
AI AND PROMPT ENGINEERING****Course Number: TBD**  
**Prerequisite: None****Credit/Term: .50/sem.****Grade Level: 10-12**

**Description:** This course introduces students to the exciting world of generative artificial intelligence (AI) and prompt engineering. Students will learn how to craft effective prompts to guide AI models in generating creative, accurate, and useful responses. Through hands-on activities and real-world applications, students will explore the power of AI in fields like writing, coding, design, and problem-solving. The course covers key concepts of AI model behavior, ethical considerations, and best practices for optimizing AI interactions. By the end of the course, students will have the foundational skills to leverage AI tools for innovation and efficiency.

## MATHEMATICS

<b>Grade 9</b>	Algebra I	Geometry	Honors Geometry	Honors Algebra II
<b>Grade 10</b>	Geometry	Algebra II	Honors Algebra II	AP Pre-Calculus  <i>or</i> Math Elective
<b>Grade 11</b>	Algebra II	College Algebra & Trigonometry  <i>or</i> Math Elective	AP Pre-Calculus  <i>or</i> Math Elective	AP Calculus AB  <i>or</i> Math Elective
<b>Grade 12</b>	College Algebra & Trigonometry  <i>or</i> Math Elective	Honors Calculus  <i>or</i> Math Elective	Honors Calculus  <i>or</i> AP Calculus AB  <i>or</i> Math Elective	AP Calculus BC  <i>or</i> Math Elective

### MATHEMATICS ELECTIVES

CHS/AP Statistics  
 CHS Statistics  
 Discrete Math  
 Financial Algebra  
 Financial Literacy

**FOUNDATIONS OF MATH/PRE-ALGEBRA**  
**Course Number: 02049**  
**Prerequisite: Teacher Recommendation**

**Credit/Term: 1.0/year**  
**Grade Level: 9-10**

**Description:** In Foundations of Math, students will (1) develop fluency with basic math skills that include addition, subtraction, multiplication and division, will (2) find answers using multi-step addition, subtraction, multiplication and division skills, will (3) will compute problems using decimals, fractions and integers, and will (4) apply basic math skills to solve real world math problems. Students will receive whole group instruction as well as individual instruction based on student need. ALEKS, a computer based mathematics program, will be used as a supplementary instruction tool as well as assessment tool to measure student success. In most cases, calculators will not be used in this class. A team taught component of this course is available to students as requested and recommended.

**ALGEBRA I**  
**Course Number: 305**  
**\*NCAA Approved Course**

**Credit/Term: 1.0/year**  
**Grade Level: 9**

**Description:** This course develops skills and concepts necessary for students to succeed in subsequent math and science courses and is aligned to Algebra I Keystone Anchors. This course begins with a review of order of operations, evaluating expressions, solving one-step and multi-step equations, and functions. Students will progress to new topics that will include coordinate geometry, systems of linear equations and inequalities, exponents, polynomials, data analysis and probability. Students will explore application problems that focus on developing problem solving skills. At the end of this course, students will take the Keystone Algebra 1 Exam. A team taught component of this course is available to students as requested and recommended.

**GEOMETRY**  
**Course Number: 312**  
**Prerequisite: Algebra I**  
**\*NCAA Approved Course**

**Credit/Term: 1.0/year**  
**Grade Level: 9-10**

**Description:** Geometry is designed to interest students in the study and application of geometry to art, nature, industry, and engineering. The usefulness of geometry as an aid to basic reasoning is promoted. Inductive reasoning is used throughout the course to enable the student to arrive at conjectures through investigation. A team taught component of this course is available to students as requested and recommended.

**HONORS GEOMETRY**  
**Course Number: 313**  
**Prerequisite: Algebra I**  
**Summer work is required**  
**\*NCAA Approved Course**

**Credit/Term: 1.0/year**  
**Grade Level: 9-10**

**Description:** Honors Geometry is recommended for students who have successfully completed Algebra I with a 90% average or better. Honors Geometry is a fast paced, high-level course offering a deeper comprehension of geometry concepts. The study of geometry and algebra is merged, and the course provides a valuable experience with real numbers. Inductive reasoning is used throughout the course to enable the students to arrive at conjectures through investigation.

**ALGEBRA II**  
**Course Number: 322**  
**Prerequisite: Algebra I**  
***\*NCAA Approved Course***

**Credit/Term: 1.0/year**  
**Grade Level: 10-12**

**Description:** The concepts studied in Algebra II develop deeper comprehension of algebraic structure. New symbolism, concepts, and topics are introduced to expand student understanding and knowledge and to provide problem-solving techniques for solutions of more complex equations.

**HONORS ALGEBRA II**  
**Course Number: 323**  
**Prerequisite: Algebra I**  
***Summer work is required***  
***\*NCAA Approved Course***

**Credit/Term: 1.0/year**  
**Grade Level: 9-11**

**Description:** Honors Algebra II is recommended for students who have successfully completed Algebra I with a 90% average or better. Honors Algebra II is a fast paced, high-level course where a deeper comprehension of algebraic concepts is provided. Similar to Algebra II, new symbolism, concepts, and topics are introduced to expand student understanding and knowledge and to provide problem-solving techniques for solutions of more complex equations. In addition, enrichment activities challenge students to expand analytical skills. The use of a graphing calculator is required. This course is a college preparatory course for careers related to mathematics and science.

**COLLEGE ALGEBRA AND TRIGONOMETRY**  
**Course Number: 333**  
**Prerequisite: Algebra II**  
***\*NCAA Approved Course***

**Credit/Term: 1.0/year**  
**Grade Level: 10-12**

**Description:** This course expands upon the concepts learned from Algebra II and emphasizes the analysis of the graph. Logarithmic and exponential functions will also be introduced. Trigonometry topics include trigonometric functions, proof of trigonometric identities, and applications of triangles. Additionally SAT and ACT preparation is focused in the first nine week period. The use of the graphing calculator is required.

**AP PRE-CALCULUS**  
**Course Number: 334**  
**Prerequisite: Algebra II**  
***Summer work is required***  
**AP Exam: Optional exam at the end of the course.**  
***\*NCAA Approved Course***

**Credit/Term: 1.0/year**  
**Grade Level: 10-12**

**Description:** This honors level course consists of a study of trigonometry and pre-calculus mathematics. Trigonometry topics include trigonometric functions and their inverses, proof of trigonometric identities, trigonometric equations, applications to triangles, and graphing trigonometric functions. Pre-Calculus includes a study of important concepts of calculus with an emphasis on graphical analysis. Students will study domain, range, and extreme of functions along with logarithmic/exponential functions, introduction to limits, and derivatives. Additionally, enrichment activities challenge students to expand analytical skills. Successful completion of this course prepares students for Calculus. The use of a graphing calculator is required.

**HONORS CALCULUS****Course Number 340****Prerequisite: AP Pre-Calculus or College Algebra/Trigonometry*****Summer work is required******\*NCAA Approved Course*****Credit/Term: 1.0/year****Grade Level: 11-12**

**Description:** Calculus develops a high degree of mathematics sophistication in the analysis and understanding of abstract concepts and symbols. Topics covered in this course include functions and graphs, limits, derivatives, trigonometric functions, application of the derivative, integral, applications of the integral, and exponential and logarithmic functions. The use of a graphing calculator is required and this course focuses applications of calculus.

**AP CALCULUS AB****Course Number: 341****Prerequisite: AP Pre-Calculus*****Summer work is required*****AP Exam: Optional exam at the end of the course.*****\*NCAA Approved Course*****Credit/Term: 1.0/year****Grade Level: 11-12**

**Description:** Calculus develops a high degree of mathematics sophistication in the analysis and understanding of abstract concepts and symbols. This course consists of an intensive study of limits, differentiation, and integration of algebraic, trigonometric, exponential, and logarithmic functions will comprise the major part of the course. Enrichment activities place greater emphasis on the properties of elementary functions and fundamental theorems. The use of a graphing calculator is required. This course is designed for those students who plan to attend a college or university and major in mathematics, mathematically related science, or engineering.

**AP CALCULUS BC****Course Number: 342****Prerequisite: AP Calculus AB*****Summer work is required*****AP Exam: Optional exam at the end of the course.*****\*NCAA Approved Course*****Credit/Term: 1.0/year****Grade Level: 11-12**

**Description:** This college-level course is designed for those 12<sup>th</sup> grade students who have successfully completed AP Calculus AB and have a very strong mathematical background. Topics include differentiation, integration, series, and polar/parametric equations. The use of a graphing calculator is required. This course is designed for students who plan to attend a college or university and major in a mathematically related field such as Science or Engineering.

**MATH ELECTIVES****CHS/AP STATISTICS****Course Number: 351****Prerequisite: Algebra II*****Summer work is required*****AP Exam: Optional exam at the end of the course****College Credits: Fee for credits*****\*NCAA Approved Course*****Credit/Term: 1.0/year****Grade Level: 10-12**

**Description:** CHS/AP Statistics is comparable to introductory statistics courses for Science, Mathematics, and Engineering majors in colleges and universities and meets the University of Pittsburgh's STAT 1000 course credit requirements. The four main topics covered are data production, data analysis, probability, and statistical inference.

Ideas such as random sampling, distinguishing between populations and samples, graphical displays, central tendency, standard deviation, binomial and geometric probabilities, confidence intervals, linear regressions, and analysis of variance, support the four main ideas. Students will

also be preparing, throughout the course, to take the AP Exam. As another option, at the completion of the course, students can earn four college math credits from the University of Pittsburgh by registering and paying the requisite tuition and enrollment fees as required by the University. CHS/AP Statistics is strongly recommended for students attending four-year colleges and universities since most college majors require a statistics course. The use of a graphing calculator is required.

**CHS STATISTICS****Course Number: 356****Prerequisite: Algebra II*****Summer work is required******College credits: Fee for credits******\*NCAA Approved Course*****Credit/Term: 1.0/year****Grade Level: 10-12**

**Description:** This course is equivalent to 0200 Basic Applied Statistics course at the University of Pittsburgh. This course teaches methods and terminologies of descriptive and inferential statistics. Students who complete this course will be able to conduct their own analyses of standard one-sample or two-sample data sets, follow statistical reasoning, and read statistical reports with understanding.

Introductory topics in linear regression, analysis of variance, and contingency table analysis also will be covered. At the completion of the course, students can earn four college math credits from the University of Pittsburgh by registering and paying the requisite tuition and enrollment fees as required by the University. CHS Statistics is strongly recommended for students attending a 2 or 4 year post-secondary educational institution since most majors require a statistics course.

**FINANCIAL ALGEBRA****Course Number: 324****Prerequisite: Algebra I*****\*NCAA Approved Course*****Credit/Term: 1.0/year****Grade Level: 12**

**Description:** In this course, students explore algebraic thinking patterns and functions in a financial context. The course is an application-based learning approach incorporating Algebra I, Algebra II, and Geometry topics. The course also encourages students to be actively involved in applying mathematical ideas to their everyday lives. The course will focus on the stock market, modeling a business, banking, consumer credit, automobile ownership, employment basics, income taxes, independent living, and planning for retirement.

**FINANCIAL LITERACY****Course Number: 326****Prerequisite: Algebra I****Credit/Term: 1.0/year****Grade Level: 11-12**

**Description:** Financial Literacy is a course that gives students a head-start on their future by learning how to manage money and to consider the important financial decisions that young people make that have long-term consequences in the future. This course reinforces skills such as communication, mathematics, reading, research, and writing. Students of all backgrounds gain an understanding and appreciation of ethical money management. Topics studied include saving, budgeting, credit, debt, consumer awareness, financial planning, insurance, taxes, and giving. A team taught component of this course is available to students as requested and recommended.

**DISCRETE MATH****Course Number: 325****Prerequisite: Algebra II*****\*NCAA Approved Course*****Credit/Term: 1.0/year****Grade Level: 10-12**

**Description:** Discrete Math is designed to bridge the gap between theoretical mathematics and real-world applications. It emphasizes the practical relevance of mathematical concepts in various aspects of modern society. The course covers fundamental mathematical principles such as applications in management science, statistics, social choice, game theory, size and growth, probability models, set theory, and combinatorics.

## SCIENCE

<b>Grade 9</b>	Integrated Science	Biology	Honors Biology*	
<b>Grade 10</b>	Biology	Chemistry	Honors Chemistry*	
<b>Grade 11</b>	Applied Chemistry or Chemistry	Physics or Applied Physics	AP Physics 1* or AP Physics C*	Honors Anatomy & Physiology  AP Environmental Science
<b>Grade 12</b>	Earth & Space Science	AP Biology  Honors Organic Chemistry	AP Chemistry AP Physics 2 AP Environmental Science Honors Anatomy & Physiology Honors Organic Chemistry AP Biology	Honors Exercise/Sports Physiology

### SCIENCE ELECTIVES:

Honors Anatomy & Physiology\*  
 Honors Exercise/Sports Physiology  
 AP Biology\*  
 Honors Organic Chemistry  
 AP Chemistry\*  
 AP Physics 2\*  
 Earth & Space Science  
 AP Environmental Science\*

\* or (L) in the course title indicates lab time.

*The Science Department recommends completing all three primary science courses: Biology, Chemistry, and Physics. Multiple levels of each of these courses are offered to accommodate students. The chart above illustrates possible pathways. Science electives can be taken in addition to core courses. Biology is a state requirement for all students.*

**INTEGRATED SCIENCE**  
**Course Number: 400**  
**Prerequisite: None**  
***\*NCAA Approved Course***

**Credit/Germ: 1.0/year**  
**Grade Level: 9**

**Description:** This course is designed for ninth grade students who need to reinforce and build upon the basic science skills necessary for success in subsequent science courses and are not yet ready for Biology. Course topics include creating and analyzing graphs and diagrams, reading comprehension in scientific writing, and essential concepts and skills in the three major sciences. Students enrolled in this course would move on to take Biology and the accompanying keystone exam in their tenth grade year. Teacher recommendation is required to select this course.

**BIOLOGY**  
**Course Number: 402**  
**Prerequisite: None**  
***\*NCAA Approved Course***

**Credit/Term: 1.0/year**  
**Grade Level: 9-10**

**Description:** This college and career preparatory biology course offers advanced skills and problem-solving techniques. Verbal skills, experimentation, and note taking are used to develop biological concepts of biochemistry, cell structures, genetics, evolution, and ecology. This course leads to a sequence of general science courses that include Chemistry and Physics. At the end of this course, students will take the Keystone Biology Exam.

**HONORS BIOLOGY (L)**  
**Course Number: 403**  
**Prerequisite: None; *summer work is required***  
***\*NCAA Approved Course***

**Credit/Term: 1.0/year**  
**Grade Level: 9-10**

**Description:** A study of biochemistry, cell structure, genetics, evolution, and ecology are explored in this honors-level science class. Critical reading, critical writing, and verbal communication skills are needed to be successful in this course. Students utilize online resources and laboratory sessions to reinforce classroom lectures and discussions. Honors Biology is designed to be an introductory course for college-bound students intending to major in science or a related field and is a prerequisite to AP Biology. At the end of this course, students will take the Keystone Biology Exam.

**APPLIED CHEMISTRY**  
**Course Number: 418**  
**Prerequisite: Biology**  
***\*NCAA Approved Course***

**Credit/Term: 1.0/year**  
**Grade Level: 10-11**

**Description:** This course introduces students to basic chemistry concepts through society-oriented topics. Topics include water quality, air quality, energy, resources, consumer goods, and career exploration. This course will focus more on the concepts of chemistry than the mathematical analysis of those concepts. Students will also learn by experiencing concepts first hand through activities. This course is intended for non-science oriented students who may or may not be planning college careers, and is not an appropriate choice for those going on to most physics courses, organic chemistry, or AP chemistry.

**CHEMISTRY**  
**Course Number: 411**  
**Prerequisite: Biology, Algebra I**  
***\*NCAA Approved Course***

**Credit/Term: 1.0/year**  
**Grade Level: 10-11**

**Description:** Chemistry provides an in-depth study of substances and their properties. The course is highly descriptive with moderate mathematical applications and is appropriate for students who desire a fundamental knowledge of chemical principles. The concepts are presented through classroom discussions, laboratory investigation, and individual or group projects. This course is designed primarily for students who have successfully completed both Biology and Algebra I and are not planning to pursue the sciences or related fields beyond high school.

**HONORS CHEMISTRY (L)**  
**Course Number: 412**  
**Prerequisite: Biology or Honors Biology, Algebra I;**  
***Summer work is required***  
***\*NCAA Approved Course***

**Credit/Term: 1.0/year**  
**Grade Level: 10-11**

**Description:** Honors Chemistry provides an in-depth study of chemistry. Students develop the skills of critical thinking, inquiry, problem solving, and laboratory techniques. It includes the study of atomic structure, physical and chemical properties, quantitative investigation of chemical reactions, thermodynamics, kinetics, and other chemical principles. This course is highly mathematical and is recommended for those students who have aspirations of entering the sciences or related disciplines such as engineering, medicine, nursing, mathematics, and computer science.

**APPLIED PHYSICS**  
**Course Number: 420**  
**Prerequisite: Applied Chemistry, Algebra I**  
***\*NCAA Approved Course***

**Credit/Term: 1.0/year**  
**Grade Level: 11-12**

**Description:** This course is designed to convey an understanding and appreciation for the concepts and principles of physics by highlighting them within our everyday experiences. The course will utilize real-world examples to explain physical concepts. This course is intended for non-science oriented students who may or may not be planning college careers, and is not an appropriate choice for those going on to AP Physics 2.

**PHYSICS**  
**Course Number: 421**  
**Prerequisite: Chemistry**  
**Co-requisite: Algebra II**  
***\*NCAA Approved Course***

**Credit/Term: 1.0/year**  
**Grade Level: 11-12**

**Description:** In this course, students will examine the topics of mechanics, including motion, forces and energy. Students learn physics through conceptual thinking, mathematical problem solving, and laboratory investigations. This course is appropriate for any college-bound student who has successfully completed the Chemistry 411 course and is currently enrolled in Algebra II or higher but is not planning to pursue the more mathematical sciences or related fields beyond high school.

**AP PHYSICS 1 (L)****Course Number: 422****Prerequisite: Chemistry and Algebra II****Co-requisite: AP Pre-Calculus;*****Summer work is required******AP Exam: Optional exam at end of the course******\*NCAA Approved Course*****Credit/Term: 1.0/year****Grade Level: 11-12**

**Description:** This course is offered for serious, college-bound students preparing themselves to enter the sciences or scientific fields such as engineering, research, or medicine. It is also recommended for those who intend to study law or other professions where problem solving and critical thinking are necessary. It covers the fundamental topics of kinematics, dynamics, circular motion, gravitation, energy, momentum and rotational mechanics. It requires a deep conceptual understanding of these topics, as well as challenging mathematical problem solving using algebra, geometry, and trigonometry.

**AP PHYSICS C: MECHANICS (L)****Course Number: 425****Prerequisites: Chemistry and AP Pre-Calculus****Co-Requisite: AP Calculus AB*****Summer work is required******AP Exam: Optional exam at the end of the course******\*NCAA Approved Course*****Credit/Term: 1.0/year****Grade Level: 11-12**

**Description:** This course is a calculus based college-level physics course that covers the topic of mechanics to a great depth of understanding and mathematical application. It adheres to the required syllabus by The College Board, which includes kinematics, Newtonian mechanics, work, energy, power and rotational mechanics. Therefore, it is equivalent to the first-semester calculus based college physics course required by any engineering or physical science major. Since there is a significant amount of material that needs to be covered by the AP test date in early May, it should only be taken by students who are well prepared in both math and science.

**SCIENCE ELECTIVES****HONORS ANATOMY AND PHYSIOLOGY (L)****Course Number: 404****Prerequisite: Biology;****Recommended: Chemistry*****Summer work is required******\*NCAA Approved Course*****Credit/Term: 1.0/year****Grade Level: 10-12**

**Description:** Students enrolled in this course will study human anatomy, physiology, histology, and selected systems of the human body. Students will utilize virtual simulations, the internet, and laboratory sessions to reinforce class lectures and discussions. The dissection of a representative vertebrate will be used to compare and contrast the anatomy of the preserved specimens to those of a human. The terminology utilized will be very helpful to those students selecting careers in the medical professions including nursing, medical technology, and other health-related careers.

**AP BIOLOGY (L)****Course Number: 406****Prerequisite: Biology & Chemistry;****Recommended: Physics*****Summer work is required*****AP Exam: Optional exam at the end of the course*****\*NCAA Approved Course*****Credit/Term: 1.0/year****Grade Level: 11-12**

**Description:** This course is the equivalent of a first level eight credit college biology sequence taken by biology majors. The AP Biology course closely adheres to the course outline suggested by The College Board. Activities include twelve laboratory exercises and a rigorous reading schedule. An introductory college text is used for the course. It is recommended that the student be self-motivated and goal-oriented.

**AP ENVIRONMENTAL SCIENCE (L)****Course Number: 407****Prerequisite: Biology and Algebra 1*****Summer work is required*****Pre-/Co-requisite: Chemistry or H Chemistry****AP Exam: Optional exam at end of the course*****\*NCAA Approved Course*****Credit/Term: 1.0/year****Grade Level: 10-12**

**Description:** The AP Environmental Science course is designed to be the equivalent of an introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. In addition, students examine environmental laws and regulations with a focus on the 3 pillars of sustainability: social, economical, and environmental.

**AP CHEMISTRY (L)****Course Number: 415****Prerequisite: Chemistry;****Recommended: Physics*****Summer work is required*****AP Exam: Optional exam at the end of the course*****\*NCAA Approved Course*****Credit/Term: 1.0/year****Grade Level: 11-12**

**Description:** Students in this course should attain a depth of understanding of the fundamentals of substances and their properties and how they undergo change and develop a reasonable competence in dealing with chemical problems. The course should contribute to the students' ability to think clearly and to express their ideas orally and in writing, with clarity and logic. The AP Chemistry course is designed to be the equivalent of the general chemistry sequence usually taken during the first college year. This course is highly recommended for those students who are planning to pursue any university science major such as biology, chemistry, physics, engineering, aerospace technology, medicine, nursing, or pharmacy. Please visit the AP College Board website to learn more about the course requirements, the AP Chemistry exam, required AP Chemistry laboratories, and level of difficulty.

**HONORS ORGANIC CHEMISTRY****Course Number: 416****Prerequisite: Chemistry;****Recommended: Physics****\*NCAA Approved Course****Credit/Term: 1.0/year****Grade Level: 11-12**

**Description:** Organic chemistry is a discipline within chemistry that involves the scientific study of the structure, properties, composition, reactions, and preparation of chemical compounds consisting of carbon. Students who are considering a career in medicine, engineering, science, genetics, and many other science-based disciplines may be required to study organic chemistry at the university level. Plastics, cosmetics, food preservation, fossil fuels, genetic engineering, and thousands of other benefits today are a result of our understanding of carbon-based substances.

**AP PHYSICS 2 (L)****Course Number: 423****Prerequisite: AP Physics 1 or AP Physics C;****Summer work is required****AP Exam: Optional exam at the end of the course****\*NCAA Approved Course****Credit/Term: 1.0/year****Grade Level: 12**

**Description:** This course is offered for college-bound seniors who have completed an in-depth study of mechanics, by taking AP Physics 1 or AP Physics C in their junior year, and would now like to further their understanding of the world around them by studying the topics of electricity & magnetism; light waves, including geometric optics; thermodynamics; and atomic & nuclear physics. It requires a deep conceptual understanding of these topics, as well as challenging mathematical problem solving using algebra, geometry, and trigonometry.

**EARTH AND SPACE SCIENCE****Course Number: 433****Prerequisite: None****\*NCAA Approved Course****Credit/Term: 1.0/year****Grade Level: 11-12**

**Description:** Earth and Space science is the study of the application of the physical laws that control the earth and the universe. This is an elective course for students who would like to further their understanding of the universe and broaden their science background. This course provides students with an interactive, hands-on, visual tour of the earth and universe. While studying the astronomy unit of the course, students will view distant objects deep within our galaxy with a telescope. Students will study geology through a hands-on approach, ending with a field study of Pennsylvania rocks. Students will also collect and classify fossils. As part of the unit concerning the earth's atmosphere, students will utilize Real-time weather data to develop a three-day forecast.

**HONORS EXERCISE/SPORTS PHYSIOLOGY****Course Number: 405****Prerequisite: Honors Anatomy & Physiology;****Recommended: Physics****\*NCAA Approved Course****Credit/Term: 1.0/year****Grade Level: 11-12**

**Description:** The exercise science class prepares students through the study of human movement to pursue careers in health and fitness, corporate wellness, research, clinical and strength and conditioning industries. While interest in fitness and health has continued to grow, professionals in exercise science serve to optimize exercise, physical activity, and lifestyle management for all people. Exercise Science also prepares students for studies in exercise physiology, physical therapy and occupational therapy as well as for medical school, pharmacy

school, chiropractic school, a career as a physician's assistant, and many other opportunities. Topics covered in Honors Anatomy and Physiology will be utilized in this course. Students will also learn new topics/concepts of anatomy and physiology. This course can satisfy 1.0 of the 2.0 required Health and Physical Education credit requirements.

**WORLD LANGUAGES**

Spanish I	French I	German I	Latin I	American Sign Language I
Spanish II	French II	German II	Latin II	American Sign Language II
Spanish III: Cultural Connections and Conversation or Honors Spanish III	French III: Cultural Connections and Conversation or Honors French III	German III	Latin III	American Sign Language III
Spanish IV: Cultural Connections and Conversation or Honors Spanish IV	Honors French IV	Honors German IV	CHS Latin IV	
CHS Spanish V	CHS French V	CHS German V		

**SPANISH I**  
**Course Number: 500**  
**Prerequisite: 70% or better in English/Language Arts**  
**\*NCAA Approved Course**

**Credit/Term: 1.0/year**  
**Grade Level: 9-12**

**Description:** Spanish I is designed for students to begin a formal study of the Spanish language and culture. Developing world language skills and establishing a solid base for further language study are additional goals of this course. The interactive approach in this course encourages oral proficiency, attentive listening, accurate writing, and reading for comprehension through diverse, proficiency-based classroom activities. Basic conversational vocabulary and grammar are stressed. Authentic materials, digital resources, and culture are integral parts of the course as well.

**SPANISH II**  
**Course Number: 501**  
**Prerequisite: Teacher Recommendation**  
**\*NCAA Approved Course**

**Credit/Term: 1.0/year**  
**Grade Level: 9-12**

**Description:** The basic objectives of this course are to help students continue developing their reading, listening, writing, and speaking skills in the language and to prepare for Spanish 3. The course aims to help students develop a functional use of the language so that they may have the communicative skills necessary for surviving in a Spanish-speaking country. The course emphasizes vocabulary and grammar taught in real-life contexts. Students can work towards accomplishing the goals of the course by engaging in a variety of interpretive, interpersonal, and presentational classroom activities. Authentic materials, digital resources, and culture are integral parts of the course.

**SPANISH III: Cultural Connections and Conversation**  
**Course Number: 502**  
**Prerequisite: Teacher Recommendation**  
**\*NCAA Approval Pending**

**Credit/Term: 1.0/year**  
**Grade Level: 10-12**

**Description:** Spanish III Language, Culture, and Conversation is a non-weighted course designed for students who wish to advance to a third level of a language at a pace appropriate to their readiness level. Spanish III Language, Culture, and Conversation will assist students in the continued development of their four language skills--reading, listening, writing, and speaking, but with a strong focus on speaking and conversational skills in different cultural contexts. Authentic materials, digital resources, and culture are integral to this course.

**HONORS SPANISH III**  
**Course Number: 531**  
**Prerequisite: Teacher Recommendation**  
**\*NCAA Approved Course**

**Credit/Term: 1.0/year**  
**Grade Level: 10-12**

**Description:** Students who have achieved high success in the Spanish II course should advance to this weighted course. Students will sharpen their existing abilities of utilizing a variety of grammatical structures and vocabulary in both their oral and written work, while simultaneously furthering their studies as they move on to more advanced grammar concepts. Students will learn and grow their language skills through a combination of authentic texts, listening activities/authentic audio, and extemporaneous speaking. The development of functional use of the language in complex scenarios will be one of the main focuses of this course. This class is intended for highly motivated students who want to partake in a more rigorous course, with the intention of eventually pursuing Honors Spanish IV and/or AP Spanish V.

**SPANISH IV: Cultural Connections and Conversation**  
**Course Number: 532**  
**Prerequisite: Teacher Recommendation**  
**\*NCAA Approval Pending**

**Credit/Term: 1.0/year**  
**Grade Level: 11-12**

**Description:** Spanish IV Language, Culture, and Conversation is a non-weighted course designed for students who wish to advance to a fourth level of a language at a pace appropriate to their readiness level. Spanish IV will assist students in the development of their four language skills--reading, listening, writing, and speaking. This course will cover vocabulary, grammar, and cultural topics. Students will experience authentic materials and take part in a variety of proficiency-based classroom activities. Students will move through the curriculum focusing on new grammar topics. In this course, students will have the opportunity to further their language skills and grow their cultural competence. Authentic materials, digital resources, and culture are integral to this course.

**HONORS SPANISH IV**  
**Course Number: 503**  
**Prerequisite: Teacher Recommendation;**  
***Summer work is required***  
**\*NCAA Approved Course**

**Credit/Term: 1.0/year**  
**Grade Level: 11-12**

**Description:** Spanish IV is a weighted course and includes progressively higher standards in the integral language skills of listening, speaking, reading, and writing. Formal consideration of advanced grammar is presented and vocabulary is expanded. At this level, students are expected to spontaneously and creatively integrate previously learned material into conversation and class activities. More advanced reading selections are incorporated along with an emphasis on higher-level writing skills. Students take part in diverse, proficiency-based classroom activities and projects. Authentic materials, history, and culture are incorporated into the course.

**CHS SPANISH V**  
**Course Number: 504**  
**Prerequisite: Teacher Recommendation;**  
***Summer work is required***  
**\*NCAA Approval Pending**

**Credit/Term: 1.0/year**  
**Grade Level: 12**

**Description:** CHS Spanish V is a weighted, advanced-level course for students in their fourth year of high school Spanish study. Conducted entirely in Spanish, the course focuses on refining the four language skills—reading, listening, writing, and speaking—while exploring cultural customs and norms across the Spanish-speaking world. Students will integrate advanced grammar and vocabulary to express opinions, engage in conversations, and compose original writing. Authentic materials, cultural comparisons, and proficiency-based activities will enhance linguistic and cultural competencies. Active participation and a commitment to learning are key to success in this immersive course. *This course requires 100% use of the target language from all students.*

**FRENCH I**  
**Course Number: 505**  
**Prerequisite: 70% or better in English/Language Arts**  
**\*NCAA Approved Course**

**Credit/Term: 1.0/year**  
**Grade Level: 9-12**

**Description:** French I is designed for students to begin a formal study of the French language and culture. Developing world language skills and establishing a solid base for further language study are additional goals of this course. The interactive approach in this course encourages oral proficiency, attentive listening, accurate writing, and reading for comprehension through diverse, proficiency-based activities. Basic conversational vocabulary and grammar are stressed. Authentic materials and culture are integral parts of this course as well.

**FRENCH II**  
**Course Number: 506**  
**Prerequisite: Teacher Recommendation**  
***\*NCAA Approved Course***

**Credit/Term: 1.0/year**  
**Grade Level: 9-12**

**Description:** The basic objective of this course is to increase oral proficiency, develop listening skills, improve writing accuracy, and continue to read for comprehension. These goals are accomplished by diverse, proficiency-based activities. Although there is a considerable emphasis on vocabulary at this level, the focus of this course is practical and situational grammar. Development of functional use is stressed to provide students with the communicative skills needed to survive in French-speaking countries. French materials and films provide additional enrichment and variety to this course.

**FRENCH III: Cultural Connections and Conversation**  
**Course Number: 507**  
**Prerequisite: Teacher Recommendation**  
***\*NCAA Approval Pending***

**Credit/Term: 1.0/year**  
**Grade Level: 10-12**

**Description:** French III - Language, Culture, and Conversation is a non-weighted course designed for students who wish to advance to a third level of a language at a pace appropriate to their readiness level. French III (LCC) will assist students in the development of their four language skills--reading, listening, writing, and speaking, but with a strong focus on speaking and conversational skills in different cultural contexts. Students will experience authentic materials and take part in a variety of proficiency-based classroom activities while moving through the curriculum focusing on culture and language acquisition. In this course, students will have the opportunity to further their language skills and grow their cultural competence. Authentic materials, digital resources, and culture are integral to this course.

**HONORS FRENCH III**  
**Course Number: 533**  
**Prerequisite: Teacher Recommendation**  
***\*NCAA Approval Pending***

**Credit/Term: 1.0/year**  
**Grade Level: 10-12**

**Description:** The basic objective of this course is to increase oral proficiency, listening skills, and writing accuracy as well as to read for comprehension at a more advanced level. Diverse, proficiency-based classroom activities enhance student performance. Practical and situational vocabulary and the development of functional use of the language in more complex scenarios provide the focus of this course. Advanced grammar, reading for comprehension, and writing are stressed. Authentic materials and culture are integral to this course. Cultural activities and projects, French films, and field trip opportunities provide additional enrichment and variety to this course.

**HONORS FRENCH IV**  
**Course Number: 508**  
**Prerequisite: Teacher Recommendation;**  
***Summer work is required***  
***\*NCAA Approved Course***

**Credit/Term: 1.0/yr.**  
**Grade Level: 11-12**

**Description:** French IV is a weighted course and includes progressively higher standards in the integral language skills of listening, speaking, reading, and writing. A study of advanced grammar is coupled with the reading of literary selections. At this level, students are expected to spontaneously and creatively integrate previously learned material into conversation and class activities. Students take part in diverse, proficiency-based classroom and computer lab activities, and projects. Authentic materials, history, and culture are integral parts of this course as well. Cultural activities, projects, and field trip opportunities provide additional enrichment and variety to this course.

**CHS FRENCH V**  
**Course Number: 509**  
**Prerequisite: Teacher Recommendation;**  
***Summer work is required***  
**College Credit: Fee for credits**  
***\*NCAA Approved Course***

**Credit/Term: 1.0/year**  
**Grade Level: 12**

**Description:** CHS French V, offered through the University of Pittsburgh, is a weighted course designed for students who wish to advance to a fifth level of a language (4th year of High School language). CHS French V will assist students in the development and application of the four language skills--reading, listening, writing, and speaking. This course will be centered on cultural customs and norms prevalent throughout the French-speaking world and will incorporate previously learned grammatical structures and vocabulary into daily class lessons. Students will experience authentic materials and take part in a variety of proficiency-based classroom activities. Students will move through the curriculum and make comparisons between cultures and customs in the US and in Francophone countries. They will use high-level grammar structures to express opinions and ideas, engage in relevant conversations, and write essays relevant to the course content. This course is taught completely in French, and students will have the opportunity to further their language skills and grow their cultural competencies by conversing daily in the target language. Authentic materials, digital resources, and a willingness to learn are integral to this course.

**GERMAN I**  
**Course Number: 510**  
**Prerequisite: 70% or better in English/Language Arts**  
***\*NCAA Approved Course***

**Credit/Term: 1.0/year**  
**Grade Level: 9-12**

**Description:** German I is designed for students to begin a formal study of the German language and culture. Developing world language skills and establishing a solid base for further language study are the main goals of this course. The interactive approach in this course reaches all four modes of communication in a way that would best establish survival skills in the language. Basic and necessary conversational vocabulary and grammar are stressed, as directed by ACTFL's Novice Low-Mid proficiency guidelines. Talking about oneself, describing daily life, and learning about the (German-speaking) world are the overarching themes of this course.

**GERMAN II**  
**Course Number: 511**  
**Prerequisite: Teacher Recommendation**  
***\*NCAA Approved Course***

**Credit/Term: 1.0/year**  
**Grade Level: 9-12**

**Description:** The basic objectives of this course are to increase oral proficiency, develop listening skills, improve writing accuracy, and begin to read for comprehension. These goals are accomplished by diverse, proficiency-based activities. Although there is a considerable emphasis on grammar at this level, the focus of this course is practical and situational vocabulary including topics such as expressing time, explaining features of homes and cities in German-speaking countries, expressing wants and needs, and making future plans, among other topics. The proficiency level aims for Novice Mid-High, with characteristics including discussing familiar topics and beginning to create unique utterances in the language, which is an advancement from repeating memorized phrases. Authentic materials and culture are integral parts of the course.

**GERMAN III**  
**Course Number: 512**  
**Prerequisite: Teacher Recommendation**  
**\*NCAA Approved Course**

**Credit/Term: 1.0/year**  
**Grade Level: 10-12**

**Description:** The objectives of this course continue to be increasing the proficiencies in all four modes of communication, with particular emphasis on conversational, writing, and reading skills. With the addition of daily reading and writing practice, students will begin to build stamina in the language and have more opportunities to create unique utterances, thoughts, and opinions in the language. Diverse, proficiency-based classroom activities incorporated with practical and situational vocabulary lend themselves to complex scenarios in the past, present, and future. Authentic materials and culture are integral parts to this course.

**HONORS GERMAN IV**  
**Course Number: 513**  
**Prerequisite: Teacher Recommendation;**  
**Summer work is required**  
**\*NCAA Approved Course**

**Credit/Term:1.0/year**  
**Grade Level: 11-12**

**Description:** German IV is a weighted course and includes progressively higher standards in the fundamental language skills of listening, speaking, reading, and writing. Formal consideration of grammar is included within larger themed topics. German history (with the scope of European history) is incorporated into many themes throughout this course. History intermixed with current events is incorporated throughout this course. At this level, students are expected to spontaneously and creatively integrate previously learned material into daily or weekly conversations and hold regular presentations. Students take part in diverse, proficiency-based classroom activities and projects. Authentic materials, history, and culture are integral parts to this course.

**CHS GERMAN V**  
**Course Number: 514**  
**Prerequisite: Teacher Recommendation;**  
**Summer work is required**  
**College Credit: Fee for credits**  
**\*NCAA Approval Pending**

**Credit/Term:1.0/year**  
**Grade Level: 12**

**Description:** CHS German V is a weighted, advanced-level course for students in their fourth year of high school German study. Conducted entirely in German, the course focuses on refining the four language skills—reading, listening, writing, and speaking—while exploring cultural customs and norms across the German-speaking world. Students will integrate advanced grammar and vocabulary to express opinions, engage in conversations, and compose original writing. Authentic materials, cultural comparisons, and proficiency-based activities will enhance linguistic and cultural competencies. Active participation and a commitment to learning are key to success in this immersive course. *This course requires 100% use of the target language from all students.*

**LATIN I**  
**Course Number: 515**  
**Prerequisite: No Prerequisite Required**  
**\*NCAA Approved Course**

**Credit/Term: 1.0/year**  
**Grade Level: 9-12**

**Description:** This course will provide students with a basic understanding of the language, history, and culture of ancient Rome and Pompeii. While emphasizing a literary understanding of the Latin language, this course will enable students to read edited Latin texts, which not only

focus on grammar and syntax but also upon ancient history and culture. Careful vocabulary study within each stage (unit) will facilitate a deeper understanding of both Latin texts and English word origins and derivatives, another focus of this course. Due to the nature of the Latin language, which includes various noun and verb endings, strong emphasis is placed on both English and Latin grammar. Memorization is also a key component of this course.

**LATIN II**

**Course Number: 516**

**Prerequisite: Teacher Recommendation**

***\*NCAA Approved Course***

**Credit/Term: 1.0/year**

**Grade Level: 10-12**

**Description:** This course builds upon the foundation established in Latin I and provides a deeper understanding of the way words work together in sentences. Students will begin to better understand how the Latin and English languages are connected through syntax and grammar. In addition, Latin II students will continue to focus on vocabulary, derivatives, culture, and history, paying close attention to the Roman influence in both Britain and Egypt. Students taking this course will be expected to use their knowledge of Latin grammar to produce and compose sentences in Latin. This course is faster paced than Latin I, and students will be fully responsible for all concepts covered in the previous course.

**LATIN III**

**Course Number: 517**

**Prerequisite: Teacher Recommendation**

***\*NCAA Approved Course***

**Credit/Term: 1.0/year**

**Grade Level: 11-12**

**Description:** In addition to building on grammar concepts learned in Latin I and II, Latin III provides students with an understanding of grammar ideas that are abstract in the English language. This course will move at a much faster pace than Latin II and students will be expected to work at an independent level more often. Culture and history will continue to influence our studies, as this level of Latin takes us into the development of Roman colonies, the construction of Hadrian's Wall in England, and the importance of various Roman monuments all over the Roman World.

**CHS LATIN IV**

**Course Number: 518**

**Prerequisite: Teacher Recommendation**

***Summer work is required***

**College Credit: Fee for credits**

***\*NCAA Approved Course***

**Credit/Term: 1.0/year**

**Grade Level: 12**

**Description:** This course is a culmination of knowledge obtained in Latin I, II, and III and serves as an introduction to Latin poetry. In conjunction with the University of Pittsburgh, students will read selections from Books I, II, and IV of Vergil's *Aeneid*, an epic poem written in the 1<sup>st</sup> century AD. In addition to reading specified selections in Latin, students will study the meter of the poem and read the whole poem in English for in-class discussion. Each student's grade will be based upon his or her performance on three one-hour exams, a final exam, quizzes, and in-class readings and discussions. This course is equivalent to Latin 0220 Intermediate Latin Verse at the University of Pittsburgh. At the completion of the course, students may earn college credits by registering and paying the requisite tuition and enrollment fees as required by the university.

**AMERICAN SIGN LANGUAGE I**

**Course Number: 520**

**Prerequisite: None**

***\*NCAA Approved Course***

**Credit/Term: 1.0/year**

**Grade Level: 9-12**

**Description:** American Sign Language (ASL) 1 is a course that teaches the basic vocabulary, grammar rules, and cultural aspects of the Deaf community. Students will be taught how to

communicate in ASL by using both expressive and receptive methods through interactive lessons. This course will lay a strong foundation for those who wish to further explore the language.

**AMERICAN SIGN LANGUAGE II**  
**Course Number: 521**  
**Prerequisite: Teacher Recommendation**  
***\*NCAA Approved Course***

**Credit/Term: 1.0/year**  
**Grade Level: 10-12**

**Description:** This course builds upon the foundation established in ASL I and provides a deeper understanding of grammar structure and vocabulary. Students will begin to develop both their receptive and expressive skills, focusing on conversation and dialogue. Deaf culture will continue to be highlighted throughout the year, learning about the history of the Deaf community. Students will focus on their GLOSSING skills through songs and storytelling.

**AMERICAN SIGN LANGUAGE III**  
**Course Number: 522**  
**Prerequisite: Teacher Recommendation**  
***\*NCAA Approval Pending***

**Credit/Term: 1.0/year**  
**Grade Level: 11-12**

**Description:** This intermediate course is designed for students who have a foundational understanding of ASL and are ready to deepen their skills. American Sign Language III focuses on fluency, expanding vocabulary, and emphasizing practical application in everyday conversations. Students will engage in more complex dialogues, continuing to build their receptive and expressive abilities. In addition to language development, the course includes an exploration of Deaf culture, with a focus on idioms and common phrases used within the Deaf community. Through immersive activities and real-world scenarios, students will build confidence in navigating conversations as they become more immersed in the Deaf community and their interactions in ASL.

## BUSINESS, COMPUTER SCIENCE, INFORMATION TECHNOLOGY

### WEB DEVELOPMENT

Course Number: 604

Prerequisite: None

Credit/Term: .50/sem.

Grade Level: 9-12

**Description:** This course provides students with an overview of HTML coding (the language of the internet) and Web Page imaging. Students will learn the tools necessary to create, design, manage and control a professional quality website. Creativity is strongly encouraged (and welcomed) from students when they are designing and editing websites for target audiences. The assignments and projects in this course step students through the stages of developing websites used in business and industry today. Additionally, the software program enhances the student mock sites so they may gain a more enriched experience of web design without going “live” on the Internet.

### SPORTS, ARTS, & ENTERTAINMENT MARKETING

Course Number: 607

Prerequisite: None

Credit/Term: .50/sem.

Grade Level: 9-12

**Description:** This course is for students who are interested in the dynamic field of sports, entertainment and marketing. More than one-third of the jobs in the country are associated with some form of marketing. In this interdisciplinary course, students apply their knowledge of athletes, venues, sports, musicians, and entertainment to the necessary and profitable field of marketing. Through the completion of hands-on projects and assignments students develop critical thinking, decision-making, and communication skills through authentic marketing applications. Successful sports marketing strategies are researched then applied to mock sports programs. Commercials are analyzed to identify profitable sales techniques, and students work independently and in teams to simulate the desirable soft skills of the industry. This course is for all students considering a career in business, marketing, public relations, or sports and entertainment management.

### INTRODUCTION TO BUSINESS

Course Number: 608

Prerequisite: None

Credit/Term: .50/sem.

Grade Level: 9-12

**Description:** Today’s business environment is more competitive than ever. This course is designed to expose the student to the multitude of career fields in the areas of business. Students will explore the foundation of business operations and learn to be a knowledgeable consumer through this course. Topics covered will include business technology, social responsibility, economic decisions, marketing, advertising, career planning/development, small business management and credit. Integrated academic activities and hands-on research will supplement the course material, build comprehension and reinforce key academic concepts.

### PRINCIPLES OF ACCOUNTING I

Course Number: 610

Prerequisite: None

Credit/Term: .50/sem.

Grade Level: 9-12

**Description:** Accounting is the Language of Business! The Principles of Accounting I course provides an excellent background in the field of accounting and is highly recommended to anyone interested in a business career or for students who want to learn how to manage their

personal finances. This course is an introduction to the basic concepts and standards underlying financial accounting systems. Furthermore, this course emphasizes the construction of the basic financial accounting statements - the income statement, balance sheet, and cash flow statement - as well as their interpretation. Students will have the opportunity to work with Online QuickBooks Accounting Software and complete a simulation where they will learn how to properly record, summarize, and analyze real-world business transactions.

**PRINCIPLES OF ACCOUNTING II**

**Course Number: 611**

**Prerequisite: Principles of Accounting I**

**Credit/Term: .50/sem.**

**Grade Level: 9-12**

**Description:** This course provides an extensive background in advanced fields of accounting for students seeking a career in business administration, finance, banking, and other areas of business/finance. The topics of specialized accounting, corporate accounting, and departmentalized accounting are covered in detail using computer-generated spreadsheets, QuickBooks Accounting Software, and financial analysis. Principles of Accounting II is for students who want to further their understanding of accounting at a higher level. Furthermore students will learn how to invest in the stock market and to calculate the Time Value of Money (TMV). Assignments include solving accounting cycle problems using real-life simulations and an integrated accounting software to help prepare individuals for both the business and financial world. It is strongly recommended that students electing this course have achieved a final grade of 75% or higher in Principles of Accounting I.

**SOCIAL MEDIA MARKETING**

**Course Number: 612**

**Prerequisite: None**

**Credit/Term: .50/sem.**

**Grade Level: 9-12**

**Description:** Social media is changing how business is done around the world in almost every industry. As a result, the conventional approaches to marketing communications have become more and more challenging. The marketing and business worlds are changing how consumers interact with brands and each other. This course will be aimed to provide a clear perspective on what's really going on in digital/social/mobile marketing so that students can begin to appreciate its true value as consumers and potentially business owners.

**ENTREPRENEURSHIP**

**Course Number: 619**

**Prerequisite: None**

***\*NCAA Approved Course***

**Credit/Term: .50/sem.**

**Grade Level: 9-12**

**Description:** Unlock your Entrepreneurial Spirit and embark on a thrilling journey to starting your own business. Ignite your creativity, cultivate innovative thinking, unleash your potential to become a future business owner. Dive into real-world challenges, learn the art of business planning and master the secrets of successful startups. From crafting your unique business idea to developing a business plan, this course will introduce you to the world of entrepreneurship. Turn your passion into profit while gaining valuable skills that will set you apart.

**CONSUMER LAW**  
**Course Number: 620**  
**Prerequisite: None**  
**\*NCAA Approved Course**

**Credit/Term: .50/sem.**  
**Grade Level: 9-12**

**Description:** Knowledge of business law is particularly useful because all students eventually assume the role of citizen, worker, and consumer in society. This course provides students with an overview of our legal system, including statutes and regulations that affect businesses, families, and individuals in a variety of ways. This course emphasizes legal concepts that are relevant to business and everyday life. A unit on Forensics will surely excite anyone interested in the law field. Students will learn the history behind the science, review evidence through mystery case studies, take and examine fingerprints and analyze forensic techniques. Guest speakers from various areas of business and law will visit our class to aid students in exploring career options.

**AP Computer Science A**  
**Course Number: 625**  
**Prerequisite: Algebra 1**

**Credit/Term: .50/sem.**  
**Grade Level: 9-12**

**Description:** AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

**INTRODUCTION TO GAME PROGRAMMING**  
**Course Number: 626**  
**Prerequisite: 70% or better in Algebra I**

**Credit/Term: .50/sem.**  
**Grade Level: 9-12**

**Description:** Students will learn how to create dynamic, robust, and entertaining 2-D and 3-D games in this game-development course. Students begin with an overview and history of game development and learn different environments used to support the creation of 2-D and 3-D animations. In this programming environment students will make and create animations, build interactive narratives, or program simple games in 3D. This course provides tools and materials for learning computational thinking, problem solving, and computer programming. Students will be introduced to Pygame which will be used to design the games. Topics for this course include creating storyboards for a game, adding animation and visual effects, inserting movie clips and sound files, and applying math and science concepts to make game objects move.

**AP COMPUTER SCIENCE PRINCIPLES**  
**Course Number: 627**  
**Prerequisite: Algebra I**  
**AP Exam: Optional exam at the end of the course**  
**\*NCAA Approved Course**

**Credit/Term: 0.5/year**  
**Grade Level: 9-12**

**Description:** This semester course introduces students to foundational principles of modern computing and is a graduation requirement for students in the Class of 2029 and beyond. The curriculum covers a broad range of computer science topics including fundamental concepts of programming, algorithms, the Internet, digital privacy and security, and the impact that computing has on society. A firm foundation in algebra is imperative for academic success in this course. Students who successfully complete the course will be eligible to take the Advanced Placement exam at the end of the year. Students who are interested in a career associated with computers and programming should take this course!

**INTRODUCTION TO PYTHON PROGRAMMING****Course Number: 628****Prerequisite: Algebra I****Credit/Term: .50/sem.****Grade Level: 9-12**

**Description:** This course introduces students to computer programming using the Python programming language and emphasizes the principles of software development, style, and testing. Topics include procedures and functions, iteration, recursion, arrays and vectors, strings, an operational model of procedure and function calls, algorithms, exceptions, object-oriented programming, and GUIs (graphical user interfaces). Upon completion, students should be able to design, code, test, and debug Python language programs.

**PYTHON PROGRAMMING II****Course Number: 629****Prerequisite: Introduction to Python Programming****Credit/Term: .50/sem.****Grade Level: 9-12**

**Description:** Students who have passed the basics of Python programming can start digging into more intermediate to advanced levels of Python concepts. Having mastered the core concepts of Python from Introduction to Python Programming course, students will perform more advanced Python programming with a focus on enterprise development. Students will use object oriented programming in Python to interact with databases and GUI's and perform Network Programming. This is a practical hands-on course, designed to teach students practical programming for the real business application. This course provides the equivalent of college-level work for computer science majors.

**CYBER SECURITY****Course Number: 630****Prerequisite: None****Credit/Term: .50/sem.****Grade Level: 9-12**

**Description:** Are you intrigued by the digital world and curious about how to protect it? Join us on an exciting journey to uncover the secrets of cybersecurity! In this course, you'll learn the skills and knowledge needed to become a digital detective and safeguard our online world. From understanding the latest hacking techniques to mastering the tools of the trade, you'll gain hands-on experience and develop a critical mindset. Explore topics such as:

Cyber threats: Discover the different types of cyberattacks and how they can impact individuals and organizations.

Network security: Learn how to protect computer networks from unauthorized access and data breaches.

Cryptography: Explore the science of encryption and how it's used to secure sensitive information.

Digital forensics: Investigate cybercrimes and uncover evidence using advanced forensic techniques.

Ethical hacking: Learn how to test systems for vulnerabilities in a controlled environment.

Whether you're interested in a career in cybersecurity or simply want to protect yourself and your loved ones online, this course will provide you with the essential skills and knowledge. So, are you ready to become a cybersecurity hero? Let's dive in and hack your future!

\*Ethics agreement must be signed by all students and parents during the first 2 weeks of class.

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## FINE ARTS AND CRAFTS

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**STUDIO ART I**  
**Course Number: 700**  
**Prerequisite: None**

**Credit/Term: 1.0/year**  
**Grade Level: 9-12**

**Description:** Studio Art I is an introductory course wherein students improve drawing skills through observation and imagination. Students learn how to use a variety of materials to produce original works of art. Students also learn painting, printmaking, and sculptural skills. *A partners component section of this course is available to all students as requested and approved.*

**STUDIO ART II**  
**Course Number: 701**  
**Prerequisite: Studio Art I**

**Credit/Term: 1.0/year**  
**Grade Level: 10-12**

**Description:** Students in Studio Art II develop a mastery of skills in the areas of drawing, painting, printmaking, and two-and three-dimensional design. Using their knowledge of the elements and principles of design, students continue their growth as artists as they work on interpretation of original ideas through various media and techniques. Students will work to expand their artistic concepts, as well as progress toward an individual style.

**STUDIO ART III**  
**Course Number: 702**  
**Prerequisite: Studio Art II**

**Credit/Term: 1.0/year**  
**Grade Level: 11-12**

**Description:** Studio Art III focuses on the continual development of the student artist while addressing concerns related to the quality of work through more in-depth experiences in areas such as drawing, painting, printmaking, sculpture, and two-and three-dimensional design. The students incorporate the study of art history as a resource and continue to use critical, analytical, and evaluative thinking skills.

**STUDIO ART IV**  
**Course Number: 703**  
**Prerequisite: Studio Art III**

**Credit/Term: 1.0/year**  
**Grade Level: 12**

**Description:** Studio Art IV is an advanced course intended for those students who plan to specialize in some aspect of the visual arts upon graduation from high school, as well as those who wish to pursue their continued development as artists. Emphasis is placed on the expansion of the student's portfolio for the purpose of gaining acceptance to a college, university, or professional art school. Individual units are planned and developed in cooperation with the instructor based upon specific concepts, media and techniques, and exploration of personal expression. Students are expected to work beyond the scheduled class periods in order to complete their assignments.

**CRAFTS I**  
**Course Number: 706**  
**Prerequisite: None**

**Credit/Term: .50/sem.**  
**Grade Level: 9-12**

**Description:** Crafts I, an introductory course, offers an exploration into various aspects of crafting. Students are instructed in the use of various materials, which may include glass, metal, wood, clay, fibers, paper, and mixed media. Students learn how to adapt designs from a variety of resources as well as create their own designs. Students must demonstrate and/or pass a safety procedures test prior to using hand tools and machines. *A partners component section of*

*this course is available to all students as requested and approved.*

**CRAFTS II**  
**Course Number: 707**  
**Prerequisite: Crafts I**

**Credit/Term: .50/sem.**  
**Grade Level: 9-12**

**Description:** This is an intermediate course designed to expand upon techniques, media, and project design learned in Crafts I. Students continue developing proficiencies in glass, metal, wood, clay, fibers, paper, and mixed media. Students must demonstrate and/or pass a safety procedures test prior to using hand tools and machines. *A partners component section of this course is available to all students as requested and approved.*

**CERAMICS I**  
**Course Number: 709**  
**Prerequisite: None**

**Credit/Term: .50/sem.**  
**Grade Level: 9-12**

**Description:** This is an introductory course in ceramic processes. Ceramics I provides an opportunity for students to experience methods of working with clay. Areas explored include various hand-building techniques, wheel thrown pieces, ceramic sculpture, and various decoration techniques. *A partners component section of this course is available to all students as requested and approved.*

**CERAMICS II**  
**Course Number: 710**  
**Prerequisite: Ceramics I**

**Credit/Term: .50/sem.**  
**Grade Level: 9-12**

**Description:** This is an intermediate course in the ceramics processes built on knowledge gained in Ceramics I. Emphasis is placed on perfecting hand-building methods, craftsmanship, wheel throwing, and producing matched forms in sets. Processes are expanded by size, surface treatments, trimming, and decoration. Students will incorporate investigation of cultural designs and artists as a resource.

**ADVANCED CERAMIC TECHNIQUES**  
**Course Number: 712**  
**Prerequisite: Ceramics II**

**Credit/Term: .50/sem.**  
**Grade Level: 10-12**

**Description:** Advanced Ceramics Techniques is an advanced-level course in the ceramics processes. This course is an independent study, designed to allow the ceramic student to expand and build upon the skills and knowledge acquired in Ceramics I and II. Students are expected to produce ceramic pieces of superior levels of quality and competency. This course may be elected for one or more semesters; therefore, it is advised that the student meet with the instructor prior to scheduling. In order to repeat the course for additional credit, the student must maintain an 80 percent average or higher.

**CHS DIGITAL ILLUSTRATION**  
**Course Number: 714**  
**Prerequisite: None**  
**College Credits: Fee for credits**

**Credit/Term: .50/sem.**  
**Grade Level: 9-12**

**Description:** This course is intended to provide an opportunity to explore digital illustration and computer art. The students will experience the computer studio process of creating art using current software. The effect of styles, techniques, and art movements on computer images will be explored. Attention will be given to vector illustration and the relevance of digital art in today's job market. Three college credits can be obtained with a B average or better. This course is the equivalent of GCDN2005 Digital Fine Arts at La Roche University. At the completion of the course, students may earn college credits by registering and paying the requisite tuition and enrollment fees as required by the university.

**CHS DIGITAL PHOTOGRAPHY**  
**Course Number: 715**  
**Prerequisite: None**  
**College Credits: Fee for credits**

**Credit/Term: .50/sem.**  
**Grade Level: 9-12**

**Description:** An introduction to basic concepts, processes, and techniques of photography, including camera usage, digital editing, composition, lighting, and the application of these techniques. Three college credits can be obtained with a B average or better. This course is the equivalent of GCDN2016 Digital Photography at La Roche University. At the completion of the course, students may earn college credits by registering and paying the requisite tuition and enrollment fees as required by the university. *A partners component section of this course is available to all students as requested and approved.*

**DIGITAL PHOTOGRAPHY II**  
**Course Number: 724**  
**Prerequisite: CHS Digital Photography**

**Credit/Term: .50/sem.**  
**Grade Level: 9-12**

**Description:** An expansion of the processes and techniques of photography, including camera usage, digital editing, composition, lighting, and the application of these techniques. Students will produce photography work for the District and School when photography is needed for school publications, web design, and more.

**METALSMITHING I**  
**Course Number: 716**  
**Prerequisite: None**

**Credit/Term: .50/sem.**  
**Grade Level: 9-12**

**Description:** Metalsmithing I is an introductory course. Students will demonstrate the basic skills and techniques used in production, along with safe and proper use of hand tools, machinery, and equipment. Metalsmithing skills/processes may include etching, piercing, casting, sawing metal, soldering, finishing techniques and decorative surface treatments.

**METALSMITHING II**  
**Course: 717**  
**Prerequisite: Metalsmithing I**

**Credit/Term: .50/sem.**  
**Grade Level: 9-12**

**Description:** Metalsmithing II is an intermediate course exploring advanced metalsmithing techniques using materials and tools introduced in Metalsmithing I. Students will study cultural developments in metal as a functional art form. Materials explored may include sterling silver, copper, brass, nickel silver, glass cast pewter, enameling, and soldered metal. Emphasis in the Metalsmithing II course is to create metal based and mixed media projects with an emphasis on functionality (versus decoration).

**WOOD CRAFTS I**  
**Course Number: 719**  
**Prerequisite: None**

**Credit/Term: .50/sem.**  
**Grade Level: 9-12**

**Description:** Wood Crafts I is an introductory course designed to teach the fundamentals of wood crafting. Students explore the functional and ornamental use of wood. Basic woodworking skills and techniques used in production are emphasized, along with safe and proper use of hand tools, power tools, and equipment. Projects developed for the course concentrate on basic cutting, carving, sculpture, and finishing processes. Students must demonstrate and/or pass a safety procedures test prior to using hand tools and machines.

**WOOD CRAFTS II**  
**Course Number: 721**  
**Prerequisite: Wood Crafts I**

**Credit/Term: .50/sem.**  
**Grade Level: 9-12**

**Description:** Wood Crafts II is an intermediate course designed to expand the student's skill and knowledge of wood crafting. Additional processes may include laminating, fabrication, carving, and expanded decorations. Basic skills and techniques acquired in Wood Crafts I are used as a foundation for the students to create their own design. Students must demonstrate and/or pass a safety procedures test prior to using hand tools and machines.

**CHS GRAPHIC DESIGN I**  
**Course Number: 722**  
**Prerequisite: None**  
**College Credit: Fee for credit**

**Credit/Term: .50/sem.**  
**Grade Level: 9-12**

**Description:** This is an introductory course in graphic design. Students create advertisements, posters, billboard designs, and a variety of other practical applications. Students create digital projects using current graphic design software while developing skills needed to pass the Adobe Certified Professional certification exam. Three college credits can be obtained with a B average or better. This course is the equivalent of GCDN1025 Fundamentals of Electronic Publishing at La Roche University. At the completion of the course, students may earn college credits by registering and paying the requisite tuition and enrollment fees as required by the university.

**CHS GRAPHIC DESIGN II**  
**Course Number: 723**  
**Prerequisite: CHS Graphic Design I**  
**College Credit: Fee for credit**

**Credit/Term: .50/sem.**  
**Grade Level: 9-12**

**Description:** Graphic Design II is an intermediate course designed to expand the knowledge and skills acquired in Graphic Design I. Students gain valuable and practical experience by completing projects such as logo design, brochures, and package design, while expanding on techniques and skills needed to pass the Adobe Certified Professional certification exam. Three college credits may be obtained with a B average or better. This course is the equivalent of GCDN2008 Digital Publishing at La Roche University. At the completion of the course, students may earn college credits by registering and paying the requisite tuition and enrollment fees as required by the university.

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## MUSIC

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**SYMPHONIC BAND**  
**Course Number: 726**  
**Prerequisite: None**

**Credit/Term: 1.0/year**  
**Grade Level: 9-12**

**Description:** This performing ensemble is open to all instrumental students in 9th - 12th grade. In this class, students will work on improving the foundational skills of music while preparing for multiple formal performances. Students will perform a wide variety of instrumental music.

**HONORS WIND ENSEMBLE**  
**Course Number: 727**  
**Prerequisite: Audition Required**

**Credit/Term: 1.0/year**  
**Grade Level: 9-12**

**Description:** Wind Ensemble is the competitive, audition-based performing group. Members of this group have advanced playing abilities, and will work on refining their musicianship skills. Students will perform a more advanced repertoire of music.

**HONORS STAGE BAND**  
**Course Number: 728**  
**Prerequisite: Audition Required**

**Credit/Term: 1.0/year**  
**Grade Level: 9-12**

**Description:** This auditioned performing ensemble is open to students in 9th - 12th grade. In this class, students will work on improving the foundational skills of music while preparing for multiple formal performances. Students will perform a wide variety of jazz music.

**ORCHESTRA**  
**Course Number: 730**  
**Prerequisite: None**

**Credit/Term: 1.0/year**  
**Grade Level: 9-12**

**Description:** All students who play the accepted string instruments of the symphony orchestra may schedule this class as an elective. This daily string class provides an opportunity for students to increase their knowledge of fundamentals of music, to further develop their instrumental techniques, and to become acquainted with and perform the highest level of music within their capabilities.

**BALDWIN CHORUS**  
**Course Number: 736**  
**Prerequisite: None**

**Credit/Term: 1.0/year**  
**Grade Level: 9-12**

**Description:** This course is designed for beginner, intermediate, or advanced students who would like to develop singing and musicianship skills. There is no homework for this class. This course may be retaken. Participants may opt to perform at the biennial Disney World Performance Tour. For more details, please visit <http://bhsmusicislife.weebly.com/>. *A partners component section of this course is available to all students as requested and approved.*

**HONORS HIGHLANDER CHOIR**  
**Course Number: 738**  
**Prerequisite: Audition & Application**

**Credit/Term: 1.0/year**  
**Grade Level: 10-12**

**Description:** This course is designed for advanced singers who would like to pursue a deeper exploration of musicianship and vocal skills and singers who may be interested in pursuing a minor, major, or career in music. Students will receive honors credit for this course, therefore

an audition is required. This course may be retaken. Participants may opt to perform at the biennial Disney World Performance Tour. Students will engage in a choral emphasis in music theory, vocal repertoire, and conducting. For more details, please visit <http://bhsmusicislife.weebly.com/>.

**CHS ELECTRONIC BEAT MAKING**  
**Course Number: 739**  
**Prerequisite: None**

**Credit/Term: 0.5/sem.**  
**Grade Level: 9-12**

**Description:** Music skills are not needed for this half-year course. Students will use music software to create their own music in styles like Hip-Hop, House, Techno, Dub, Reggae, Heavy Metal, Dubstep, and more. This course is the equivalent to Electronic Beat Making & Song Writing (MUSIC 1444) at the University of Pittsburgh. To learn more, please visit <http://bhsmusicislife.weebly.com/>.

**GUITAR**  
**Course Number: 740**  
**Prerequisite: None**

**Credit/Term: 0.5/sem.**  
**Grade Level: 9-12**

**Description:** This course is designed for beginning guitar students; no prior musical knowledge is necessary. Students need not own their own guitar. Popular music is used as a vehicle to teach guitar techniques. Lead/Chord Sheets and Guitar Tab are both used extensively. The history of Rock 'n Roll is also interwoven into the course.

**MUSIC for FILM: An Exploration of Film Scoring**  
**Course Number: 744**  
**Prerequisite: None**

**Credit/Term: 0.5/sem.**  
**Grade Level: 9-12**

**Description:** This half-year course introduces all students to the art and craft of composing music for epic movies such as Star Wars, Indiana Jones, Back to the Future, and more. No musical experience is required. Explore the wonders of film scoring, including the role of music in storytelling, collaboration with filmmakers, and the technical aspects of creating and synchronizing music to visual media. Using hands-on projects and music composition software, students will gain a deep insight into the relationship between music and film. To learn more, please visit <http://bhsmusicislife.weebly.com/>. *A partners component section of this course is available to all students as requested and approved.*

**PIANO CLASS I**  
**Course Number: 750**  
**Prerequisite: None**

**Credit/Term: 0.5/sem.**  
**Grade Level: 9-12**

**Description:** This course is perfect for any beginner who would like to learn to play the piano as well as create and produce their own music using beat maker, auto editing, loops, and more. No prior music experience is required. There is no homework for this class, and there is no need to have a piano at home. Participants learn popular songs such as Billy Joel's "Piano Man" and John Lennon's "Imagine" ultimately working to create their own composition. For more details, please visit <http://bhsmusicislife.weebly.com/>. *A partners component section of this course is available to all students as requested and approved.*

**PIANO CLASS II**  
**Course Number: 751**  
**Perquisite: Piano Class I**

**Credit/Term:0.5/sem.**  
**Grade Level: 9-12**

**Description:** This course transforms the beginner piano player into a more independent Level II player. There is no homework for this class and there is no need to have a piano at home. Each student has their own workstation that includes a piano keyboard, headphones, and a computer. Participants learn popular songs such as Journey's "Don't Stop Believing", Train's "Drops of Jupiter," and songs by Kelly Clarkson, Sara Bareilles, and more. For more details, please visit <http://bhsmusicislife.weebly.com/>.

**PIANO CLASS III**  
**Course Number: 752**  
**Perquisite: Piano Class II**

**Credit/Term:0.5/sem.**  
**Grade Level: 10-12**

**Description:** Students who have successfully completed Piano 1 and 2 will continue to advance into stronger piano players with the ultimate goal to be able to learn independently. There is no homework for this course and there is no need to have a piano at home. This course runs concurrently with Piano 2 and 3 courses. To learn more, please visit <http://bhsmusicislife.weebly.com/>.

**PIANO CLASS IV**  
**Course Number: 753**  
**Perquisite: Piano Class III**

**Credit/Term:0.5/sem.**  
**Grade Level: 10-12**

**Description:** Students who have successfully completed Piano 1, 2, and 3 will learn more challenging songs and versions of songs, scales, and accompaniments. It is highly recommended that students interested in pursuing music education work toward this course. Upon completion of this course, students will be able to continue learning piano independently. This course runs concurrently with Piano 2 and 3 courses. To learn more, please visit <http://bhsmusicislife.weebly.com/>.

**MUSIC THEORY AND TECHNOLOGY**  
**Course Number: 745**  
**Prerequisite: Experience on an instrument or voice is recommended**

**Credit/Term: .5/sem.**  
**Grade Level: 9-12**

**Description:** The purpose of this course is to enhance students' understanding of the underlying principles of music. The course curriculum covers topics ranging from basic rhythm to modes and scales, and includes the use of software and online resources associated with a theoretical purpose in music. Students also explore technology resources that are used to create, evaluate, arrange, and perform music. Real-world applications of music technology are discussed including: sound systems and recording, film scoring, radio commercials and jingles just to name a few. Students will develop the ability to recognize, understand, and describe the approaches to the development of aural, sight-singing, written, analytic and composition skills.

**INTRODUCTION TO INSTRUMENTAL MUSIC**  
**Course Number: 746**  
**Prerequisite: None**

**Credit/Term: .5/sem.**  
**Grade Level: 9-12**

**Description:** This course offers students an opportunity to learn an instrument with no prior experience required. It provides a welcoming introduction to instrumental music without the commitment of a full-year course or advanced ensemble. Students will develop fundamental

skills in performance and music literacy while fostering discipline, creativity, and teamwork. Aligned with Pennsylvania state standards for Arts and Humanities, the course supports both musical and academic growth. Whether exploring a new interest or considering future music studies, students will gain confidence and a strong foundation in instrumental music.

## TECHNOLOGY AND ENGINEERING

### **DO IT YOURSELF 101 (DIY 101)**

**Course Number: 801**

**Prerequisite: None**

**Credit/Term: .50/sem.**

**Grade Level: 9-12**

**Description:** Do-It Yourself 101 is the perfect starting point for students who want to gain hands-on experience with basic home maintenance and repair skills. In this course, students will learn practical skills such as fixing a leaky toilet, changing electrical outlets, and safely using essential tools. The focus is on empowering students to take on small projects around the house, developing the skills and confidence needed to solve everyday challenges. This class is accessible to everyone, regardless of prior experience, and is designed to be welcoming to all students, including those who might feel overlooked in traditional construction settings. By the end of this course, students will have a solid foundation in DIY skills, setting them up for future projects in Build-It Yourself 102 and Make-It Yourself 201, although taking the courses in order is not required. *A partners component section of this course is available to all students as requested and approved.*

### **ENGINEERING AND FABRICATION**

**Course Number: 800**

**Prerequisite: None**

**Credit/Term.: .50/sem.**

**Grade Level: 9-12**

**Description:** Engineering and Fabrication builds on the skills learned in Do-It Yourself 101, focusing on more advanced construction projects. Students will learn skills like framing, finishing, and basic carpentry while taking on functional projects such as building a storage shed or other practical structures. The course emphasizes teamwork, safety, and project planning, giving students the opportunity to develop leadership skills in a supportive environment. This course is open to all students, regardless of prior experience or gender, to ensure everyone feels included in learning these valuable skills. Although it naturally follows Do-It Yourself 101, there are no prerequisites, and students can start here if they wish. By the end of this course, students will be equipped to handle larger projects with confidence and be prepared for advanced design and digital fabrication work in Make-It Yourself 201.

### **MAKE IT YOURSELF 201 (formerly**

**HONORS FAB LAB)**

**Course Number: 807**

**Prerequisite: None**

**Credit/Term: .50/sem.**

**Grade Level: 9-12**

**Description:** Make-It Yourself 201 introduces students to the exciting world of digital manufacturing. In this course, students will learn the basics of CAD software, 3D printing, CNC routing, and laser cutting to bring their designs to life. The honors-level class focuses on planning, designing, and producing practical or artistic projects using modern digital tools. Students will explore the strengths of each tool, gaining a deeper understanding of how to move from a digital concept to a real-world product. This course is designed to be inclusive and accessible to everyone, encouraging participation from students of all backgrounds, including those who may have felt excluded from engineering or construction classes in the past. While it is a natural next step after Build-It Yourself 102, there are no prerequisites, and any student can join. By the end of this course, students will have the skills to confidently use digital fabrication technologies, preparing them for future education, career opportunities, or projects.

**VIDEO PRODUCTION I**  
**Course Number: 822**  
**Prerequisite: None**

**Credit/Term: .50/sem.**  
**Grade Level: 9-12**

**Description:** Discover the fundamentals of video creation in Video Production I, where you'll learn the building blocks of filmmaking and storytelling. This course covers the basics of camera operation, shot composition, and video editing, giving you the skills to create your first projects. Students will work on short assignments, like commercials and simple narratives, to understand how to plan, shoot, and edit effective videos. The focus is on exploring creativity while mastering essential techniques, preparing you to move on to more advanced work. Whether you're new to video production or looking to sharpen your skills, this course sets the stage for deeper exploration in Video Production II.

**VIDEO PRODUCTION II**  
**Course Number: 823**  
**Prerequisite: Video Production I**

**Credit/Term: .50/sem.**  
**Grade Level: 9-12**

**Description:** Build on the skills from Video Production I and dive into the art of visual storytelling in Video Production II. This course emphasizes analyzing iconic films to uncover the techniques behind their most compelling scenes. Students will study framing, movement, and pacing to understand how these details shape a story and apply what they learn to their own creative projects. The focus shifts from technical basics to crafting visually impactful films with a strong narrative. In addition to personal projects, students will also collaborate on one or two major productions for the school, showcasing their ability to plan and execute professional-level work. Video Production II challenges students to refine their vision, think critically about storytelling, and produce content that leaves a lasting impression.

**PRODUCTION STUDIOS**  
**Course Number: 824**  
**Prerequisite: Audition; Director recommendation**

**Credit/Term: 1.0/year**  
**Grade Level: 10-12**

**Description:** If you dream of being a director, influencer, or the creative mind behind the camera, this course is for you. Join a dynamic, creative team responsible for running the school's morning announcements like a fully-functioning production business. In Production Studio, students take on roles such as directors, producers, scriptwriters, and on-air talent, collaborating to plan, produce, and deliver engaging daily broadcasts. You'll have the freedom to put your own unique spin on the announcements, shaping them to reflect your vision and creativity. This course emphasizes teamwork, problem-solving, and creative storytelling, giving students the chance to turn ideas into polished productions while meeting real deadlines.

**ESPORTS FUNDAMENTALS:  
UNDERSTANDING AND ENGAGING IN  
COMPETITIVE GAMING** (formerly  
*INTRODUCTION TO ESPORTS*)  
**Course Number: 640**  
**Prerequisite: None**

**Credit/Term: .50/sem.**

**Grade Level: 9-12**

**Description:** This semester-long course gives you an insider look at the growing world of esports. You'll explore what makes esports so exciting and discover all the career opportunities within this booming industry—from professional gameplay to coaching, content creation, and event management. Gain the skills you need to participate safely, collaborate effectively, and get a sense of how gaming can be more than just a hobby. Whether you're interested in competing or working behind the scenes, this class is your first step into the

vibrant esports ecosystem.

**ESPORTS DYNAMICS: STRATEGY, TECHNOLOGY, AND PROFESSIONAL DEVELOPMENT** (formerly *ADVANCED ESPORTS DYNAMICS*)

**Course Number: 641**

**Prerequisite: Esports Fundamentals**

**Credit/Term:**  
**.50/sem.**

**Grade Level: 9-12**

**Description:** This advanced course digs deep into the strategies behind winning games, the latest technologies shaping competitive play, and how to develop a career in this ever-evolving industry. You'll learn to analyze gameplay, develop tactics as a team, and explore the tech tools used by professionals. Beyond the games themselves, we'll focus on what it takes to make a mark in the industry—from content creation and brand building to networking with industry professionals. Get ready to sharpen your skills and step up your game both in and out of the arena.

**DRONES AND AERIAL INNOVATION: TECHNOLOGY, REGULATIONS, AND FAA PART 107 CERTIFICATION**

**Course Number: 840**

**Prerequisite: None**

**Credit/Term:**  
**.50/sem.**

**Grade Level: 9-12**

**Description:** This course introduces you to the fundamentals of drone technology and aerial systems, giving you hands-on experience with flying and understanding how drones work. You'll learn essential skills for safe drone operation, from basic flight maneuvers to understanding airspace regulations. We'll also prepare you for the FAA Part 107 exam—a key certification if you're interested in commercial drone operations. Whether you're aiming for a career in aerial photography, surveying, or just curious about this exciting technology, *Drones 1* is your first flight into a future-focused field.

**DRONE MASTERY: ADVANCED OPERATIONS, APPLICATIONS, AND ENTREPRENEURSHIP**

**Course Number: 841**

**Prerequisite: Drones and Aerial Innovation**

**Credit/Term:**  
**.50/sem.**

**Grade Level: 9-12**

**Description:** This advanced course builds on the foundational knowledge from *Drones 1* and is perfect for students who already hold the FAA Part 107 certification. You'll dive deeper into complex drone operations, learning how to conduct specialized missions like aerial mapping, inspection, and surveying. Additionally, we'll explore the entrepreneurial side of drones, covering how to start your own drone-based business and apply your skills in real-world scenarios. Get ready to master advanced flight techniques, work on industry-grade projects, and discover the limitless opportunities within the drone industry.

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## FAMILY AND CONSUMER SCIENCES

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### **STYLE LAB: FASHION DESIGN FOR HIGH SCHOOL CREATIVES**

(formerly *FASHION DESIGN I*)

**Course Number: 825**

**Prerequisite: None**

**Credit/Term: .50/sem.**

**Grade Level: 9-12**

**Description:** Unleash your creativity and dive into the exciting world of fashion in Style Lab! This course is designed for students in grades 9-12 who are passionate about style, design, and self-expression. Through hands-on projects and engaging lessons, you'll explore the fundamentals of fashion design, from concept development and sketching to fabric selection and project construction. In Style Lab, you'll not only learn practical design skills, but also the core elements and principles of design.

### **RUNWAY REBELS: ADVANCED FASHION DESIGN**

(formerly *ADVANCED FASHION DESIGN*)

**Course Number: 829**

**Prerequisite: Style Lab: Fashion Design for High School Creatives**

**Credit/Term: .50/sem.**

**Grade Level: 9-12**

**Description:** Step into the spotlight with *Runway Rebels*, the ultimate fashion design class for creative minds ready to take their skills to new heights! This advanced course dives deep into the world of haute couture, from sketching bold concepts to constructing show-stopping garments. You'll master advanced techniques like draping and tailoring, while also exploring fashion history, trend forecasting, and the business side of the industry. Whether you're aiming for the runway or your own fashion brand, this class gives you the tools to turn your creative vision into wearable art. Are you ready to make your mark in the fashion world?

### **CREATIVE SPACES: FOUNDATIONS OF INTERIOR DESIGN**

(formerly *INTERIOR DESIGN*)

**Course Number: 837**

**Prerequisite: None**

**Credit/Term: .50/sem.**

**Grade Level: 9-12**

**Description:** Dive into the exciting world of interior design! This hands-on course is designed for students in grades 9-12 who are curious about how to create beautiful and functional spaces. You'll explore the fundamentals of design, including color theory, furniture arrangement, and space planning.

Throughout the semester, you'll engage in fun projects that allow you to design your dream home, learn about various design styles, and understand the impact of lighting and materials on a space.

You'll have the opportunity to study real-world examples and analyze how different architectural styles affect interior spaces. Whether you're interested in pursuing a career in design or just want to decorate your own space, this course will inspire your creativity and help you develop essential skills for the future. Join us for an artistic adventure that transforms how you see and interact with the world around you!

### **DESIGN INNOVATORS: ADVANCED INTERIORS & MODERN SPACES**

(formerly *INTERIOR DESIGN II*)

**Course Number: 838**

**Prerequisite: Creative Spaces: Foundations of Interior Design**

**Credit/Term: .50/sem.**

**Grade Level: 9-12**

**Description:** Take your design skills to the next level in *Design Innovators*! This advanced course dives deep into the world of interior design, blending creativity with real-world

applications. You'll explore both commercial and residential spaces, learn the art of furniture refinishing, and discover how to create stylish, functional environments. From mood boards to floor plans, this course will sharpen your eye for detail and expand your design toolkit. Whether you're into bold, modern spaces or cozy, classic designs, you'll develop the skills to transform any room into a masterpiece. Ready to create your signature style? This is where it begins!

**CULINARY CREATIONS** (formerly  
COOKING BASICS)  
**Course Number: 827**  
**Prerequisite: None**

**Credit/Term: .50/sem.**

**Grade Level: 9-12**

**Description:** Ignite your passion for cooking in *Culinary Creations*, a fun and interactive culinary arts class designed for students in grades 9-12. This hands-on course will teach you essential cooking techniques, flavor profiles, and presentation skills, empowering you to create delicious dishes and impress your family and friends! *A partners component section of this course is available to all students as requested and approved.*

**ADVANCED CULINARY INNOVATIONS**  
(formerly COOKING MASTERS)  
**Course Number: 831**  
**Prerequisite: Culinary Creations**

**Credit/Term: .50/sem.**

**Grade Level: 9-12**

**Description:** Elevate your culinary skills in *Advanced Culinary Innovations*, a dynamic class designed for high school students in grades 10-12 who are passionate about cooking and ready to take their abilities to the next level. Dive deeper into the science and artistry of food as you explore advanced techniques, creative recipes, and innovative culinary concepts.

**NOURISH TO FLOURISH: HONORS  
NUTRITION ESSENTIALS** (formerly  
*HONORS NUTRITION AND FOODS*)  
**Course Number: 830**  
**Prerequisite: None**

**Credit/Term: .50/sem.**

**Grade Level: 10-12**

**Description:** Dive into the world of food and wellness with *Honors Nutrition Essentials: Nourish to Flourish*, an engaging course designed for high school students in grades 10-12. This class explores the vital role nutrition plays in health, growth, and overall well-being, empowering you to make informed food choices and develop lifelong healthy habits.

**CHS Child Development**  
**Course Number: 828**  
**Prerequisite: None**  
**College Credit: Fee for Credit**

**Credit/Term: .50/sem.**

**Grade Level: 9-12**

**Description:** In this class, students will explore the development of children from conception through adolescence. The course will focus on developmental stages in areas of physical, social, emotional, and cognitive development. Students will discover how parents and caregivers can impact the positive development of a child. Students considering careers in teaching, nursing, and health and human services should consider taking this class. The course is highly recommended for students who would like to take Preschool Education. Three college credits from Robert Morris University can be obtained with a C average or better. At the completion of the course, students in grades 10-12 may earn college credits by registering and paying the requisite tuition and enrollment fees as required by the university.

**CHS INTRO TO SPECIAL EDUCATION: K-12**  
**Course Number: 850**  
**Prerequisite: Previous or current enrollment as a Peer Partner in an elective course is highly recommended**  
**College Credit: Fee for Credit**  
**\*NCAA Approved Course**

**Credit/Term: .50/Sem.**  
**Grade Level: 9-12**

**Description:** This course is designed to provide an aspiring teacher or related service provider (occupational therapist, physical therapist, speech/language pathologist) with an exposure to the diverse learning needs of students across differentiated settings. Disability classifications, common characteristics related to areas of disability, modifications in teaching methods, and classroom management techniques for academic, social, emotional, and cognitive differences will be addressed. Students will become familiar with assessment techniques, inclusive practices, accommodations to meet students' special needs, and will be introduced to technological devices available for use in the classroom setting. Individualized Education Program's (IEPs), relevant legislation, staff collaboration, support services, and will be addressed. Reading materials will be used to link and make connections to course concepts. Three college credits from Robert Morris University can be obtained with a C average or better. At the completion of the course, students in grades 10-12 may earn college credits by registering and paying the requisite tuition and enrollment fees as required by the university.

**PROJECT PRESCHOOL: EXPLORE, ENGAGE, EXPERIENCE!** *(formerly PRESCHOOL EDUCATION)*  
**Course Number: 833**

**Credit/Term: 2.0/year**

**Grade Level: 11 and 12**

**Description:** This is a dynamic preschool practicum where high school students can explore early childhood education while developing leadership skills, communication skills, and creativity. You will plan and lead imaginative activities for preschoolers. This hands-on experience allows you to work directly with young children, making an impact while gaining skills that are valuable across many career paths. Child Development is highly recommended for this course. An application is required.

**YOUTH LEADERS: ELEMENTARY PRACTICUM EXPERIENCE** *(formerly PRESCHOOL EDUCATION II)*  
**Course Number: 834**

**Credit/Term: 2.0/year**

**Grade Level: 12**

**Prerequisite: Project Preschool: Explore, Engage, Experience!**  
**Application Required**

**Description:** Step into a world of inspiration and growth with *Youth Leaders*, a dynamic practicum program designed for high school students in grade 12. This hands-on experience allows you to assist and teach in an elementary school setting, providing invaluable support to young learners while developing your leadership, communication, and problem-solving skills.

Whether you're considering a future in education or just want to make a positive impact on young lives, *Youth Leaders* offers a rewarding opportunity to inspire the next generation while preparing for your own future!

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## HEALTH AND PHYSICAL EDUCATION

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### FRESHMAN HEALTH and PHYSICAL EDUCATION

Course Number: 900  
Prerequisite: None

Credit/Term: 1.0/year

Grade Level: 9

**Description:** The varied activities included in the physical education program contribute to the physical, mental, and social well-being of the student. These activities are not only concerned with the present development of the students' skills but they are designed to promote leisure-time activities and an awareness of the importance of personal fitness in adult life. The ninth grade students' will compete in a variety of team and individual sports. This class includes a required swimming unit.

### FRESHMEN HEALTH AND STRENGTH TRAINING

Course Number: 903  
Prerequisite: None

Credit/Term: 1.0/year

Grade Level: 9

**Description:** This introductory course combines strength training with essential health education to promote overall wellness. Conducted in the weight room, students will learn fundamental principles and techniques to develop muscular strength, improve body awareness, and foster a positive attitude toward fitness. Health topics such as self-esteem, decision-making, nutrition, and CPR training are integrated to support mental and social well-being. A required swimming unit enhances cardiovascular fitness and water safety. This course equips students with the knowledge and skills for lifelong health and fitness.

### FRESHMAN HEALTH AND WELLNESS

Course Number: 908  
Prerequisite: None

Credit/Term: 1.0/year

Grade Level: 9

**Description:** This course integrates health education with a focus on enhancing students' overall wellness and fitness levels. Designed as an alternative to traditional physical education, it emphasizes activities such as yoga, Pilates, mindfulness, cardiovascular fitness, individual sports, and instructional swimming/water aerobics. Students will explore health topics including self-esteem, decision-making, nutrition, and CPR training while developing flexibility, core strength, improved posture, reduced stress, and muscle definition. A required swimming unit supports physical fitness and water safety. This course empowers students to achieve optimal well-being and lifelong wellness.

### TEAM SPORTS

Course Number: 922  
Prerequisite: Successful completion of 900, 903, or 908

Credit/Term: .50/sem

Grade Level: 10-12

**Description:** Students will experience a variety of team activities that help improve personal fitness levels and may be played at any age. These activities are not only concerned with the present development of the students but also are designed to promote leisure-time activities and an awareness of the importance of good personal fitness for students into their adult lives. The course will promote competitive tournament-style game play. Intense game play will take place during this class during most of the activities.

**PHYSICAL EDUCATION WITH LIFE GUARDING/STANDARD FIRST AID/CPR****Course Number: 923****Credit/Term: .50/sem****Prerequisite: Successful completion of 900, 903, or 908****Grade Level: 10-12**

**Description:** The purpose of the American Red Cross Lifeguarding course is to provide entry-level lifeguard participants with the knowledge and skills to prevent, recognize, and respond to aquatic emergencies and to provide care for breathing and cardiac emergencies, injuries, and sudden illnesses until emergency medical services personnel take over. To enroll in the Lifeguarding course, students must be at least 15 years old before the last scheduled class session in order to be certified. There is a \$50 fee for this course.

**ADVENTURE OUTDOOR EDUCATION****Course Number: 924****Credit/Term: .50/sem****Grade Level: 10-12****Prerequisite: Successful completion of 900, 903, or 908**

**Description:** This course is designed for students who may have an interest in the Outdoor Recreation/Education Industry, one of the fastest-growing industries in America. This class will include knowledge about archery, biking, fly fishing, camping, kayaking, group management, risk management, policy and procedure development for the activities and the area, land-management awareness, and environmental ethics. Outdoor Leadership students are expected to teach/introduce the particular area/activity.

**STRENGTH TRAINING****Course Number: 925****Credit/Term: .50/sem****Grade Level: 10-12****Prerequisite: Successful completion of 900, 903, or 908**

**Description:** *The class will take place in the weight room.*

This course is an alternative course to the traditional physical education course placing an intensive emphasis on developing, improving, and enhancing the students' performance-based fitness level. At the completion of strength training, students will increase their strength, improve their flexibility and agility, and improve upon the efficiency of their cardiovascular system. They will gain an understanding of the muscle groups and exercise physiology. This class is a muscle building and conditioning class focusing on weight lifting. Exercises will utilize a mixture of dumbbells, resistance bands, and body weight to sculpt and define arms, back, legs, abdominal muscles, and glutes. The major focus is strength training and challenging muscular endurance.

**WELLNESS****Course Number: 909****Credit/Term: .50/sem****Grade Level: 10-12****Prerequisite: Successful completion of 900, 903, or 908**

**Description:** This course is an alternative course to traditional physical education, placing special emphasis on improving and enhancing the students' wellness and fitness level. Students aspiring to lose weight with body toning, and improve or enhance personal wellness are encouraged to enroll in this course. This course is designed for those who have a good understanding of the basic yoga postures and alignment, and have explored a variety of poses and sequences. Activities may also include: yoga, Pilates, mindfulness, cardiovascular fitness, individual sports and water aerobics. Wellness is a state of optimal well-being that is oriented toward maximizing an individual's potential. As students cultivate through the semester, they will obtain the benefits of flexibility, core strength, improved posture, decreased stress levels, and muscle definition and confidence.

**PHYSICAL EDUCATION WITH BASIC  
SWIMMING/AQUATICS**

**Course Number: 902**

**Prerequisite: 900, 903, or 908**

**Credit/Term: .50/sem.**

**Grade Level: 10-12**

**Description:** This course is an alternative to the traditional Physical Education course placing special emphasis on developing swimming skills. This course is designed for a non-swimmer, student with weak swimming skills or someone who enjoys swimming. Other varied activities included in this course contribute to the physical, mental, and social well-being of the student. These activities are not only concerned with the present development of the students' skills, but are designed to promote leisure-time activities and an awareness of the importance of good personal fitness for their adult lives. These activities will be a variety of team and individual sports. A student in this class will swim on average 2-3 times per week.

**GENERAL PHYSICAL EDUCATION**

**Course Number: 910**

**Prerequisite: None**

**Credit/Term: .50/sem.**

**Grade Level: 10-12**

**Description:** This course promotes lifelong health and wellness through a variety of physical activities designed to enhance fitness, teamwork, and personal growth. Students will participate in team sports, individual exercises, and recreational activities aimed at developing physical skills, improving overall fitness, and fostering a positive attitude toward an active lifestyle. Emphasis is placed on collaboration, sportsmanship, and achieving personal fitness goals. *A partners component section of this course is available to all students as requested and approved.*

## SPECIAL EDUCATION

### FUNCTIONAL ENGLISH

Course Number: 091

Prerequisite: Teacher Recommendation

Credit/Term: 1.0/year

Grade Level: 9-12

**Description:** This course is an English language curriculum that is specifically designed to teach practical and functional literacy skills to students with diverse learning needs. The primary goal is to equip students with the essential language skills necessary for effective communication and independent living. The content and approach of a functional English course include comprehension, literacy, writing skills, communication skills, functional vocabulary, and life skills such as understanding and following instructions, making requests, and participating in basic conversations related to daily activities. The goal of our functional English course is to empower students with the language skills they need to participate more fully in their communities and lead more independent lives. The curriculum often places a strong emphasis on practical application, relevance to daily experiences, and the unique needs of each learner in a special education setting.

### FUNCTIONAL SOCIAL STUDIES

Course Number: 092

Prerequisite: Teacher Recommendation

Credit/Term: 1.0/year

Grade Level: 9-12

**Description:** This course offers a tailored curriculum meeting the specific needs of students with diverse learning challenges in science and social studies. The goal is to provide functional knowledge and skills directly applicable to daily lives, promoting independence, self-advocacy, and navigating the world. The curriculum focuses on life skills such as understanding civic responsibilities, personal finance, and community engagement, fostering cultural awareness and understanding different societies. Students connect course concepts to their communities, encouraging active participation and a sense of belonging in a special education setting.

### FUNCTIONAL MATH

Course Number: 093

Prerequisite: Teacher Recommendation

Credit/Term: 1.0/year

Grade Level: 9-12

**Description:** This course is designed to impart practical and functional mathematical skills to students with diverse learning needs. Emphasis is placed on fostering independent living and daily functioning. Content includes concepts directly applicable to real-life situations, such as money management, measurement and units, time management, basic arithmetic operations, and problem-solving. The goal is to ensure students acquire the mathematical skills necessary for a more independent and functional life, with curriculum tailored to meet individual needs and abilities in a special education setting.

**FUNCTIONAL SCIENCE**  
**Course Number: 092**  
**Prerequisite: Recommendation**

**Credit/Germ: 1.0/year**  
**Grade Level: 9-12**

**Description:** This course offers a tailored curriculum meeting the specific needs of students with diverse learning challenges in science and social studies. The goal is to provide functional knowledge and skills directly applicable to daily lives, promoting independence, self-advocacy, and navigating the world. The curriculum focuses on real-world applications of scientific concepts, including health and nutrition, environmental awareness, and personal safety in a special education setting.

**VISION SUPPORT**  
**Course Number: 003**  
**Prerequisite: Recommendation**

**Credit/Term: 0**  
**Grade Level: 9-12**

**Description:** This course provides specially-designed instruction to students whose visual impairment adversely affects their educational performance. Teaching activities, including orientation instruction, mobility instruction, and Braille instruction, focus on the acquisition of specific competencies from the Expanded Core Curriculum. These skills aid the student in compensating for vision loss. Specialized materials, technical assistance, technology support, assessment, acquisition and training in the use of assistive devices for the visually impaired are provided. This support enhances the student's opportunities for academic success in an inclusive educational program.

**HEARING SUPPORT**  
**Course Number: 007**  
**Prerequisite: Recommendation**

**Credit/Term: 0**  
**Grade Level: 9-12**

**Description:** Hearing Support empowers students with varying degrees of hearing loss or deafness through targeted self-advocacy skills. Collaborating with a Teacher of the Deaf, students address individualized goals outlined in their IEP, with communication options available in either Spoken English or American Sign Language. This course fosters an inclusive environment and equips students to confidently navigate academic challenges.

**ACADEMIC SKILLS DEVELOPMENT**  
**Course Number: 052**  
**Prerequisite: Recommendation**

**Credit/Term: 1.0**  
**Grade Level: 9-12**

**Description:** This course is tailored to provide students with essential tools and strategies crucial for academic success via their individualized education plan goals. Through dynamic and interactive learning experiences, students engage in activities and discussions aimed at cultivating key skills necessary for effective learning and achievement in academic settings. Topics covered include individualized academic intervention, time management, organization, test preparation, test-taking strategies, goal setting, and self-advocacy in a special education setting.

**EMOTIONAL SKILLS DEVELOPMENT****Course Number: 052e****Prerequisite: Recommendation****Credit/Term: 1.0****Grade Level: 9-12**

**Description:** This course is designed to assist students with the ability to develop self-awareness, self-regulation, and interpersonal skills essential for navigating the complexities of both academic and social environments. Students will engage in a range of activities that integrate academic support with Social-Emotional Learning (SEL) principles. This course will include activities, group discussions, and real-life strategies focusing on communication skills, empathy, relationship building, self-regulation, stress management, and conflict resolution. In addition to SEL, students will also participate in activities that support their individual academic program. Topics covered include individualized academic intervention, time management, organization, test preparation, test-taking strategies, goal setting, and self-advocacy in a special education setting

**TRANSITION****Course Number: 094****Prerequisite: Recommendation****Credit/Term: 0****Grade Level: 9-12**

**Description:** This course is designed to support individuals with differing learning abilities in developing essential skills for successful entry into the workforce. Through a tailored and inclusive approach, students will engage in a variety of hands-on activities, interactive lessons, and real-world simulations to enhance their vocational readiness and transferable skills. An emphasis will be placed on the development of fundamental workplace skills, including effective communication, time management, teamwork, problem-solving, and professionalism. Practical exercises and role-playing scenarios will be employed to reinforce these skills.

**PREVOCATIONAL****Course Number: 095****Prerequisite: Recommendation****Credit/Term: 0****Grade Level: 9-12**

**Description:** This course is designed to support individuals with differing learning abilities in developing essential skills for successful entry into the workforce. Through a tailored and inclusive approach, students will engage in a variety of hands-on activities, interactive lessons, and real-world simulations to enhance their vocational readiness and transferable skills. An emphasis will be placed on the development of fundamental workplace skills, including effective communication, time management, teamwork, problem-solving, and professionalism. Practical exercises and role-playing scenarios will be employed to reinforce these skills.

## STEEL CENTER FOR CAREER AND TECHNICAL EDUCATION

### Steel Center Opportunities

Students must apply for the opportunity to enroll in programs at Steel Center. Admission is not guaranteed. Students who are enrolled are expected to maintain an average 2.0 GPA at Baldwin High School. Failure to maintain this GPA will result in a review of a student's participation in Steel Center courses and could result in removal from Steel Center.

### STEEL CENTER GRADING

BHS Steel Center students will be given a percentage on their report card and transcript that is equivalent to the BHS grading scale based upon what they have earned in their program of study at Steel Center. Please note that the Steel Center grading scale differs from BHS.

Baldwin High School		Steel Center for Career and Technical Education	
<b>A</b>	90% - 100%	<b>A</b>	90% - 100%
<b>B</b>	80% - 89%	<b>B</b>	80% - 89%
<b>C</b>	70% - 79%	<b>C</b>	70% - 79%
<b>D</b>	60% - 69%	<b>D</b>	60% - 69%
<b>F</b>	0% - 59%	<b>F</b>	0% - 59%
<b>I</b>	This will become an F if not made up within two weeks.		

### STEEL CENTER CAREER MAJORS (CIP CODES)

Steel Center offers 18 career majors. Each major is based on state and/or locally approved curricula, inclusive of written (theoretical) activities, performance tasks, demonstration of work ethic, and professionalism. For each major, students may earn three (3) or more Carnegie Units (credits) per year, depending on local sending school district policies for credit acquisition. Students may also earn industry certifications and college credit in their respective programs. Steel Center's career majors are as follows, listed alphabetically by local title and accompanied by Pennsylvania Classification of Instructional Program (CIP) codes:

**Advertising & Design (Program of Study)****Grades 10-12*****CIP Code: 50.0402, 3 or more credits/year.*****Industry Certifications Available:** Adobe Certified Associate Photoshop, InDesign, Illustrator, Adobe Premier Pro, OSHA 10 Hour Training CareerSafe & Pennsylvania Skills Certification

An instructional program in the applied visual arts that prepares individuals to use artistic techniques to effectively communicate ideas and information to business and consumer audiences via illustrations and other forms of printed media. This program includes instruction in concept design, layout, paste-up and techniques such as engraving, etching, silkscreen, lithography, offset, drawing and cartooning, painting, collage and computer graphics.

**Automotive Technology (Program of Study)****Grades 10-12*****CIP Code: 47.0604, 3 or more credits/year.*****Industry Certifications Available:** Pennsylvania State Automotive Safety Inspection, Pennsylvania State Emissions Inspection and EPA, Section 609 Certification for Refrigerant Recycling and Recovery & Pennsylvania Skills Certification

An instructional program that prepares individuals to apply technical knowledge and skills to engage in the servicing and maintenance of all types of automobiles and light trucks. This program includes instruction in the diagnosis and testing, including computer analysis, of malfunctions in and repair of engines, fuel, electrical, cooling and brake systems and drive train and suspension systems. Instruction is also given in the adjustment and repair of individual components and systems such as cooling systems, drive trains, fuel system components and air conditioning and includes the use of technical repair information and the state inspection procedures.

**Baking/Pastry Chef (Program of Study)****Grades 10-12*****CIP Code: 12.0501, 3 or more credits/year.*****Industry Certifications Available:** ServSafe Manager Food Safety, ServSafe Food Handler, ServSafe Allergens, S/P2 Culinary Safety & Pennsylvania Skills Certification

Specialized classroom and practical work experiences associated with the preparation of breads, crackers, cakes, pies, pastries and other bakery products for retail distribution, for consumption in a commercial food service establishment or for special functions. Instruction includes making, freezing and handling of bake products; decorating; counter display; and packaging of merchandise. This is a comprehensive program to prepare individuals for employment in a variety of occupations in the baking industry.

**Building Trades Maintenance (Program of Study)****Grades 10-12*****CIP Code: 46.0401, 3 or more credits/year.*****Industry Certifications Available:** Pennsylvania Builder's Association Certification (PBA), OSHA-10 Hour Training CareerSafe, Forklift Operator, American Ladder Institute-Articulated Ladder, Mobile Ladder, Single and Extension Ladder & Pennsylvania Skills Certification

An instructional program that prepares individuals to apply technical knowledge and skills to keep a building functioning, and to serve a variety of structures including commercial and industrial buildings and mobile homes. Instruction includes the basics of carpentry, millwork, plumbing, painting, glazing, electricity, plastering, welding, minor sheet metal, concreting, bricklaying, tile setting, hardware usage, heating, ventilation, waterproofing, roofing and record keeping.

**Carpentry (Program of Study)****Grades 10-12*****CIP Code: 46.0201, 3 or more credits/year.***

**Industry Certifications Available:** Pennsylvania Builder's Association Certification (PBA), OSHA 10 Hour Training CareerSafe, Forklift Operator, S/P2 Construction Safety, American Ladder Institute-Articulated Ladder, Mobile Ladder, Single and Extension Ladder, Stop the Bleed & Pennsylvania Skills Certification

An instructional program that prepares individuals to apply technical knowledge and skills to lay out, fabricate, erect, install and repair structures and fixtures using hand and power tools. This program includes instruction in common systems of framing, construction materials, estimating, blueprint reading and finish carpentry techniques.

**Collision Repair and Refinishing (Program of Study)****Grades 10-12*****CIP Code: 47.0603, 3 or more credits/year.***

**Industry Certifications Available:** S/P2 Collision Safety, & Pennsylvania Skills Certification

An instructional program that prepares individuals to apply technical knowledge and skills to repair damaged automotive vehicles such as automobiles and light trucks. Students learn to examine damaged vehicles and estimate cost of repairs; remove, repair and replace upholstery, accessories, electrical and hydraulic window and seat operating equipment and trim to gain access to vehicle body and fenders; remove and replace glass; repair dented areas; replace excessively damaged fenders, panels and grills; straighten bent frames or unibody structures using hydraulic jacks and pulling devices; and file, grind and sand repaired surfaces using power tools and hand tools. Students refinish repaired surfaces by painting with primer and finish coat.

**Cybersecurity and Networking Technology (Program of Study)****Grades 10-12*****CIP Code: 11.0901, 3 or more credits/year.***

**Industry Certifications Available:** A+ Certification, Network+, IT Fundamentals+, Cisco Certified Network Associate, OSHA 10 Hour Training CareerSafe & Pennsylvania Skills Certification

A program that focuses on the design, implementation and management of linked systems of computers, peripherals and associated software to maximize efficiency and productivity, and that prepares the individuals to function as network specialist and managers at various levels. Includes instruction in operating systems and applications; system design and analysis; networking theory and solutions; types of networks; network management and control; network and flow optimization; security; configuring; and troubleshooting.

**Cosmetology (Career and Technical Program)****Grades 10-12*****CIP Code: 12.0401, 3 or more credits/year.***

**Industry Certifications Available:** Cosmetology License, Manicurist, Esthetician, S/P2 Cosmetology Safety & Pennsylvania Skills Certification

An instructional program that prepares individuals to apply technical knowledge and skills related to experiences in a variety of beauty treatments including the care and beautification of the hair, complexion and hands. Instruction includes training in giving shampoos, rinses and scalp treatments; hair styling, setting, cutting, dyeing, tinting and bleaching; permanent waving; facials; manicuring; and hand and arm massaging. Bacteriology, anatomy, hygiene, sanitation, salon management including record keeping and customer relations are also emphasized. Instruction is designed to qualify pupils for the licensing examination.

### **Culinary Arts (Program of Study)**

**Grades 10-12**

***CIP Code: 12.0508, 3 or more credits/year.***

**Industry Certifications Available:** ServSafe Manager Food Safety, ServSafe Food Handler, ServSafe Allergen, S/P2 Culinary Safety & Pennsylvania Skills Certification

An instructional program that prepares students for employment related to institutional, commercial or self-owned food establishments or other food industry occupations. Instruction and specialized learning experiences include theory, laboratory and work experience related to planning, selecting, preparing and serving of quantity food and food products; nutritive values; use and care of commercial equipment; safety; and sanitation precautions. Instruction skills are provided to individuals desiring to become employed in all areas of the food service industry at entry level.

### **Electrical Construction (Program of Study)**

**Grades 10-12**

***CIP Code: 46.0399, 3 or more credit/year.***

**Industry Certifications Available:** Pennsylvania Builder's Association Certification (PBA), OSHA 10 Hour Training CareerSafe & Pennsylvania Skills Certification

An instructional program that prepares individuals to apply technical knowledge and skills necessary to install, operate, maintain and repair electrically-energized residential, commercial and industrial systems, and DC and AC motors, controls and electrical distribution panels. Instruction emphasizes practical application of mathematics, science, circuit diagrams and use of electrical codes and includes blueprint reading, sketching and other subjects essential for employment in the electrical occupations. Reading and interpretation of commercial and residential construction wiring codes and specifications, installation and maintenance of wiring, service and distribution networks within large construction complexes are also critical components of the program.

### **Health Assistants (Program of Study)**

**Grades 10-12**

***CIP Code: 51.0899, 3 or more credits/year.***

**Industry Certifications Available:** Patient Care Technician/PCT, Basic Life Support Health Care Providers, & Pennsylvania Skills Certification

A cluster program with a combination of subject matter and experiences designed to prepare individuals for entry-level employment in a minimum of three related health occupations under the supervision of a licensed health care professional. Instruction consists of core course content with clinical experiences in one or two health related occupations. The core curriculum consists of planned courses for introduction of health careers, basic anatomy and physiology, medical terminology, legal and ethical aspects of health care and communications and at least three planned courses for the knowledge and skills for the occupational area such as medical assisting, ward clerk, nursing assisting, etc.

**Heating, Ventilation, Air Conditioning & Refrigeration (Program of Study)      Grades 10-12**

***CIP Code: 47.0201, 3 or more credits/year.***

**Industry Certifications Available:** EPA 608 Technician Certification, Section 609 Certification for Refrigerant Recycling and Recovery, American Ladder Institute-Articulated Ladder, Mobile Ladder, Single and Extension Ladder, Pennsylvania Builder's Association Certification (PBA), OSHA 30 Hour Training CareerSafe & Pennsylvania Skills Certification

An instructional program that prepares individuals to apply technical knowledge and skills to install, repair and maintain commercial and domestic heating, air conditioning and refrigeration systems. Instruction includes theory and application of basic principles involved in conditioning of air (cooling and heating); filtering and controlling humidity; operating characteristics of various units and parts; blueprint reading; use of technical reference manuals; the diagnosis of malfunctions; overhaul, repair and adjustment of units and parts such as pumps, compressors, valves, springs and connections; and repair of electric/electronic and pneumatic control systems.

**Medical Professions (Program of Study)**

**Grades 10-12**

***CIP Code: 51.9999, 3 or more credits/year.***

**Industry Certifications Available:** Basic Life Support (BLS), Pharmacy Technician (CPhT), Phlebotomy Technician & Pennsylvania Skills Certification

An instructional program that prepares individuals to apply knowledge and skills in the health occupations. Instruction is provided in the basic skills in a variety of areas associated with health occupations such as health and medical services, pharmaceutical and medical instruments and supplies. Instruction includes 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 health occupational skills; aseptic techniques; OSHA regulations; and infection control. Clinical education is an integral part of the program. Science and math taught by certificated science and math teachers will be coordinated and deemed essential for students to successfully reach their career objectives.

**Public Safety (Career and Technical Program)**

**Grades 10-12**

***CIP Code: 51.0904, 3 or more credits/year.***

**Industry Certifications Available:** Emergency Medical Technician, National Incident Management System, Basic Life Support CPR, Stop the Bleed, American Ladder Institute-Articulated Ladder, Mobile Ladder, Single and Extension Ladder & Hazardous Materials Response Awareness

A program that prepares individuals, under the remote supervision of physicians, to recognize, assess, and manage medical emergencies in prehospital settings and to supervise ambulance personnel. Students will learn about basic, intermediate, and advanced EMT procedures; emergency surgical procedures; medical triage; rescue operations; crisis scene management and personnel supervision; equipment operation and maintenance; patient stabilization, monitoring, and care; drug administration; identification and preliminary diagnosis of diseases and injuries; communication and computer operations; basic anatomy, physiology, pathology, and toxicology; and professional standards and regulations. Students will also learn fundamentals of police operations and fire protection, as well as technical and vehicle rescue. Physical development and self-confidence are emphasized due to the nature of the specific occupation(s) associated with public safety.

**Sports Medicine & Rehabilitation Professions** *(Career Technical & Program)*

**Grades 10-12**

***CIP Code: 51.2604, 3 or more credits/year.***

**Industry Certifications Available:** Basic Life Support CPR, First Aid, OSHA Healthcare Safety, OSHA 10 Hour Training CareerSafe & Pennsylvania Skills Certification

A program that prepares individuals to assist in rehabilitation services under the supervision of physical therapists, occupational therapists, speech-language pathologists, and other therapeutic professionals, and to perform routine functions in support of rehabilitation. Includes instruction in roles and responsibilities of rehabilitation providers, basic function of the human body, disabling conditions, therapeutic skills, client management, and communication skills.

**Veterinary Assistant (Program of Study)**

**Grades 10-12**

***CIP Code: 01.8301, 3 or more credits/year.***

**Industry Certifications Available:** OSHA-10 Hour Health Care Safety, Red Cross Pet Tech First Aid, Purina Weight Coach, Fear Free & Pennsylvania Skills Certification

An instructional program that prepares individuals to support veterinarians by providing assistance during animal examinations, treatment administration and monitoring; by keeping animal and related health record information; and by performing a range of selected practice-related duties. This program is designed to provide instruction in preparing the animal for examination and treatment, sterilizing equipment and performing selected routine laboratory procedures under direct supervision of the veterinarian. Instruction also includes maintaining medical and business records, charting and scheduling activities and a wide range of practice-related duties as applied to animal health care, the biomedical field and the pet industry. The health occupational planned courses include the study of life sciences with emphasis on animal anatomy, physiology, diseases, reproduction, genetics, nutrition, animal laboratory procedures, aseptic technique, OSHA regulations, infection control and procedures. Clinical education is an integral part of the program. Science and math taught by certificated science and math teachers will be coordinated and deemed essential for students to successfully reach their career objectives.

**Welding (Program of Study)**

**Grades 10-12**

***CIP Code: 48.0508, 3 or more credits/year.***

**Industry Certifications Available:** AWS Certification, SP/2 Welding Safety, OSHA 10 Hour Safety, & Pennsylvania Skills Certification

An instructional program that prepares individuals to apply technical knowledge and skills in gas, arc, shielded and non-shielded metal arc, brazing, flame cutting and plastic welding. Hand, semi-automatic and automatic welding processes are also included in the instruction. Students learn safety practices and types and uses of electrodes and welding rods; properties of metals; blueprint reading; electrical principles; welding symbols and mechanical drawing; use of equipment for testing welds by ultrasonic methods and destruction and hardness testing; use of manuals and specification charts; use of portable grinders and chemical baths for surface cleaning; positioning and clamping; and welding standards established by the American Welding Society, American Society of Mechanical Engineers and American Bureau of Ships.

# Baldwin-Whitehall School District

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## District Administration

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**Randy G. Huddart**, Facilities Manager

**Anthony D. Cherico**, Athletic Director

**Edward P. Dini**, Transportation Manager

**William E. Coddington**, Director of Safety & Security

## Building Administration

### Baldwin High School (8-12)

**412-885-7500**

Shaun A. Tomaszewski, Principal

John M. Saras, Assistant Principal

Denise Wells, Assistant Principal

Brandon Whitfield, Assistant Principal

Jonathan W. Peebles, Assistant Principal (Grade 8)

### McAnnulty Elementary School (Pre-K-K)

**412-714-2020**

Patricia J. Fusco, Principal

### Whitehall Elementary School (1-2)

**412-885-7525**

Heatherlyn D. Wessel, Principal

Melissa Ferguson, Assistant Principal

### J. E. Harrison Middle School (6-7)\*

**412-885-7530**

Scott D. Ross, Principal

Dr. Alicia N. Johnson, Assistant Principal

Jonathan W. Peebles, Assistant Principal (Grade 8)

\*8<sup>th</sup> Grade will be housed at Baldwin High School.

### R. A. Lutz Elementary School (3-5)

**412-885-7535**

Laurel Rader, Principal

Adrienne Vallus, Assistant Principal

Noah Z. Wolf, Assistant Principal



It is the policy of the Baldwin-Whitehall School District not to discriminate on the basis of race, color, religion, sex, ancestry, national origin, age, handicap or disability, or status as a Vietnam-era or special disabled veteran in accordance with applicable federal and state laws, including the Equal Pay Act of 1963, Titles VI and 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 Vietnam Era Veterans Readjustment Assistance Act of 1974, the Age Discrimination in Employment Act of 1975, the Americans with Disabilities Act of 1991, Pennsylvania Human Relations Act, and the Pennsylvania Equal Pay Act. For information about your rights or grievance procedures contact the Superintendent of Schools, 4900 Curry Road, Pittsburgh, PA 15236, or call 412-884-6300 x7241. 12/19/2024



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