

Saucon Valley School District

Academic and Personnel Committee

January 3, 2024 – 5 pm
District Office Conference Room

Welcome to the meeting of the Academic and Personnel Committee. Our objective is to serve the students, parents, and residents of our community. You are an important part of this meeting and we look forward to your questions and comments.

We are all here for the same reason. All opinions are welcomed and equally valuable. Our only request is that we address each other with civility and respect. Our courtesy toward each other is the best way to show our students how much we respect them as well.

Committee Members - William Broun, Cedric Dettmar, Tracy Magnotta, Shamim Pakzad

Committee Agenda

- I. **Call to the Order** – *Tracy Magnotta, Committee Chair*
- II. **Pledge of Allegiance**
- III. **Recording of Attendance** – *Tracy Magnotta, Committee Chair*
- IV. **Motion to Approve Agenda**
- V. **Approval of Minutes** – December 6, 2023
- VI. **Courtesy of the Floor to Visitors – Agenda Items Only** – *Visitors should state their name and address*
- VII. **Presentation:** Elementary, Middle & High School Data Presentations-
Amy Braxmeier, Dr. Lensi Nikolov, Teresa Casimire
- VIII. **Presentation:** Paraprofessionals/ Registered Behavior Technicians- Jillian Brodhead
- IX. **Discussion & Action:** High School Program of Studies- Teresa Casimire
- X. **New Business**
- XI. **Old Business**
- XII. **Citizens' Inquiries and Comments** – *Visitors should state their name and address.*
- XIII. **Announcements**
Future Meetings ~
Wednesday, February 7, 2024 – 5:00 PM
- XIV. **Motion to Adjourn Meeting**

The Saucon Valley School District does not discriminate on the basis of race, color, national origin, age, sex, or handicap.

Saucon Valley School District
Academic and Personnel Committee
Minutes of December 6, 2023

Present at the December 6, 2023, Academic & Personnel Committee were Academic and Personnel Committee Board Members William Broun, Cedric Dettmar, Tracy Magnotta - online, and Dr. Shamim Pakzad. Also present were Superintendent Jaime Vlasaty, David Bonenberger, Business Manager, and Robert Frey, Director of Student and Community Relations.

The meeting was called to order at 5:05 pm

Dr. Shamim Pakzad, seconded by Tracy Magnotta, moved to approve the agenda.

Vote: 4-yes, 0-no

Dr. Shamim Pakzad, seconded by Tracy Magnotta, moved to approve the minutes of November 1, 2023. Vote: 3-yes, 0-no, 1-abstain (Broun)

Courtesy of the floor: None

Discussion & Action: Middle School/ JV Athletic Programming Restructure

William Broun, seconded by Dr. Shamim Pakzad, moved to send this item to the Board meeting for approval. Vote: 4-yes, 0-no

Cedric Dettmar left the meeting at 6:15 p.m.

Discussion: Homework Policy

Discussion: Technology in Classroom

Discussion: K-12 Data Presentation – Moved to January 3, 2024 meeting

New Business- None

Old Business- None

Citizen Inquiries and Comments:

D. Boden – Commented on the amount of screen time on iPad in the Middle School and homework.

K. Wechtler – Commented on the use of iPads in classrooms.

Future Meetings: January 3, 2024

William Broun, seconded by Tracy Magnotta, moved to adjourn the meeting.

Vote: 3-yes, 0-no, 1-absent (Dettmar)

7:15 pm



SAUCON VALLEY K-8 STUDENT OUTCOMES













DECEMBER 6, 2023















AGENDA

- District PSSA Growth and Achievement Data
- Middle School
- Elementary School






2023 MATH PSSA ACHIEVEMENT & GROWTH

District	Tested Grades	Growth Measure	Std Err	Average Growth Index	Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Across Grades		
					% Prof	% Adv	% Total	% Prof	% Adv	% Total	% Prof	% Adv	% Total	% Prof	% Adv	% Total	% Prof	% Adv	% Total	% Prof	% Adv	% Total
 Saucon Valley School District	3-11	-0.3	0.4	-0.71	29.6	20.4	50.0	38.0	24.1	62.0	34.3	26.5	60.8	32.9	14.2	47.1	22.4	13.0	35.4	32.7	19.9	52.6
 Nazareth Area School District	3-11	-0.7	0.3	-2.35	41.4	24.7	66.1	38.8	19.4	58.3	33.5	18.6	52.2	32.0	19.0	51.0	25.4	11.7	37.1	32.8	22.5	55.3
 Saucon Valley School District	3-11	-0.3	0.4	-0.71	29.6	20.4	50.0	38.0	24.1	62.0	34.3	26.5	60.8	32.9	14.2	47.1	22.4	13.0	35.4	32.7	19.9	52.6
 Pen Argyl Area School District	3-12	0.3	0.5	0.63	36.5	12.5	49.0	29.6	9.9	39.5	23.4	19.4	42.7	35.4	17.7	53.1	22.3	5.8	28.2	31.0	15.1	46.1
 Bangor Area School District	3-11	-1.4	0.4	-3.63	39.3	16.0	55.3	36.2	17.1	53.3	29.2	13.9	43.1	20.5	15.2	35.7	20.8	5.0	25.7	31.0	14.6	45.6
 Wilson Area School District	3-11	-0.6	0.4	-1.37	35.1	24.6	59.7	27.3	18.2	45.4	26.7	12.0	38.7	16.2	8.4	24.6	20.9	5.2	26.1	28.6	14.9	43.5
 Northampton Area School District	3-12	-2.5	0.3	-9.05	44.4	21.5	65.9	34.6	14.4	48.9	24.2	6.2	30.3	19.4	5.0	24.4	17.2	5.4	22.7	28.7	12.1	40.8
 Lehigh Valley Academy Regional Charter School	3-12	-3.8	0.4	-8.76	32.4	6.2	38.6	21.5	5.6	27.1	15.3	6.6	21.9	18.6	7.9	26.4	8.2	0.8	9.0	23.9	8.6	32.5
 Easton Area School District	3-12	-2.3	0.2	-9.81	28.4	10.4	38.8	24.3	12.0	36.3	14.7	4.6	19.3	12.6	5.0	17.6	11.6	3.9	15.5	19.2	8.5	27.7
 Bethlehem Area School District	3-12	-1.6	0.2	-9.01	24.1	10.6	34.7	19.6	10.0	29.6	15.7	6.7	22.4	12.6	6.4	19.0	8.8	2.8	11.6	17.1	7.5	24.6
 Lehigh Valley Dual Language Charter School	3-8	0.5	0.8	0.68	19.2	6.4	25.5	6.1	2.0	8.2	14.0	0.0	14.0	8.2	0.0	8.2	0.0	0.0	0.0	12.9	3.2	16.1
 Easton Arts Academy Elementary Charter School	3-5	0.3	1.2	0.27	7.5	2.5	10.0	18.4	2.0	20.4										11.2	2.2	13.4









2023 5TH-8TH ALGEBRA KEYSTONE ACHIEVEMENT & GROWTH

	<u>School</u>	<u>District</u>	<u>Tested Grades</u>	<u>Growth Measure</u>	<u>Std Err</u>	<u>Average Growth Index</u>	<u>% Prof</u>	<u>% Adv</u>	<u>▼ % Total</u>
	Saucon Valley Middle School	Saucon Valley School District	5-8	1.6	4.2	0.37	31.2	62.5	93.8
	Bangor Area Middle School	Bangor Area School District	7-8	-12.2	5.1	-2.39	29.2	70.8	100.0
	Saucon Valley Middle School	Saucon Valley School District	5-8	1.6	4.2	0.37	31.2	62.5	93.8
	Nitschmann Middle School	Bethlehem Area School District	6-8	7.9	3.9	2.02	37.5	50.0	87.5
	Wind Gap Middle School	Pen Argyl Area School District	4-8	-5.5	5.3	-1.03	50.0	31.8	81.8
	East Hills Middle School	Bethlehem Area School District	6-8	-4.0	2.7	-1.50	43.8	27.7	71.4
	Wilson Area Intermediate School	Wilson Area School District	5-8	-2.7	3.3	-0.82	31.2	27.5	58.8
	Northampton Area Middle School	Northampton Area School District	6-8	-15.5	2.4	-6.34	38.3	16.2	54.6
	Nazareth Area Middle School	Nazareth Area School District	7-8	-5.2	1.5	-3.41	30.8	22.8	53.6
	Easton Area Middle School	Easton Area School District	6-8	10.3	1.8	5.56	27.9	22.9	50.8
	Northeast Middle School	Bethlehem Area School District	6-8	-11.5	4.0	-2.84	31.9	12.8	44.7
	Broughal Middle School	Bethlehem Area School District	6-8	-4.5	5.0	-0.90	21.4	17.9	39.3













2023 ELA PSSA ACHIEVEMENT & GROWTH

District	Tested Grades	Growth Measure	Std Err	Average Growth Index	Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Across Grades		
					% Prof	% Adv	% Total	% Prof	% Adv	% Total	% Prof	% Adv	% Total	% Prof	% Adv	% Total	% Prof	% Adv	% Total	% Prof	% Adv	% Total
 Saucon Valley School District	3-11	-0.6	0.4	-1.31	38.0	39.4	77.5	44.5	23.4	67.9	37.4	30.7	68.1	42.6	24.5	67.1	50.3	17.4	67.7	46.4	24.1	70.5
 Saucon Valley School District	3-11	-0.6	0.4	-1.31	38.0	39.4	77.5	44.5	23.4	67.9	37.4	30.7	68.1	42.6	24.5	67.1	50.3	17.4	67.7	46.4	24.1	70.5
 Nazareth Area School District	3-11	0.3	0.3	1.03	37.1	37.6	74.7	50.7	15.5	66.1	41.4	26.4	67.8	43.5	27.4	70.9	43.1	21.3	64.4	47.1	22.0	69.1
 Wilson Area School District	3-11	-1.2	0.5	-2.70	33.1	36.1	69.2	42.3	8.6	50.9	35.5	25.0	60.5	41.1	19.6	60.7	37.2	13.7	51.0	42.8	19.7	62.5
 Lehigh Valley Academy Regional Charter School	3-12	-1.3	0.4	-2.92	34.0	21.5	55.6	47.5	11.4	58.9	38.4	17.4	55.8	36.4	22.1	58.6	41.4	12.8	54.1	43.9	15.8	59.7
 Bangor Area School District	3-11	-2.5	0.4	-6.49	31.1	15.0	46.1	43.1	11.8	55.0	44.6	14.8	59.4	36.2	21.9	58.1	43.8	12.3	56.2	45.9	13.0	59.0
 Pen Argyl Area School District	3-12	-0.3	0.5	-0.54	34.7	16.8	51.6	47.0	8.4	55.4	43.6	14.5	58.1	41.6	13.3	54.9	42.3	5.8	48.1	46.2	10.5	56.7
 Northampton Area School District	3-12	-1.9	0.3	-6.80	32.7	29.2	61.9	49.1	8.3	57.3	41.0	14.9	55.9	33.1	11.0	44.1	38.2	7.6	45.8	42.2	12.7	54.8
 Easton Area School District	3-12	-1.6	0.2	-6.69	30.6	14.3	44.9	39.3	8.5	47.8	35.9	10.2	46.1	28.4	10.2	38.7	28.8	11.2	40.0	35.6	9.8	45.4
 Bethlehem Area School District	3-12	-2.0	0.2	-11.07	27.8	10.3	38.2	37.1	6.2	43.3	35.1	9.6	44.7	27.6	9.6	37.1	31.5	7.5	39.0	33.9	8.8	42.7
 Lehigh Valley Dual Language Charter School	3-8	1.4	0.8	1.79	17.0	6.4	23.4	24.5	2.0	26.5	38.0	2.0	40.0	22.4	2.0	24.5	25.6	2.6	28.2	27.3	3.8	31.1
 Easton Arts Academy Elementary Charter School	3-5	-0.3	1.3	-0.22	23.8	2.4	26.2	36.0	0.0	36.0										29.9	0.7	30.7

2023 8TH SCIENCE PSSA ACHIEVEMENT & GROWTH

	<u>District</u>	<u>Tested Grades</u>	<u>Growth Measure</u>	<u>Std Err</u>	<u>Average Growth Index</u>	<u>% Prof</u>	<u>% Adv</u>	<u>▼ % Total</u>
	Saucon Valley School District	3-11	39.6	8.5	4.64	32.9	42.9	75.8
	Saucon Valley School District	3-11	39.6	8.5	4.64	32.9	42.9	75.8
	Nazareth Area School District	3-11	3.9	5.6	0.70	33.7	39.9	73.6
	Bangor Area School District	3-11	-6.5	7.8	-0.84	35.6	30.7	66.3
	Northampton Area School District	3-12	-5.9	5.6	-1.04	35.6	28.9	64.4
	Pen Argyl Area School District	3-12	-39.1	10.2	-3.83	44.7	13.6	58.2
	Lehigh Valley Academy Regional Charter School	3-12	-35.9	9.0	-3.99	37.1	17.4	54.6
	Wilson Area School District	3-11	-24.8	9.0	-2.76	32.0	22.2	54.2
	Bethlehem Area School District	3-12	-11.8	4.0	-2.93	27.8	15.3	43.1
	Easton Area School District	3-12	-33.2	5.3	-6.30	26.5	15.1	41.6
	Lehigh Valley Dual Language Charter School	3-8	9.5	15.2	0.62	35.9	2.6	38.5

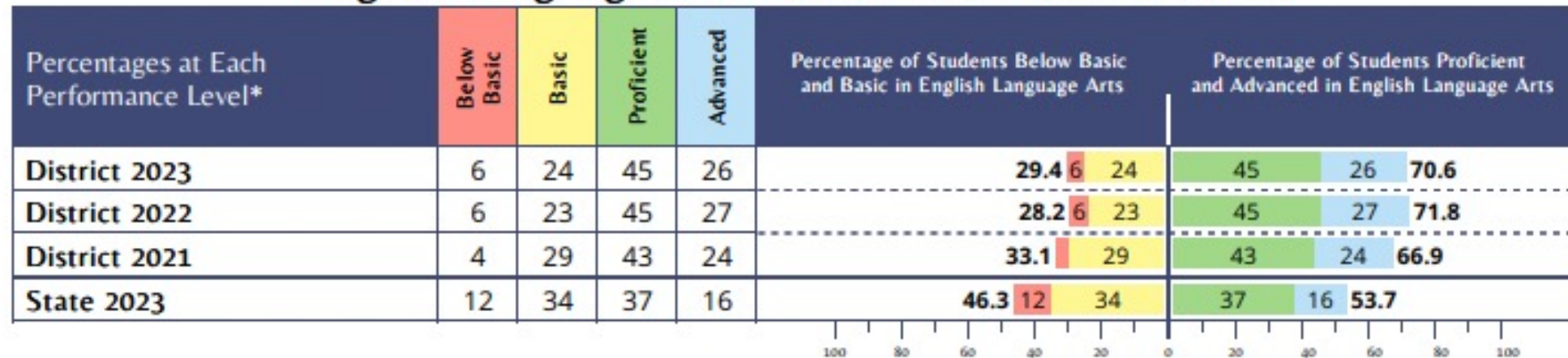
2023 4TH SCIENCE PSSA ACHIEVEMENT & GROWTH

	<u>District</u>	<u>Tested Grades</u>	<u>Growth Measure</u>	<u>Std Err</u>	<u>Average Growth Index</u>	<u>% Prof</u>	<u>% Adv</u>	<u>▼ % Total</u>
	Saucon Valley School District	3-11	-11.8	8.8	-1.34	41.1	41.8	83.0
	Nazareth Area School District	3-11	39.0	5.7	6.82	33.6	58.0	91.7
	Northampton Area School District	3-12	37.4	5.8	6.42	38.1	50.1	88.2
	Wilson Area School District	3-11	9.8	9.1	1.08	35.8	47.8	83.6
	Pen Argyl Area School District	3-12	29.9	10.3	2.90	42.7	40.6	83.3
	Saucon Valley School District	3-11	-11.8	8.8	-1.34	41.1	41.8	83.0
	Bangor Area School District	3-11	7.1	7.5	0.95	40.3	39.8	80.1
	Lehigh Valley Academy Regional Charter School	3-12	-38.6	8.3	-4.66	53.1	20.7	73.8
	Easton Area School District	3-12	-24.1	5.0	-4.85	46.1	26.7	72.7
	Lehigh Valley Dual Language Charter School	3-8	38.7	13.9	2.79	42.6	23.4	66.0
	Bethlehem Area School District	3-12	-41.7	3.9	-10.70	42.4	18.4	60.8
	Easton Arts Academy Elementary Charter School	3-5	-16.5	14.7	-1.11	31.7	14.6	46.3

SVSD DISTRICT SUMMARY REPORT

SAUCON VALLEY SD Performance Level Distribution by Subject

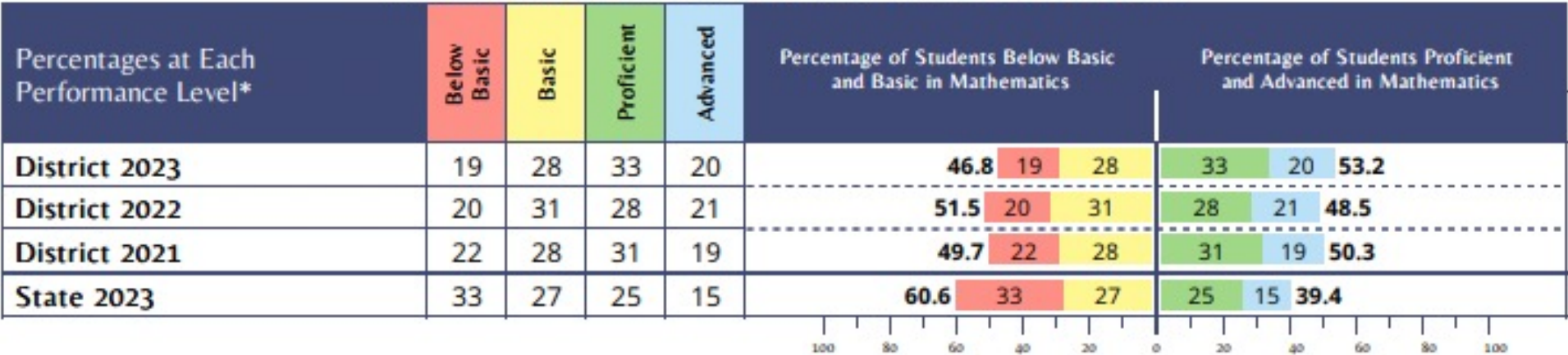
English Language Arts Performance Level Results



SVSD DISTRICT SUMMARY REPORT

SAUCON VALLEY SD Performance Level Distribution by Subject

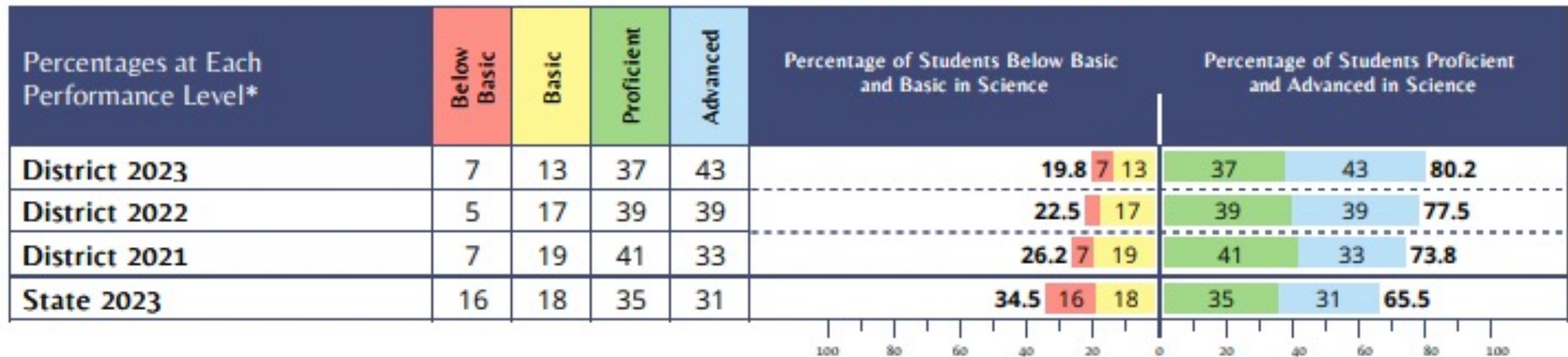
Mathematics Performance Level Results



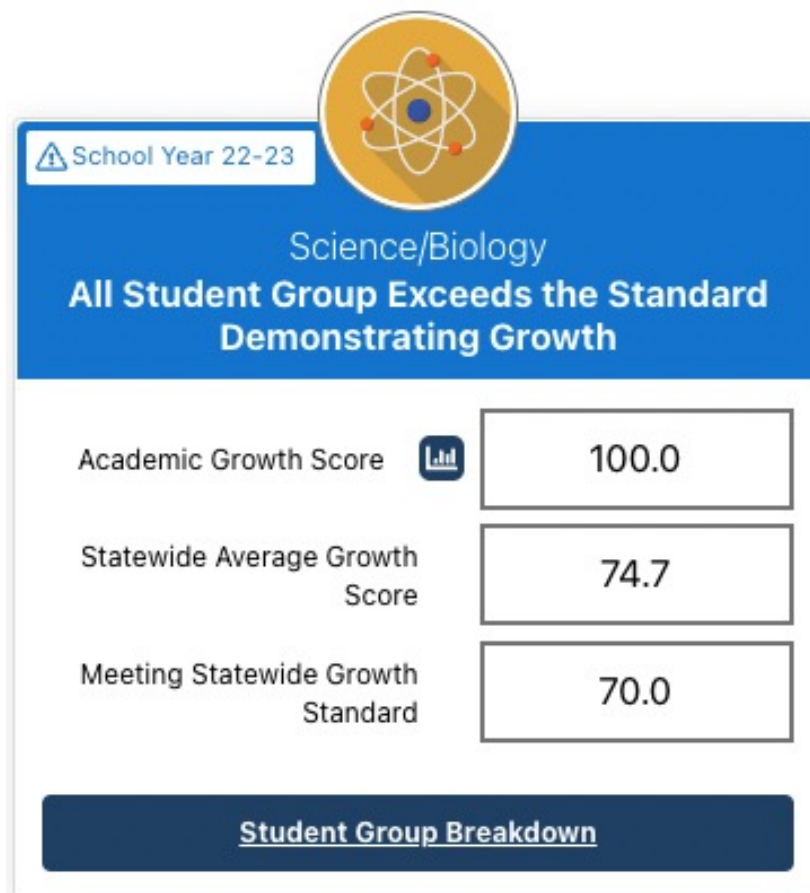
SVSD DISTRICT SUMMARY REPORT

SAUCON VALLEY SD Performance Level Distribution by Subject

Science Performance Level Results



SVMS 2023 SCIENCE ACHIEVEMENT & GROWTH



SVMS SCIENCE PVAAS 2022-2023

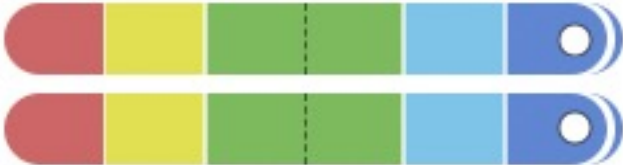
PSSA Science - 4,8

2022

8



Well Above

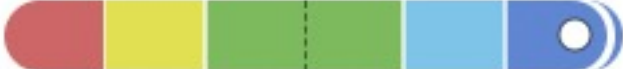


2023

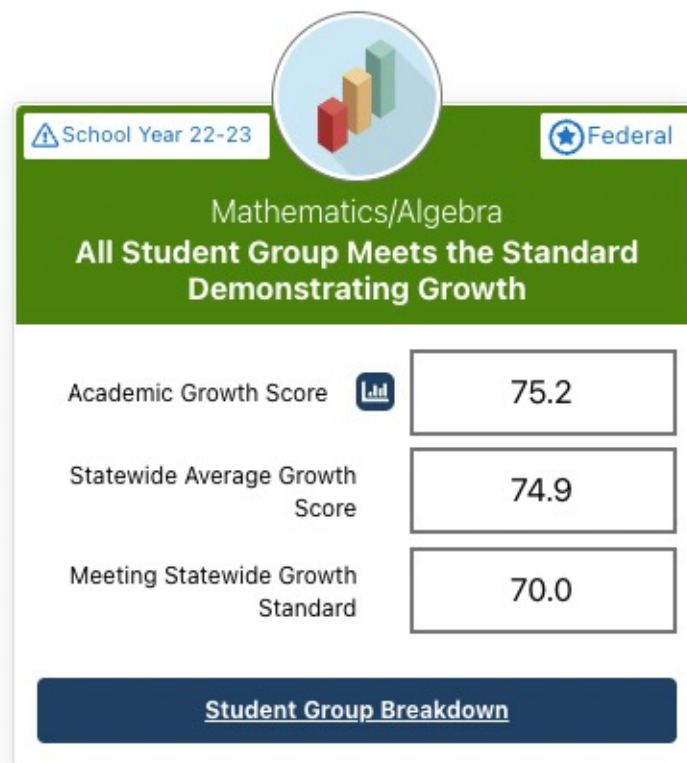
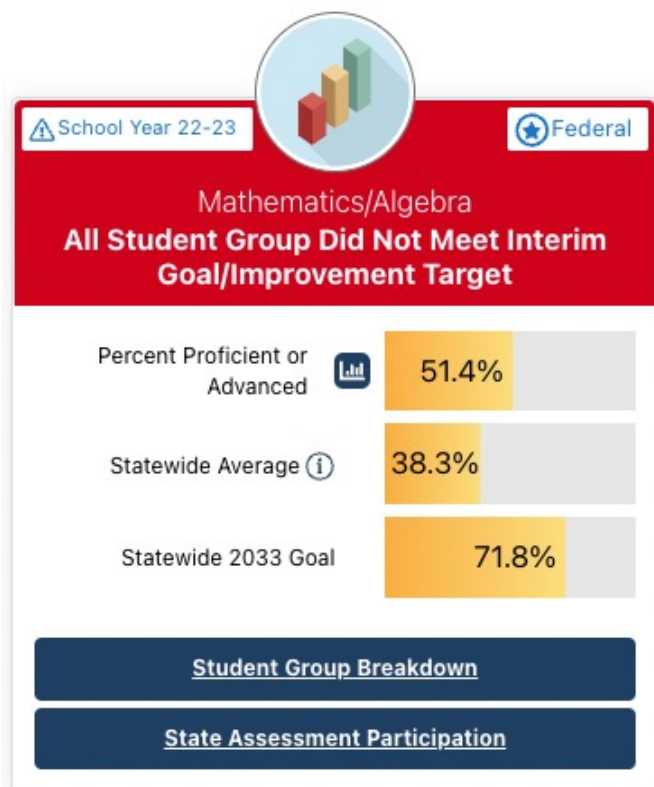
8



Well Above



SVMS 2023 MATH ACHIEVEMENT & GROWTH




SVMS MATH PVAAS 2022-2023

Subject	← Year	← Grade	Growth Color Indicator
PSSA Math - 4-8	2022	5	⤴ Well Above
		6	⤵ Below
		7	⤵ Well Below
		8	✓ Meets
		Across Grades	⤵ Below
	2023	5	✓ Meets
		6	✓ Meets
		7	⤵ Well Below
		8	⤴ Well Above
		Across Grades	✓ Meets

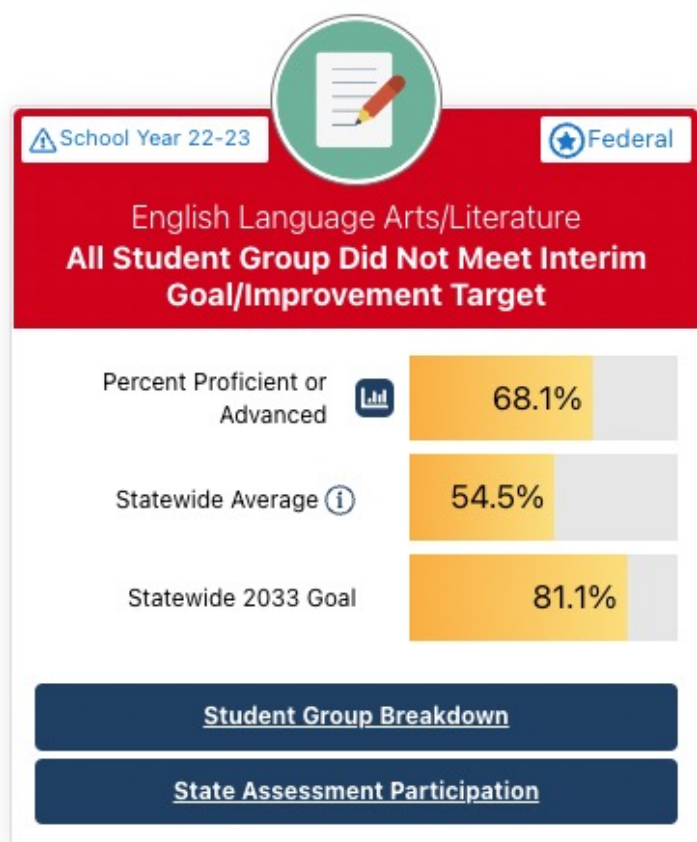
NWEA MAP: MATH

Saucon Valley Middle School

Growth and Achievement - All Students		
Saucon Valley Middle School Math K-12		
Grade		Number of Students 
All Grades	Growth Median and Distribution	594
	<div><div>54th</div><div><div>19%</div><div>18%</div><div>21%</div><div>19%</div><div>23%</div></div></div>	
	<div><div>Achievement Fall 2022-2023</div>Median and Distribution</div> <div><div>67th</div><div><div>10%</div><div>12%</div><div>19%</div><div>27%</div><div>32%</div></div></div> <div><div>Achievement Spring 2022-2023</div>Median and Distribution</div> <div><div>67th</div><div><div>12%</div><div>12%</div><div>18%</div><div>24%</div><div>34%</div></div></div>	
<div>Percentiles Key <div><div>1st - 20th</div><div>21st - 40th</div><div>41st - 60th</div><div>61st - 80th</div><div>>80th</div></div></div>		
<div>Math K-12 Saucon Valley Middle School Rostered Spring 2022-2023 Tested Fall 2022-2023 - Spring 2022-2023</div>		

[More information about this chart](#) ▼

SVMS 2023 ELA ACHIEVEMENT & GROWTH



SVMS ELA PVAAS 2022-2023

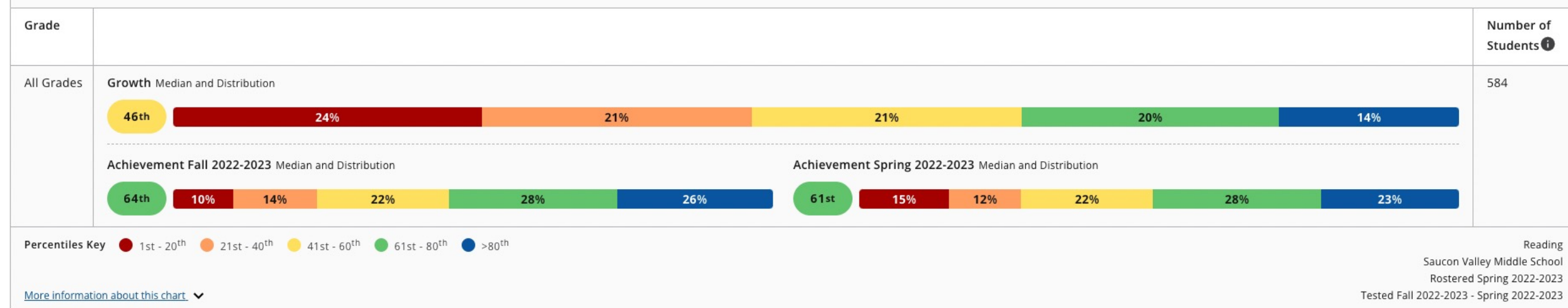
PSSA English Language Arts - 4-8	2022	5	✓ Meets	
		6	⌵ Well Below	
		7	✓ Meets	
		8	⬆ Above	
	Across Grades		⌵ Well Below	
2023		5	✓ Meets	
		6	⌵ Well Below	
		7	✓ Meets	
		8	⌵ Well Below	
	Across Grades		⌵ Well Below	

NWEA MAP: READING

Saucon Valley Middle School

Growth and Achievement - All Students

Saucon Valley Middle School | Reading



MIDDLE SCHOOL GRADES AND BEHAVIOR OUTCOMES: QI

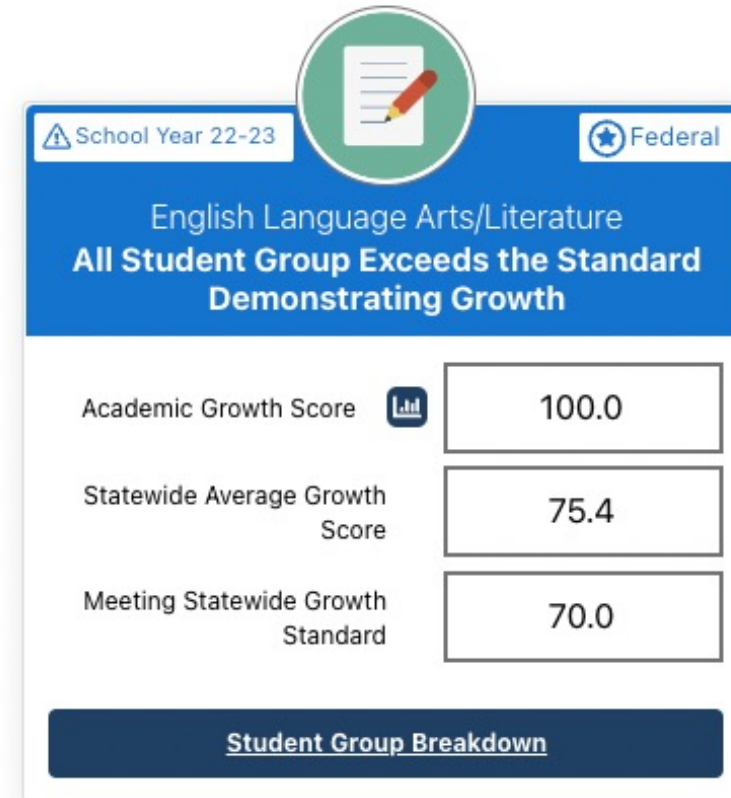
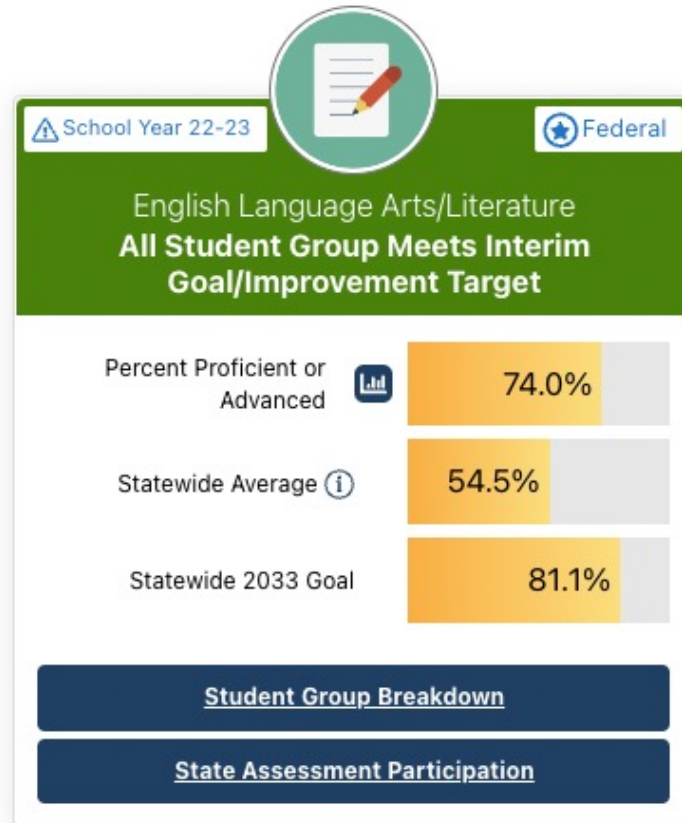
	% QI Failures	% Honor Roll	# October Discipline (M)	QI ADA
2022-2023	3.9% (105)	55.9%	46 (2.19 avg)	92.4%
2023-2024	3% (85)	57.7%	40 (1.82 avg)	95.9%

SVES

Data Review



ACADEMIC DATA: ELA (PSSA)



ACADEMIC DATA: ELA (PVAAS)

PSSA English Language Arts - 4-8

2022	4	<div><div>✓ Meets</div><div><div></div><div></div><div></div><div></div><div></div><div></div></div></div>
Across Grades		<div><div>✓ Meets</div><div><div></div><div></div><div></div><div></div><div></div><div></div></div></div>
2023	4	<div><div>⤴ Well Above</div><div><div></div><div></div><div></div><div></div><div></div><div></div></div></div>
Across Grades		<div><div>⤴ Well Above</div><div><div></div><div></div><div></div><div></div><div></div><div></div></div></div>



ACADEMIC DATA: ELA (MAP)

Saucon Valley Elementary School

Growth and Achievement - All Students		
Saucon Valley Elementary School Reading		
Grade		Number of Students ⓘ
All Grades	Growth Median and Distribution	630
	<div><div>69th</div><div>12%</div><div>14%</div><div>15%</div><div>23%</div><div>36%</div></div>	
	<div>Achievement Fall 2022-2023 Median and Distribution</div> <div>Achievement Spring 2022-2023 Median and Distribution</div>	
	<div><div>58th</div><div>15%</div><div>16%</div><div>23%</div><div>22%</div><div>24%</div></div> <div><div>71st</div><div>9%</div><div>12%</div><div>19%</div><div>26%</div><div>34%</div></div>	
<div>Percentiles Key</div> <div><div>1st - 20th</div><div>21st - 40th</div><div>41st - 60th</div><div>61st - 80th</div><div>>80th</div></div> <div><div>More information about this chart</div><div></div></div>		
<div>Reading</div> <div>Saucon Valley Elementary School</div> <div>Rostered Spring 2022-2023</div> <div>Tested Fall 2022-2023 - Spring 2022-2023</div>		



ACADEMIC DATA: ELA (DIBELS)

2022-2023 All Grades Status - DIBELS 8th Edition
District: Saucon Valley School District School: Saucon Valley Elementary School

DIBELS® Data System

Grade	Beginning	Middle	End
K	<div><div>n=112</div><div><div>47</div><div>20</div><div>23</div><div>22</div></div><div><div>(42%)</div><div>(18%)</div><div>(21%)</div><div>(20%)</div></div></div>	<div><div>n=118</div><div><div>15</div><div>21</div><div>32</div><div>50</div></div><div><div>(13%)</div><div>(18%)</div><div>(27%)</div><div>(42%)</div></div></div>	<div><div>n=119</div><div><div>10</div><div>5</div><div>38</div><div>66</div></div><div><div>(8%)</div><div>(4%)</div><div>(32%)</div><div>(55%)</div></div></div>
1st	<div><div>n=149</div><div><div>36</div><div>30</div><div>47</div><div>36</div></div><div><div>(24%)</div><div>(20%)</div><div>(32%)</div><div>(24%)</div></div></div>	<div><div>n=144</div><div><div>17</div><div>33</div><div>56</div><div>38</div></div><div><div>(12%)</div><div>(23%)</div><div>(39%)</div><div>(26%)</div></div></div>	<div><div>n=140</div><div><div>10</div><div>16</div><div>54</div><div>60</div></div><div><div>(7%)</div><div>(11%)</div><div>(39%)</div><div>(43%)</div></div></div>
2nd	<div><div>n=127</div><div><div>35</div><div>26</div><div>37</div><div>29</div></div><div><div>(28%)</div><div>(20%)</div><div>(29%)</div><div>(23%)</div></div></div>	<div><div>n=130</div><div><div>21</div><div>31</div><div>47</div><div>31</div></div><div><div>(16%)</div><div>(24%)</div><div>(36%)</div><div>(24%)</div></div></div>	<div><div>n=129</div><div><div>16</div><div>15</div><div>64</div><div>34</div></div><div><div>(12%)</div><div>(12%)</div><div>(50%)</div><div>(26%)</div></div></div>
3rd	No students with data.	No students with data.	No students with data.
4th	No students with data.	No students with data.	No students with data.
5th	No students with data.	No students with data.	No students with data.
6th	No students with data.	No students with data.	No students with data.
All	<div><div>n=388</div><div><div>118</div><div>76</div><div>107</div><div>87</div></div><div><div>(30%)</div><div>(20%)</div><div>(28%)</div><div>(22%)</div></div></div>	<div><div>n=392</div><div><div>53</div><div>85</div><div>135</div><div>119</div></div><div><div>(14%)</div><div>(22%)</div><div>(34%)</div><div>(30%)</div></div></div>	<div><div>n=388</div><div><div>36</div><div>36</div><div>156</div><div>160</div></div><div><div>(9%)</div><div>(9%)</div><div>(40%)</div><div>(41%)</div></div></div>

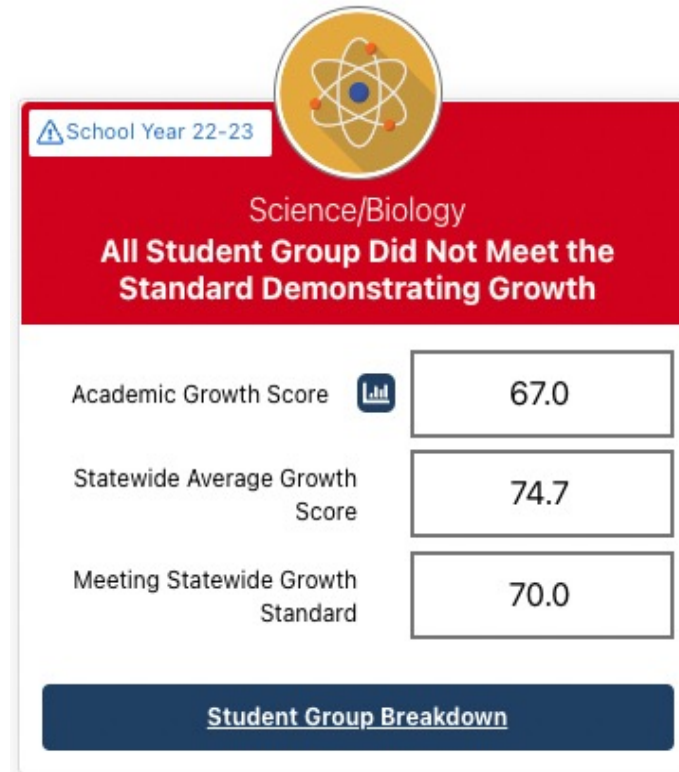
Legend n = Number of Students Intensive Support Strategic Support Core Support Core^ Support
Results Based On DIBELS 8 Composite Score



SVES ELA:
What are we doing & Where are we going?



ACADEMIC DATA: SCIENCE (PSSA)



ACADEMIC DATA: SCIENCE (PVAAS)

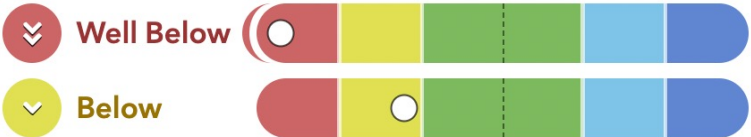
PSSA Science - 4,8

2022

4

2023

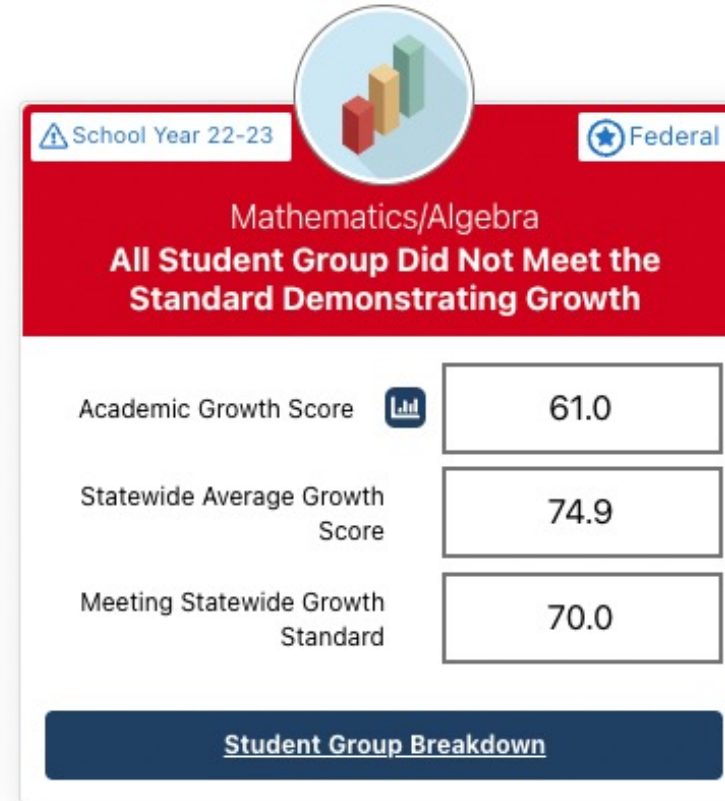
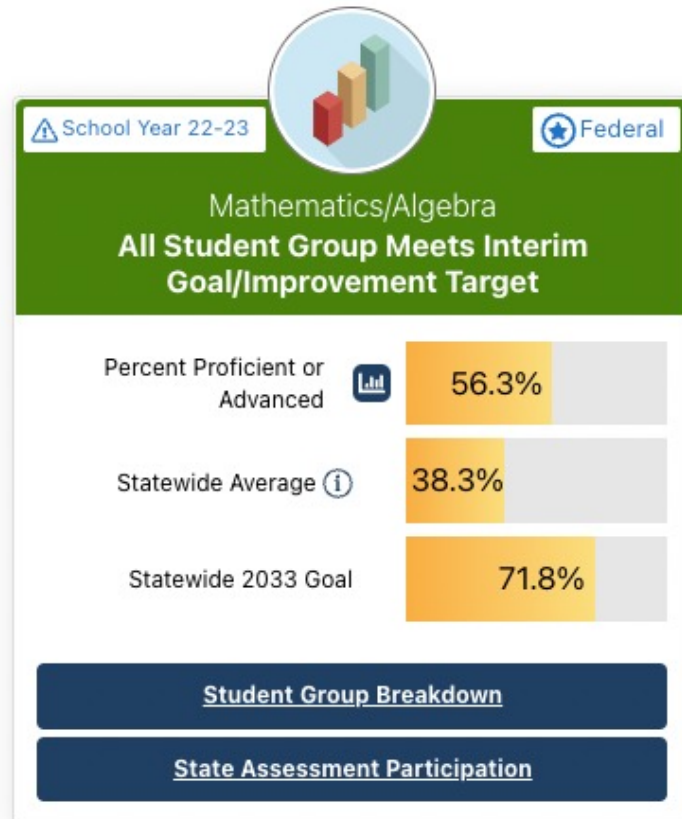
4



SVES Science:
What are we doing & Where are we going?



ACADEMIC DATA: MATH (PSSA)



ACADEMIC DATA: MATH (PSSA)

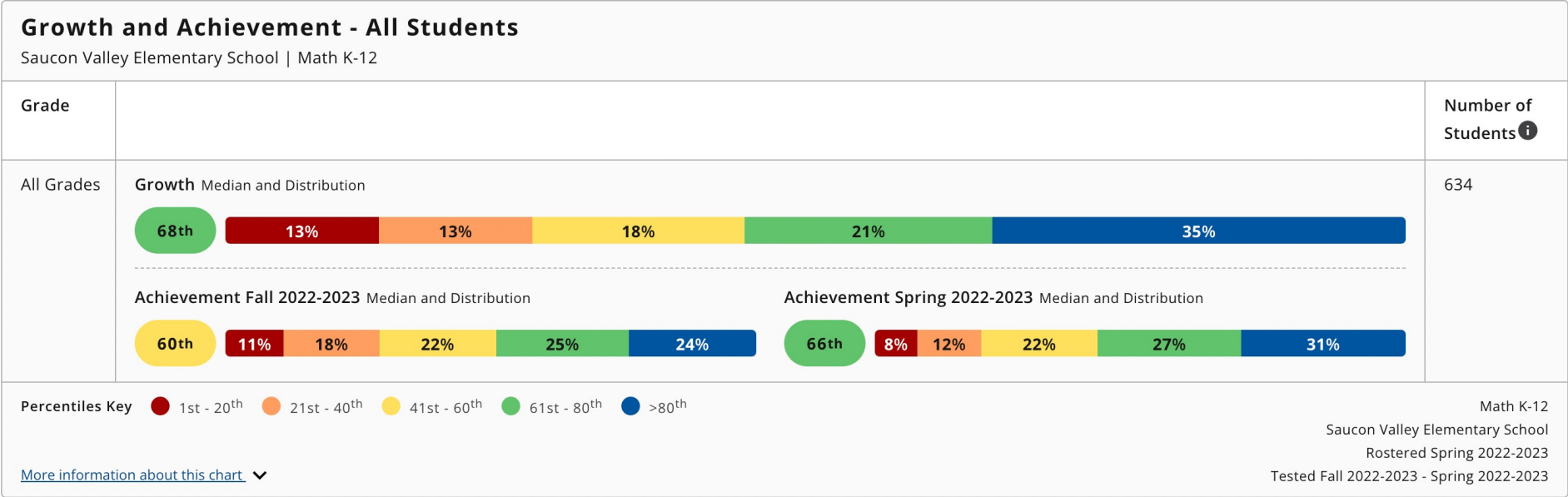
PSSA Math – 4-8

2022	4	<div><div>✓</div><div>Meets</div></div>	<div><div></div><div></div><div></div><div></div><div></div><div></div></div>
Across Grades		<div><div>✓</div><div>Meets</div></div>	<div><div></div><div></div><div></div><div></div><div></div><div></div></div>
2023	4	<div><div>▼</div><div>Below</div></div>	<div><div></div><div></div><div></div><div></div><div></div><div></div></div>
Across Grades		<div><div>▼</div><div>Below</div></div>	<div><div></div><div></div><div></div><div></div><div></div><div></div></div>



ACADEMIC DATA: MATH (MAP)

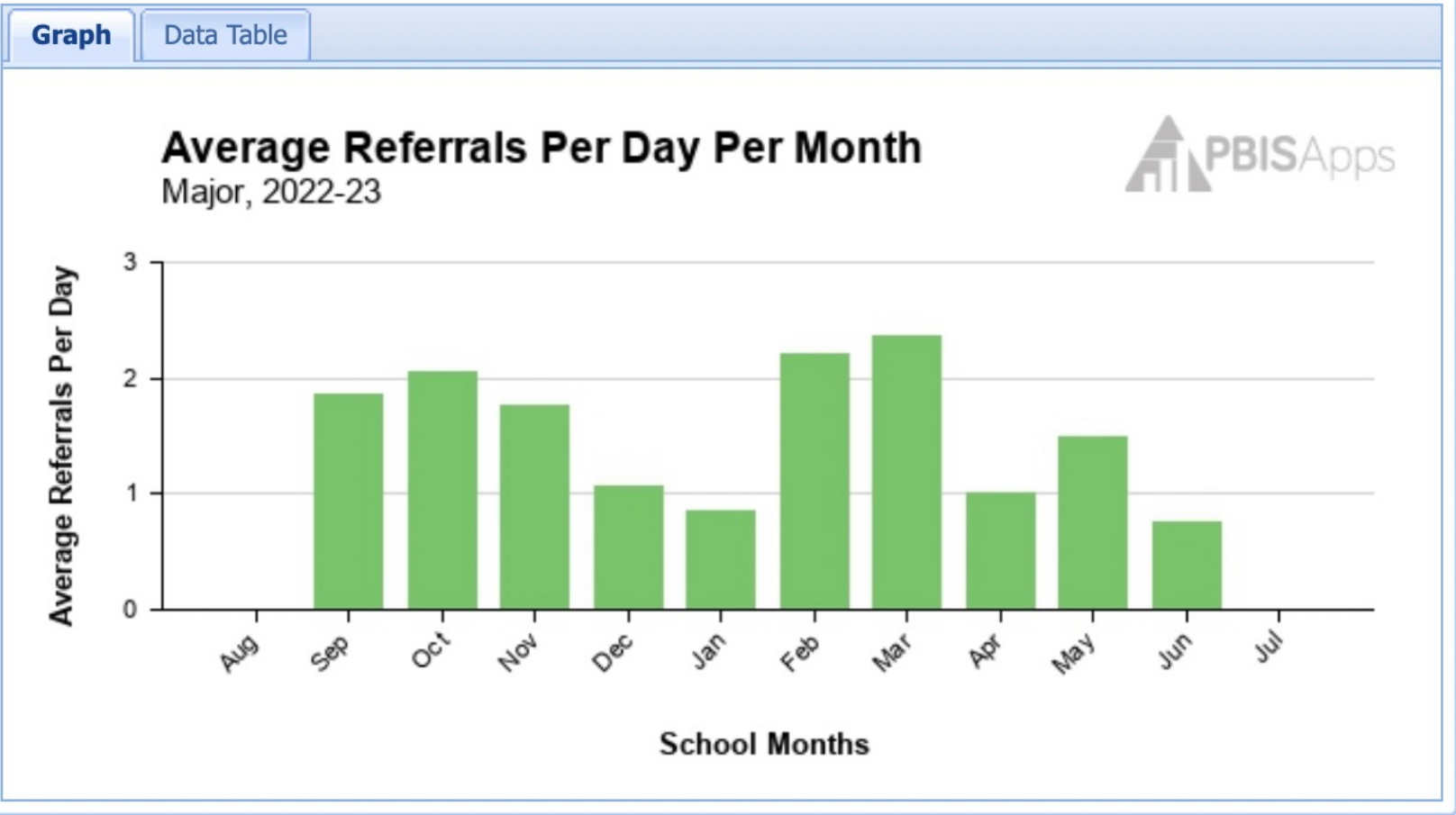
Saucon Valley Elementary School



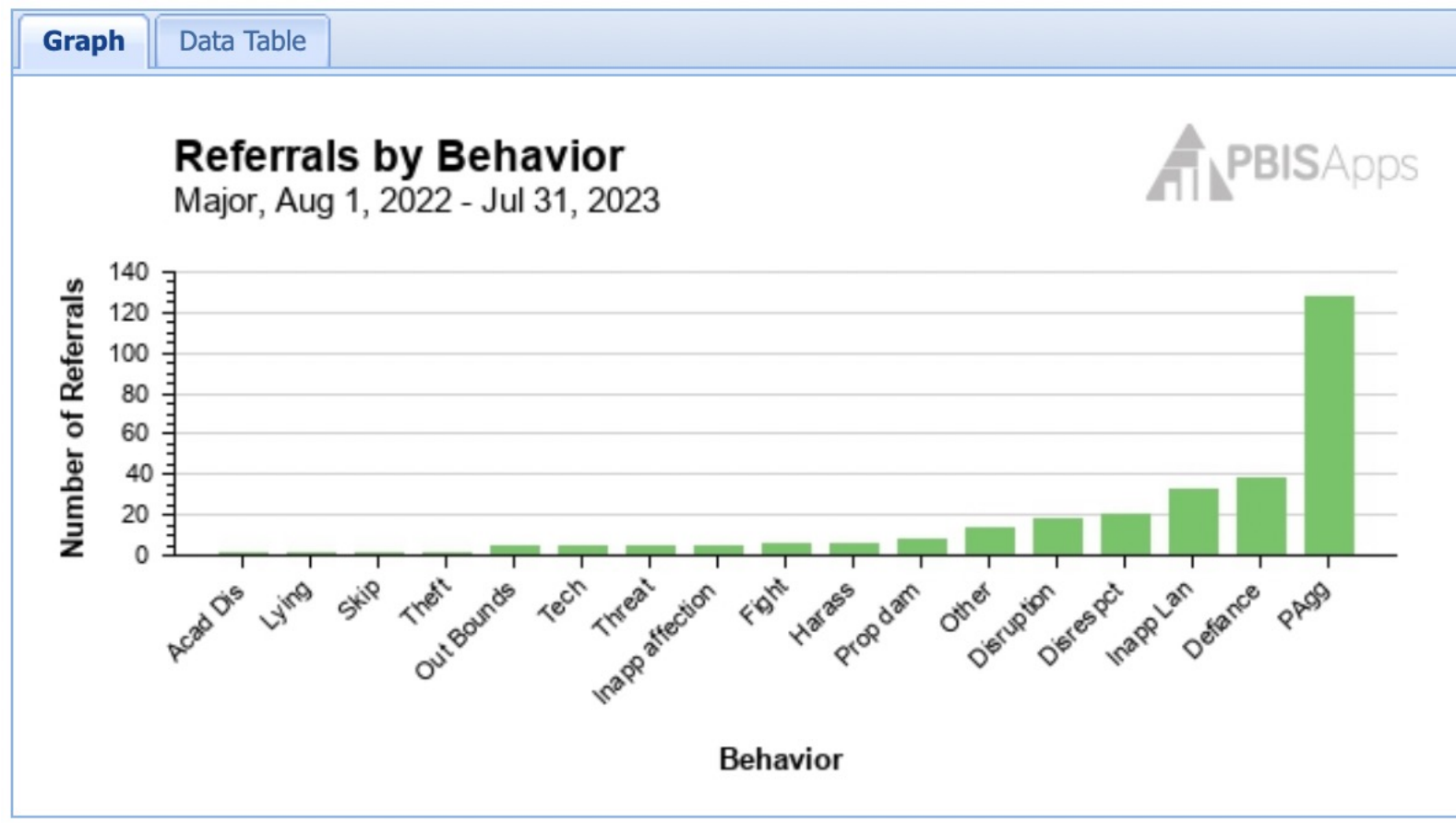
SVES Math:
What are we doing & Where are we going?



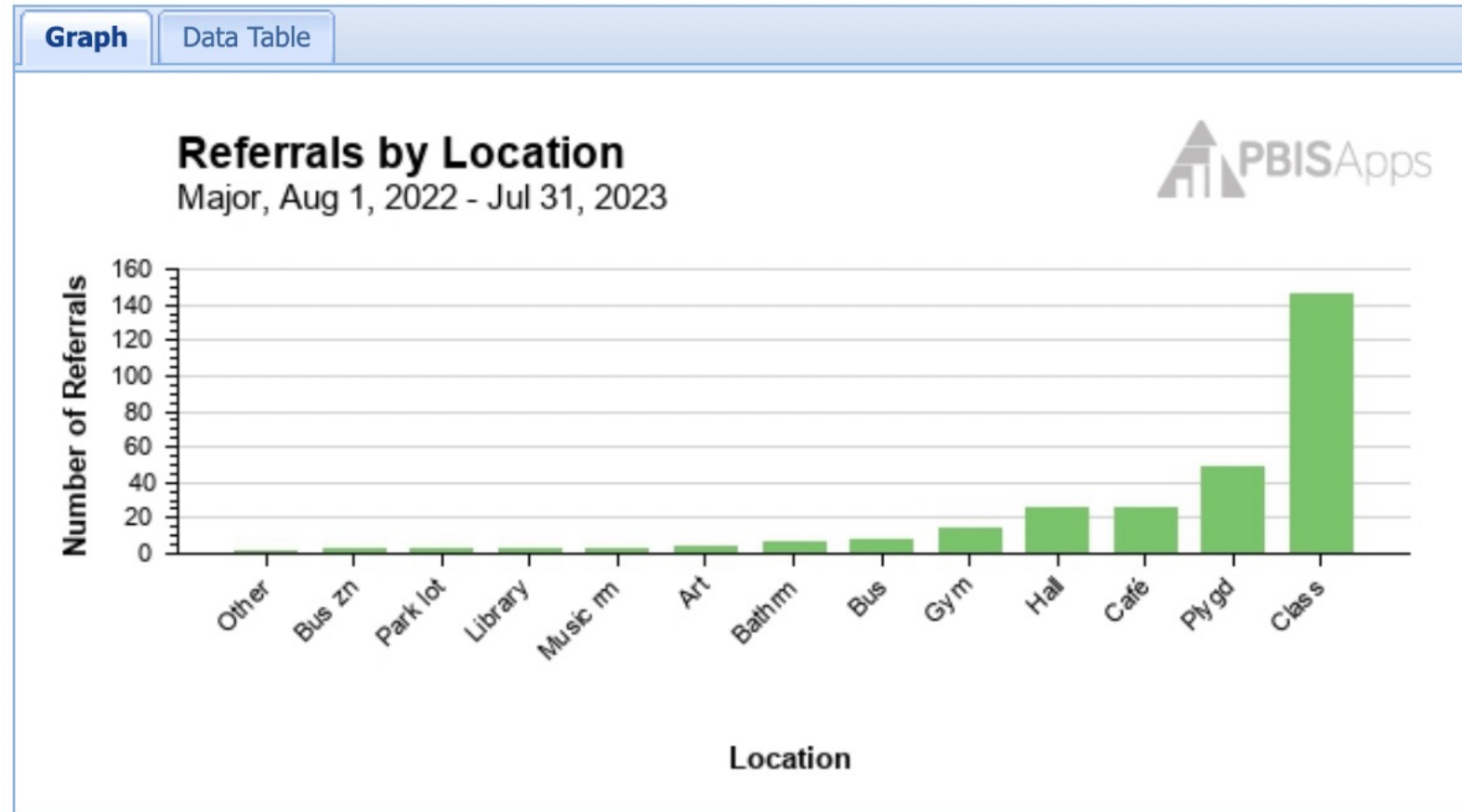
BEHAVIOR DATA



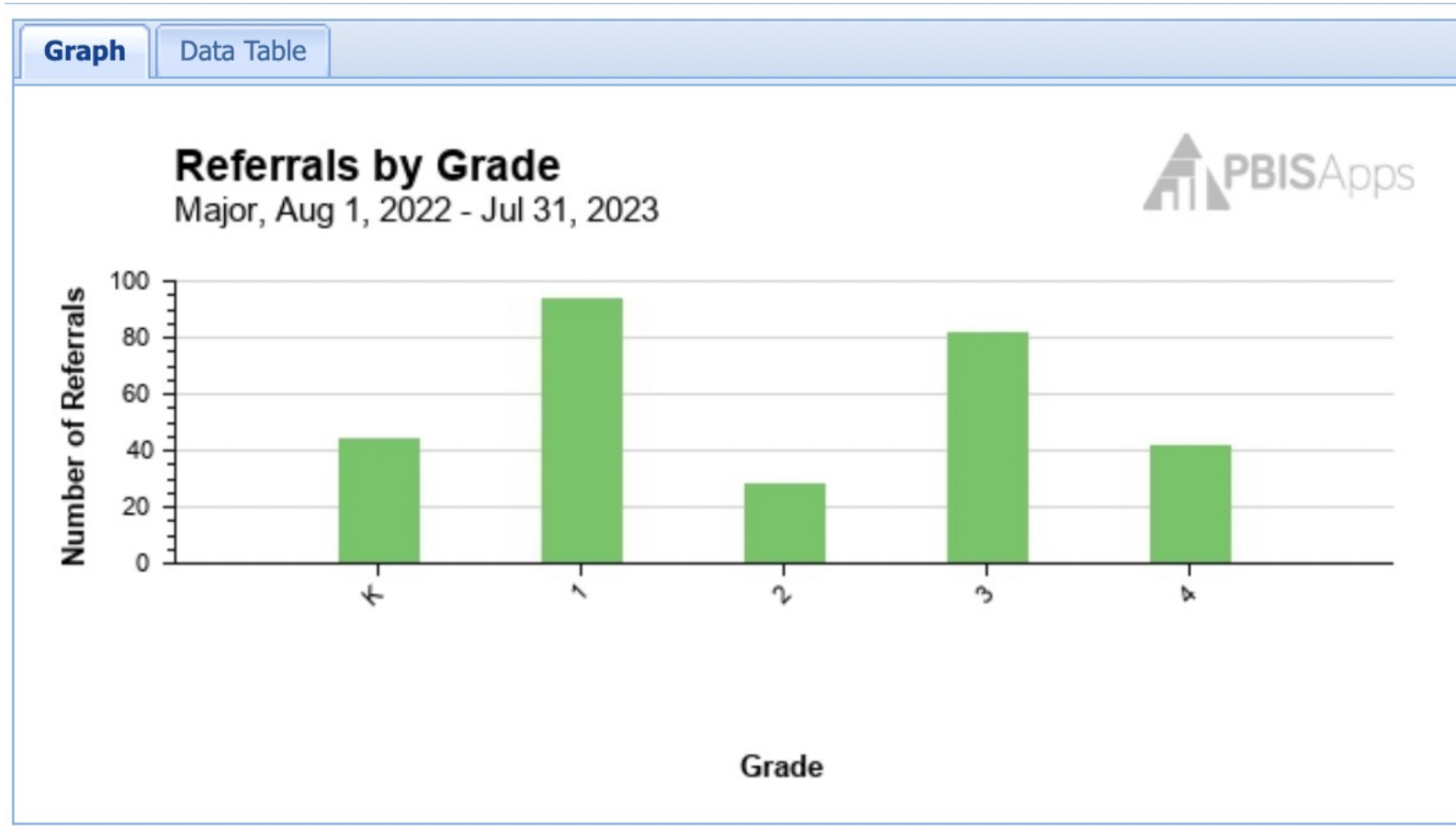
BEHAVIOR DATA



BEHAVIOR DATA



BEHAVIOR DATA



SVES Behaviors:
What are we doing & Where are we going?



ATTENDANCE DATA

Report Filters

Students To View

All Students

Start Date

08/15/2022

End Date

06/30/2023

Select parameters and click submit

Daily Attendance Metrics (Grade Level) 08/15/2022 - 06/30/2023

School	Grade	Membership	Present	Absent	ADA	Absent Rate
SVES	Grade 00	283.0	240.0	43.0	84.8	15.2
SVES	Grade 01	469.0	428.5	40.5	91.4	8.6
SVES	Grade 02	211.0	202.5	8.5	96.0	4.0
SVES	Grade 03	73.0	67.0	6.0	91.8	8.2
SVES	Grade 04	266.0	239.0	27.0	89.8	10.2
	Total	1,302.0	1,177.0	125.0	90.4	9.6



**SVES Attendance:
What are we doing & Where are we going?**





SAUCON VALLEY HIGH SCHOOL OVERVIEW

Teresa Casimire - Principal (teresa.casimire@svpanthers.org)

Julie Davis - Asst. Principal (julie.davis@svpanthers.org)

Saucon Valley HS Ranking



All Rankings 2023

#1,911 (out of 17,680) in National Rankings

#72 (out of 665) in Pennsylvania High Schools

#3 in Allentown, PA Metro Area High Schools

Enrollment Data (3 years)

2023-2024 [Remove](#) ✕

Saucon Valley SHS

2100 Polk Valley Rd
Hellertown, PA 18055
610-838-7001

[School Website](#)

Enrollment

649

Female 53.2%

Male 46.8%

Grades Offered

9, 10, 11, 12

Title I School

Percent of Gifted Students

5.6

Supporting Intermediate Unit (IU)

[Colonial IU 20](#)

2022-2023 [Remove](#) ✕

Saucon Valley SHS

2100 Polk Valley Rd
Hellertown, PA 18055
610-838-7001

[School Website](#)

Enrollment

694

Female 50.0%

Male 50.0%

Grades Offered

9, 10, 11, 12

Title I School

No

Percent of Gifted Students

6.2

Supporting Intermediate Unit (IU)

[Colonial IU 20](#)

2021-2022 [Remove](#) ✕

Saucon Valley SHS

2100 Polk Valley Rd
Hellertown, PA 18055
610-838-7001

[School Website](#)

Enrollment

724

Female 51.7%

Male 48.3%

Grades Offered

9, 10, 11, 12

Title I School

No

Percent of Gifted Students

5.4

Supporting Intermediate Unit (IU)

[Colonial IU 20](#)

Attendance Data (23-24)



Grade	ADA	ABSENT RATE	TOTAL UNEXCUSED 1st Q 23-24
9th	93.9	6.1	131
10th	94.5	5.5	159
11th	93.9	6.1	97
12th	93.7	6.3	106

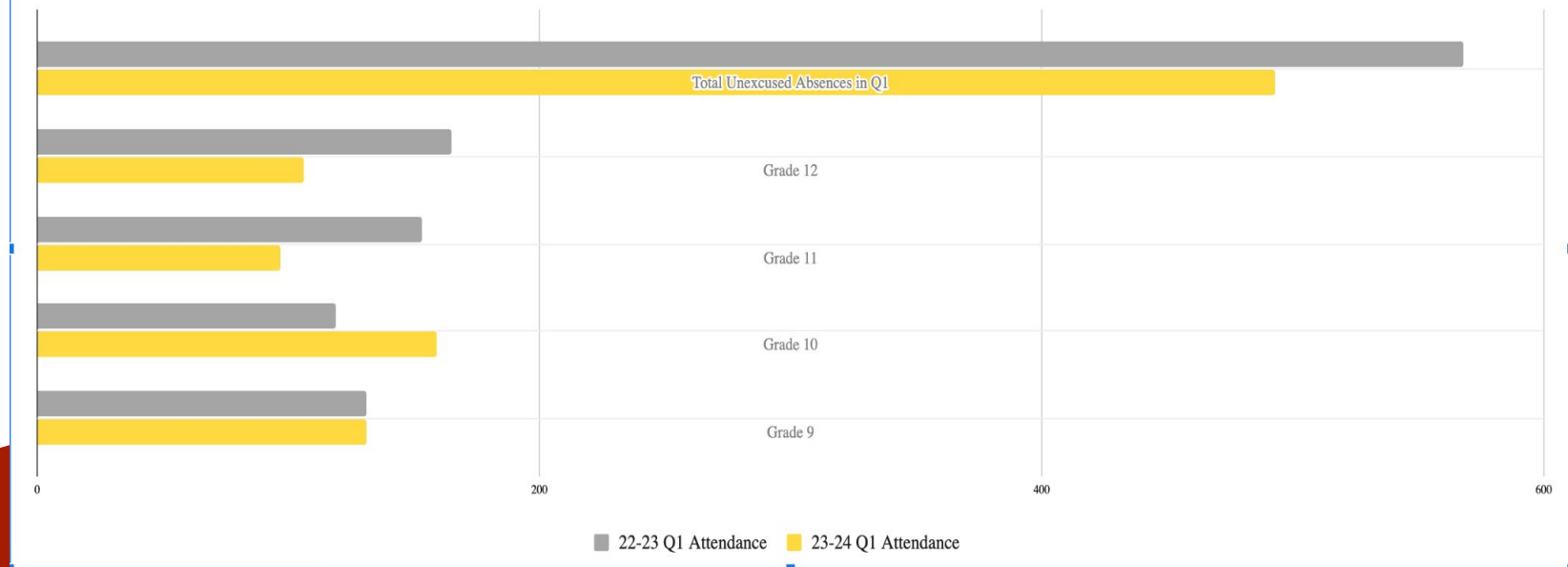
Attendance Data (2 years)



SV High School Attendance Trends

	Grade 9	Grade 10	Grade 11	Grade 12	Total Unexcused Absences
23-24 Q1 Attendance	131	159	97	106	493
22-23 Q1 Attendance	131	119	153	165	568

SVHS Attendance Trends

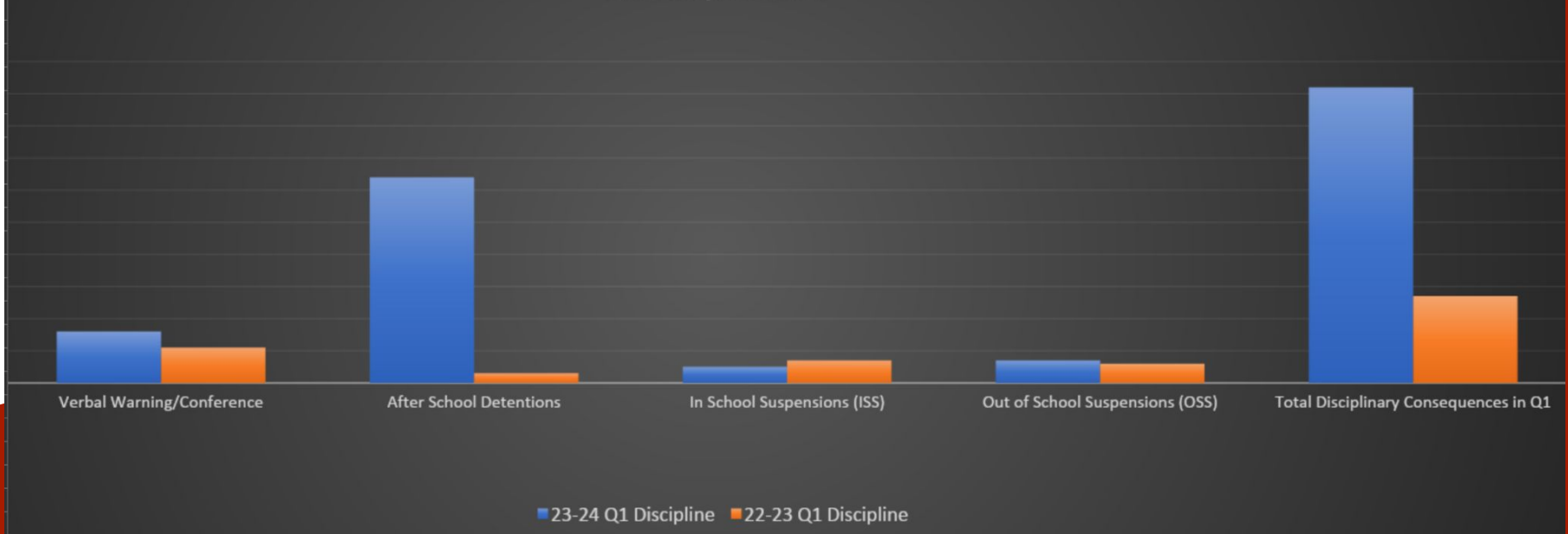


Discipline Data - 2 years

SV High School Discipline Trends

	Verbal Warning/Conference	After School Detentions	In School Suspensions (ISS)	Out of School Suspensions (OSS)	Total Disciplinary Consequences in Q1
23-24 Q1 Discipline	16	64	5	7	92
22-23 Q1 Discipline	11	3	7	6	27

SVHS Discipline Trends



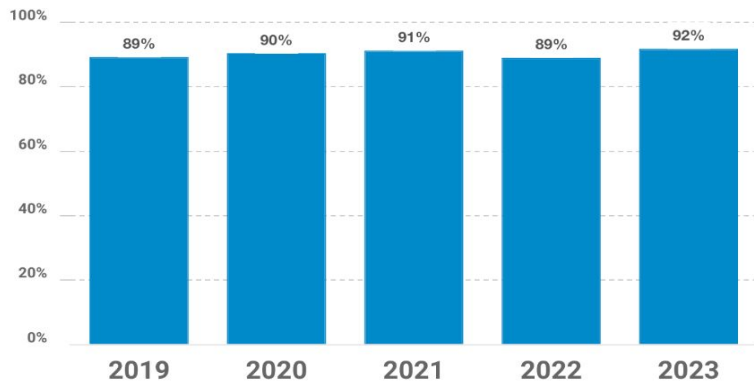
AP Testing Data



AP Score Reports for Educators

[Reports](#)[Administrator Tools](#)[Help](#)

% OF TOTAL AP STUDENTS WITH SCORES 3+



SCHOOL SUMMARY

	2019	2020	2021	2022	2023
Total AP Students	121	146	148	154	134
Number of Exams	192	241	251	242	203
AP Students with Scores 3+	108	132	135	137	123
% of Total AP Students with Scores 3+	89.26	90.41	91.22	88.96	91.79

5 Year Score Data

SVHS – College Application Data (2023)

1) Pennsylvania State University-Penn State Main Campus

2) University of Pittsburgh-Pittsburgh Campus

3) Kutztown University of Pennsylvania

4) Northampton County Area Community College

5) Lehigh University

6) West Chester University of Pennsylvania

7) Temple University

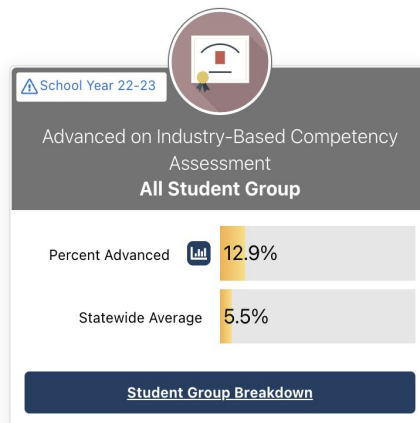
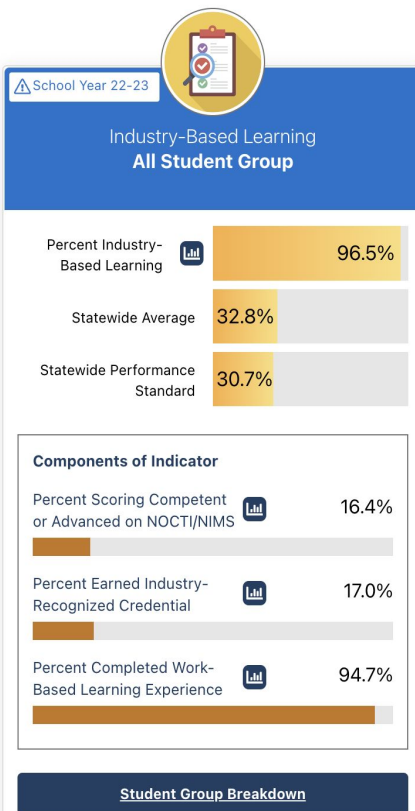
8) University of Delaware

9) Drexel University

10) East Stroudsburg University of Pennsylvania

Career Data (22/23)

Industry-Based Learning ⓘ



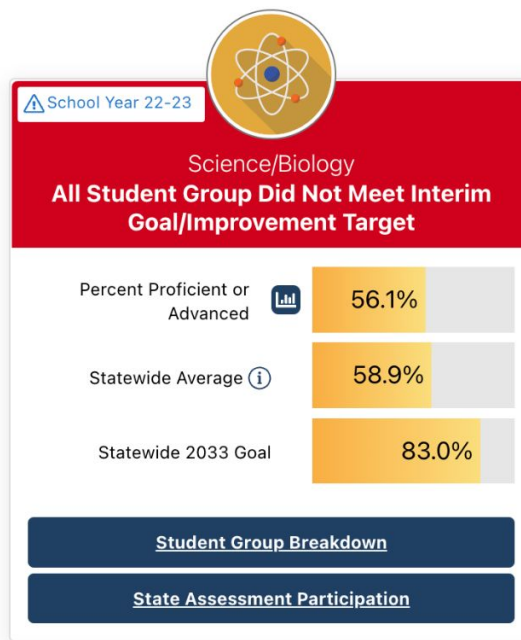
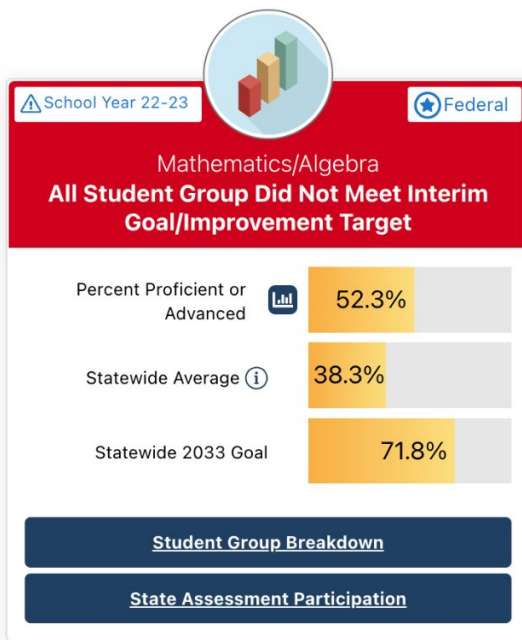
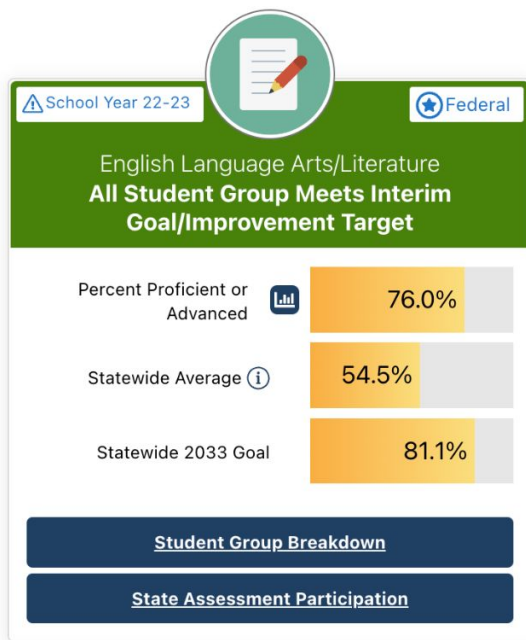
Career Standards Benchmark ⓘ



Assessment Data (22/23) – Keystones



Proficient or Advanced on Pennsylvania State Assessments ⓘ



Growth Data - PVAAS



Year	← Grade	← Subject	Growth Color Indicator	
2022	10	CDT English Language Arts	Well Below	
	N/A	Keystone Algebra I	Well Above	
		Keystone Biology	Well Above	
		Keystone Literature	Well Above	
2023	9	CDT English Language Arts	Well Above	
	10	CDT English Language Arts	Above	
	N/A	Keystone Algebra I	Well Above	
		Keystone Biology	Above	
		Keystone Literature	Well Above	
		CDT Algebra I	Well Above	
		CDT Biology	Well Above	

Graduation Data (22/23 & 21/22)



High School Graduation Rate

Four-Year Cohort

All Student Group Meets 2033 Statewide Goal

Percent Graduation 4-
Year Cohort

94.8%

Statewide Average

86.7%

Statewide 2033 Goal

92.4%

Five-Year Cohort

All Student Group

Percent Graduation 5-
Year Cohort

97.8%

Statewide Average

89.8%

High School Graduation Rate

Four-Year Cohort

All Student Group Meets 2033 Statewide Goal

Percent Graduation 4-
Year Cohort

95.1%

Statewide Average

87.4%

Statewide 2033 Goal

92.4%

Five-Year Cohort

All Student Group

Percent Graduation 5-
Year Cohort

97.6%

Statewide Average

89.5%

Clubs/After- School Activities



Clubs	Day	Room	Advisor
Aavidum	Wednesdays	204	Yestrumkas
Calculus Club	Tuesdays	417	Allen
Chamber Choir	Tuesdays	605	Miller
Debate Club	Thursdays	303	Friday
Environmental Club	Mondays	113	Kimball
Envirothon	Thursday	E215	Mertz
FCCLA	Every Tuesday	111	Kimball
Global Scholars	Every other wednesday	E305	Kozel
GSA	Monday (1st of Month)	E215	Mertz
Jazz Band	Mondays & Wednesdays	606 (HS Band Room)	Bitting
Leo Club	Every other Wednesday	413	Marcozzi
MUN	Tuesdays	303	Friday
National Honor	Every other Wednesday	413	Marcozzi
Paranormal Club	Mondays	413	Marcozzi
Reading Team	Wednesdays	Library	A Sams
Robotics Club	Tuesdays & Thursdays & Saturday Mornings (2:30 to 6:30pm)	E213 & E216	Robert Svitilla, Edmund Webb III, Cedric Dettmar, Tim Gill & Michelle Gombocz
Scholastic Scrimmage	Mondays (probably)	303	Friday
SGA	Every Wednesday	110	Chisesi

Addition of RBTs to District Staff

January 3, 2024

Jillian Brodhead - Director of Special Education & Pupil Services

What is a RBT?

- RBT is an acronym for Registered Behavior Technician.
- A RBT is a paraprofessional who has an additional certification in behavior analysis.
- The RBT delivers behavior-analytic services (i.e., individualized positive behavior support plan, Applied Behavior Analysis (ABA) strategies, etc.) under the supervision of a Board Certified Behavior Analyst (BCBA)

Current RBT Supports and Cost Analysis

- We currently contract with two different companies to provide RBT services to students in the district. We currently have six RBTs servicing special education students in the district.
- RBTs have been utilized for students who require highly structured, individualized plans for learning (either behavioral plans and/or ABA strategies) in order for them to remain and participate successfully in their home school and regular education environment.
- Average RBT costs (per RBT) is approximately \$75,000 per school year.

What is required for RBT Certification?

- In order to become a certified RBT, individuals must:
 - have a high school diploma
 - be at least 18 years of age
 - have current clearances
 - complete 40 hours of online training (completed at an individual's own pace)
 - pass a competency exam
 - pass a certification exam
- Once an individual is certified as a RBT, they must continue to receive supervision from a BCBA
- There is an annual recertification and competency exam that must be completed to maintain certification.

Reasons to add RBT Certification for Staff

- Having our paraprofessionals receive additional behavior training assists them to support all students across the district.
- Additional behavioral support for students, allows IEP teams to try additional strategies to help the student succeed, reducing the need for another placement.
- Utilizing our own paraprofessional staff allows for consistency when staff is out. Multiple individuals can be trained on an individual student's plan, allowing for consistent support daily.
- It is the most cost effective option to provide the necessary supports for student need.

Cost to Certify Paraprofessionals

- We currently have 24 paraprofessionals on staff. (9 of the 24 are providing 1:1 services for part or all of the school day)
- Cost for the coursework is \$80 per person.
Assessment costs is \$210 per person.
Cost to pay the staff to complete the coursework is approximately \$830 per person.
Annual renewal application cost \$35 per person.
- Total per person is under \$1200

Saucon Valley High School

Program of Studies

2023-2024 School Year



- **Changes for 24/25**

Page #2 - Board Members' Names Updated

Page #2 - Assistant Director of Student Relations & Athletics Name Updated

Page #18 - Qualifying students may choose a class from a wide selection of courses that are not part of the regular SVHS curriculum and will ~~not~~ count towards the core credit requirement. [School Board Policy 215.1](#)

Saucon Valley High School

Program of Studies

2024-2025 School Year



SAUCON VALLEY SCHOOL DISTRICT
2100 Polk Valley Road, Hellertown, PA 18055
Phone: 610-838-5594

BOARD OF SCHOOL DIRECTORS

Dr. Shamim Pakzad, President
Cedric Dettmar, Vice President
William Broun
Donald Carpenter
John Conte
Vivian Demko
Dr. Laurel Erickson-Parsons
Tracy Magnotta
Jay Santos

SAUCON VALLEY SCHOOL DISTRICT ADMINISTRATION

Jaime Vlasaty, Superintendent
David Bonenberger, Business Manager
Jillian Brodhead, Director of Special Education and Student Services
Robert Frey, Director of Student & Community Relations, CAA, CIAA
Michael Hanssen, Director of Information Technology

SAUCON VALLEY HIGH SCHOOL ADMINISTRATION

Teresa Casimire, Principal
Julie Davis, Assistant Principal

ASSISTANT DIRECTOR OF STUDENT RELATIONS & ATHLETICS

Amy Virden

SAUCON VALLEY HIGH SCHOOL GUIDANCE COUNSELORS

Katie Fisher, Collegiate and Career Counselor
Rachel Alderfer (Last named A-L)
Joanna Suriel (Last names M-Z)

POLICY ON EQUAL RIGHTS OPPORTUNITY

The Saucon Valley School District, an equal opportunity employer, will not discriminate in employment, educational programs or activities, based on race, sex, handicap, or because a person is a disabled veteran. This policy of nondiscrimination extends to all other classifications as may be required by law. Publication of this policy is in accordance with State and Federal laws including the Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and Title VI and VII of the Civil Rights Act of 1964. We further affirm that all curriculum offerings and student enrollment practices will be handled without discrimination based on sex, race, religion, national origin, or non-job related handicaps or disabilities.

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[KEYSTONE PATHWAYS TO GRADUATION](#)

[CAREER READINESS REQUIREMENT](#)

GENERAL ACADEMIC INFORMATION

[GENERAL ACADEMIC INFORMATION CURRICULUM](#)

[SCHEDULING](#)

[ONLINE LEARNING](#)

[NCAA ELIGIBILITY REQUIREMENTS](#)

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[PLtW SPECIALIZATION COURSES](#)

[WORLD LANGUAGE DEPARTMENT](#)

[VISUAL ARTS DEPARTMENT](#)

Saucon Valley High School Program of Studies 2023-2024

The Program of Studies is a School Board approved document that represents the policies and procedures involved in scheduling students at Saucon Valley High School. The ultimate goal of the Saucon Valley High School curriculum is to provide challenging educational opportunities for all students as they prepare for a future in college and the workplace. While different career aspirations will result in different course pathways during the high school years, SVHS remains steadfast in its commitment to educate a future workforce capable of successfully competing in the global economy for the 21st century. Student enrollment in courses will be based upon the appropriateness of the coursework to future career goals, whether those goals include post-secondary education at a two or four year college or technical school, entrance into the military service, or gainful employment in a vocational setting.

GRADUATION REQUIREMENTS

Students must complete the following requirements to graduate from Saucon Valley High School:

1. Students must complete a minimum of 21 credits.
2. A student must complete one of the five Keystone Pathways to Graduation.
3. A student must meet the Career Indicator requirements, including the Industry-based learning requirement.

COURSE REQUIREMENTS

Graduation Requirements	
Credits	Course
4	English
3	Mathematics
2	Social Studies (4 courses)
2.5	Science (4 courses)
1	Health/PE (2 courses)
8.5	Electives
21	Credits

Course Advancement Will follow current [School Board Policy 215.1](#)

Credit Recovery Will follow School Board Policy

- When a student is at least one semester behind their peers in credits obtained for graduation, they may request permission to take courses outside of the institution in order to recover credits to qualify for graduation.
- Approval of the credit recovery courses shall be within the District guidelines at approved institutions and at the expense of the parent and/or student.
- Approval of credit recovery will occur on a case by case basis in specific circumstances. Permission must be granted before a student may take a course for credit recovery.

Students Repeating a Course [School Board Policy 217](#)

If a student fails a course, the course can be repeated. If a student passes a course, the course cannot be taken again without an appeal to the principal. Credit will only be given once for a course. If a course is repeated, the student may, upon request in a letter to the principal, have the original grade excluded in the calculation of the GPA. However, both courses will be recorded on the transcript.

Independent Study [School Board Policy 118](#)

Through Independent Study students may expand their knowledge of a particular subject of personal interest beyond the scope of the regular curriculum. The student's self-directed inquiry, investigation and/or production will enable them to support or refute whatever hypotheses they have developed with the help and advice of a faculty mentor.

- Students who wish to undertake Independent Study should first contact their Guidance Counselor at least one quarter before the proposed project would take place.
- The Independent Study cannot replace a required course and must be beyond the scope and sequence of the regular curriculum.
- The student is responsible for engaging a faculty member as their sponsor and creating a proposal that includes: credit value, methods of assessment, timelines and milestones, and a department chairperson review.
- The Guidance Counselor will provide the student with specific details and feedback. All proposals must be approved by the Building Principal, Superintendent and School Board.

Dual Enrollment

- College courses taken while a student is in SVHS will count for credit but will not be calculated in the GPA

Requests to graduate early

- The fourth year of high school shall not be required for graduation if the student has completed all other requirements for graduation.
- A student may qualify for graduation by attending a district school part-time when officially enrolled part-time in a postsecondary institution or when lawfully employed part-time, provided that all graduation requirements have been met.

Grading System

Grade Point Average (GPA) will be calculated at the end of each marking period and will be printed on the official transcript. Some post-secondary institutions often use the combination of the student's GPA and score on the SAT or ACT along with other selection criteria unique to the institution in making admissions decisions.

Students who receive a letter grade of "A", "B", "C" or "D" in a weighted course will be awarded additional grade points. The table below represents the weighted and non-weighted point values for full credit courses. Dual Enrollment courses do not count towards GPA or class rank, but do count towards credits.

GRADE	NUMERIC RANGE	STANDARD GRADE POINTS	HONORS GRADE POINTS	AP GRADE POINTS
A+	97-100	4.33	4.83	5.33
A	93-96	4.00	4.50	5.00
A-	90-92	3.67	4.17	4.67
B+	87-89	3.33	3.83	4.33
B	83-86	3.00	3.50	4.00
B-	80-82	2.67	3.17	3.67
C+	77-79	2.33	2.83	3.33
C	73-76	2.00	2.50	3.00
C-	70-72	1.67	2.17	2.67
D+	67-69	1.34	1.84	2.34
D	65-66	1.00	1.50	2.00
F	55-64	0.00	0.00	0.00
F-	54 or less	Not eligible to attend Summer Learning Academy		

KEYSTONE PATHWAYS TO GRADUATION

*****PDE GRADUATION REQUIREMENT BEGINNING WITH CLASS OF 2023***

In addition to the above listed Graduation Requirements, students must demonstrate mastery of the PA Core Standards. Keystone Exams are taken as an end of course exam when the student is enrolled in Algebra 1, Literature, and Biology. If a student does not receive an “Advanced” or “Proficient” on an Exam, the student is permitted to re-test during designated windows established by PDE until the end of their Junior year of school.

	Below Basic	Basic	Proficient	Advanced
Algebra 1	1200-1438	1439-1499	1500-1545	1546-1800
Biology	1200-1459	1460- 1499	1500-1548	1549-1800
Literature	1200-1443	1444-1499	1500-1583	1584-1800

Senate Bill 1095, which was signed into law by Governor Tom Wolf in 2018, shifts Pennsylvania’s reliance on high stakes testing as a graduation requirement to provide alternatives for high school students to demonstrate readiness for postsecondary success. Students will follow the progression of the five Keystone Pathways to Graduation until they successfully meet the criteria identified.

KEYSTONE PATHWAYS TO GRADUATION

1. Pathway 1- Keystone Proficiency Pathway

Scoring Proficient or Advanced on each Keystone Exam- Algebra 1, Literature, and Biology

2. Pathway 2- Keystone Composite Pathway

Students must score a minimum combined score on all three exams of a 4452, with at least one score of Proficient and no scores of Below Basic

3. Pathway 3- Career and Technical Pathway

Students must earn a passing grade on the courses associated with each Keystone Exam, and pass the National Occupational Competency Testing Institute (NOCTI) or the National Institute of Metalworking Skills (NIMS) assessment in an approved Career and Technical Education concentration.

4. Pathway 4- Alternate Assessment Pathway

Students must earn a passing grade on the courses associated with each Keystone Exam, and satisfactorily complete one of the following alternative assessments: SAT, PSAT, ACT, ASVAB, Gold Level ACT WorkKeys; advanced coursework in AP or concurrent enrollment courses; or acceptance in a 4 year nonprofit institution of higher education for college-level coursework.

5. Pathway 5- Evidence Based Pathway

Students must earn a passing grade on the courses associated with each Keystone Exam, and demonstrate readiness for postsecondary engagement through three pieces of evidence from the student's career portfolio aligned to the student goals and career plans. Examples of evidence will include ACT WorkKeys, SAT subject tests, AP and concurrent coursework, higher education acceptance, community learning project, completion of an internship, externship or co-op or full-time employment.

To keep students on-track to meeting the statewide graduation requirements, Administration and the Guidance Counselors will follow this timeline for student progress:

11th Grade:

1. Administration will review Keystone Exam student scores to determine which students have met requirements for Keystone Proficiency Pathway and Keystone Composite Pathway
2. Students who have not met requirements for Pathways 1 and 2 will be offered Optional Supplemental Instruction to retake Keystone Exams
3. Guidance Counselors will meet students who do not opt to retake to determine which Pathway 3, 4 or 5 will be met for graduation requirement
4. Student Guidance Counselor meets to review requirements and set a timeline.

12th Grade:

Guidance Counselors will review data and determine if students are on track to meet graduation requirements. If not, the student and parent will meet with Administration to determine steps needed to be completed. *Graduation Requirements must be met no later than October.*

CAREER READINESS REQUIREMENT

****GRADUATION REQUIREMENT BEGINNING WITH CLASS OF 2023**

To help ensure that all students in Pennsylvania are on track for meaningful postsecondary engagement and success, the Pennsylvania Department of Education has included a measure of students' career exploration, preparation, and readiness as part of Pennsylvania's state and federal accountability system through the Future Ready PA Index and under the Every Student Succeeds Act (ESSA). The Career Readiness Indicator recognizes efforts to ensure that all students have access to career exploration and preparation activities that are standards-aligned and evidence-based, including the development of career plans and portfolios that help students identify pathways and opportunities for postsecondary success.

By the end of 11th grade, the student will have a career portfolio containing both the K-5 and 6- 8 grade band evidence, and a minimum of eight pieces of evidence, or at least two pieces of evidence each year, collected in the 9-11 grade band that validates all four strands of the CEW standards have been meaningfully addressed. At least two of these pieces of evidence for the 9-11 grade band must demonstrate implementation of the student's individualized career plan. By the end of their senior year, students should have completed personalized experiences that are connected to local, regional, and state workforce needs. These efforts should also be informed by an analysis of regional and statewide workforce data, including current and future projected openings and skills needs.

Beginning with the Class of 2023, students will meet the College and Career Readiness Graduation Requirement by:

1. Completion of College and Career Indicators as identified and assigned in coursework.
2. Yearly completion of the College and Career Portfolio activities.
3. Completion of the Industry Based Work Indicators: All Industry-Based Work experiences will be coordinated and reviewed through the Guidance Department prior to students beginning the process. Students will be responsible for completing all paperwork and experience requirements.

In order to navigate the career indicators required in each grade level, students will upload their College and Career Artifacts to an online portfolio. Each student will be responsible for completing the components and upload all evidence to their portfolio. If the work is not completed by the last day of classes, the student will be required to attend work sessions during final exams.

- Grade 9- will be completed in conjunction with the English Course and other core subject areas
- Grade 10- will be completed in conjunction with English course and other core subject areas
- Grade 11- will be completed through check in check-in needs a hyphen meetings with Counselors and the College and Career Readiness course
- Grade 12- will be completed through check-in meetings with Counselors, Senior Meetings and Career Readiness course

Future Ready PA Index Requirements for College and Career Readiness

The Future Ready PA Index is a collection of school progress measures related to school and student success. The Index includes a range of assessment, on-track, and readiness indicators, to more accurately report student learning, growth, and success in the classroom and beyond. In addition to assessment scores, students are now scored on completion of College and Career Readiness Indicators including:

- o Career Readiness Standards
- o Rigorous Course of Studies- including: AP courses and Dual Enrollment
- o Industry-Based Learning- including: left blank
- o Industry Standards-Based Competency Assessment (NOCTI/NIMS)
- o Industry Recognized Credential
- o Work-based Learning Experience
 - Job Shadowing, Internship, Cooperative Education, Career Mentoring, Community-based Work Programs, and Service Learning

Education and Career Plan (ECP)

An education and career plan (ECP) is a document that a student will use to map and track their journey toward college and career readiness. It integrates college and career planning and preparation into a single document. The process of becoming both college and career ready can be complex; students will work with their teachers and guidance counselors to identify future steps and document their progress. The ECP:

- Identifies a student's career interests and goals and incorporates the qualifications, education, and training requirements for the identified careers.
- Connects a student's career goals with the specific qualifications, education, and training required for entry into those careers.
- Outlines a student's four-year course plan for high school that aligns with graduation requirements as well as the student's postsecondary education and career goals.
- Provides an integrated record of progress in college and career planning that shows activities and accomplishments in both areas.

The ECP is a living document that is updated at the end of each year before completing scheduling. Students will revise their goals, interests, and courses as they explore potential careers in greater depth.

Students will complete a reflection each year to focus on their journey in achieving their post-secondary goals.

Career Pathways and Clusters





Career Pathways provide students with a direction for making informed career decisions. Each pathway is a flexible career grouping that focuses students on elective courses that prepare them for specific career goals and career exploration. Utilizing Naviance, students identify career pathways based upon their interests, experiences, and abilities. Pathways are divided into a number of focus areas, which allow students to investigate career options within specific industries. Each pathway provides students and parents with information regarding specific careers within a focus area and the level of training or education needed to attain those careers.

Career clusters are a way of grouping careers with common features and skills. Careers grouped into the same cluster typically require similar education and training. Exploring clusters can be a useful way for students to find a good career match, especially if they have general areas of interest but are not sure what specific careers match those interests. Career clusters can also help them better understand how their coursework in school can prepare them for certain types of careers.





HOW TO USE CAREER PATHWAYS

The following Career Pathways pages outline the four Career Pathways at Saucon Valley High School. Recommended electives for each pathway are included so that students and parents can make informed decisions regarding courses that may begin to prepare students for their identified career field. To ensure graduation requirements are met, students should refer to the program of studies to determine required core and elective courses for grades 9-12. This document should be used as a general guide when scheduling courses, but consultation with teachers and counselors is highly recommended. Students do not need to follow one pathway but these pathways provide some guidance when choosing courses for future courses of study.

Career Pathways Overview The four pathways are described below. Once you have found a pathway that interests you, review for suggested courses, and career opportunities.

Health & Social Services 	Science, Technology, Engineering, & Math 	Arts, Humanities & Communications 	Business, Finance & Law 
<p>This is a pathway that includes a large and diverse group of careers. Human services involves careers that help people and families meet their needs, including education, social services, and mental health needs.</p> <p>The health and medicine career pathway includes careers that promote health, wellness, and diagnosis as well as treat injuries and diseases. Some of the careers involve working directly with people, while others involve research into diseases or collecting and formatting data and information. Work locations are varied and may be in hospitals, medical or dental offices or laboratories, cruise ships, medevac units, sports arenas, space centers, or within the community.</p>	<p>Engineers and technicians design and build things. They are critical in all kinds of manufacturing, especially at the earliest stages when products and processes are being created and refined.</p> <p>A career in science is exciting, challenging, and ever-changing. Learners who pursue one of these career fields will be involved in planning, managing, and providing scientific research and professional and technical services including laboratory and testing services, and research and development services.</p> <p>The agriculture pathway prepares learners for careers in the planning, implementation, production, management, processing, and/or marketing of agricultural commodities and services.</p>	<p>Careers in the Performing Arts, Visual Arts or certain aspects of Journalism, Broadcasting and Film are careers that tap students' creative talents.</p> <p>Audio-Video Communications Technology, Telecommunications or Printing Technology require strong backgrounds in computer and electronic-based technology and a solid foundation in math and science. All pathways require the ability to communicate effectively in both oral and written form.</p> <p>Information technology careers involve the design, development, support and management of hardware, software, multimedia and systems integration services. The IT industry is a dynamic and entrepreneurial working environment that has a revolutionary impact on the economy and society</p>	<p>The Business, Finance, and Law pathway includes careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.</p> <p>The finance portion of this pathway involves careers in financial and investment planning, banking, insurance and business financial management. The legal system impacts us in many ways, from buying a home to safely driving a car.</p> <p>Careers in law keep the legal system running smoothly and include public services, jobs that serve and protect people, including law enforcement, firefighting, legal services, and the military.</p>

Example Career Opportunities for Specific Career Pathways:

	Health & Social Services 	Science, Technology, Engineering, & Math 	Arts, Humanities & Communications 	Business, Finance & Law 
Advanced Coursework	<ul style="list-style-type: none"> • Physician • Pharmacist • Dentist • Physical / Occupational Therapist or Counselor 	<ul style="list-style-type: none"> • Engineer • Architect • Security Analyst • Computer Scientist • Research Scientist • Research Professor 	<ul style="list-style-type: none"> • Post-Secondary Professors • Political Scientist • Systems Engineer 	<ul style="list-style-type: none"> • Financial Analyst • Auditor • Certified Public Accountants • Chief Executives • International Businessperson • Lawyer
College Course Work	<ul style="list-style-type: none"> • Registered Nurse • Physician's Assistant • Medical Lab Tech • Social Worker • Medical Assistant • Teacher 	<ul style="list-style-type: none"> • Construction Manager • Statistician • Meteorologist • Chemist • Teacher 	<ul style="list-style-type: none"> • Teacher • Musician • Journalist / Editor • Technical Writer • Information Technology Specialist 	<ul style="list-style-type: none"> • Actuary • Insurance • Underwriter • Financial Advisor • Teacher
College and / or Career Course Work	<ul style="list-style-type: none"> • Dental Assistant • Licensed Practical Nurse • Medical Records Technician • Emergency Medical Technician • Dental Hygienist • Vet Technician • Nurses Aide 	<ul style="list-style-type: none"> • Drafter • Engineering Technician • Master Electrician • Automotive Technician • Cost Estimator • Lab Technician • Welder • Precision Machinist • Armed Services 	<ul style="list-style-type: none"> • Preschool Teacher • Fashion Design • Web Designer • Cosmetologist • Horticulturist • Commercial Artist • Photographer • A/V Tech • IT Support 	<ul style="list-style-type: none"> • Loan Officer • Paralegal • Real Estate Agent • Billing Clerk • Administrative Assistant • Bank Teller • Bookkeeper • Police Officer • Firefighter
Career Course Work	<ul style="list-style-type: none"> • Home Health Aide • Nursing Aide • Pharmacy Technician 	<ul style="list-style-type: none"> • Carpenter • Mason • Electrician • Manufacturer • Plumber • HVAC Tech 	<ul style="list-style-type: none"> • Cook • Receptionist • Advertising Sales • Agent 	<ul style="list-style-type: none"> • Claims Adjuster • Retail Sales Clerk • Office Clerk • Janitor & Cleaner • Secretary

SVHS Career Related Courses and Programs:

BETHLEHEM AREA VOCATIONAL TECHNICAL SCHOOL

The goal of BAVTS is to enhance curricular choices for all students. Saucon Valley High School proudly partners with Bethlehem Area Vocational Technical School (BAVTS) to offer hands-on experience and application based specialized skills in a variety of career clusters. First year students attend AM and second and third year students attend PM. For more information about the BAVTS Program of Study please visit:

<https://www.bethlehemavts.org/programs>

PROJECT LEAD THE WAY

PLtW is the nation's leading provider of rigorous and innovative Science, Technology, Engineering and Mathematics (STEM) curricula for schools. PLtW's hands-on, Activities-, Project-, Problem-Based (APPB) comprehensive curriculum is aligned with relevant national standards and is collaboratively developed and updated by subject matter experts including teachers, university educators, engineering and biomedical professionals and school administrators. PLtW's programs emphasize critical thinking, creativity, innovation and real-world problem solving. The hands-on learning engages students on multiple levels, exposes them to areas of study that they may not otherwise pursue and provides them with a foundation and proven path to post-secondary training and career success in STEM-related fields.

The START: Students Taking Advantage to be Ready for Technology

A partnership between SVHS and Northampton Community College, START creates a pathway for careers in Technology. By taking a combination of courses between SVHS and Dual Enrollment courses at NCC, a student can be on their way to completing an Associates Degree at NCC or transfer credits to Bachelor of Science degree in Computer Science program at Kutztown University and East Stroudsburg University.

GENERAL ACADEMIC INFORMATION CURRICULUM

Saucon Valley High School offers a variety of levels of coursework to meet the diverse needs of our students. Placement into course levels is based on a combination of test score histories, prerequisite grades, and teacher recommendations. All students are strongly encouraged to work at their appropriate academic levels. Taking a “lower” level course for “ease” of schedule is not allowed.

Any courses outside these levels require the recommendation of the Special Education Department.

ACADEMIC: Academic courses are designed to prepare students to meet their goals after high school. Courses will prepare students for college or additional career education. Curriculum is based on the standards and the content is organized to stimulate learning and develop skills in the areas of study. Students are expected to complete work with self-direction. The pacing of Academic courses is maintained at a level to prepare students to succeed at a college or university. All assessments are designed to guide instruction and measure student learning. Students receive an unweighted grade in an Academic class.

HONORS: Honors courses are accelerated versions of Academic courses. These courses are organized to challenge the advanced students by means of a faster pace and more complex curriculum. Students should demonstrate an active willingness and self-directedness to participate in course discussions, activities, and production. Background information and skills must be fairly advanced and candidates for these courses must meet the prerequisites required for the courses. The pacing of the honors courses is rigorous. All assessments are designed to guide instruction and to measure student learning. Students receive a weighted grade in an Honors course.

ADVANCED PLACEMENT: Advanced Placement courses are designed for the highly motivated students and are organized in accordance with the guidelines published by the College Board. These courses are designed to replicate the work characteristics of an introductory college course. Advanced Placement courses challenge a student in the breadth and depth of the curriculum, accelerated pacing, and the need to be an independent learner. Much of the work required is outside of the classroom, often beginning with summer assignments prior to the start of class. Student knowledge in background information and intellectual skills must be strong.

Students enrolled in Advanced Placement classes are strongly encouraged to sit for the corresponding Advanced Placement exam. The cost of the exam is the responsibility of the student/family. The teachers will explain the new pricing policy at the beginning of the course. Students are responsible for registration and all fees incurred with the registration process. Satisfactory performance on the exam may result in favored admission, advanced credit, or advanced standing at participating colleges and universities. Students are encouraged to explore individual college or university policies in accordance with scores and credits. Students receive a weighted grade in Advanced Placement courses.

Although students are encouraged to take a rigorous course load, students should carefully consider the workload and expectations of taking multiple Advanced Placement courses. These courses are rigorous and demanding. Students who take multiple Advanced Placement courses are expected to meet all of the course requirements, including summer assignments.

SCHEDULING

Course Availability Statement

This booklet describes all of the courses currently offered at Saucon Valley Senior High School. The school reserves the right to cancel or postpone courses due to insufficient enrollment, lack of physical facilities, or unavailability of teaching personnel. After the computer generates a schedule for each student the counselors check it for accuracy. On occasion a student's request will not be fulfilled because the class is full, it does not fit into his/her schedule, or it is not running. When this happens, the counselor will give the student a course that is available at that time.

It is imperative that students thoughtfully consider their course selections at the time of course registration so that their original selections are the courses to which they will be committed in the next school year. The administration and counselors must have accurate counts in course sections prior to the start of the year because it is the number of students signing up for each course during the registration process that will determine how many sections of the course are placed into the master schedule. The number of course sections directly determine teacher instructional assignments at the high school for the coming school year.

Curriculum Review for Parent (School Board Policy 105.1)

Curriculum materials and courses of study are available to all parents or guardians during normal school hours and/or teachers/parent conferences. Such curriculum materials, where practical, shall be made available by the school district for home instruction used by the parents or guardians of any student excused from a district program of instruction.

Exemption from Instruction (School Board Policy 105.2)

The Saucon Valley School District will excuse students from specific instructional units or lessons when this instruction conflicts with religious beliefs and/or moral principles of the parent(s), guardian(s), and/or the pupil.

- All requests must be made in writing and detail the specific instruction from which the student is to be excused
-The written excuse must be sent to the building principal
- It is the responsibility of the student to request permission to leave class when the specific instruction objected to is presented
- The parent/guardian may request suggested replacement educational activities but must be consistent with the goals of the class and achieve the academic standards necessary for graduation

Program Planning for an Academic Pathway

Planning for one's four-year High School course sequence is an exciting and serious undertaking. Within this document, students will find many selections designed to challenge thinking and develop interests.

Course selection decisions are a partnership between home and school. The Counseling Staff of Saucon Valley High School is eager and able to provide students and their parents with detailed information regarding academic programs, graduation requirements, college admissions, technical programs and scheduling options. Teachers can also help students decide whether a particular course is suited to his/her needs and abilities and will recommend specific programs for consideration. Parents can provide guidance regarding college and career plans and they must approve the final course request.

Counselors and administrators work during the summer to provide schedules that accommodate the needs of all students. The Counseling Department will do its best to schedule students into requested courses. If course selection conflicts arise during the scheduling process, alternate course requests will be used. Once a student's schedule has been established, it may be difficult to honor a change request as class sections have been set and teachers have been assigned.

Schedule Change Process

There will be fewer options available to the student if changes are requested once the master schedule is set. Not all change requests can or will be honored due to lack of course availability, student/class ratios, teacher assignments or if the request is not being made for a sound educational reason. However, if circumstances change after the time of course selection, students must contact his/her counselor to request a change. The school counselor will discuss the availability of classes and decisions will be made in the best interest of the student.

- Once the school year begins, the expectation is that students will honor their schedules.
- Only changes that are educationally based will be considered.
- Students should discuss any schedule change with their teacher BEFORE contacting their Counselor.
- A schedule change request will be evaluated based on the appropriateness of the change.
- If approved, students may withdraw from a course and add an alternate credit course during the first eight days of a course.
- Students may withdraw from a course with approval during the first five days of the course.
- A course may not be dropped after the fifth meeting of the course.
- Students in a year-long course need to meet with their teacher, parent, and Counselor to discuss any change in schedule due to the length of the course and impact on credits.

SVHS offers 2 options for students who request to withdraw from a course after it is underway past the eighth day of the course. The student must schedule an alternate course available in that same time slot; and the change must have approval. No credit will be awarded for a changed class.

- A "WP" (withdrawal/passing) will be recorded on the student's transcript if the student is permitted to drop the course per the decision of the schedule change committee (including the teacher's input). The student's average at the time of withdrawal is passing and no greater than a 75% after completing multiple tutoring sessions with the teacher. No credit is awarded for a WP.
- A "WF" (withdrawal/failing) will be recorded on the student's transcript if the student is permitted to drop a course per the decision of the schedule change committee (including teacher's input) with a failing average at the time of withdrawal after completing all assignments and attending multiple tutoring sessions. No credit is awarded for a WF.

Placement into the appropriate level of a course is very important. Our faculty has found that students who meet the published prerequisites are most likely to be successful in the course. Students are expected to be challenged yet not frustrated. If a student does not meet a prerequisite the student and parent are asked to explain in a letter to the principal the desire to have the prerequisite waived. Having the prerequisite waived will be based upon the principal's review of previous classroom performance, test scores and other standardized data.

SPECIAL PROGRAMS AND SCHEDULING OPPORTUNITIES

Dual Enrollment (Concurrent Enrollment)

Dual Enrollment is defined as the participation of high school students in college-level courses whereupon the completion of the course earns the student college credit while simultaneously earning high school credit towards graduation. Students are responsible for completing applications, payment of all tuition, books, and fees, and for providing their own transportation to and from the college. Courses are not included in GPA or class rank.

Saucon Valley High School offers two opportunities for students to earn high school and college credits at the same time, Dual Enrollment at [Northampton Community College](#), [DeSales University](#) and [Penn State Lehigh Valley](#), and the High School Scholars Program with [Lehigh University](#), [Moravian University](#), and [DeSales University](#). Students who are interested in participating in any of these programs should meet with their Guidance Counselor to review program qualifications, timelines, and to plan credits.

The [Pennsylvania Transfer and Articulation Center \(PA TRAC\)](#) is an interactive website that helps students plan their postsecondary education. As a high school student, PA TRAC can help you:

- Learn about ways you to earn college credit while enrolled in high school
- Find out how college courses you've taken – or plan to take – transfer to PA TRAC college *Explore your postsecondary options

English as a Second Language (School Board Policy 138)

SVSD shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The purpose of the program is to increase the English language proficiency of eligible students so that they can attain the academic standards adopted by the Board and achieve academic success.

Gifted Education (School Board Policy 114)

The purpose of gifted programming in Saucon Valley School District is to support the academic and social-emotional needs of gifted and advanced students by providing learning opportunities, which are more in-depth and may be presented at a faster pace. In keeping with the Pennsylvania Department of Education Chapter 16 regulations, a Gifted Individual Education Plan (GIEP) will be developed annually for students who are identified mentally gifted. A student is identified as mentally gifted if they have a full-scale IQ of 130 or above, or if multiple criteria strongly indicate gifted ability. Specifically Designed Instruction for students with a GIEP primarily takes place in the regular education classrooms. There are a variety of rigorous courses designed to provide an academic challenge and depth of learning appropriate for many gifted students.

Special Education (School Board Policy 113)

Each student with a disability who is a resident of the district shall be provided quality education programs and services that meet the student's needs for educational instructional, transitional and related services. The special education program is designed to integrate the programs of special education with the regular instructional program of the school, consistent with the interests of the student with the disability. Students with disabilities shall be identified, evaluated, and provided with appropriate educational services, in accordance with federal and state laws and regulations.

Academic Coaching and Intervention (Credit - 0.5 per Semester)

This course is designed for students with individualized plans of studies. The purpose of this course is to continue to improve reading, writing, mathematics, and executive functioning skills based on the student's needs. Instruction will

be provided in a small group setting in the Learning Support classroom. Students are then given the opportunity to apply these intervention strategies and executive skills to their core academic courses. Students can earn up to 1 credit per school year in Academic Coaching and Intervention class.

PREREQUISITE: Approval of Special Education Department

Job credit (Credit - 0.5 per Semester)

Students are eligible to earn credits for having a job during their junior and senior year. Students must work a minimum of 5 hours per week or 90 hours total in order to qualify for this opportunity. Students must verify their hours and complete a reflection at the end of each term.

PREREQUISITE: Approval of Guidance Counselor and verification of employment

Experiential Learning (Credit - 0.5 per Semester)

Experiential learning is the process of learning through action. Students gain content knowledge through instruction community service, civic engagement, internship, research/independent study projects, and cultural immersion.

PREREQUISITE: Students will be required to complete a Student Engagement Application and have approval from Administration

Functional Transitions (Credit - 0.5 per Semester) This course is designed for students with individualized plans of studies. It will provide students the opportunity to learn how to problem solve in the context of the real-world environment. This class will focus on citizenship, community and the daily issues that affect the individual. Classroom activities will focus on real world applications, vocational skills, personal care skills and functional academics that will allow students to reach their maximum independence. This class will allow for exploration of employment options such as volunteerism, independent and / or support work settings. *PREREQUISITE: Approval of the Special Education Department*

Saucon Valley Global Scholars Program

The Saucon Valley Global Scholars Program is inclusive for all high school students and provides the opportunity to:

- Meaningfully select interdisciplinary studies and activities
- Develop global awareness/competency
- Prepare themselves for personal and professional success in an increasingly global society. During grades 9-12, the following 4 components, each of which has a global focus, must be achieved and approved:
 1. Academic courses - successful completion of the following (average grade of B or better):
 - a. 4 credits (or equivalent) of the same world language and
 - b. 4 additional credits toward graduation that are already part of the school's course of study and for which a primary component is global in nature
 2. Active participation in extracurricular activities (minimum of 4)
 3. Service hours (minimum of 20 hours)
 4. Literature/media reviews (minimum of 8, at least 4 of which are books) After completing all of the criteria, students qualify for a:
- Global Scholars Certificate
- Global Scholars Honor Cord to wear at graduation
- The SV Global Scholars Program will enhance a student's: left blank
- College application profile to a university or other post-secondary program
- Professional and personal experiences in the global community and marketplace

Summer Learning Academy (School Board Policy 124)

Students who fail an English, Social Studies, Science or Mathematics course should make up the credit during Summer Learning Academy. This is particularly important for students who attend Bethlehem Area

Vocational-Technical School as there is insufficient room to repeat courses in a vocational-technical schedule. Some elective courses may be available for Summer Learning Academy based on enrollment. A student must have earned a 55% to be eligible for Summer Learning Academy. Summer Learning Academy is currently offered as a cyber-school option only; please see the Counseling Office for more details. *NOTE: A fee is charged for each course taken during the Summer Learning Academy session.*

ONLINE LEARNING

VIRTUAL HIGH SCHOOL LEARNING (VHS)

Virtual High School (VHS, Inc.) is a non-profit organization providing supplemental online classes and blended learning opportunities to high school students. Saucon Valley has an established partnership with VHS to work with parents and students who want to enroll in individual classes. Through VHS' unique network of schools and educators, students gain access to student-centered online education within a high quality, collaborative learning environment.

Qualifying students may choose a class from a wide selection of courses that are not part of the regular SVHS curriculum and will ~~not~~ count towards the core credit requirement. School Board Policy 215.1 Students must have the approval of their School Counselor for all VHS courses. Once classes begin, students will not be allowed to drop a VHS course. VHS instructors run all courses and assign all grades. The course will count towards the student's grade point average. Interested students and their parents are urged to investigate the program further by logging on to the website: www.vhslearning.org. To determine eligibility for participating in this online learning option, please see the counseling office for further details.

E BRIDGE ACADEMY

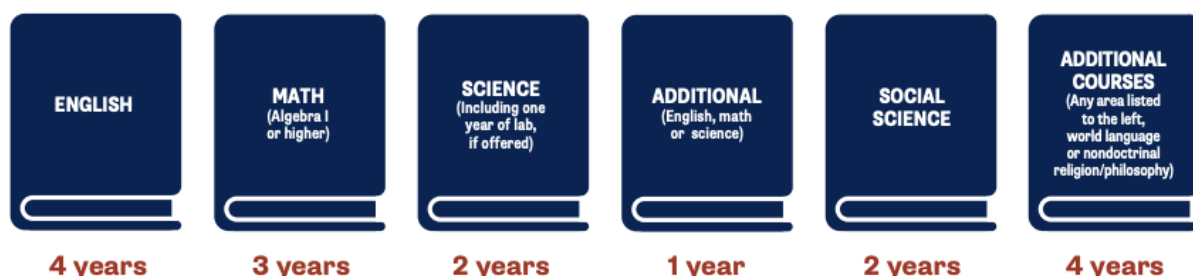
eBridge Academy is Saucon Valley's online educational option for qualifying students. eBridge is not a cyber charter school. In partnership with the school, students' classes are selected based on fulfilling the Saucon Valley graduation requirements.

For qualifying students, the administration and counseling department use the graduation requirements to assist students with the selection of courses within the eBridge framework. Licensed through the Pennsylvania Department of Education, all eBridge courses are developed and instructed by Pennsylvania certified teachers following the PA Academic and Core Standards. The home district administers the Keystone Exams. Students enrolled in eBridge Academy participate in their schooling at home and graduate from their home schools. Please see the counseling office for further details.

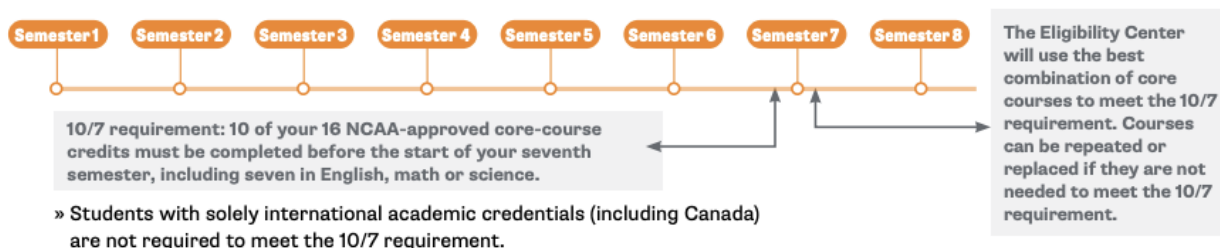
DIVISION I ACADEMIC STANDARDS

Division I schools require college-bound student-athletes to meet academic standards for NCAA-approved core courses and **core-course GPA**. To be eligible to practice, compete and receive an athletics scholarship in your first full-time year at a Division I school, you must meet all of the following requirements:

1. Earn 16 NCAA-approved core-course credits in the following areas:



2. Complete 10 of your 16 NCAA-approved core-course credits, including seven in English, math or science, before the start of the seventh semester. Once you begin your seventh semester, any course that is needed to meet the 10/7 requirement cannot be replaced or repeated.



3. Complete your 16 NCAA-approved core-course credits in eight academic semesters or four consecutive academic years from the start of ninth grade. If you graduate from high school early, you still must meet core-course requirements.
4. Earn a minimum 2.3 core-course GPA.
5. Submit your final transcript with proof of graduation to the Eligibility Center.

How to plan your high school courses to meet the 16 core-course requirement:

$$4 \times 4 = 16$$

9th GRADE

(1) English
(1) Math
(1) Science
(1) Social Science
and/or additional

4 CORE COURSES

10th GRADE

(1) English
(1) Math
(1) Science
(1) Social Science
and/or additional

4 CORE COURSES

11th GRADE

(1) English
(1) Math
(1) Science
(1) Social Science
and/or additional

4 CORE COURSES

12th GRADE

(1) English
(1) Math
(1) Science
(1) Social Science
and/or additional

4 CORE COURSES

BEING TEST-READY FOR COLLEGE

ACT- The ACT measures a student's ability in the subject areas of English, Mathematics, Reading, Science Reasoning, and an optional Writing section. ACT scores are reported on a standard scale that ranges from 1 to 36. The arithmetic average of the scores on the first four tests is the ACT composite score, which is often used as a measure of overall academic ability. High School seniors who take the ACT for admission purposes should take the test early in their senior year. Juniors are encouraged to take the test. Students who choose to take the ACT must register online and assume the related costs. Registration materials and dates are available at www.act.org.

Advanced Placement - All Advanced Placement courses have end-of-course exams composed of free responses that require essay writing and multiple choice questions. **AP exams are given every year during the first two weeks of May.** Every exam receives an overall grade on a five point scale: 5 (extremely well qualified), 4 (well qualified), 3 (qualified), 2 (possibly qualified), 1 (no recommendation). Upon student request, grade reports are sent in early July to each student's home address, school, and college. Students who choose to take the AP exam must register in school with their Guidance Counselor, and assume the related costs.

ASVAB CEP - Armed Services Vocational Aptitude Battery- Career Education Program The ASVAB CEP is a complete career planning program. Students are given the opportunity to take the ASVAB at no cost and no commitment to military service. It provides an interest assessment and planning tools to help students explore career field entry requirements and various career paths, both military and civilian. High school students in grades 10, 11 and 12 participate. Students in 11th grade and beyond receive valid scores for enlistment. Test results are sent to schools so students can explore career options with counselors. Participants receive three composite scores in verbal, math and science/technical skills used for career exploration, and the AFQT score is also reported. The test is usually given in October or November during the school day.

Keystone Exams - see the description on page 4. Keystone Exams are given at the end of the course for Algebra 1, Literature, and Biology. Students may also retake an exam if they did not score a proficient score of 1500. Supplementary instruction is not required to retake an exam. Exams are taken during the school day. Dates for Keystone Exams are **December 4 - 18, 2024** for first semester classes and **May 12 - 23, 2025** for full year courses.

PSAT - The Preliminary SAT/National Merit Scholarship Qualifying Test is a standardized test administered by the College Board and cosponsored by the National Merit Scholarship Corporation in the United States. Its benefits include free, personalized practice; college application fee waivers; scholarship opportunities; increased access to AP courses. Students in 9th, 10th and 11th grade will take the PSAT during school. There is no fee to take the test. Scores are released to the students through their self-created College Board accounts.

SAT - the SAT is an exam used by most colleges and universities as part of an entrance requirement. The SAT includes four parts: Reading, Writing and Language, and Math. The exam is scored on a scale from 400-1600. It is typically taken by juniors in the spring and seniors in the fall. Students who choose to take the exam must register online at www.collegeboard.com and assume the related costs.

BUSINESS DEPARTMENT

The Business Department offers a wide variety of courses, which provide valuable life skills in an ever-changing global marketplace. It is highly recommended that students increase their knowledge and skills in electives offered in Accounting, Entrepreneurship, Finance, and Technology.

ACCOUNTING



Credit - 0.5

Accounting will enable students to acquire an understanding of basic accounting principles and procedures for a sole proprietorship and partnership. Simulated office experiences will be provided to help the student understand the accounting cycle using special journals. Students will complete an accounting cycle simulation during the final weeks of the course. This simulation will serve as the course's final exam.

BUSINESS COMMUNICATIONS & APPLICATIONS



Credit - 0.5

This course will teach students how to use technology as a tool to solve problems. Using Google Docs and Microsoft Office, the focus will be on word processing, spreadsheets, databases and presentations. Various practical problems will be used to illustrate personal and business applications to make fact-based decisions. Students will learn the practical skills necessary for effective on-the-job communication. Activities focused on resume and letter writing, interview techniques, listening skills and organizational skills will prepare students to enter the job market and communicate effectively with customers, co-workers, clients, patients and others. These activities will be supplemented by such topics as time management, stress management and making successful presentations. In addition to becoming proficient communicators, students will gain confidence in speaking and an awareness of their own communication strengths and needs.

ENTREPRENEURSHIP



Credit - 0.5

This course will introduce students to the basic principles of business, with a specific focus on owning and managing one's own business. Students will examine the major steps involved in starting a new business, including the marketing, financing, budgeting, managing, purchasing, staffing and legal aspects. Students will be provided with real-world examples of entrepreneurs who have changed the business world. In addition, students will extend their understanding of concepts through a comprehensive computer simulation in which they will be responsible for operating a convenience store.

FINANCIAL MANAGEMENT & INVESTING



Credit - 0.5

This course is a life skills and financial planning course designed to alert, inform and educate high school students in the financial skills needed for today's world. Concepts covered include: Time Management and Health, Finding a Job, Budgeting and Saving, Finding an Apartment, Buying a Car, Shopping, Choosing and Balancing a Checking Account, Getting a Credit Card, Fixing Your Credit, Education and Advancement, Using Online Banking, Paying Your Taxes, Intro to Investing, Buying a Home, Insurance. Current articles, vocabulary, lecture, discussions and a comprehensive computer simulation will be the instructional tools. Students will review various investment choices with a focus on financial markets and real estate. Leverage, OPM, Risk vs Return, Diversification, Investing for Retirement, short term goals and long term goals will be some of the topics discussed when looking at an investment. The course will consist of researching for opportunities, evaluating those opportunities, creating a plan, monitoring the plan and a final determination of the investment. **RECOMMENDATION:** This course is most appropriate for Juniors and Seniors.

ENGLISH DEPARTMENT

ENGLISH			
Grade Level	Pathway 1	Pathway 2	Pathway 3
9	English 9	Academic English 9	Honors English 9
10	English 10	Academic English Literature	Honors English Literature
11	English 11	Academic Essential Literature	Honors Analytical Writing OR
			AP Language and Composition
12	English 12	Heroes Through Tragedy and Sitcom	Honors American Literature OR
			AP Literature and Composition
Four Courses of English are Required for Graduation.			
Additional Electives include Creative Writing, Analytical Writing, Public Speaking, Journalism I & II, Yearbook			

****Courses listed below are in order by grade level.**

ENGLISH A, B, C, D



Credit - 1.0

English A, English B, English C, and English D courses are designed specifically for English learners who do not have the English proficiency levels to be in the mainstream English courses. Each course is a semester in length, so that an English learner can have the flexibility to be mainstreamed into the English courses. The courses are run on a cycle. Differentiation is practiced according to the student's English proficiency levels. The four domains of language (reading, writing, listening, and speaking) are the core of instruction utilizing the English Language Proficiency Standards and the PA Core Standards. Students read a variety of genres of literature with a focus on key vocabulary and literary concepts. Students will also explore writing for a variety of purposes. There is an emphasis on breaking down the elements of our English language system, as well as practice of oral literacy skills in a small group setting.

ENGLISH / STRATEGIC LITERACY LEVEL 1 & 2



Credit - 1.0

This course will provide targeted, systematic instruction of reading strategies and skills for developing reading independence. Targeted literacy skills including phonemic awareness, decoding, comprehension and vocabulary will be addressed through the use of technology and/or direct instruction. A variety of instructional strategies including multisensory explicit instruction techniques will provide the opportunity to develop independent readers. Students in Strategic Literacy Level 1 and Level 2 may be combined in the same classroom since the program will be differentiated to meet the varied needs of learners.

PREREQUISITE: Approval from Special Education Department

FUNCTIONAL SKILLS OF ENGLISH



Credit - 1.0

This course is designed for students with an individualized plan of study. Students with identified needs in English are placed in this required course for academic support to connect learning to real world applications.

PREREQUISITE: Approval from Special Education Department

ENGLISH 9



Credit - 1.0

This course is for students with an individualized plan of studies. Emphasis will be placed in vocabulary building, spelling, grammar, and punctuation. Students will study the many genres of verbal communication; short stories, newspapers, drama and non-fiction.

PREREQUISITE: *Approval from Special Education Department*

BRIDGES TO LITERATURE AND COMPOSITION



Credit - 0.5

Bridges to Literature and Composition is a foundational semester-long course. This course guides ninth grade students through learning experiences designed to enhance their understanding of complex text and writing. Emphasis on literal comprehension, inferential thinking and the role that prior knowledge plays in understanding texts. Students will be immersed in content area vocabulary and high interest reading materials. Students will be encouraged to view reading as a means to develop higher-level thinking skills. Emphasis is also on writing in various styles for a variety of purposes. Learning will include use of standard English grammar, increased vocabulary and practical research methods. Students will be encouraged to view writing as a practical and necessary skill for any future profession and also as a personal skill that can help them discover themselves. The course will be graded Pass/Fail. **PREREQUISITE:** *Recommendation from Middle School*

ACADEMIC ENGLISH 9



Credit - 1.0

Academic English 9 is a required year-long course for all students entering high school. In this course, students will develop writing skills and utilize the writing process to produce narrative, informative, and argumentative pieces. In addition, students will read a variety of fiction and nonfiction to develop their analytical reading skills and use this analysis to strengthen their writing. Additionally, vocabulary and grammar lessons will be integrated throughout the year to improve student literacy.

HONORS ENGLISH 9



Credit - 1.0

In this course, students will be challenged to integrate higher-level thinking into their written expression to produce narrative, informative, and argumentative pieces. In addition, students will read a variety of fiction and nonfiction texts to develop their analytical reading skills and use this analysis to strengthen their writing in preparation for the AP English pathway. Additionally, vocabulary and grammar lessons will be integrated throughout the year to improve student literacy.

PREREQUISITE: *Teacher Recommendation*

ENGLISH 10



Credit - 1.0

For students with an individualized plan of studies, this course will continue to emphasize the skills learned in English 9 by working on their individual reading levels, building everyday vocabulary, spelling, grammar and punctuation. Reading short stories, newspapers, dramas, nonfiction and a novel will help build verbal communication and career readiness.

PREREQUISITE: *Approval from Special Education Department*

ACADEMIC ENGLISH LITERATURE



Credit - 1.0

English Literature is the second required course in the SVHS Program of Studies. After the successful completion of Academic English 9, students will enroll in English Literature. This year-long course examines both fiction and nonfiction in order to develop, practice, and demonstrate mastery of skills in reading, writing, speaking and listening skills as outlined in the PA Core Standards for grades 9-10. To complete this, students will examine both fiction and nonfiction through a variety of short stories, novels, drama, and both current and historic nonfictional documents.

Additionally, students will utilize various skills to compose original writing where they are required to both form and defend arguments surrounding given topics. At the conclusion of the course, students are required to take the Literature Keystone Examination, a state-mandated assessment.

PREREQUISITE: Successful completion of Academic English 9

HONORS ENGLISH LITERATURE



Credit - 1.0

This year-long course is designed for students who have exceptional reading and writing skills and plan to pursue the Honors Pathway culminating in AP Literature and Composition. This course will examine both fiction and literary nonfiction, but the complexity of the texts and the writing will challenge and enable students to enhance their critical thinking, reading and writing skills. Students will write responses to literature, using vocabulary skills and rhetorical devices to practice and build the foundation for AP writing. The Literature Keystone exam will be administered at the conclusion of this course.

NOTE: Students must see their English teacher for a prerequisite reading assignment to be completed before the start of the course.

PREREQUISITE: Teacher Recommendation

ENGLISH 11



Credit - 1.0

Building upon the skills learned in previous English classes, students with individualized education plans will focus on improving their reading levels, practical vocabulary, grammar and punctuation. Sentence and essay writing will be emphasized, as well as a variety of reading experiences designed to expand student verbal communication skills: short stories, newspapers, magazine articles, drama, nonfiction and novels.

PREREQUISITE: Approval from Special Education Department

ACADEMIC ESSENTIAL LITERATURE



Credit - 1.0

Essential Literature is a course that students will take as juniors or seniors in order to meet their required English graduation credits. In this course, students will study American, British, World, and nonfiction literature, which will allow them to make connections across cultures and time periods. Students will participate in a wide range of learning experiences including literary analysis, an introduction to literary theory, research projects, oral presentations, and group work.

HONORS ANALYTICAL WRITING



Credit - 1.0

This course is a year-long study designed as the foundation for AP Literature and Composition during senior year. Students will build the writing skills necessary for success on the AP Literature and Composition test. Honors Analytical Writing focuses on composition as a response to literature. Students will practice using college-level, analytical writing skills to develop strong expository and persuasive compositions as a response to major works of literature in the Western tradition. Students will have the opportunity to practice both timed essays and longer, more extensive responses using multi-level, college essay questions. AP rubrics, models and “target papers” will be used to guide the development of these academic writing skills. Because of the rigorous and challenging nature of the reading and writing, this course is intended only for those students who plan to take AP Literature and Composition.

PREREQUISITE: Teacher recommendation

ADVANCED PLACEMENT LANGUAGE AND COMPOSITION



Credit - 1.0

This is a year-long course that cultivates the reading and writing skills that students need for college success and for intellectually responsible social engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts, and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course will deepen and expand their understanding of how written language functions rhetorically; to communicate writers' intentions and elicit readers' responses in particular situations. The course cultivates the rhetorical understanding and use of the written language by directing the students' study of professional non-fiction examples with the goal of applying to their own writing the features

and strategies studied in class. At the conclusion of the course, students are prepared to take the AP Language and Composition exam.

PREREQUISITE: *Teacher recommendation*

ENGLISH 12



Credit - 1.0

For students with an individualized plan of studies, this course will further refine the skills learned in previous Foundations classes by focusing on improving reading proficiency, practical vocabulary, grammar and punctuation usage. A variety of reading and writing experiences will continue to build their verbal communication skills: short stories, newspapers, magazine articles, drama, nonfiction and novels.

PREREQUISITE: *Approval from Special Education Department*

HEROES THROUGH TRAGEDY AND SITCOM



Credit - 1.0

This year-long English course is designed for juniors and seniors. It encompasses the evolution of plays through time. Students will analyze scripts created by diverse writers including ancient Greek tragedians, Elizabethan bards, 19th Century Eastern Europeans, modern Americans, and contemporary comedians. The exploration of dramatic structures, characters, plots, and themes in works ranging from classical to contemporary will produce media-based presentations and creative writing components that reveal an understanding of how art reflects zeitgeist and influences society. In the second half of the year students will explore the world of literary and real-life heroes and their conflicts. Study traces the definition, development, and evolution of the role of hero throughout history as a reflection of culture and society. Students will examine epic, tragic, Byronic, and antiheroes through the study of epic poems, Greek tragedies, Shakespearean plays, short stories, novels, articles, and films. A close analysis of these works will help students to understand the evolution of society's definition of "hero" and cultivate a personal definition of their own.

HONORS AMERICAN LITERATURE



Credit - 1.0

This year-long course will provide Honors students with a challenging examination of American literature. The focus will trace American thought from the early settlements through the 20th century, reflecting challenging and complex American works of literature. Active reading strategies, process writing, and critical thinking skills will be utilized to establish and evaluate abstract thinking. Students will examine the historical, cultural, and literary development as reflected in the changing American landscape. Works to be read may include: *The Scarlet Letter* by Nathaniel Hawthorne, *The Crucible* by Arthur Miller, *Daisy Miller* by Henry James, *Their Eyes Were Watching God* by Zora Neale Hurston, *The Great Gatsby* by F. Scott Fitzgerald and various short stories, poems, and nonfiction pieces.

PREREQUISITE: *Recommendation by Teacher*

NOTE: *Students must see their English teacher for the required summer assignment which is to be completed before the class begins.*

ADVANCED PLACEMENT LITERATURE AND COMPOSITION



Credit - 1.0

This is a year-long course designed to prepare students for the AP English Literature and Composition Exam, which can lead to exemption from freshman English in college. Although the course stresses the close reading of sophisticated British literature, other classic pieces are also analyzed. In addition, the course stresses analytic writing as a response to literature in numerous short responses (timed writings) and research-based critical essays. Throughout the course, AP practice questions (both Multiple Choice and Essay) are consistently used during instruction to assess students' progress. At the conclusion of the course, students are prepared to take the AP Literature and Composition Exam in May.

PREREQUISITE: *Recommendation by Teacher*

ENGLISH DEPARTMENT ELECTIVES

CREATIVE WRITING



Credit - 0.5

Creative Writing offers student writers in grades 10-12 an opportunity to expand their skills in the areas of poetry, fictional and nonfictional prose, and playwriting in a reader-response workshop environment. Students will examine a variety of genres and create original works in those genres. In addition, students will share their work with each other and the class to help enhance the editing process. A culminating reflection will analyze progress to reveal growth.

JOURNALISM I



Credit - 0.5

This course will help students to develop the necessary skills for journalistic writing. Students will learn to identify and apply fundamental concepts and skills of journalism, including interviewing skills and effective oral communication, editorial and feature writing. Students will assist in the production of the school newspaper as part of their studies. This semester course. Journalism students will also focus on production of the Saucon Valley High School newspaper: *The Panther Press*

JOURNALISM II



Credit - 0.5

Students enrolled in Journalism II will be on the front lines of news reporting, writing, editing and production of Saucon Valley High School newspaper: *The Panther Press*. Using Adobe software, students will manipulate graphics and make decisions regarding layouts, lead stories, publication schedules and distribution of the school newspaper. Journalism II is a semester-long course. **PREREQUISITE:** *Journalism I*

PUBLIC SPEAKING



Credit - 0.5

Public speaking helps students acquire the skills needed to develop and present effective speeches. Students begin by analyzing notable speeches for successful techniques to model. Throughout the process, students work independently as well as collaboratively to practice researching, organizing, writing, speaking, listening, analyzing, and critiquing in an encouraging environment. Learning to select complementary visual aids helps students with their content and delivery. Relaxation techniques encourage students to develop confidence and to refine skills.

YEARBOOK: PUBLICATIONS AND TECHNOLOGY



Credit - 0.5

Yearbook: Publications & Technology is an elective offered for students who desire an in-depth learning experience in the publication field. Although the course uses yearbook production as a setting, the skills attained through this curriculum also benefit those who are interested in the school newspaper or in publication as a possible future career. Through the creation of page layouts online, and the utilization of a wealth of tools provided by a national publishing company, students learn the power of technology in written media. Students study and apply elements of design, page production, text writing, photography, and marketing. The class is run as a business where students apply for positions and have specific tasks correlating with their positions; the business-like atmosphere enables students to develop, manufacture, and market a product ever mindful of their roles in the successful outcome of the publication.

NOTE: *This class may be taken multiple times*

FAMILY AND CONSUMER SCIENCES DEPARTMENT

FASHION & CREATIVE CONSTRUCTIONS



Credit - 0.5

This course is designed for the student that has interests in either a hobby or a career in textiles, fashion and the garment Industry. Units of study include students learning about a variety of textiles and their typical uses; a variety of fasteners and their best uses; the theory of basic garment construction; basic hand-sewing techniques; basic machine-sewing techniques; the evolution of various fashion styles; the differences between classic design and trends and the recent history of textile manufacturing. Students will also learn recycling, repurposing, sewing, embellishing and hand crafting techniques. Units of study include an in-depth look at the *Rise of the Throw-away Society*; a general assessment of quality between older/vintage items and items produced today; The Art of Recycling and where to find the most interesting "Treasures"; Real-World Examples of Repurposing; Hand Construction Skills; Up-cycling of Clothing; and turning Shabby to Chic.

NOTE: Students will be required to purchase supplies for this course.

FUNDAMENTALS OF COOKING & NUTRITION

Credit - 0.5

This introductory course is designed for the culinary enthusiast who wishes to gain confidence in the kitchen and develop basic food preparation and cooking skills. Throughout the course, students will learn the fundamentals and essentials that intuitive home cooks rely upon without cracking open a cookbook. Objectives will center on identifying, using and caring for kitchen equipment; safety and sanitation practices; selecting, reading and preparing recipes; selection and storage of foods; functions of ingredients; methods of preparation and techniques; food science; and basic nutrition. Lab experiences are aligned with course content to strengthen students' comprehension of concepts and standards. Units of study include an introduction to Basic Nutrition; Sustainability and how it applies to each individual; an introduction to Community Support of resources such as local farmers and farmers' markets; supermarket food selection and how to see through the empty promises of marketed products; dieting and lifestyle trends; differences in nutritional strategies between America and the world; shopping options for food and groceries; meal preparations and cooking at home vs. eating out.

INDEPENDENT LIVING



Credit - 0.5

This course is designed for all students who are preparing for a life of independence. This course will provide students with a unique opportunity to understand some of the challenges and opportunities that coincide with living on one's own in an ever-changing society. The course provides information that will allow students to make informed and more intelligent decisions with regard to life's choices. Units of study include an overall analysis of what it means to live independently; how to find an apartment; how to find your first real job; how to assess and address the need for transportation; budgeting strategies; common stressors of independent living and coping strategies; consumerism and how to understand and protect oneself against the marketing strategies that companies use to promote their products.

NOTE: Students will be required to purchase supplies for this course. Recommended for Juniors & Seniors

YOUNG CHILD



Credit - 0.5

This course is designed for all students who have an interest in current understandings of child development. Units of study include parenting skills, career opportunities in the field of early childhood, prenatal care and pregnancy, birth defects, theories of child development and brain development, family diversity issues and physical, intellectual, social and emotional development of the child. Additional units of study include preschool and school-age children, types of observations, the preschool classroom, the special needs child, lesson planning and the childcare profession.

FINE ARTS DEPARTMENT

BAND

Credit - 0.5 / 1.0

This course is designed to profile students with the technical skills needed for competent ensemble performance. Through an interdisciplinary approach, students will study and perform music from the realm of western wind literature, as well as music from various historical periods in music history. The course is designed to heighten musical, cultural and historical awareness through an analytical approach. The growth and development of this ensemble will be highlighted through public performance during the enrolled semesters.

PREREQUISITE: *Students must have prior enrollment in the Middle School Band program or speak with the course instructor.*

NOTE: *This class may be taken multiple times.*

HONORS BAND

Credits - 1.0

The Honors Band is open to any member of the high school band. This course option is designed for the advanced instrumentalist desiring a more intense program of study. Students must take a proficiency audition prior to enrolling for honors credit. In addition to meeting all regular Band course requirements, students will be required to prepare and perform two jury recitals, one at the end of each semester. The jury recital will consist of a 15-20 minute performance of solo literature. The honors portion of the grade during the first and third marking period is based on progress toward the jury, whereas the grade in the second and fourth marking period is based on the jury performance. Applied study with a private teacher on the student's instrument is highly recommended for any student enrolled in this course. This is a full year course.

CHORUS

Credit - 0.5 / 1.0

Mixed choir is the culmination of vocal technique and aural skills. Beyond producing sound, the choir emphasizes the act of listening and blending with all of the vibrations being created within and around the student as the singer. The essence of this ensemble is to turn many into one. All individual characteristics are set aside to create moments of unity. Students will study various choral selections that will develop technique. This group will present their hard work in the form of three concerts scheduled throughout the year. This class is open to all who want to sing.

NOTE: *This class may be taken multiple times.*

HONORS CHORUS

Credits - 1.0

Honors Chorus is open to any High School Chorus member in grades 10th-12th via a short audition consisting of a performance of a piece and an eight measure sight reading example. In addition to meeting all High School Chorus course requirements, students will be required to perform a jury/recital of select vocal literature at the end of the year. A repertoire list will be provided of varying levels of difficulty based on experience. The Choral Director will meet with all Honors members to discuss what repertoire he or she should prepare. Outside lessons will be provided and scheduled between the Choral Director and each student. Each Honors Chorus member will also have to prepare 5 to 10 sight reading examples every month for the duration of the school year. These will be recorded performances and will be submitted through Schoology. Honors High School Chorus is a full-year class that meets at the same time as Chorus. It is not open to Semester only Choral students.

BAND/CHORUS

Credit - 0.5 / 1.0

This course allows students to alternate between band and chorus with teacher direction throughout the semester. It is designed for students that would like to complete band and chorus while keeping other elective credits available for coursework outside of the Fine Arts Department.

NOTE: *This class may be taken multiple times.*

INTRODUCTION TO MUSICAL THEATER

Credit - 0.5

The purpose of this course is to expose students to the art of improvisation, writing, blocking, the development of characters, and vocalizing all within the spectrum of theater. This course will push students beyond their comfort zone and develop their skills of listening and seeing what is happening on stage. It will also develop awareness of their physical presence on stage and how it conveys meaning to the audience. This course is open to anyone interested in starting or expanding his or her knowledge of theater.

GUITAR CLASS

Credit - 0.5

Guitar class is designed for all students who are interested in learning or growing their skill-level on the instrument. This class will focus on reading music, reading tablature, understanding the instrument and its variations, history and chordal theory. The guitar will be used as both an accompanying instrument and a solo instrument. This class will feature a great deal of independent practice as students develop skills within varying genres of interest. It will be a mix of classical, blues, rock, pop and jazz dependent upon a student's interest in the instrument. Theory will be taught to support the growing knowledge of the player. A student taking this class is required to have a guitar available to him/her at home for practice. Classical, steel-string, or electric are all acceptable instruments.

MUSIC FUNDAMENTALS

Credit - 0.5

This course is designed to begin with the fundamentals of music theory leading to four-part harmonization. The purpose of music theory is to provide the student with a deeper understanding of the mathematical and functional principles of music. Music theory places students in the mind of great composers. Not only will students learn to hear the complexities of music, but they will also be able to write and analyze their own compositions using the same fundamental principles that have guided Western music for the past 400 years.

PIANO CLASS

Credit - 0.5

Piano class is built around two central concepts: performance and theory. Performance will be developed by daily, hands-on practice with appropriate repertoire designed to focus on varying aspects of technique. Theory will be taught to provide each student with the fundamentals of music reading necessary to facilitate quality and independent practice sessions. As a student's skill develops, concepts such as harmonization, lead sheets, finger dexterity and more will be explored. Each student will also be given the opportunity to experience performances at his or her current level of proficiency. A student taking this class is required to have a keyboard/piano at home for practice.

VOICE CLASS

Credit - 0.5

Voice Class is designed to enhance students' natural voice and musicianship through selected studies, exercises and repertoire. He or she will study technique within his or her own music selections and learn from peer interaction both when performing and listening. This class serves as a platform for solo and choral performance opportunities. Each student will serve an active role not only as a developing singer, but also as a developing listener and analyzer of vocal and choral music throughout varying genres. Sight singing and fundamental theory concepts are also part of this class.

ADVANCED PLACEMENT MUSIC THEORY

Credits – 1.0

AP Music Theory is an advanced-level course designed to engage students in learning activities that will help them to achieve the outcomes assessed by the College Board's Advanced Placement Music Theory Examination. This year-long AP Music Theory course is designed to develop a student's ability to recognize, understand and describe the basic materials and processes of music that are heard or presented in a score. These abilities will be developed through various aural, written, performance, creative and analytical exercises. Although this course focuses on music of the Common Practice Period (1600-1900), materials and processes found in other styles and genres are also studied.

PREREQUISITE: Teacher Recommendation

MATH DEPARTMENT

MATH			
Grade	Pathway 1	Pathway 2	Pathway 3
9	Academic Algebra 1	(8th grade Algebra 1) Honors Algebra 2	(7th-Algebra 1, 8th- Algebra 2) Honors Geometry OR
			Honors Accelerated Geometry & Pre-Calc.
10	Academic Algebra 2	Honors Geometry OR	Honors Precalculus with Trigonometry OR
		Honors Accelerated Geometry & Pre-Calc.	Honors Calculus
11	Academic Geometry	Honors Precalculus w/Trig OR	Honors Calculus OR
		Honors Calculus	AP Calculus AB
12	Academic Algebra 3 OR	Honors Calculus OR	AP Calculus BC OR
	Math Problem Solving	AP Calculus OR AP Statistics	AP Statistics OR Probability and Statistics
Three Courses of Math are Required for Graduation.			
All Math Classes are year long other than Algebra 1 Math Lab.			

The courses offered by the Mathematics Department are designed to develop mathematical competencies along with the ability to think logically. These courses were developed to meet the needs of students as they prepare for a variety of careers. Courses should be selected wisely since mathematics is a progressive and often sequential discipline. Mathematics teachers are available to advise students as to which course is needed for each career pathway. Students should follow the sequence of courses: Algebra I, Algebra 2 and Geometry (Algebra II and Geometry may be taken concurrently) at the Honors level or the Academic level. Following the successful completion of these courses, the student may select from several elective options designed to meet their academic goals and needs. Be sure to note the prerequisites, recommendations and notes following some of the course descriptions to ensure enrollment in the most appropriate course.

FUNCTIONAL SKILLS OF MATH

Credits - 1.0

This course is designed for students with an individualized plan of studies. Students with identified needs in math are placed in this required course for academic support in order to obtain real world application experiences and achieve individualized goals.

PREREQUISITE: Approval of Special Education Department

MATH 9

Credits - 1.0

Intended only for students with an individualized plan of studies, this course is the introductory course of a four-year continuum. Students with identified needs in math are placed in this required course for academic support in order to reach grade level benchmarks and achieve individualized goals. The courses in this continuum focus on the following mathematical concepts and skills: number and operations, pre-algebra, algebra, geometry, measurement, data analysis and probability, problem solving and reasoning and proof. Mathematical concepts introduced are applied to real world situations and extend student understanding of the learned mathematical skills and strategies.

PREREQUISITE: Approval from the Special Education Department

MATH 10

Credits - 1.0

Intended only for students with an individualized plan of studies, this course is the 2nd level course of a four-year continuum. Students with identified needs in math are placed in this required course for academic support in order to reach grade level benchmarks and achieve individualized goals. The courses in this continuum focus on the following mathematical concepts and skills: number and operations, pre-algebra, algebra, geometry, measurement, data analysis and probability, problem solving and reasoning and proof. Mathematical concepts introduced are applied to real world situations and extend student understanding of the learned mathematical skills and strategies.

PREREQUISITE: Approval from the Special Education Department

MATH 11

Credits - 1.0

Intended only for students with an individualized plan of studies, this course is the 3rd level course of a four-year continuum. Students with identified needs in math are placed in this required course for academic support in order to reach grade level benchmarks and achieve individualized goals. The courses in this continuum focus on the following mathematical concepts and skills: number and operations, pre-algebra, algebra, geometry, measurement, data analysis and probability, problem solving and reasoning and proof. Mathematical concepts introduced are applied to real world situations and extend student understanding of the learned mathematical skills and strategies.

PREREQUISITE: Approval from the Special Education Department

MATH 12

Credits - 1.0

Intended only for students with an individualized plan of studies, this is the final course of a four-year continuum. Students with identified needs in math are placed in this required course for academic support in order to reach grade level benchmarks and achieve individualized goals. The courses in this continuum focus on the following mathematical concepts and skills: number and operations, pre-algebra, algebra, geometry, measurement, data analysis and probability, problem solving and reasoning and proof. Mathematical concepts introduced are applied to real world situations and extend student understanding of the learned mathematical skills and strategies.

PREREQUISITE: Approval from the Special Education Department

ALGEBRA 1 - MATH LAB

Credit – 0.5

This course is established to provide additional support and practice for students in Algebra 1. This is a pass/fail course for students to meet grade level standards. The goal is to strengthen students' algebraic skills for standardized test administration. This class is taken concurrently with course Algebra 1. The course is diagnostic and prescriptive in nature to prepare the student for standardized testing. Individualized remediation may be planned for each student to optimize retention and performance on standardized tests. **PREREQUISITE:** Middle School Recommendation

ACADEMIC ALGEBRA I

Credits - 1.0

Students will learn to think logically as they study number systems and properties, signed numbers, variables and expressions, open sentences, solving linear equations/inequalities with one variable, absolute value, exponents, scientific notation, how to construct graphs using a number line and the coordinate plane. Students will also apply critical thinking skills as they learn to solve a variety of application problems. The Algebra 1 Keystone exam will be administered at the conclusion of this course.

ACADEMIC ALGEBRA II

Credits - 1.0

This course reinforces and extends concepts and ideas presented in Algebra I. The areas of study include relations and functions, exponents and radicals, systems of linear equations and inequalities, rational expressions, radical and quadratic equations. Critical thinking skills are extended through the use of a variety of application problems.

PREREQUISITE: Successful completion of Academic Algebra I.

HONORS ALGEBRA II

Credits - 1.0

This course reinforces and extends the ideas presented in Algebra I and develops detailed approaches to problem solving situations and mathematical structure. The areas of study include relations and functions, exponents and radicals, systems of linear equations and inequalities, rational expressions, radical and quadratic equations. Critical thinking skills are extended through the use of a variety of application problems, matrices, complex numbers, higher degree polynomials and rational exponents are presented.

PREREQUISITE: Teacher Recommendation

ACADEMIC GEOMETRY

Credits - 1.0

This course is intended for students who have completed Academic Algebra 1. It uses a formal approach to the structure of geometry as it explores the concepts of proofs and problem solving. Problem solving strategies will frequently use algebraic rather than numerical methods. Students will be encouraged to explore the relationships among geometry, algebra and probability as they learn about points and lines, parallelism, similarity, congruence, polygons, special right triangles and circles.

PREREQUISITE: Successful completion of Academic Algebra I

HONORS GEOMETRY

Credits - 1.0

The Honors Geometry course is intended for the student who has the mathematical ability to assimilate and apply new material at a faster pace than the average college preparatory student. Students will apply deductive and inductive reasoning to the development of proofs and the solving of problems. Basic geometric concepts such as points and lines, parallelism, similarity, congruency, polygons, right triangles, basic trigonometric concepts, coordinate geometry, an introduction to solid geometry and circles will be studied in depth and applied to problem-solving situations.

PREREQUISITE: Teacher recommendation

ACADEMIC ALGEBRA III W/ TRIGONOMETRY

Credit - 1.0

This course reinforces and extends the ideas presented in CP Algebra II. Additional areas of study include a study of polynomial and algebraic functions, exponential and logarithmic expressions and equations, conic sections, complex numbers, graphing techniques and trigonometry.

PREREQUISITE: Teacher recommendation

MATH PROBLEM SOLVING

Credit - 1.0

This course combines the ideas mastered in Algebra and Geometry and then integrates new concepts of Probability and Statistics, to solve financial applications that occur in everyday life. Real-world problems in investing, credit, banking, auto insurance, mortgages, employment, income taxes, budgeting and planning for retirement are solved by applying the relevant mathematics. Extensive use of project based applications will be explored to utilize critical thinking skills required in everyday life to help the student to become a financially responsible adult.

PREREQUISITE: *Teacher Recommendation*

HONORS PRECALCULUS WITH TRIGONOMETRY

Credit - 1.0

This course is designed to prepare students for the study of Calculus, and serves any student looking for a mature investigation of sophisticated algebraic techniques and trigonometric facility for use in Calculus. This course reinforces and extends the concepts and ideas presented in Honors Algebra II. The student is encouraged and expected to apply and generalize previously learned concepts. This course covers the topics of algebra of functions, a study of the nature of graphs, characteristics of polynomial and rational functions, conic sections, trigonometric functions, graphs and inverses of trigonometric functions, trigonometric identities and equations, exponential and logarithmic functions, and (optional if time permits) parametric equations, and polar curves. The essential study of Pre-calculus links the learner to the enduring mathematics applied to real life problem solving.

Graphing calculator use is required for this course.

PREREQUISITE: *Teacher recommendation*

HONORS ACCELERATED GEOMETRY WITH PRECALCULUS

Credit - 1.0

This is an accelerated course where students will complete Geometry in the first semester and Precalculus with Trigonometry in the second semester. This course is only available to students who demonstrate an advanced aptitude for mathematics through prior coursework and assessments.

PREREQUISITE: *Teacher recommendation*

HONORS CALCULUS

Credit - 1.0

This course is designed for the student who intends to take advanced mathematics work in college or Advanced Placement AB or BC while in high school. This course includes review topics in Pre-calculus including analytical geometry as it relates to Calculus, and a conceptual look at differential and integral calculus taught using a functional model approach.

PREREQUISITE: *Teacher Recommendation*

PROBABILITY AND STATISTICS

Credit - 1.0

This course is designed for students who will be continuing their education after high school. It will focus on the concepts of descriptive statistics. These concepts include Data Collection and Classification, Frequency Distributions; Measures of Central Tendency, Measures of Variation, Probability, Probability Distributions, Normal Distributions and The Standard Normal Distribution. Students will also be introduced to the concepts of inferential statistics through hypothesis testing, confidence intervals and correlation and regression. Technology will be incorporated into each unit through the use of the TI-83/84 graphing calculator. Case Studies will also be examined within each unit to pull together the concepts and apply them to real life situations.

PREREQUISITE: *Successful completion of Academic Algebra II*

ADVANCED PLACEMENT STATISTICS

Credits - 1.0

AP Statistics is an introductory course to statistics meant to prepare students for the Advanced Placement Statistics exam. The AP Statistics year-long course will cover the two branches of statistics: Descriptive and Inferential. In the

first half of the course Descriptive topics covered will include Data Collection and Classification, Frequency Distributions; Measures of Central Tendency, Measures of Variation, Probability, Probability Distributions, Normal Distributions and The Standard Normal Distribution. The second half of the course will focus on the inferential branch of statistics. Students will be generalizing from samples to populations, Hypothesis Testing, determining relationships among variables and making predictions, through the use of Confidence Intervals, T-tests, Z-tests, Correlation and Regression and Chi-square tests. A graphing calculator will be required for use in this course.

PREREQUISITE: *Teacher recommendation*

ADVANCED PLACEMENT CALCULUS A/B



Credits - 1.0

This course, for the accelerated pathway, gives high school students an opportunity to experience the expectations and requirements of a college level mathematics course. Areas of study include limits, differentiation and integration of polynomial, rational, algebraic, exponential, logarithmic and trigonometric functions, an introduction to integration, area, volumes of rotation, separable differential equations, slope fields and the Fundamental Theorem of Calculus. Applications use Algebra, Geometry, Trigonometry and some principles of Physics and Economics. A scientific calculator is needed for this course. Students enrolled in this course are encouraged to take the AP Calculus (AB) exam.

PREREQUISITE: *Teacher recommendation*

ADVANCED PLACEMENT CALCULUS B/C



Credits - 1.0

This course, for the enriched pathway, reinforces and extends the combined topics from AP Calculus AB and AP Calculus BC. The areas of study include limits, differentiation and integration of polynomial, rational, algebraic, exponential, logarithmic and trigonometric functions, an introduction to integration, area, volumes of rotation, separable differential equations, slope fields and the Fundamental Theorem of Calculus. The additional "BC" areas of study include integration methods of integrating, infinite series, hyperbolic trigonometric functions, differentiation and integration of inverse trigonometric functions, indeterminate expressions, improper integrals and Taylor polynomials. Applications include area, volume, arc length of curves, growth and decay situations and principles of physics. A scientific calculator is needed for this course. Students enrolled in this course will be encouraged to take the AP Calculus (BC) exam.

PREREQUISITE: *Teacher Recommendation*

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES



Credits - 1.0

AP Computer Science Principles introduces the student to the central ideas of computer science, instilling the ideas and practices of computational thinking and inviting the student to understand how computing has changed the world. A rigorous course, computational content and skills are developed under the framework of creativity. The year-long course focuses on using technology and programming to solve computational problems and create relevant artifacts. In addition, the course addresses the role of computing in society and the ethical implications of new computing technologies. Students are encouraged to take the AP Exam in Computer Science Principles in May.

PREREQUISITE: *Completion of Algebra I*

NOTE: **This course may be used as a Math or Science credit for students who have completed Algebra 1 and Geometry.*

AP COMPUTER SCIENCE A



Credits – 1.0

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

PREREQUISITE: *Successful completion of Algebra I, successful completion of AP CSP*

NOTE: *This course may be used as a Math or Science credit for students who have completed Algebra 1 and Geometry

COLLEGE MATHEMATICS (NCC) #1 Elementary Algebra



Credit - 1.0

This course reviews basic algebra topics. These topics include operations and properties of real numbers, solving linear equations, and inequalities, modeling and graphing linear functions, slope, systems of equations and operations on polynomials.

PREREQUISITE: The enrolled student is a senior and has successfully completed Algebra 1, Algebra 2 and Geometry. Successful completion of this course and a score of 73% on the final exam will grant the student 1 credit for the College Success course at Northampton Area Community College (NCC). This is not a Dual Enrollment course and does not count for NCC credit but as a prerequisite for admissions into College Algebra.

PHYSICAL EDUCATION DEPARTMENT

The Health and Physical education program is designed to have the students understand the interaction between mental, physical, emotional and social health. A complete knowledge of total wellness will be emphasized. The Physical Education curriculum emphasizes the continued development of fundamental sport skills in both individual and team sports. In addition, major emphasis will be placed on developing lifetime sport skills and activities. One additional Physical Education class is to be taken as an elective credit.

HEALTH & WELLNESS with GENERAL PHYSICAL EDUCATION



Credit - 0.5

All 9th grade students are required to take Health & Wellness for a quarter and General Physical Education for a quarter. The Health / Wellness program consists of lectures, discussions, hands-on activities, reports and projects that deal with health issues affecting the youth of today. Topics that are taught include: wellness, human sexuality, drug and alcohol education, relationships, diseases and first aid / CPR education. The course will provide the students with the knowledge and skills necessary to make healthy life choices.

The General Physical Education program is designed to promote health and overall fitness. The students will discover personal strengths and weaknesses through cognitive knowledge, skill execution and active participation in a variety of games and activities. Through nine weeks of activity, the students will be introduced to multiple levels of exercise, classroom assessments, skill evaluations and small group competitions. The history of sports, individual and team sport strategies and fitness terminology will be discussed. A major emphasis will be placed on the development of a personal fitness program to promote positive behaviors for lifelong wellness. The students should expect to be active, develop and improve their level of fitness and promote positive, cooperative and fair competition. Everyone should learn that being active is fun.

NOTE: Required Course for 9th Grade Students.

FITNESS AND LIFETIME ACTIVITIES



Credit - 0.5

This is an elective course to improve the personal level of wellness with concentration on the 5 components of fitness and health. The students will graph and chart their personal goals, engage in physical activity and develop skills in the three areas of complete wellness. The students will demonstrate ways to maintain their health and wellness and plan for a physically active life as young adults. The program will include various aerobic activities, weight training and lifetime activities. The course is designed to promote a comprehensive active workout each day, so that the student can smile and sweat at the same time.

STRENGTH AND CONDITIONING

Credit - 0.5

This is an elective course where students will learn the principles of exercise science including, proper warm-up and cool-down methods, exercise testing, spotting procedures, muscle groups, and proper exercise techniques. The class teaches strength training principles. Students will become more familiar with exercises that can be used to maintain a healthy lifestyle as well as improve their strength, conditioning, and skills.

NOTE: This class may be taken multiple times.

TEAM SPORTS

Credit - 0.5

This course is an elective designed for students who wish to participate in an advanced physical education experience that emphasizes competition, challenge, leadership skills and alternative physical education type activities. Students will also receive instruction in basic anatomy and physiology and learn how to apply this knowledge to their performance in physical activities, as well as developing fitness programs and coaching techniques. Activities will include lifetime, team, individual, conditioning and other fitness related activities. Aquatic activities will also be included.

COMPREHENSIVE PHYSICAL EDUCATION

Credit - 0.5

Comprehensive Physical Education is a test-out option for students in 10th-12th grade. Successful completion (85% or better) of the Comprehensive Physical Education Final Exam is required. Successful completion of the exam will allow students to earn their additional Physical Education credit for graduation without completing an additional physical education course. **PREREQUISITE:** Successful completion of Health/Wellness and General Physical Education.

SCIENCE DEPARTMENT

SCIENCE		
Grade	Pathway 1	Pathway 2
9	Academic Environmental Science	Honors Environmental Science
	Academic Physics 1st	Honors Physics 1st
10	Academic Biology	Honors Biology
11 / 12	Academic Chemistry OR	Honors Chemistry OR
	Conceptual Chemistry OR	Science Elective OR
	Science Elective	AP Science Elective
Students are Required to take 4 Science Courses: Environmental Science, Physics 1st, Biology are required. Chemistry is recommended for all students planning to attend college.		
Electives include: Astrophysics, Human Anatomy and Physiology, Ecology, Bioethics, Intro to Microbiology, Robotics, AP Physics C, AP Computer Science Principles, AP Computer Science A, AP Chemistry and AP Biology. Students meeting prerequisite requirements may take more than one science class in a given year to allow for enrollment in AP courses.		

The science department's courses are designed to develop conceptual understandings of scientific laws, theories and principles in order for students to be knowledgeable about the natural world. There are four required science courses needed for graduation. The courses included in the department fall into one of the three basic scientific disciplines: Physics, Chemistry and Biology. The sequence of required courses begins with Environmental Science followed by, or concurrently with Physics First, followed by Biology, and finally Chemistry and/or a Science Elective. Upon completion of the required courses, students will find a multitude of diverse and challenging elective courses to prepare them for further education beyond high school. The upper level courses selected could potentially prepare students for careers in healthcare, engineering, ecology and chemistry.

FUNCTIONAL SKILLS OF SCIENCE



Credit - 0.5

This course is designed for students with an individualized plan of studies. Students with identified needs are placed in this required course for academic support in order to obtain real world applications and achieve individualized goals.

RECOMMENDATION: *Approval of Special Education Department*

ACADEMIC ENVIRONMENTAL / EARTH SPACE SCIENCE



Credit - 0.5

This class will explore the biotic and abiotic factors that help to create the environment. It will first develop basic themes such as nutrient cycling, water and soil characteristics as well as populations and ecosystems before covering the more complex issues of management of these resources. **NOTE:** *This course is required for ninth grade students.*

HONORS ENVIRONMENTAL / EARTH SPACE SCIENCE



Credit - 0.5

This course is meant to explore the complex interactions between geologic landforms and life, abiotic factors and their effects on biotic factors, nutrient cycles in the environment, interactions between living things, integrated pest management and the use and management of our natural resources.

PREREQUISITE: *Teacher Recommendation*

CONCEPTUAL PHYSICS FIRST



Credit – 0.5

This course can be taken concurrently with Algebra 1 and provides greater development in math expectations. This course will focus on the concepts of physics and their everyday applications. Students will learn the nature of science while exploring the physical concepts of motion and forces, energy, and electricity and magnetism, using a combination of laboratory work, traditional instruction and problem-solving. Projects will develop independent thinking, research, engineering and communication skills.

ACADEMIC PHYSICS FIRST



Credit - 0.5

This course is intended for college-bound students who have completed Algebra 1 or are taking the math course concurrently. The course will help develop mathematical problem-solving skills. Students will learn the nature of science while exploring the physical concepts of motion and forces, energy, and electricity and magnetism, using a combination of laboratory work, traditional instruction and problem-solving.

HONORS PHYSICS FIRST



Credit - 0.5

All physics concepts will be taught in greater depth and with significantly more rigorous problem-solving than in CP. Students will learn the nature of science while exploring the physical concepts of motion and forces, energy, and electricity and magnetism, using a combination of laboratory work, traditional instruction and problem-solving. Projects will develop independent thinking, research, engineering and communication skills.

PREREQUISITE: *Teacher Recommendation*

ACADEMIC BIOLOGY



Credits - 1.0

During this year-long course, the student will progress through the fundamental concepts of Biology to modern concepts in biological theory. Principles of Cell Biology, Genetics, Evolution, and Ecology will be major topics in the students' investigation of concepts in this course. The course aligns with the PA Keystone Biology standards.

The Biology Keystone exam will be administered at the conclusion of this course.

PREREQUISITE: *Successful completion of Academic Environmental Science*

HONORS BIOLOGY



Credits - 1.0

Honors Biology is an in-depth approach to the study of structure and function of living organisms at the molecular and cellular level. Key concepts in Biology are explored and integrated into a challenging, year-long course designed for students who anticipate a science-based career, desire an accelerated, comprehensive program and intend to take advanced courses in science. The course aligns with the Pennsylvania Keystone Standards in Biology. The Biology Keystone exam will be administered at the conclusion of this course.

PREREQUISITE: *Teacher recommendation.*

CONCEPTUAL CHEMISTRY



Credit – 0.5

This introductory course will expose students to the fundamentals of chemistry. Concepts covered include atomic theory, states and properties of matter, chemical reactions and gas laws. This chemistry course focuses on the development of hands-on laboratory skills and less with mathematical theory.

ACADEMIC CHEMISTRY



Credit - 0.5

This college-preparatory level course will introduce interested students to the fundamentals of Chemistry. The topics studied include atomic and structural theory, equations and chemical calculations, states of matter, chemical reactions, nomenclature and chemical bonding, basic stoichiometry. Emphasis is placed on the development of correct laboratory procedures as the student progresses through this study of Chemistry.

Students will need a calculator.

PREREQUISITE: *Successful completion of Academic or Honors Physics First, Algebra I and Biology.*

HONORS CHEMISTRY



Credit - 0.5

Honors Chemistry is an in-depth approach to the study of basic Chemistry. Key concepts in Chemistry are explored by fully integrating reading, technology and inquiry based labs and activities that emphasize independent research and analysis. This is a challenging course designed for students who anticipate a science-based career, desire an accelerated, comprehensive program and intend to take advanced courses in science. Students will need a calculator.

PREREQUISITE: *Teacher Recommendation*

SCIENCE ELECTIVES

ADVANCED PLACEMENT BIOLOGY



Credits - 1.0

The Advanced Placement Biology course seeks to meet the objectives of a Biology course at the college freshman level. The aim of the year-long course is to achieve the knowledge of the facts, principles and processes of Biology with the understanding that science is a human endeavor with social consequences. The course is organized to conform to the Advanced Placement suggested syllabus. It includes research papers, experiments and independent study projects. Students are encouraged to take the Advanced Placement Examination in May. **PREREQUISITE:** *Teacher Recommendation*

ADVANCED PLACEMENT CHEMISTRY



Credits - 1.0

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in Chemistry. Students cultivate their understanding of Chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. Created by the AP Chemistry Development Committee, the course curriculum is compatible with many Chemistry courses in colleges and universities. At the conclusion of the course, students are encouraged to sit for the AP Chemistry exam. There will be required summer work in this course and students must keep a formal lab report notebook.

PREREQUISITE: *Teacher Recommendation*

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES



Credits - 1.0

AP Computer Science Principles introduces the student to the central ideas of computer science, instilling the ideas and practices of computational thinking and inviting the student to understand how computing has changed the world. Computational content and skills are developed under the framework of creativity. The year-long course focuses on using technology and programming to solve computational problems and create relevant artifacts. In addition, the course addresses the role of computing in society and the ethical implications of new computing technologies. Students are encouraged to take the AP Exam in Computer Science Principles in May.

PREREQUISITE: *Completion of Algebra I*

NOTE: **This course may be used as a Math or Science credit for students who have completed Algebra 1 and Geometry.*

AP COMPUTER SCIENCE A



Credits - 1.0

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

PREREQUISITE: *Successful completion of Algebra I, successful completion of AP CSP*

NOTE: **This course may be used as a Math or Science credit for students who have completed Algebra 1 and Geometry.*

ADVANCED PLACEMENT PHYSICS C MECHANICS



Credits - 1.0

This course ordinarily forms the first part of the college sequence that serves as the foundation in physics for students majoring in the physical sciences or engineering. The sequence is parallel to or preceded by mathematics courses that include calculus. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problems. Strong emphasis is placed on solving a variety of challenging problems,

some requiring calculus. The subject matter of the C course Part 1 is classical mechanics. This course prepares the student for a second Physics course at the college level, typically a calculus based study including some combination of Electricity and Magnetism, Light and Waves or Thermodynamics. Each student is encouraged to participate in the Advanced Placement Physics C Part 1 Examination. **PREREQUISITE:** *Successful completion of or concurrent enrollment in AP Calculus A/B.*

ASTROPHYSICS



Credit - 0.5

This course is a science elective, which introduces physical phenomena outside of the Earth. Two main themes are presented: Structures in the Universe and Space Exploration. Through Structures of the Universe, students explore the planets and moons of our solar system and galaxies. The segment on stars includes our sun, solar systems, the lifecycle of stars and associated structures and the classification of star types. The Space Exploration theme encompasses human achievements, cosmology and current projects. Cosmology covers the Big Bang Theory and other possible beginnings of the universe, the present state of the universe and possible ends to the universe.

HUMAN ANATOMY AND PHYSIOLOGY



Credit - 0.5

This course provides a basic understanding of the structure and function of the human body. Emphasis is placed upon homeostasis, energy use in organisms, physiology of cell processes and medical applications of anatomy and physiology. Laboratories include biochemistry, cellular processes, dissection and physiology of various systems. Students will complete several projects, including a formal research paper. **PREREQUISITE:** *Successful completion of Biology*

ECOLOGY



Credit - 0.5

Ecology will offer an advanced investigation of living organisms and their relationships to one another and to the environment. An emphasis will be placed on field observations and research, exposing the student to the basic principles of ecology through direct contact with a variety of terrestrial and aquatic ecosystems and the life forms found within them. This course uses a college level text and some AP level content. **PREREQUISITE:** *Successful completion of Environmental Science and Biology*

BIOETHICS



Credit - 0.5

This course will examine several biological and environmental concerns facing society today. By using known facts and relevant research data, students will gain an understanding of current issues and develop the ability to make logical, conscientious decisions concerning those issues.

INTRO TO MICROBIOLOGY



Credit - 0.5

Introduction to Microbiology focuses on the study of viruses and bacteria. Basic structure and physiology will be discussed. The role of microbes in human disease will also be studied both in terms of mechanisms of disease and epidemiology. Laboratory work will stress sterile technique, culturing and staining methods. **PREREQUISITE:** *Successful completion of Biology*

ROBOTICS



Credit - 0.5

STEM (Science, Technology, Engineering, and Math) education is an integrated, interdisciplinary, and student-centered approach to learning that encourages curiosity, creativity, artistic expression, collaboration, computational thinking, communication, problem-solving, critical thinking, and design thinking. In this course, the student will design and create physical devices, then integrate microcontrollers or microcomputers, utilize sensor input to feed parameter values in student created code determining the appropriate response of the device. Units of instruction include: Inquiry, Research and Design; Force and Motion; Light and Sound; Programming; Mechanical, Structural, and Electrical Engineering; and a culminating project. **PREREQUISITE:** *Successful completion of Algebra I*

SOCIAL STUDIES DEPARTMENT

SOCIAL STUDIES		
Grade	Pathway 1	Pathway 2
9	Academic United States History II	Honors United States History II
10	Academic World Cultures	Honors World Cultures OR AP World History
11	Academic 20th Century Studies	Honors 20th Century Studies
12	Academic American Government and Economics	Honors American Government and Economics
<p>Students are required to take four Social Studies courses: US History II, World Cultures, 20th Century Studies, and American Government and Economics</p> <p>Electives include AP Psychology, Introduction to Psychology, AP US History, AP World History, Law and Justice, Introduction to Sociology, Contemporary World Issues, Introduction to Anthropology</p>		

The Social Studies Department of Saucon Valley High School offers a number of diversified courses in addition to courses that are required for graduation at each of the four grade levels. Besides taking the required social studies courses, students are encouraged to take a selection of elective courses. The diverse nature of the electives will appeal to a variety of student interests. The elective courses in the Social Studies Department do not satisfy the four required credits needed for graduation (as listed above).

FUNCTIONAL SKILLS OF SOCIAL STUDIES



Credit - 0.5

This course is designed for students with an individualized plan of study. Students with identified needs are placed in this required course for academic support in order to obtain real world applications and achieve individualized goals.

RECOMMENDATION: Approval of Special Education Department

ACADEMIC UNITED STATES HISTORY II



Credit - 0.5

United States History II provides a survey of the major political, social and economic issues in American history from the election of Abraham Lincoln in 1860 through the Great Depression and the New Deal. Topics of study include a discussion of the Civil War and Reconstruction era, the rise of industrialization, settlement of the West, labor and immigration, the progressive reform movement, the emergence of America as a global power during World War I, the prosperity of the 1920s and subsequent economic collapse. Equipped with this historical background, students are then able to observe modern issues such as race relations, the economy, current legislation and the changing role of women in their proper context. Instructional methods in the United States History II courses are flexible and varied in order to meet the educational needs of students of all abilities.

HONORS UNITED STATES HISTORY II



Credit - 0.5

This intensive study of American history is designed for those high achieving students who have demonstrated disciplined work habits and strong writing skills in their 8th grade U.S. History I class. The course will emphasize analytical thinking in order to evaluate the political, social and cultural trends existent in the United States between the Civil War and the Great Depression. An introduction to the historical essay will be provided, comprising thesis writing, development through supporting evidence and primary source analysis. Significant out of class inquiries will be required, including simulation preparation, DBQ essays and a summer reading assignment. Honors U.S. History II is intended for the intellectually curious and hard-working student who seeks an in-depth examination of the forces that shaped modern America. This is an alternative to the required course for freshmen.

PREREQUISITE: Teacher recommendation

ACADEMIC WORLD CULTURES



Credit - 0.5

Academic World Cultures is a course designed to inform the student about the many diverse and unique cultures that differ from, yet interact with, the more familiar American traditions. Elements of anthropology, history, geography, political science and economics will be combined to provide the student with knowledge of the world's major cultural areas. The central theme of World Cultures will be the exploration of each major cultural area emphasizing language, societal structure, the humanities, traditions and customs of Africa, Southwest and Central Asia, Europe, East Asia, South Asia, Southeast Asia, Australia, Oceania and Latin America. Projects will be developed to show the uniqueness of individuals and events as forces for human progress.

HONORS WORLD CULTURES



Credit - 0.5

Honors World Cultures is a reading and writing intensive course for students who have demonstrated disciplined work habits and strong writing skills in their 9th grade U.S. History II class or U.S. History II class. This course is designed to inform the student about the many diverse and unique cultures that differ from, and interact with, the more familiar American traditions. Elements of anthropology, history, geography, political science, and economics will be combined to provide students with knowledge of the world's major cultural regions. Analysis of primary source documents will be utilized to examine the peoples and cultures of the world. Students will spend time out of class preparing for simulations, seminars, collaborative projects, and a summer reading assignment. Honors World Cultures is designed for inquisitive and diligent students interested in discovering the forces shaping global society. *This is an alternative to the required class for sophomores.*

PREREQUISITE: Teacher Recommendation

ACADEMIC 20TH CENTURY STUDIES



Credit - 0.5

This course continues from the point where United States History II concludes, exposing students to the rapidly changing currents of the last seven decades of the 20th Century. Major themes of the 20th Century of which students will be required to write knowledgeably include genocidal events, U.S. involvement in war and conflicts, changes in social issues and policy and the evolution of American foreign policy. These themes will be explored through the study of topics comprising the rise of totalitarian regimes, World War II, the Cold War and 1950s, the Civil Rights Movement and the 1960s and the Vietnam War. In addition, students will receive exposure to the Watergate scandal, the energy crises of the 1970s, the rising Conservative tide of the 1980s, the collapse of communism in the Soviet Union and Eastern Europe and recent geographical and political changes in Europe, as well as U.S. involvement in the Middle East and regional hot spots, U.S. reaction to genocidal events of the second half of the 20th century and reaction to the increased use of domestic and international terrorism. Through their exploration, students will develop the ability to organize information around central historical, political, cultural, civic, technological and social concepts in order to better understand, critically think and empathize with an ever-changing society and will have the necessary skills and historical knowledge to be valuable citizens.

HONORS 20TH CENTURY STUDIES



Credit - 0.5

This course continues from the point where ninth grade United States History II concludes, exposing students to the rapidly changing currents of the last seven decades of the 20th century. A global perspective is utilized, with emphasis placed on the role of America in world events. Major themes of the 20th Century of which students will be required to write knowledgeably include genocidal events, U.S. involvement in war and conflicts, changes in social issues and policy and the evolution of American foreign policy. These themes will be explored through the study of topics comprising the rise of totalitarian regimes, World War II, the Cold War and 1950s, the Civil Rights Movement and the 1960s and the Vietnam War. In addition, students will receive exposure to the Watergate scandal, the energy crises of the 1970s, the rising Conservative tide of the 1980s, the collapse of communism in the Soviet Union and Eastern Europe and recent geographical and political changes in Europe, as well as U.S. involvement in the Middle East and regional hot spots, U.S. reaction to genocidal events of the second half of the 20th century and reaction to the increased use of domestic and international terrorism. Through their exploration, students will develop the ability to organize information around central historical, political, cultural, civic, technological and social

concepts in order to better understand, critically think and empathize with an ever-changing society and will have the necessary skills and historical knowledge to be valuable citizens.

NOTE: *In addition to demonstrating disciplined work habits and strong writing, reading and note-taking skills in their 9th and 10th grade honors or academic history courses, students will need to possess an awareness of current world events to be able to apply to the topics being discussed. The goal of the course is to help students place their experiences, their interests and other history courses in context. Students will have summer reading assignments. This is an alternative to the required history course for juniors.*

PREREQUISITE: *Teacher Recommendation*

ACADEMIC AMERICAN GOVERNMENT AND ECONOMICS



Credit - 0.5

Academic American Government and Economics offers a survey course on the basics of American government and economics. It is a one semester course, which involves equal time devoted to each topic. Through the study of American government students will develop an understanding of the Constitution, federal and state governments and political theory and behavior. Economics will provide the student with a foundation of economic concepts, institutions and policies and their impact on our global society.

HONORS AMERICAN GOVERNMENT AND ECONOMICS



Credit - 0.5

Honors American Government and Economics is a reading and writing intensive course for students who have demonstrated excellent academic work in their 11th grade Honors 20th Century Studies class or Academic 20th Century Studies class. This course comprises an in-depth analysis of theoretical and practical application of the American-style democracy and capitalist system. Students will not only explore the foundations of our democratic and free market system, but they will analyze the impact of globalization on American political and economic policies. Extensive, independent reading and research will allow students to expand their understanding of the challenges that face the global economy in the 21st Century. Honors American Government and Economics is designed for inquisitive and diligent students. Included in the requirements for this course will be individual and group research projects, including an individual MLA research paper. Students will have summer reading assignments. *This is an alternative to the required class for seniors.*

PREREQUISITE: *Teacher Recommendation*

NOTE: *Students will be required to complete a summer reading and research assignment.*

SOCIAL STUDIES ELECTIVES

ADVANCED PLACEMENT PSYCHOLOGY



Credits - 1.0

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas. Students will be encouraged to take the AP Psychology exam in the Spring.

PREREQUISITE: *Teacher Recommendation.* **NOTE:** *There is a summer reading and writing assignment.*

ADVANCED PLACEMENT UNITED STATES HISTORY



Credits - 1.0

As an elective course, this in-depth, year-long study of United States history involves an intensive and critical investigation of historical events and concepts. This will be accomplished by means of independent research, written and oral presentations and seminars. The course is also intended to provide a transition from a high school to a college approach to thinking and learning. Students are encouraged to take the Advanced Placement Exam in United States History.

PREREQUISITE: Teacher Recommendation **NOTE:** There is a summer reading and writing assignment.

ADVANCED PLACEMENT WORLD HISTORY



Credits - 1.0

In Advanced Placement World History, a year-long course, students will investigate significant events, individuals, developments and processes from approximately 1200 CE to the present. Students will employ historical methodology to develop analytical skills including chronological reasoning and argumentation in this college-level course. Through independent research, seminars, oral presentations, simulations and debate, students will make connections among historical developments in different times and places. Prior to the beginning of the course, students will complete summer reading and pre-requisite assignments. Students will be encouraged to take the Advanced Placement test in the spring. This course can be an alternative to World Cultures or an elective.

PREREQUISITE: Teacher Recommendation **NOTE:** There is a summer reading and writing assignment.

LAW AND JUSTICE



Credit - 0.5

This elective course is designed to illustrate the many different aspects of law and justice in America's unique society. The goal of this course is to further the student's knowledge of the organization, and problems of the American legal system and to explore the pursuit of justice in a democratic society. From the Supreme Court to plea bargains, from the FBI to the community police officer, from the Mafia to street gangs and from civil law to lawsuit abuse, elements of sociology, political science and history will be combined to study the legal system through case studies, problem solving and group presentations. Students will develop a research project. **PREREQUISITE:** Successful completion of United States History II.

INTRODUCTION TO PSYCHOLOGY



Credit - 0.5

This elective course includes a description of psychology as a social science and an analysis of the use of the scientific method of inquiry. Various instructional methods and participatory activities will be used to develop student understanding of personality, motivation and emotion, learning and memory, abnormal psychology and psychological treatment methods.

INTRODUCTION TO SOCIOLOGY



Credit - 0.5

Sociology, as an elective, will examine the issues and problems that transcend societal dynamics everywhere. Focus will be on the realities of life in the age of technology and emphasis will be placed on community life styles and problems. Students will discover the meaning behind group behavior and its impact on individual behavior. Discrimination, poverty, crime, aging, alienation and human ecology are some of the issues and problems in which real-life studies will be made and research presented. Periodical reviews, community issues and problem solving will be stressed.

CONTEMPORARY WORLD ISSUES



Credit - 0.5

As an elective course, this class will examine contemporary issues of national and international significance. Students will systematically investigate historical, geo-political and socio-economic context and contemporary perspectives on the issues under examination. Through civil discourse and reflective writing, students will identify their own position on each issue. In this course, students will practice a wide range of skills including reading, writing, research, analysis, critical thinking and civil discourse. Students will complete a culminating project in lieu of a final exam.

INTRODUCTION TO ANTHROPOLOGY



Credit - 0.5

Anthropology can broadly be defined as the study of humans through space and time. Introduction to anthropology will serve as a survey course to introduce students to three of the four sub-disciplines within anthropology: biological/physical anthropology, cultural anthropology and archaeology. The course will explore the origins of humanity, evolutionary theory, biological and genetic variations of human development, primatology, past civilizations and a study of current societies and cultures. In lieu of a final exam, students will participate in a culminating project.

TECHNOLOGY EDUCATION DEPARTMENT



PROJECT LEAD THE WAY

PLTW is the nation's leading provider of rigorous and innovative Science, Technology, Engineering and Mathematics (STEM) curricula for schools. PLTW's hands-on, Activities, Projects, Problem-Based (APPB) comprehensive curriculum is aligned with relevant national standards and is collaboratively developed and updated by subject matter experts including teachers, university educators, engineering and biomedical professionals and school administrators. PLTW's programs emphasize critical thinking, creativity, innovation and real-world problem solving. The hands-on learning engages students on multiple levels, exposes them to areas of study that they may not otherwise pursue and provides them with a foundation and proven path to post secondary training and career success in STEM-related fields.

PATHWAY TO ENGINEERING (PTE)



Credit - 0.5

Intended for grades nine through twelve, this course explores the design process and links STEM principles to relevant problem-solving activities. PTE courses complement traditional mathematics and science courses and can serve as the foundation for STEM-centered or specialized academies. PTE is designed to prepare students to pursue a post-secondary education and careers in STEM-related fields. The following courses are part of the PTE Program.

INTRODUCTION TO ENGINEERING DESIGN (IED)



Credit - 0.5

Designed as a beginning course in the PTE program, the major focus of the PTE program is the design process and its application. Through hands-on projects, students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer's notebook and communicate solutions to peers and members of the professional community.

HONORS PRINCIPLES OF ENGINEERING (POE)

Credit - 0.5

This survey course exposes students to major concepts they will encounter in a postsecondary engineering course of study. Topics include mechanisms, energy, statics, materials and kinematics. Students develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, document their work and communicate solutions. This course is weighted as an Honors course. **PREREQUISITE:** *Successful completion of Introduction to Engineering Design.*

PLtW SPECIALIZATION COURSES

HONORS DIGITAL ELECTRONICS (DE)

Credit - 0.5

Digital electronics is the foundation of all modern electronic devices such as mobile phones, MP3 players, laptop computers, digital cameras and high-definition televisions. Students are introduced to the process of combinational and sequential logic design, engineering standards and technical documentation. This course is weighted as an Honors course.

PREREQUISITE: *Successful completion of Introduction to Engineering Design.*

HONORS CIVIL ENGINEERING AND ARCHITECTURE (CEA)

Credit - 0.5

Students learn about various aspects of civil engineering and architecture and apply their knowledge to the design and development of residential and commercial properties and structures. In addition, students use 3D design software to design and document solutions for major course projects. Students communicate and present solutions to their peers and members of a professional community of engineers and architects. This course is weighted as an Honors course.

PREREQUISITE: *Successful completion of Introduction to Engineering Design.*

PLtW CAPSTONE COURSE

HONORS ENGINEERING DESIGN AND DEVELOPMENT (EDD)

Credit - 0.5

In this capstone course, students work in teams to design and develop an original solution to a valid open-ended technical problem by applying the engineering design process. Students perform research to choose, validate and justify a technical problem. After carefully defining the problem, teams design, build and test their solutions while working closely with industry professionals who provide mentoring opportunities. Finally, student teams present and defend their original solution to an outside panel.

PREREQUISITE: *Successful completion of Introduction to Engineering Design and one other PLtW course.*

Technology Courses Across All Curriculum Areas

CADD I



Credit - 0.5

This is an introductory course designed to familiarize students with basic drafting and CADD concepts. Students will learn the foundation content for drafting including object visualization, dimension standards and multi-view projection. Most of the focus of the course will be on learning and applying CAD software to solve technological problems. Students will have access to industry standard Autodesk drafting software in order to complete their assignments. CADD concepts covered will include 2D sketching and 3D modeling, generating working drawings and creating simple assemblies. Throughout the semester, students will have the opportunity to apply the design process to various projects as they develop custom solutions to given problems.

CADD II



Credit - 0.5

This class will be a continuation and extension of the CADD 1 course. The introductory concepts taught in CADD 1 will be utilized to solve more advanced drafting problems as well as create more complex CAD drawings. Students will use knowledge of the design process from level 1 and apply their skills to develop solutions to more difficult problems. Content areas discussed will include section views, auxiliary views, advanced assemblies and utilization of a 3D printer to test CAD modeled solutions. Students will also have the opportunity to reverse-engineer objects and recreate them in CADD using precision measuring instruments.

PREREQUISITE COURSE: CADD 1

HOME MAINTENANCE AND MATERIAL TECHNOLOGY



Credit - 0.5

This course will focus on the use of various materials for woodworking and construction projects. The importance of project planning, interpreting engineering CAD schematics to assist builds and the application of the design process will be incorporated on all major assignments. Students will complete projects individually and in small groups in the areas of structural creation, utility installation, heat transfer in residential structures and interior finish. Emphasis will be placed on safe laboratory work practices in terms of tool and machine usage.

BIT BY BIT



Credit - 0.5

This introductory technology course prepares students for their college and career future by creating a foundation of Digital Citizenship, Media Literacy, and Computational Thinking. Students will acquire knowledge by engaging in a variety of technology tools including computer programming, 3D printing, Raspberry Pi, little bits, and VEX robots. Students will be exposed to experiential learning with real-world applications and have the opportunity to grow in problem-solving and creativity.

CODING AND WEB DESIGN



Credit - 0.5

Coding will teach the foundations of computer science and basic programming in JavaScript, with an emphasis on helping students develop logical thinking and problem solving skills. This course will prepare students for AP Computer Science Principles. Students will gain skills in building web pages and writing software. Students will begin with JavaScript and increase in knowledge and experience throughout the course. Students will learn how to create effective, informative personal and business web pages while investigating the use of the Internet in business. Students will learn advanced web page design using HTML, DHTML, and JavaScript. Students will apply the knowledge and skills acquired in this course to create web pages for the district web site and possibly local business/community members.

GRAPHIC COMMUNICATIONS

Credit - 0.5

The ability to create effective advertisements using digital media is a big part of every business. Promoting your product through a variety of digital formats is key to successful sales and marketing. In this course, students will learn the basics of composing a visually appealing graphic layout by mixing colors, fonts, and the elements of design. These principles will be applied on several creative digital projects that use industry standard graphics software from the Adobe Creative Suite. Students will learn Adobe Photoshop for image editing and modification, Adobe InDesign for graphic layout, and Adobe Illustrator for vector graphics and image creation. Student projects will include image touch up, image combination, vector artwork, digital comics, logo creation, and a screen printed T-shirt.

VIDEO PRODUCTION

Credit - 0.5

Digital Media is the most prevalent form of communication and advertisement in society today. In this course students will explore video production, which includes: video planning, filming and video editing. To complete these tasks, students will have professional tools at their disposal including HD digital video cameras and accessories, green screen, as well as the industry standard software in Adobe Premiere Pro to edit their videos. Students will apply problem-solving strategies individually and in small groups to create projects such as radio shows, silent movies, commercials, movie trailers and music videos.

WORLD LANGUAGE DEPARTMENT

FRENCH I

Credit - 0.5

French I is an introduction to the French speaking world. French speaking countries are explored, the fundamentals of grammar are introduced and listening, speaking, reading & writing skills are focused upon. A total immersion approach is taken in order to exemplify an authentic accent and fluency. Audiovisual materials are used to hone speaking and listening skills and all these aspects are fused throughout the course so that a true understanding may be attained.

FRENCH II

Credit - 0.5

French II is a continuation of the first-year program. Listening, speaking, reading and writing skills are further developed. The cultural emphasis is on the geography of France. The total immersion approach is continued. Audio-visual materials are used throughout the course.

PREREQUISITE: Successful completion of French I or teacher recommendation.

FRENCH III

Credit - 0.5

French III builds upon previously studied skills (listening, speaking, reading and writing). The cultural focus is on French holidays and celebrations. French speaking countries of Africa are also explored. The total immersion approach is continued. Audio-visual materials are used to supplement the course. **PREREQUISITE:** Successful completion of French II or teacher recommendation.

HONORS FRENCH IV

Credit - 0.5

In French IV, reinforcement and refining of the skills (listening, speaking, reading and writing) from the previous levels occurs. The cultural focus is on French art. A visit to an art museum to see some of the works studied will take place, if possible. Audio-visual materials are used throughout the course.

PREREQUISITE: Successful completion of French III or teacher recommendation.

ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE



Credits - 1.0

The AP French Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies and cultural awareness. The AP French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French. The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes and assumptions). This is a yearlong course.

PREREQUISITE: Successful completion of Honors French IV or teacher recommendation.

SPANISH I



Credit - 0.5

Spanish 1 is an introduction to the language and culture of the Spanish speaking world. The fundamentals of grammar are introduced at this level. The four skills of reading, writing, listening and speaking are also introduced. A total immersion approach is taken so that an authentic accent and greater comprehension of the spoken language may be attained. Technology will be incorporated as a tool to access authentic materials.

SPANISH II



Credit - 0.5

Spanish II is a continuation of the first-year program. Listening, speaking, reading and writing skills are further developed. The cultural emphasis is on the geography of Spain. The total immersion approach is continued with a focus on student communication in the language.

PREREQUISITE: Successful completion of Spanish I or teacher recommendation.

SPANISH III



Credit - 0.5

Spanish III refines and further develops the four skills of listening, speaking, reading and writing. The total immersion approach with emphasis on proficiency is continued with special attention given to speaking and reading skills. The cultural emphasis is on Latin American geography and culture **PREREQUISITE:** Successful completion of Spanish II or teacher recommendation.

HONORS SPANISH IV



Credit - 0.5

Spanish IV is designed to focus on linguistic and cultural knowledge with an emphasis on the components of language. The total immersion approach is continued with special attention given to speaking and listening skills. Students use the language both within and beyond the school setting.

PREREQUISITE: Successful completion of Spanish III or teacher recommendation.

ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE



Credits – 1.0

AP Spanish is intended for students to demonstrate an understanding of the Spanish culture, incorporate interdisciplinary topics, make comparisons between English and Spanish and between cultures and use Spanish in real life settings. The following themes will be integrated: global challenges, science and technology, contemporary life, personal and public identities, families and communities, beauty and aesthetics. This year-long course prepares students for the AP Exam in May.

PREREQUISITE: Successful completion of Honors Spanish IV or teacher recommendation.

VISUAL ARTS DEPARTMENT

The Visual Arts department offers a variety of courses designed to meet the needs and interests of the students at Saucon Valley High School. Each course is available to students at Level I (first enrollment in that course), Level II (second enrollment in that course, with advancing skills and concepts). Level III (independent study) may be available to the advanced student, based upon enrollment in a specific course and mutual agreement of student and instructor.

Fees are based upon the cost of materials, which become the exclusive property of students in a particular course, or experiences that are offered to students in a particular course as distinct from the general student population. Although each art student is provided with basic materials, some specific materials are necessary for each course and are covered by these fees.

ART CONCEPTS I

Credit - 0.5

This is a foundation course each semester. In it, students will experiment with a variety of materials and processes. Students learn basic visual arts concepts and vocabulary in both two and three-dimensional design. Students will draw, paint, sculpt and work with printmaking. They will work with the elements and principles of design that constitute a language common to all the visual arts. In this course, homework is assigned on a continuing basis. This includes weekly sketches and project specific readings. The course is open to all students.

ART CONCEPTS II

Credit - 0.5

Building on the Art Concepts I foundation, Concepts II will provide a greater range of personal expression, with opportunities for more in-depth art experiences using a range of two and three-dimensional media. The course emphasizes the learning of strong drawing skills using observation, perspective and spatial illusion. Art experiences include observational drawing, imaginative problem solving, aesthetic understanding and creativity. In all their work, students will implement the sequential steps for project development. Homework is assigned on a more intense basis.

PREREQUISITE: Successful completion of Art Concepts I

DRAWING I

Credit - 0.5

The student will be instructed in a variety of drawing techniques and drawing media (pencil, pen and ink, charcoal, pastel, scratchboard, etc.). Drawing techniques will explore line, value, proportion, texture, depth and perspective, as well as such subjects as portraiture, figure drawing and various historical and contemporary styles.

DRAWING II

Credit - 0.5

This is a continuation of Drawing 1. The course includes individual focus for advanced student learning. Portfolio Building is the basis of the course.

PREREQUISITE: Successful completion of Drawing I

PAINTING I

Credit - 0.5

Students will be instructed in the proper use and techniques of painting in the following media: tempera, acrylics, oils and mixed media. Students will experiment with various techniques and styles and will be introduced to various subject matters (landscape, still life, portrait, figure, etc.) in historical and contemporary artworks.

PAINTING II

Credit - 0.5

This is a continuation of Painting 1. Emphasis will be placed on historical painting styles, further development of skills and personal style, and Portfolio Building. **PREREQUISITE:** Successful completion of Painting I