



**WEST GREENE JUNIOR-SENIOR HIGH
SCHOOL**

2021 - 2022

COURSE SELECTION HANDBOOK

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OVERVIEW

This Course Selection Handbook is designed to provide students and parents with the information needed to build a schedule of classes that will allow all students to effectively fulfill the West Greene School District's requirements for graduation while fully realizing their maximum academic potential. West Greene High School, in conjunction with The Greene County Career and Technology Center, West Greene Online Academy, College Board, The University of Pittsburgh, Community College of Beaver County, West Virginia University, and other universities to offer all students a diversified, high-quality curriculum that is continually developed and refined by an outstanding team of highly qualified educators. The faculty, staff, and administration at West Greene are thoroughly committed to providing all students with the opportunity to flourish and succeed, providing access to multiple support systems along the way to ensure their success. If you at any time have any questions about the Course Selection Handbook or scheduling process in general, please contact the school for details. Please keep in mind that changes to the content of this handbook and the scheduling process may be necessary based on unanticipated developments. The most updated scheduling information will always be posted on the district website.

GRADUATION REQUIREMENTS

There are three requirements that must be met in order for a student to graduate from West Greene High School. They are:

1. All credit and course requirements must be fulfilled. This is accomplished via the scheduling process covered in this handbook.
2. Presentation of a senior graduation project. Information regarding the senior graduation project is available through Mr. Rychtarsky.
3. Proficiency in the Keystone test or other alternative assessments. Information regarding this requirement is available in the school's main office.

School personnel, parents, and students must work together in order to meet these graduation requirements. School personnel will make every effort to notify parents or guardians when students are deficient. However, the ultimate responsibility for meeting all graduation requirements rests with the student. **Any student who does not meet the requirements for graduation will not be permitted to participate in graduation activities, including commencement, and will not be awarded a diploma from West Greene High School until such time as all criteria are met to the satisfaction of the superintendent and school board.**



PA DEPT. OF EDUCATION GRADUATION REQUIREMENT



Beginning with the Class of 2023, in accordance with PA Dept. of Education, students graduating from West Greene High School must complete one of the following pathways in order to satisfy the state requirements for graduation (in addition to District credit requirements.)

- 1. Keystone Proficiency Pathway:** Score **Proficient** or **Advanced** on 3 Keystone Exams - Algebra, Literature, and Biology. **(OR)**
- 2. Keystone Composite Pathway:** Earn a satisfactory composite score (4452) on the Algebra, Literature, and Biology Keystone Exams (*while achieving at least a **proficient** score on at least one of the three exams **and no less than a basic score on the remaining two***). **(OR)**
- 3. Alternate Assessment Pathway:** Successful completion of a **West Greene High School** Keystone course (Algebra, Biology, and Literature) on which the student did not achieve proficiency **and one** of the following:
·Attainment of an established score on an approved alternate assessment (SAT, PSAT, ACT, ASVAB); attainment of an established score on an Advanced Placement Program in an academic content area associated with each Keystone Exam on which the student did not achieve at least a proficient score; successful completion of a concurrent enrollment course in an academic content area associated with each Keystone Exam in which the student did not achieve at least a proficient score; Successful completion of a pre-apprenticeship program or acceptance into an accredited 4-year nonprofit institution of higher education and evidence of the ability to enroll in college-level coursework. **(OR)**
- 4. Evidence Based Pathway:** Successful completion of a **West Greene High School** Keystone course (Algebra, Biology, and/or Literature) on which the student did not achieve proficiency and demonstration of three pieces of evidence consistent with the student's goals and career plans, including one of the following:
·Attainment of an established score on an SAT subject test or Advanced Placement Program Exam; acceptance to an accredited nonprofit institution of higher education other than a 4-year institution and evidence of the ability to enroll in college level coursework; attainment of an industry-recognized credential; or successful completion of a concurrent enrollment or postsecondary course.
*·**And two** additional pieces of evidence, including one or more of the options listed above, or satisfactory completion of a service learning project; attainment of a score of proficient or advanced on a Keystone Exam; a letter guaranteeing full time employment; a certificate of successful completion of an internship or cooperative education program; or satisfactory compliance with the NCAA's core courses for college-bound student athletes with a minimum GPA of 2.0.* **(OR)**
- 5. CTE Pathway:** For Career and Technical Education (CTE) Students, successful completion of a **West Greene High School** Keystone course (Algebra, Biology, and/or Literature) on which the student did not achieve proficiency **and** attainment of an industry-based competency certification related to the CTE Student's program of study or demonstration of a high likelihood of success on an approved industry-based competency assessment or readiness for continued meaningful engagement in the CTE Concentrator's program of study.

SCHEDULING

The process of scheduling should be taken very seriously by both students and parents. It is highly recommended that parents and students work together in building a schedule. Consideration must be given to multiple factors, including graduation requirements, course content, and compatibility with the master schedule. School counselors are available to assist and should be consulted regularly to assure that all the necessary requirements are being met. **All students must adhere to the scheduling and credit requirements set forth in this handbook for each school year. Students who do not follow these scheduling and credit requirements will not be able to meet the district's graduation requirements as stated above.**

Scheduling begins in the winter for the upcoming school year. Students will be given a scheduling form and a Course Selection Handbook to review with their parents. The scheduling form must be signed by the student and parent and returned to the main office. Because information from the scheduling form will be used for staff assignment and budgeting purposes, it is important that the form is signed and returned on time. If no form is returned, the student will be scheduled last into whatever courses are still available. Schedule changes are permitted and facilitated if possible as per the timing guidelines on page 4 (Withdrawing from a Course). After that, schedule changes are highly discouraged, and will only be approved in emergency situations. All scheduling changes must be approved by the principal. The chart below shows the minimum credit and possible course options at each grade level.

Course	9 th grade	10 th grade	11 th grade	12 th grade
Language Arts Options (4 credits required)	1 credit required: Language Arts 9	1 credit required: Language Arts 10	1 credit required: Language Arts 11 AP Seminar	1 credit required: Language Arts 12 AP Literature College Speech & Debate AP Research
Social Studies Options (3 credits required)	1 credit: World History	1 credit: U.S. History	1 credit: Civics/Government	1 credit: Greene County/PA History
Science Options (4 credits required)	1 credit required: Integrated Science Biology Honors Science Elective	1 credit required: Biology Chemistry Honors Science Elective	1 credit required: Chemistry Physics Honors Science Elective	1 credit required: Natural Science Physics Honors Science Elective
Math – course pathways based on 8th-grade coursework and teacher recommendations (4 credits required)	1 credit required, may be: Algebra I A Algebra 1B Geometry Algebra II Honors	1 credit required, may be: Algebra I B Geometry Algebra II Adv. Algebra/Trig Honors	1 credit required, may be: Geometry Algebra II Adv. Algebra/Trig Pre-Calculus Honors Financial Literacy	1 credit required, may be: Algebra II Adv. Algebra/Trig College Algebra Pre-Calculus AP Calculus Financial Literacy
Required Electives (1 Technology & 1.5 Health/PE credits required)	Physical Education Health (PE/Health credit) Fitness (PE/Health credit) School Publications (Technology credit) Business & Entrepreneurship 1& 2 (Technology credit) Health (PE/Health credit) Graphic Design (Technology credit) Video Production (Technology credit) Computer Science (Technology credit) Advanced Fitness (PE/Health credit)			
Electives – see following pages for electives offered at each grade level (5.5 credits required)	2 Credits of Electives Required	2 Credits of Electives Required	2 Credits of Electives Required	2 Credits of Electives Required
Total required credits to be scheduled per year	8 credits	8 credits	8 credits	8 credits

	9 th grade	10 th grade	11 th grade	12 th grade
Required Testing	Keystone	Keystone ASVAB PSAT	Keystone Act 53 Civics Assessment	Keystone NOCTI (for Agriculture Education completers)

Important Notes:

- Students must take a minimum of 1 credit per year in all core content areas (language arts, math, social studies, and science) and pass all required courses in all core content areas in order to graduate.
- Students are permitted to attend only those classes for which they are scheduled.
- Students must take a full schedule (8 credits) each year unless they are approved for work release.
- Students who wish to accelerate their program of study may do so by obtaining permission from the administration, school counselor, teacher(s), and parent(s). Accelerated programs must adhere to all credit and course requirements, although certain required courses in this situation may be taken in earlier grades.
- Students will not be permitted to “double-up” on core classes to make up for failures until such time as they demonstrate an ability to pass that particular type of class for an entire school year. For example, a freshman who fails Language Arts 9 will not be permitted to take Language Arts 9 and Language Arts 10 the following year to “catch up”. This student must take and pass Language Arts 9 during their next school year, and may then be permitted to take Language Arts 10 and 11 the following year to catch up.
- The administration reserves the right to modify any and/or all credit and course requirements as necessary on a case by case basis.
- Students not scoring proficient or advanced on Keystone and CDT tests are required to schedule remediation/test prep courses at required times.
- Students with an IEP or 504 will receive the accommodations provided in the SDI in all courses.

WITHDRAWING FROM A COURSE

Upon administrative review and approval, ***students have 10 days to withdraw from a course.*** Students who are given administrative permission to withdraw after the cut-off date will receive a grade of WF (withdraw failing) and no credits will be awarded. This failing grade will be calculated in the student’s overall GPA.

PHYSICAL EDUCATION REQUIREMENTS

Physical education is required by state law and is to be taken by all students who are not excused for medical reasons. Only a medical excuse is accepted as a legitimate reason for not taking physical education. The excuse must be supplied by a licensed medical practitioner. It must be returned to the physical education teacher and will be placed on record. It must state for what period of time and for what reasons the student is to be excused from physical education activities for medical reasons. The student will be given alternative instruction. The student will receive the grade of “M” and will not be awarded credit if the medical excuse states the student will be out for the entire 9 week period.

ADVANCED PLACEMENT (AP) PROGRAM

West Greene High School will offer up to six AP courses each school year: AP Calculus, AP Biology, AP English Literature, AP US History, AP Seminar, AP Research, and AP Psychology. By taking AP college-level courses and exams, students can earn college credit and advanced placement and will stand out in the college admissions process. Students must take the AP exam if enrolled in an AP course. Additional benefits of taking AP courses include:

******AP course offerings will be based each year on student interest in each course.******

Earn College Credit and Advanced Placement

- Receive recognition from more than 3,600 colleges and universities that annually receive AP Exam scores. Over 90% of 4-year colleges in the U.S. provide credit and/or advanced placement for qualifying scores.
- Have time to move into upper-level courses in your field of interest, pursue a double major, or study abroad.
- Design a college experience that suits you and gives you the flexibility to get the most out of your college years.

Stand Out in the College Admissions Process

- Demonstrate your maturity and readiness for college.
- Show your willingness to take the most rigorous courses available to you.
- Emphasize your commitment to academic excellence.

Gain Skills that Will Help You Succeed in College

- Get a head start on college-level work.
- Improve your writing skills and sharpen your problem-solving techniques.
- Develop the study habits necessary for tackling rigorous course work.

Broaden Your Intellectual Horizons

- Be part of a community of students and educators who are passionate, curious, and committed to academic excellence
- Engage in intense discussions, solve problems collaboratively, and learn to write clearly and persuasively
- Take courses that are developed by leading professors to reflect the level of learning to happen at colleges throughout the country

If you are interested in taking AP courses or have any questions about the program, please see the school counselor or our AP Coordinator. ALL STUDENTS TAKING AP COURSES MUST TAKE THE AP EXAM FOR THE COURSE. West Greene will absorb the cost of one AP exam each school year. Each additional exam will be at the expense of the student and parent/guardian.

DUAL ENROLLMENT PROGRAM

West Greene High School maintains a dual enrollment partnership with the University of Pittsburgh, West Virginia University, Carlow University, and Pierpont College which allows high school students to achieve college credits while attending high school. The credits achieved from the dual enrollment program serve as high school credits for graduation purposes as well as college credits to be transferred upon graduation. While there is a fee associated with these courses, dual enrollment courses taken in high school cost far less than traditional courses taken on the college campus.

ONLINE COURSES

West Greene High School will partner with colleges and universities to offer college courses online for juniors and seniors. Students will be permitted to enroll in a college or university to take online college courses during the school day for courses not offered at the West Greene High School. Funding may be available for certain courses at certain universities. Ask your school counselor for more information.

CREDITS

The following chart shows how many credits must be accumulated in fulfilling the necessary requirements for graduation:

Language Arts	4 Credits
Social Studies	3 Credits
Math	4 Credits
Science	4 Credits
Health & Physical Education	1.5 Credits
Technology Coursework	1 Credit
Electives	5.5 Credits
<u>Senior Graduation Project</u>	<u>1 Credit</u>
TOTAL	24 Credits

One credit is awarded at the end of the fourth nine weeks for the successful completion of a one-credit, full-year course. Successful completion of a one-credit, full-year course means that the student must have a passing grade for a minimum of two of the four nine-week grading periods. The student's final

grade must also be a passing grade. The final grade will be determined by calculating the average of each of the four nine weeks percentage grades.

One credit is equal to a regular school year consisting of 180 days with a regular school period. Any credits for courses, such as rotation courses, that do not meet for the entire school year are adjusted to reflect the amount of time spent in the course. For example, a rotation course that only lasts one nine weeks is worth ¼ credit.

Students who fail courses are strongly encouraged to make-up those credit deficiencies by attendance at a summer school program approved by the principal.

PROMOTION REQUIREMENTS – HIGH SCHOOL

Grade level classification at the high school level is determined at the beginning of the school year for the full academic year according to the number of credits accumulated. Specifically, freshmen must accumulate 4 credits and pass all core classes (language arts, science, math, and social studies) to move to sophomore status. Sophomores must accumulate 9 credits and pass all core classes to move to junior status. Juniors must accumulate 16 credits, pass all core classes, and be in a position to graduate by the end of the next academic year in order to move to senior status. Seniors, of course, must accumulate 24 credits as detailed in the chart above, complete a graduation project, and pass state testing in order to graduate.

















Any student who does not meet the criteria for promotion may be required to attend summer programs and/or repeat the year at the discretion of the principal.


















































ELECTIVES






































































In addition to core content course requirements, students are required to schedule three credits of elective courses per year. This allows every student the flexibility to build a schedule that suits their own individual interests and strengths. The scheduling form given to students along with this handbook allows students to list those electives that they are most interested in taking. Ultimately, every student schedule is developed based on input from the student, teachers, counselors, and the administration. The lists on the next two pages show what elective courses are available to students in grades 9-12. All of these elective courses are offered, but only the ones with sufficient student interest will be built into the master schedule.
































































WEST GREENE SCHOOL DISTRICT

ELECTIVE CATALOG

	9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE
ACCOUNTING				
ADVANCED FITNESS				
ADVANCED AGRICULTURAL MECHANICS				
ANIMAL SCIENCE				
ANTHROPOLOGY				
AP BIOLOGY (OFFERED EVERY OTHER YEAR)				

AP CALCULUS				
AP ENGLISH LIT. & COMP.				
AP PSYCHOLOGY				
AP SEMINAR				
AP RESEARCH (NEW FOR 2021-2022)				
AP US HISTORY				
AQUAPONICS				
ART I				
ART II				
ART III				
ART IV				
BAND				
BUSINESS MATH				
CAREER EDUCATION				
CCBC ACADEMY				
CHILD DEVELOPMENT				
CHORUS				
COMPUTER SCIENCE				
COLLEGE COMMUNICATIONS				
CONSTRUCTION I				
CONSTRUCTION II				

CREATIVE WRITING				
DRIVERS EDUCATION (BOOK PORTION AND/OR DRIVING PORTION)				
DRIVERS EDUCATION (BOOK PORTION)				
ENVIRONMENTAL CHEMISTRY				
ENVIROTHON				
EQUIPMENT SYSTEMS I				
EQUIPMENT SYSTEMS II				
FINANCIAL LITERACY				
FITNESS				
FLORAL DESIGN				
FOODS & NUTRITION				
FOREIGN LANGUAGE				
GCCTC PROGRAM				
BUSINESS AND ENTREPRENEURSHIP TECHNOLOGY I				
BUSINESS AND ENTREPRENEURSHIP TECHNOLOGY II				
GEOGRAPHY				
GRAPHIC DESIGN/INTERACTIVE MEDIA (NEW FOR 2021-2022)				
GREENE COUNTY HISTORY SEMESTER COURSE (NEW FOR 2021-2022)				
HEALTH				
HORTICULTURE I				
HUMAN ANATOMY & PHYSIOLOGY				

INDEPENDENT LIVING				
INTRODUCTION TO AGRICULTURE, FOOD, AND NATURAL RESOURCES (AFNR)				
INTRODUCTION TO AG MECHANICS				
INTRODUCTION TO NANOTECHNOLOGY (NEW FOR 2021-2022)				
MECHATRONICS				
METEOROLOGY/GEOLOGY				
MICROSCOPY (NEW FOR 2022-2023)				
ONLINE COLLEGE COURSE				
PENNSYLVANIA HISTORY SEMESTER COURSE (NEW FOR 2021-2022)				
PE				
PRINCIPLES OF EARTH HISTORY (NEW FOR 2021-2022)				
NATURAL RESOURCES (FALL) / ADVANCED AG LEADERSHIP (SPRING)				
SAT PREP				
SCHOOL PUBLICATIONS				
SCIENTIFIC RESEARCH				
SEM LAB				
SOCIOLOGY				
SPANISH 1				
VIDEO PRODUCTION				

WEST GREENE COURSE DESCRIPTIONS

The following pages contain course descriptions for all courses available to students in grades 9-12. The first number(s) after the course name indicates the grade level(s) in which the course is offered. Additional information is displayed as follows:

(#C = Number of credits, R = Required for Graduation, or E = Elective, M = May be taken in multiple years, P = prerequisite)

LANGUAGE ARTS

Special note: Four total credits, and one credit per year, are required for graduation.

Language Arts 9 (1C, R)

Language Arts 9 emphasizes the development of composition and reading skills, as well as vocabulary and critical thinking skills in conjunction with various forms of literature. Students will continue to develop skills in usage and mechanics for application in their narrative, informative, and persuasive writing. Students are expected to participate in classroom discussions. Students will complete independent reading and writing assignments.

Language Arts 10 (1C, R, P = Language Arts 9)

Students in Language Arts 10 will read, interpret, and discuss selected American literature pieces. They recognize literary devices. Students continue to improve their writing skills in the areas of narrative, persuasive, and informative writing. Writing instruction will also emphasize correct sentence structure, develop usage and mechanics skills, and improve vocabulary skills. Students continue to develop research skills. Students will complete independent reading and writing assignments.

Language Arts 11 (1C, R, P = Language Arts 10)

Students in Language Arts 11 read and interpret selected English literary classics in a variety of genres. They recognize literary devices. Students master paragraph development and compose multi-paragraph informational, persuasive, and personal essays. Writing instruction emphasizes correct sentence structure, mastery of the conventions of writing English, and vocabulary development. Students also develop research skills, including accessing a variety of sources and using research in compositions.

Language Arts 12 (1C, R, P = Language arts 11)

This anthology-based survey of world literature emphasizes reading, analysis, and discussion. Writing, vocabulary development, communication, and presentation skills are also integral parts of this course. Students will review the basics of usage and mechanics for application in writing, specifically academic and career writing. Students must actively participate in a discussion on a regular basis and complete independent reading and research assignments. Students will complete independent reading and writing assignments.

College Communications – Dual Enrollment (12) (1C, E, P = 3.0 G.P.A. in Language Arts courses) (Cost is \$300)

This course is intended to introduce students to the fundamentals of research and argument construction. Argument defense is both written and verbal. Topics in this course include an introduction to argument, cross-examination, and criticism of arguments.

AP English Literature & Composition – (11-12) (1C, E) ALL STUDENTS MUST TAKE AP LITERATURE EXAM

(P = B average in LA 10 Honors and/or LA 11 Honors and must have a passing score on the Keystone Literature exam.)

The AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. This course is reading and writing intensive—students should plan to spend at least five hours per week outside of class working on course material. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The course includes an intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. The pieces were chosen to invite and reward rereading and do not, like ephemeral works in such popular genres as detective or romance fiction, yield all (or nearly all) of their pleasures of thought and feeling the first time through. This course follows the idea presented by Henry David Thoreau that it is wisest to read the best books first; also such reading should (and will) be accompanied by thoughtful discussion and writing about those books in the company of one's fellow students.

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Creative Writing (9-12) (1C, E)

Students in this course will generate free-writing in a journal, study models of good writing, and experiment with poetry and prose. Students will develop a sense of speaker and audience. They will provide positive support for their fellow writers and learn to revise their work using concrete, sensory details, and appropriate choice of diction, syntax, purpose, and audience.

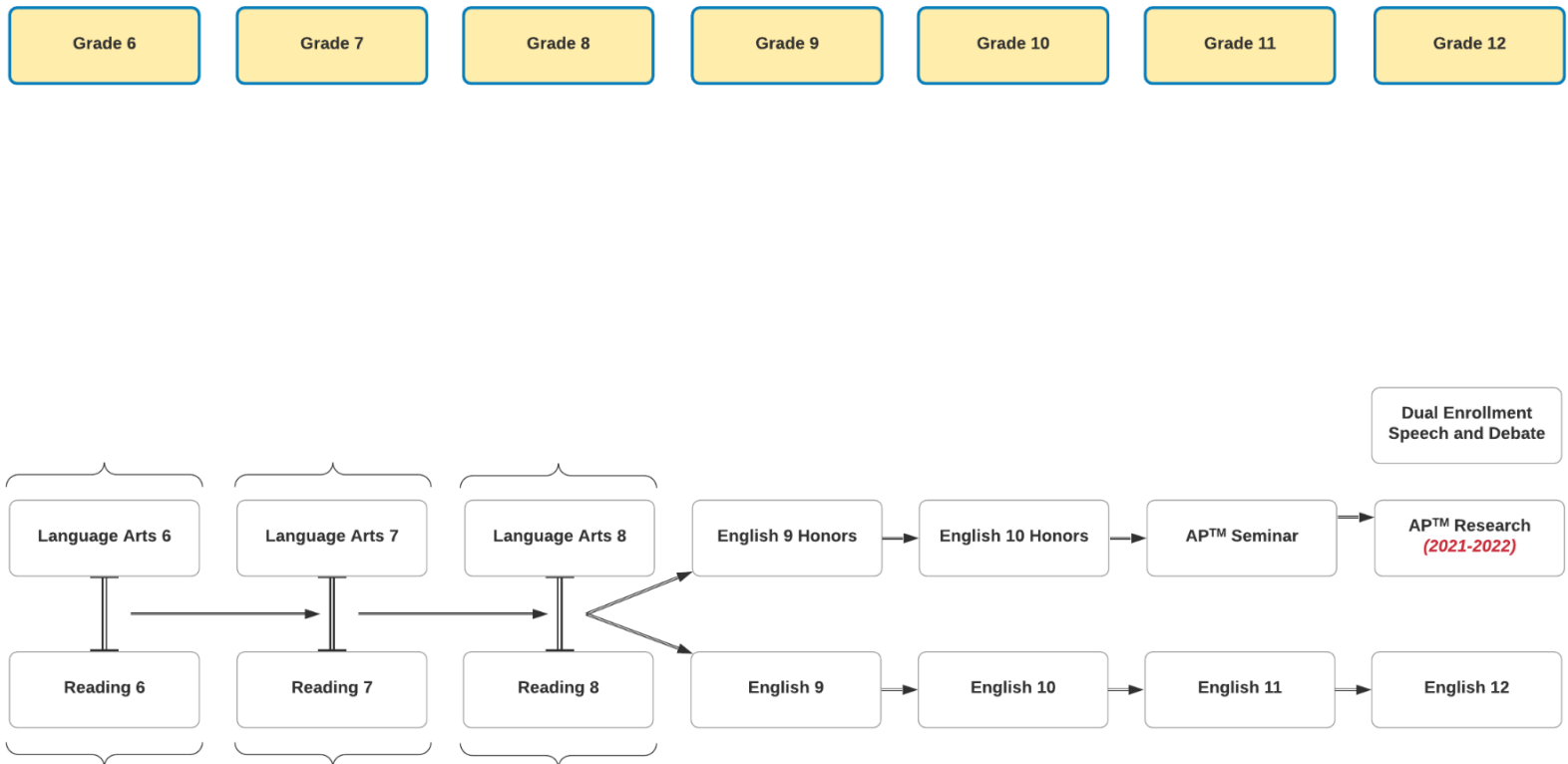
Expository Writing and Advanced Grammar Strategies (9-12) (1C, E)

This course is centered on student argumentation and logistical writing skills dealing in the fields of academia, literature, and social issues. Students will be responsible for coming up with clear, visible claims on a topic and arguing student’s points through concise, organized, focused writing. One of the key components of the class will be to read. Students will read novels, academic texts, and news sources in order to have a well-rounded perspective of expository writing. If writing will be our primary focus for the class, then grammar foundational skills will be the vehicle used to keep student’s writing on task and organized. Students will find an in-depth look at grammar and grammatical skills and strategies to be used within their expository writing.

AP Seminar (11-12) (1C, E)

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

English / Language Arts Flow Chart
West Greene School District
2021-2022



SCIENCE

Special note: Four total credits, and one credit per year, are required for graduation.

Integrated Science (9) (1C, R)

Students will demonstrate laboratory skills, classification, and other research skills. This course is divided into the following sections: Biological, Chemical, Environmental, and Physical sciences. Audio-Visual aids, lab exercises, and class activities will be used to supplement the textbook.

Biology (10) (1C, R, P = Integrated Science 9)

Areas of content to be covered include, but are not limited to: momentum, scientific laws, and theories, functions of cells, environmental issues, health and energy concepts, stable systems, physical and biological indicators, a critique of experimental design, using data to make inferences, the use of technology to extend human abilities, use of models to explain scientific and technological concepts, stationary physical patterns, cellular processes, genetic makeup, the significance of diverse ecosystems and the relationship and structure of the properties of matter. Students will be expected to complete a number of projects and/or research papers to demonstrate critical and analytical thinking skills. This course is a survey of basic biological processes and practical laboratory experience. Research, writing, and laboratory analysis are requirements.

Chemistry (11) (1C, R, P = Algebra I & Algebra II)

Theoretical, mathematical, and practical concepts are all presented to give the student a strong background in chemical principles. Topics include matter and energy relationships, nomenclature, reactions and equations, molar relationships, stoichiometry, gases and gas laws, kinetic theory, atomic theory, Quantum theory, Periodicity, chemical bonding, solutions and solubility, acids and bases, and elementary thermodynamics.

Physics (12) (1C, E, P = Algebra 2/Trigonometry)

This course is designed to give the students a basic knowledge of the concepts in physics. The topics covered include mechanics, energy, heat, light, and sound. Others can be covered as student interest dictates. Concepts will be further explored in the laboratory.

AP Biology – (11-12) (1C, E, P = B grade average in Biology) ALL STUDENTS MUST TAKE AP BIOLOGY EXAM

AP Biology is designed for students that have a strong interest in, or desire to pursue a career in, the sciences. This course is designed to offer students topics that are covered in a freshman Biology course at the university level. Students accepting the challenge of an Advanced Placement course will be required to actively participate in all lectures and laboratory activities that are conducted during the year. To succeed in AP Biology students must be highly motivated to learn. Reading requirements for the course are rigorous and require a daily commitment in order to stay caught up in the class. Laboratory activities suggested by the College Board are conducted to give the student a fair representation of a university-level Biology course.

Environmental Science – (9-12) (1C, E) Environmental science is interdisciplinary and has a lot of real-world applications. Unlike other core science classes, there is no standard curriculum, set of topics, or set of concepts that everyone has to learn. Environmental science is a true elective. Unlike most other science classes, environmental science engages the students' affective domains. As this is an interdisciplinary class, there is a highly political component, one which may run counter to the students' own beliefs and philosophies. This course focuses on the facts, and the information is presented in an objective manner as possible. Environmental science encourages critical thinking, analysis, and informed opinions based on science. Current events are an essential part of the environmental science course. Truly, the main objective of the class is to gain a better understanding of how we currently interact with the environment.

Envirothon (9-12) (1C, E, M)

In this course, the students will study Wildlife, Aquatics, Forestry, and Soil. Students must also be able to apply their knowledge to the field. Examples include identifying bird songs, tracks, skulls, fish, macroinvertebrates, trees, tree volume, soil type, and use. The class will culminate in the Envirothon competition that tests our knowledge against other Greene county schools.

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Mechatronics (10-12) (1C, E, P = Algebra II)

Topics include history, methods, functions, disciplines, and ethics of engineering. Students learn ways in which fundamental engineering principles are used to solve theoretical and practical problems. STEM concepts are strongly emphasized. Students may be expected to participate in a national Robotics competition, which may involve after school hours.

Human Anatomy & Physiology (11-12) (1C, E, P = Biology)

Students will study the structure and function of the human body. The study begins at the cellular level and continues through the body's organ systems. Dissections for comparisons are a part of the course. Students interested in a basic knowledge of the human body and students pursuing college degrees in science will benefit from the class. The course is highly recommended for students interested in working in the medical field.

Aquaponics (10-12) (1C, E, P = Integrated Science {have some Biology and Chemistry})

A hands-on, STEM-based course that not only instructs students about aquaculture and hydroponic but also incorporates all aspects of STEM. Students will study biology and interactions among fish, plants, bacteria, and redworms. Students will also conduct experiments and report data. Additionally, students will maintain the system and provide presentations and instruction for other groups in the school.

Scientific Research (11-12) (1C, E)

Scientific Research is a class designed to provide students an opportunity to conduct research projects in the areas of biology, botany, zoology, microbiology, physics, chemistry, or other science fields. The students will learn proper experimental design and techniques. The scientific method will be studied and utilized. Students will present their research at a scientific meeting. The goal is to provide students the opportunity to complete their own scientific studies and have an opportunity to share with others.

Meteorology/Geology (10-12, 9th grade with teacher approval) (1C, E)

Meteorology is a one-semester course designed for the student who enjoys investigating natural atmospheric phenomena such as thunderstorms, tornadoes, hurricanes, atmospheric energy, seasons, light, color and optics, humidity, condensation, air pressure, clouds, wind, air masses, and fronts. Weather forecasting will be an integral part of this course. Geology (one semester) is the study of rocks, minerals, and the Earth's structure. It concerns all of the earth; its natural hazards, earthquakes, volcanoes and floods, glaciers, natural resources such as crystals, gems, minerals, fossil fuels, and rocks. The history of earth will be reached through fossil collection and investigation.

SEM Lab (10-12) (E, P = GPA 3.0, Chemistry, & Teacher Approval)

This course introduces students to the emerging field of nanoscience by utilizing the scanning electron microscope for a variety of purposes. Theory, applications, and limitations of scanning electron microscopy will be emphasized. Students will be required to design and complete a project utilizing the SEM. The representation of nanoscience in popular culture will be contrasted with the present and near-future realities in the field. The course also aims to help students by emphasizing skills and values such as academic integrity and problem solving and by actively connecting their science courses to the field of nanoscience.

Principles of Earth History (9-12)

Students will discover how fundamental concepts of geology have shaped the Earth and changed the North American content over the last 500 million years. Specifically learning about the tectonic and natural forces that were responsible for mountain building and sea-level rise and fall. A focus on how life here responded to those events is an underlying part of this course.

Introduction to Nanotechnology (9-12)

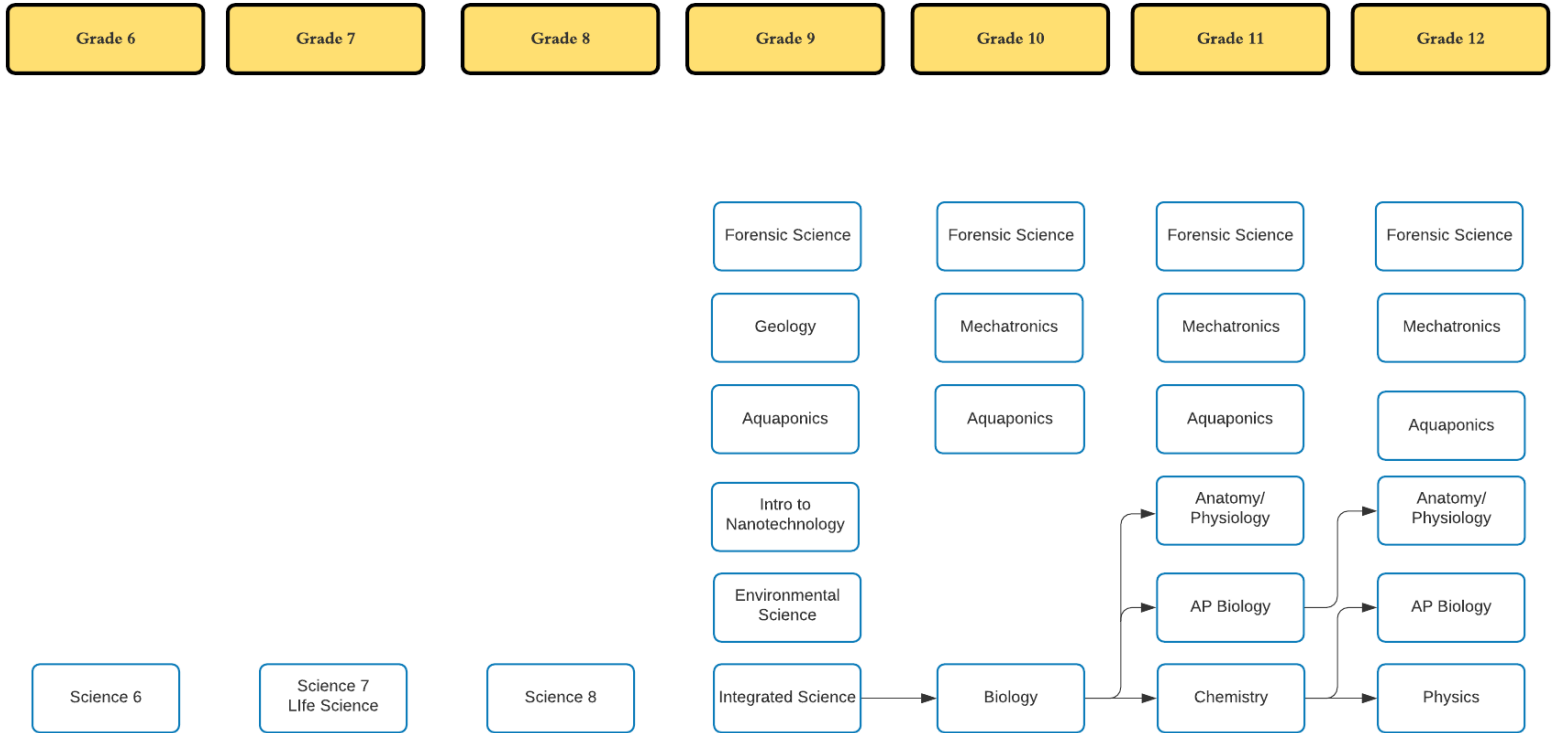
Students are presented with three big questions throughout this course. What is nanotechnology and how can we describe the size of a nanoparticle? How do behaviors of materials change as they become nano-sized and what tools are used to help observe these unique properties? What are some biological nanomachines and how are some properties of nature being utilized in nanoscale biological applications and materials? Each big question is explored in depth by making observations, collecting data, analyzing data, collaborating with their peers, and completing research. By exploring several different scenarios, students are able to draw conclusions about each big question and gain an understanding of the world of Nano.

Microscopy (9-12)

During this course students will explore the different types of microscopy. The main focus of this course will be on West Greene's very own Scanning Electron Microscope (SEM). After establishing a thorough understanding of the SEM's technology students will be able to obtain high resolution images of biological and non-biological specimens. Students will research how this astonishing form of technology has opened new avenues in biomedical research.

Science Flow Chart

West Greene School District
2021-2022



SOCIAL STUDIES

Special note: three total credits are required for graduation.

World History I (9) (1C, R)

This course explores the origin and development of human culture. The student studies the characteristics of civilizations including systems of government, development of writing, the evolution of social strata, customs, the importance of cities, the development of economic systems, and specialization of labor. Using creative, critical, and historical thinking, the student investigates the similarities and differences of the various cultures and civilizations found throughout the history world.

U. S. History (10) (1C, R, P = World History 9)

A thematic study of the 5 major interrelated themes found in 20th century American History beginning with the history of the U.S. from the Civil War to the present. The five themes are Technology, Economics, Political Systems, Social Reform, and Conflict.

Civics/Government (11) (1C, R, P = U.S. History 10)

This course examines the government (or political system) and how it protects, facilitates, and regulates society through processes and institutions (i.e. rules) that help control both public and private behavior. The class also provides an understanding of basic economic principles, including the law of supply and demand, scarcity, the role of the marketplace, competition, and consumer choice. The course also includes personal economic decision-making: investments, budget process, job choice, savings, and checking accounts.

World History II (12) (1C, R, P = Civics/Government 11)

A survey course with emphasis on policies as they pertain to the aftermath of the Second World War, which includes: the atomic bomb, containment, the Cold War, Korea, and Vietnam. The course also considers major social and intellectual trends, including the Civil Rights movement, the counterculture, feminism, Watergate, and the recession of the 1970s as well as the energy crisis, Iran hostage scandal, deindustrialization, the Reagan Revolution and the birth of the new Right, the end of the Cold War, war and diplomacy in the Middle East, and the age of terrorism.

Geography (9-12) (1C, E)

Geography is the study of the environment of the surface of the earth and how it influences human culture. By studying the bio, litho, and hydrosphere of the various regions of the planet, the student will understand the social, political, economic features of the human cultures that evolved within that particular region. In this course, the student will study geology, archaeology, anthropology, economics, topography, map reading, the origin and development of geopolitical structure, and history in order to create an understanding of the impact geography had on the human culture within that region.

Sociology (11-12) (1C, E)

Students become more familiar with the basic concepts, principles, and practices of human society. They will gain a better understanding of human behaviors, which we observe daily at home, in school, in our community, and in society in general. Topics for the units include cultural awareness, social interaction, media awareness, crime and deviance, conflict management, issues of community, and subcultures.

Anthropology (9-12) (1C, E)

Anthropology is the study of humankind—of ancient and modern people and their ways of living. In anthropology, the student will do cultural anthropology, archaeology, biological anthropology, and linguistics. As a result, the student will become exposed to a great variety of human cultures. The student will have an opportunity to investigate the learned traditions of human thought and behavior; how ancient cultures evolved, diversified, and how and why modern cultures change or stay the same.

AP Psychology – (11-12) (1C, E, P = 2.5 G.P.A.) ALL STUDENTS MUST TAKE AP PSYCHOLOGY EXAM

This course is a general introduction to the scientific study of behavior. It explores topics such as methods of research, physiological development of the individual, motivation, emotions, cognitive process, sensation, perception, testing personality, behavior disorders, and individual differences. Experimental research, as well as practical application, is stressed.

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AP US History - (11-12) (1C, E, P = 2.5 G.P.A.) ALL STUDENTS MUST TAKE AP US HISTORY EXAM

This course is designed to provide a college-level experience and a firm foundation for the AP. The topics include colonial America, the causes and impact of the American Revolution, and the origin and development of the American Constitution and the concept of federalism. The student will study issues of pre-civil war America leading up to the Civil War, and the Reconstruction. The student will study the industrial revolution, Populism and Progressivism of the second half of the 19th century. Next, the student will investigate the causes of World War I and the causes of the eventual entry of the United States into the war. The student will explore Wilson's 14 Point, the impact of the Treaty of Versailles, the Roaring Twenties and the Jazz Age, the origins, causes and impact of the Great Depression and the impact of the New Deal, origins and impact of World War II, the development of the Cold War and its impact on the world, the post-Cold War era, including the impact of 9-11 on American domestic and foreign policy, and the War on Terrorism in Iraq and Afghanistan. Themes will include discussions of American diversity, the development of the American identity, the evolution of American culture.

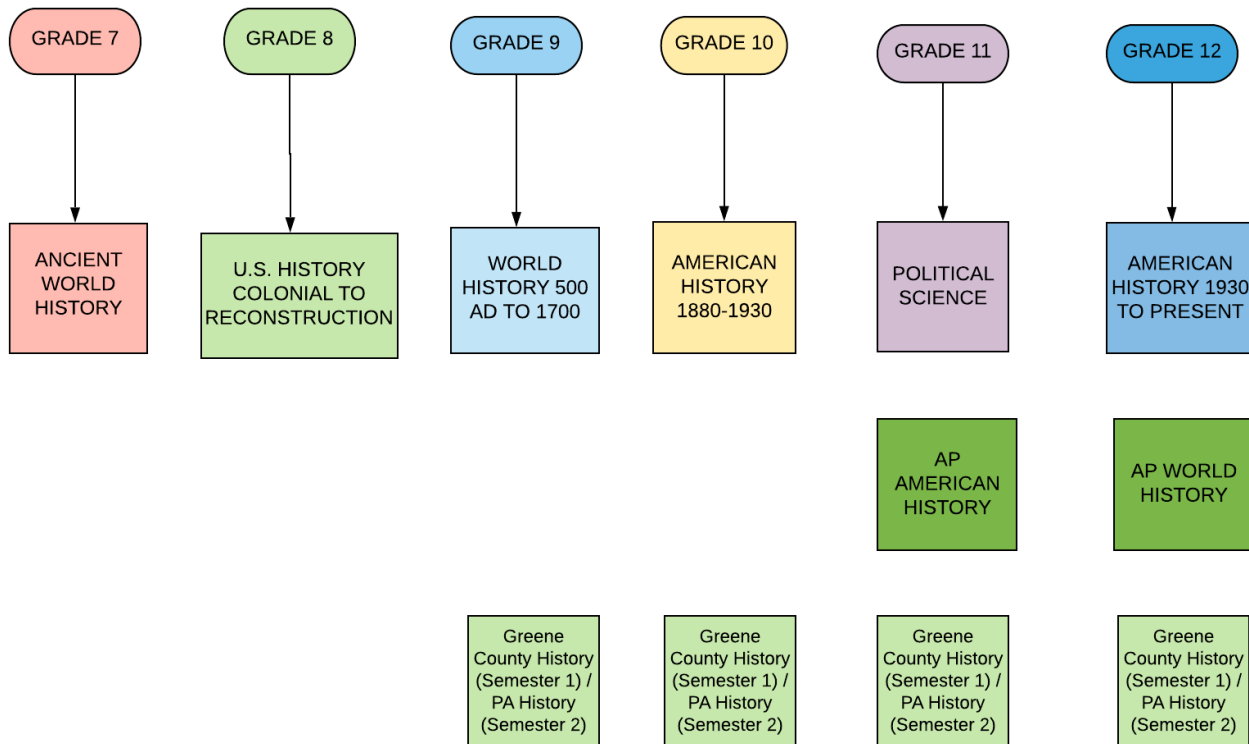
Greene County History Semester Course (9-12)

This semester course will cover early settlers of South-Western Pennsylvania, the formation of Greene County in 179, and many of the topics up into the present day. We will be focussing on Greene County's geography, some of the people that have impacted our history, tragedies, and long standing establishments. Some of the Individuals that will be discussed: Frank Ross (Wind Ridge Businessman), Birdie Cree (Khedive New York Yankee), Edward Martin (Pennsylvania Governor from Waynesburg), Company K during WWI, and Albert Cummins (Presidential Candidate and Iowa Governor from Carmichaels). Some of the events: The Spicer Massacre (1774), Establishment of Greene County (February 9, 1796), The first Jacktown Fair (October 3-4, 1866), The large loss of life in France during WWI, (July 29, 1017), Downey House Fire (December 23 1925), and the Mather Mine Disaster (May 19, 1928).

Pennsylvania History Semester Course (9-12)

This semester course will start with the early inhabitants of what will be Pennsylvania and will finish with topics that lead into the 21st Century. We will be covering the geography of Pennsylvania and how it influenced European settling, the establishment of Pennsylvania borders, Native Americans and their interactions with Europeans, major battles within the state's borders, past and present industries, and notable events/individuals that Pennsylvania claims.

**HISTORY / CIVICS FLOW CHART
West Greene School District
2021-2022**



MATHEMATICS

Special note: * Indicates courses may be required based on teacher recommendation. Four total credits, and one credit per year, are required for graduation.

Algebra I A (9) (1C, R*, P = Pre-Algebra 8)

This course of beginning algebra explores algebraic skills in a clear, concise, and methodical manner. Topics include expressions, equations, inequalities, proportions, percents, and the coordinate plane.

Algebra I B (10) (1C, R*, P = Algebra I A)

This is the sequential course to Algebra I A. This course is a continuation of algebraic skills. Concepts include polynomials, factoring, linear functions, systems of equations, quadratic functions, and rational and radical functions.

Algebra I (9) (1C, R*, P = Pre-Algebra 8)

This course of study is an in-depth exploration of algebraic concepts. The points of emphasis include expressions, equations, inequalities, proportion, percents, the coordinate plane, polynomials, factoring linear functions, the system of equations, quadratic functions, and rational and radical functions.

Geometry (9-11) (1C, R*, P = Algebra)

This course is designed to introduce students to important geometric concepts such as parallel and perpendicular lines, coordinate geometry, area, perimeter, volume, properties of geometric figures, similarity and congruence, and reasoning and proof.

Algebra II (10-12) (1C, R*, P = Geometry)

This course extends the topics learned in Algebra I. Emphasis is placed on the study of functions and relations. Linear, quadratic, higher degree polynomial, exponential, logarithmic, and rational functions will be studied. Other topics include matrices, probability, statistics, sequences, and series. This course will include trigonometry concepts such as trigonometric functions, radians, degrees, Law of Sines, and Law of Cosines.

Advanced Algebra/Trigonometry – (10-12) (1C, E, P = Algebra II)

This course can be taken in preparation for Pre-Calculus or Statistics by students who need the additional practice of Algebra skills. It can serve as a fourth math class for students who have completed Algebra I (or its equivalent), Geometry, and Algebra II/Trig. Topics include fundamental operations, factoring, functions, linear equations, and inequalities, systems of linear equations, conic sections, exponential and logarithmic equations.

Pre-Calculus (11-12) (1C, R*, P = Algebra II/Trigonometry)

This course serves as preparation for Calculus; consequently, it is designed for the serious math student considering further study in a math, business, or science field. Topics include systems of linear equations, exponential and logarithmic functions, polynomial equations, applications of trigonometry, conic sections, sequences and series, probability, and limits.

AP Calculus – (11-12) (1C, E, P = Pre-Calculus, Teacher Recommendation)

ALL STUDENTS MUST TAKE AP CALCULUS EXAM

Calculus AB is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. This course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The three main concepts of Calculus AB are (1) functions, graphs, and limits, (2) derivatives, and (3) integrals.

Business Math (11-12) (1C, E, P = Algebra I and Geometry)

Business Math introduces students to the various aspects of running a business, such as administering salaries and wages, manufacturing, purchasing, sales, marketing, accounting, corporate planning, and more.

Personal Finance (12) (1 C, E, P = Algebra I and Geometry)

In Personal Finance, students learn fundamental money management skills, including calculating gross income, paying taxes, recordkeeping, establishing savings accounts, handling credit, making mortgage payments, investing, and more.

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College Algebra (12) (1C, E, P = Algebra 1, Geometry, and Algebra 2 (or Honors Algebra 2))

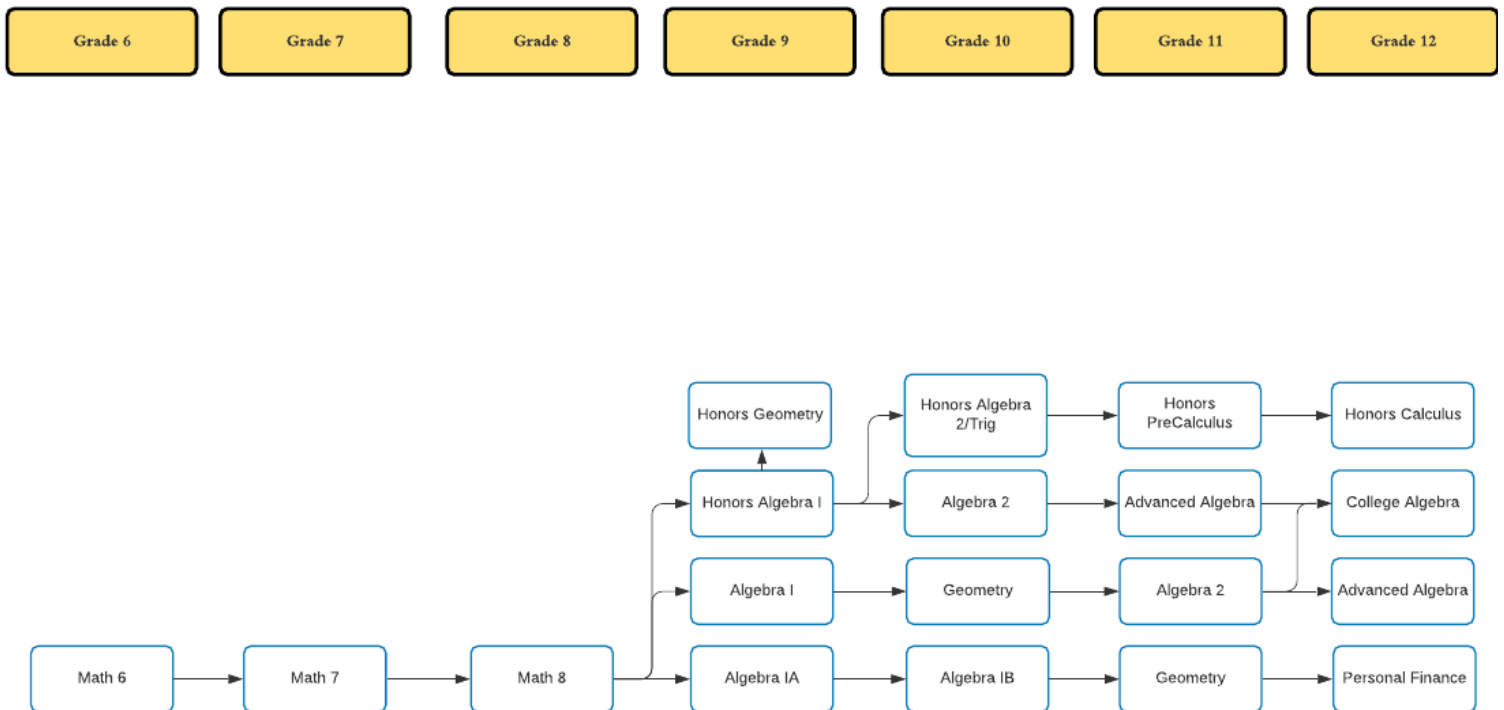
This is a comprehensive course that considers an in-depth study of the fundamental concepts of algebra. Topics covered in this course range from a basic algebra review to the exploration of equations (linear, quadratic, rational, and radical) and inequalities; systems of equations (2 and 3 variables) and inequalities; functions (polynomial, rational, exponential, and logarithmic) and graphs; measurement and geometry; and other discrete math topics.

Financial Literacy (9-12) (1C, E)

This course will teach students personal finance and money management. Students will learn the skills necessary for financial planning, savings, investment, and charitable giving in the global economy. Five broad topics will be the foundation of the course: college and career planning, money management, savings, and investment income, and spending. The course will teach students to search and assess college and career opportunities, identify and prioritize their personal money management goals, develop personal spending and savings plans, comprehend the impact of time on the value of money, understand the cost of using credit, and protect assets.

Mathematics Flow Chart

West Greene School District / 2020 - 2021



TECHNOLOGY EDUCATION

STEM 7

STEM 7 provides students with an introduction to the Engineering Design Process. Students will use this process to create and improve various constructed items by reflecting on the pros and cons of their design. During this course, students will also be given a brief introduction to computer science concepts. Students will learn the basics of programming by focusing on algorithms and writing code through "drag and drop" coding platforms that provide a visual representation of the code through graphics or robotics.

STEM 8

STEM 8 provides students with the opportunity to dive deeper into STEM concepts and STEM-related careers. Students continue to utilize the Engineering Design Process to create and improve prototypes as well as collect and analyze data from their creations. Students continue to work through computer science concepts and block coding while being exposed to more challenging coding operations and understanding the use of variables in code.

Computer Applications 7

7th Grade Computer Applications takes a closer look at computer applications including the Google Suite (Docs, Slides, Sheets), which will be utilized throughout their entire Jr/Sr high school career. We also take a deeper dive into digital citizenship and what it means to use technology safely and responsibly.

Computer Technology 8

Computer Technology 8 steps back to take a closer look at the operation of a computer, how they work, and what impact they have on the world. This is done through the Carnegie Mellon University CS Academy, CS0. The class also continues our studies regarding digital citizenship and the everyday impact of technology, media, and digital life.

Advanced STEM

Using the Engineering Design Process, students are given the opportunity to assess real-world problems and possible solutions to those problems. Students are able to collect, analyze, and display data demonstrating the benefits and faults of their desired solution. Students will also share their final products with the class, school, and community as deemed necessary.

Graphic Design & Digital Media (9-12)

3D Design and Creation is a work at your own pace course that allows students to fully demonstrate their creativity. Using CAD programs such as OnShape, TinkerCAD, and Shapr3d, students create objects to 3D print. The technology used in this course is similar to the technology used in hospitals and dental offices to print prototypes or teeth impressions or even the anatomy of organs.

Accounting (11, 12 {10th grade with teacher and school counselor approval})

The accounting course at West Greene serves as an introduction to basic concepts and standards making up the financial accounting system. Many concepts will be studied, including but not limited to revenue recognition, inventory, asset management, present value, and liabilities. Students will also learn to construct and interpret basic financial accounting statements including the income statement, balance sheet, and cash flow statement.

Business and Entrepreneurship Technology 1&2 (10-12)

Business and Entrepreneurship Technology utilizes a partnership with Real World Scholars & EdCorps (renewed yearly) to run a classroom-based, student-run business. The 19-20 school year class created and successfully ran Hargus Creek Designs, creating and selling custom products such as signs, decorations, and awards. This class is split into two primary groups, the business side, and the Entrepreneurship Technology side. The business side focuses on the everyday operation of the business, and the ET side focuses on the creation of the products and maximizing production and quality. Bus & ET 2 is a continuation of the course but will serve as advisors and managers to Bus & ET 1 students.

Innovation Lab | Advanced Computer Applications and Design (9-12)

The Innovation Lab and Advanced Computer Applications and Design is a class designed for students who are curious about STEM technology such as laser tools, 3D printing, and/or robotics. The class explores how to safely and effectively use the equipment included in the innovation lab, as well as file design, prep, and upkeep. In addition to the equipment used, students will explore, comprehensively, the computer applications used to power the equipment to create a final, physical product. This includes, but is

not limited to CAD Design, advanced MS Suite tools (Excel, Publisher, Word), Google Suite tools (Drawings, Docs, Sheets), Adobe Suite products (Illustrator and Photoshop), Shapr3D, Cura, and equipment-proprietary software.

Computer Science 1 (9-12) (Formerly Introduction to programming)

Computer Science 1 is a semi-self guided class which approaches the world of computer programming and function with a continuation of the Carnegie Mellon University Computer Science Academy, supported and approved by IU1. The course explores computer programming using Python, a commonly used and widely applicable programming language. In addition to CMU CS Academy, we will apply this knowledge through the building, programming, and controlling robotic devices and equipment. These devices allow students to see a physical object become powered by coding.

Computer Science 2 (10-12 --- Computer Science 1 is a prerequisite course)

Computer Science 2 is mostly self-guided and takes a more in-depth look at the function and fundamentals of computer science and programming. This class continues to use the CMU CS Academy while providing more advanced opportunities for students since they have a solid base of python coding. The students will have a variety of projects to choose from in self-guided learning, including but not limited to Swift, Web Design, HTML, Python, 3D CAD Design, laser printing/cutting, and 3D printing.

School Publications– Newspaper and Yearbook (9-12) (1C, E, M, P = Student Application and Teacher Approval)

This course provides students the opportunity to work on our school yearbook and newspaper. Students will learn basic elements of layout and design, as well as photography. Students will be responsible for capturing photographs, stories, and interviews, as well as other related assignments. Students will design layouts for both our yearbook (The Pioneer) and our newspaper (The Informer). Students will work with online publishing programs, as well as other software publishing, graphic, video, and audio design programs. The ability to meet deadlines and work as part of a team are key criteria for this course. Students must be willing and able to attend meetings and events that occur after normal school hours throughout the year. The meetings and event coverage after school hours are vital to maintain our production schedule and meet all internal and external deadlines. As funding is required for our school publications, students are required to participate in fundraisers throughout the year.

Video Production (9-12) (1C, E, M)

This course provides students the opportunity to learn about video production and work with our school television broadcast. Students will learn elements of video production, from basic camera usage and filming to advanced non-linear editing skills. Students will be responsible for capturing video footage of various school events, including but not limited to sporting events, assemblies, and drama productions. Students will work collectively, as well as independently, to complete assigned video projects. Students will work with various video and audio design programs. The ability to meet deadlines and work as part of a team are key criteria for this course. Students must be willing and able to attend meetings and events that occur after normal school hours throughout the year. The meetings and event coverage after school hours are vital to maintain our production schedule and meet all internal and external deadlines. As funding helps us acquire new equipment and necessary consumable supplies, students are required to participate in fundraisers throughout the year.

Computer Science (9-12) (1C, E)

Introduction to Programming is a class for anyone interested in exploring the world of technology, computers, computer science, and coding. We will begin the course with an introduction to Computer Science using Python, a commonly used and widely applicable programming language. After students have developed a solid basis of understanding for the language, we apply this knowledge through the building, programming, and controlling of robotic devices. These devices allow students to see a physical object become powered by coding. Once we move on from the robots, students will have a variety of options to choose from for self-guided learning, including but not limited to: Swift (Apple programming language), Web Design, HTML, Python, 3D CAD Design (OnShape), and 3D Printing. Through the generosity of the WG School Board, we are able to use top of the line, industry-standard Apple computers, 3D printers, and robotics kits for enhanced and multi-platform learning.

Accounting (11, 12 {10th grade with teacher and school counselor approval})

The accounting course at West Greene serves as an introduction to basic concepts and standards making up the financial accounting system. Many concepts will be studied, including but not limited to revenue recognition, inventory, asset management, present value, and liabilities. Students will also learn to construct and interpret basic financial accounting statements including the income statement, balance sheet, and cash flow statement.

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Graphic Design/Interactive Media (9-12)

This is an introductory course designed to expose students to the creation and production of graphic design. Students will use programs within the Adobe Suite to create logos, posters, signs, and digital images. The course will help students examine the various areas in design, such as visual arts, typography, and vector image development. It will also allow students to develop and strengthen their artistic and creative talents while applying them to 21st-century tools-of-the-trade. Students will leave the class with confidence in their design skills, as well as the production of their designs in many facets. This class fits perfectly into the overarching theme of the Business & Computer Technology part of STEAM, as it will only enhance our offering, particularly in regards to the Business & Entrepreneurship Technology class. It is also another class that will have direct exposure and use of the new EQT Maker Space.

Project Lead the Way (PLTW) 7

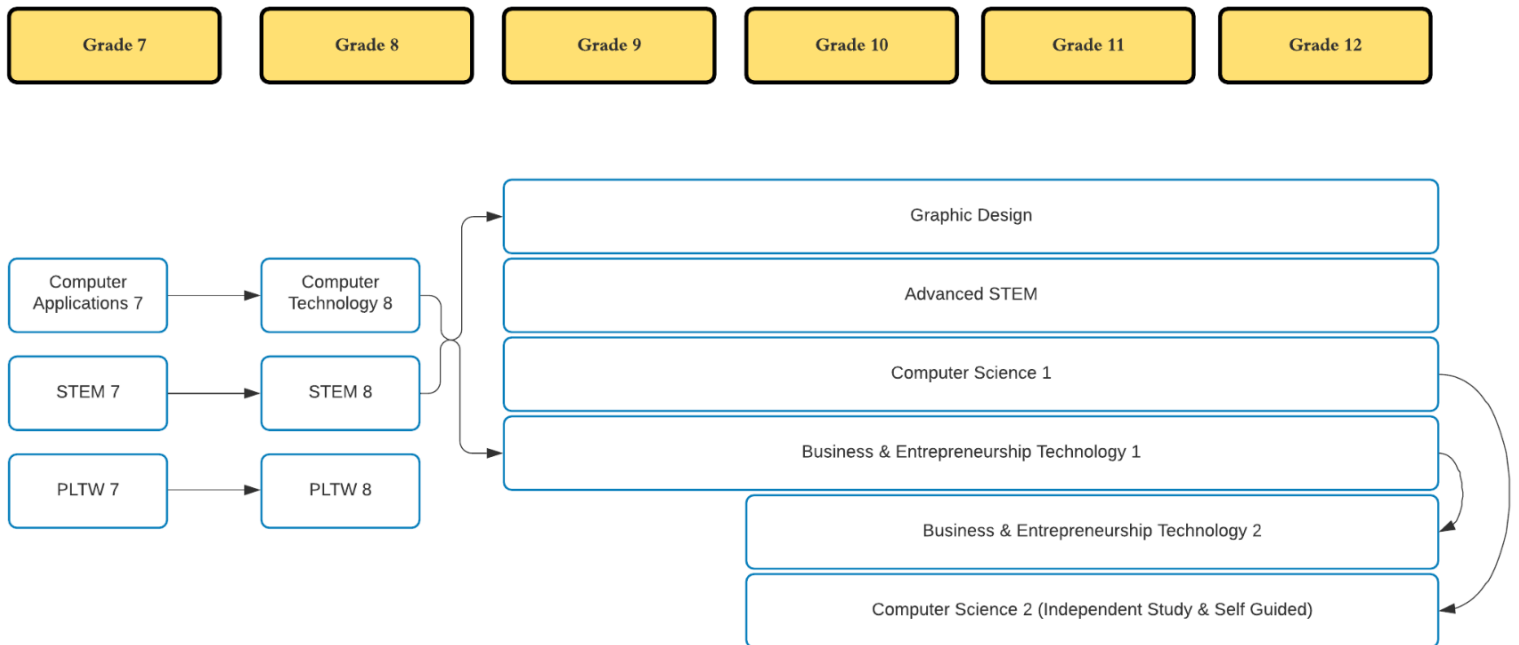
Students discover the design process and develop an understanding of the influence of creativity and innovation in their lives. They are then challenged and empowered to use and apply what they've learned throughout the unit to design a therapeutic toy for a child who has cerebral palsy.

Project Lead the Way (PLTW) 8

Students trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms.

Middle-High School Business & STEM Flow Chart

West Greene School District / 2021-2022



FOREIGN LANGUAGE

Spanish I (9-12) (1C, E)

This course is an introduction to the Hispanic language and culture. Proper Pronunciation and comprehension of oral and written Spanish are stressed. Communication will be restricted to the present tense.

Spanish II (10-12) (1C, E, P = Spanish I)

This level is a continuation of Spanish I. Listening, speaking, reading, and writing in the target language is further emphasized. Students will begin to communicate in the past tense.

Spanish III (11-12) (1C, E, P = Spanish II)

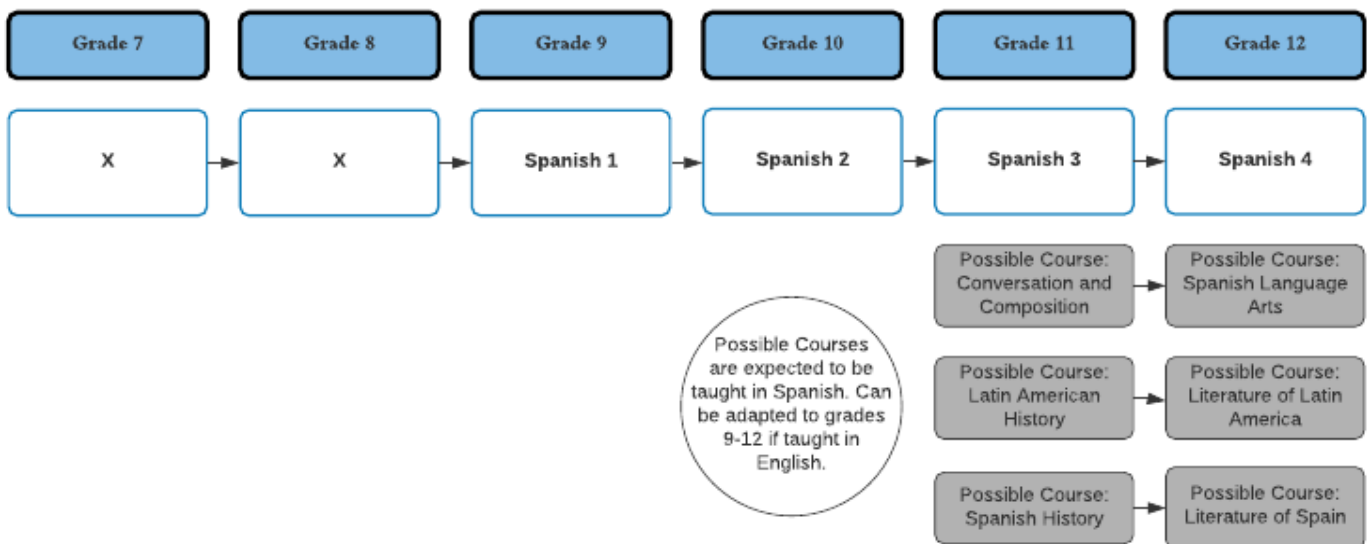
This level is a continuation of Spanish II. Listening, speaking, reading, and speaking is developed further. Students will be able to use the present, past, and future tenses. Students will begin to explore Hispanic literature and culture. There is an emphasis on active participation.

Spanish IV (12) (1C, E, P = Spanish III)

This level is a continuation of Spanish III. Listening, speaking, reading, and writing is highly integrated, and there is an emphasis on grammar. Active student participation in the language at all times is required.

Spanish Flow Chart

West Greene School District / 2020 - 2021



MUSIC

Band (9-12) (1C, E, M)

Instruction will include marching band techniques, concert band techniques, and jazz style of playing instrumental music. Performance at athletic and community events is required and involves after school hours. Opportunities also exist for individual and group performance field trips both during and after school hours.

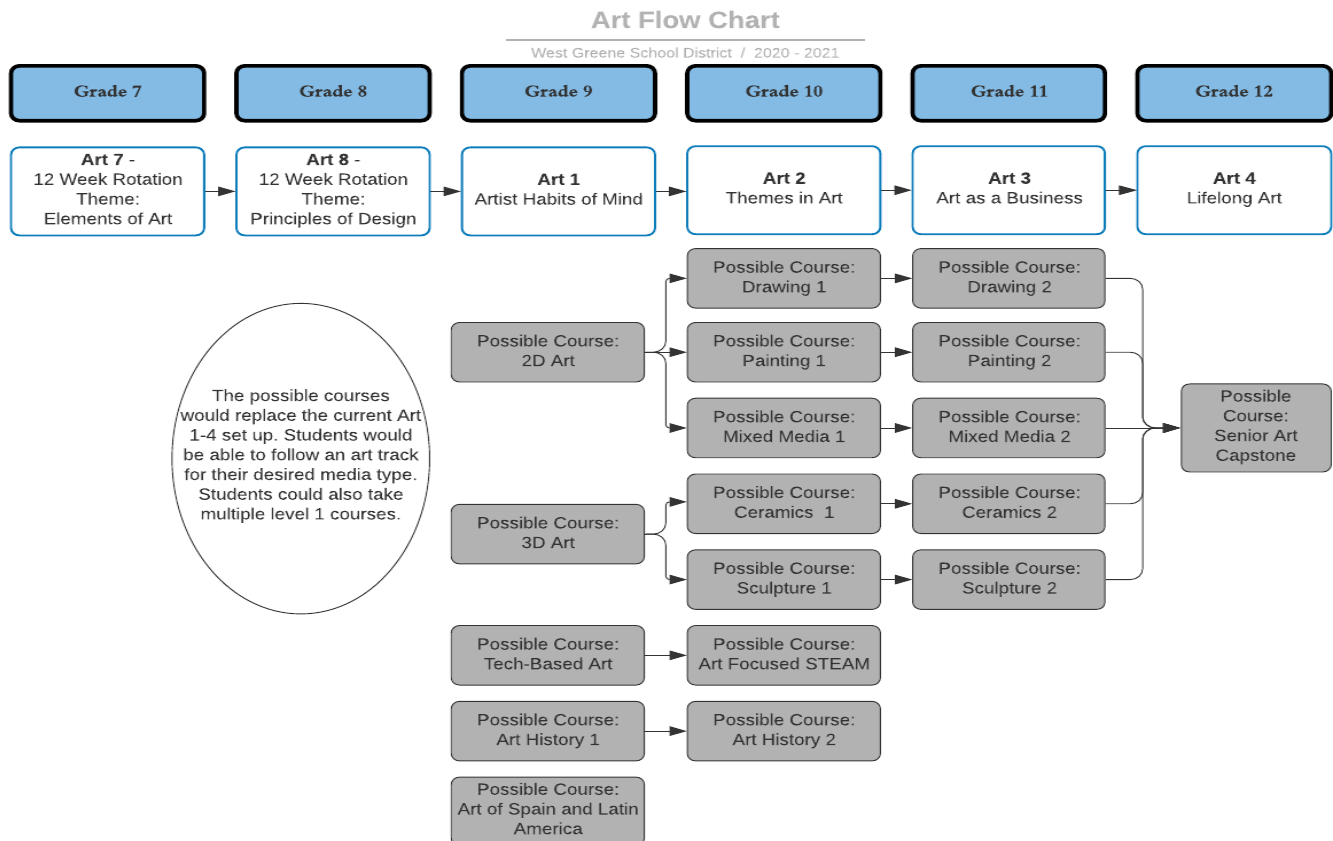
Chorus (9-12) (1C, E, M)

This course will help students to develop an expressive and beautiful tone quality, sing with good pitch and clear diction, develop correct breathing habits and phrasing, and receive exposure to and performance of high-quality vocal literature. Students are expected to perform in a winter and spring concert, as well as the WG graduation ceremony. These performances require after school hours. Opportunities also exist for individual and group performance field trips both during and after school hours.

ART

Art I (9-10) (1C, E)

This course focuses on a comprehensive and chronological study of the visual arts while integrating and applying an advanced vocabulary to the various techniques and processes of creative expression in the art form. Students will be introduced to a variety of media while incorporating problem-solving skills during the production of their art. Assessment involves testing of lecture material, participation in-class assignments, sketchbook evaluation, and critiques. The safe use of equipment and tools to produce artwork is a major point of emphasis.



AGRICULTURAL EDUCATION

General Science Pathway:

Introduction to AFNR (9-12) (1C, E)

This course will include an introductory study of all the areas of agriscience. It will be an exploratory course designed to give interested students a broad overview of the agrisciences including animal science, plant science, natural resources, food and fiber, ag technology and mechanics, agribusiness, agriscience careers, and leadership development. Students will gain leadership skills and receive hands-on experience through field trips and related activities.

Ag Biotechnology & Food Science (10-12) (1C, E, P = Intro to Ag Science or Intro to Ag Mech)

This course is designed to incorporate the technological advancements in agriculture and any potential impacts they may have. Areas of emphasis will include the overview of the biotechnology field and basic laboratory procedures, laboratory and workplace safety, use of technological and natural resources, plant and animal derived food sources, food safety, consumer trends and other technology across agriscience disciplines. Students will gain leadership skills and receive hands-on experience through field trips and related activities. ****Will be offered alternating years with Horticulture I.***

Horticulture (10-12) (1C, E, P = Intro to Ag Science or Intro to Ag Mech)

This course will explore the scientific principles involved in the production of horticultural plants including plant identification, environmental factors, plant health, plant growth, plant services, pest management, soil formation, soil nutrients, fertilizer and nutrient management, and soil science technologies. Students will be involved in growing bedding plants and vegetable plants during the second semester of the course as part of greenhouse production. Students will gain leadership skills and receive hands-on experience through field trips and related activities. Will be offered alternating years with Agriscience and Technology.

Horticulture II (10-12) (½ C, E, P = Intro to Ag Science or Intro to Ag Mech or signature from the instructor)

This course will explore more detailed components of Plant & Soil Science that are not dependent on things learned in Horticulture I. Students will develop plans to address nutrient pollution and integrated pest management. Furthermore, students will learn to classify plants and about elements of landscape design. Students will be involved in growing bedding plants and vegetable plants as part of greenhouse production. Students will gain leadership skills and receive hands-on experience through field trips and related activities. ****Will be offered alternating years with Horticulture I.***

Veterinary Science (10-12) (1C, E, P = Intro to Ag Science or Intro to Ag Mech)

This course will teach students the different aspects of being a veterinarian and veterinary technician. This includes the study of all the various animal systems, including the circulatory, respiratory, renal, digestive, reproductive, and nervous systems. Other topics include nutrition, species comparison, diseases, classifications, diagnosis, and disease prevention. The daily lives of veterinarians and vet technicians will be explored, including basic principles of surgery. These students will practice laboratory safety procedures and study new technologies. Students will gain leadership skills and receive hands-on experience through field trips and related activities. Will be offered alternating years with Animal Science.

Animal Science (10-12) (1C, E, P = Intro to Ag Science or Intro to Ag Mech)

This course focuses on the study of small- and large-animal science. These studies will include small animal care, safety, small animals as pets, basic anatomy, nutrient requirements, animal rights and welfare, and careers in small animal care. Students will study information for animals such as rabbits, hamsters, cats, dogs, and birds. Large animal science will explore the principals involved in large animal research, genetics, and development. These studies will include beef, sheep, goat, horse, dairy, and swine industries. Students will study reproduction, care, and feeding for each of the listed species. Students will gain leadership skills and receive hands-on experience through field trips and related activities. Will be offered alternating years with Vet Science.

Floral Design (11-12) (1C, E, P = Intro to AFNR and completion of 1 other mid-level Ag Courses or signature from the instructor)

Students will gain skills and learn different techniques as they pertain to designing with real and artificial plants. Students will also learn the elements of floral design, plant classification, floral tool identification, safety in the floral design industry. This course will cover the business side of the agricultural industry as students build a Floral Design company. Students will learn the basic accounting methods needed in the agricultural world. Students will also learn the different marketing techniques used in the many agricultural commodities. Furthermore, students will be given an opportunity to design and run a business as part of this course. Students will gain leadership skills and receive hands-on experience through field trips and related activities.

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Natural Resources (12) (½ C, E, P = Intro to AFNR, or signature from the instructor)

This course will dive more deeply into natural resource management. The course will discuss the history of conservation in Pennsylvania, renewable and non-renewable resources, pollution, wildlife, ecosystems, the impact of conventional and alternative energy sources, and recycling. This course will also study elements of the PA Envirothon contest: current events, forestry, wildlife, soils, and aquatics. Students will gain leadership skills and receive hands-on experience through field trips and related activities.

Advanced Agricultural Leadership (12) (½ C, E, P = Must be enrolled or completed 5 Ag courses including Intro to AG and Agribusiness)

This course will incorporate the activities of the FFA program. Students will learn and master basic record-keeping by completing an FFA record book on the Agricultural Experience Tracker. Students will learn communication skills and Robert's Rules of Order by using the FFA speech format and parliamentary procedure event. Each student will write prepared and extemporaneous speeches on agricultural topics present them in class. Students will cover materials for various career development events including land use management, dairy judging, and livestock judging. Students will also explore topics in natural resources and agricultural literacy including conservation in Pennsylvania, water and air quality, and sustainable agriculture. Students will gain leadership skills and receive hands-on experience through field trips and related activities. This course is a requirement to be a completer of the General Agriculture Program. Offered in the spring semester.

General Science Supervised Agricultural Experience 10 (SAE 10) (1C, E, P = Enrolled in Ag Course & Ag Teacher/FFA Advisor signature)

SAE 10 is a record bookkeeping class for those students who are enrolled in an agricultural science course in their sophomore year and will complete an SAE project. Each student must complete a minimum of 70 total hours in their projects for credit. This is an independent study course. Students are required to meet with the instructor at least once per month during the regular school year, once per summer if the student's SAE continues through the summer, and have a minimum of one SAE visit with the Advisor (more than one SAE visit may be needed on a case-by-case basis and based on project complexity). A Supervised Agricultural Experience project and record book must be maintained as required by the Pennsylvania Department of Education, Bureau of Career and Technical Education for Agriculture Education.

General Science Supervised Agricultural Experience 11 (SAE 11) (1C, E, P = Enrolled in Ag Course & Ag Teacher/FFA Advisor signature)

SAE 11 is a record bookkeeping class for those students who are enrolled in an agricultural science course in their sophomore year and will complete an SAE project. Each student must complete a minimum of 140 total hours in their projects for credit. This is an independent study course. Students are required to meet with the instructor at least once per month during the regular school year, once per summer if the student's SAE continues through the summer, and have a minimum of one SAE visit with the Advisor (more than one SAE visit may be needed on a case-by-case basis and based on project complexity). A Supervised Agricultural Experience project and record book must be maintained as required by the Pennsylvania Department of Education, Bureau of Career and Technical Education for Agriculture Education.

General Science Supervised Agricultural Experience 12 (SAE 12) (1C, E, P = Enrolled in Ag Course & Ag Teacher/FFA Advisor signature)

SAE 12 is a record bookkeeping class for those students who are enrolled in an agricultural science course in their sophomore year and will complete an SAE project. Each student must complete a minimum of 140 total hours in their projects for credit. This is an independent study course. Students are required to meet with the instructor at least once per month during the regular school year, once per summer if the student's SAE continues through the summer, and have a minimum of one SAE visit with the Advisor (more than one SAE visit may be needed on a case-by-case basis and based on project complexity). A Supervised Agricultural Experience project and record book must be maintained as required by the Pennsylvania Department of Education, Bureau of Career and Technical Education for Agriculture Education.

Ag Mechanization Pathway:

Introduction to Agricultural Mechanics (9-12) (1C, E)

This course will include an introductory study of all the areas of agricultural mechanics. It will be an exploratory course designed to give interested students a broad outlook at what agricultural mechanics entails including electricity, plumbing, construction, safety, tool identification, metal fabrication and welding, small gas engines, agribusiness, ag mechanics careers, history of ag mechanics and leadership development. Students will gain leadership skills and receive hands-on experience through field trips and related activities.

Ag Construction 1, 2, & 3 (10-12) (1C, E, P = Intro to Ag Science or Intro to Ag Mech)

Agriculture Construction offers an introductory set of skills needed for basic construction in the field. Projects vary by semester and quarter. Students will gain experience in land evaluation, surveying, layout, building foundations, architectural drawing, concrete masonry, and framing. Students will have the opportunity to fabricate small projects that build on these skills. Students will gain leadership skills and receive hands-on experience through field trips and related activities.

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Ag Construction 2 (11-12) (1C, E, P = Ag Construction 1)

Agriculture Construction offers an introductory set of skills needed for basic construction in the field. Projects vary by semester and quarter. Students will gain experience in plumbing, HVAC, electricity and wiring, landscaping and general carpentry. Students will have the opportunity to fabricate small projects that build on these skills. Students will gain leadership skills and receive hands-on experience through field trips and related activities.

Equipment Systems 1 (10-12) (1C, E, P = Intro to Ag Science or Intro to Ag Mech)

This course is for those students planning to follow a career path in agricultural mechanics, heavy equipment operation, equipment sales or production agriculture. This course will include an in depth look into all the moving parts of agricultural equipment involving tractors, skid steers, loaders, backhoes, combines, etc. Students will gain hands on experience working in group and individual settings. Students will also gain experience repairing implements and restoring old machines. Students will learn about the latest agricultural technologies as they relate to mechanics so that they are prepared for this ever-changing and expanding field. Students will gain leadership skills and receive hands-on experience through field trips and related activities.

Equipment Systems 2 (11-12) (1C, E, P = Intro to Ag Science or Intro to Ag Mech, and Equipment Systems 1)

This course is for those students planning to follow a career path in agricultural mechanics, heavy equipment operation, equipment sales or production agriculture. This course will focus heavily on hydraulic and pneumatic systems. Students will gain hands on experience working in group and individual settings. Students will also gain experience repairing implements, designing hydraulic systems, producing new machines, and restoring old machines. Students will learn about the latest agricultural technologies as they relate to mechanics so that they are prepared for this ever-changing and expanding field. Students will gain leadership skills and receive hands-on experience through field trips and related activities.

Welding 1, 2, & 3 (10-12) (1C, E, P = Intro to Ag Science or Intro to Ag Mech)

Welding provides students with the opportunity to work with a variety of welding techniques in a safe atmosphere. Students will be working with the following pieces of equipment and will have basic skills in using gas and plasma cutters, SMAW, MIG, TIG, gas and spot welding. Students will submit project plans and a budget for individual projects and class projects that will be manufactured and may be sold to the community. Students will complete training courses such as OSHA 10 and other similar training as required by this course. Students will gain employability skills for careers in the Ag Mechanics field. Other skills emphasized during the class include but are not limited to the following; customer relations, budgeting, project planning, and project plan implementation and construction. Students will gain leadership skills and receive hands-on experience through field trips and related activities.

Advanced Agricultural Mechanics (12) (1C, E, P = 5 Ag classes including Intro to Ag Course, Welding 2, and 3 middle-level courses)

This course will incorporate activities of the FFA program as well as proper record keeping through use of the Agricultural Experience Tracker. Students will build upon Ag Mechanics skills learned throughout their ag courses and apply them to agricultural careers and environmental and natural resource systems. Additionally, students will build upon their business development skills through creating and maintaining business and financial records, using multi-media advertising services, developing a sales presentation, and demonstrating employability skills. Students will gain leadership skills and receive hands-on experience through field trips and related activities.

Ag Mechanics Supervised Agricultural Experience 10 (SAE 10) (1C, E, P = Current enrollment in Ag Course & Ag Teacher/FFA Advisor signature)

SAE 10 is a record book keeping class for those students who are enrolled in an agricultural science course their sophomore year and will complete an SAE project. Each student must complete a minimum 70 total hours in their projects for credit. This is an independent study course. Students are required to meet with the instructor at least once per month during the regular school year, once per summer if the student's SAE continues through the summer, and have a minimum of one SAE visit with the Advisor (more than one SAE visit may be needed on a case-by-case basis and based on project complexity). A Supervised Agricultural Experience project and record book must be maintained as required by the Pennsylvania Department of Education, Bureau of Career and Technical Education for Agriculture Education.

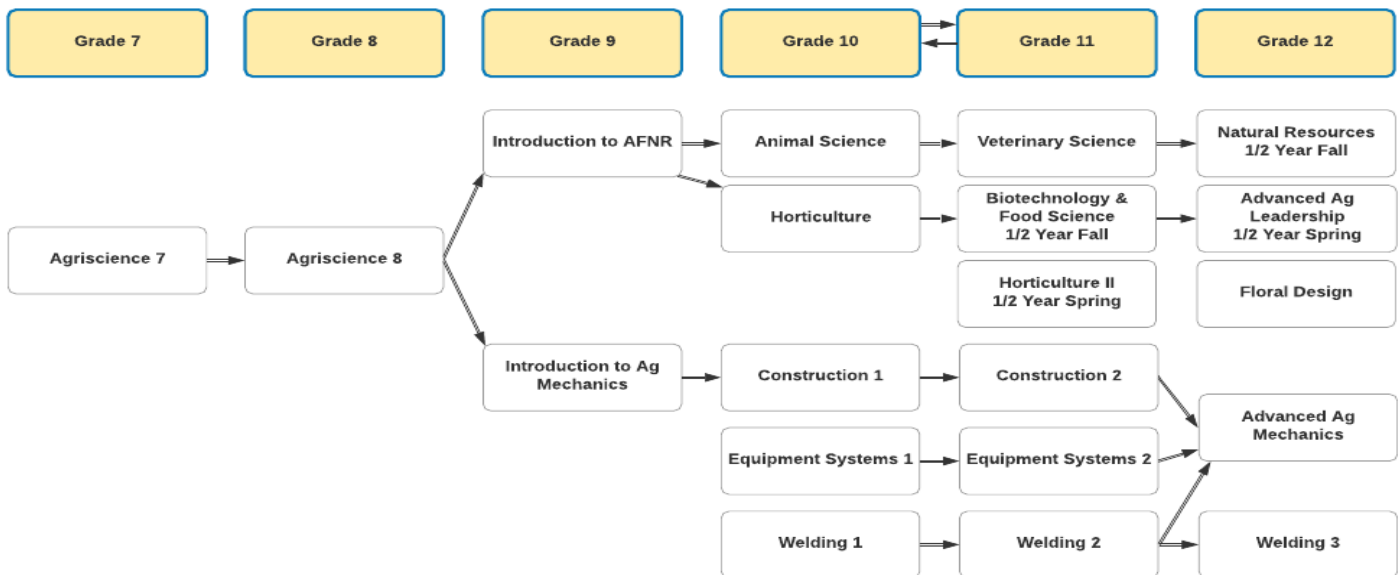
Ag Mechanics Supervised Agricultural Experience 11 (SAE 11) (1C, E, P = Current enrollment in Ag Course & Ag Teacher/FFA Advisor signature)

SAE 11 is a record book keeping class for those students who are enrolled in an agricultural science course their sophomore year and will complete an SAE project. Each student must complete a minimum 140 total hours in their projects for credit. This is an independent study course. Students are required to meet with the instructor at least once per month during the regular school year, once per summer if the student's SAE continues through the summer, and have a minimum of one SAE visit with the Advisor (more than one SAE visit may be needed on a case-by-case basis and based on project complexity). A Supervised Agricultural Experience project and record book must be maintained as required by the Pennsylvania Department of Education, Bureau of Career and Technical Education for Agriculture Education.

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Ag Mechanics Supervised Agricultural Experience 12 (SAE 12) (1C, E, P = Current enrollment in Ag Course & Ag Teacher/FFA Advisor signature)
 SAE 12 is a record book keeping class for those students who are enrolled in an agricultural science course their sophomore year and will complete an SAE project. Each student must complete a minimum 140 total hours in their projects for credit. This is an independent study course. Students are required to meet with the instructor at least once per month during the regular school year, once per summer if the student's SAE continues through the summer, and have a minimum of one SAE visit with the Advisor (more than one SAE visit may be needed on a case-by-case basis and based on project complexity). A Supervised Agricultural Experience project and record book must be maintained as required by the Pennsylvania Department of Education, Bureau of Career and Technical Education for Agriculture Education.

← **Agriculture Department Flow Chart** →
 West Greene School District
 All Class Offerings
 Version #1



FAMILY & CONSUMER SCIENCES

Food and Nutrition (9-12) (1C, E)

Students will develop skills needed to meet the needs of the individual and family at home, work, and in the community. Emphasis will be placed on the following areas: food preparation and nutrition, financial and resource management, housing, and individual and family development. Careers in Family and Consumer Sciences and FCCLA will also be explored. Assessment is based on participation and performance in the kitchen laboratory as well as individual and group classroom activities. Students may be required to furnish some of their own materials and/or supplies for approved projects.

Independent Living (9-12) (1/2 credit, E)

This course will introduce students to life in the real world: Banking- checking accounts, savings accounts, retirement accounts, etc., credit cards, paychecks, rent/mortgages, costs of living on your own, kitchen safety, sanitation, laundry care, and fabric science. The course is designed to prepare students for life in the real world, covering many of the "adult" tasks students may not have been taught or exposed to yet.

Child Development (11 & 12) (1C, E, M)

Child Development is a specialized course that prepares students to understand the physical, social, emotional, and intellectual growth and development of children. The course is designed to help young people acquire knowledge and skills essential to the care and guidance of children as a parent or caregiver.

PHYSICAL EDUCATION

Physical Education (9-12) (1/2 or 1 C, R, M)

High School Physical Education is a required program of activities and learning experiences that provide an opportunity to prepare students for their future physical and recreational life. Students will explore activities of lifetime value and develop competence in one or more activities of their own choice. Expectations include participation, preparation, and involvement in a variety of team and individual/dual activities. Specific credit requirements are outlined on page three in this handbook.

Health (9-12) (1/2 C, R, M)

This course provides information in such a way that it influences students to take positive actions about their own health. Students learn that good health habits can be very beneficial throughout their lives, allowing them the freedom to make healthy and proper decisions that may affect their mental, physical, and social well-being. Areas of emphasis include nutrition, infectious diseases, drug and alcohol awareness, and first aid. Specific credit requirements are outlined on page three in this handbook.

Fitness (9-12) (1/2 or 1 C, E)

The Fitness Class will be an introduction and continuation of fitness concepts, including but not limited to Muscular Strength/Endurance, Cardiovascular Endurance, Speed/Agility, Flexibility, Balance, Specificity, Overload, Progression, Anaerobic/Aerobic, Circuit/Interval Training, Repetition/Set, Coordination, Power, Reaction Time, Fitness Zones, etc. The class will also allow for goal setting and implementation of a personalized fitness program.

Advanced Fitness (9-12) (1/2 or 1 C, E)

The Advanced Fitness Class will be high intensity, physically demanding exercise curriculum, which also integrates nutrition and goal setting aspects.

OTHER COURSES/ELECTIVES

Drivers Education (9-12) (1/2 Credit, E)

This course is designed to make students aware of the processing of information as it pertains to driver performance. Emphasis will be given to the concepts of separating and minimizing risks through the management of time and space in an automobile. Various driving laws of the state and the effects of drugs and driver performance will also be discussed.

Theater (9-12) (1C, E)

The objective of the course is to investigate the historical development of theatre, from its origins through the twentieth century. We will explore the evolution of theatre in terms of the styles, movements and plays of specific periods and geographic areas. Students should expect to gain an overview of the development of theatre and drama, starting with its origins in ancient ritual and classical antiquity as well as the contemporary impact of modern theater on popular culture. Sample activities include research and

study theater history; read and write reports and evaluate plays from various cultures and time periods; improvise scenes, write scenes; theater games, monologues, perform scenes or presentations.

Career Education (9-12) (1/2C, E)

Career Education is a course that is designed to prepare students for life after high school while meeting the PDE requirements for Work and Career Readiness. Students will cover work documents: resumes, cover letters, thank you letters, professional essays, etc.. They will also be exposed to topics including job applications, interview questions and interview skills, different types of educational opportunities, career research, in-demand careers, and self-knowledge in order to give students a better idea of their strengths and weaknesses and how those items play into their future choices and goals. Students will complete documents they will likely see in the real world, including the FAFSA form, the Common Application, tax forms, among other things.

SAT Preparation Math/SAT Preparation Reading (10-12) (1C, E)

This course does not fulfill a Mathematics or English requirement. This course helps college-bound students prepare for both the verbal and math sections of college entrance examinations. Students will be given special hints, approaches, and strategies for answering the various types of questions. Students will do work in the areas that make up their verbal sections: sentence completion, paragraph-length critical reading, long passage critical reading, grammar, and essay writing. The student will also do work in the following areas that make up the math sections: basic math, equations, percentages, radicals, and other principles of algebra and geometry. They will gain familiarity with the SAT test formats through sample tests and computer software.

On-Line College Classes (11, 12) (1C, E, P = Depending on course selected. Must have principal approval. GPA of 3.0 or higher.)

Students will have the opportunity to complete online college courses during the school day under the supervision and instruction of a West Greene High School teacher. Several classes will be offered and students can earn credits toward a college degree as they explore **subjects not offered at West Greene**.

Work Release (12) (0C, E, P = see below)

Work Release is for seniors who have all of the required credits and/or who are enrolled in the required classes for graduation. Students will not receive a grade or a credit for work release. Students must fill out the necessary paperwork and hand-in monthly work schedules with a work supervisor's signature and pay stubs to the school counselor. The application for work release reviews the student's transcript, senior schedule, and requires the school counselor and principal's approval.

Teacher's Assistant (12) (0C, E, P = Teacher Approval)

Teacher's assistants are expected to report to the teacher and assist as directed by the teacher. These positions will only be approved for students who have met all other credit requirements.

Financial Literacy (9-12)

Students will learn about the basics and intricacies in investing in the stock market, with live streaming portfolios and class rankings, instant order execution, integrated research and reporting. Quotes, charts, news and analyst ratings help students research and learn to invest. Additional components of financial literacy will be blended throughout the course, including personal budgeting (This course may count as a math or social studies credit, but not both according to PA House Bill No. 49 of 2019 (Act 91)).

GREENE COUNTY CAREER AND TECHNOLOGY CENTER PROGRAM (3 YEAR PROGRAM FOR 10TH, 11TH, 12 GRADES)

If a student enrolls in the Greene County Career and Technology Center (GCCTC), they will earn 3 elective credits per year upon passing their program for the year. For students enrolled at the GCCTC, the following West Greene course requirements are currently waived: ¼ credit of Physical Education/Health and ¼ credit of Technology. Students who fail to complete the entire 3-year GCCTC program are required to complete all classes which have been previously waived. The administration reserves the right to modify these credit requirements as needed. The following courses of study are offered at the GCCTC:

Auto Collision & Repair Technology

- Repair damaged automotive vehicles.
- Learn MIG welding, brazing, and mild steel oxy acetylene welding.
- Work in garages, assembly plants, trucking, and busing companies, or operate your own private repair shop.

- Gain knowledge of sheet metal work, insurance adjusting, estimating, and specialty painting.

Automotive Technology

Learn to diagnose and repair all phases of automotive mechanics for automotive dealers and/or independent garages.

Building Construction Occupations

Master the carpentry, masonry, electrical, drywall, painting, and plumbing skills considered essential for entry-level employment in the construction industry.

Computer Networking Technology

- Design, implement and manage linked systems of computers, peripherals, and associated software.
- Learn the technical skills required to support networks/network users.
- Gain knowledge of network technologies and standards: system design, operating systems, security, client support, network management, troubleshooting, and server optimization.
- Obtain your A+ and/or Network + Certification.

Cosmetology

- Train in the school salon and gain experience in sales and reception duties.
- 1250 hour curriculum prepares students for the State Board of Cosmetology exam to work as licensed hair stylists.
- Additional programs include Nail Technology - 315 hours and Esthetics (Skin Care) - 300 hours.

Culinary Arts

- Work in a modern commercial kitchen facility and restaurant to receive on-the-job experience.
- Gain food preparation and serving skills.
- Additional training enables students to work as chefs in hotels, restaurants, and resorts.

Drafting & Design

- Find employment as a draftsman in transportation, oil, construction, structural detailing, topographic mapping, communication, electrical, GIS, and military-related industries.
- Become an estimator or reproduction machine operator.
- Become a member of Drafters, Inc., a student-operated company that completes jobs for community businesses.

Electrical Occupations

- Learn basic electricity and the foundation of network cabling.
- Work with switches, conduit, circuit breakers, and receive on the job maintenance experience.
- Work with fiber optic, category #5 cable, router, and cabling meters.
- Prepare for a career as an electrician's helper, network technician, electrical maintenance & repair person, or internet cabling installer.

Health Assistant

- Medical-office skills enable students to work in a doctor's office.
- Learn basic anatomy and physiology and medical terminology.
- Volunteer to work at a local long-term nursing facility.
- Develop interaction skills with the elderly population.
- Earn Home Care Aid, CPR, and First Aid certificates.

Emergency Protective Services

- Perform entry-level duties as a police officer, firefighter, paramedic and other safety services.
- Techniques, methods, and procedures peculiar to the areas of criminal justice and fire protection especially in emergency and disaster situations are stressed.
- Physical development and self-confidence skills are emphasized due to the nature of the specific occupation(s).
- In addition to the application of mathematics, communication, science, and physics, students receive training in social and psychological skills, map reading, vehicle and equipment operations, the judicial system, pre-hospital emergency medical care, and appropriate emergency assessment, treatment, and communication.
- Become First Responder and/or Protection Officer Certified!

Precision Machining

- Train to use drawings, hand tools, precision measuring tools, drilling machines, grinders, lathes, milling machines, and other specialized machine tools to shape and finish metal and nonmetal parts.

- Obtain a sound understanding of basic and advanced machining practices, which include:
- Proficiency in safely operating machine tools of various types-manual, automatic, and computer-controlled.
- Properties of metal and nonmetals.
- Math, Science, English, blueprint reading, metallurgy, etc. are needed to make precision layout and machine setup.
- Obtain NIMS (National Institute for Metalworking Skills) certification!

Welding/Fabrication

- Master cutting, bending, and shaping of various metals by using a variety of welding processes such as oxyacetylene welding and cutting, shielded metal arc welding, tungsten inert gas welding (tig), and metal inert gas welding (MIG).
- Students may find jobs as apprentice welders in the following industries: shipbuilding, tank and boiler fabrication, railroad, automotive, aircraft, building construction, pipeline construction, and mining.

CTC CO-OP Program

The Cooperative Education program at Greene County Career and Technology Center is a method of training, where students combine classroom instruction with job training in a career area they have chosen to take at GCCTC. It is a unique plan of education and designed to integrate classroom study with planned, supervised, and practical work experience. This “learning by doing” model helps students to relate actual real-world employment.

Greene County Career and Technology Center programs are developed to follow the State guidelines for Programs of Study. Programs of Study incorporate secondary education and postsecondary education elements; include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education; may include the opportunity for secondary education students to acquire postsecondary education credits and lead to an industry-recognized credential or certificate at the postsecondary level or an associate or baccalaureate degree. The following chart shows the courses that CTC students will be expected to take. Upon completion of a career and technical education (CTE) Program of Study (POS), students are eligible for statewide articulation credits. The Students Occupationally and Academically Ready (SOAR) program allows CTE students to earn free college credits. Students can earn these free credits if you have scored well on your NOCTI and if your instructor can confirm that you have completed your entire CTE program. Questions about CTC programs may be directed to the main office at West Greene, or the office at the CTC.

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**GCCTC PROGRAM OF STUDY
SUGGESTED ACADEMIC SCOPE AND SEQUENCE**

Secondary School				
SUBJECT	Grade 9 (Hours)	Grade 10 (Hours)	Grade 11 (Hours)	Grade 12 (Hours)
ENGLISH	English 9	English 10 College Prep English I	English 11 College Prep English II	English 12 College Prep English III
MATH	Algebra I, II Geometry	Algebra I, II Geometry	Geometry Trigonometry Probability & Stat/Trig	Trigonometry Pre-Calculus - Calculus Probability & Stat/Trig College Algebra
SCIENCE	General Science 9 Biology I	Biology I, II Chemistry I	Chemistry I, II Physics Biology I, II Principles of Technology I, II	Physics, Human Anatomy, Physiology Principles of Technology I, II Zoology/Biology Academic Biology
HUMANITIES	US/PA Civics World Cultures	American Civilization American History US History	European History History of Western Civilization Political Science	Government/Economics Psychology/Sociology
OTHER		Foreign Language I	Foreign Language II	Foreign Language III

SUMMARY

While this course selection handbook does provide a great deal of useful information regarding course selection and scheduling, it does not include references to and/or descriptions of *ALL* school policies and procedures. Parents and students are encouraged to contact the school at any time for clarification questions regarding course selection and scheduling. Ultimately, **it is the responsibility of the student to be aware of and abide by all school policies and procedures and procedures regarding scheduling.** It is the sincere goal of the West Greene School District, through the implementation of the scheduling procedures outlined herein, to create and nurture a learning environment where all students are able to achieve at their maximum potential.



#PIONEERFORWARD

West Greene School District School Information

Superintendent – Mr. Brian Jackson
MS/HS Principal – Mr. Scott Sakai
K-12 Academic Director – Mr. Eric Gaydos
Jr.-Sr. High School Counselor – Mrs. Kim Cowden
Website - <http://www.wgsd.org>

Address: West Greene Junior-Senior High School
1352 Hargus Creek Road
Waynesburg, PA 15370
Phone: 724-499-5191
Fax: 724-499-5492

WEST GREENE SCHOOL DISTRICT MISSION STATEMENT

The mission of the West Greene School District is to provide educational opportunities to maximize individual potential.

WEST GREENE SCHOOL DISTRICT VISION STATEMENT

The West Greene School District strives to provide students with the conditions and resources needed to maximize academic, vocational, and personal success. We will work to embrace every child's individuality and aim to help each student to become a productive member of our global society. Reaching inside and beyond the boundaries of the school system, we will strive to locate and utilize available technologies, cultural resources, and opportunities that will provide our students learning experiences reflective of real-world complexities and possibilities. The district will strive to be a partner among family, child, and community in order to work collaboratively with each entity to develop students' intellect, communicative competence, work ethic, technical/vocational literacy, and self-worth.