

Tunkhannock Area High School



**Course Catalog
2026-2027**

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Letter from the High School Administration

Parents and Students,

This Course Catalog has been prepared to help you understand the program of studies at Tunkhannock Area High School (TAHS) and to assist you in planning your choice of classes for the next school year. Students at TAHS take a combination of mandatory and elective courses that are offered in the block (86 minute), yearlong (43 minutes), and one period/one semester (43 minutes) format. Other specialized courses, called peripherals, are offered in quarter rotations. Core courses, peripherals and the requirement of certain elective areas make up the mandatory classes. Elective subjects cover a wide range of subjects and should also be selected based on interest, aptitude, and skill level. These subjects should be carefully selected from course offerings.

The School Counseling Staff of the Tunkhannock Area High School is available to assist students and parents with course selections. It is important to make choices that are realistic and appropriate to the student's education and career goals. In addition to counselor input, it is also advisable to seek teacher recommendations prior to making course selections. Each student will have the opportunity to meet individually with his or her counselor to review pertinent information and establish the best possible schedule. Grades 8-12 counselors include Mrs. Susan Elias, Ms. Megan Georgia and Mr. Kelly Landon. Many services of the school counseling office can be addressed by the school counseling office secretary. The High School Counseling Office can be reached by calling 570-836-8273 or by emailing the staff directly through the school website at www.tasd.net. Their fax number is 570-836-8251.

Parents and students should review the Tunkhannock Area High School Course Catalog thoroughly and carefully consider the course selection options available. The administration, school counseling staff, and faculty look forward to helping students and parents make the most informed course selection decisions possible.

High School Administration

TASD Graduation Requirements

The Tunkhannock Area School District has established two major criteria to be eligible for graduation. Students must complete 26 credits and participate in state assessments (Keystone Exams; page 7) as stipulated by the Pennsylvania Department of Education. (Algebra 1, Biology, and Literature).

Credits: TAHS students must complete a total of 26 credits to graduate. Credits are units of measurement designed to indicate the length and scope of courses offered in the high school curriculum. Courses can be 0.25, 0.5, or more typically 1.0 in credit value. The sequence of courses and credits required is as follows:

SUBJECT AREA	NUMBER OF REQUIRED CREDITS
English	4
Math	3
Social Studies <ul style="list-style-type: none"> • Comparative World Studies • 20th Century U.S. History • American Government 	3
Science <ul style="list-style-type: none"> • Science 9 • Biology • Science Elective 	3
Physical Education	1
Humanities	2
Electives	10
TOTAL CREDITS	26

To make adequate progress towards graduation within four (4) years, a student must earn an average of 6.5 credits per year. Guidelines for minimum credit attainment per grade level are 3 credits at the end of 9th grade, 10.50 credits at the end of 10th grade and 18.00 credits at the end of 11th grade. Students who do not make adequate progress may need to utilize credit recovery during the summer at a cost to the family. Students will work with their school counselor to determine their credit standing and progression.

** An elective may be defined as any course chosen for study beyond those specifically required.

All students will be scheduled for at least 1 math credit per year through their junior year.

+ These courses will meet the requirements for the Humanities:

Visual Arts Courses	Co-Op Employment Skills	Wood Technology 1 & 2
Family & Consumer Science Courses	Music Courses	English Electives
World Language Courses	Social Studies Electives	Science Electives
Welding	Engineering Electives	Small Engines/Power Equipment
Graphics Electives	Metals Electives	Building Construction
Business Electives	Automotive Electives	Drone Electives

College and Career Readiness Requirements for Graduation

TASD requires all students to comply with ESSA (Every Student Succeeds Act) PA state guidelines for College and Career Readiness. The four Career Education and Work Standards, Career Awareness, Acquisition, Retention/Advancement and Entrepreneurship will be addressed at all grade levels. Evidence will be collected in an On-line Career Portfolio by students, teachers, counseling staff, and district personnel with the help of a web-based program called "Smart-Futures". This evidence may include pictures, projects, and/or reflections of documented internships, job shadowing, service learning and career research projects. All students in the high school will be scheduled for a series of career-based classes.

See Appendix A for more details.

Pennsylvania's Graduation Requirements:

Pennsylvania now requires students to demonstrate successful completion of course work in the areas of Algebra 1, Biology and English Literature. The Keystone Exams are the state developed assessments that now measure student proficiency in these three content areas. Keystone assessments are given at the completion of Algebra 1, English 2, and Biology.

OPTIONAL PATHWAYS TO GRADUATION:

If a student does not meet one of the state Keystone testing requirements for graduation, the following alternative pathways are available:

1. CTE Pathway:

Any student may earn an alternative pathway to graduation by having a Student Objective Form (408) on file in an approved PA CTE Program of Study (POS) and successfully completes three (3) or more courses in a program or the student may earn at least three (3) state approved Industry Certifications applicable to one of our Supportive CTE Programs.

2. Evidence-Based:

Any student that earns at least three (3) state approved Industry Certifications applicable to one of our Supportive CTE Programs or has a letter of enlistment/fulltime employment/or one proficient Keystone score along with two (2) state approved industry credentials earns an alternative pathway to graduation.

3. Alternative Assessments:

The state also recognizes the following assessments with approved scoring guidelines as an alternative pathway to graduation; ACT, ASVAB-AFQT, PSAT/MNSQT or SAT.

A letter of acceptance from a four (4) year college also serves as an alternative pathway.

Please work with your assigned school counselor to be sure you have a graduation pathway.

Search: Act 158: Pathways to Graduation Toolkit. Click on: PDF Pennsylvania Pathway to Graduation Graphic

Make Up/Supplemental Credits

Credit Recovery

Credit recovery will be available in the summer of 2026 for students who need to recover credit. Credit recovery will be available through the Luzerne Intermediate Unit. Cost per credit will be an out-of-pocket expense to the family. Cost will be determined each year by the provider.

*All the requirements above comply with the Pennsylvania School Code. Please note that the courses and programs offered in this Course Catalog may be changed as per School Board action. Every effort will be made to communicate these changes as quickly as possible in the best interest of students.

Testing Programs

Below are descriptions of testing programs, mandatory and discretionary, used by Tunkhannock Area High School. A grade-level calendar outlining when students will/should participate in various programs follows the descriptions.

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/MMSQT)

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/MMSQT) is a test developed by the College Board specifically to prepare students to take the SAT. It tests knowledge and skills that have been identified as most important for college and career readiness and success. The PSAT is given only once a year in mid-October.

The PSAT consists of 2 sections: Evidence-Based Reading & Writing and Math. Each section is given a scaled score ranging from 160 to 760.

The SAT

The SAT is a college entrance examination created by the College Entrance Examination Board. Like the PSAT, the SAT is a standardized test which measures knowledge and skills that have been identified as most important for college and career readiness and success. The SAT consists of 2 sections: Evidence-Based Reading & Writing and Math.

Traditionally, TASD offers the SAT test in October and March.

Students register for the SAT online at <https://www.collegeboard.org>.

The ACT

The ACT is a national college admission examination that consists of subject area tests in English, Math, Reading, and Science. Students register for the ACT online at www.actstudent.org. A photograph is required for registration.

Armed Services Vocational Aptitude Battery (ASVAB)

The Armed Services Vocational Aptitude Battery (ASVAB) will be offered at the high school. This assessment measures aptitudes in areas such as word knowledge, arithmetic reasoning, general science, and mechanical comprehension. The ASVAB measures aptitudes that are related to success in different jobs and occupations. Additionally, part of the ASVAB includes career exploration.

The Advanced Placement (AP) Exam

Students in Advanced Placement courses will be required to take the corresponding AP examination at the end of the course, at no cost to the student for the 26/27 School Year. TAHS has AP courses in English, Calculus, United States History, Chemistry, Physics, Biology, Psychology, German, Spanish, Music Theory, and Studio Art. More information about AP is also available at <https://apstudent.collegeboard.org/exploreap>.

National Occupational Competency Testing Institute (NOCTI)

The Pennsylvania Department of Education requires that all secondary students concentrating in or completing a career and technical education (CTE) program participate in occupational competency testing. The testing program mandated by PDE is the National Occupational Competency Testing Institute (NOCTI). At TAHS, students in Engineering Technologies (Foundations, Reverse Engineering), Automotive Technology, Business (Accounting, Micro-Soft Skills), Early Childhood Education/Development Program, and Job-Seeking/Changing Skills (Co-Op) must take the NOCTI. Students will have the opportunity to earn a Pennsylvania Skills Certificate if they score at the Advanced Level on all portions of the exam. Students scoring at the Competent Level will earn a Certificate of Competency. NOCTI testing takes place at the end of April each year.

Keystone Examinations

The Keystone Exams are state mandated end-of-course assessments designed to assess proficiency in the subject areas of Algebra I, Literature, and Biology. The Keystone Exams are a mandatory component of Pennsylvania's system of high school graduation requirements.

There are four testing windows in the Keystone Exam calendar. TAHS may utilize all four testing windows: both Winter Waves (December & January), the Spring Testing Window (May), and the Summer Wave (July). Students will be informed of which tests they must take and when.

Testing Calendar

	9th Grade	10th Grade	11th Grade	12th Grade
ACT			X (Spring)	X
AP		X	X	X
ASVAB		X	X	X
Keystone Exams	X	X		
NOCTI				X
PSAT		X (October only)	X (October only)	
SAT			X (Spring)	X

Important Course Selection Points

Schedule Change Policy: Course selection should be made thoughtfully with individual student goals and abilities in mind. Student course requests determine the structure of the master schedule and staffing. Therefore, schedule changes should not be requested for frivolous reasons such as teacher preference (or dislike), a wish to be in classes with friends, a desire to have a specific lunch period, etc. Students should be aware of the schedule change policy as they make their course selections for the upcoming school year. The Tunkhannock Area High School's policy regarding re-scheduling and schedule changes is as follows:

- Students will have five school days into a course to withdraw from the course. The five-day timeline will be adhered to regardless of the student's school attendance.
- We realize there are rare, often unforeseen mitigating circumstances that necessitate a withdrawal from a course. In these cases, students must complete and submit a Course Change Request Form obtained from their school counselor. This form must be signed by the student, parent, teacher, and an administrator prior to a scheduling change approval. The student must select another course for credit to replace the dropped course. Depending upon the grade at the time of withdrawal, a withdrawn passing (WP) or withdrawn failing (WF) notation may appear on the permanent record/transcript.

Athletes and course requirements: When course selecting and changing schedules to include a senior privilege or job training, please be mindful that the PIAA requires student athletes to be enrolled and passing four full course periods in their school day. This could be four yearlong courses or a combination of yearlong and block classes (which count as two course periods). It is the students' responsibility to be aware of PIAA requirements and disclose their PIAA athletic participation to their school counselors when planning course enrollment and course change.

GOAL SETTING: THE KEY TO COURSE SELECTION

1. After evaluating your personal strengths, interests, aptitudes, and needs, students should establish educational goals with the assistance of the School Counseling Office. Students will collect additional information on their specific educational, occupational, and personal objectives by working with their assigned school counselor.
2. Working with computerized college/career investigation programs, students will learn the requirements for entrance to the college/technical school they plan to attend and/or for the kind of career they would like to pursue.
3. During the summer prior to senior year, students should begin to visit the colleges, technical schools, or places of employment that meet their interest areas.
4. Students should talk frequently with their parents, teachers, counselors, and individuals currently working in their field of interest to gain the benefit of their experience and knowledge.
5. Students should select courses that most closely match their educational and career goals.

Class Rank and GPA

- Class rank is computed at the end of each school year. All final grades for 9th, 10th, 11th, and 12th are included.
- The Valedictorian and Salutatorian of the graduating class must have attended TAHS for a minimum of 2 years.
- TAHS uses a 100 point grading scale.
- Scores recorded on report cards are NOT weighted.
- GPA (Grade Point Average) IS weighted

Grade Scale

93 – 100	Outstanding
85 – 92	Above Average
78 – 84	Average
70 – 77	Below Average
Below 70	Failing

Honor Roll

Honor roll is calculated at the end of each marking period and is based on the grades for that marking period. To qualify for honor roll, students must maintain a GPA of 85 or above and have no course with a grade of 78 or below or an incomplete.

Honors & AP Course Enrollment Requirements

In order for a student to be enrolled in an Advanced Placement course, the student must have completed the prerequisite course with a minimum final grade of 93%.

In order for a student to be enrolled in an Honors course, the student must have a minimum final grade of 93% in the prior sequential course.

Honors Course Weighting Policy

Students' grades are 'weighted' for higher level courses completed during their high school career. Certain courses are given added points in calculating GPA (Grade Point Average) and class rank. The following policies are in effect:

- Only core courses (Math, English, Social Studies, and Science) and World Languages (3rd level) will be offered for Honors credit and weighted grading.
- Elective courses within core disciplines will be offered for academic credit only.
- All other courses will be offered for academic credit and grading.
- Weighting for Honors and AP courses is as follows.
 - HONORS = 4%
 - AP = 5%

- Grade point averages for Honors and AP courses appear on the student report card and weighting is applied by marking period for the purposes of honor roll.

Advanced Placement Courses

In addition to the regular academic program offered at Tunkhannock Area High School, the following Advanced Placement courses will be offered:

English Language & Composition	Calculus
English Literature & Composition	U.S. History
Chemistry	Studio Art (2-D, Drawing, & Design 3D)
Physics 1	Spanish
Physics 2	German
Biology	Music Theory
Psychology	

Courses in Advanced Placement are college level courses and are taught according to the guidelines of the College Board. They require a great amount of independent study on the part of the student as well as a significant amount of at home work. Prior investigation of a college's philosophy regarding advanced placement is highly recommended since all colleges do not recognize Advanced Placement. This research is the responsibility of parents and students, and the information is usually found on individual college websites. For clarification of any questions, call or email the college admissions office and consult with your high school counselor.

Due to the stringent demands of the various AP programs offered at Tunkhannock Area High School, students are advised to use caution in determining the number of Advanced Placement courses they select.

All students enrolled in an Advanced Placement Course are **required** to take the Advanced Placement Exam for that course at no cost to the student.

Students taking courses at the Honors and AP level should have the following characteristics:

- Self directed learner. Takes it upon self to make up work and study
- Proficient in doing homework, independent reading, and projects on a nightly basis
- Student who can pace him/herself in preparing for a comprehensive final exam
- Takes charge or leads group activities
- Above average note-taking and organizational skills
- Self-motivated, goes above and beyond what is required
- Maintains a minimum of a B average on all work; individual, group or lab work
- Strong and independent reading (including novels) , writing, and speaking skills

Dual Enrollment Opportunities

Dual Enrollment offers juniors and seniors the opportunity to experience the rigor of college level course work while still in high school. For courses taught at TAHS-by-TAHS teachers, students will receive credit for these efforts both at the high school and college levels at a substantially reduced rate of college tuition. For students planning to attend a 4-year college, earning college credits while still in high school allows students to get a jump start to their degree. We encourage students to investigate the transferability of credits between institutions before entering into a DE agreement.

Currently, we have school board approved agreements with Johnson College and Lackawanna College that allow us to offer college credit at a substantially reduced rate. The dual enrollment program guidelines are very similar for each institution (and each has a minimum grade that must be earned in the TAHS class to earn college credit). The cost of each college credit varies slightly with each institution, but \$100 per credit is average and both colleges have registration processes. This is a great opportunity for our students and financial savings for their parents.

TASD holds dual enrollment agreements with the University of Scranton, Lackawanna College and Johnson College online and on campus and Penn West University online. In spring 2026, TASD will introduce a new agreement with Commonwealth University. These agreements allow TAHS students to take post-secondary course work for a much-reduced tuition rate. These credits *cannot* be applied to TASD graduation requirements, nor will they appear on the high school transcript. They are excellent enrichment opportunities.

Please also note the Lackawanna College “Level Up” and Johnson College “Fast Track” Programs both offer students the opportunity for Dual Enrollment classes along with additional college credit that could lead to substantial savings and time in several CTE Program of Study Areas. Ask your Counselor for additional information regarding this post-secondary offering.

In Spring 2026, Wilkes University and TASD will introduce the On-Site Sparks Scholar program which will offer college credit for TASD’s most rigorous courses. Once in place, more information may be found through the TAHS counseling office.

College transcripts are available for a small fee at each institution.

College Credit/Tunkhannock Area High School Conversion List

The list below represents the courses that are currently eligible for the dual enrollment program. College agreements are approved annually and are subject to change. Updated costs and Course offerings will be made available at the beginning of each school year. WU denotes Wilkes University, LC denotes Lackawanna College.

College Course	Current TAHS Equivalent
Business	
ACC 105: Financial Accounting (LC)	Accounting II
BUS 105: General Business (LC)	Entrepreneurship
TEC 105: Intro to Computer Applications (LC)	Microsoft Computer Skills II
Science	
BIO 122: Principals of Modern Biology (WU)	AP Biology
CHEM 120: General Chemistry I (LC)	Honors Chemistry
CHEM 121: General Chemistry Lab (LC)	Honors Chemistry
CHEM 115: Elements and Compounds (WU)	AP Chemistry
PHY 105: Concepts in Physics (WU)	AP Physics 1 & AP Physics 2
English	
ENGL 120: Intro to Literature (WU)	AP English Literature & Composition
ENGL 101: Composition (WU)	AP English Language & Composition
Social Studies	
HST 101: Foundation of the Modern World (WU)	AP US History
PSY 101: General Psychology (WU)	AP Psychology
PSY 105: Intro to Psychology (LC)	Psychology & AP Psych
SSC 105: Intro to Sociology (LC)	Sociology
Mathematics	
MAT 220: Pre-Calculus (LC)	Honors Pre-Calculus
MAT 135: Statistics (LC)	Prob Stat
MAT 225: Calculus (LC)	Honors Calc
MTH 111: Calculus (WU)	AP Calculus
Spanish	
SP 203: Intermediate Spanish (WU)	AP Spanish

Students will receive both high school and college credits for their efforts in these specified courses. Students are allowed to take up to 24 post-secondary credits per year through these concurrent enrollment agreements.

Each college has already approved these courses and granted faculty authorization to the applicable teachers. College credit will be provided to each registered student with an appropriate final grade.

73% or higher at Lackawanna College, 80% at Wilkes University. College transcripts are available for a small fee by each institution.

This is a great opportunity for our 11th and 12th grade students to experience success at the postsecondary level. This allows our students an educational and financial jump start on their future.

* All Dual Enrollment courses are denoted throughout this Course Catalog with a "DE".

In addition, TASD has a dual enrollment agreement with Johnson College to receive Johnson College credit for TAHS taught classes such as Auto Technology, Advanced Manufacturing and Wood Technology. Please see Mrs. Elias for more information if the student is matriculating to Johnson College.

Other agreements allow TAHS students to take college courses at a reduced cost at Penn West, Commonwealth University, the University of Scranton and Lackawanna College.

NCAA Academic Standards

Students who wish to participate in athletics as a freshman in college must meet NCAA academic standards. Students must apply for NCAA certification before graduation. For more information regarding these students and the application process, see your counselor or visit www.ncaa.org.

DIVISION I	DIVISION II
16 Core Courses	16 Core Courses
4 years of English	3 years of English
3 years of mathematics (Alg 1 or higher)	2 years of mathematics (Alg 1 or higher)
2 years of natural/physical science (1 year of lab if offered by high school)	2 years of natural/physical science (1 year of lab if offered by high school)
2 years of social science	2 years of social science
4 years of additional courses (from any area above, foreign language or comparative religion/philosophy)	4 years of additional courses (from any area above, foreign language or comparative religion/philosophy)

NCAA COURSES

(National Collegiate Athletic Association)

The following is a list of all approved NCAA courses for the 2026-2027 school year. For more details about the NCAA Clearing House and for the most up-to-date information, please visit the following website: www.ncaa.com

Academic English 1 – 4	Modern Algebra 1 & 2
Honors English 1 – 3	Honors Algebra 2
AP Literature & Composition	Modern & Honors Geometry
AP Language & Composition	Pre-Calculus
Speech & Debate	Honors Pre-Calculus
Creative Writing	Calculus
Psychology	AP Calculus
AP Psychology	Probability & Statistics
Sociology	Science 9 & Honors Science 9
Academic & Honors Comparative World Studies	Academic & Honors Biology
Academic & Honors 20 th Century US History	AP Biology
Academic & Honors American Government	Academic & Honors Chemistry
AP US History	AP Chemistry
World War II	Academic Physics
German 1 & 2	AP Physics 1
Honors German 3	AP Physics 2
AP German	Human Anatomy & Physiology 1 & 2
Spanish 1 & 2	Ecology
Honors Spanish 3	Zoology
AP Spanish	Crime Scene Investigations

**All NCAA-approved courses are denoted throughout this Course Catalog with “NCAA”*

CLEP (College-Level Examination Program)

The College Board's College-Level Examination Program (CLEP) has been the most widely trusted credit-by-examination program for over 40 years, accepted by 2,900 colleges and universities and administered in more than 1,800 test centers. In 2016, Tunkhannock Area High School was approved as a Testing Center. This rigorous program allows students from a wide range of ages and backgrounds to demonstrate their mastery of introductory college-level material and earn college credit. Students can earn credit for what they already know by getting qualifying scores on any of the 33 examinations.

While CLEP is sponsored by the College Board, only colleges may grant credit toward a degree. Not all colleges have the same CLEP policies—some colleges accept credit for a few exams, while others accept credit for all of them. A college often grants the same amount of credit to a student who earns satisfactory scores on a CLEP examination as it does for a student who successfully completes the related course.

For more information about CLEP, visit <https://clep.collegeboard.org/>. You may also want to speak to your school counselor about opportunities you may have for CLEP while still in high school.

Career Technology Education (CTE)

Tunkhannock Area High School is one of very few comprehensive high schools in Pennsylvania. TAHS provides both a full academic program and a Career and Technology Education (CTE) program in the same building.

All our CTE course offerings engage students in real-life projects that help students develop science, technology, engineering, and mathematics (STEM) skills that will serve them well in their future career or vocational endeavors.

The CTE programs available at TAHS represent a number of high demand STEM-related fields. Each program area is aligned with both the Pennsylvania Academic Standards and the Career Education and Work Standards. Our CTE programs are separated into three categories:

State Approved Programs of Study, Career and Technical, and Supportive Programs

The breakdown of CTE programs available to students is as follows:

CTE Programs of Study

Administrative Assistant
Automotive Technology
Diversified Occupations (Co-Op)
Early Childhood Education
Engineering Technology

CTE Supportive Programming

Accounting
Architecture
Culinary
Construction Trades/Building Construction
Drone (sUAS) Piloting/Careers
Electronics
Graphic Design/Digital Print Media
Machining and Metal Fabrication
Welding/Small Engines/ Power Equipment
Wood Technology

Programs of Study are rigorous academic programs approved by the state. The content of each program is aligned with academic standards and contains pertinent career and technical information. These programs are designed to lead to industry-recognized credentials or certificates at the postsecondary level, many times as an associate or baccalaureate degree.

PDE Approved Career and Technical Co-Op program prepares students for careers immediately following high school or with some specific training of less than two years. Often these programs lead to apprenticeships and entry level positions in the skilled trades or other technical careers.

Supportive Programming combines college level coursework with technical classes to prepare students for specific, high demand technologies and industries. Most of these CTE students are expected to continue their education at a post-secondary school that offers continued training, industry certifications, and collegiate degree in specific career.

State and national labor and industry data indicates a great demand for technical, specially trained professionals. Students should see their school counselor or the Director of Career and Technology Education for more information on the opportunities available through the CTE programs of Tunkhannock Area High School.

Career Technology Education and State Approved Programs of Studies (POS)

Admissions Policy

Each PDE approved Career and Technical Education Program has an unlimited enrollment and allows all students to participate in classes that are detailed in the scope and sequence in FRCPP. The school district adds additional sections if warranted by student course selection

Recruitment Program

Tunkhannock Area School District's State Approved Programs of Studies (POS), recruits students and provides equal access to all CTE programming through its 8th and 9th grade Career Classes. In addition, all 8th grade students also tour/experience each CTE program during a 30-day peripheral class. Each program instructor and/or program student intern gives an overview of the program, identifies possible career pathways, and demonstrates/provides the skills/projects that are attributed to their area of content. All CTE programs are reflected in detail and can be viewed in the course catalog.

Selection and Placement Procedure

All students who wish to enter the PDE approved program are counseled on the courses they should select each year to complete their desired program offered at Tunkhannock Area High School. Students with a signed student objective form, that complete 50% of the scope and sequence, must take the end of program assessment. (NOCTI Evaluation)

Tunkhannock Area School District does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs or activities. All inquiries regarding the nondiscrimination policies can be forwarded to the Assistant to the Superintendent MaryGene Eagen, 570-836-3111, email: marygene.eagen@tasd.net.

In order to maintain a program of nondiscrimination practices that is in compliance with applicable laws and regulations, the Board designates the Mary Gene Eagen as the district's Compliance Officer and Brittany Wood as the district's Title IX Coordinator.

The Compliance Officer can be contacted at:

Address: 41 Philadelphia Ave., Tunkhannock, PA 18657

Email: MaryGene.Eagen@tasd.net

Phone Number: (570) 836-3111

The Title IX Coordinator can be contacted at:

Address: 135 Tiger Drive, Tunkhannock, PA 18657

Email: Brittany.Wood@tasd.net

Phone Number: (570) 836-3111

In order to maintain a program of nondiscrimination practices that is in compliance with applicable law and regulations, the Board designates Deb Sherman (Special Education Director) as the district's Section 504 Coordinator.

Address: 41 Philadelphia Ave., Tunkhannock, PA 18657

Email: Deb.Sherman@tasd.net

Phone Number: (570) 836-3111

SOAR



The Pennsylvania Department of Education (PDE) supports career and technical education students aligning their high school courses to a college program in order to complete a degree, diploma or certificate. If you are a career and technical education student, use the resources below to learn about the credentials needed to qualify for SOAR program credit.

What Is SOAR? (www.patrac.org/pa-SOAR-Programs)

SOAR stands for *Students Occupationally and Academically Ready*. SOAR programs articulate skills and tasks gained at the secondary school (high school) level to course credit earned in a postsecondary (college) degree, diploma or certificate program.

*****All TAHS CTE Programs of Studies (POS) offer SOAR Program Credit*****

SOAR programs can help students:

- Prepare for entering the job market with college and career ready skills
- Choose the best career pathway
- Save money on college tuition
- Save time by not duplicating coursework in college

How Do I Qualify for SOAR Credits?

Qualified SOAR program students are eligible to apply for credits up to 3 years after their high school graduation date.

In order to qualify for SOAR program postsecondary credits a student must:

- Earn a high school diploma, with a minimum 2.5 GPA on a 4.0 scale in the technical core courses
- Complete the secondary school component of the approved PDE Program of Study
- Achieve proficiency on all tasks of the approved PDE Program of Study Competency Task List
- Achieve competent or advanced level on the secondary school end-of-program assessment that is appropriate for the approved PDE Program of Study

How Do I Find a College that Offers Articulated Credit with SOAR Program(s)?

The [PA Bureau of CTE SOAR Programs Search](#) on CollegeTransfer.net shows how SOAR programs taken at the high school level may transfer into participating colleges, universities and technical centers.

Learn how to conduct a SOAR program search

When conducting a search, a student will select a desired Program of Study and Graduation Year. Once the search is completed, the results displayed will indicate the institutions offering credit for the specific Program of Study, in alphabetical order. Comparable courses and credits awarded by each institution are also displayed. Select **View Detail** to see more information about the specific articulation.

Susquehanna County Career & Technology Center

The Susquehanna County Career & Technology Center (SCCTC) is located in Dimock, PA on the same campus as the Elk Lake Schools. The SCCTC offers several career technical educational programs and students from TAHS are eligible to enroll in one of the following programs: Accounting, Administrative Assistant/Secretarial Science, Autobody/Collision Repair, Electrical, Plumbing & Heating, Carpentry and Cabinetmaking, Cosmetology, Health/Medical Assisting, Security and Protective Services, and Welding. All SCCTC programs are three year Programs of Study (POS). For TAHS students enrolled in a Program of Study at the SCCTC, the students take only their core courses at TAHS. They spend half their day at the SCCTC and the academic half of the day at TAHS. Students must successfully complete ninth grade and be in good credit standing in order to enroll in a POS at the SCCTC. Application is made in the spring of the ninth grade year when scheduling for the upcoming school year.

The following descriptions have been provided by the Susquehanna County Career & Technology Center, (SCCTC). Any questions regarding enrollment at the SCCTC should be directed to the student's school counselor. Additional details and information can be found on their website:

<http://scctc.elklakeschool.org/>

Automotive Technology Program (CIP 47.0604): Provides the student with practical instruction in the diagnosis, repair, and adjustment of all phases of the automobile. Instruction will also be given on the use of up-to-date equipment used in areas such as analyzing, fuel injection, ignition, electrical controls, ABS braking systems, computer engine controls, four-wheel alignment, and State Safety Inspection. Upon successful completion of this program, the student will be able to test for a State Inspection Mechanic license, and may seek entry level employment as an automotive technician, automobile salesperson, garage salesperson, service manager, parts salesperson, or service writer.

Building Property Maintenance Program (CIP 46.0401): Students will experience hands-on training as well as classroom theory in Basic Residential Wiring, Plumbing, and Heating. During the first year, the student will practice developing basic skills by installing common electrical circuits, fixtures, and equipment as well as basic carpentry skills. The second year will consist of practice in joining common piping systems, fixtures, and equipment. Advanced plumbing systems will be installed during the third year. The student will also practice basic skills needed to install, maintain, and troubleshoot residential oil fired hydronic systems and forced warm air systems. The student will also practice basic skills in the areas of stick arc welding, oxyacetylene cutting, welding, and brazing.

Carpentry and Cabinetmaking Program (CIP 46.0201): Students will study a number of related areas so that they will possess adequate entry level skills to work in the area of building construction. The carpentry unit, for example, gives actual experience in layout, cutting and fitting wood members, rafter cuts, roof or platform framing, and selection of general building materials. The students will also hone their skills completing carpentry projects and working at the on-site house construction project. Upon successful completion of this program, the student may seek employment as an apprentice cabinetmaker, materials salesperson, roofer, rough carpenter, sheetrock installer, framer, or siding installer.

Cosmetology Program (CIP 12.0401): Prepares the student 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.

Criminal Justice/Police Science (CIP 43.0107): This program will prepare students in the basics of security procedures and operations. Students will learn criminal and procedural law, search and seizure, vehicle and traffic laws, court systems, investigative work, corrections, juvenile justice, probation and law enforcement communications. In addition, a mock crime scene is on site and incorporated into the students program of study.

Food Management/Production/Services (CIP 12.0508): Through lecture and cooking demonstrations, the student will learn the techniques of fine cooking. Classes will cover the basics of cooking and baking and the provisions used to create effective and elegant menus for the most discriminating palate. With instructor supervision, the students will then hone these skills by operating their on-site restaurants, "A Touch of Class" and The Serfass Solarium. The restaurants offer the students the opportunity to culminate all laboratory experiences as they rotate through all positions in management, production, and services perfecting skills and techniques. Upon successful completion of this program, the student may seek employment as a baker, cashier, caterer, chef, host, hostess, line cook, restaurant manager, salad maker, short-order cook, dining room service personnel, or any of the vast number of culinary positions. They may continue their restaurant management education in the hotel restaurant management or culinary arts fields.

Health/Medical Assisting Program (CIP 51.0899): This program is 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, and medical terminology. Students may also continue their education in a post-secondary/college environment.

Medium/Heavy Vehicle and Truck Technology (CIP Code 47.0613): This program prepares students to diagnose, service, and repair medium- and heavy-duty trucks and diesel engines. Coursework covers engine systems, electrical and electronic systems, brakes, steering and suspension, drivetrain, and preventive maintenance. Students gain hands-on experience using industry-standard tools and diagnostic equipment to ensure vehicles meet performance and safety standards. Graduates are prepared for entry-level technician positions in the trucking, transportation, and equipment service industries.

Vehicle Maintenance and Repair (Small Engines) (CIP 47.0699): This program prepares students to apply technical knowledge and skills to repair, service, maintain and diagnose problems on a variety of small internal-combustion gasoline engines and related systems used on portable power equipment such as lawn and garden equipment, chain saws, outboard motors, rototillers, snowmobiles, lawn mowers, motorcycles, personal watercraft and pumps and generators. This program includes instruction in the principles of the internal-combustion engine and all systems related to the powered unit. Instruction also includes the use of technical and service manuals, state inspection code, care and use of tools and test equipment, engine tune-up/maintenance, engine overhaul, troubleshooting and diagnostic techniques, drive lines and propulsion systems, electrical and electronic systems, suspension and steering systems and service operations and parts management.

Welding Technology Program (CIP 48.0508): This program prepares students to apply technical knowledge and skills in gas, arc, tig, shielded and non-shielded metal arc, brazing, flame cutting, plasma cutting and plastic welding. Hand and semi-automatic welding processes are also included in the instruction. Students will learn safety practices, types of electrodes and welding rods; properties of metals, welding symbols, blueprint reading, use of equipment for testing of welds by destructive and non-destructive methods, use of manuals and specification charts, use of hand and portable power tools, use of metal fabricating equipment, and welding standards established by the American Welding Society, American Society of Mechanical Engineers and the American Petroleum Institute. Students will receive OSHA safety training and have the opportunity to become AWS Certified Welders.

SOAR: SOAR stands for *Students Occupationally and Academically Ready*. The SOAR program articulates skills and tasks gained at the high school level to course credit earned in a postsecondary (college) degree, diploma or certificate program. In order to qualify for SOAR credits, a student must maintain a 2.75 GPA in their program area, score Competent or Advanced on their NOCTI exam, and complete all competencies on their task grid

Career Pathways

Career Pathways is designed to help students learn about themselves and potential careers that may be of interest to them. Once a student narrows his or her field of interest, Career Pathways will help the student decide which of the five “Career Clusters” will best serve him or her in preparing for the future. The five clusters are:

- Arts and Communications
- Business, Finance, and Information Technology
- Engineering and Industrial Technology
- Human Services
- Science and Health

The Career Pathways Goals:

1. To provide the opportunity for all students to follow a rigorous coherent program of studies focused upon career pathways and designed to prepare them for post-secondary education and successful careers.
2. To set higher expectations for all students in pursuit of their career.
3. To increase the mathematics, science, communication, problem-solving and technical achievement and the application of learning for all students.
4. To increase access to intellectually challenging vocational and technical studies, with a major emphasis on using high-level mathematics, science, language arts and problem-solving skills in the context of modern society and life-long learning.
5. To increase access to academic studies, which teach the essential concepts, from the college preparatory curriculum through functional and applied strategies.
6. To guide students in completing a challenging program of study in their career pathway that is rich in math, science, and communications with content reflective of both theory and practice.
7. To use instructional processes designed to have all students actively engaged in learning.

Arts and Communications Pathway

Required Courses for Graduation: Refer to graduation requirements for all students on page 4 of this guide.

Careers in this pathway are related to humanities and performing, visual, technical, literary, and media arts. These include architecture, graphics, interior and fashion design, creative writing, film, fine arts, journalism, radio/television production, languages, media, advertising, and public relations.

If you are a creative thinker, imaginative, innovative, have effective communication skills and work well with people, this may be the career path for you!

Suggested Electives:

Art: Art 1, 3-Dimension Design, Draw Right/Paint Right, Art 2, Commercial and Freelance Artist, Art 3, Advanced Placement Studio Art, Foreign Language, Band, Chorus, Percussion Ensemble, Jazz Ensemble, AP Music Theory, Advanced Vocal Comprehension

Communications: Mass Media Journalism, Creative Writing, Speech & Debate, Yearbook, Foreign Language, Psychology, Sociology, Graphic Communications, Computer Animation, Intro to Business & Personal Finance, Microsoft Computer Skills, Contemporary Poetry,

Arts and Communications Careers

- Actor
- Animator
- Artist
- Art Educator
- Art Director
- Audio Systems Technician
- Audio/Video Engineer
- Audio/Video Equipment Technicians
- Cartoonist
- Choreographer
- Computer Graphics Animator
- Dancer
- Director
- Film/Video Editor
- Fashion Designer
- Graphic Designer
- Hair Stylist
- Illustrator
- Museum Director
- Musician
- News Reporter
- Painter
- Photographer
- Producer
- Publisher
- Radio and Television Announcers
- Sculptor
- Sound Engineering Technician
- Video Systems Technician
- Webpage Designer

Business, Finance, and Information Technology

Required Courses for Graduation: Refer to graduation requirements for all students on page 4 of this guide.

Careers in this pathway are related to the business environment, including marketing, management, finance and computer/information systems. These include entrepreneur, sales, computer/information systems, finance and computer programming.

If you like to plan, organize, be a leader, talk with people, find solutions, work with numbers, use basic computer software applications or work on computers, then this career pathway may be the right one for you!

Suggested Electives:

Business: Foreign Language, Intro to Business & Personal Finance, Entrepreneurship, Accounting, Microsoft Computer Skills, Business Law, Business Internship, Psychology, Speech & Debate, Yearbook

Information Technology: Foreign Language, Microsoft Computer Skills, Drone Piloting & Aerial Videography, Computer Fundamentals.

Business, Finance, and Information Technology Careers

- Accountant
- Actuary
- Administrative Secretary
- Auditor
- Bank Teller
- Bookkeeping
- Budget Analysts
- Business Intelligence Analysts
- Cashier
- Compliance Officer
- Computer Forensic Investigator
- Computer Systems Analysts
- Customer Service Representative
- Entrepreneur
- Event Coordinator
- Financial Planner
- Food Service/Lodging Manager
- General Manager
- Hotel Manager
- Human Resources
- Insurance Agent
- IT Consultant
- Software Engineer
- Paralegal
- Public Relations Specialist
- Risk Management Specialist
- Salesperson
- Small Business Management
- Teller
- Training Supervisor
- Video Game Designers
- Web Developer

Engineering and Industrial Technology

Required Courses for Graduation: Refer to graduation requirements for all students on page 4 of this guide.

Careers in this pathway are related to the technologies necessary to design, develop, install or maintain physical manufacturing systems. These can include engineering and related fields, architecture, mechanics and repairers, manufacturing technology, electronics and construction trades and related industries.

If you enjoy working with your hands, building and fixing things, are interested in science, drafting, robotics, woodworking, math or like to use technology, then this career pathway might be right for you!

Suggested Electives:

Engineering: Microsoft Computer Skills, Physics and courses in the Engineering & Architectural Department.

Industrial: Welding Technology, Automotive Technology, Architecture, Metal Fabrication, Wood Technology, Drone Piloting & Videography, and Building Construction 1-2.

Engineering and Industrial Technology Careers

- Architect
- Architectural Engineer
- Assembler/Operator
- Automotive Mechanic
- Carpenter
- Civil Engineer
- Construction/Building Inspector
- Electrical Engineer
- Electrician
- Inspector/Tester
- Installation/Repair Assistant
- Machine Operator
- Mason
- Mechanical Engineers
- Plant Supervisor
- Plumber
- Production Engineer
- Programmer
- Service Attendant
- Sheet Metal Technician
- Software Engineer
- Surveyor
- Technician
- Welder

Human Services

Required Courses for Graduation: Refer to graduation requirements for all students on page 4 of this guide.

Careers in this pathway are related to families, working with diverse groups of people serving the public. Individuals in these careers help people manage the many mental, emotional and practical demands of everyday life. Human services specializes in helping people. Career could include education, governmental functions, social work, hospitality, and human services.

Are you able to be flexible and adapt quickly under stressful situations? If you enjoy interacting with other people and are interested in helping people solve their problems, this could be the career path for you!

Suggested Electives:

Human Services: Psychology, Sociology, and Foreign Language

Education: Psychology, Sociology, Foreign Language, Speech & Debate, Early Childhood Education

Hospitality: Foreign Language, Speech & Debate, Accounting, Microsoft Computer Skills, Business Law, Entrepreneurship, Psychology, and Sociology

Human Services Careers

- Activities Director
- Assistant Manager
- Caseworker
- Childcare Workers
- Child Welfare Workers
- Community Aide
- Community Outreach Specialist
- Corrections Officer
- Counselor
- Education Specialist
- EMT
- Federal Park Police/Ranger
- Firefighter
- Fitness Trainer
- Guest Services
- Librarian
- Nutritionist
- Paramedic
- Pastor
- Pastry Chef
- Police Officer
- Preschool Director
- Preschool Teacher
- Principal
- Probation Officer
- Psychologist
- Security Guard
- School Counselor
- Social Worker
- Speech Therapist
- Teacher
- Teacher Aide
- Youth Worker

Science and Health

Required Courses for Graduation: Refer to graduation requirements for all students on page 4 of this guide.

Careers in this pathway are related to physical and behavioral sciences. This can include therapeutic services, health and wellness, research, support services, therapy, nursing, physical science, and social science.

If you are curious about healthcare, have an interest in physical and mental fitness, like science and math, have a desire to work in hospitals, clinics or health and wellness facilities and like to work with people, then this career path may be the right fit for you!

Suggested Electives:

Science: Biology, Chemistry, Physics, Human Anatomy and Physiology, Ecology, Zoology, Crime Scene Investigations, Foreign Language,

Health: Biology, Chemistry, Human Anatomy & Physiology, Foreign Language

Science and Health Careers

- Anesthesiologist
- Athletic Trainer
- Biomedical Chemist
- Biomedical Engineer
- Chiropractor
- Dental Hygienists
- Dentist
- Diagnostic Medical Sonographer
- Dietitians
- Doctor
- Emergency Medical Technician
- Environmental Health and Safety Officer
- Group Health Administrator
- Health Care Executive
- Home Care Aide
- Lab Assistant
- Licensed Practical Nurse
- Massage Therapist
- Medical Biller
- Medical Technologist
- Microbiologist
- Nutritionist
- Occupational Therapist
- Occupational Therapy Assistant
- Pharmacist
- Phlebotomist Laboratory Assistant
- Physician Assistant
- Physical Therapist
- Physical Therapy Assistant
- Radiologist
- Registered Dietitian
- Registered Nurse
- Scientist
- Speech Language Pathologist
- Surgeon
- Veterinarian

Tunkhannock Area High School

Course Descriptions

The following is a course listing of the **Academic and CTE programs** offered by Tunkhannock Area High School. Students and parents should read the course descriptions carefully, paying close attention to student expectations, content and skills covered, prerequisites, credits, course length, and format. The terms and definitions below are provided for better understanding:

- Credit - Unit of measurement indicating course completion.
- Prerequisite – Course(s) required to have been completed prior to scheduling of a class.
- Grade Level – The intended grade of the students to be taught in the course.
- Block (B) - Term used to describe a class offered in an 86 minute time frame. This class is taught for one semester.
- Yearlong (Y) – Term used to describe a traditional class offered in a 43 minute time frame. This class meets all year.
- 1PS – Term used to describe courses taught for 43 minutes during one semester. Stands for “One Period Semester”.
- P - Term used to describe “peripheral class.” Meets for 43 minutes 30 days per semester.
- Full-Year Block (FYB) – Term used to describe a class offered in an 86 minute time frame taught for the entire school year.

Questions or concerns about the courses described in this guide should be directed to the high school administration or school counseling office.

Core Programs

English, Math, Science, and Social Studies

Elective Offerings:

Art, Family Consumer Science, World Language, and Music

Additional Requirements

Physical Education, Health, Personal Finance, and Peripherals

English Electives

**Advanced Placement English
Literature & Composition** **NCAA/DE** **(Y)** **(11-12)** **1 credit**

Prerequisite: Honors English 2 or 3

Advanced Placement English Composition and Literature is the ultimate challenge for students who have acquired the skills and habits of highly motivated independent learners. The course is designed to resemble an introductory college course in composition and careful reading and critical analysis of imaginative literature. It prepares the students to take the AP English Literature and Composition exam which is administered in the spring of their junior or senior year. Many colleges will award college credit to students who score well on this exam. Students in this course will engage in intensive study of literature, complete an independent research project, write creatively and analytically, and make numerous presentations before the class. Class discussion is a vital component of this course. Students enrolling in this course are required to complete assigned summer reading and AP released passages to prepare for the curriculum. The summer reading selection will be provided at the end of the previous school year or upon enrollment. Students will be expected to take multiple assessments the first week of school to showcase their knowledge of the summer reading and the AP reading passages. It is the responsibility of the student to purchase the summer reading novels.

**Advanced Placement English
Language & Composition** **NCAA/DE** **(Y)** **(11-12)** **1 credit**

Prerequisite: Honors English 2 or 3

Advanced Placement English Language and Literature is the ultimate challenge for students who have acquired the skills and habits of highly motivated independent learners. The course is designed to resemble an introductory college course in rhetorical analysis of nonfiction texts and the development and revision of well-reasoned, evidence-centered analytic and argumentative writing. It prepares the students to take the A.P. English Language and Composition exam which is administered in the spring of their junior or senior year. Many colleges will award college credit to students who score well on this exam. Students in this course will engage in intensive study of rhetorical prose, complete an independent research project, write argumentatively and analytically, and make numerous presentations before the class. Class discussion is a vital component of this course. Students enrolling in this course are required to complete assigned summer reading and AP released passages to prepare for the curriculum. The summer reading selection will be provided at the end of the previous school year or upon enrollment. Students will be expected to take multiple assessments the first week of school to showcase their knowledge of the summer reading and the AP reading passages. It is the responsibility of the student to purchase the summer reading novels.

Creative Writing**NCAA****(Y) (9-12)****1 credit**

Creative writing will improve each student's ability to communicate using the written word. It gives students the opportunity to communicate through a variety of methods and genres while exploring the writing process through journals, poetry, short stories, and plays. Additionally, students will read, interpret, and analyze a collection of nonfiction and fictional works by a variety of authors. Students will engage in the process of workshop, which includes pre-writing, multiple drafts, and peer editing. Students will orally present their own written pieces, both individually and in groups. Over the course of the school year, students will be able to identify and utilize their writing style with an original voice. Through a variety of reading, writing, speaking and listening activities, students will gain a deeper understanding of these diverse forms of writing through the processes of problem solving, analysis and critique.

This course may NOT be used toward the English graduation requirement.

Mass Media Journalism**(Y) (9-12)****1 credit**

Mass media journalism is a course designed as a comprehensive course in journalism for the 21st century. Students will examine local and national news outlets in print and broadcasting. Students will practice proper news writing style for both print and broadcast news. Students will also study and gain practical experience in ENG (electronic news gathering) video production by filming and editing produced news pieces as well as in print production using publishing software. Students will be responsible for the publishing of the school newspaper The Prowler as well as the daily television news announcements on Tiger Talk. This course may NOT be used toward the English graduation requirement.

Speech & Debate**NCAA****(Y) (11-12)****1 credit**

Speech and Debate is a year-long course focused on helping students find and refine their voice—both as speakers and as thinkers. Students learn how to organize ideas, speak with confidence, and communicate effectively in a variety of formats, including informative, persuasive, and reflective speeches. The course emphasizes purposeful delivery, thoughtful use of language, and an awareness of audience, while creating a supportive environment where students are encouraged to take intellectual risks and grow as communicators.

Beyond speaking skills, the course challenges students to think critically about ideas that matter. Through structured debates and discussions, students learn to evaluate arguments, consider multiple perspectives, and engage respectfully with complex issues. Speech and Debate prepares students not only to speak well, but to listen carefully, think deeply, and participate meaningfully in academic, civic, and real-world conversations.

Students may register for this course only ONCE.

This course MAY be used toward the English graduation requirement when taken as a senior. When taken as a junior, this course will count as an elective credit.

Yearbook**(Y) (9-12)****1 credit**

This is a course featuring the design, layout and production of the school yearbook, Awanatunk. Students should expect to learn all phases of yearbook production: layout, section design, cover design, digital photography, copywriting, theme development, editing & publicity. Students will learn to use computers to produce the book & are expected to be responsible, self-motivated and prompt in meeting deadlines. It is intended for college-preparatory English students that are committed to working on a professional quality publication. A background in Journalism is suggested but not required. Yearbook students practice the fundamentals of journalistic writing, photojournalism, graphic design, and budget management. This course may be taken more than once for elective credit, but it may NOT be used toward the English graduation requirement.

Contemporary Poetry 1**(1PS) (10-12)****.5 credit**

Students will learn the power of poetic expression through a standards-based curriculum fusing classic literature/poetry with contemporary spoken word performance techniques and poems. The course will boost literacy, foster cultural understanding, increase empathy and listening skills, enhance public speaking abilities, and build a foundation of self-confidence. The class will produce a live event, as their final, where students will perform classic poems, individual responses, and group pieces. Students will also publish a class anthology and individual chapbook.

Contemporary Poetry 2**(1PS) (10-12)****.5 credit**

This course is for students who have successfully completed Contemporary Poetry. The class will provide a robust syllabus of contemporary poems and diverse voices as well as selections from monthly anthologies. We will examine form (how does the poem appear on the page? How does spoken word poetry affect our understanding of the language?) and content (social justice poetry, inter-generational dynamics, environmentalism and more) by analyzing diction and author's purpose. This course will rely on your participation. You will answer writing prompts in your notebook, further enhance your editing skills, write short essays, and complete two creative projects (a public performance event and a final project of your own design). You can expect a lively class with guest speakers and an emphasis on participation and performance.

Honors Geometry **NCAA** **(Y)** **(9-12)** **1 credit**

Prerequisite: Algebra 8 or equivalent

This rigorous course is designed for students who demonstrate strong mathematical reasoning and problem-solving skills. Honors Geometry is faster paced and more in-depth than Modern Geometry, emphasizing logical thinking, spatial visualization, and the development of formal proof techniques. Students will use both deductive and inductive reasoning to solve challenging logic problems and proofs, which will be more strenuous than those in a standard geometry course. Students will explore the properties and relationships of points, lines, planes, angles, triangles, polygons, circles, and three-dimensional figures. Algebraic skills will be integrated throughout to solve problems in both mathematical and real-world contexts. Technology and dynamic geometry software may be incorporated to enhance conceptual understanding. Students will engage in challenging applications and solving problems involving trigonometry. This course prepares students for advanced mathematics by fostering deep understanding and rigorous problem-solving skills.

Modern Algebra 2 **NCAA** **(Y)** **(10-12)** **1 credit**

Prerequisite: Modern Algebra 1 and Geometry

This course builds upon foundational algebraic concepts and introduces advanced topics that prepare students for higher-level mathematics and real-world problem solving. Students will deepen their understanding of functions, including linear, quadratic, polynomial, rational, exponential, and logarithmic functions. The course emphasizes solving complex equations, analyzing graphs, and applying algebraic reasoning to model real-life situations. Additional topics include sequences and series, probability and statistics, and an introduction to trigonometric functions. Through a combination of collaborative activities, technology integration, and rigorous practice, students will develop critical thinking skills and mathematical fluency. This course is essential for students planning to pursue college-level mathematics or STEM-related fields.

Honors Algebra 2 **NCAA/STEM** **(Y)** **(10-12)** **1 credit**

Prerequisite: Algebra 8 or equivalent and Honors Geometry or equivalent

This course is an advanced, fast-paced course designed for students who have demonstrated strong mathematical ability and a commitment to academic rigor. This course builds upon foundational algebraic concepts and introduces higher-level topics essential for future studies in Pre-Calculus, Calculus, and advanced STEM fields. Students will deepen their understanding of functions, including linear, quadratic, polynomial, rational, exponential, and logarithmic functions. The course emphasizes solving complex equations, analyzing graphs, and applying algebraic reasoning to model real-life situations. Additional topics include sequences and series, probability and statistics, and an introduction to trigonometric functions.

Emphasis is placed on problem-solving, abstract reasoning, and real-world applications. Technology, including graphing calculators and digital tools, will be integrated to enhance understanding. Honors-level expectations include deeper conceptual analysis, challenging problem sets, and independent projects.

Mathematics for Technical Applications (Y) (11-12) 1 credit

Prerequisite: Algebra 1 and enrollment in a CTE program

This course is designed for students pursuing careers in technical fields such as engineering, manufacturing, information technology, and skilled trades. In order for a student to enroll in this course they must be enrolled in CTE program of study (POS) or pathway. This course emphasizes practical problem-solving using mathematical concepts applied in real-world technical settings. Students will explore topics including measurement systems, ratios and proportions, geometric principles, trigonometry, data analysis, and introductory statistics.

Through hands-on projects and industry-related scenarios, students will learn to interpret technical drawings, calculate tolerances, analyze data sets, and apply formulas used in fields like electronics, construction, and computer science. Technology tools, such as spreadsheets and graphing software, will be integrated to enhance computational accuracy and efficiency.

Mathematics Electives

Precalculus NCAA (Y) (11-12) 1 credit

Prerequisite: Algebra 1, Geometry, Algebra 2

This course is designed to prepare students for the study of calculus and other advanced mathematics courses. This course builds on concepts from Algebra and Geometry, emphasizing functions, their properties, and applications. Topics include polynomial, rational, exponential, logarithmic, and trigonometric functions; sequences and series; conic sections. Students will also explore analytic geometry and develop problem-solving skills through real-world applications and mathematical modeling.

Graphing technology and other digital tools will be integrated to enhance understanding and visualization of concepts. By the end of the course, students will have a strong foundation in advanced algebraic and trigonometric techniques, preparing them for college-level mathematics.

Honors Precalculus NCAA/STEM/DE (Y) (11-12) 1 credit

Prerequisite: Algebra 1, Geometry, Algebra 2

This course is an accelerated course designed for students who demonstrate advanced mathematical ability and a strong work ethic. The curriculum covers all topics in standard Precalculus—functions, trigonometry, analytic geometry, sequences and series, conic sections and an introduction to limits—

Probability and Statistics**NCAA/DE****(Y) (11-12)****1 credit**

Prerequisite: Algebra 2

This course introduces students to the fundamental concepts of probability and statistics, emphasizing real-world applications and data analysis. Topics include descriptive statistics, measures of central tendency and variability, probability theory, discrete and continuous distributions, sampling methods, and inferential statistics. Students will learn to collect, organize, and interpret data, apply statistical reasoning, and use technology to analyze and visualize information. The course fosters critical thinking and problem-solving skills, preparing students for college-level mathematics and data-driven decision-making in various fields.

Math Apps**(Y) (12)****1 credit**

Prerequisite: Algebra 1

This Math Apps course will take an expanded look into the topics of financial literacy and career planning from a mathematical perspective. This is a senior level course that will give students a comprehensive view of personal finance through applications of Financial Services, Money Management, Borrowing, Earning Power, Income and Taxes, Investing and Insurance. Students will investigate how they can begin to make sound mathematical and financial decisions that will enable them to be successful with money as they move throughout their lives.

Honors Chemistry **NCAA/STEM/DE** (Y) (10-12) **1 credit**

Prerequisite: Algebra 1

Well planned experiments provide some of the basic data from which the student is expected to reason inductively so as to arrive at some of the basic concepts. Organizing data and perfecting the technique of abstract reasoning is stressed. Topics include: measurement, atomic structure, chemical reactions, the periodic table, chemical bonds, stoichiometry, molecular geometry, gas laws, and solutions. This class uses a college level textbook. Laboratory experiments are a key component of the course.

Advanced Placement Chemistry **NCAA/STEM/DE** (Y) (11-12) **1 credit**

Prerequisite: Honors Chemistry

The Advanced Placement Chemistry course is a continuation of Honors Chemistry and is the equivalent of a first year college chemistry course. AP chemistry uses the same college level text as the Honors Chemistry class. This course is recommended for students intending to enter the science, engineering, or premedical fields. The course focuses on six big ideas: the chemical elements are fundamental building blocks of matter, properties of materials can be explained by the structure and the arrangement of atoms, changes in matter involve the rearrangement of atoms or transfer of electrons, rates of reactions are determined by molecular collisions, laws of thermodynamics describe the role of energy needed for changes in matter, and any bond that can be formed can be broken. The laboratory is a key component of the course and focuses on analyzing the results of the experiment.

Physics **NCAA/STEM** (Y) (10-12) **1 credit**

Prerequisite: Algebra 1

This course will deal with the various major subdivisions of physics. The various concepts will be covered using a more analytical and less strenuous mathematical approach. The course is designed for non-science career students, who have an honest desire to learn Physics. Topics covered include: methods of science and measurement; force, motion, and energy; wave theory, sound, light, optics, and electricity.

Advanced Placement Physics 1 **NCAA/STEM/DE** (Y) (10-12) **1 credit**

Prerequisite: Geometry

AP Physics 1 explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. This course is a yearlong course, allowing time to foster deeper conceptual understanding through student-centered, inquiry-based instruction. Students have time to master foundational physics principles while engaging in science practices to earn credit or placement.

This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

Advanced Placement Physics 2 **NCAA/STEM/DE** **(Y)** **(11-12)** **1 credit**

Prerequisite: AP Physics 1

This course is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. This course is a yearlong course, allowing time to foster deeper conceptual understanding through student-centered, inquiry-based instruction. Students have time to master foundational physics principles while engaging in science practices to earn credit or placement.

This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

Human Anatomy & Physiology 1 **NCAA/STEM** **(B)** **(10-12)** **1 credit**

Prerequisite: Biology

This course is an in-depth study of the structure and function of the human body. A variety of lectures, activities, investigations, inquiry based activities, and AV materials will be used to explore these topics: Introduction to Human A&P, Homeostasis, Metabolism, and Integumentary, Skeletal, Muscular and Nervous Systems. This course is designed for those interested in pursuing health care fields. Subject matter and vocabulary are highly scientific in nature.

Human Anatomy & Physiology 2 **NCAA/STEM** **(B)** **(11-12)** **1 credit**

Prerequisite: Human Anatomy and Physiology 1

This course is designed for students who have a serious interest in medical fields and have successfully completed the Human Anatomy & Physiology 1 course. It is a continuation of Human A&P 1 in that focus is on systems not previously covered. Emphasis will be on the physiological and biochemical components of systems with the main focus on maintenance of homeostasis within and among these systems. Methodologies used include current medical and technical news, discoveries and advances, and inquiry based learning in addition to lecture & discussion

Ecology **NCAA/STEM** **(B)** **(10-12)** **1 credit**

This ecology class will acquaint the student with the local and global environment. Students will explore the ecosystems to discover how living and nonliving parts relate to each other. They will discuss concepts such as characteristics of life, biochemical cycles, population ecology, human impact on the environment, endangered animals, succession and system relationships. Current issues and their impact on the environment will also be explored including deforestation, bees, water pollution, population crisis and climate change.

Zoology **NCAA/STEM** **(B)** **(11-12)** **1 credit**

Prerequisite: Biology

Students will explore the structure, physiology, development and classification of members of the animal kingdom. A variety of lectures, written activities, laboratory investigations and activities, dissections and AV materials will be used to explore these topics. Laboratory investigations will include utilization of microscopes and the study and observation of both live and preserved specimens. Material and vocabulary are scientific in nature. Students are required to complete two research projects. Dissection is required.

Astronomy **(Y)** **(10-12)** **1 credit**

Prerequisite: Science 9 and Algebra 1

Astronomy is the oldest of the sciences and this course begins by developing a perspective of the size and scale of our universe. Next, basic science concepts are reviewed, which are then applied in the study of understanding our solar system. The second half of the course involves studying the mysteries of space and time and uncovering a surprising relationship between humans and the stars. Throughout the course, students will be required to study the nighttime sky and learn the visible constellations, which reinforces the work we will do in the HS Planetarium. Graphical analysis is a component of the laboratory exercises. Algebra 1 is the mathematical prerequisite because mathematical concepts are utilized during different aspects of this course.

Crime Scene Investigations **NCAA/STEM** **(B)** **(10-12)** **1 credit**

Extensive writing skills will be utilized due to laboratory reports and student-created crime scene stories utilizing topics covered and simulated police report narratives. A 2-3 week final exam project will be required. The course is intended to reach broad interest areas in the sciences, including biology, physical science, earth science, and sociology. In addition, numerous activities also incorporate math, art, analytical skills, and writing skills. The duration of the course will be one semester of a block course. Topics being discussed include but are not limited to Document analysis, Impressions (including fingerprint analysis), blood types/patterns, and analyzing a crime scene. A portfolio-style grading policy will be enforced.

The honors distinction emphasizes higher-level critical thinking, independent research, and argumentative writing aligned to college-readiness expectations. Students are expected to analyze multiple historical perspectives, evaluate historical evidence, and construct nuanced interpretations of continuity and change in modern American history.

Academic American Government NCAA (B) (11-12) 1 credit

The course will study the organization, operations, and philosophical basis for our system of government. The principles, purpose, and values of the U.S. government system will be studied within the context of the Constitution. Students will be expected to utilize higher order thinking skills as they study the content of the course (and prepare for the rights and responsibilities as citizens and voters.) Language arts skills in reading and writing will be an important part of the class.

Honors American Government NCAA (B) (11-12) 1 credit

This course is a comprehensive study of the governmental and political systems of the United States and will cover the organization, operations, and philosophical basis for our system of governance. Emphasis will be placed upon how the government, established by the Constitution, embodies the purposes, values, and principles of American democracy. The intent of the course is to have students acquire an understanding of the rights and responsibilities that are essential for citizens and voters. A high degree of critical thinking skills, readings, written (and oral) expression and independent work will characterize the course. (Self-motivation and active engagement are required for students.)

Social Studies Electives

Advanced Placement U.S. History NCAA/DE (Y) (11-12) 1 credit

Prerequisite: Honors U.S. History 1, Honors U.S. History 2, or Honors Government

The advanced placement program in United States history is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and resources in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those of full year introductory college courses. Students will learn to analyze and assess historical materials, apply relevance to a given interpretive problem, and measure their reliability and importance in context. Students will be expected to evaluate evidence and interpretations presented in historical scholarship. The course will stress the skills necessary to arrive at conclusions on the basis of an informed judgment and to present ideas clearly and persuasively in written format. The course complies with the standards established by the College Board.

Art

The TASD Art Department, in alignment with PA Core Standards, helps the student to develop an awareness of and sensitivity to that which surrounds him/her. Through various art experiences, the student explores concepts, processes, materials and techniques of both past and present which helps him/her develop respect and appreciation for craftsmanship, expression and meaning in his/her own work and the work of others. The TASD art curriculum provides art exposure for all students, a broad background for students seeking personal enrichment and a strong foundation for serious student artists who plan to pursue some phase of the visual arts as a profession. Career opportunities in art include: graphic design, advertising design, web design, computer animation, photography, film, multimedia design, art education, university instruction/professorship, university art administration, museum curatorship, gallery ownership/management, independent studio/instruction, painting, sculpting, ceramic design, window/store display, fashion design, interior decoration, book illustration, greeting card design, etc.

Art 1 (B) (9-12) 1 credit

Art 1 is designed to introduce students to the major areas of two and three-dimensional design. These areas include elements and principles of composition and design, drawing, painting, sculpture, graphic design and art history.

Art 2 (B) (10-12) 1 credit

Prerequisite: Art 1

Art 2 is a continuation of the general art course, Art 1. Areas to be stressed are composition, design, drawing, painting and sculpture.

Art 3 (B) (11-12) 1 credit

Prerequisite: Art 1 & 2

This course is designed to develop the student's understanding of art history through studio work, audiovisuals, and selected readings. Emphasis will be placed on styles and innovations from prehistoric cave painting to contemporary art movements. The studio segment of the course includes drawing, painting, sculpture, and architectural models. Art 3 should be chosen by students with an interest in history and the visual arts. The course also provides an important foundation for any student who will pursue the visual arts in college.

3-Dimension Design**(B) (9-12) 1 credit**

This course has been designed to introduce students to the basic media and techniques needed for 3-dimensional design concepts. The projects include work “in the round” and relief. Ceramics, constructions, stables, found object and soft sculpture are presented. Creativity and problem solving skills are emphasized and developed.

Draw Right/Paint Right**(B) (9-12) 1 credit**

Drawing is a skill that can be learned by any person with average hand coordination and average eyesight. This course is designed to teach students how to draw even if they possess no apparent drawing skills. It is for students with no previous art instruction or for students who have taken art but feel that they have not gained from the experience. The course is based on the theory that drawing can be learned if a person becomes aware of how to use the right hemisphere of the brain. Students explore the capabilities of both the right and left hemispheres as they are used for particular tasks. In doing so, they will develop the ability to use the right hemisphere of the brain for drawing, thus learn to draw realistically. Paint Right is a continuation of the entry-level course Draw Right. Color theory is added to the basic concepts of drawing covered in Draw Right. Introductory painting techniques will be the focus of the second marking period of this course.

Commercial and Freelance Artist**(B) (11-12) 1 credit**

Prerequisite: 2 years of high school art

This course is designed to help those students who are more interested in the commercial side of art. Illustration, design, lettering, advertising and digital imagery are presented with a fine art approach. A variety of materials and techniques are stressed with emphasis on the student’s personal interpretation. This course allows the student to simulate the career of a freelance commercial and fine artist. The students also explore the business aspects of freelance work. School public relations projects such as posters, brochures, banners, bulletin boards and program covers are “real world” assignments covered in the course. Through the course students enter art competitions, i.e. Scholastic & Rossetti.

Advanced Placement Studio Art**(B) (12) 1 credit**

Prerequisite: Art 2

AP Studio Art is an expanded study of numerous mediums and techniques in art. It is also an in depth look into a particular concentration of a medium, subject matter, or idea chosen independently by each student. The work schedule is very intense. Four to six hours per week out of class work is necessary to complete this course. After successfully completing the 2D Design Portfolio class, students may enroll in AP Drawing or AP 3D Design courses. Students should have at least 2 years of high school art before taking this course.

Music

*All instrumental music classes denoted with ** are accompanied with a Marching Band participation pre-requisite. Specific details are listed under each course.*

Concert Band (Y) (8-9) 1 credit

Students electing this course must show sufficient proficiency on their chosen instrument to function in the concert band and the marching band that plays for football games and parades. This class will be developed and organized according to personnel that would encourage small ensemble performance, sectional preparation, and development of musicianship. Additional practices will be conducted after school as necessary. 8th Grade Jazz Band will meet on a rotating schedule.

Wind Ensemble ** (Y) (10-12) 1 credit

Students electing this course must show sufficient proficiency on their chosen instrument to function in the wind ensemble and the marching band that plays for football games and parades. This class will be developed and organized according to personnel that would encourage small ensemble performance, sectional preparation, and development of musicianship. Additional practices will be conducted after school as necessary. Wind Ensemble is a three year program broken up into three different levels that correspond to grade levels.

Percussion Ensemble ** (Y) (9-12) 1 credit

This course will act as an extension of the Marching/Concert Band Program. This course will only be offered to students who are actively participating in the Marching/Concert Band Program. This course is designed to better meet the needs of our overall band program and the percussion students participating in that program. The course itself will consist of: drum-line work throughout the year or as needed, Concert Band, and independent ensemble work. Students will be required to participate in the Marching and concert bands, as per the structure of the other courses (i.e. Concert Band and Jazz Band.)

Jazz Ensemble 1 ** (Y) (9-10) 1 credit

Students electing this course must be recommended by the director based on their proficiency on their chosen instrument and their participation in previous jazz programs. Students will be recommended from the Marching Band organization. Jazz Ensemble 1 students must participate in ALL Marching/Concert Band activities. Instruments chosen to participate will be those common to the jazz idiom. They will meet on a daily basis and study this American art form. In addition, theory and composition will be utilized in this course. Concerts and tours will be set up accordingly. Additional practices may be set up after school to enhance the concert schedule.

Jazz Ensemble 2 ** (Y) (10-12) 1 credit

Students electing this course must be recommended by the director based on their proficiency on their chosen instrument. Students will be recommended from the Marching Band organization and must have completed at least one year in Jazz Ensemble 1. Although the Jazz Ensemble 2 will meet at a different time, these students must participate in ALL Marching/Concert Band activities. Instruments chosen to participate will be those common to the jazz idiom (saxophones, trumpets, trombones, and rhythm). They will meet on a daily basis and study this American art form. In addition, theory and composition will be utilized in this course. Concerts and tours will be set up accordingly. Additional practices may be set up after school to enhance the concert schedule.

Jazz Ensemble 3 (Tiger Big Band) ** (Y) (9-12) 1 credit

Students electing this course may be asked to complete an audition and must be recommended by the director based on their proficiency on their chosen instrument. Students will be recommended from the Marching Band organization. Although the Jazz Ensemble 3 will meet at a different time, these students must participate in ALL Marching/Concert Band activities. Instruments chosen to participate will be those common to the jazz idiom (saxophones, trumpets, trombones, and rhythm). They will meet on a daily basis and study this American art form. In addition, theory and composition will be utilized in this course. Concerts and tours will be set up accordingly. Additional practices may be set up after school to enhance the concert schedule.

Music Theory (Y) (9-12) 1 credit

This is a basic course in music theory, history, writing, and analyzing music. This course involves a hands-on approach to music and exposure to its basic elements. All students will grasp an understanding of the structure of music, how music has evolved, and will be able to read and write music by the end of this course. This course is open to all students who wish to enhance their knowledge of music.

Advanced Placement Music Theory (Y) (10-12) 1 credit

AP Music Theory is an advanced level music theory course and serves to prepare students for life as a music major at the post-secondary level of their education. Students may also wish to take AP Music Theory for enrichment in music theory and as an opportunity to improve on their own musicianship. This course will also prepare students for the AP Music Theory Exam given in May. The class will focus on more complex elements of written and aural music theory – rules of composition, voice leading, chords (inversions, analyzation), transposition, sight-singing, ear training, dictations (rhythmic, harmonic, melodic), etc.

String Ensemble**(Y)****(9-12)****1 credit**

This class, which is available to students only with permission from the director, will provide the opportunity for students to continue in their study of a traditional string instrument. String instruments included in the class are limited to the following: violin, viola, cello, and string bass. Students will be classified as beginner, intermediate, or advanced. All students taking this course must provide their own instruments. Students wishing to study cello or string bass may use a school-owned instrument based on availability. If necessary, the rental of instruments may be arranged with the director. Opportunity for performances will be based on ensemble proficiency.

Advanced Vocal Comprehension**(Y)****(9-12)****1 credit**

Prerequisite: A student audition/director recommendation is required for course enrollment

This course is designed to meet the needs of the advancing young vocalist. Comprehensive instruction and guided practice will be given in the development of sight-singing skills, where students will concentrate on the integration of intervals using solfege syllables. Additional instruction will include music theory and appropriate sound production, body mechanics, and breathing. The course will emphasize the study and performance of choral literature, spanning several centuries and genres of music. This course is designed for the student pursuing music/vocal training in the collegiate setting; however, a student need not intend to be a future music major to enroll in the course. Students will be expected to demonstrate an active participation in the class, and will be evaluated periodically in individual or group performances on the musical literature being studied. Students will also be expected to perform for specific

functions as a group, as well as with the Full Chorus. Additional Full Chorus practices may be conducted after school. The class will be limited to those students who express a sincere interest in vocal development & demonstrate above average vocal capabilities.

Concert Chorus**(Y)****(8-12)****1 credit**

This is an elective course for students who demonstrate interest, vocal ability, and musical awareness. Scheduled performances during the school day and in the evening throughout the school year are part of the requirements of this course. Additional practices may be conducted after school or during activity period as necessary. Periodically, students may be evaluated individually or in small groups on the musical literature being studied or vocal concepts being learned. Sight-singing, solfege, vocal technique, and music theory concepts will also be covered in class. This course is available to all students in grades 8 through 12 who demonstrate an able vocal ability and can match pitch.

NOTE: Graduation credits do not begin to accrue until grade 9.

Piano Lab**(Y)****(9-12)****1 credit**

Prerequisite: A director recommendation is required for course enrollment. In addition, special consideration will be given first to students in 11th/12th grade who are pursuing a career in music education.

This piano course will serve as an extension of the Music Program and will only be offered to students who are enrolled in a Choral or Instrumental Ensemble, or who have successfully completed at least one year of the TAHS Music Theory and Composition Class. Designed to better meet the needs of our overall music program, this course will focus on the development of skill proficiencies in music literacy, piano technique, and its application to music learning and performance. The course will consist of both individual and group work. Due to the limited availability of pianos/keyboards, confinements of space, and the demands of course content, class enrollment will be capped at 6 students. Prior piano experience is recommended, but not required.

Physical Education

Physical education, health education, and family life are required courses for high school students. Additionally, health education will be taught in conjunction with the family living program. We strive in our physical education classes to develop lifelong skills and knowledge in maintaining physical fitness and social and emotional well being. Each student will receive one unit of credit toward graduation requirements when the physical education and health programs are completed. Additional, but required credit received for Health and Family Life may accumulate toward required elective credits.

Physical Education

(1 Quarter – 45 Days)

0.25 credit

The physical education program provides instruction and participation in individual, team and lifetime sports activities. Students are expected to have appropriate clothing in accordance with PE faculty guidelines and to participate fully in all activities. Failure to dress and participate in PE class will adversely affect student grades and/or lead to class failure

Peripherals

Peripherals are mini-courses that are designed to satisfy specific PDE requirements. They are graded on a P/F basis.

Personal Finance (P) (11) 0.5 credit

This peripheral is taught with the aid of a web-based curriculum that guides students through real world applications of Consumer Awareness, Credit/Debt, the role of insurance, income/taxes, budgeting/housing and investments. Each lesson will allow students to become familiar with each of these concepts and gain the confidence to begin making more prudent financial decisions as they become young adults.

Health (P) (9) 0.25 credit

Each student will be required to complete a planned course in health education. Topics covered in this course will include the following: Nutrition, the use and abuse of drugs and alcohol, STIs, fitness, etc.

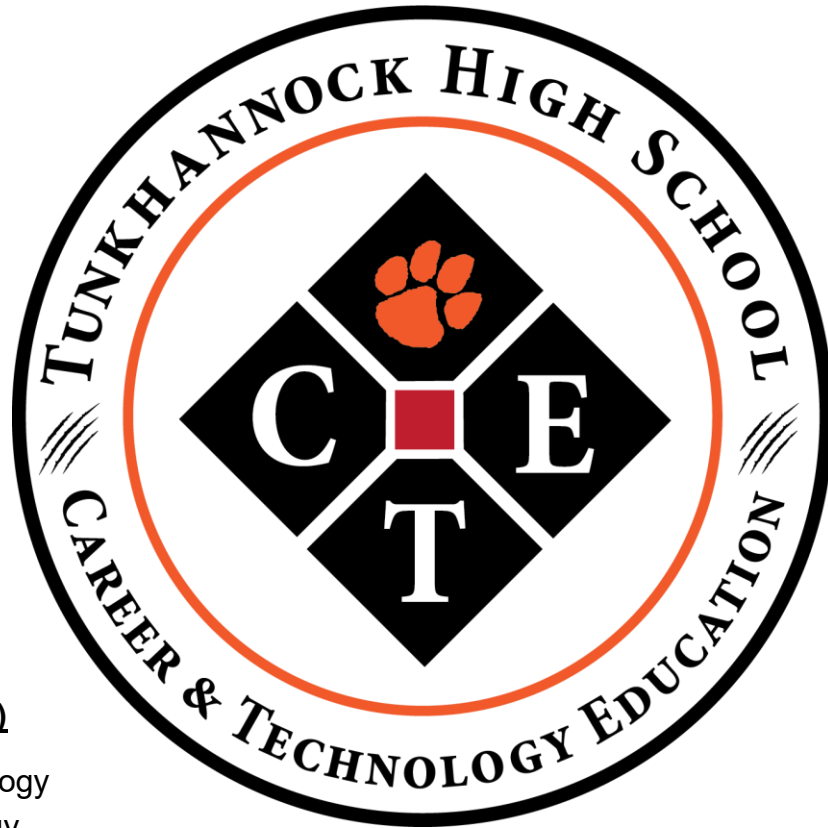
Family Life (P) (9) 0.25 credit

All students will be required to successfully complete a planned course in family life education. The class provides information and experiences designed to reinforce wholesome attitudes and favorable behavior patterns enabling them to function as responsible citizens in society today. Classes are designed to use techniques that will provide accurate information while also presenting students with an opportunity to discuss and share ideas with peers. The endocrine system, male and female reproduction, and HIV/AIDS education will be included in the course.

Career Planning (P) (11) 0.25 credit

This course provides students with continued career exploration experience. Students will continue to develop career awareness including job acquisition, retention, and advancement. Students will begin to develop a post-Graduation plan to supplement their Individualized Career Plan. Students will complete a unit on Job Interview preparation, execution, and follow-up. Students will continue the process of building their Career Plan Portfolios using the "Smart Futures" program.

Career and Technical Education Courses



Programs of Study (POS)

- Automotive Technology
- Business Technology
- Diversified Occupations (Co-Op)
- Early Childhood Education
- Engineering Technology

SKILLS USA COMPETITION

This international vocational youth organization is available for students in any Career and Technology Education Program. Leadership and Technical Skills Competition take place on the district, state, and national level in over sixty categories. The motto of the organization is “Preparing for Leadership in the World of Work.”

The SkillsUSA Championships is the premier showcase of America’s most highly skilled career and technical education students. It’s also one of the largest hands-on workforce development events in the world. Held in conjunction with SkillsUSA’s National Leadership & Skills Conference each June, this awe-inspiring event features more than 6,500 state champions from across the United States competing head-to-head in 114 skilled and leadership competitions.

The competitions are created, overseen and judged by nearly 2,000 industry volunteers, each committed to building the next generation of skilled professionals, career-ready leaders and responsible community members our future depends on.

Automotive Technology

Automotive technology consists of classroom and practical experiences designed to be taught as a technical/vocational program providing basic knowledge and skill competencies from a number of closely related occupations associated with combustion engines. Automotive Technology is designed to prepare students for job entry or post secondary technical training. Eligible students may participate in the cooperative education program in their senior year of Automotive Technology. Qualified students may be eligible for the PA State Inspection Program and/or ASE certification.

All Automotive Technology students will be required to complete web-based instructional modules, called CDX. This program supplements instruction along with all hands-on training in class. Although time is allotted in class for this purpose, students may also access this program anywhere the internet is available.

Program of Study – Automotive Technology

Any student who completes at least 6 credits from a single program of study (POS) prior to graduation, earns a minimum of proficient on their NOCTI exam, demonstrates proficiency on the approved PDE competency task grid and has a student objective form (408) on file, may, upon graduation, apply for Free SOAR college credits. Details are available at: <https://www.patrac.org/PA-SOAR-Programs>.

This table provides a suggested course pacing guide. Course sequence may vary based on class interests, availability and the selection of concurrent electives.

	<u>Freshman Year</u>	<u>Sophomore Year</u>	<u>Junior Year[^]</u>	<u>Senior Year[^]</u>
Elective 1	Automotive Technology 1 or Small Engines & Power Equipment	Automotive Technology 1 or Small Engines & Power Equipment	Automotive Technology 2	Automotive Technology 3
Elective 2	Intro to Business & Personal Finance	Welding Technology 1	Automotive Electronics	Automotive Diagnostic Systems
Elective 3	Other general electives, such as Language, Band, Chorus, Art, or other recommended CTE courses.		Machine Metal Fabrication	Cooperative Employment Skills

[^] Automotive Technology courses taken in their Junior and Senior Year that count toward the completion of the Automotive Technology Program of Study

Automotive Diagnostic Systems

STEM

(Y) (12) 1 credit

Prerequisite: Automotive Electronics

This course is designed to enhance students' knowledge of the electrical and on-board diagnostic systems used in modern vehicles. Lighting systems, electrical instrumentation, electrical accessories, restraint systems, air bags, as well as electricity as it relates to On-Board Diagnostics (OBD) 1 and 2 systems are covered in depth. Students are taught a direct approach to engine performance and emission analysis using scan tools, five gas analyzers, evaporation/emission (EVAP) testers, lab scopes, and digital multi-meters. The goal of this course is to train technicians to diagnose quickly and accurately.

Building Construction & Power Equipment

Building Construction and Welding are among the highest “In Demand Occupations” identified both locally and across the state. These programs consist of classroom and practical experiences designed to be taught as a technical/vocational program providing basic knowledge and skill competencies from a number of closely related occupations. The programs are designed to prepare students to be “Career/Job ready” or for additional post-secondary technical training. Eligible students may participate in the cooperative education program in their senior year or complete internships to master their skills. Qualified students may also be eligible for several Industry Certifications from participation or completion of these programs.

This table provides a suggested course pacing guide. Course sequence may vary based on class interests, availability and the selection of concurrent electives.

	<u>Freshman Year</u>	<u>Sophomore Year</u>	<u>Junior Year</u>	<u>Senior Year</u>
Elective 1	Small Engines & Power Equipment	Wood Tech 1	Building Construction 1	Building Construction 2
Elective 2	Other general electives, such as Language, Band, Chorus, Art, or other recommended CTE courses.		Wood Tech 2	Building Construction Internship

Small Engines & Power Equipment

STEM

(B) (9-12)

1 credit

Small Engines & Power Equipment is a study of internal combustion engines and associated systems. It includes theory and the disassembly and repair of both two and four stroke engines. The course will cover both classroom theory and hands-on experience or small gas and/or small diesel engines. Students will be expected to perform maintenance and systematically troubleshoot any problems associated with outdoor power equipment including, but not limited to, lawn mowers, chainsaws, tractors, ATV’s, snowmobiles, etc. Electrical controls and hydraulic systems incorporated on outdoor power equipment may also be introduced and explored. The students will learn how to work with people in a team setting.

Students are strongly encouraged to have projects they are able to bring to class for the “Live Work” portion of the course.

Building Construction 1

STEM

(B) (9-12)

1 credit

A fundamental course that will include basic introduction in the following areas: Best practices necessary to utilize hand and power tools in a safe and skillful manner, basic layout and reading of plans, tool identification and use, and general skills to help students be a useful and efficient member of a crew. Carpentry shall consist of estimating, layout, and construction of floors, walls, and rafters.

Building Construction 2

STEM

(B) (10-12)**2 credits**

Prerequisite: Building Construction 1

This course is a more in-depth study of the knowledge and skills acquired in Building Construction 1 with the addition of electrical and plumbing. Electrical will consist of students practicing safe work habits while learning the fundamentals of residential wiring. Plumbing will include the fundamental understanding, installation and repair of residential plumbing systems.

Building Construction Internship

STEM

(Y or B) (11-12)**1 credit**

Building Construction Internship serves the committed student, during their senior year, as a project based course developed to better prepare the student for the NOCTI assessment. The Construction Trades,

General PA assessment is based on a Pennsylvania statewide competency task list and contains both multiple-choice and performance testing components. This assessment is meant to measure technical skills at the occupational level and includes items which gauge factual and theoretical knowledge. Students will be scheduled as needed to learn, practice, and demonstrate mastery of this Task List to ensure proficiency or above on this NOCTI Assessment.

Microsoft Computer Skills 1 (B) (9-12) 1 credit

This course is designed to help students learn how to use the Microsoft Office software package. Students will engage in thorough exercises covering the following topics: Word, Excel, Access (database), PowerPoint, and several Integration Projects. After completing this course, students will be prepared to take the Microsoft Officer User Specialist (MOS) exams. These examinations certify and validate your skills in the Microsoft programs.

Microsoft Computer Skills 2 DE (B) (10-12) 1 credit

Prerequisite: Microsoft Computer Skills 1

Students who have successfully completed Microsoft Computer Skills 1 (MCS 1) are eligible for this class. This course will build on the skills learned in MCS 1 and develop advanced concepts and techniques in the Microsoft Office Program. Students will work independently to complete detailed exercises using the Word, Excel, Access, and PowerPoint programs. After completing this course, students will be prepared to take the Microsoft Officer User Specialist (MOS) exams. These examinations certify and validate skill levels in the Microsoft programs.

Business Law (B) (11-12) 1 credit

This course emphasizes laws in the business and personal world. Students will be introduced to topics that have a direct impact on their daily lives. By using case studies, present day court cases, class discussions, and mock trials, students will explore areas such as – Sources of laws, ethics, criminal and civil laws, trials, contracts, consumer protection, identity theft, and insurance laws.

Business Internship (B or Y) (11-12) 1 credit

The Business Internship serves the committed (408) student during their junior and/or senior year as a project based course developed to better prepare the student for the NOCTI assessment. The program related NOCTI assessment was developed based on a Pennsylvania statewide competency task list and contains a multiple-choice and performance components. This assessment is meant to measure technical skills at the occupational level and includes items which gauge factual and theoretical knowledge. Students will be scheduled as needed to demonstrate proficiency or above on this NOCTI Assessment.

Culinary Arts

The mission of Family and Consumer Sciences is to empower students with the knowledge and skills to manage with reason and creativity the personal, family, and community challenges across the lifespan of living and working in a global society. The Family and Consumer Sciences (FCS) elective classes enable students to prepare for a world that is ever-changing. Students will be presented with excellent and varied opportunities for the preparation of everyday living and an introduction to many employment opportunities with or without further education. Exposure to FCS classes will continue to integrate academic standards with life-long skills and responsibilities. Further, any students that takes a Family Consumer Science elective may also elect to become a member of the Family, Career, and Community Leaders of America, (FCCLA) and participate in its yearly competitions. Participation in Skills USA is also an option when involved in any of this program's electives.

This table provides a suggested course pacing guide. Course sequence may vary based on class interests, availability and the selection of concurrent electives.

	<u>Freshman Year</u>	<u>Sophomore Year</u>	<u>Junior Year</u>	<u>Senior Year</u>
Elective 1	Intro to Business & Personal Finance	Culinary 1	Culinary 2	Culinary 3
Elective 2	Other general electives, such as Language, Band, Chorus, Art, or other recommended CTE courses.		Entrepreneurship	

Culinary Arts 1

(B)

(9-12)

1 credit

Culinary Arts I is an introductory, hands-on course designed to introduce high school students to the foundational skills and knowledge used in professional kitchens and the foodservice industry. Students begin by learning essential kitchen safety, sanitation, and proper use of tools and equipment, with an emphasis on teamwork and professionalism.

Throughout the course, students develop fundamental culinary techniques, including knife skills, kitchen measurements, recipe reading, and basic food preparation. Instruction includes an exploration of cooking methods, stocks and sauces, herbs and seasonings, fruits and vegetables, and an introduction to baking principles and techniques. Students apply these skills through guided kitchen labs and structured practice.

The course also offers opportunities for real-world application, such as preparing food for school functions and participating in class competitions, including an authentic Ramen Competition that emphasizes research, creativity, and collaboration. Culinary Arts I provides a strong foundation for advanced culinary coursework and careers in hospitality, culinary arts, and foodservice management.

Culinary Arts 2

(B)

(10-12)

1 credit

Prerequisite: Culinary Arts 1

This course builds on foundational culinary skills while introducing students to more advanced techniques and industry-focused practices. Students expand their knowledge of advanced kitchen safety and sanitation and explore the hospitality industry with an emphasis on menu planning and management. Instruction includes advanced breakfast composition, in-depth baking techniques such as quick breads, yeast breads, and pastries, and professional plating and garnishing to enhance food presentation. Students also develop essential workplace skills, including communication, teamwork, time management, and professionalism, aligned with expectations of the foodservice and hospitality industries.

Students in Culinary Arts II will also participate in preparing food for school events and programs, providing real-world experience in planning, production, and service. A key component of the course is industry preparation; students will complete training and take the ServSafe Food Handler examination, providing the opportunity to earn an industry-recognized food safety certification. Culinary Arts II prepares students for continued study in advanced culinary courses and for entry-level employment in culinary and hospitality settings.

Culinary Arts 3

(FYB)

(11-12)

2 credits

Prerequisite: Culinary Arts 2

This advanced course focuses on hospitality and restaurant management, building on prior culinary skills, kitchen safety, and sanitation while preparing students for leadership roles within the foodservice and hospitality industries.

Students study industry standards and develop advanced knowledge in restaurant operations, customer service, and management principles. A major component of the course includes operating a school café at designated times throughout the year, allowing students to apply classroom instruction in a real-world, hands-on environment. Students gain experience in menu development, food production, service, teamwork, and problem-solving.

In addition to café operations, students plan and manage school-based events such as banquets, receptions, and faculty luncheons, developing skills in event planning, hospitality leadership, and professional communication. The course also offers opportunities for collaboration with hospitality industry professionals, including restaurants and hotels, providing students with exposure to real-world practices, career pathways, and professional expectations. Students will prepare for and take the ServSafe Manager examination, offering the opportunity to earn an industry-recognized certification. Culinary Arts III prepares students for postsecondary education, advanced training, and careers in culinary arts, hospitality, and restaurant management.

Diversified Occupations

School-To-Career Opportunities

School-to-Career opportunities are available for ALL students. For the college bound student intending to invest large sums of time and money into a specialized field of learning, these programs offer practical experience to help ensure that investment is a wise one. For the student entering the exciting and rapidly changing fields of technology, these programs offer valuable hands on experience and a real head start for their careers. All work site placements are planned to enable students to obtain meaningful career related experience in an atmosphere conducive to learning. The major courses and educational experiences of the TAHS School-to-Career Program include: Cooperative Vocational Education, Internship Program, Job Shadowing, Skills USA, and Transitional Job Shadowing/Job Training with related transition services. **This state approved Career and Technology Program is also an alternative graduation pathway.**

The Cooperative Education (Co-Op) Program is open to senior students (and juniors on a limited basis) who wish to participate in career related, paid, on-the-job training throughout their senior year. The student's job training is usually on a daily basis which would require an early release from the traditional academic schedule. Another job training schedule is called Intensive Cooperative Education (ICE) to allow a work schedule on a full day basis. All Co-Op students must take related vocational classes.

This table provides a suggested course pacing guide. Course sequence may vary based on class interests, availability and the selection of concurrent electives.

	<u>Freshman Year</u>	<u>Sophomore Year</u>	<u>Junior Year</u>	<u>Senior Year</u>
Elective 1	Intro to Business & Personal Finance	Job Shadowing	Apprenticeship	Cooperative Employment Skills
Elective 2	Other general electives, such as Language, Band, Chorus, Art, or other recommended CTE courses.			Job Training

Cooperative Employment Skills

(Y) (12) 1 credit

This classroom course includes employment seeking and retention skills (job applications, interviews, employer-employee relations), career planning, social insurance services for workers (social security, unemployment compensation, workers compensation), income taxes, and safety. Enrollment is mandatory for all seniors participating in Co-Op Job Training.

Eligibility for Job Training and Co-Op Employment Skills Credits

Students on approved **Co-op Job Training** are reminded that they must adhere to all cooperative education program regulations (attendance, academics, discipline) to maintain their participation in the program. Students on the Cooperative Education Program must have jobs that are career related in nature. Placements will be made with the career interest match up in mind. Any placements brought into the program must be approved on that basis by the School-to-Career Coordinator. All

training sites must also provide “Legal Employment” (wages, child labor, workers compensation, tax deductions.)

School-To-Career Internship Program

(11-12) .25 credit/quarter

Internships will be made available to juniors and seniors on a limited, selective basis. Internships will consist of non-paid experience directly related to the student’s career objective. The internship is expected to last from 30-90 hours during a quarter or semester. School credit of .25 will be awarded upon the return of a completed “Internship Log” to the Cooperative Education Coordinator and successful completion of the program. Students must provide their own transportation and document that they have medical coverage because workers compensation is not provided since an employer-employee relationship does not exist. The student must have good academic standing and attendance to be considered. Grades will be on a pass/fail basis. The student must be sponsored by a classroom teacher and sign the Internship Guideline agreement.

Job Shadowing

(9-12)

non-credit

This is a 1-3 day, non-paid job exploration experience to assist a student in determining or fine tuning their career path. Students **MUST BE SPONSORED** by classroom teacher of subject area related to the shadowing field. Students will be expected to report back to their class at the discretion of the classroom teacher. Students must document health insurance coverage since this is not an employer-employee relationship covered by workers compensation.

TRANSITIONAL SERVICES FOR SPECIAL EDUCATION STUDENTS

Paid Job Training and Job Shadowing experiences are available to students within the Learning Support and Life Skills programs and are under the supervision of the Transition Coordinator. In the Job Training aspect, students are awarded 1 credit for each semester of approved job training and may be provided transportation assistance from school to their job site. This also includes pre-vocational skills taught in the program through the utilization of the Tiger House. Career testing, career pathways in conjunction with course work already in place, helps guide these students with special needs through their transition from school into the community. Along the way, a life-long link is established with agencies, community based organizations and services. Such groups include: housing (HUD), CEO, OVR, MH/OS., Social Security, Public Assistance, Children Services, as well as educational centers. The total program attempts to eliminate “gaps” in this transition while staying connected to any service which may provide and form a link or a “transition” from the school age setting to a work, careers, or recreating setting.

Early Childhood Education

Program of Study – Early Childhood Education

Any student who completes at least 6 credits from a single program of study (POS) prior to graduation, earns a minimum of proficient on their NOCTI exam, demonstrates proficiency on the approved PDE competency task grid and has a student objective form (408) on file, may, upon graduation, apply for Free SOAR college credits. Details are available at: <https://www.patrac.org/PA-SOAR-Programs>.

This table provides a suggested course pacing guide. Course sequence may vary based on class interests, availability and the selection of concurrent electives.

	<u>Freshman Year</u>	<u>Sophomore Year</u>	<u>Junior Year[^]</u>	<u>Senior Year[^]</u>
Elective 1	Culinary 1	Early Childhood Education 1	Early Childhood Education 2	Early Childhood Education 3
Elective 2	Other general electives, such as Language, Band, Chorus, Art, or other recommended CTE courses.		Intro to Business & Personal Finance	Early Childhood Education 4
Elective 3				

[^] Early Childhood courses taken in their Junior and Senior Year that count toward the completion of the Early Childhood Education Program of Study

Early Childhood Education 1

(B) (9-12) 1 credit

This course emphasizes the basics in child development and the experiences needed for understanding the cognitive, physical, social, and emotional development of children. Students will be introduced to the study of child development and appreciate its relevance in their lives. The class helps students understand the beginnings of human life and follows the changes that take place from conception through birth and the first days of life through late adulthood. This course is the first in a sequence of two classes focusing on the development and the care and education of children.

Early Childhood Education 2 (Pre-K Lab)

(FYB) (11-12) 2 credits

Prerequisite: Early Childhood Education 1 with a minimum grade of 88%

This PDE Approved Program of Study (POS) follows the successful completion of the Level 1 Child Development and Care 1 course. This course further prepares each student's knowledge and skills development for the pursuit of an associate or bachelor's degree in early childhood education and/or a child services career. The course continues to emphasize childhood development and the learning experiences necessary for a deeper understanding of the cognitive, physical, social and emotional development of preschool/young children. Students will also learn to prepare classroom curriculum and implement strategies while working with preschoolers. Students will have opportunities to apply their learning through participation and observation of children individually and in groups. Students will plan and teach theme activities two days a week to the children in the Tiger Tots Childcare Center, located at Tunkhannock Area High School.

This course is designed to help students apply the knowledge gained in Child Development 1 and enhance skills through direct interaction in the laboratory preschool classroom. The students, under the teacher's supervision, will operate a laboratory preschool classroom for children ages three through five years. The students will develop practical techniques for guiding and teaching young children and their families. Students will prepare lesson plans complete with learning activities and instructional materials aligned with the PA Pre-K Standards. They will also participate in discussing observations and evaluations. The course is recommended for students considering a career in Early Childhood Education, Elementary Education, Daycare, or related fields relating to children.

Early Childhood Education 3

(FYB) (12)

2 credits

Prerequisite: Early Childhood Education 2

Early Childhood Education 3 builds on foundational knowledge from ECE 1 and 2, preparing students for advanced study in child development, inclusive practices, and professional early childhood education careers. Students will deepen their understanding of child development theories, culturally responsive practices, curriculum design, health and safety, literacy across domains, family collaboration, and career pathways in early childhood education. Emphasis is placed on applying knowledge in practical settings through observations, classroom projects, program evaluations, and professional portfolio development.

Early Childhood Education 4 - Internship

(FY) (12)

1 credit

Prerequisite: ECE 1, ECE 2, & ECE 3 (May take ECE 3 & ECE 4 simultaneously)

This capstone course provides students with the opportunity to apply their knowledge of child development, curriculum design, and classroom management in a professional early childhood education setting. Through supervised internships, students will develop professional and leadership skills, refine teaching techniques, and explore career paths within the field of early childhood education. Reflection, professionalism, and ethical practice are emphasized throughout the year.

Engineering Technology and Architecture

Program of Study – Engineering Technology

Any student who completes at least six (6) credits from a single program of study (POS) prior to graduation, earns a minimum of proficient on their NOCTI exam, demonstrates proficiency on the approved PDE competency task grid, and has a student objective form (408) on file, may, upon graduation, apply for Free SOAR college credits. Details are available at:

<https://collegetransfer.pa.gov/PA-SOAR-Programs>

The Engineering Technology and Architecture program offers a variety of courses to prepare students through a pre-engineering track or an engineering technician track. All courses in this program, as well as the Machine and Metal Fabrication program, fall under the Engineering Technology Program of Study, a pathway to graduation (must meet CTE Concentrator Criteria outlined in PA Act 158).

A sample course selection for a completer (Engineering Design Focus):

	<u>Freshman Year</u>	<u>Sophomore Year</u>	<u>Junior Year[^]</u>	<u>Senior Year[^]</u>
Elective 1	Architecture (2D)	Foundations for Engineering (FFE)	Discover Engineering	Engineering Internship
Elective 2	Other general electives, such as Language, Band, Chorus, Art, or other recommended CTE courses.		Electronics + Robotics	Architecture (3D)
Elective 3			CNC Machining	Drone Piloting and Aerial Videography

[^] Engineering Technology courses taken in their Junior and Senior Year that count toward the completion of the Engineering Technology Program of Study

Approved Engineering Technology Program of Study Courses:

Foundations for Engineering, Discover Engineering, Engineering Internship, Engineering Capstone, Electronics, Architecture, Drone Piloting and Aerial Videography, Intro to Metal Fabrication, Machining and Metal Fabrication, Advanced Machining and Metal Fabrication, and CNC Machining, and Metals Internship

Other Recommended Courses:

Pre-Engineering Track: Physics, Chemistry, AP Bio, Pre-Calculus, Calculus, Probability and Statistics

Engineering/Manufacturing Technology Track: Metals Technology, Wood Technology, Welding, Building Trades, Small Engines

Architecture

STEM

(Y) (9-12)

1 credit

In this project-focused course, students will be introduced to residential house design, commercial building design, and basic site design. Students will use industry-grade technology as they sketch, CAD design, and build their masterpieces. Students in the upper levels of Architecture are given the opportunity to advance their skills in architecture using Revit, civil engineering using Civil 3D, manufacturing using Inventor.

Engineering Capstone (Employment in Engineering or Metal Fabrication)

Prerequisite: Senior in Engineering Technology Program of Study)

Students who excel in the Engineering Program of Study may be granted the opportunity to work during the school year as a Capstone Student. Students will work at a local engineering or manufacturing company while going to school. Students must talk to Mr. Hug or Mr. Townsley early in Junior Year to work on a possible placement.

Note: All courses count towards the Engineering Technologies/Technicians (ETT) Program of Study (POS) **IF** taken in their 11th or 12th grade year. Students who take the course(s) in their 9th or 10th-grade year get school credit and can become Engineering or Applied Engineering (Metals) Interns in their 11th or 12th-grade year to receive credits and hours towards the ETT POS.

Unmanned Aircraft Systems

Drone Piloting & Aerial Videography STEM (B) (10-12) 1 credit

*Prerequisite: Geometry or teacher recommendation

This course is designed to introduce students to the exciting, emerging, and unbounded world of the small Unmanned Aircraft System. The course will specifically focus on quadcopter uses and begin to prepare students for a potential career path in this unique field. The instructor will lead students in learning the vast information needed to pass the Federal Aviation Administration (FAA) required pilot exam called “Part 107” as well as getting some hands-on experience flying quadcopters and simulating real-world experiences and usage of this innovative technology. Focus will be placed on aerial videography, photography, and an introduction to 3D imaging pertaining to surveying and Civil Engineering while simulating real-world applications.

***Students may opt to take this class a second time to hone their piloting skills and reinforce the information needed to pass the Federal Aviation Association’s (FAA) required pilot exam “Part 107”. After completing this section of the course, students over 16 can schedule a visit to an FAA authorized testing location to take the test. When passing this test, they will obtain their sUAS Pilot certification.

Graphic Design & Print Media

“Where graphic art & design, printing, digital photography, video & audio editing, and 3-D animation come together.”

Multiple Adobe Certified Associate Certificates can be earned while taking these electives.

This table provides a suggested course pacing guide. Course sequence may vary based on class interests, availability and the selection of concurrent electives.

	<u>Freshman Year</u>	<u>Sophomore Year</u>	<u>Junior Year</u>	<u>Senior Year</u>
Elective 1	Graphic Design 1	Graphic Design 2	Advanced Graphics	Computer Animation
Elective 2	Other general electives, such as Language, Band, Chorus, Art, or other recommended CTE courses.			Drone Piloting and Aerial Videography

Graphic Design 1 STEM (B) (9-12) 1 credit

Graphic Design is an introductory course that teaches students the software and tools utilized in the digital multimedia and printing fields. The focus will be on building skills using Adobe Photoshop and Adobe Illustrator and learning to prepare files for print and digital outputs. Students will also explore other fun areas in graphic design such as: screen printing, digital photography, sublimation, vinyl cutting, and basic skills in video/audio production.

Graphic Design 2**(B) (10-12) 1 credit**

Prerequisite: Graphic Communications 1 and teacher recommendation

This course will continue the exploration of the Adobe Creative Suite with an emphasis on digital multimedia & digital printing. Students will improve the skills they learned in Graphic Design 1 continuing to develop effective designs, presentations, and compositions, and begin taking on real-world jobs for the school district, school clubs, and sports teams. In addition to advancing their video production skills, students will also get to experiment with emerging technologies such as 360o cameras creating virtual tours in a simulated VR (Virtual Reality) environment.

Advanced Graphics**(B) (11-12) 1 credit**

Prerequisite: Graphic Communications 2 and teacher recommendation

Advanced Graphics is designed to meet the needs of the students looking to continue taking technical computer courses in high school as well as pursuing Digital media and Printing field as a career. Each student will choose an area of interest to do an in depth study and complete projects that could lead into an Internship with the School Print Shop.

Computer Animation**(B) (9-12) 1 credit**

This course offers an introduction into the world of digital animation. Students will learn to use industry software to produce three-dimensional animated models, structures, and characters culminating in a storytelling, animated short. All aspects of the animation process will be covered from scripts, storyboards, and modeling all the way through rendering and proper video/audio composition. This course uses Autodesk Design 3Ds Max and Adobe Premier Pro software.

** Students may opt to take this course a second time to enhance and hone their skills.

Welding Technology

This table provides a suggested course pacing guide. Course sequence may vary based on class interests, availability and the selection of concurrent electives.

	<u>Freshman Year</u>	<u>Sophomore Year</u>	<u>Junior Year</u>	<u>Senior Year</u>
Elective 1	Welding 1	Intro to Metal Fabrication	Welding 2	Welding Internship
Elective 2	Other general electives, such as Language, Band, Chorus, Art, or other recommended CTE courses.		Foundations for Engineering (FFE)	Machining & Metal Fabrication

Welding Technology 1 STEM **(B)** **(9-12)** **1 credit**

Welding Technology will include both beginning and advanced students in the same class. The course will include classroom instruction in welding theory and practice as well as practical experience. Much of the time will be spent on assigned jobs designed to increase the student's skill level as he or she moves from one job to another. After students have completed the assigned jobs, they will be required to complete a welding project.

Welding Technology 2 STEM **(B)** **(10-12)** **1 credit**

Prerequisite: Welding Technology 1

Welding Technology 2 will focus on advanced SMAW, GMAW, and GTAW welding techniques. The students will follow a sequence of welds including, but not limited to, out of position stick welds, GMAW on both steel and aluminum, GTAW on both steel and aluminum, and SMAW and GTAW pipe welds. Upon completion of assigned jobs, they will be required to complete a welding project at their skill level. The students will also learn about welding blueprints, welding symbols, and advanced layout skills. Students will also learn basic job readiness and business skills. The students will learn how to obtain a job, succeed in the workplace, and work with people. They will also learn basic business, economic, marketing, sales, and customer service skills associated with operating a small business.

** Students may opt to take this course more than once to enhance and hone their welding skills.

Wood Technology

This table provides a suggested course pacing guide. Course sequence may vary based on class interests, availability and the selection of concurrent electives.

	<u>Freshman Year</u>	<u>Sophomore Year</u>	<u>Junior Year</u>	<u>Senior Year</u>
Elective 1	Small Engines & Power Equipment	Wood Tech 1	Building Construction 1	Wood Tech 2
Elective 2	Other general electives, such as Language, Band, Chorus, Art, or other recommended CTE courses.		Architecture	Building Construction 2

Wood Technology 1 (B) (9-12) 1 credit

This is an introduction to the basics of manufacturing with wood products. Through a project based curriculum students will learn procedures, materials, and machinery to enable the beginner to develop his or her woodworking skills. This is a prerequisite to Wood Technology II and cabinetry.

Wood Technology 2 (B) (10-12) 1 credit

Prerequisite: Wood Technology 1

This course is a more in-depth study of woodworking tools, processes, and machinery including cabinetry skills and procedures through classroom/laboratory activities and projects. This class compliments the knowledge and skills acquired in Wood Technology 1 while challenging students to an increased difficulty level of wood working techniques and cabinetry.

** Students may opt to take this course more than once to enhance and hone their woodworking skills.

8th Grade Course Descriptions

8th Grade Core Courses

Note: 8th Grade does not earn credits towards graduation

MATH 8

This pre-algebra program reinforces necessary computational and problem-solving skills. As a prerequisite for Modern Algebra I, students will receive a solid foundation of algebraic and geometric concepts.

ALGEBRA 8

Modern Algebra 1 is the first course in our sequential academic mathematics program. It deals with algebraic fundamentals and emphasizes the equation as a means to the solution of problems. Algebra is a very important math prerequisite to many careers and it is recommended that successful completion of this course sequence be attained by all students planning to continue in a field involving mathematics. Successful completion of this program requires a firm understanding of the concepts presented in Modern Algebra 1. Our experience has shown that this understanding is exhibited by a final average of C or higher in this course. The Algebra 1 Keystone Exam will be administered near the end of this course.

The course will also cover all topics covered in Math 8.

ELA-Reading

This course focuses on meeting the requirements of the State Standards for English Language Arts and Literacy – Grade 8 with an emphasis on reading, speaking, and listening. The course includes instruction in finding key ideas and details, determining craft and structure, and evaluating knowledge and ideas in both fiction and nonfiction texts including novels, short stories, poetry, mythology, and essays. Students acquire and utilize both academic and concept vocabulary. Finally, the course includes an independent reading requirement to promote stamina in reading at grade level or above. This course is taught in conjunction with the ELA-W (Writing) course.

ELA-Writing

This course focuses on meeting the requirements of the State Standards for English Language Arts and Literacy – Grade 8 with an emphasis on writing and conventions. The course includes instruction in writing a variety of text types for different purposes while demonstrating command of the conventions of standard English grammar and vocabulary. Students practice the skills needed to effectively plan, revise, and edit writing appropriate to the task, audience and purpose. This course is taught in conjunction with the ELA-R (Reading) course.

SCIENCE 8

This is a general science course that covers a range of topics including aspects of Physical, Life, and Earth and Space Sciences. The year begins with review of the Scientific Method and Measurement and culminates with lessons in Space Science. This course also offers an introduction to chemistry. Course work includes labs and projects as well as digital and hands on assignments.

US HISTORY 8

This course will cover the time periods from The French and Indian War to Post Civil War in the Reconstruction Time Period. Time periods and topics are as follows: Revolt and Revolution (1754- 1783), The Constitution and Bill of Rights (1787- 1790), The New Republic (1790 - 1814), Industrialization and Reform (1790 - 1814), Western Expansion (1803 - 1848), Sectionalism and Civil War (1830 - 1865), and Reconstruction (1865 - 1900).

8th Grade Electives

Art 8

(Y)

An exploratory course designed to help improve students' basic art skills using a variety of media and techniques. The course places emphasis on developing the students' creativity and self-expression through the use of the elements of art (line, shape, color, value, form, texture, and space) and principles of design (rhythm, balance, proportion, variety, emphasis, harmony, and unity).

Creative Writing

(Y)

Creative writing will improve each student's ability to communicate using the written word. It gives students the opportunity to communicate through a variety of methods and genres while exploring the writing process through journals, poetry, short stories, and plays. Additionally, students will read, interpret, and analyze a collection of nonfiction and fictional works by a variety of authors. Students will engage in the process of workshop, which includes pre-writing, multiple drafts, and peer editing. Students will orally present their own written pieces, both individually and in groups. Over the course of the school year, students will be able to identify and utilize their writing style with an original voice. Through a variety of reading, writing, speaking and listening activities, students will gain a deeper understanding of these diverse forms of writing through the processes of problem solving, analysis and critique.

Concert Chorus

(Y)

This is an elective course for students who demonstrate interest, vocal ability, and musical awareness. Scheduled performances during the school day and in the evening throughout the school year are part of the requirements of this course. Additional practices may be conducted after school or during activity period as necessary. Periodically, students may be evaluated individually or in small groups on the musical literature being studied or vocal concepts being learned. Sight-singing, solfege, vocal technique, and music theory concepts will also be covered in class. This course is available to all students who demonstrate an able vocal ability and can match pitch.

8th Grade Band/Jazz Band 8

(Y)

Students electing this course must show sufficient proficiency on their chosen instrument to function in the concert band. This class will be developed and organized according to personnel that would encourage small ensemble performance, sectional preparation, and development of musicianship. This ensemble will prepare for at least two annual performances including the Winter Concert and Spring Concert. Additional practices and performances will be scheduled, as necessary. 8th Grade Jazz Band will meet on a rotating schedule and will develop fundamentals of the jazz idiom.

Spanish in the Real World: Language and Culture (Preparation for upper levels)

(Y)

This 8th-grade Spanish course is designed for motivated students who plan to take Spanish One their Freshman year. Students learn Spanish through meaningful communication—listening to, reading, speaking, and writing language they understand—rather than memorizing isolated vocabulary or grammar rules. Lessons focus on building strong comprehension, confidence, and academic language skills while exploring culture and real-world topics. This course is a strong fit for students who enjoy language learning, are willing to actively listen and participate in class, and are motivated to challenge themselves academically. Students do not need prior fluency, but they should be prepared to engage consistently, read in Spanish, and use the language regularly in class. The course is especially appropriate for students planning to pursue the Honors and AP Spanish pathway.

8th Grade Technology Education

(Y)

This is an introductory course for learning skills and practices used in Career and Technology Education (CTE) courses. This project-based course is for students who anticipate taking future courses in CTE. Students will learn basics of print reading, CAD software, precision measuring, 3d printing, electronics, robotics, fabrication, construction, machine and tool usage, safety and much more. The skills obtained in this course will prepare students with the skills needed to take future courses in Automotive, Machining and Metal Fabrication, Welding, Wood Technology, Engineering and Architecture, Graphics, Drones, Small Engines, and Building Construction.

8th Grade Peripherals

PHYSICAL EDUCATION 8

The Eighth-grade physical education course is aligned with both national and state standards with the goal to provide, encourage, and instruct multiple aspects of physical activity. The primary topics covered in this course are centered around exposing students to numerous lifelong physical activities and exercise biomechanics. Students are expected fully participate in all class activities and change into clothing appropriate for physical movement and exercise that adhere to the school dress code daily. Failure to participate to one's ability and being unprepared for class will negatively affect the student's grade.

CAREER AWARENESS

This course provides all eighth-grade students with a continuation of the career self-assessment and exploration experience with the use of the "Smart Futures" online program. Students will develop basic career awareness including job acquisition, retention, and advancement. The course includes presentations from outside professionals. Students will learn about PA Child Labor Laws and how to complete a job application. Students will complete a unit on Cyber Safety with the use of the online "Career Safe Program". Students will also continue the development of their Career Plan Portfolios using the "Smart Futures" program.

8TH GRADE CTE PERIPHERAL

This peripheral offering will allow all 8th Grade students the opportunity to earn their Pennsylvania Boating Certificate. This certificate is a lifelong certification issued by the state of Pennsylvania that allows the holder to operate powered watercraft and personal watercraft (Jet Ski). The Basic Boating Course curriculum is PA Fish and Boat Commission issued and approved. Topics such as basic water safety, navigation, and safe boat handling will be covered. In addition to the boating course, Students will experience guided tours of each shop and program in our CTE area, along with explanations from each instructor regarding curriculum and career opportunities.

8TH GRADE HEALTH

The primary focus of the 8th grade health class is to examine the biological mechanisms that are involved in our mental health and well-being. The course aims to explore how to leverage actionable strategies to deal with everyday stressors within our lives and understand the biological underpinnings behind them. Subtopics within the 8th grade health class include the neurological responses to stress, resilience, digital wellness, and the effects of nutrition, sleep, and exercise on mental wellness. The 8th grade health class also discusses the health effects of tobacco and nicotine products.