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# Sharon High School

1129 East State St.

Sharon, PA 16146

724-983-4030

724-981-0840 (fax)

Mr. Michael Fitzgerald, High School Principal  
Mrs. Dawn Blair, Middle/High School Assistant Principal

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## SCHOOL PROFILE

### COMMUNITY

Sharon is located in Mercer County and has a population of approximately 13,400. Sharon is considered a middle class city and is the home of Penn State Shenango, one of the Penn State University's 17 Commonwealth campuses.

Diversified businesses/industries located in Sharon include the following: Wheatland Tube Corporation, Sharon Regional Health System, Reyer's Shoe Store, Daffin's Candies, and The Winner.

### SCHOOL

#### 2021-2022 Enrollment

Freshmen	176
Sophomores	155
Juniors	119
Seniors	135

#### 2021-2022 Staff

Administrators	3
Faculty	70
Guidance Counselors	2
Librarian	1
Nurses	1

## VISION STATEMENT

**Our shared vision for the Sharon City School District is:**

**A place where ....**

- The school system strives to be on the cutting edge of knowledge and education;
- Lifelong learning is fostered through a challenging, innovative, and flexible learning environment for students, staff, and the community;
- Learning is student-centered to enable each person to develop to his/her potential;
- Education is valued and supported by the entire community, and is delivered in a safe, healthy, cooperative, and disciplined atmosphere;
- All people are respected and encouraged to pursue their dreams, develop ideas, and discover opportunities for growth;
- Students, parents, and educators are equal partners in the educational process and share responsibility for the results;
- Open and honest communication is fostered among school staff, students, families, citizens, business and other educational institutions;
- Schools are an integral part of the community and easily accessible to all citizens.

**And graduates will be ...**

- Responsible, productive, and respectful citizens;
- Creative, critical thinkers, decision makers, and independent learners adaptable to change;
- Effective communicators;
- Prepared for meaningful careers and lifelong learning;
- Able to function in a diverse, global society;
- Well-rounded individuals with an appreciation for the arts and humanities.

## **MISSION STATEMENT**

### **The mission of the Sharon City School District is:**

To work in partnership with the students' families and the community to prepare our students for a changing society by providing educational excellence ensured through a well-balanced curriculum and delivered by a well-trained staff.

## **BELIEF STATEMENTS**

1. We believe that parents, the Sharon City School District, and the community share the responsibility for the education of all students.
2. We believe that learning is a lifelong process.
3. We believe that everyone wants to succeed and that successful experiences lead to heightened self-worth and accomplishment.
4. We believe that every student is entitled to a quality education because everyone has the right to learn and reach his or her highest potential.
5. We believe in creating an atmosphere conducive to learning.
6. We believe in this shared set of values:
  - Citizenship
  - Civic Responsibility
  - Courtesy
  - Honesty
  - Justice
  - Loyalty
  - Patriotism
  - Respect for others and their property
  - Respect for self
  - Responsibility

## **PENNSYLVANIA'S GOALS OF EDUCATION**

The constitution of the Commonwealth of Pennsylvania states, "The General Assembly shall provide for the maintenance and support of a thorough and efficient system of public education to serve the needs of the Commonwealth." This provision mandates a quality education for each student in the Commonwealth.

### **ACADEMIC STANDARDS**

As related in the state's Academic Standards/Assessment document, "...public education prepares students for adult life by attending to their intellectual and developmental needs and challenging them to achieve at their highest level possible. In conjunction with families and other community institutions, public education prepares students to become self-directed, life-long learners and responsible, involved citizens."

Together with parents, families and community institutions, public education provides opportunities for students to (1) acquire knowledge and skills, (2) develop integrity, (3) process information, (4) think critically, (5) work independently, (6) collaborate with others, and (7) adapt to change.

The academic standards describe the knowledge and skills which students will be expected to demonstrate before graduating from a public school. Achievement of high academic standards in public education is dependent upon the quality of instruction in schools and student effort supported by the involvement of family and community. Assessment in public education is designed to determine student attainment of state and local academic standards.

Public schools provide instruction throughout the curriculum so that students may develop knowledge and skills in the following areas:"

1. Reading, writing, speaking and listening
2. Mathematics
3. Science and technology
4. Environment and ecology
5. Social studies (civics and government, geography, economics and history)
6. Arts and humanities
7. Career education and work
8. Health, safety and physical education
9. Family and consumer science
10. World languages

This Academic Handbook relates information relative to course offerings in these areas.

## **STATEMENT OF AFFIRMATIVE ACTION**

The Sharon City School District continues its policy of non-discrimination on the basis of race, age, sex, religion, color, national origin, handicap, or disability, as applicable in its educational programs, activities, or employment policies. This policy is required by Title IX of the 1972 Educational Amendments, Title VI of the Civil Rights Act of 1964, Section 504 Regulations of the Rehabilitation Act of 1973, the Americans with Disabilities Act and all other applicable federal, state and local laws and ordinances.

For information regarding Title IX compliance, contact the District's Supervisor of Curriculum and Instruction, Donald A. Bennett Educational Service Center, 215 Forker Boulevard, Sharon, PA 16146, 724-983-4000.

For information regarding Section 504 Compliance, contact the District's Special Education Supervisor, Donald A. Bennett Educational Service Center, 215 Forker Boulevard, Sharon, PA 16146, 724-983-4052.

For information regarding the Americans with Disabilities Act, contact the District's Business Manager, Donald A. Bennett Educational Service Center, 215 Forker Boulevard, Sharon, PA 16146, 724-983-4004.

## **EQUAL OPPORTUNITY**

All activities and courses, including technical education (formerly industrial arts), vocational-technical education, family and consumer science (formerly home economics), and physical education courses at Sharon City School District are available to all students as required by Title VI, Title IX, and Section 504. If there are pre-requisites, they are based on one's aptitude and performance and not on one's race, color, national origin, sex, or any handicapping conditions.

If you are physically or mentally handicapped, you may qualify for special services and instruction as well as equipment modifications in order that you may successfully complete a course or participate in an activity. If you have any questions about equal educational opportunities or complaints of harassment or discrimination, contact the individuals listed under affirmative action.

## **GRADING SYSTEM**

The grading system is comprised of four nine week grading periods. The grade assigned at the close of a report period is the result of the effort of each teacher to reach the most reliable estimate of the student's achievement.

An incomplete (INC) grade specifies work is incomplete and should normally be completed by the student within ten (10) school days after the report card is issued. An INC is issued to provide students with a reasonable amount of time to make up work following an excused absence, but there is no intent to carry a student as incomplete for an extended period should the student fail to demonstrate interest in completing missed work. When students are absent, they are given a number of days equal to the number of days absent to complete make-up work. Extended illness and special situations, as defined by the building principal, are the only exceptions to this policy.

## GRADING SCALE

93 – 100%	= 4
84 – 92%	= 3
74 – 83%	= 2
63 – 73%	= 1
0 – 62%	= F

Advanced Placement Courses offered are:

- AP Biology
- AP Calculus AB
- AP Calculus BC
- AP Chemistry
- AP English Language and Composition
- AP English Literature and Composition
- AP French Language
- AP Government and Politics: United States
- AP Physics B
- AP Spanish Language
- AP World History

The College Board recommends that EVERY AP student spend at least five hours per week studying outside of class for every AP course they schedule.

## HONOR ROLL

An honor roll is determined at the end of each grading period. Attaining honor roll with highest honors means a student must receive an overall average of 93% or better. Honor roll with high honors requires an 84% overall average.

The total points divided by the number of credits (not subjects, because some are  $\frac{1}{2}$  credits) determines the student's average. Subjects earning  $\frac{1}{2}$  credit (e.g., Health) are evaluated with  $\frac{1}{2}$  of the grade earned.

Students should keep in mind that any subject dropped after two weeks of the first grading period will result in an automatic failing grade for the year in that particular subject. This will unfavorably affect grade point average and class rank.

Honor Cords are presented to any Senior who has an overall GPA of 93% or better.

## CLASS RANK

A **preliminary class rank** is calculated at the end of the junior year (six semesters) and **final senior class rank** is calculated following board policy by ranking students from highest to lowest on the basis of cumulative grade point average. *Class rank is regarded by colleges as a very important criterion for admission.* Class rank will be predicated upon the average of all the percentage grades earned by the student in each grading period. All mathematical calculations will be carried out four (4) decimal places. Class rank shall be calculated at the conclusion of the senior final testing schedule for determining valedictorian, salutatorian and honor graduate status.

A student eligible to be considered for the position of Valedictorian and Salutatorian must be enrolled in the Sharon City School District for both his or her junior and senior years and have earned a minimum of 24 credits plus the senior project. The Valedictorian and Salutatorian must have taken a minimum of four (4) Advanced Placement Courses to include one (1) course in each of the four discipline areas. The Valedictorian shall be the student at the high school who has the highest cumulative GPA and has satisfied all articles of Sharon City School District policy 214. The Salutatorian shall be the student at the high school who has the second highest cumulative GPA and has satisfied all articles of Sharon City School District policy 214.

## **SAT/ACT**

Students who have tentative plans to enter a 4-year college program should take the Scholastic Aptitude Test (SAT) or the American College Test (ACT) in the spring of their junior year. If necessary, the test should be repeated no later than November of their senior year.

## **COLLEGE ENTRANCE REQUIREMENTS**

Colleges have varying requirements for admission, depending on the selectivity of the college and the intended major. ALL students should investigate the entrance requirements of a college he/she might wish to attend.

In general, selective colleges require the following:

- 4 credits English
- 4 credits Math (Algebra I, Geometry, Algebra II, Pre-Calculus/Trigonometry)
- 4 credits Science
- 3 credits Social Studies
- 3 credits World Language

In general, most colleges require the following:

- 4 credits English
- 3 credits Mathematics
- 3 credits Sciences
- 3 credits Social Studies
- 2 credits World Languages

## **CURRICULUM**

A curriculum represents a collection of courses accumulated across time. There are a series of courses for each discipline area. Ideally, courses in one discipline should complement courses in related disciplines. In this way, concepts learned by students in one class are reinforced and enhanced in other classes. The course offerings constitute the curriculum that is used by students to fashion a program of learning tailored to meet both their interests and needs.

A student's schedule should reflect the outcome of careful thought by the student following discussions among parents, teachers, counselors, or administrators. Course selection is important in that it can represent everything from offering a perspective of one self to preparing one self for a life's career; therefore, whatever the choice of courses, the selection should meet a student's personal objectives.



The curriculum at Sharon Schools offers students preparation for life skills, workplace skills, and college. The overall goal of the high school curriculum is to prepare students to meet the demands of a changing world. It is a curriculum that provides challenging educational experiences to: develop one's intellectual abilities, develop skills that allow one to effectively participate in the local community, heighten awareness of cultural, political and economic similarities and differences, particularly as they relate to the interdependence of the global community, and provide the skills and motivation for students to learn independently as well as collaboratively.

Courses listed in the Academic Handbook lacking a sufficient number of student course requests may not be offered.

## **GUIDANCE SERVICES**

Guidance services are available for every student in the school. These services include assisting with educational planning, interpreting of test scores, providing occupational and career information, and developing study skills. Additionally, counselors help with home, school, personal or social concerns.

A student should know that he/she will be absent for an extended period of time (e.g., 3-5 school days) before requesting assignments from the Guidance Office. If you wish to request homework for your child, please contact the Guidance Office secretary at 724-983-4040. If absent for shorter periods of time, the student should ask the teacher about assignments. Parental cooperation is appreciated with regard to this request.

Students or parents wishing to visit or contact a counselor in the Guidance Office should call:

Amy Croach (grades 11 & 12)	724-983-4044
Gary Revale (grades 9 & 10)	724-983-4041
Heather Schell (guidance secretary)	724-983-4040
Guidance Office fax	724-983-4051

## **LIBRARY & INFORMATION SERVICES**

Information resources and services are available to all students.

The library's collection includes:

- 18,000 book titles
- 47 periodicals
- 3 newspaper titles
- 12 networked computer workstations for access to the Internet
- 6 online catalog workstations for access to the book collection
- Power Library, a service that provides authoritative access to thousands of full-text periodicals, newspapers, photographs, pictures, charts, maps and reference materials in a safe and secure online environment. Over thirty databases provide information that can be searched by grade and reading level.

The library's services include:

- Inter-library loan – the library participates in the ACCESS PA program that provides students with the opportunity to borrow books from public, special, school, and academic libraries across the state.
- Reserves and Holds – students can request titles and will be contacted when available.
- Information Skills – the Librarian regularly instructs library orientation classes as well as the online catalog, Power Library and any of the traditional or electronic resources in a formal or informal setting.

### **LIBRARY HOURS**

Monday-Thursday	7:50 am – 3:30 pm
Friday	7:50 am – 3:15 pm

For additional information, please contact the librarian at 724-983-4046.

## **COLLEGE PREPARATION**

Students who intend to pursue a four (4) year college degree should schedule the following courses:

### **English**

English I or Advanced English I  
English II or Advanced English II  
English III or English III CB or AP English Language & Composition  
English IV or English IV CB or AP English Literature & Composition  
Speech - elective  
Research Paper - elective

### **Language Sequence** (minimum of 2 years)

French I  
French II  
  
or  
  
Spanish I  
Spanish II

### **Sciences** (minimum of 4)

Biology I or Advanced Biology I	Physical Science
Biology II	Physics
	Physics II
Chemistry I or Advanced Chemistry I	AP Biology
Chemistry II	AP Physics
Environmental Science	AP Chemistry

### **Mathematics** (minimum of 4)

Algebra I or Advanced Algebra I	Calculus
Algebra II or Advanced Algebra II	AP Calculus, AB or BC
Business Math	Accounting
Geometry or Advanced Geometry	Modern Analysis
Trigonometry or Advanced Trigonometry	

**Social Studies** (minimum of 4)

U.S. History  
Recent U.S. History (RUSH)  
Advanced Recent U.S. History  
World History

Government/Economics  
AP World History  
AP Government

**GRADUATION REQUIREMENTS**

To be classified as a **Sophomore**, a student must have earned a minimum of 6 credits.

To be classified as a **Junior**, a student must have earned a minimum of 12 credits and be in the third year of high school.

To be classified as a **Senior**, a student must have earned a minimum of 18 credits and be in the fourth year of high school.

Graduation from Sharon High School is based upon completion of credits in Grades 9, 10, 11, and 12 and completion of a senior project. Beginning with the class of 2023, students must also demonstrate proficiency on the Keystone Exams in the areas of Algebra, Biology and Literature.

Advanced Algebra I or Algebra I, French I, and Spanish I taken in eighth grade will count towards graduation credits.

The responsibility for meeting graduation requirements rests with the student. Each student is to determine that his or her schedule satisfies school policy. Students are required to earn the following number of credits to graduate from Sharon High School. The following course descriptions must be met by **every student** to earn a Sharon High School diploma.

English	4 credits
Mathematics	4 credits
Science	4 credits
Social Studies	4 credits
Physical Education	2 credits
Health	½ credit
Electives	5½ credits
Senior Project	1 credit
<b>Total</b>	<b>25 credits</b>

**VOCATIONAL/TECHNICAL SCHOOL**

English	4 credits
Mathematics	4 credits
Science	4 credits
Social Studies	4 credits
Physical Education	1 credit
Health	½ credit
Electives	6½ credits
Senior Project	1 credit
<b>Total</b>	<b>25 credits</b>

## **BULLYING/CYBERBULLYING**

### **SHARON CITY SCHOOL DISTRICT POLICY 249**

Bullying means intentional electronic, written, verbal, or physical act or series of acts directed at another student or students, which occurs in a school setting and/or outside a school setting, that is severe, persistent or pervasive and had the effect of doing any of the following: 1) substantial interference of a student's education, 2) creation of a threatening environment, 3) substantial disruption of the orderly operation of the school.

**Bullying** as defined in this policy includes cyberbullying.

Consequences for violations include but are not limited to the following:

1. Counseling within the school
2. Parental conference
3. Loss of privileges
4. Transfer to another school building
5. Exclusion from school-sponsored activities
6. Detention
7. Suspension
8. Expulsion
9. Counseling/therapy outside the school
10. Referral to law enforcement officials

**Students who have been bullied are encouraged to promptly report such incidents to the Building Principal or his/her Designee.**

#### References

School Code – 24P.S. Sec. 1302-A, 1303.1-A

State Board of Education Regulations – 22 PA Code Sec 12.3.2008

Board Policy – 218, 233, 236, 248, 24

## ART

### #046 Digital Arts

½ credit

In this course the basic elements, components and skills required for digital art development and production will be defined and explored. Topics include applications of digital arts, presentation software, visual design principles, digital media design, emerging technologies, multimedia components and interactive multimedia development. This is a working studio class in which students will learn to use Adobe software through demonstrations and hands on experiences.

### #048 Introduction to Ceramics

½ credit

This course introduces students to the art of ceramics. This production-oriented class will focus on the properties and preparation of clay according to three ceramic hand-building techniques: pinching, coiling and slab. Students use various decorating and glazing techniques while learning about the cultural and historical backgrounds of ceramics as well as explore form vs. function.

### #049 Advanced Ceramics

½ credit

This course will further students' understandings and ability in relationship to what they learned in Introduction to Ceramics. Advanced Ceramics is a continuation of Introduction to Ceramics, with an in-depth focus on firing, glazing and forms thrown on the pottery wheel. This course also encourages students to model and sculpt as added methods of manipulating clay into functional and decorative objects. The course promotes historical and cultural influences of ceramics through student-centered research.

### #191 Design

1 credit

This course provides a basic introduction to color theory, drawing principles, painting, lettering, printing methods, and aesthetic design. These principles are applied to the art experience by using a variety of materials, methods and techniques. *Artistic initiative, creativity and class participation are expected.*

### #193 Studio Art

1 credit

This art course emphasizes developing and/or improving drawing skills while giving the student more instruction and practice in painting techniques. Students will learn about different historical styles of art while experimenting with a variety of techniques/methods. In addition to art production, written/oral aesthetic responses to particular artwork, of famous artists will be included in this course. *Design #191 is a mandatory class before being able to enroll in this course.*

### #194 Art Portfolio Development

1 credit

This course is tailored for seniors with career expectations in an art field. Students develop and refine their art abilities in one or more specific art areas. Focus on instruction in creating a portfolio of artwork for entrance into a vocational art school is the primary goal of this class. *Design #191 & Art Studio #193 are mandatory classes before being able to enroll in this class.*

## BUSINESS EDUCATION

### #216 Accounting I

1 credit

Everyone needs to know how to keep a balanced account! This course provides students with a working knowledge of accounting, recording financial transactions, summarizing accounts and preparing financial statements. Students will use basic math (addition, subtraction, multiplication and division) skills to complete various bookkeeping assignments. *This is a one credit course that can meet the requirements as an elective or math credit.*

### #220 Accounting II

1 credit

Accounting II consists of a review of the Accounting I theory and application with emphasis on analysis, group projects, and advanced accounting techniques. *Students must have a basic knowledge about the accounting equation, debits, credits and financial statements. This knowledge is gained by taking Accounting I. Grades 10, 11, 12.*

### #218 Business Mathematics

1 credit

Applying math to the student's personal and business life is the basis of this course. Areas of study will apply everyday math to learning the operations of computing paychecks, understanding taxes, completing 1040 EZ forms, budgeting and buying, checking accounts/ATM accounts, borrowing and saving money, and computing insurance. *This is a one credit course that can meet the requirements as an elective or math credit.*

### #219 Intro to Entrepreneurship

½ credit

This course teaches the skills and key business concepts students need to know to plan and launch a business, whether they are interested in creating a money-making business or a nonprofit to help others. Students learn about real-life teen entrepreneurs; characteristics of successful entrepreneurs; pros and cons of self-employment; sales stages, opportunities and strategies; planning and budgeting; and interpersonal communication in the workplace. Students also learn how to generate business ideas; create a business plan, mission, and vision; promote and market a company; attract investors; manage expenses; and set personal visions and goals.

## COMPUTER/INFORMATION SCIENCE

### #134 Computer Applications

½ credit

Computer Applications is a basic introduction to computers and provides an overview of the use of pre-written programs. Included in this class is word processing, database, and spreadsheet integration using Microsoft Office (Excel, Word, and Access), photo manipulation of images generated by students using a scanner, a digital camera, and downloading from the Internet using Photoshop, desktop publishing using Publisher, audio and MIDI file manipulation, and slide show presentations on PowerPoint. Also included is an introduction to the Internet, including web browsing, search engines, and creation of home pages.

### #138 Computer Programming

1 credit

Students will learn the basics of computer programming through hands-on projects that encourage creativity and experimentation. Emphasis will be placed on developing sound programming skills, problem solving and an understanding of the fundamentals of computer science. Students will plan, organize, write and test their programs. Successful completion of Algebra I is a prerequisite.

## DRIVER'S EDUCATION

### #470 Driver's Safety Theory

¼ credit

Driver Training Education helps students acquire the knowledge, skills, and attitudes needed for safe driving. This course, Driver's Safety Education is offered outside of the normal school hours to students 15 years of age or older. The class meets for a minimum of 30 hours of instruction in the theory of driving.

## ENGLISH

\*Any student who registers for any course that requires the completion of a summer project will automatically be moved to a general course should the project not be completed for any reason.

### #007 English I

1 credit

Emphasis is placed on introducing and developing the ability to analyze a variety of literary genres including the novel, grammar, poetry, the epic, and the short story. Students will develop this ability through organized discussion groups and extensive projects. Writing for the course builds on focus, content, organization, style and conventions. Vocabulary and grammar will also be taught in connection with literature, and research skills will also be addressed and developed.

### #008 Advanced English I\*

1 credit

Designed primarily for students who aspire to attend college and enjoy the various aspects of language arts, i.e. literature, writing, speaking and drama, this course focuses on a more in-depth approach and includes topics not covered in traditional English I. *Students must demonstrate proficiency on previous PSSA assessments to be enrolled in this course. Summer reading is required. The pace is more rapid, and students seeking a more rigorous approach to the study of language arts should elect to take this course.*

### #017 English II

1 credit

English II is a tenth grade reading intensive course, stressing text engagement with fiction, nonfiction, plays and film. The course is aligned with the subject matters and time periods taught in recent US History. The goal is to move beyond surface reading and develop meaning made through interaction with a text. Daily Bell Ringers strengthen skills involving mechanics, usage, grammar, literary terms, vocabulary, and writing. The organization of multi-paragraph compositions is emphasized. All students are required to take the PA Literature Keystone Exam as an end-of the course exam.

### #018 Advanced English II\*

1 credit

Advanced English II is a tenth grade reading and writing intensive course, stressing text engagement and analysis of fiction, nonfiction, plays and film. The course is aligned with the subject matters and time periods taught in Recent US History. The goal is to move beyond surface reading and develop meaning made through interaction with a text. There is a good deal of outside class work and students must be able to juggle multiple assignments at once. The course is designed to prepare students for a collegiate environment through accountable talk sessions, vocabulary study and composition instruction. All students are required to take the PA Literature Keystone Exam as an end-of the course exam. *Enrollment in this course is based on prior performance on the PSSA and CDT.*

#024 SAT/ACT Prep

1 credit

The intent of this course is to reinforce the skills necessary to be successful on the SAT and the ACT. The delivery of this course is individualized computer-based instruction which will focus on the strengths and weaknesses of each student. Both Math and English skills will be addressed throughout the course. This course is highly recommended for Juniors and Seniors only, but does not exclude. This is a semester long course.

#026 English III

1 credit

English III focuses on American Literature from its historical and literary beginning in the Colonial Period to contemporary prose and poetry. Particular emphasis is placed on vocabulary, grammar, mechanics, and usage. Class discussion aids in strengthening verbal skills and literature is used as a vehicle for discussion and analysis. Students think critically about the literature and its connection to the world around them. American novels and drama are included.

#027 English III CB\*

1 credit

This course is recommended for those students who intend to pursue a four-year college degree. Junior College Prep is a chronological study of American literature. The course is designed to emphasize the development and refinement of skills necessary to do college level work, including advanced vocabulary, oral and written communication, analytical reading and critical thinking. Particular emphasis is placed on vocabulary, grammar, mechanics, and usage. Students think critically about the literature and its connection to the world around them. Research papers and summer reading are requirements for the course. *Students must demonstrate proficiency on the Literature Keystone exam to be enrolled in this course.*

#029 Advanced Placement English Language & Composition\*

1.33 credits

An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines and rhetorical concepts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations and subjects, as well as the way generic conventions and the resources of language contribute to the effectiveness in writing. *Enrollment in this course is based upon previous Keystone performance. Students must be proficient in the previous year, and demonstrate previous English aptitude.*

#033 English IV

1 credit

English IV further develops students' ability to listen intelligently, think rationally, speak and write clearly in standard English. Although the basic area of study is English literature, world authors are sometimes included. Vocabulary study, library skills, oral reports, group activities and composition are stressed throughout the year in the study of various genres including poetry, drama, short stories, novels and film.

#035 English IV CB\*

1 credit

This course is recommended for those students who intend to pursue a four-year college degree. Senior College Prep is a chronological study of English and World Literature. The course is designed to emphasize the development of skills necessary to do college level work, including advanced vocabulary, oral and written expository communication, analytical reading and critical thinking research. Research papers and summer reading are required. Likewise, extensive reading and writing are required throughout the year.



#034 Advanced Placement English Literature & Composition\* 1.33 credits

This class is intended to be typical of an introductory college course and prepare students for the Advanced Placement English Literature and Composition test allowing students to proceed to advanced courses, with appropriate credit, at any particular college. The focus of the course is careful reading and critical analysis of imaginative literature, including analysis of the text's structure, style, theme, social and historical values, and the smaller-scale elements. Texts will be drawn from multiple genres, periods and cultures. Writing assignments will be timed and focus on the critical analysis of literature, including expository, analytical, and argumentative essays. Other assessments will include timed multiple-choice exams. This course will prepare students to read and to discuss analytically and to write critically on the collegiate level. Summer reading is required. Extensive reading and writing is required throughout the course. *Enrollment in this course is based upon previous Keystone performance. Students must be proficient in the previous year, and demonstrate previous English aptitude. Research paper is highly recommended along with this course.*

#037 Public Speaking ½ credit

Three major language areas are an important part of Speech: listening, reading, and speaking. Thus, the program is designed to aid students in becoming as proficient as possible in the following areas: (1) accurate and effective communication of ideas; (2) ease and poise in communication; (3) public speaking (gathering, organizing, outlining and preparing speech materials for effective final delivery); (4) group thinking and group discussion; (5) effective listening; (6) oral interpretation.

#038 Research Paper ½ credit

This course is designed to teach students how to write a research paper. Students planning to take Junior or Senior College Prep or Advanced Placement English courses and/or are planning to attend college are highly recommended to take this elective in 10<sup>th</sup>, 11<sup>th</sup> or 12<sup>th</sup> grade. Students will be required to research, write, and submit a paper following the MLA format on an approved topic.

#040 Communications through Humanities ½ credit

An historical, aesthetic, and philosophical study of the humanities, this course explores the human creative impulse. *Speech and Research paper are not required but highly recommended.* A study of human values, beliefs, and their creative expression from ancient Greece to contemporary America is covered. *Humanities is recommended for college bound students and is limited to Grades 11 and 12.*

#042 Creative Writing ½ credit

This course is designed to develop the "writer's eye", and to enhance the study of the English language. Students will be encouraged to write creatively through activities utilizing the writing process (pre-writing, drafting, and revising). Students will be taught techniques in the following genres: short story, drama, and creative composition; however, several diversified projects will also be included. Students will develop portfolios of their work for assessment purposes and for tracking personal progress.

#044 Theatre Arts ½ credit

This course is a survey of the dramatic arts. Topics include the theatre's history from the Greco-Roman persuasion to Shakespeare and onto present day. This is a performance class where emphasis is placed on the want and ability to perform. Aside from various mini-productions in several genres, field trips, written critiques, and specific writing assignments will augment course work.

### #030 Yearbook Publication

1 credit

Yearbook publication revolves around the design, creation, and distribution of the school annual. Photography, copy writing, editing, layout, design, sales and business organizations, and extensive computer work are the course's major focus. In addition to in-class work on the yearbook, students are expected to attend various events for photography purposes and monthly Saturday work sessions prior to deadlines. *This course is by application only, and may be taken more than once, but it is limited to Grades 11 and 12. Yearbook is not a substitute for English.*

### #039 Newspaper - Writing and Production

1 credit

This course in newspaper writing, editing and production is available to *students in Grades 11 and 12* interested in both creative and expository writing and art production. Strong organizational skills, the ability to meet deadlines, and an eye for detail are expectations of all students. Writing, photography, desktop publishing, copy-editing, advertising, and distributing a school-wide publication are the major focal points of this course. In addition, students will be required to devote time beyond normal school hours including, but not limited to attending School Board meetings. *This course is by application only, and may be taken more than once, but it is not a substitute for English and is limited to students in Grades 11 and 12.*

### #090 English as a Second Language (ESL)

1 credit

English as a Second Language (ESL) is for students whose primary language is not English. Emphasis is on acquiring English in reading, writing, speaking and listening. Daily instructional time is determined by each student's English Language Proficiency (ELP) on a standardized test. ELP Standards are aligned with Pennsylvania Standards so students may transition to regular English class when they are proficient in English. Students may also attend ESL to receive support in content area subjects.

## **EXCEPTIONAL STUDENTS**

### Gifted Support

All students who are identified as mentally gifted receive gifted support that, at a minimum, includes preparation of a G.I.E.P. and contact with the gifted support teacher. Many gifted students elect to participate in the ENCORE program that offers supplemental intervention for approximately 5% of school time throughout the year.

### #502 ENCORE (Grades 9 & 10)

### #503 ENCORE (Grades 11 & 12)

The ENCORE program is designed to meet the needs of students who are eligible and in need of enrichment and/or an accelerated course study. The curriculum includes opportunities for creative writing simulations, philosophical discussions, public speaking, computer assisted learning, career exploration, critical thinking challenges and research. Opportunities for job shadowing, independent projects, field trips, and participation in academic games are available. The extent to which the student participates in the program is determined at the IEP meeting. The student can design his or her own individual learning experience. *Pre-requisite: student is determined to be eligible and in need of Gifted Support according to Pennsylvania Regulations and Standards. This course is not graded and does not factor into a student's GPA.*

#080 (A or C) Assessment Mathematics (Grades 9-12) 1 credit

In this course, students begin the transition from arithmetic to algebra. Students address the assessment anchors and eligible content for the high school state assessment. *Admittance to this course is only through recommendation of the multidisciplinary team.*

#704 (A, B, C, D or E) High School Developmental Reading (Grades 9-12) 1 credit

In developmental reading, the LANGUAGE! Curriculum by Sopris West/Cambium is followed. This comprehensive literacy curriculum was developed for students who are two or more grade levels behind in reading. It is a research-based program made up of five levels. Students in levels A, B, or C are in double period classes and receive both their reading and English grade here. Students in levels D and E are in single period classes and receive their grade for English. The LANGUAGE! Program is a highly structured program to assist students who need specially designed instruction in reading and English. Using a highly effective method of instruction, the students move through six steps of reading development targeting (1) Phonemic Awareness and Phonics, (2) Word Recognition and Spelling, (3) Vocabulary and Morphology, (4) Grammar and Usage, (5) Listening and Reading Comprehension, (6) Speaking and Writing. *Admittance to this course is only through recommendation of the multidisciplinary team.*

#708 HS Support 1 credit

HS Support is a class for students who have an IEP. Students will receive assistance with academics and organizational skills. *Admittance to this course is only through recommendation of the multidisciplinary team.*

#710 Reading Skills Intervention 2 credits

The Reading Skills Intervention class assists students who need specially designed instruction in Reading and English. Using a highly effective method of instruction, students will establish the underlying skills of symbol imagery, phoneme awareness, and orthographic processing. They will develop concept imagery to create mental representations for oral and written language. *Admittance to this course is only through recommendation of the multidisciplinary team.*

#745 Transition to Career 1 credit

This course is designed to meet the transition component of a student's IEP. Transition to Careers education helps students explore their post-secondary education/training, employment and independent living options and goals in anticipation of graduation. *Transition to Careers is open to 11<sup>th</sup> and 12<sup>th</sup> grade students only by recommendation of the multidisciplinary team.*

#HS LIFE High School Life Skills 1 credit

In this course, instruction will be based on current and future needs of the student. The skills taught are across the five life areas: personal living, work, recreation/leisure, academics and community life. Adaptations are developed to increase participation in activities. Instruction skills and materials are based on chronological age. The content is highly individualized. Skill sequences are relevant and meaningful for the student. *Admittance to this course is only through recommendation of the multidisciplinary team.*

## FAMILY AND CONSUMER SCIENCES

The course descriptions for the Family and Consumer Sciences program have been restructured to reflect the changing needs of Sharon students. Each course has a specific topic. Read each course description to make the best selection for you.

### #270 Independent Living

½ credit

Independent Living is a one-semester course offered to 11<sup>th</sup> and 12<sup>th</sup> graders. This course includes a job and career unit where students will complete a job portfolio, job applications and participate in a mock job interview. Students will also explore financial literacy by engaging in a “Living on your Own” simulation in which students will manage the many aspects of Independent Living including understanding a paycheck, personal banking, renting an apartment, budgeting, insurance, income taxes and decision making.

### #323 Basic Culinary Arts

1 credit

Basic Culinary Arts is an introduction to the culinary field and the many job opportunities in this industry. Basic food preparation is guided by My Plate and the Recommendation Dietary Guidelines. Topics covered include: Kitchen and food safety, Kitchen equipment, Nutritional needs, Meal Planning, Workplace organizational skills, consumerism and Basic Food Preparation.

### #328 Advanced Culinary Arts

1 credit

Advanced Culinary Arts is an advanced food preparation course with a high concentration in owning and operating a small business. Students will participate in running the Tiger Treats Bakery where they will learn advanced baking and cooking skills, advanced food and kitchen safety, Workplace organizational skills, customer service techniques, and what it takes to be an entrepreneur. The students may also plan, prepare and serve other school food service engagements throughout the school year. Students who have successfully completed Basic Culinary Arts (#323) earning a “B” average or higher are eligible for this course.

## HEALTH AND PHYSICAL EDUCATION

### #414 Lifeguard Training

½ credit

This course is offered to students who are 15 years of age or older. It may be taken only once in place of physical education. The objective of the course is to provide students with the knowledge and skills designed to save their lives or that of another in the event of an emergency, thus First Aid and CPR, and AED are an integral component of this course. Students are required to provide bathing suits and towels and must dress and participate in each class unless they present a valid medical excuse. Grades are based upon the following criteria: daily attendance, class participation, written exams and skills testing. Students not dressing or not participating for four days, results in failure for the semester. *Pre-requisite is completion of a swimming skills test.* If the school district is in virtual/online learning mode, an online blended learning Red Cross program will be implemented with the in person water skills to be learned within 90 days of the course completion. A fee of \$42 is required by the American Red Cross for the three certifications.

#### #415 Physical Education Grades 9-12

½ credit

The purpose of this course is to increase social and physical development in individuals. Activity clothes are required and include appropriate black, white, orange or grey shirts as well as shorts, tennis shoes, and socks. Students must dress and participate for each class unless they present a valid medical excuse. Grades are primarily based on overall class/daily participation and written article review assignments.

#### #402 Adaptive Physical Education

½ credit

Adaptive Physical Education is designed for students who cannot safely or productively participate in the regularly scheduled program. Students with permanent physical limitations will be placed in this class. In this course, students participate in activities identified in the curriculum but adapted to their physical abilities. Additionally, some activities not listed in the curriculum may be used depending on the student's physical ability.

#### #416 High School Swim Grades 9-12

½ credit

This course is designed to further develop confidence in the strokes learned thus far and to improve overall fitness in the pool. Personal water safety will be emphasized and water sports and games will also be used. Students must change into bathing suits and actively participate every day. Grades are based on daily attendance and class participation.

#### #422 Health

½ credit

Health is a required course whose major units of instruction include: decision-making, mental health with an emphasis on understanding emotions, managing stress and anxiety, basic first aid and safety, nutrition, tobacco, drugs, alcohol, fitness and weight management, depression and suicide, human sexuality including HIV/AIDS education, cultural sensitivity and awareness, and health career options. In this course, students develop the knowledge and skills necessary for life-long decision-making. The emphasis of this course is to work toward total wellness and prevention of illness to enhance the quality of life for each student.

## **MATHEMATICS**

Failure to meet any of the Pre-requisitions for a registered class will automatically place you in a general course at the appropriate grade level.

#### #061 Algebra I

1 credit

Algebra I is designed to prepare students for subsequent higher math courses. Students study algebraic concepts and methods to represent situations that involve variable quantities with expressions, equations, and inequalities. Calculators and computers are used with tables and graphs as tools to interpret expressions, equations, and inequalities. Real-world problems are used to motivate and apply mathematical theory. The structure of the number system is studied. Topics involving Geometry, Functions, Probability, and Statistics are integrated in the course.

#### #062 Keystone Algebra

1 credit

This course is specifically designed for the student who has not found success on the Pennsylvania State Keystone Exam in Algebra. The topics reviewed in this course are set by the PA Department of Education and are updated as the state modifies the exam focus. Examples prompts will be used to acquaint the student to actual test format and questioning patterns. The class meets on a rotating basis, alternating with direct instruction and study session slots, to minimize math anxiety and stress levels.

#### #068 Algebra II

1 credit

Algebra II is designed to help students obtain certain skills necessary for success in subsequent math courses. The course will cover topics such as: systems of equations, quadratic equations, exponential equations, logarithms, and rational equations and will be tied to real world applications. *Passing Algebra I is a pre-requisite.*

#### #067 Advanced Algebra II

1 credit

Advanced Algebra II is designed to help students obtain certain skills necessary for success in subsequent math courses. The course will cover topics such as: systems of equations, quadratic equations, exponential equations, logarithms, and rational equations and will be tied to real world applications. This course focuses on a more in-depth approach and includes topics not covered in traditional Algebra II. *Enrollment in this course is based upon previous Keystone performance. Students must be proficient on the 8<sup>th</sup> grade year and demonstrate proficiency on the CDT's while taking Geometry, and earn at least 80% in Advanced Algebra I and/or Advanced Geometry to be enrolled in this course.*

#### #065 Modern Analysis

1 credit

This course is designed for the student who has successfully taken Algebra I and Geometry curriculum and who, at least, has attempted the Algebra II course. Modern Analysis is divided into two distinct topic areas that align with the semester schema. First semester is the tradition portion with topics of: statistics and data warehousing, linear equations, quadratics, graphing techniques, system of equations and inequalities, and geometry concepts in relation to basic trigonometry. The second semester is anchored by "future life" experiences. These concepts are financial investigations, business applications, soft-skill development, authentic measurement and planning, formal writing techniques based on mathematical developments, and the experience of project-based team work.

#### #070 Geometry

1 credit

Geometry is the branch of mathematics that deals with the study of relationships involving lines, segments, angles, parallelism, congruent triangles, quadrilaterals and other polygons, right triangles, circles, areas of plane figures, and coordinate geometry. Emphasis is placed upon the development of spatial sense and logical reasoning through the investigation of geometric ideas. These investigations help students discover relationships that lead to conjectures about these ideas. The content of the course incorporates real-life applications and mathematical connections to algebra to enable students to become logical thinkers and problem solvers. Logical thought is an element of the course that is stressed and should provide students with the opportunity to improve their thinking and communication skills.

#### #069 Advanced Geometry

1 credit

Continuing the sequence for the advanced student, Advanced Geometry is the follow-up course to Advanced Algebra I. This course deals with the study of relationships involving lines, segments, angles, parallelism, congruent triangles, quadrilaterals, other polygons, right triangles, circles, areas of plane figures, and coordinate geometry. This course focuses on a more in-depth approach and includes topics not covered in traditional Geometry. *Enrollment in this course is based upon previous Keystone performance. Students must be proficient on the Keystone Algebra exam and PSSA and earn at least 80% in Advanced Algebra I to be enrolled in this course.*

#### #077 Trigonometry/Pre-Calculus

1 credit

The topics presented in Trigonometry/Pre-Calculus are designed to lay the foundation for future course work in mathematics and provide an introduction to the mathematics used in engineering, science, business, finance, and computer sciences. Subject matter includes rational, exponential, and logarithmic functions, coordinate systems, mathematical modeling, and analytical trigonometry. Graphing technology is used throughout the course to enhance student understanding. *Students must earn at least 80% in both Geometry and Algebra II and be Proficient on the Algebra I Keystone exam to be enrolled in this course.*

#### #078 Advanced Trigonometry/Pre-Calculus

1 credit

The topics presented in Trigonometry/Pre-Calculus are designed to lay the foundation for future course work in mathematics and provide an introduction to the mathematics used in engineering, science, business, finance and computer sciences. Subject matter includes rational, exponential, logarithmic functions, coordinate systems, mathematical modeling, and analytical trigonometry. Graphing technology is used throughout the course to enhance student understanding. This course focuses on a more in-depth approach and includes topics not covered in traditional Trigonometry/Pre-Calculus, such as polar coordinates and conic sections. *Students must earn at least 80% in both Advanced Geometry and Advanced Algebra I and be Proficient on the Algebra I Keystone exam to be enrolled in this course.*

#### #083 Calculus

1 credit

Designed to introduce the concepts of calculus, college-bound students will find this course invaluable. A general review of major algebraic concepts followed by limited theory, differentiation and integrations algorithms will help prepare the students for the first mathematics courses in college. *Students must earn at least 80% in Trigonometry/Pre Calculus and be Proficient on the Algebra I Keystone exam to be enrolled in this course.*

#### #084 Advanced Placement Calculus AB

1.33 credits

A rigorous course designed to fill the needs of those students who expect to engage in vocations such as engineering, science, or advanced mathematics. College bound students who expect to take one year or more of college mathematics will find this course invaluable. Analytical Geometry is integrated with Calculus. Calculus covers differentiation and integration along with other related areas such as functions, limits, and transcendental functions. *Students must earn at least 90% in Advanced Trigonometry/Pre-Calculus and be Proficient on the Algebra I Keystone exam to be enrolled in this course.*

#### #086 Advanced Placement Calculus BC

1.33 credits

A rigorous college level course designed for academically motivated students. This is the second course in the Calculus sequence and includes analysis of parametric, polar, and vector functions, the concept of series of constants and the Taylor series. *Students must be Proficient on the Algebra I Keystone exam and earn at least a 3 on the AP Calculus AB exam to be enrolled in this course.*

## MUSIC

### #450 Marching Band

1/2 credit

The Sharon Tiger Marching Band is designed for students who are prepared to perform independently in an ensemble setting that balances advanced level music with moderate to vigorous physical activity to carry out drill and/or parade formations. Students will continue to develop the fundamental skills necessary to perform with their instrument in a group and individually such as tone quality, phrasing, articulation, rhythmic patterns, meter reading and musical sight reading skills. Additionally, proper attitudes of team work, care of equipment, discipline and respect for one another will be fostered through participation in this group.

Instrumentalists in marching band will be made up of students in grades 8-12, while front line members (dance line, flag line, and majorettes) will be made up of students in grades 9-12. Performances include but are not limited to all varsity football games, local band shows, various community events and parades and various school functions and assemblies. This class requires attendance at band camp in August as well as rehearsal after school on Tuesdays and Wednesdays. This class will receive credit as a 12<sup>th</sup> period class for the 1<sup>st</sup> semester.

### #452 Band

1 credit

Students involved with the band program will be taught proper instrumental and ensemble technique. Emphasis is placed on the development of musicianship through progressive technical studies, the development of tone quality, phrasing, articulation, scales, rhythmic patterns, meters and music reading skills. Stress is given to age-appropriate musicianship/aesthetic response including rehearsal and concert etiquette and responsibilities associated with membership in a performing organization. Repertoire for the concert band will consist of both traditional and contemporary literature. The students will rehearse a large variety of music and prepare selected pieces for performance. Activities include performing in school assemblies and evening concerts. While the concert band class during the school day is the core of the high school band program, additional opportunities exist for learning and performance through Jazz Band, Pep Band, honor bands, and other enrichment activities.

### #443 & 454 Orchestra 9/10 & Orchestra 11/12

1 credit

Students involved in High School Orchestra will be expected to further their musical education by building on the concepts that they have learned in previous years. Before entering this class, students will be expected to know how to play all major, minor and chromatic scales in first and third positions. Students will be expected to demonstrate detache, slurred and staccato bowings. During the high school years, students will continue reinforcing their knowledge of the chromatic notes in first and third positions. Students will also learn all additional positions on their instruments. By the end of their high school careers, students will be expected to perform challenging music with accurate intonation, bowings, dynamics and expressive musicality. During these years, students will be expected to perform at least two concerts outside of the school day. Performances include, but are not limited to, holiday concerts, spring concerts and graduation. Attendance at all performances is mandatory.



#### #479 Chamber Strings

1 credit

Students involved in Chamber Strings will rehearse extremely challenging music. In this audition-only group, emphasis will be placed on playing in the upper positions of the instrument and more advanced bowing techniques. Students will be expected to learn a lot of music very quickly and perform their parts independently as part of a small group. This class meets after school on Wednesdays, and all rehearsals and performances are mandatory. Performances include, but are not limited to, holiday concerts, spring concerts, graduation and various community performances.

#### #430 Mixed Chorus

1 credit

Mixed Chorus introduces a variety of music for study and performance. Students work on basic techniques of breath support, tone production, phrasing, diction, and vowel placement. Emphasis is placed on independent part-singing and music reading.

#### #442 Concert Choir

1 credit

Concert Choir is dedicated to the performance of a wide variety of secular and sacred repertoire representing major periods, styles, and forms of vocal literature. Rehearsals focus on training students in vocal production, breath control, range, diction, projection, musical notation, phrasing and interpretation.

#### #440 Chamber Choir

1 credit

Chamber Choir is an advanced ensemble made up of auditioned 9-12<sup>th</sup> graders and focuses on advanced and collegiate level literature. This group will perform a variety of literature from various time periods most of which will be performed a cappella. Students will be expected to give additional efforts outside of the school rehearsal to learn their parts independently. There are several performances outside of the school day that students will be expected to participate in.

#### #469 TKMON

1 credit

The Tiger Kittens and Men of Note is an auditioned show choir featuring the best singers and dancers from Sharon High School. The show choir students rehearse before and after school to prepare fall, holiday and spring shows. Concerts are generally made up of musical theatre and Pop music selections. Auditions are held at the end of each school year. Students receive one (1) year credit for the rehearsals outside of the school day.

## **SCIENCE**

Failure to meet any of the required Pre-Requisites for any registered class will automatically place you in the general course at the appropriate grade level.

#### #155 Biology I

1 credit

This freshman course gives students an overall appreciation of life on Earth and the various complexities of different organisms. Since all freshman will be required to pass the PA Biology Keystone exam, this course will focus specifically on the standards for the Keystone exam. In preparation for Module A, we will study characteristics common to all organisms, biochemistry, cells and cell structure, cell transport, and cell processes. In preparation for Module B, we will study cell division, DNA and RNA, genetics, evolution and ecology. All students are required to take the PA Biology Keystone Exam as an end-of the course exam.

### #156 Environmental Science

1 credit

Environmental Science is a junior level course designed to develop scientific literacy in all students, making them capable of informed decision-making on topics impacted by science in the 21st century. The students will conduct hands-on laboratory activities in ecology, environmental science and natural resources. Also, students will research, discuss and present topics such as loss of habitat, medical ethics and the effects of technological advancement on our society and environment. Lastly, students will be able to demonstrate how science impacts our daily lives.

### #158 Advanced Biology I

1 credit

This freshman course is designed for the academic student and is a laboratory class with a separate lab period built into the schedule. Since all freshman will be required to pass the PA Biology Keystone Exam, this course will focus specifically on the standards for the Keystone exam. In preparation for Module A, we will study characteristics common to all organisms, biochemistry, cells and cell structure, cell transport, and cell processes. In preparation for Module B, we will study cell division, DNA and RNA, genetics, evolution and ecology. All students will be required to take the PA Biology Keystone Exam as an end-of-course exam. *Students must be proficient on the 8<sup>th</sup> grade Science PSSA to be enrolled in this course.*

### #160 Biology II

1 credit

This course will concentrate on four of the eight main topics required by the AP Biology Curriculum. It is not necessary for students however to move on to the AP Biology Course. It is highly recommended that they were highly successful in Biology I and Chemistry I. The four main topics covered will be The Chemistry of Life, Cell Structure and Function, Cellular Energetics and Cell Communication. These topics will be accompanied by laboratory activities where students will focus on seven lab principles. These principles are:

1. The Explanation of biological concepts in written form.
2. Analysis of visual representations of biological concepts and processes.
3. Determine scientific questions and methods.
4. Represent and describe data.
5. Analyze and interpret data using mathematical procedures.
6. Develop and justify scientific arguments using evidence.

### #162 Advanced Placement Biology

1.33 credits

This course will concentrate on four of the remaining eight topics required by the AP Biology Curriculum as stated by the College Board. The previous four were covered in pre AP (AKA Bio II) and they were:

The Chemistry of Life, Cell Structure and Function, Cellular Energetics and Cell Communication. We will review these periodically throughout the year. The new topics for this year are:

Heredity, Gene Expression and Regulation, Natural Selection and Ecology. The Scientific practices will continue to be reviewed from the previous year in a double lab period and they are:

1. The explanation of biological concepts in written form.
2. Analysis of visual representations of biological concepts and processes.
3. Determine scientific questions and methods.
4. Represent and describe data.
5. Analyze and interpret data using mathematical procedures.
6. Develop and justify scientific arguments using evidence.

The AP test will be in the second or third week of May and students will be expected to practice outside of class using the College Board website and their daily videos that will be assigned with questions in addition to their regular course work.

#### #165 Chemistry I

1 credit

The high standard of living that people enjoy can in large part be attributed to the constant advances in the field of Chemistry. High school chemistry deals with the structure and comparison of matter, the changes in the composition of matter and the mechanisms that cause these changes. This course places strong emphasis on theoretical concepts and calculations, development of reasoning skills, and a sound basic background of the primary concepts of chemistry.

#### #166 Advanced Chemistry I

1 credit

The high standard of living that people enjoy can in large part be attributed to the constant advances in the field of chemistry. High school chemistry deals with the structure and composition of matter and the changes that matter undergoes. This course will introduce the fundamental principles of chemistry including concepts, processes, and theories. The language of chemistry is mathematics, so a major component of this course involves problem solving. Additionally, this course places a strong emphasis on theoretical concepts, calculations, laboratory applications, development of reasoning skills, and a sound understanding of the primary concepts of chemistry. *Students must be Proficient on the Algebra I Keystone to enter into this course.*

#### #167 Chemistry II

1 credit

Chemistry II is a continuation into the concepts, theories and quantitative applications from Advanced Chemistry I. It is a more in depth investigation into the composition and changes of matter and the mechanisms that cause these changes. The course places a strong emphasis on theoretical concepts and calculations, laboratory work and explaining the changes that matter is undergoing. Topics covered are stoichiometry, the behavior of gases, electron configurations and molecular geometry, the periodic table, the chemistry of solutions, gas, ionic and acid/base equilibrium, acid/bases and salts, and acid/base reactions.

#### #168 Advanced Placement Chemistry

1.33 credits

AP Chemistry is designed as a first year college course for the student who intends to major in chemistry, chemical engineering or any health related field at a post-secondary college and/or university. These health related fields are (but not limited to), medicine, dentistry, pharmacy and nursing. Any student who enjoys the concepts and calculations of chemistry but is not planning on majoring in the aforementioned programs should also take the course. The course places a strong emphasis on theory, calculations and application. Laboratory work is also an important component of the course. All students enrolled in this course are expected to take the AP Chemistry exam offered by the College Board in May. Topics covered are stoichiometry, the chemistry of solutions, the behavior of gases, chemical bonding theory, chemical equilibrium, acid/base reactions, thermodynamics, electrochemistry and chemical kinetics. *Students must be Proficient on the Biology Keystone exam to be enrolled in this course.*

#### #169 Physical Science

1 credit

This is a senior level course that introduces students to the concepts in physics and integrates chemistry. The units of study include Energy and Motion, Acceleration and Momentum, Work, Thermal Energy, and Machines. The chemistry portion will focus on Chemical Bonds, Properties of Elements, and Chemical Reactions. *This course is designed for students who have not taken Physics.*

### #170 Physics

1 credit

Physics 1 is an algebra-based, **introductory high-school level course**. Students cultivate their understanding of Physics through inquiry-based investigations as they explore these topics: kinematics; dynamics; gravitation; energy; momentum and mechanical waves and sound.

Prerequisites: grade 10 or higher and 84% or higher in Algebra II or 80% or higher in Advanced Algebra II.

### #171 Physics 2

1 credit

Physics 2 is an algebra-based course that follows Physics 1 or AP Physics 1. Students cultivate their understanding of Physics through inquiry-based investigations as they explore these topics: Light and Color, Electricity and Circuits, Electromagnetism, Fluid Dynamics, Quantum and Nuclear Physics.

Prerequisites: 80% or higher in Physics or AP Physics 1.

### #172 Advanced Placement Physics 1

2 credits

AP Physics 1 is an algebra-based, **introductory college-level course**. Students cultivate their understanding of Physics through inquiry-based investigations as they explore these topics: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound. This course differs from Physics 1 in range of topics, depth covered, and use of mathematics.

Prerequisites: Grade 10 or higher; 93% or higher in Algebra 2 or 84% or higher in Advanced Algebra 2; at least concurrent Trigonometry placement; and passing grades on all state tests.

## **SOCIAL STUDIES**

### **REQUIRED COURSES OF STUDY**

#### #103 U.S. History (Grade 9)

1 credit

This course studies the development of the U.S. into a mature state and world power. It presents a broad sweep of American History from Reconstruction through World War II, including the growth of labor unions, western expansion, industry and domestic and foreign policies.

#### #108 U.S. History II - Recent US History (Grade 10)

1 credit

This is a contemporary course that includes a critical study of social, political and economic issues that impact our current domestic and foreign policies. Students will begin their study by examining Post WWII alliances and the Cold War events that dominated US policy for nearly 50 years. Students will also explore the Civil Rights Movement, the turmoil of the Vietnam Era and evaluate the development of US policies in the Middle East and the War on Terror. Students will examine the impact of poverty, immigration, discrimination and education in American society. The course will conclude with a research project that focuses on 21<sup>st</sup> Century issues in America.

#109 Advanced U.S. History II-Advanced Recent U.S. History (Grade 10) 1 credit

This course is designed primarily for students who aspire to attend college and enjoy reading and learning about U.S. history. This course will cover the same topics as U.S. history, but will approach them in a more detailed manner, maintaining a more rapid pace and incorporating more advanced reading materials. The class will focus on analysis of U.S. foreign and domestic policies throughout recent U.S. history and the social, political and economic impact of Presidential policy. *Prerequisites include grade average equivalent of a 90% or higher in U.S. History 103.*

#121 World History (Grade11) 1 credit

This course is an academic full year core course. Units of study will begin at the dawn of civilization to present day. The themes emphasized in World History are social, political, relationships of change and continuity, intellectual, cultural, technology and economic interactions.

#123 Advanced Placement World History (Grade11) 1.33 credits

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. Students will study the cultural, economic, political, and social developments that have shaped the world from c. 1200 CE to the present, while analyzing texts, visual sources, and other historical evidence in order to write essays expressing historical arguments. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of World History as a field of study. *This class may be taken in place of World History. Failure to complete the summer project will automatically place you in a general World History course.*

#114 Economics (Grade12) ½ credit

Economics is a social science that studies how scarce resources are allocated to satisfy the unlimited wants of people. Students must recognize the domestic problems and causes of inflation, deflation, poverty, unemployment, low productivity, and the economic problems of the international community. Students also need economic knowledge to understand the free enterprise system and how it differs from the other economic systems such as Communism and Socialism. By understanding economic forces and economic laws, students are better prepared to survive in our highly competitive economic system.

#118 Government (Grade 12) ½ credit

This course is the study of the origins, structures, and functions of the national, state, and local governments of the United States and the role of the good citizen in relation to them. Students receive an in-depth study of the legislative, executive, and judicial branches of our government.

All twelfth grade students are expected to take both Economics and Government unless they are taking the AP Government class.

#125 Advanced Placement Government & Politics: United States (Grade 12) 1.33 credits  
Curriculum is designed to give students an analytical perspective on government and politics in the United States. Students will study both general concepts used to interpret US politics and examine specific examples. The AP Government course requires the students to learn facts and concepts and understand typical political processes. The course will require students to master historical and analytic skills, including chronological and spatial thinking, historical research, and interpretation. Students will evaluate viewpoints presented through major print and electronic media, understand statistical data, and analyze trends related to significant political events. The curriculum will emphasize analysis and interpretation of date and relationships in US government and politics.

### SOCIAL STUDIES ELECTIVE

#124 Psychology (Grades 11 and 12) ½ credit  
Psychology is the study of human behavior. This course traces the development of modern psychology through the study of several "schools of behavior." Various psychological strategies are applied to help students gain insight into the behavior of themselves and others.

### TECHNOLOGY EDUCATION

#288 Exploring the Concepts of STEAM ½ credit  
This course is designed to give students an opportunity to develop and apply a cross curricular methodology of problem solving, drawing solutions from the integration and application of Science, Technology, Engineering, Art and Math. Real world problems will be introduced to students, who will use the universal systems model to actively engage it. After identifying and diagnosing all factored contingencies, the students will work collaboratively to design and prototype a possible solution(s) for evaluation. This course is designed to be a one (1) semester offering. It will be a multi-lab environment utilizing computers, basic hand tools and large machinery. A **working knowledge of algebra** is required! Students wishing to continue past the first semester may be afforded additional opportunities.

#290 STEAM Applications 2 1 credit  
This course is designed for the student who wishes to continue in the STEAM program. Higher level applications of design and problem solving will be used in a variety of planned and self guided learning projects. Students will have the opportunity to apply and further refine their skills using the various technologies and equipment available to them via the CAD/Digital Arts, Printing/Prototyping, and fabrication labs. Students will be able to move about freely, implementing the necessary tools to aid them in their quest for a solution. Students must first complete the "**Exploring the Concepts of STEAM**" course offering, or have satisfactorily completed (with teacher recommendation) the previously offered "**Manufacturing and Construction Technology**", "**Transportation and Welding Technology**", or Introduction to Technical Drawing" course (s). This class is a full year offering.

### #296 STEAM Applications 3

1 credit

This course is designed for the student who wishes to continue in the STEAM program. Higher level applications of design and problem solving will be used in a variety of planned and self guided learning projects. Students will have the opportunity to apply and further refine their skills using the various technologies and equipment available to them via the CAD/Digital Arts, Printing/Prototyping, and fabrication labs. Students will be able to move about freely, implementing the necessary tools to aid them in their quest for a solution. Students must first complete the “**Exploring the Concepts of STEAM**” course offering, or have satisfactorily completed (with teacher recommendation) the previously offered “**Manufacturing and Construction Technology**”, “**Transportation and Welding Technology**”, or Introduction to Technical Drawing” course (s). This class is a full year offering.

### #297 STEAM Applications 4

1 credit

This course is designed for the student who wishes to continue in the STEAM program. Higher level applications of design and problem solving will be used in a variety of planned and self guided learning projects. Students will have the opportunity to apply and further refine their skills using the various technologies and equipment available to them via the CAD/Digital Arts, Printing/Prototyping, and fabrication labs. Students will be able to move about freely, implementing the necessary tools to aid them in their quest for a solution. Students must first complete the “**Exploring the Concepts of STEAM**” course offering, or have satisfactorily completed (with teacher recommendation) the previously offered “**Manufacturing and Construction Technology**”, “**Transportation and Welding Technology**”, or Introduction to Technical Drawing” course (s). This class is a full year offering.

## WORLD LANGUAGES

Knowledge of world languages is a great advantage because of the increased interaction between countries in the world today. The objectives for world language study are: (1) to communicate ideas; that is, to understand, speak, read, and write the language; (2) to appreciate the similarities and differences in the life, customs, and cultures of other peoples and civilizations; (3) to realize the influence of world cultures and civilization upon our own cultural heritages; (4) to recognize the importance of the role played by other countries in the modern world; (5) to enlarge one's professional and occupational opportunities; (6) to clarify grammatical structures and increase vocabulary in the native tongue; and (7) to experience the satisfaction of being able to communicate in another language.

### #372 French I

1 credit

This course is designed to give students an opportunity to understand spoken French, to learn to speak, read and write basic French, and to acquire knowledge of France, the French way of life, and the role of French throughout the world.

### #378 French II

1 credit

This course is designed to review basic functional French vocabulary and grammatical structures. Developing a large vocabulary of words and idioms is stressed since aural comprehension and oral expression are necessary to excel in this class. *The world language faculty recommends that a student has maintained at least a 74% average in French I before enrolling in French II.*

### #384 French III

1 credit

Designed to add to the vocabulary and grammatical bases of students, this course acts as a transition period and prepares students for more class time in the study of the French language. It consists of an intensive review and study of grammar, short stories, current readings, composition, and a stronger emphasis on French culture.

### #390 French IV

1 credit

This is an integrated course combining the skills necessary for proficiency in the French language. Emphasis will be on higher level grammar construction, spontaneous speech production, better aural comprehension, and improving writing skills.

### #398 AP French Language

1.33 credits

The Language course emphasizes the use of language for active communication and has for its objectives the development of:

- A. The ability to understand spoken French in various contexts;
- B. French vocabulary sufficiently ample for reading newspaper and magazine articles, literary texts, and other non-technical writings without dependence on a dictionary; and,
- C. The ability to express oneself coherently, resourcefully, and with reasonable fluency and accuracy in both written and spoken French.

Students who are taking the AP course are expected to already possess a good command of vocabulary, grammar, listening, reading, writing and speaking skills. The purpose of this class is not to teach, but to provide an opportunity to improve and practice these skills in a variety of formats and on a variety of topics. Review is provided when necessary and new topics will be introduced as needed.

### #370 Spanish I

1 credit

Spanish I presents the fundamentals of the language through a limited amount of grammar and vocabulary. Its aim is to develop the ability to speak, read, write, and comprehend the language with a simple functional vocabulary. Dialogues and short reading selections aid the student in a better understanding of our Spanish-speaking neighbors.

### #376 Spanish II

1 credit

Spanish II reviews the fundamentals of the language presented during the first year and introduces additional grammar, vocabulary, and idioms. The course aims to develop greater facility in reading, writing, speaking, and comprehending the language. In addition, the course is structured to cultivate an appreciation for the Hispanic people, their language, life, customs, and culture. *The world language faculty advises that a student has maintained at least a 74% in Spanish I before enrolling in Spanish II.*

### #382 Spanish III

1 credit

In Spanish III many facets of the Spanish language and culture are explored in addition to building on the foundation laid in Spanish I and II. Emphasis is placed on making the four basic skills of language acquisition seem natural instead of learned. *The world language faculty advises that a student has maintained at least a 74% in Spanish II before enrolling in Spanish III.*



#### #388 Spanish IV

1 credit

Spanish IV emphasizes oral communication, linguistic skills, and literature while expanding the practical vocabulary needed for active language use. Spanish IV students use the language creatively and participate in progressively more challenging conversations. The command of spoken and written skills in narrating past, present and future events, and the ability to express feelings, opinions, and hypotheses are strengthened. *The world language faculty advises that a student has maintained at least a 74% in Spanish III before enrolling in Spanish IV.*

#### #394 AP Spanish Language

1.33 credits

The Language course emphasizes the use of language for active communication, and has for its objectives the development of:

- A. the ability to understand spoken Spanish in various contexts;
- B. a Spanish vocabulary sufficiently ample for reading newspaper and magazine articles, literary texts, and other non technical writings without dependence on a dictionary;
- C. The ability to express oneself coherently, resourcefully, and with reasonable fluency and accuracy in both written and spoken Spanish.

*The world language faculty advises that a student has maintained at least a 74% in Spanish IV before enrolling in AP Spanish.*

### **MERCER COUNTY CAREER CENTER**

Vocational education for Sharon High School students is also provided through an affiliation with the Mercer County Career Center. For further information on Mercer County Career Center programs and services, please visit our website [www.mccc.tec.pa.us](http://www.mccc.tec.pa.us)

#### Grade 10

Counselors from the Mercer County Career Center visit tenth grade students each year. During one visit, the counselors conduct a visual and audio presentation that explains the purpose of vocational training and the opportunities available. Any student interested in vocational training is excused from school for a half-day visitation to the school. During this visit the students are given a tour of the programs available. Students may return for a visit to a specific program if they need more information and exposure.

Applications are made at the end of the sophomore year to attend the Career Center. Guidance counselors will schedule accepted students for one-half day in the home school and one-half day at the Mercer County Career Center.

#### Grades 11 and 12

Vocational students are transported each day to Mercer to attend afternoon classes at the Career Center. In addition to academic studies at the home school, students earn three credits for vocational training. Students completing all course requirements for graduation, which are designed to meet state as well as local guidelines, are issued a Sharon High School diploma.

## **COURSE DESCRIPTIONS**

### **Automotive Technology**

Auto Mechanics allows students to perform a wide range of diagnostics, repairs, and preventative maintenance on automobiles and light trucks. Students will gain the technical knowledge and skills to obtain an entry-level position and/or pursue postsecondary education. The program's curriculum enables students to develop basic knowledge through classroom theory lessons and acquire a core set of technical skills by applying learned knowledge in hands-on shop experiences. Classroom lessons include lectures, reading and writing assignments and demonstrations. The program's instruction includes the diagnosis and testing of malfunctions in repair of engines, fuel, electrical, cooling, steering, suspension and brake systems. Students also prepare to obtain certifications for PA Safety Inspection; Emissions Inspections; and Refrigerant, Recovery and Recycling.

### **Carpentry**

Carpentry prepares students to obtain entry-level positions in the construction or wood industries, apprenticeships in trade unions and/or to pursue enrolling in postsecondary institutions for degrees in construction, sales, or management. The program's curriculum enables students to develop a knowledge base through classroom theory lessons and acquire technical skills by applying learned knowledge in hands-on shop experiences. Classroom lessons include lectures, reading and writing assignments, demonstrations, individual and group projects and activities. The program's instruction includes units on safety, hand and power tools, blueprint reading, framing, interior and exterior finish, construction materials, measuring, estimating, and building codes. Students also study technical mathematics, residential steel-framing, and cabinetmaking.

### **Collision Repair and Finishing**

Collision Repair and Refinishing prepares students to obtain an entry-level position in auto body repair and/or to pursue postsecondary education. The program's curriculum enables students to develop technical knowledge through classroom theory lessons and acquire a core set of skills by applying learned knowledge in hands-on shop experiences. Classroom lessons include lectures, reading and writing assignments, and demonstrations. The program's instruction includes units on workplace skills, safety techniques, vehicle design and function, structural and non-structural welding, estimating repair costs, collision repair procedures, and automotive painting and refinishing. Students learn these fundamental skills of repairing and refinishing damaged vehicles using the tools, products, and materials found in auto body shops and repair facilities.

### **Computer Information Technology**

Computer Information Technology prepares the students to obtain entry-level employment and/or provides the foundation for post-secondary success. The program's curriculum enables the students to develop a basic level of knowledge through classroom theory lessons and acquire a core set of technical skills by applying learned knowledge in hands-on lab experiences. Classroom lessons include lectures, reading and writing assignments, demonstrations, and individual and group activities. The program will provide students experience in the administration and support of computer networks, which includes: user and group management, server security, network sharing, operating systems, user and workstation security, help desk support, computer repair and remote access. Students will focus their study on network technologies, network devices, network management, tools and security. Computer Information Technology students will be expected to read and interpret

complex instructions, technical literature and solve a variety of technical problems.

### Computer Programming

Computer Programming prepares students for either entry-level employment in a variety of rapidly growing computer careers or continuing education at the post-secondary level. Students will be introduced to many computer concepts including the following: Flow-charting, Structured Programming for the Internet, Games Programming, and the programming Languages COBOL, SQL, and Visual Basic. Students will have the opportunity to explore a variety of programming languages, complete projects and pursue industry recognized certifications. The skills learned in this program serve as a foundation needed to pursue postsecondary degrees leading to a career as a Software Developer, Programmer, Application developer or Game Designer.

### Cosmetology

Cosmetology trains students to become licensed cosmetologists in specialized or full-service salons. The program's curriculum provides concentrated studies in the professional competency areas unique to the cosmetology field. Students develop a knowledge base through classroom theory lessons and perfect their clinical skills by applying learned knowledge in the program's student-operated salon. Classroom lessons include lectures, reading and writing assignments, demonstrations, individual and group projects as well as other activities. The programs instruction includes units on shampooing, conditioning, cutting and styling hair; chemical texture services and hair coloring techniques; and providing facials, manicures and pedicures. Personal safety, professionalism and sanitation and disinfection of equipment and facilities are emphasized. Students also study business management with a focus on managing a salon.

### Culinary Arts

Culinary Arts prepares students to obtain entry-level employment related to institutional, commercial, or independently owned food establishments and other food industry occupations and/or provides a foundation for students who pursue acceptance into a postsecondary culinary program. The program's curriculum enables students to develop knowledge in the program's fully equipped commercial kitchen and dining room. Classroom lessons include lectures, reading and writing assignments, demonstrations, and individual and group projects and activities. The program's instruction included units on use and care of utensils and food preparation equipment; safety; sanitation procedures, nutrition basics, and recipes preparation. Students develop and practice skills through hands-on activities and experiences related to planning, selecting, preparing, and serving of quality food and food products.

### Diesel Technology

Diesel Technology prepares students to obtain entry-level employment and/or to pursue postsecondary education. The program's curriculum enables the students to develop basic knowledge through classroom theory lessons and acquire a core set of technical skills by applying learned knowledge in hands-on shop experience. Classroom lessons include lectures, reading and writing assignments and demonstrations. The program's instruction includes units on safety, diesel engine mechanics, suspension and steering, brake systems, electrical and electronic systems, and preventative maintenance. Students develop skills for troubleshooting problems; disassembling, rebuilding, and repairing or replacing various systems' components; and performing preventive maintenance on medium/heavy vehicle systems.

### Early Childhood Education

Early Childhood Education allows students to obtain a variety of entry-level child care occupations in day care centers and preschools and/or provides a foundation for students who pursue a postsecondary early childhood education program. The program's curriculum enables students to develop a knowledge base through classroom theory lessons and acquire care giving, teaching, and managing skills by applying learned knowledge in the program's fully equipped preschool. Classroom lessons include lectures, reading and writing assignments, demonstrations, and individual and group projects and activities. Instruction includes units on growth and development; nutrition; program play activities; child abuse and neglect; learning experiences for children; and laws, regulations, and policies relating to child care services.

### Electrical Occupations

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

### Health Care Careers

Health Care Careers prepares students to obtain entry-level positions in the health field and/or to pursue postsecondary education. The program provides students with health career exploration activities, instruction of basic skills, which are fundamental to all areas of health care, and clinical experiences. Students develop health care knowledge through classroom theory lessons and practice health care skills in a laboratory setting prior to their clinical assignments. Classroom lessons include lectures, reading and writing assignments, demonstrations, and individual and group projects. The program's core instruction includes units on medical terminology, anatomy and physiology, basic clinical skills, aseptic techniques, OSHA regulations, and infection control.

### Innovation and Entrepreneurial Development

Innovation and Entrepreneurial Development enables students to learn first-hand about the risks and rewards of starting and operating a small business. The program's curriculum provides students with knowledge and skills of fundamental business concepts and entrepreneurship. PowerPoint presentations, reading and writing assignments as well as hands-on activities provide students with an overview of the steps and considerations involved in turning an idea into a business, identifying a passion or hobby that can provide a product or service, researching the market, and weighing the risks of starting a small business. The program's core instruction includes units on economic principles, business plans, business related math skills, technology skills and sales along with marketing techniques. Students engage in various business activities related to each planned unit.

### Logistics-Material and Supply Chain Management

Logistics and Materials Management is designed to prepare individuals for entry level employment in this industry. Students will learn and perform logistical functions associated with receiving, storing, shipping goods, and the various systems and record keeping for supply chain management.

Students with good attention to detail who enjoy a fast-paced, hands-on; physical workplace would be successful in this program. The curriculum provides instruction in the use of powered material, handling equipment, and OSHA safety and ergonomics. Supply chain management, automated inventory control systems, purchasing, receiving, order selections, packaging, and shipping methods are presented. Academic subjects include business mathematics and communications. The course includes job retention skills and customer relations.

### Precision Production Metals

Precision Production Metals prepares students to obtain entry-level employment in the machine tool industry, apprenticeships sponsored by unions or manufacturers, and/or to pursue enrollment in postsecondary programs. The program's curriculum enables students to develop a knowledge base through classroom theory lessons and acquire technical skills by applying learned knowledge in hands-on shop experiences.

Classroom lessons include lectures, reading and writing assignments, and demonstrations. The program incorporates national skills standards developed by the National Institute of Metalworking Skills (NIMS). Instruction includes units on bench work and the operation of lathes, power saws, grinders, milling machines, drills and computer operated equipment. Students also study the use of precision measuring instruments such as layout tools, micrometers and gauges and blueprint reading. Emphasis is on machining parts for the NIMS performance exams.

### Welding

Welding prepares students to obtain entry-level employment as a welder or in related positions in all types of small and large companies and/or to pursue enrolling in postsecondary programs such as welding engineering or metallurgy. The program's curriculum enables students to gain a knowledge base through classroom theory lessons. Shop activities allow students to put their classroom learning into hands-on practice of technical skills. Classroom lessons include lectures, reading and writing assignments, and demonstrations. The program's instruction includes units on safety practices, gas cutting and welding, arc welding in various positions, and types and uses of electrodes and welding rods. Students also learn to fabricate and join metal parts according to diagrams, blueprints, and specifications.

For further information on Mercer County Career Center programs and services, please visit their website at [www.mercerccc.org](http://www.mercerccc.org).